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From the site chair

Welcome to Sugiyama Jogakuen University the home of “The Green Team”. This private university has a long history of education with the aim of providing high quality education to girls and young women. Sugiyama Jogakuen University (SJU) evolved from humble beginnings just over 100 years ago in Nagoya City.

The core of Sugiyama’s education is based upon the founder’s motto: “Nurturing humanity.” With this dictum as our guide, we aim to cultivate the human resources suited to the demands of future society. Currently, we educate 8,000 students in our kindergarten, primary school, junior and senior high school and university.

During the past three years the Green Team has hosted over twenty events and has participated in five JALT international conferences. We hope you have a productive conference and have time to enjoy the sites and attractions of Nagoya.

Mike Stockwell
Site Chair



From the conference co-chairs

Welcome to the 21st Annual JALTCALL Conference at Sugiyama Jogakuen University! It is our honor, on behalf of the conference team and CALL SIG officers, to welcome all the presenters, delegates, and sponsors to the 2014 JALT CALL SIG Annual Conference, “New Horizons in CALL.” The event promises to be very engaging, with presenters and attendees coming from across Asia, and around 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 future of educational technology in language learning.

This year the CALL SIG is pleased to bring you a wonderful Keynote Speaker, Dr. Regine Hampel, Professor of Open and Distance Language Learning at



Edo



Douglas

Welcome!

The Open University in the UK. Her expertise in using digital media for language learning and teaching, computer-mediated communications in the language classroom, and the affordances of new technologies are sure to spark the interests of attendees and encourage new and exciting research in Japan's CALL field. We hope you will join us on Saturday afternoon to hear Dr. Hampel's Keynote Address before retiring to the JALTCALL Networking Reception.

We are also very happy to have the CALL SIG's own Dr. Glenn Stockwell, Professor and Associate Dean (Academic Affairs) in the School of Law at Waseda University, Tokyo, as this year's Plenary Speaker. Dr. Stockwell will share his knowledge in the field of mobile technology in language learning in Japan – some of which was captured in his recent book, *Computer-Assisted Language Learning: Diversity in Research and Practice* (Cambridge University Press, 2012). Be sure not to miss his Plenary presentation on Sunday afternoon.

The entire JALTCALL 2014 staff would like to express our deep gratitude to Site Chair, Mike Stockwell, as well as the administrators, staff, and students of Sugiyama Jogakuen University and volunteers from other local universities for helping to plan, organize, and work to make this an excellent conference. Without their help and generous hospitality, this conference would not have been possible. Further, Douglas and Edo would like to sincerely thank all the conference team members who have worked relentlessly these past few months to prepare for a conference of this scale. As always, we are always ready to welcome new members to the team.

Finally, the must-attend networking event of the year, our Saturday evening Networking Reception will be held at Saloon Gastou in Imaike 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 while overlooking the beautiful city of Nagoya.

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

Edo Forsythe and Douglas Jarrell
JALTCALL 2014 Conference Co-Chairs

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CONFERENCE TEAM

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Handbook Layout	Paul Mason

The JALTCALL 2014 is the result of the efforts, energies, and input of many, many people from around Japan. To the presenters, our commercial sponsors, attendees, and all who have helped in any way, the conference team says, “Thank You Very Much!”

The Japan Association for Language Teaching

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

The CALL 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 and educational technology.

Times and room numbers

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

Twitter hashtag: #jaltcall2014

Please help us share our conference with the Twitter-verse by using our hashtag #jaltcall2014.

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 lunch-time opportunities to meet new people and discuss the proceedings of the day. Also, you can stop by the AM Room (Room 509) and enjoy complimentary refreshments while you learn more about our conference's sponsors.

As always, the Conference Team welcomes you to the annual Networking Reception on Saturday evening at 18:30. It will be held at Gasto, a restaurant with a beautiful view on the 8th floor of the Gas Building at Imaiike. It is easy to get to, only 5 stops from Sugiyama University by subway, and there is direct access from the Imaiike subway station via Exit 10. That exit is the entrance to the Gas Building. Just take the elevator up to the 8th floor and you will find yourself there. There will be plenty of food and drink, so please join us and use the opportunity to meet other presenters and researchers in your field, and to catch up with old friends and colleagues.

Cloakroom

A cloakroom will be available near the AM room. You may leave your suitcase and other belongings there. Student helpers will staff the cloakroom on Saturday and Sunday. 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 until 17:00. While we will try our best to safeguard your belongings, neither JALT, the CALL SIG nor Sugiyama Jogakuen University take responsibility for any loss.

Announcements

Lunch

There are several restaurants near the university as well as some convenience stores around the campus. For details, check out the student-produced website about local restaurants at <http://sugiyamahoshigaoka.weebly.com/restaurants.html> or please ask one of the student interns for more information.

WiFi

The campus Sugiyama Jogakuen University will have wireless in some areas but not all. Please consult the registration desk to obtain login information and we appreciate your patience with networking issues.

Live conference schedule

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

Post-conference feedback survey

The JALTCALL 2014 Conference Team thanks you for your participation in this year's event. We request that you provide us with feedback on your impressions of the conference by completing the JALTCALL 2014 Post-Conference Feedback Survey available at: <https://www.surveymonkey.com/s/DV5D92B>. The survey should take no more than 5 minute to complete and will help the Conference Team to continually improve the CALL SIG's events. Your participation is greatly appreciated. Thank you.

Post-conference special issue of the JALTCALL Journal

The JALTCALL Conference does not produce a conference proceedings; however, we do produce a post-conference special edition of The JALTCALL Journal for our presenters to publish their papers. The deadline for submissions for this year's edition is July 31, 2014. Guidelines for authors and submission procedures are located at our website, <<http://journal.jaltcall.org/index.html>>. Direct your questions to the Journal editor at <journal@jaltcall.org>.

Keynote Address

Professor Regine Hampel

New Horizons for CALL Research

CALL has come of age, as Hubbard (2009: 1) has suggested: “[A]s computers have become more a part of our everyday lives – and permeated other areas of education – the question is no longer whether to use computers but how. CALL researchers, developers and practitioners have a critical role in helping the overall field of second language learning come to grips with this domain.” This observation underlines how the focus of research in computer-assisted language learning (CALL) has changed and how its position has shifted in relation to the field of second language learning. The aim is no longer to demonstrate the legitimacy of CALL (vs face-to-face language learning) but to find out what the best ways of using digital technologies are in language education.

In this keynote presentation I will start off by exploring recent trends as evidenced in a range of CALL publications, highlighting various pedagogies and technologies that are being employed in CALL, and the research approaches and areas of study that are being chosen by authors (who often research their own practice as teachers). I will then examine in more detail some central pedagogical approaches in CALL that have arisen in recent years (and that relate in particular to computer-mediated communication), including intercultural, telecollaborative and task-based approaches. The focus then will shift to selected new technologies that have recently come to the fore and that are transforming learning and teaching, including mobile devices, virtual learning environments, multimodal platforms that allow for spoken interaction, open educational resources (including MOOCs), social networking sites, and online games. These pedagogies and technologies are providing fertile ground for research, for example around learner interaction and collaboration, intercultural learning, social presence, learner support, multiliteracies, online teaching skills, and the use of new technologies to support language learners in developing countries.

I will conclude by arguing that we need to go beyond traditional language learning approaches with their emphasis on the acquisition of linguistic features from a cognitive point of view, and look to sociocultural theories to help us research CALL today (Block 2003, Lantolf 2006, Lantolf & Thorne 2006, Thorne 2011).

An approach to research will be presented that sees second language development through digital technologies in context, and understands it as learning a social practice that happens in interaction with others and that is influenced by the cultural, historical, and institutional setting in which it takes place (Wertsch 1991). This means shifting from a focus on the individual to one “that includes attention to interactive, institutional and contextual features of human practices” (Ludvigsen, Lund, Rasmussen & Säljo 2011).

Plenary Address

Dr Glenn Stockwell

CALLing into the wilderness: Emerging trends and challenges in CALL

The range of technologies available to language teachers and learners has increased dramatically over the past several years, providing both with a diversity of options that can be both exciting and challenging. As new technologies appear, they bring with them possibilities regarding what can be achieved both inside and outside of the classroom, but it is often difficult to keep up with the range of technologies that become available. In addition to this, the very environments in which language teachers find themselves in are also constantly evolving, with expectations of administration and learners themselves changing rapidly. In this presentation, emerging trends that language teachers deal with on a daily basis with regard to their teaching and learning situations will be discussed, along with some suggestions regarding keeping up with these trends and many of the associated challenges. Specifically, six basic principles that may be of use to language teachers will be described, in order to help them to keep an eye on the larger language teaching and learning environment and assist teachers using technology to take a step back and make choices that are most appropriate to their own individual contexts.

Professor Regine Hampel

Regine Hampel PhD is a Professor of Open and Distance Language Learning at the Open University, UK, and Associate Dean (Research and Scholarship) in the Faculty of Education and Language Studies. Her research focuses on the impact of using digital media for language learning and teaching, and she is particularly interested in the affordances of new technologies, task design, learner interaction and collaboration, multiliteracies, and teacher training. She has been involved in a number of national and international projects, including Developing Online Teaching Skills (funded by the Council of Europe's European Centre for Modern Languages). Regine disseminates her work at national and international conferences and has been invited to speak at various events. Her publications include the book *Online communication in language learning and teaching* (with Marie-Noëlle Lamy). Between 2011 and 2013 she was co-editor of *System: An International Journal of Educational Technology and Applied Linguistics*. More information can be found at <http://fels-staff.open.ac.uk/r.hampel>.



Glenn Stockwell

Glenn Stockwell (PhD, University of Queensland) is Professor and Associate Dean (Academic Affairs) in the School of Law at Waseda University, Tokyo, Japan. His research interests include mobile learning, motivation and technology, and the role of technology in the language learning process. He is co-author of *CALL Dimensions: Issues and Options in Computer Assisted Language Learning* (Lawrence Erlbaum Associates, 2006) with Mike Levy, editor of *Computer-Assisted Language Learning: Diversity in Research and Practice* (Cambridge University Press, 2012), and has published numerous book chapters and articles in several international journals in the field of CALL. He is Editor-in-Chief of *The JALT CALL Journal*, Associate Editor of *Computer Assisted Language Learning and Language Learning & Technology*, and is on the editorial boards of *ReCALL*, *System* and the *CALICO Journal*. He has been invited to speak at several international conferences around the world on the topic of technology and second language teaching and learning.



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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

BECK, Daniel, and FELLNER, Terry 001
Toyo Gakuen University (Japan)

Beyond Public Speaking: Presenting Academic Content Effectively

Publicizing research findings is only one of the responsibilities academics have. While the importance of writing skills is an understood necessary skill for publishing, the same cannot be said regarding the importance of public speaking and presentation design in academic presentations. As a result, many presenters who have interesting information to share often leave their audiences underwhelmed, confused, distracted, or frustrated. Business presenters have sought to improve the quality of their presentations and avoid the derogatory term, “death by bullet-point” by foregoing the use of standard presentation templates and eliminating the use of text heavy slides. Instead, they are realizing the potential slides have to provide clarity, enhancement, and impact through a thoughtful use of visuals instead of text. Yet elements that work in business presentations are often insufficient for academic contexts because the goals and audiences are different. The fundamental goals of academic presentations are to inform and persuade rather than inspire and entertain, such as those seen in TED Talks or Pecha-kuchas. However, while the aims may differ, many of the principles overlap. Academic presenters need to be aware that people cannot effectively concentrate on both text and audio when they are delivered together. They need to understand how different types of information are best received and know which content is best viewed on screen, on paper or listened to. Presenters must learn which types of graphs, charts, and tables are best to display their research data.

Put another way, they need to understand which medium best complements the format their research results are presented in rather than throwing everything together in an arbitrary manner. The presenters will discuss some of the relevant research on the multi-modal aspects of presentations and present their suggestions for making visuals that are both effective and academically appropriate.

002

BLYTH, Andrew

University of Canberra (Australia)

Social Networking Ethics in CALL

This presentation is a follow up on Blyth's (2010) article published in *ELT Journal*. It calls for careful consideration in using social networking services (SNS) like Facebook, Twitter, Google+ and others. Whilst using SNS may facilitate more efficient language acquisition, there are certain risks that have not been discussed. Traditionally, classrooms are closed environments, where the outside world cannot see in, providing students with a private sphere to practice and experiment with their interlanguage. The use of SNS is effectively allowing the outside world to peek in and see students' attempts at language use, not as a moment in a process, but as a product. The effect can be negative, and potentially damaging to personal and professional reputations. Particular word choices or sentences may be misconstrued or misinterpreted, and may harm the students' reputations now, or in the future – especially when comments are published on long forgotten websites like the future equivalents of Friendster, Geocities, Tripod, or abandoned personal blogs. This presentation will conclude with a discussion, and key points may be published in the conference proceedings.

003

BOWER, Jack, and RUTSON-GRIFFITHS, Arthur

Hiroshima Bunkyo Women's University (Japan)

Using Spaced Repetition Software with a TOEIC Word List

The first part of this presentation will detail the results of a one-year project, which had 54 first and second-year students at a Japanese university study a TOEIC word list with the Spaced Repetition Software (SRS) Anki. No statistically significant difference in TOEIC score gains was found between a control and an experimental group. In addition, no correlation between Anki usage and TOEIC gains was found. Results from an attitudinal

survey using both Likert scale items and open answer questions showed that students generally rated the TOEIC word list and Anki as useful. However, the overall amount of student study using Anki was disappointingly low, which may account for the lack of a significant relative increase in annual TOEIC gains. In the survey students also requested a pronunciation feature, and example sentences. In an effort to address the shortcomings of the Anki/TOEIC word list project, a trial of the vocabulary learning system Cooori was launched in 2014. Cooori offers several functions in addition to the spaced repetition offered by Anki. These extra features include: sentence gap fill quizzes, reading quizzes, translation quizzes and a 'hoverable' function providing word definitions and spoken pronunciation. This second part of this presentation will give a brief introduction to the Cooori system, followed by preliminary results of student attitudes from survey data, and initial student usage data. Methodology for comparing student usage patterns, and relative proficiency gains between Anki and Cooori will also be outlined.

CHARTRAND, Robert 004
Kurume University (Japan)

Digital Language Learning for Speaking

Digital language learning has made steady progress recently with the accessibility of online learning tools as well as commercial software from commercial publishers. Of the four language skills (reading, writing, listening, speaking), however, speaking has been the most difficult to implement due to technical limitations of speech recognition and the difficulty of adapting artificial intelligence to language learning software with different first language backgrounds. In this presentation, I will focus on the best ways to learn English speaking skills using digital language learning tools on the Internet and commercial software. Which are the best choices? Why do they work? How effective are they? A number of programs will be introduced and a discussion with the audience will follow to exchange ideas on how to help language learners acquire English speaking skills.

005 **CHEN, Rosa Huiju**
National I-Lan University (Taiwan)

From Classroom to Online Communities of Practice: the Academic Use of Social Media

It is widely acknowledged that the use of social networking sites in educational context has gained much attention in recent years. Particularly, owing to the specific features of social bonds, knowledge sharing and interactive communication, social networking sites have been regarded as the best platform to promote online community of practice, thus being able to supplement face-to-face courses and enhance students' engagement. The purpose of this study is twofold. The first one is to examine the effects of establishing a Facebook group with a course-related identity in facilitating college-level English language instruction. The second one is to promote communities of practice by allowing students to interact online with others outside the traditional classroom boundary. 95 Taiwanese EFL students from three individual class groups were invited to participate in the experiment and data were collected through students' intensive and reciprocal engagement, a questionnaire survey and content analysis. Results of the study indicated that the majority of participants reported that joining the activities on course-related Facebook group provides a strong sense of social presence and facilitates peer interaction. In addition, over half of the participants (72%) agreed that they were feeling comfortable to share their homework on Facebook group and a positive correlation was found between students' online engagement and perceived satisfaction. Finally, based upon the findings, implications for classroom pedagogy and areas for future research are also discussed.

006 **CHOU, Chia-Ching, and WANG, Hong-You**
National Cheng Kung University (Taiwan)

Differentiating Different Applications and Effectiveness of Implementing Wiki- and Google-Doc-based Collaborative Writing

Believing in "mutual scaffolding," Vygotsky (1987) proposed the Zone of Proximal Development (ZPD), highlighting the importance of social interactions to language learning. In second language (L2) writing classes, this concept of learning can be

realized through collaboration, as evidenced in the collaborative writing in L2 classrooms (Storch, 2013). In this era of learning technology and e-learning exploration, the implementation of collaborative writing can be made more effective with the assistance of web-based writing tutorial platforms. In terms of writing collaboratively and learning online, Wikis and Google Docs in teaching writing are two applications that enable learners, in pairs or groups, to post and revise their texts online anytime and anywhere. Among the many benefits of using Wiki- or Google-Doc-based collaborative writing shown (e.g., Lin & Yang, 2013; Woo, Chu, & Li, 2013), caveats of using them were also revealed through post-study questionnaires and interviews in the previous studies. For instance, it was argued that wiki-based collaborative writing may have little importance in language fluency and structure development when compared with individual writing (Elola & Oskoz, 2010), and Google Docs may be not be as effective to accurately track each member's individual contribution (Zhou, Simpson, & Domizi, 2012). The positive and negative effects of these two applications have been discussed respectively in the previous wiki- or Google-Doc-based studies; however, review-based research comparing the instructional practices and effectiveness of the two online editing-and-writing workplaces has not yet been academically established. Therefore, this review-based research compared the assorted state-of-the-art Wiki- and Google-Doc-based journal articles published between 2009 and 2013, and discussed the instructional practices and effectiveness of the two web-based platforms used in the previous studies so as to provide sound "facilitation frameworks (Stoddart, Chan, & Liu, 2013)" which, if adopted as advised, are expected to facilitate collaborative learning in L2 writing ecologies. The studies used by the researchers discussed implementing wikis or Google Doc for language writing or writing for other specific purposes, and the subjects recruited for the previous collaborative-writing-based studies ranged from elementary schools to tertiary level schools. Discussing the applications, students' perceptions, and effectiveness of applying the two web-based online editing-and-writing platforms, this study aims to answer the following research questions: First, how have wikis and Google Docs been applied in collaborative writing classes? Second, how do learners perceive web-based editing-and-writing platforms? Third, how do Wiki and Google Doc applications differ in terms of functions and facilitations? Through distinguishing the effectiveness of the two different online writing platforms, the researchers expect L2 writing instructors and practitioners can apply Wiki and Google Doc applications appropriately to not only assist learners to make strides in writing competence but also to better enrich their collaborative writing experiences.

007 **FELLNER, Terry**
Saga University (Japan)

Measurable Gains of Online Post-test Scores with ER and MoodleReader

While there is little argument among language teachers that extensive reading (ER) is beneficial for English learners, only one study examined the effects of additive ER on students' English outcomes (Robb & Kano, 2013). This presentation discusses the positive effects ER had on pre/post-test scores at Saga University. The presentation starts with a brief definition of additive ER. The presenter will then describe the study he conducted with freshman university students comparing GR word count results with students' post-tests results. Students were assigned a reading goal of 175,000 words (from graded readers) over the course of one academic year with word counts determined by the MoodleReader software module, which awarded words for passed quizzes taken by the students. The word counts were then compared with the students' 4 skills test pre/post test scores. While all students improved their post-test scores over the course of one year, the students who achieved their reading goals improved their post-test scores by 50% more than students who did not. The improvement in reading test scores is particularly apparent where students who achieved their reading goals showed a 60% greater gain than the non-reading students. The presenter concludes by contending that additive ER can play a significant role in improving students' English as measured by TOEIC-style standardized English tests.

008 **FLOWERS, Simeon**
Tokai University (Japan)

Computer Supported Collaborative Learning: Facilitating Spontaneous Peer-Peer Communication

Past studies in CSCL (Computer Supported Collaborative Learning) have noted that just because technology can support collaborative learning does not mean that it will. This study looks at a university level project-based course conducted in 2013 which used CSCL to manage learning outside of the classroom, and seeks to identify which aspects of the technology used were most important in facilitating spontaneous peer-peer communication. This

course provided a good opportunity for research in that there were 73 student participants, and no institutional LMS provided. Experimentation with three different applications were successively employed in hopes of instigating spontaneous peer-peer interaction. The three different applications (identified as App1, App2, and App3) were analyzed in terms of: their use as an LMS, support for social networking, mobile friendliness, familiarity with students, and support of student collaboration. App1 was designed as a web based Learning Management System with a heavy emphasis on social networking; however, App1 failed to instigate peer-peer communication. App2 was a fairly mobile friendly collaborative text editor from a company familiar to students; however App2 instigated peer-peer interaction in only a small number of participants. App3 was a social networking mobile app which was already very familiar to students. App3 instigated the most amount of spontaneous peer-peer interaction. Analysis of the three platforms suggests that student familiarity and mobility are perhaps the two most important factors in instigating spontaneous peer-peer communication in CSCL.

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

009

Context is Key: Using Maps and Blogs for Language Learning

Internet services, such as SNSs and blogs, are now used as language-teaching tools and materials, and they provide an engaging addition to normal classroom activities. Our own preliminary work suggests that the use of Web 2.0 innovations facilitates place-based communication. Based on preliminary investigation, the authors conducted further research that included a series of blog-based assignments, and a collaborative mapping project between EFL and JFL learners at two universities in Japan, and two in the US (N = 300). The data includes questionnaire responses collected before and after the project, blog data, and interviews with focus groups. The results suggest that the blog activity encourages students to create a rich and vibrant learning community with the opportunity for language exchange with native speakers. Students were able to raise their awareness of the differences and similarities between them, and to better understand people who study their language. These results highlight the positive effects of utilizing blogs to interact with native speakers of a target language. Moreover, the interview results demonstrate that the bloggers' experiences in the treatment group seem to have motivated them to continue studying, and raised interest in their

counterparts' country and culture more than the control group. In this paper, we will provide an overview of the project and report the salient results attained through the analysis of the data.

010 **FUJIMOTO, Chika**
Griffith University (Australia)

Learners' Perceptions of Use of Learning Resources and Technological Devices for Learning Collocations through the CALL Software

There has been a large body of research written on vocabulary acquisition. According to the literature (e.g., Durrant, 2009; Fan, 2009; Goudarzi & Moini, 2012), there have been persuasive arguments that the complexity of English collocations make them a major hindrance to many ESL/EFL students, and many agree that the learners generally have insufficient knowledge of collocations, and even advanced learners often encounter difficulties in the precise use of collocations. This problem is exacerbated by the fact that many learners face limited exposure to their use and are less likely to gain knowledge outside of the classroom (e.g., Fan, 2009). These difficulties led to the objectives of the present study, where the aim was to develop CALL software for learning collocations. In this study, learning content was designed to assist learners (n=22) in gaining knowledge of collocations for academic words, and provided feedback not only about the responses provided by the learners, but also about how to engage in study that would help the learners to improve their knowledge of collocations. The activities could be accessed either through conventional computers or through mobile devices. The study attempts to explore how learning resources were perceived by the learners in relation to their effectiveness during the learning period. In addition, the study intended to explore learners' perceptions of using different technological devices for learning through the online lessons. The results have shown significant and interesting findings about learners' perceptions of the use of the learning resources and technological devices.

Negotiation of Meaning and Multimodal Interaction in a Web Conferencing-based Beginners' Chinese Class

Nowadays, the increased robustness of web conferencing tools enables language educators to use a variety of modes, such as, text, graphics, audio, and video, to communicate simultaneously with learners at a distance. From both interactionist and sociocultural perspectives on second language acquisition (SLA), learner-learner interactions provide opportunities for negotiation of meaning and collaborative learning, which may facilitate their second language learning. However, as Hampel and Stickler (2012) proposed, there is a paucity of studies on learners' multimodal interaction influenced by combined tools in online language classes. This empirical research aims to fill the gap by investigating the implementation of task-based language teaching (TBLT) approach in a web conferencing-based online beginners' Chinese class and its influence on learners' interactions and participant patterns. Further, it intends to shed light on task design in the synchronous computer mediated communication (CMC) environment. In this exploratory study, 8 beginning-level Chinese students at Macquarie University conducted two online sessions delivered by the web conferencing platform called Blackboard Collaborate in the first semester, 2013. A mixed methods approach was adopted. 1) The teacher and learners' multimodal interactions were recorded and analyzed quantitatively in order to illustrate participant rates. 2) In-depth interviews were conducted after the completion of the two sessions to gather learners' feedback on the technical environment and the task designed. 3) Varonis and Gass's (1985) model was used to identify the instance of negotiation of meaning in learner-learner interactions through discourse analysis. The results illustrate how TBLT and the online multimodal platform can be utilized in first year Chinese teaching to promote collaborative learning, and its influence on the participants' communication patterns and their L2 learning.

012 **HASAN, Masudul, and HOON, Tan Bee**
Putra University (Malaysia)

Exploring Massive Open Online Courses for Language Learning

Recently, there has been much debate regarding Massive Open Online Courses (MOOC). MOOC is a new model of e-learning for delivering learning content online to virtually anyone with no limit on attendance. MOOCs have been identified as a useful facilitation for many academic disciplines including English language learning. This study initiates a survey on MOOCs provided by Coursera. The study investigates numbers of participating universities by region, types of courses offered, unique features, completion rate, evaluation criteria and certification of MOOCs. More importantly, the study also highlights the language courses offered, specifically special features, which are designed to facilitate the acquisition of various skills of English Language. It is anticipated that the results of the study will provide valuable insights for the application of MOOCs in English language education.

013 **HERBERT, John**
Akashi National College of Technology (Japan)

A Variation of Visual Syntactic Text Formatting Revisited

At JALTCALL 2011, Professor Mark Warschauer stimulated conference participants' interests in Visual Syntactic Text Formatting (VSTF). The presentation herein readdresses the unique pedagogical value of a variation of VSTF and cautions attendees away from common misbeliefs that many teachers have about the positive effects of VSTF on second language reading, which Dr. Warschauer spoke of, applying to more EFL contexts and learner profiles than they actually do. Many educators believe that, by separating text into meaningful language chunks, which cascade down the page like short stair steps, as seen with VSTF, a reader can process the text more easily; and, a language learner should be able to recognize grammar and syntax patterns more quickly. There is evidence of this in the literature from studies on native and non-native speakers of English in the United States. However, there are also a small handful of recent pilot studies, which challenge this evidence. Although the year-long studies that took place in the U.S. yielded positive results for VSTF, other studies from the U.S. and Japan have suggested that experiments involving up to 25 hours of treatment produce varied and insignificant results.

The presenter will show eye tracking data and numerical results collected from 91 technical college students who completed over 20 reading activities, which utilized parsed text, block text, or both, in a controlled environment outside class. Attendees will walk away with the ability to make informed decisions as to whether or not VSTF might be appropriate for their specific students and contexts.

HITOSUGI, Claire 014

University of Hawaii at Manoa (USA)

Learning Global Issues Through a UN Food Force Videogame in a Second Language Classroom

Digital game-based language learning (DGBLL) is still in its infancy (Reinders, 2012), but existing empirical evidence, though limited, points promising outcomes in L2 learning (Peterson, 2010; Ranalli, 2008; Sykes & Reinhard, 2013; Zheng et al, 2009). Evidence of effects of videogame use in classrooms is less. This study explored the effects of the use of the videogame, Food Force (FF), on learner affect, awareness of global issues and vocabulary retention in an advanced-low Japanese classroom at a US university. Students engaged in the FF unit for five days as part of the existing curriculum. A Likert-scale survey and vocabulary tests were conducted on three different occasions. Second language acquisition (SLA) theories postulate that interaction, comprehensible input, meaningful context, negotiation, experiencing less anxiety and task-based approach facilitate second language learning (Ellis, 2003; Krashen, 1985; Long, 1996; Loschky, 1994). Videogames situate language use through taking on a character in the story and gameplay. The attributes that videogames afford can promote SLA. In order to raise awareness of world hunger, the UN World Food Program (UNWFP) developed a humanitarian educational videogame, Food Force, in 2005. The game consists of six missions that teach how the UNWFP combats world hunger. The student assumed the role of a new member of the UNWFP in a mission. Before playing the game, students engaged in various tasks. The use of FF showed overall positive effects on students learning outcomes, but the data revealed individual differences in the outcomes.

015 **HSIEH, Wen-Min**
Hosei University (Japan)

Preparing Language Teachers for CALL Integration: It Takes More than Technology Courses

Increasing attention has been paid to Computer-Assisted Language Learning (CALL) teacher education in the past decade as language teachers play a vital role in successful integration of technology into classrooms. Bax (2003; 2009) contends that for technology to be truly integrated, educators need to aim at achieving normalization and that normalization of CALL is achieved when technology becomes invisible, embedded in everyday practice. Teacher education and professional development programs have been offering technology-related courses and workshops in various forms to prepare L2 teachers to integrate technology into their classroom. However, Egbert et al. (2002) and Dooly (2009)'s study on the impact of technology courses suggested that knowledge and confidence gained from CALL courses do not necessarily equal later practice in the classrooms. This presentation argues that to promote technology integration in language classrooms, an equally important element to be weighed in is language teachers' belief systems, for they are the foundations of language teachers' actions in their classrooms. To support this argument, this presentation first examines the assumption and theoretical underpinnings behind technology courses, and continues to sample recent literature on the impact and efficacy of CALL teacher preparation research. Finally, drawing on Hsieh's (2012) study on language teachers' technology use and Bax's (2011) proposal on the effective use of technology in language education, the presentation closes with suggestions for the format and contents of CALL teacher preparation. This presentation hopes to contribute to the knowledge base that technology use, like any other tool use, is contextual, and by doing so to raise educators' awareness of the two fallacies (omnipotence fallacy and sole agent fallacy) towards normalization of CALL (Bax, 2003).

KITAO, Kathleen, and KITAO, Kenji 016
Doshisha Women's College (Japan)

A Corpus-Based Study of Japanese Speakers' Apologies in English

In this paper, we used The Corpus of Learner English (CLE) (Izumi, Uchimoto, & Isahara, 2004), a corpus made up of transcripts of 1281 15- to 20-minute oral interviews with Japanese speakers of English for the Standard Speaking Test (SST). The test includes a warm-up chat on general topics, three tasks (a picture description, a role play and a storytelling task, each with follow-up questions), and another informal chat. Using this corpus, we did lemmatized searches for five words: sorry, pardon, excuse, forgive, and apologize. We removed the non-apologies and the apologies expressed by the native English speakers. Using the remaining results of these searches, we classified the apology strategies based on a revised version of the typology developed by Cohen and Olshtain (1981) and looked at how apology strategies were combined. In addition, we looked at how apology forms were used in non-apology speech acts. Considering these results, we discussed how the teaching of apologies might be improved in English language materials and classes.

KITAO, Kathleen, and KITAO, Kenji 017
Doshisha Women's College (Japan)

A Corpus-Based Study of Responses to Apologies in US English

Apologies and apology responses are vital to maintaining relationships, but it can be difficult to know how to respond to apologies. Although there is research on the concept of forgiveness and emotional responses to apologies, there has been little research on the expressions and strategies that English speakers use to respond to apologies. One method of gathering data to study speech acts is to use speech corpora, either those gathered naturally or those compiled from subtitles of movies or TV series. About 98% of apologies can be identified with lemmatized searches for five keywords: sorry, excuse, pardon, forgive, and apologize (Kitao, 2012). In this study, we analyzed the responses to 320 apologies from 72 episodes from the US situation comedy *Modern Family*, which had been identified as part of a previous study (Kitao and Kitao, 2013). *Modern Family* was chosen because it met Rose's (2001) criteria of being less than 15 years old and

depicting contemporary characters in real-life situations. It has a great deal of everyday conversation, including many apologies. We developed a typology with nine categories: no response, minimizing the offense, focusing on the offense, response to the justification/explanation/question, asking for clarification, reciprocating the apology, vocalization (expressions like “Mm-hmm,” “Mmm,” and “Yeah”), expression of disbelief (questioning the sincerity of the apology), and other. We discussed how the responses in different categories are used and analyzed the circumstances in which they are used by using examples from the corpus.

018 **LANDER, Bruce**
Kurume University (Japan)

The Motivational Influence of Quizlet in a Blended Learning TOEIC Class

This presentation will introduce a study at a medium sized private university in Japan where a blended learning component was added to a test-based syllabus of 400 low level foreign language students. The subjects in this study all voluntarily chose to take a TOEIC course aimed at improving test scores over the space of two fifteen-week semesters. The blended learning component comprised of the widely acclaimed, online, digital flashcard learning tool Quizlet, initially introduced at JALTCALL in Matsumoto last year to rave reviews. Quizlet, initially formed in 2007, is a vocabulary learning tool that enables users to create, combine and collect word lists individually or collaboratively. Student created word lists are accessible through mobile or tablet applications and through this study were shown to improve test-scores by an average of 10% in almost all subjects. Quizlet has produced a comprehensive and intuitive study platform that allows students to input words in their target language then have that word translated into English or any other language of their choice. Quizlet is also closely linked to the online photo Flickr database, providing visual aids to any word inputted. In this presentation, quantitative and qualitative data collected through a 50-itemed survey conducted before and after the introduction of Quizlet to the 400 subjects in this study will be introduced. Empirical data clearly shows an improved awareness of how technology can influence the foreign language learner. Student feedback on the use of Quizlet and the use of smartphones in class will also be mentioned.

LEE, Hui-Ting, and HUANG, Jhih-Yong 019
National Cheng Kung University (Taiwan)

Facebook as a Medium to Express “True Self”

Facebook as one of the social networking sites may satisfy personal needs with its variety of functions. As for the conveyance of private messages, opinions differ on the preferred channel of communication: face-to-face communication versus online communication. Tosun (2012) has claimed that “people may find it difficult to express some aspects of their ‘true self’” (Roger, 1951) during their face-to-face communication; especially if those aspects conflict with social norms and expectations” (p. 1511); in other words, “true self” seems like “the real aspects of self which are not often or easily expressed in social life” (Turkle, 1995 as cited in Bargh et al, 2002: p. 34). Although extensive research has been done on Internet communication, little attention has been specifically paid to the differences of offline versus online interactions. This paper aimed to explore the different reactions between face-to-face communication and Facebook communication and the reasons why people tend to express “true self” on Facebook because more significant differences could be found in the responses to sensitive topics. Through the activities in face-to-face as well as Facebook communication and the interviews with five participants, the principal findings suggested that sensitive topics might lead to people’s different reactions between face-to-face communication and Facebook communication in terms of three aspects: directness, elaboration, and seriousness. Furthermore, four reasons emerged as evidence for the more frequent occurrence of “true self” on Facebook: hidden physical appearance, more processing time, nicknames used, and fewer social norms. Therefore, with the results, this study may help people be aware of their “true self” on the Internet and to manage closer relationships with other people.

LIN, Chih-Chung, and LIU, Gi-Zen 020
National Cheng Kung University (Taiwan)

Needs Analysis and Material Design for Writing English Dissertations in an Online Writing Tutorial System

Nowadays many graduate students in Taiwan need to learn how to write not only term papers but also theses or dissertations in English. Research indicates that writing in English tends to

be the most difficult part for them in the process of studying in graduate schools, especially for those who are in engineering-related departments. The use of technology could enrich the overall process as well as enhance the effectiveness of writing in English. There are, however, few specific writing tutorial systems with the aim of helping engineering students develop their writing skills for theses and dissertations in English. Hence, the purpose of the current study is to identify the main needs from the target users and essential steps and moves regarding writing dissertations in English, and to illustrate the various kinds of teaching materials that are helpful in the online tutorial system. The method of triangulation with doctoral students, dissertation advisers, and the chairs of departments were applied at National Cheng Kung University (NCKU) in Taiwan. Using needs analysis as an identified research strategy, the present paper argues that writing the discussion part is the most difficult for doctoral students, and how to present the ideas properly tends to be the most common need for them while writing dissertations in English. In addition, through interviews with the target participants, the outline and the layout of the teaching materials were designed and developed for the online writing tutorial system. The present finding could be used as the basis for the materials design for an online writing tutorial system, and could also be the support for future related courses. The present paper also discusses the related issues and factors that would influence usability towards the online writing tutorial system.

021 **LYNCH, Jonathan**
Azabu University (Japan)

30 Students, 1 iPad

Equipping a large class with enough iPads (or similar tablet devices) to be used individually or in pairs or groups is probably not viable in the majority of teaching situations. It is much more likely that a single, teacher-owned device is available for class use. Nevertheless, even just one iPad might prove to be an effective teaching and learning tool, given the large number of applications that have potential for use in a language class. This paper investigates the use of a single iPad in a university English class in Japan. The set-up assumed for this investigation is an iPad with its screen mirrored to a projector screen wirelessly using an Apple TV connection, thereby allowing the iPad to be carried around the classroom freely and passed to students. The specific questions addressed are: (1) Can an iPad be easily and quickly connected to a projector for the wireless set-up described

above? (2) Does this set-up offer any advantages over the more traditional notebook computer-projector combination? (3) What applications have proved or might prove to be particularly useful for language teaching and learning with this set-up? (4) How have students reacted to lessons conducted with a wireless iPad-projector combination? The presentation will aim to demonstrate the potential use for this set-up in regards to productive skills (speaking/writing), vocabulary acquisition and peer correction, as well as examining its role in facilitating a student-centered class. In order to allow participants to clearly envisage the set-up described, this presentation will be conducted with an iPad connected wirelessly to a projector.

MILLS, Daniel, WHITE, Jeremy, and TOLAND, Sean
Ritsumeikan University (Japan)

022

Faculty Perceptions and Usage of the LMS Manaba

Learning Management Systems (LMS) have become important tools in higher education, which can facilitate both the instruction and administration of courses. The decision regarding which LMS a particular university adopts is a complicated process where the needs and opinions of several stakeholders, including administrators, students, and faculty members, must be considered. Faculty members not only need but also expect reliable technology and an appropriate infrastructure in order to be successful in their teaching (Hartman, Dziuban, & Moskal, 2000; Simonson, Smaldino, Albright, & Zvacek, 2009). The researchers surveyed faculty members at a private Japanese university regarding their usage and perceptions of the LMS Manaba. The researchers explored the link between the perceived characteristics of the LMS and its usage, as well as how these factors were influenced by the demographic characteristics of the participants. The data gathered from this research project will provide the conference participants with an overview of the LMS adoption process at one university. The researchers will highlight how faculty are currently using LMSs to facilitate English language learning, and identify ways in which utilization can be improved. Furthermore, potential challenges that may occur in the adaptation of learning technologies in the Japanese university context will be addressed.

023 **NGUYEN, Hung**
Kanazawa Institute of Technology (Japan)

A Move From Version 1.0 to Version 2.0 of An Open Online EFL Learning Program

This presentation analyzes the evolution of an open online EFL learning program from version 1.0 to version 2.0 conducted to non-English major EFL learners. It first describes the features of the version 1.0 EFL program in terms of the program evaluation including learners' time spending, learners' interactions, drop-out rate, assignment submission, and challenges of the program. Then, we present the first move from our version 1.0 program to MOOC including its rationale, challenges and benefits of adapting MOOC model, and program analysis based on the learners' login data. A MOOC model as the name indicates is an emerging online learning setting open to an unlimited numbers of learners to enroll in. The "Connectivism and Connective Knowledge" course delivered by Siemens and Downes in 2008 is generally considered as the first MOOC with approximately 2,300 learners taking the course not for credit (Vu et al., 2013). Next, the study elaborates our second move from MOOC-based program to a gamification-based EFL learning program using the analysis of the initial program evaluation drawn from the learners' login data. Gamification is the use of game thinking and game mechanism in non-game contexts to engage users in solving problems. Technically, we still use the MOOC approach but the course design is grounded on the gamification approach allowing game elements and mechanics to be integrated into a non-gaming environment to help make the lesson content more fun and improve learners' motivation and engagement. This presentation ends with our experienced lessons from running this open online EFL program.

024 **NIELSEN, Brian, and MCGUIRE, Robert**
*Hokkai Gakuen University and Hokkaido Musashi Women's
Junior College (Japan)*

Measuring the Effectiveness of Commercial Language Learning Websites

In seeking a blended learning solution, it is tempting to incorporate third-party commercial language learning sites to integrate

traditional classroom teaching with online learning. Such learning websites do not require customization, usually have a wide appeal, and are much less expensive and time-consuming than developing online courses or in-house materials. However, how can the effectiveness of such learning websites be measured? Particularly since students are simultaneously receiving other learning input from other face-to-face classes and independent learning. This presentation reports the results of a one-year study that attempted to investigate the effectiveness of three popular commercial language learning websites through the following detailed analysis: a) a correlation that would describe the level of relationship between learning gain as measured on an independent test instrument and actual website usage; b) the level of change in students' attitudes toward each website over long-term usage; and c) the accuracy of student-reported site usage, as compared against actual site usage data obtained from usage reports downloaded from the administrative interface of each website. The results suggest that teacher monitoring and how the sites are integrated into the overall course play an important role in student engagement.

OCKERT, David 025

Nagano City Board of Education (Japan)

Technology in the Classroom: Using iPads and Video-letters to Increase Motivation, Confidence, and WTC

Przybylski and his associates (Przybylski, Rigby, & Ryan, 2010; Przybylski, Weinstein, Murayama, Lynch, & Ryan, 2012; Ryan, Rigby, & Przybylski, 2006) have investigated the relationship between the Ideal Self (Dörnyei, 2013; Oyserman, Bybee, & Terry, 2006; Oyserman & James, 2011) and video game use with a self-determination theory-based model (SDT; Deci & Ryan, 1985), focusing on the 'motivational pull' of video games in particular. For example, Przybylski, Rigby and Ryan (2010) investigated how video games may put players "in touch with ideal aspects of themselves (and how this) is associated with the games' motivational appeal" (p. 74). Studies on Self-determination theory (SDT; Deci & Ryan, 1985) based motives have shown that games are primarily motivating to the extent that players experience autonomy, competence and relatedness while playing them (see Ryan, Rigby, & Przybylski, 2006). The presenter will describe three video-based interventions that positively influenced student affect toward English learning and use. The first involved the exchange of video letters via email between Japanese and Australian elementary

students (Tagami, 2011); The second involved Japanese elementary students in an online exchange via Skype with students in Australia (Ockert & Tagami, in press); The third involved the use of an iPad to record students on task speaking English (Ockert, 2013, in press). Each intervention shows positive correlations between the use of technology and motivation, WTC, and confidence. By bringing the joy of discovering new ways of communicating with technology into the classroom, educators can tap into students' innate needs for autonomy, competence, and relatedness via technology-based interventions.

026

PATERSON, Rab

University of London (UK)

Digital Desires: The Wants and Needs of Returnee/ International School Digital Immigrant Students in Japan

Japan is publicly trying to attract more international students, and develop more internationally minded Japanese students. The Global 30 initiative is one example of Japan's work in this area whereby Japan is publicly claiming to be trying to attract 300,000 international students to Japan. This paper looks at how Japanese *kikokushijo* (returnee) students and international high school graduates from international schools in Japan could be potentially good sources for filling some of Monbukagakusho's stated quota, as they are internationally-minded as well as being either Japanese or with experience of living in Japan. However to recruit these kinds of students, Japanese universities have to fulfill the desires of these students and they are very different from the "standard Japan" students that currently make up most of the university intake each year. This paper argues that as technology advances, education has to keep pace to stay relevant and really motivate digital natives, and these particular types of students are arguably more digitally literate than the average Japanese undergrads given their international education experiences, experiences that usually include a far higher digital literacy component than Japanese state schools. This paper further examines the reactions of these types of students in a class which was taught via a digital environment (1 to 1 Apple computers, GAFE set up etc.), and also outlines the theory behind, process of, and results from an approach that utilized three of the four digital 'bridging activities' (Thorne & Reinhardt, 2008): instant messaging/chat, blogs/wikis, and remixing/mash-ups in their collaborative project work for that class. Student reactions to these types of activities, and their sense of online community

were gathered via extensive surveys and interviews, and the codes that emerged (mainly on their evaluation of the usefulness and value of such a style of learning) were analyzed along with their reactions to the pedagogical theories underpinning the course's design, namely TPACK, SAMR, Flipped Learning, Just in Time Teaching, Expanded Classroom, and Project Based Learning. The presentation will include examples of the students' papers, presentation slideshows, videos, and the finished actual project websites they made for the class. Lastly the overall results will be summarized and suggestions for future implementation of such an approach on a wider scale will be made in a conclusion/recommendation section for how Japanese university education could be made more appealing to this demographic group as they would be relatively easier to attract to Japanese universities than other international students with no connection to Japan.

RUTSON-GRIFFITHS, Arthur

027

Hiroshima Bunkyo Women's University (Japan)

The Paperless Classroom: Pros and Cons

The introduction of the iPad in 2010 introduced the possibility of using tablet computers in the classroom to go paperless. At the Bunkyo English Communication Center (BECC) at Hiroshima Bunkyo Women's University, students and teachers are carrying out paperless General English classes every week thanks to the university's decision to give an iPad mini to all incoming students from April 2013. This presentation will introduce some pros and cons of the paperless classroom gathered from over a year of use in more than 35 classrooms by 13 teachers and more than 700 students. Pros include an easy transition from current materials, fast and simple materials management, a convenient way to enhance materials and a reduced reliance on using old and slow computers with students of greatly varying proficiencies. Cons include dealing with the inevitable learning curve for both teachers and students, issues with uploading and storage, and the issue of whether or not the paperless classroom is actually enhancing students' language education. Given the growing popularity of using tablets or smartphones in the classroom, whether provided by an institution or brought to class by students and teachers themselves, the general lessons learnt from this context should be of use to educators currently in a similar situation, or those considering using such devices in class but are unsure whether to proceed.

028 **SAKUI, Keiko, and COWIE, Neil**
Kobe Shoin Women's University (Japan)

Take Your Pick: Out-of-Class; Blended; Project; or Online

The objective of this presentation is to describe research in to the pedagogical practices of 12 experienced teachers from universities in six different countries (Australia, Japan, New Zealand, Singapore, UK, and the US) who use e-learning to teach second or foreign languages. After observing the teachers and conducting interviews with them the different features of e-learning at each institution were qualitatively analyzed into common themes. These included: the necessity for an LMS; types of e-learning software that the teachers used; different teaching approaches; e-learning activities; degree of e-learning in or out of class time; challenges facing teachers; and, types of assessment. These different themes were then synthesized into four different models of e-learning: 1) out-of-class; 2) blended; 3) project; and, 4) online. In the presentation, examples of each model will be shown and illustrated with short vignettes from case studies of the participant teachers. It is hoped that these four models will be useful as a means for an individual teacher or institution to objectively assess the level of integration of technology within their teaching context. The models might also serve as a framework for technology-minded language teachers to communicate with other teachers or administrators who might not share a similar mindset.

029 **STROUD, Robert**
Kwansei Gakuin University (Japan)

Making the Switch to Online Course Management

There are a whole range of different Course Management Systems (CMS) available for language teachers to choose from nowadays and choosing the right one for your own needs is not an easy decision. Different CMSs have various benefits and drawbacks compared to each other which can affect both the teachers who operate them and the students who use them (in a positive or negative way). In addition, making the switch over to using a new system will have its problems. The presenter will discuss experiences with selecting and recently switching university courses from a paper-based environment to a fully paperless one with Language Cloud. A brief demonstration of the system will be given and experimental findings from Japanese university communication and writing course students using the new system will

be shown and discussed. Student survey feedback included opinions of using the system to receive and submit coursework, preferred access (mobile devices versus computers), and general suggestions and comments for improving the system. A discussion of the findings will take place and attendees will be invited to share their own experiences of switching to online course management. Advice will then be offered to those thinking about making the switch over to paperless classroom environment based on the presenter experience in doing so. In addition, handouts with advice for first-time users of Language Cloud will be provided at the end of the presentation.

SWIER, Robert

030

Kyoto University (Japan)

Task Design for Modifiable Digital Games

Researchers have increasingly seen platforms such as multiplayer games and virtual environments as providing opportunities for L2 learners to engage in meaningful target language interaction. While the importance of tasks for such platforms has been widely acknowledged, most studies (using platforms that are difficult to modify) have selected basic tasks, such as asking learners to chat about themselves or the game, give slide presentations, or explore an area of the game and share their experiences. While research has indicated that such tasks can promote language acquisition and the development of sociocultural competence, there may be advantages to more complex tasks. Parallel research in task-based language learning has identified problem-solving tasks with concrete outcomes and involving gaps in information or reasoning as being highly supportive of communicative language learning. In this preliminary work, the author applies this task-design knowledge to Minecraft, an easily modifiable digital game. The research attempts to provide evidence of the types of interaction patterns that emerge when learners complete cooperative tasks in a shared virtual environment. Three example tasks are implemented in Minecraft and solved in pairs by 10 undergraduate EFL learners at a Japanese university. Participants each completed a single two-hour session. Data is collected from chat transcripts, pre- and post-study questionnaires, and post-study semi-structured interviews. Analysis includes an examination of learner interaction from a sociocultural perspective, as well as an examination of the enhanced affordances for learning provided by complex tasks. Results show the potential for modifiable digital games in promoting language acquisition.

031 TEAMAN, Brian, and BRAMLEY, David
Osaka Jogakuin University (Japan)

iBook Development for the Language Classroom

Osaka Jogakuin University is entering the third year of universal iPad distribution to the entering class. The creation of iBooks by faculty members has been a part of this process. There are currently ten books that have been created with more on the way. These books, which were created for the iBooks platform, represent the core materials used for all English classes for first year students at OJU. This paper will overview the process of creating these books beginning from the policy decision which initiated this process to the current state of the development team. This paper will report on how student focus groups and feedback from faculty members have been used to direct this process. Attendees will also learn about the pitfalls of engaging in such a process. The challenge of varying levels of technical savvy and willingness to engage in this new media by faculty members will also be considered. The advantages and disadvantages of using the iBook platform will be presented. Specific suggestions will be made about organizing a team and creating the materials, including the content and the multimedia materials. By attending this session, anyone considering either the creation or use of eBooks should gain valuable knowledge needed to help them to make a better decision appropriate for their situation.

032 YASUDA, Masami
Kwansei Gakuin University (Japan)

Action Research on Managing Weblogs in University EFL Writing Classes

Weblogs have gained increasing attention in the cyberspace community since around the turn of the century. More and more foreign educators have applied this user-friendly technology to classroom instruction and language learning. However, there are certain precautions necessary to the management of class- and learner-blogs in EFL writing classes. This paper is a continuing report on a 4-year pilot study on WELL and Web 2.0 technologies in EFL classes. This year's report focuses on how weblog projects were managed in and outside the classes to discuss how much error feedback was given both in face-to-face interviews and in online comments. Students from three regular classes and one

advanced EFL class participated in Weblog projects to help to improve writing and presentation skills. Analyses to be reported include overall quality of students' writing, electronic feedback (e-feedback), class feedback, class poll scores and homework revision work; and linguistic characteristics including accuracy levels, and revision rates. These results will be discussed in terms of pedagogical recommendations for a blog-based English writing environment. The paper will also discuss feasibility and some problems using iPads in EFL teaching and EFL weblog writing class projects, and share practical ways to deal with them.

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Show and Tell Presentations

BAILEY, Richard 033

Tokai University (Japan)

Quizlet.com: Possibilities in/out of EFL classroom

Earlier research into the role of technology in EFL teaching (Bailey and Davey, 2011; Bailey, 2012) revealed that Anki, a spaced-repetition software flashcard program, may not be appropriate for all students. To explore other options, a semester-long project was conducted, using Quizlet, a study website and smart phone application, which has more flexibility for student use and teacher monitoring. This project had three goals: 1) incorporate Quizlet as a study tool into the class experience; 2) determine the effectiveness of the Quizlet testing feature as an assessment tool; 3) monitor student use outside the classroom. Group 1 (25 first-year English students) met once a week in a computer lab, exclusively using Quizlet to study class content, while the Quizlet smart phone application was used for review the other three days of the week. Group 2 (30 English Communication students, varied levels) met once a week for 90 minutes in a computer lab, the class designed from the ground up to be a Quizlet project. Interspersed between teacher-led and pair-work activities, Quizlet was used by Group 2 students to study the class content. In both classes, the Quizlet website testing feature was used for weekly, mid-term, and final tests. Student usage data was gathered during the semester, using the teacher administrative controls available through the Quizlet website. In this presentation, the results and the potential and pitfalls of this system will be discussed.

BARRS, Keith 034

Hiroshima Shudo University (Japan)

Corpus-Based Investigations of Collocation

Collocation is considered an important area of focus for language learners. This 'show and tell' presentation will explain how a Corpus Linguistics methodology can be used to investigate aspects of collocation. It will introduce the many types of corpora available, the various Corpus Query Systems which can be used for collocational investigations, and some of the basic and more

advanced techniques involved in Corpus-based searches. With a particular focus on the semantic behavior of English loanwords in Japanese, it will be shown how a corpus can be used to generate lists of collocates for the loanwords. These collocates can then often be grouped into semantic sets which reveal the 'semantic preference' of the loanword. By comparing the 'dominant semantic preference' of the word as found in an English corpus compared to a Japanese one, important discoveries can be made about how the loanwords behave in the two languages. These discoveries can be important for Japanese learners of English and also for learners of Japanese. This presentation assumes no prior knowledge of Corpus Linguistics on the part of the attendees and will be useful for those interested in using corpora in their linguistic research.

035

BATESON, Gordon

Kanazawa Gakuin University (Japan)

Introduction to the HotPot and TaskChain Modules for Moodle 2.x

The workshop will first review the five types of Hot Potatoes quiz and will give participants a chance to make one of each type. Participants will then upload their Hot Potatoes quizzes to a Moodle site that has been prepared for this workshop. Each participant will have a separate username and will have teacher privileges in the Moodle course. Following the demonstration from the facilitator, participants can then add a Hot Potatoes quiz to the course using the HotPot module. The next stage of the workshop will introduce the TaskChain module (for Moodle 2.x). This module allow several Hot Potatoes quizzes to be chained together into a single Moodle activity. Once participants have created their own chains of Hot Potatoes quizzes, the facilitator will show how to add pre-conditions to restrict access to individual quizzes until certain criteria are met, and post-conditions that specify which quiz is to be attempted next. Participants will then be able to try each other's TaskChain activities, and there will be a final discussion in which participants can share the experiences and ideas.

BROWN, Ian 036*Matsuyama University (Japan)*

Class “Home” Sites/LMSs on Mobile Device

Learner Management Systems, Course Management Systems or other variations of Class “Home” Sites have been a major development of CALL. With the rapid growth of mobile devices and Mobile Assisted Language Learning, mobile compatible versions are being released for Android and iOS systems, however there is little assessment or research of these. In this presentation the presenter, has adapted his own, and others, research in this area on computers to report on and compare three different mobile applications (Language Cloud, Schoology and Weebly) used as Class “Home” Sites/LMSs on mobile devices. This comparison is within an action research project on the use of student mobile smartphones and iPhones in the Japanese university language classroom. Mobile device use supplements the face-to-face teaching in the classes in a Blended-learning approach and is activated through these “Home” sites. The non-English major, compulsory English classes being compared are of the same level, subject and content but with their “Home” sites housed on the different applications. These “Home” sites contain class information, tests, surveys, audio links, discussion boards and more, and are accessed by students on their mobile devices. Among the aims of the research is to measure the practicality of the different uses of student mobile devices in the class particularly through the class “Home” Sites and to measure the accessibility, advantages and disadvantages of each application. This presentation will benefit teachers interested in MALL in any context by providing an introduction and information on using Class “Home” Sites/LMSs on mobile devices.

BRUNELLI, Tony 037*Okayama Prefecture University (Japan)*

Design-English for Museum Kiosks

English titles and explanations leave a lot to the imagination in Japanese museums. This paper will present research done during a class for Specialty English in a university design-English class. A special feature of this project was to motivate and give students a more relaxed atmosphere to learn and enjoy design-English. Third-year students in the design department at Okayama Prefecture University were introduced to the workings and

benefits of multi-language museum kiosks where design ideas and procedures could be explained to museum visitors through multi-media presentations. This included teaching them about needs analysis, how to keep the design of their presentation simple and precise, the development of their presentation, how to implement it into a kiosk format, and then how to evaluate its effectiveness. Through this project I exposed students to a variety of design and art concepts they may not have ever experienced before. Students were exposed to virtual museum tours, examinations of international design styles, and making short, informational design-related multi-media presentations, all conducted in English. Students learned not only English expressions used in the processes of creating designs and art, but they also examined and learned why certain designers and artists chose the English titles they did for their work. The steps taken through this one-semester class and examples of student work will be presented.

038

CARPENTER, James

FORWARD English School for Change (Japan)

Applying Screencasting Technology to L2 Writing Feedback

Much research supports writing conferences in the second language composition classroom. The benefits include more interaction and negotiation between students and teachers, which in turn makes giving feedback easier for teachers (Ferris & Hedgecock, 2005). However, writing conferences are impractical in many settings. In recent years, new computer-based tools have shown promise in supporting teacher feedback on student writing (Warschauer, 2007), including writing conferences. Yet, very little attention has been paid to how best practices in writing conferences can be applied using these tools. One limitation of writing conferences is that they are difficult to coordinate with teacher and student schedules. Also, research has found that while teachers favor writing conferences in place of written comments, students prefer both written comments and conferences (Arndt, 1993). Recently, screencasting technology has shown promise in delivering feedback on English L1 student writing (e.g. Edwards, Dujardin & Williams, 2012). The visual and auditory nature of screencasting allows students to view a teacher's written comments and spoken commentary on their own schedule. Screencasting is also relatively easy for teachers to prepare and distribute to students. In this presentation, a screencasting model for L2 writing feedback will be discussed in terms of both language and content feedback. Participants will be shown a number of uses for screencasting technology in L2 writing feedback,

including a discussion of when such technology is and is not appropriate. Handouts will be provided.

CAMPBELL, David**039**

*Obihiro University of Agriculture and Veterinary Medicine
(Japan)*

Speed up Student Feedback with Text Expansion Applications

Receiving assignments in a learning management system (LMS) or getting Microsoft Word files has made grading and commenting on student work easier, but providing feedback to a large number of students is still time consuming. Using a text expansion software can save you time, and keystrokes, but allow you to still customize comments for individual students. I will introduce several applications and browser extensions that are available, but I will focus on a Mac application called TextExpander and demonstrate how I use it in my courses and my daily routines.

CHEN, Yi-Wen, and LIU, Gi-Zen**040**

National Cheng Kung University (Taiwan)

Needs Analysis and the Development of Context-Aware Ubiquitous Learning Material for Green-Building-based English

The application of technology has been developed from e-learning, m-learning to u-learning, and the evolution integrates the use of portable devices, wireless Internet and sensor technologies. The benefits of context-aware u-learning has demonstrated that portable devices and sensor technologies not only help improve learners' performance and learning motivation but also help them explore and develop new knowledge in specific contexts. In this study, the researchers conducted a needs analysis in order to probe learners' experiences on English learning and to study their needs for learning a new language knowledge, Green Building-based English, with the use of sensor technologies and portable devices. Green-Building-based English contains the language ability and knowledge that students want to learn when they visit a green building such as reading or listening for understanding the design background, the features and functions of a building and information of environmental protection and so on. The aim of this study is to understand learners' language learning needs in specific contexts, and examine the features of designing sensor and context-aware technology-based materials

from learners' learning experiences with mobile phones. This presentation will share the process of development and current data. It hopes to provide related information for further studies to plan and design language learning activities and materials for informal learning.

041 **CHIU, Wan-Yu, and LIU, Gi-Zen**
National Cheng Kung University (Taiwan)

Needs Analysis for Fitness-based English Material Design: The Integration of English Learning and Context-Aware Technologies

Recently, the application of integrating recreation and health is valued in modern society. Based on a literature review, maintaining a healthy body and a good physical state is one of the key factors for students to accomplish their studies. At National Cheng Kung University (NCKU) in Taiwan, there is a well-established fitness center allowing students and faculty to work out to maintain good health. This fitness center is the field chosen to design a series of context awareness Fitness-based English (FBE) materials. In such an international fitness context, based on the pilot studies, students at NCKU prefer learning fitness English for gaining the fitness knowledge via communicating with foreigners in English. Therefore, in this study, the researchers try to meet the students' needs to enrich users' fitness and health knowledge in English while they work out. With the help of sensor technologies, wireless Internet and portable devices, learning becomes more feasible and efficient than before. By means of applying context-awareness technology as QR-codes with smart phones in learning, students tend to have higher motivations than traditional learning modes. As researchers, we are inclined to develop a set of Fitness-based English learning materials emerging from sensor technology, QR-codes and wireless Internet with portable devices on the basis of students' experiences, interests and to raise their learning motivations. The objective of this study is not only to inquire into learners' language learning needs in the fitness context, but to explore the traits of developing context-aware technology-based materials from students' previous learning experiences with mobile phones. For exploring both the content knowledge and language learning focus, the researchers used needs analysis (NA). We tried to identify the students' needs and interests related to fitness learning content and workout machines, in order to design a set of FBE materials that can enhance students' English learning in the fitness context. The

NA will be conducted as the following procedure: First, the researchers distribute questionnaires to three groups: 82 students who took the Fitness Course in the Fall semester of 2013, 7 PE teachers who have experience teaching Fitness Courses at NCKU, and 6 faculty members who frequently attend the NCKU Fitness Center. Second, for the detailed information for the needs, the presenters interviewed 8 students, 3 PE teachers and 3 faculty members to have qualitative analysis to develop the material. In the presentation, there will be both quantitative and qualitative data analysis among the 3 groups.

DANIELS, Paul**042***Kochi University of Technology (Japan)*

Managing Mobiles, Multimedia and Moodle

With the influx of low-cost mobile devices such as tablets and smart phones, multimedia is playing an increasingly vital role in education. This presentation provides an overview of how mobile devices can be integrated with Moodle, a popular course management system, to support student-centered multimedia projects for the language classroom. First the presenter will introduce popular mobile media formats and explain compatibility issues between media formats and Moodle. Next the presenter will demonstrate methods used to upload media to Moodle via both native apps and web apps. The next part of the presentation will cover media conversion and storage. Media server deployment and social media server solutions, such as YouTube, will be discussed. The final part of the talk will focus on how multimedia, mobiles and Moodle can be used to design and implement classroom activities and projects. A number of Moodle plug-ins developed by the presenter will be demonstrated throughout the presentation to illustrate the process of capturing, converting and sharing media via mobile devices. The plug-ins will include a VideoBoard, a Slideshow and a VoiceShadow module.

DAVIES, Huw**043***The Open University (UK)*

Using Podcasting to Encourage Creative L2 Production

With learner feedback suggesting a need for more practice in productive skills and more opportunity for interaction in English, this show and tell explores one-to-one adult learners' reactions to creating their own podcasts. Podcasts are often used by language

learners for extended listening practice; however, such practice is limited in that it means studying alone which is often demotivating. Creative podcasting, on the other hand, can be done collaboratively and offers the chance to interact with a wide audience, and this presentation will explore some of the online tools that can be used to facilitate this. It is hoped that the audience will participate and share ideas throughout.

044

DAVIES, Renaud

Hiroshima Bunkyo Women`s University (Japan)

Utilizing Interactive Video in the EFL Classroom

As online technology advances it is becoming easier for educators to build and design content online that can help to stimulate students' motivation to learn and create a more multifaceted, flexible and autonomous learning experience for their students. Video is arguably one of the most compelling tools a teacher can use and recent developments in video motion-tracking software are giving birth to new and exciting ways to engage learners. In this presentation, participants will be introduced to a free mobile-friendly service called wireWAX. WireWAX is an online taggable video tool which allows users to add motion-tracking hotspots or 'tags' to people and objects in a video. The presenter will demonstrate how to turn any video into an exciting, engaging and highly interactive learning experience for students.

045

FOSTER, Henry

Kyoto Tachibana University (Japan)

The Mini Learning in Depth Project

Learning in Depth (LiD), the brainchild of Kieran Egan, was envisioned and designed as a curricular supplement to primary and secondary education in which each student freely researches an assigned topic for 12 years. The aim is for each student to develop genuine expertise in a given area, as well as to foster children's natural curiosity and desire for knowledge and develop skills for gathering and organizing information. The presenter will describe a pilot attempt at adapting this construct in miniature into a university-level Project English course for non-majors. Conducted in a CALL lab and using Moodle as a platform, the coursework involved learning and practicing strategies for utilizing internet resources to support language learning and production; preparing blog entries; practicing giving one-minute talks;

recording and submitting talks; creating and maintaining vocabulary logs on Quizlet; and preparing and delivering a final presentation. The course was designed in part to explore the mini-LiD construct. Would students be motivated by the process of freely exploring and reporting on a unique topic (such as spices, mushrooms, or photography)? Another aim was to explore the possibility of training learners to make intelligent use of universally available internet resources (dictionaries, automatic translation, text-to-speech sites, grammar references) to proactively develop their own language skills and support their language production. It was found that in terms of motivating student interest, the experiment was largely successful. However, various areas for improvement were also identified.

FORSYTHE, Edo 046

Hirosaki Gakuin University (Japan)

Intercultural Communications for Students via the Internet: Lessons Learned

Teachers at secondary and tertiary levels of education have an exciting opportunity to connect their students to peers in other countries using technology. The Internet and various programs make these connections easier to make than ever and this presentation will demonstrate an ongoing collaboration between Japanese and American university students. The presentation will begin by explaining the US-JP exchange being showcased. Attendees will learn what issues have arisen in the collaboration's 3-year history and how they can avoid them when creating their own exchanges. Attendees will also learn where to find safe, reliable partners for their students' interactions in an educational setting. Finally, the presenter will provide step-by-step instructions on how to set up the online exchange using a wiki page as an example, with comments about the pros and cons of other platforms which can be used, such as social media, blogs, etc. Examples of the presenter's collaborations and the students' exchanges will be provided so that attendees can see how rich the exchanges can be. Experience has shown that students gain linguistic confidence as well as improve their digital literacy in intercultural exchanges such as these. Attendees will come away excited and prepared to introduce their students to the world safely and confidently using technology that most of them already possess.

047 **HATASA, Kazumi**
Purdue University (USA)

Possibilities of ARIS – Augmented Reality/GPS Game Developing Environments in Language Learning

In this session, we will be introducing a new development environment called ARIS in language learning. ARIS is an open-source general development platform of augmented reality games. It is developed and released by University of Wisconsin. ARIS has two major components: game development and an application for iOS devices. Content experts can develop games without extensive knowledge of computer programming. We will demonstrate some example games for Japanese language learners in Japan including an exploration of A-bomb related sites in Hiroshima and a historical tour of Rikuzentakata before and after 3.11 earthquake and tsunami. Possible language learning tasks that can take advantage of the AR/GPS game environment will be demonstrated.

048 **HAWKING, Richard**
J. F. Oberlin University (Japan)

Recording and Submitting Audio Recordings Using Mobile Phones

The presenter will demonstrate how university students can record and submit short audio recordings using their smartphones to facilitate focused pronunciation and fluency practice, listening practice, discussion work, and self and peer-assessment (the benefits of which were documented by Tsutsui, 2004, and Guardado & Shi, 2007). The digital workflow includes iOS and Android voice recording apps and the 'Send to Dropbox' service, which enables students to email audio files as attachments directly into the instructor's Dropbox account. The presenter will explain the workflow (preparatory speaking activities; the submission and management of the audio files; in-class listening and discussion work; self and peer-assessment activities), and how each step can be adapted to meet the individual needs of other language teachers.

HENRY III, James 049*Research Institute of English Language Education (Japan)*

Creativity With Vocabulary and Manga – Building Young Learners’ Engagement in Class

This talk will describe an approach to engaging and motivating students through leveraging their creativity and familiarity with manga. When students are personally invested in a project’s outcome, they become more engaged and attentive. The presenter will share an approach used with Japanese 1st-year university students wherein he successfully engaged them in practicing target vocabulary through a creative manga-based project. ‘Personal investment’ was harnessed by having the characters and writers become the students themselves. Launched as an informal experiment, the project yielded unexpectedly entertaining results and potential value as a teaching approach for high school and university EFL classes. Moreover, the project was designed to provide students with multiple exposures to target vocabulary and grammar points, yielding promise as an approach to vocabulary retention. The talk should be of interest to teachers of elementary, high school and early university classes of six or more students. The approach also integrates the use of presentation skills and software such as MS PowerPoint.

HENRY III, James 050*Research Institute of English Language Education (Japan)*

Using Dragon Dictation Software in the EFL Classroom for More Effective Pronunciation Coaching

This talk demonstrates a practical application for Automatic Speech Recognition (ASR) software in the EFL classroom, as a tool to facilitate customized pronunciation feedback and correction. The hardware used was the Apple iPad, and the software is Nuance’s Dragon Dictation. As this software is designed for practical speech-to-text applications in the target language, it is ideal both as a gauge for speech accuracy as well as a feedback mechanism to aid pronunciation improvement. Using this software in conjunction with instructor feedback is seen as potentially a more effective alternative to the typical subjective feedback from the instructor (by itself), whether modeling/chorusing, using diagrams about mouth-shaping and tongue positions or other

common approaches. I will discuss how this approach was used for these purposes with Japanese 1st and 2nd-year University EFL students, promising implications of this technology as well as limitations encountered. Also taken into discussion will be similar research with ASR software applications for customized pronunciation feedback for EFL students. Participants will be encouraged to contribute to the discussion, and will walk away with actionable steps and guidelines on using ASR technology to assist learners with pronunciation. Along with handouts, also included will be a short interactive exercise to help illustrate the process and some of the challenges of ASR technology.

051 **IMRIE, Andrew, and ASHCROFT, Bob** *Rikkyo University (Japan)*

Using E-portfolios with Weebly

As more English teachers focus on student creativity as a key ingredient of the learning process, showcasing students' work is becoming increasingly important. One solution is the e-portfolio, a student-generated online collection of a student's course work in formats such as electronic files, pictures and video, blog entries and links to other resources. Research suggests that using electronic portfolios results in better learning outcomes than traditional, paper-based portfolios (Van Wesel & Prop, 2008). Teachers can access their students' digital portfolios in order to monitor progress and assess achievement. In creating and maintaining their e-portfolio, students consider their work in a holistic sense, reflecting on their progress and performance, rather than submitting an assignment and simply forgetting all about it. As a result, students are more likely to pay greater attention to the presentation and standard of their work, as well as to how they wish to portray themselves and demonstrate their proficiency. In addition to fostering critical thinking skills and autonomous study habits, using an online portfolio approach also strengthens students' computer and multimedia technology skills. The presenters will explain how they used e-portfolios with two university classes in Japan. In addition to discussing the benefits of using e-portfolios, the presenters will demonstrate why Weebly Education, a user-friendly Web 2.0 webpage creation service designed for teachers and students, is particularly suitable for this purpose. They will offer detailed advice for teachers on how to use this website to integrate student-created e-portfolios into their language classes.

MATTE, Barrie 052*Momoyama Gakuin University (Japan)*

Mreader in the Language Learning Classroom

With extensive reading (ER) gaining more and more interest and being introduced into a very diverse, growing number of language classrooms around the world, how to monitor what is being read by students and how to properly assess ER has been widely debated. Solutions, such as self-reporting in reading journals, have been common in education, however they are quite prone to inaccurate records due to the lack of monitoring during reading. Since early 2013 I have been using Mreader with several hundred students, as well as being the school administrator at a university. Through regular use and the input from both teachers and students, I have developed easily comprehensible introductions to the system for both teachers and students, as well developing different methods of assessing students using Mreader. The purpose for this presentation is to discuss the pros and cons of using Mreader in the language learning classroom, as well as to offer a look at Mreader in 3 perspectives: those of the student, the teacher, and the administrator. The presentation will show how it has overcome many of the difficulties of managing extensive reading programs, and offer advice for teachers and schools that wish to use Mreader as well.

NOZAWA, Kazunori 053*Ritsumeikan University (Japan)*

Students' Views on CALL Classes: Any Better Solutions to Improve Them from the Post-Course Questionnaires?

For the past decade CALL classes have been offered as an essential part of an EAGP (English for General Academic Purposes) curriculum in two English proficiency levels (Upper Intermediate and Intermediate) of about 200 1st-year students from the College of Information Science and Engineering at a private university in Japan. Since 2005 the presenter has coordinated the EAGP CALL courses for both levels using Moodle and Word Press on an Apple Mac Mini OS X server and ALC NetAcademy 2, a commercial e-learning program on a Windows 2008 server, as the basic learning environments. They provide all the online tasks and make the enrolled students complete a variety of tasks either as an individual or in small-group style. They have been trained to acquire the

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basic skills for academic study, research and presentation, TOEIC preparation, summary writing of TED Talks, PowerPoint/Prezi projects, and DST (Digital Storytelling) projects and their presentations. Because the questionnaire module is available in the Moodle site, both pre- and post-course questionnaires have been given in each semester to all the CALL classes. The presenter will report both the characteristics of EGAP CALL 2013-2014 and the summary of the post-course questionnaires, which include both positive and negative results. In addition, the presenter briefly discusses the qualifications of CALL instructors.

054 **OBBERG, Andrew**
Toyo University (Japan)

TEDagogy: Using TED Talks to build critical thinking skills

TED Talks cover a wide variety of subject areas, are frequently updated, feature both native and non-native speakers of English as presenters, and are supported by subtitles in numerous languages as well as English transcripts, offering a wonderful resource that can both motivate and challenge L2 learners of English. However, many students, particularly here in Japan, have not been taught the necessary critical thinking skills to approach the content of presentations like that in the TED Talks series in a deeply engaging way. While students may be able to extract the information presented they will likely not be able to analyze and critique that information. In many, if not most, cases this inability is due more to a deficiency in analytical skills than to a lack of communicative competence. The presenter therefore designed a simple single-semester curriculum in order to help students learn how to interact with, question the value of, and respond to these presentations in a more meaningful way and will share some of the highs and lows of his experience.

055 **O'BRIEN, Myles**
Mie Prefectural College of Nursing (Japan)

A Smartphone-Capable Moodle-Based Course Linking to Customized Extras

The presenter will show a website he constructed to act as the main material for a course in travel English for Japanese nursing students. It is designed to work on all sizes of screen, so that a student can use it on a desktop PC in class, or on a tablet or

smartphone anywhere. The backbone of the system is provided by Moodle, using the responsive Clean theme. Logging in, the course framework, and some course content are entirely within Moodle. However, the need was felt to add extra capabilities which were either unavailable, or awkward to construct or use, within Moodle. HTML template pages were made to achieve this, and activities made from them are linked to through Moodle's external URL resource. The necessary user information is made available to the external pages so that student activity can be recorded, though the tracking system is not integrated into Moodle. The JavaScript-powered smartphone-compatible HTML templates provide a variety of activities, including vocabulary learning and practice, and blank-filling exercises with optional sound, and enable easy construction of exercises for anyone with basic webpage editing knowledge. They can also be used to make free-standing exercises without a link from Moodle or student tracking. All aspects of the system will be explained, and the HTML templates made freely available.

O'BRIEN, Myles 056

Mie Prefectural College of Nursing (Japan)

Web-Based Listening Exercises Employing Text-to-Speech Voices

To make interesting listening material for students, it helps to have a variety of voices available whenever needed. Getting the cooperation of real people involves obvious difficulties, which text-to-speech (TTS) technology avoids. The presenter will demonstrate English listening exercises he has made for Japanese students, using TTS voices. Responsive web design was also employed, so that they are usable on a PC, tablet or smartphone. Some alternatives for TTS generation will be discussed, ranging from prohibitively expensive, through reasonable, to free. The free alternative available to Windows 8 users gives surprisingly good quality and is very convenient to use through the free-ware Balabolka. However, the variety of voices is very limited, so the presenter has also employed a commercial web service, the CereVoice Cloud from the CereProc company. Payment is according to the amount of text submitted, and no extra license is required for using the downloaded sound files in web-based listening exercises. There is also a monthly free quota of 10,000 text characters, probably enough for some people's needs. Of course, being computer-simulated, the voices do not sound completely natural. However, they are good enough to be useful for listening

practice, and the presenter will demonstrate the use of tags in the input to include emotion or vocal gestures, or give a variant rendering of the same words, for added realism.

057

PORTER, Mathew

Hiroshima Bunkyo Women's University (Japan)

Paperless Submissions and Feedback

In one form or another, paperless classrooms have become a reality, whether it be realized using tech carts, students' personal devices, or any other method to put tablet technology into each students' hands. Beginning last year, Apple iPad minis were distributed to all first-year students at our small, women's university in western Japan, leading our teaching team to find innovative solutions for how we delivered the first-year curriculum. One course, a year-long class on self-directed learning for students in the Global Communication Department, required a way for students to upload a variety of learning artifacts directly from their iPads (e.g., PDFs, images, sound files, movies) to a location shared with a teacher who could then access the artifacts and leave feedback, preferably in the same location, which could then be accessed by the students on their iPads. Possible solutions included Dropbox, Evernote, and Google Drive and each was evaluated in terms of complexity, compatibility, and workflow. Although the chosen solution met the course's needs, students and teachers had mixed reactions. In addition, the search for a better solution is still ongoing. This presentation will discuss the process of making a paperless submission and feedback system a realization. Student and teacher reactions to the initial system that was used will be shared. It is hoped that participants will share in the discussion about alternative ways to realize a paperless submission and feedback system.

058

PORTER, Rich

Nagoya University of Foreign Studies (Japan)

Measuring Student Sentiment with Google

This "Show and Tell" will demonstrate how an instructor can set up an online form for student responses relating to student sentiments of the specific activities in a regular classroom. Of course, most universities offer students ample opportunity for feedback of the instructor's performance. This measurement is more specific in that it relates specifically to each activity in the

classroom. Attendees will see that the calculation is surprisingly quick and can provide data that goes beyond that of the university's feedback mechanism. Instructors wanting more direct information not provided by typical university feedback mechanisms will find this demonstration useful. Attendees will see how to access Google Docs online and complete the steps. The examples that students read and complete will be actual with choices that range from zero to ten. The scale can be altered according to preferences. The calculation process occurs with Microsoft Excel software. After the last student clicks to indicate their sentiment, the data arrives directly to the spreadsheet. Then, if a calculation of the average sentiment is desirable, it is a simple step to utilize the "Average" function. Meanwhile, the form includes the option for students to provide suggestions, which would be sortable. A final example includes how the data supplements a reply to the university's feedback information. Here certain information appearing through the university's feedback process may deserve elucidation with the help of the Google form generated data.

RAINE, Paul 059

J. F. Oberlin University (Japan)

WikiCloze: A Web-based Tool for Creating Interactive Cloze Tests from Simple Wikipedia Articles

WikiCloze <wikicloze.paulsensei.com> is an online tool, which amalgamates the cloze testing process with crowd-sourced simple English articles by drawing content directly from the Simple English Wikipedia and producing interactive cloze tests on the fly. WikiCloze functions on desktop PCs, tablets and smartphones. It is therefore usable in a range of environments, both in and outside of the classroom. If learners have access to a computer lab, this is probably the easiest way to use WikiCloze. However, learners can also access the tool on their own smartphones, either during lesson time, or as an extra-curricular task. Where the teacher wishes to encourage more autonomous learning and introduce an element of negotiated study, learners can be given freedom to enter any keywords they like, inspired by hobbies, interests, recent news topics, or places and people familiar to them. Where the teacher wishes to keep the use of WikiCloze in line with their curriculum, they can provide a list of keywords or topics to the learners. In this presentation, the author will demonstrate the program and discuss ways to integrate the tool into an English teaching curriculum. The author also invites attendees' feedback and suggestions for future improvements.

060 **RUTSON-GRIFFITHS, Yukari**
Hiroshima International University (Japan)

Using ePortfolio for Lower Level Learners

In many cases in Japan where lower level students have difficulties in improving their language proficiency or have little motivation in learning, they tend to have had few opportunities in the past to express themselves in English. This presentation will introduce an ongoing project in employing Evernote, a storage service, as an ePortfolio for lower level learners in remedial classes. The course is primarily for students who need special support to supplement their compulsory English classes. Such supplemental classes have to play the role of a bridge to shift the students' current ability to the level with which they can follow their credited classes, as well as to motivate the students to reflect on their learning. In order to accomplish this, the use of ePortfolio in the classroom is hoped to provide the students with opportunities to practice expressing themselves with the English they have already acquired and will learn in the class, and subsequently to improve their writing skills. Such an electronic tool has many advantages; for instance, it enables both the teacher and students to access and revise their written work outside the classroom and also prevents the students from forgetting to bring their work. In addition to describing the characteristics of the students enrolled in these classes and the aims and purposes of the course, the presenter will describe how the introduction of ePortfolio can contribute to language learning. Further applications of the ePortfolio inside and outside any classroom will be also suggested.

061 **RYAN, Kevin**
Showa Women's University (Japan)

Groups, Projects, Badges and Tech for Classroom Management

We look at a way to develop autonomous learning in the context of a content-based curriculum in a classroom environment. We look at Project Based Learning, small group coordination, use of iPads or other online technology, and Badges (Mozilla's Open Badges) to coordinate learning for the students using Moodle. The idea is to offer a measure of freedom in choice of activities while closely monitoring progress so students can develop the meta-skills of planning and goal setting, meeting deadlines and

self-monitoring. We look at a set of 3rd year university English classes with a topic-based curriculum over the course of 2 years, and the development of this badge system.

SAYENKO, Tatyana 062
NUCB (Japan)

Using the iMovie Application in Teaching English Story-Telling to Japanese Students

Teaching expressive reading and speaking in English as a foreign language (EFL) classes remains one of the most challenging aspects of English education in Japan. This presentation discusses the results of an experimental study based on the use of the iMovie application in teaching English story-telling to Japanese students. Twenty 3rd year university students majoring in English participated in the experiment during a 5-day Intensive Public Speaking Course. The results of the study suggest that watching and analyzing video recordings of their performance allowed the students to notice the mistakes they made, which thereby made it easier for them to improve their body language and vocal expressiveness. Thus, the iMovie application may be successfully used to optimize foreign language teaching and learning. However, a qualified teacher's guidance is necessary to get the desired results.

SILSBEE, Steven 063
Momoyama Gakuin Daigaku (Japan)

One Year Later: Reflections on the Use of Fantasy Sports

In this presentation, the speaker will reflect upon his decision to incorporate an online fantasy sports league into an ESP "sports" class for first-year university students. Since his initial presentation on the topic at the 2013 JALTCALL Conference, the speaker has been able to review and evaluate the effectiveness and appropriateness of online fantasy sports in the language classroom. The presentation will begin with a brief overview of what a fantasy sports league is, and the original rationale behind adopting the activity. The speaker will then consider the effectiveness of fantasy sports as a language learning tool, specifically relating to the benefits of CALL established by Warschauer and Healey (1998). These benefits act as a rubric for determining if this particular CALL activity meets the underlying principles which the

speaker follows when designing his classes. An evaluation regarding the appropriateness of using online fantasy sports in the classroom will then be discussed using a list of criteria adapted from Chapelle (2001). As with the benefits mentioned above, these criteria also offer insight into whether or not guiding principles are being met. The speaker will conclude the presentation with remarks concerning perceived successes and failures of the project. Time will be given at the end to answer questions from the audience.

064 **STACK, Martin**
The University of Shiga Prefecture (Japan)

To the Shores of Azeroth: The WoW English Project and New Horizons in CALL

The use of massively multiplayer online roleplaying games (MMORGs) for education in general and specifically for CALL second language (L2) education is currently drawing the attention of researchers and teachers alike. Although many observers have concluded that these games, with their volumes of authentic language and potential for social interaction in the target language, can provide rich environments for L2 development, the research findings are difficult to generalize into strong claims of efficacy because of the small scale, both in terms of sample sizes and length of time, of these studies. In an attempt to address these shortcomings of scale and purposeful L2 educational application in the current research, I am preparing to launch the World of Warcraft English Project (WoW-EP) at The University of Shiga Prefecture in April, 2014. The WoW-EP, based on the WoWinSchool project from the US, will be an ongoing, robust project that engages participants both with in-game task-based activities and out-of-game group projects and individual educational activities. In this presentation, I will discuss the background, structure, methods, and findings of the WoW-EP so far. JALTCALL 2014 presentation participants will gain a better understanding of and practical advice regarding the use of MMORPGs in L2 education and as L2 learning environments – pushing our pedagogy to new horizons on the shores of Azeroth.

STAMPER, Suzan 065*Hong Kong Institute of Education (Hong Kong)*

A Hong Kong Perspective: Bring Your Own Device (BYOD) for English for Academic Purposes

Bring Your Own Device (BYOD) in the classroom is receiving attention as “the future of education.” As part of a BYOD pilot in Hong Kong for one academic year, the presenter incorporated BYOD activities in two courses: one for academic writing and another for academic reading. The presenter will begin by briefly introducing the BYOD project at her institution and the two courses. Next, the presenter will describe some BYOD class activities (e.g., polling apps, Google forms, collaboration tools, Moodle forums) that supported the development of academic writing, reading strategies, vocabulary, and independent learning. The presentation will conclude with student, teacher, and project evaluations of the opportunities and limitations of BYOD.

STAMPER, Suzan 066*Hong Kong Institute of Education (Hong Kong)*

A Reader’s Theatre Assignment in “English for Early Childhood Education”

The presenter will describe a Reader’s Theatre assignment in an “English for Early Childhood Education” course offered in a Hong Kong tertiary institution for in-service kindergarten teachers with lower-level English. In this assignment, the students write and perform original Reader’s Theatre scripts. In the first stage, students compare and contrast Reader’s Theatre to other forms of storytelling and then are introduced to online resources for both storytelling and Reader’s Theatre. In the second stage, students are instructed to bring a favorite children’s story to class to summarize for classmates. During the lesson, the students discuss how to adapt, and possibly combine, stories for an original Reader’s Theatre script and then begin the process of identifying characters and dialogue. In the third stage, students revise their scripts and rehearse. The final stage is the class performance with assessments on volume, pace, pronunciation, stress, phrasing, characterization, poise, and eye contact. Examples from the assignment, online teaching resources, and performance videos

will be included (e.g., “The Jelly Monster” and “The Three Little Pigs and the Wolf Real Estate Agent”).

067 **STOCKWELL, Mike**
Sugiyama Jogakuen University (Japan)

Using WEB 2.0 to Increase Authenticity in Project-Based Learning

The benefits of using authentic material as a form of input in Project-Based Learning are well established, but creating authentic output still remains a formidable challenge. The aim of this presentation is to report on a project designed for a class of 27 third-year English majors in a Japanese university. The project was to develop a “Survival Manual” for the 190 first-year students in the three year English Communication Program. Learners became the producers of authentic output that went across the borders of their classroom and had a permanence that is not common in most classroom activities. Website building was introduced to capture, maintain and then distribute to our first-year students the knowledge that our senior students gained of learning a second language. Learners were able to share their expertise on a wide variety of topics ranging from practical classroom issues such as methods of increasing vocabulary to dealing with home-stay issues while studying abroad. Benefits accrued not only to the producers of the material, but also the first-year consumers. Murphey (1997) found that using near peer role models of similar age, of the same culture and L1 language can increase motivation and lead to changes in students’ beliefs about risk-taking, making mistakes and their chances of success in learning a second language. A CALL element to this project was also important in developing a sense of community in the university language program that will be sustainable for future years.

068 **THOLLAR, Simon**
Hokkaido Information University (Japan)

An Evaluation of a Game-Based Learning System to Improve L/R Auditory Discrimination in Japanese University Students

The author will briefly discuss a game-based learning system targeting the improvement of aural L/R discrimination before examining student attitudes to using the application. The game was

developed last year, and uses an adventure format where players are orally instructed to perform simple tasks in a virtual adventure, by choosing among several actions or items with similar pronunciations (from 32 minimal pairs, 64 words). Following the development of the game, to help evaluate the effectiveness of the content and platform, 10 Japanese university students acting as volunteer testers took part in a pilot evaluation program, comprised of a pre-test, game time, post-test and survey. In the initial study, 80% of testers enjoyed the activity and 60% showed some improvement in L/R discrimination after playing the game. As of April 2014, following the trend of increased tablet usage in higher education, all incoming students at the university where the author teaches (≈ 450) have been given tablet computers pre-loaded with a series of eBooks and applications, including the L/R aural discrimination game. The sample size, significantly larger than the initial pilot study, will allow the author to examine student opinions of the game and report on degrees of satisfaction, perceived and measured improvement.

WANG, Shudong 069

Shimane University (Japan)

Quick, Easy And Cheap: Designing Informative E-Learning Front Pages Using Free Platforms

Teachers need to deliver information as compactly as possible to students for a variety of purposes: e.g. to teach a course; to carry out a project; or to organize an activity. An efficient way to realize this purpose is to design a site with an informative and guide-friendly front page. Based on the author's own experience, this presentation introduces know-how on creating an effective multi-purpose front page containing rich information and learning resources for an e-learning site using free software or platforms. The free software or platforms cited as examples are Moodle, Google Blogger and WordPress. The presentation clarifies the advantages and disadvantages of using each of the platforms. These pros and cons include: Moodle is powerful and customizable, but requires a hosting server to run it; similarly, WordPress is easy to customize, especially for blog systems, but it is hard to build in learning modules; Google Blogger is secure, fast and compatible with other Google services, and, in addition, it is unnecessary for users to have any IT knowledge, though it lacks functions and add-ins. Finally, the presentation concludes by outlining which platform is suitable for which type of e-learning purpose.

070 **WANG, Shudong, JARRELL, Douglas, and IWATA, Jun**
Shimane University (Japan)

Involving Students in E-learning Content Development – Successes and Challenges

E-learning content development has been dominated by teachers and e-learning professionals, i.e. e-learning enterprises and organizations, while the users, i.e. students, are seldom included. We hypothesized that if e-learning content is developed by and used for students, it will be a source of motivation for the students as well as a source of material for a database of e-learning materials. Based on this idea, Shimane University and Nagoya Women's University started a mobile learning project in 2013 that involved students in developing materials for an English email magazine. In the first stage of the project, students were paid to write short essays, make grammar quizzes, and create learning animations. The second stage will call for volunteer contributions. Although this project is still in progress, it has already highlighted several areas which may be helpful in guiding the next stages of the project and in clarifying mobile learning practices in general: 1) such mobile learning materials are short and focused, making their creation accessible to students; 2) the content developed by students provides valuable information on the topics that university students are currently interested in; 3) student-generated materials often invite a larger response from readers than teacher-generated materials; 4) student content developers are highly motivated to learn new things, always looking for interesting resources and stories. One major challenge to the project has been and will continue to be how to sustain student participation, especially once content development shifts to a voluntary basis.

071 **WELLS, Lindsay**
Asia University (Japan)

Vlogs as an Advanced Listening and Speaking Task: Student Perspectives

One pervasive problem in EFL settings is the lack of opportunities for students to speak English outside the classroom. Recently, however, Web 2.0 technologies have provided a number of innovative ways for students to interact in English online. One such technology is vlogging, or video blogging, which refers to

the posting of user-made videos to a blog. Since the inception of vlogging in the mid-2000's, TESOL instructors have increasingly viewed it as a useful pedagogical tool and applied it in a variety of contexts. Because of vlogging's novelty and potential, the teacher-researcher decided to implement it in two "Super Advanced" speaking and listening courses at a private Japanese University. Students in both courses had minimum TOEIC scores of 650 and were recruited from all academic departments. In the first semester of the course, students posted written reviews of videos to a class blog. In the second semester, students posted reviews in video form. Completion of the vlogs waned over the course of the second semester, prompting the teacher-researcher to reconsider the merits of the task. At the end of the year, students completed a survey consisting of multiple selection and open-ended questions. Although the majority of students regarded vlogging positively overall, students also reported several negative aspects of the task, including time requirements, technology issues, and personal discomfort with making or posting videos. The findings imply that vlogging may indeed be beneficial for advanced EFL students, but in order to maximize student participation, teachers must fully address the above concerns.

WU, Jian 072

Southern Connecticut State University (USA)

Language Learning in an iPad Learning Lab

In 2012, the Department of World Languages and Literatures of Southern Connecticut State University in the United States acquired two iPad Learning Labs. As compared to traditional computer labs, which have fixed desktop computers, these two state-of-the-art iPad learning labs are actually iPads on a cart, which can be rolled into a classroom and turn the room into a lab instantly. While the iPad learning labs have brought new and exciting learning and teaching experiences to students and teachers, they have also brought new challenges to our teachers. Due to the different setup and compatibility of the iPad labs as compared to the regular computer labs, teachers cannot teach in exactly the same old way anymore. They need to change their teaching practice to take advantage of the mobile features of the iPad labs and to encourage more cooperative learning. They need to explore new teaching approaches and styles that will work well with the new technology, and our students, a generation born and growing up with the new technology. This presentation will discuss and share our actual experiences in using the iPad labs in our language classes, including Chinese, Japanese, Spanish and other

language classes. Actual examples will be used to illustrate how a new technology can be both exciting and frustrating, and how it can present both an opportunity and a challenge. Specific suggestions will be made concerning how to use mobile technology to enhance and transform language learning and teaching.

073

YORK, James

Tokyo Denki University (Japan)

Task-based Language Teaching and Virtual Worlds: A Case Study in Minecraft

Task-based language learning (TBLT) is not a new methodology. TBLT and CALL is also a maturing, well-established field of research. There are a number of studies concerned with language learning opportunities and affordances with MMORPGs (games) and social virtual worlds where World of Warcraft and Second life are the two most used domains (see Peterson, 2011; Rama et al., 2012; and Hayo & Wattana, 2011). However, the application of TBLT in virtual worlds and more importantly commercial online games remains a largely unexplored area. I would like to introduce my research proposal to explore the accuracy, complexity, and fluency of learners' verbal utterances when undertaking four different tasks, two designed to utilize the virtual world, and two more generic non-virtual world specific tasks. In this presentation I will introduce the game, its language-learning affordances and invite the audience to consider 1) attainable task types 2) the appropriateness of such tasks for beginner EFL learners.

Workshops

BATESON, Gordon 074*Kanazawa Gakuin University (Japan)*

The Reader Module for Moodle 2.x.

The presenter will describe the design and development of the Reader module for Moodle 2.x. Like the successful Moodle 1.x version of the Reader module, this new version supports extensive reading programs, by maintaining a total of the number words that have been read by each student. After reading a book, a student takes a quiz about the book, and if they pass the quiz, the number of words in the book is added to the total number of words they have read. Although a popular Moodle plugin, the Reader module was in need of adaption to maintain compatibility with ever-evolving Moodle 2.x. In particular, the following areas needed to be addressed: (1) reformatting the PHP code to comply with Moodle's coding-style, (2) incorporating the navigation tools for Moodle 2.x, (3) replacing and revamping the interface for downloading and updating quizzes, (4) standardizing the reports, (5) creating various tools to find and fix problems in the database. The presenter will explain and demonstrate how each objective was addressed, and consider what further improvements for the module are being considered for the future.

BIERI, Thomas E. 075*Nanzan University (Japan)*

Building WebQuests to Engage Learners

This workshop will help attendees with developing WebQuests for their own teaching context. In his 2013 critique of education, *The Anti-Education Era: Creating Smarter Students through Digital Learning*, James Paul Gee notes that education currently does not do a good enough job of helping students in doing high-quality collaborative empirical inquiry and suggests that effective use of digital tools can help us be better at it. WebQuests are a way we can engage learners in scaffolded practice both using digital resources and engaging in disciplined inquiry. According to webquest.org, "A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work

with comes from the web.” The site credits Bernie Dodge of SDSU and Tom March of SD Unified School District with primarily developing the model, and the definition echoes that of Dodge in “Some Thoughts About WebQuests” (1997). The presenter will first explain what WebQuests are and how they can be used, then will show examples of self-designed WebQuests and ones freely available for use. Then participants will be guided through a hands-on design and building process using free on-line resources. Participants should leave with a better understanding of WebQuests and with knowledge and skills allowing them to easily create and share their own. Participants do not need specialist technology skills, though being comfortable conducting searches with a browser would be expected.

076 **FOSTER, Henry**
Kyoto Tachibana University (Japan)

Google Drive Forms for Painless Testing

Paper-based testing is used for various purposes in language teaching, including diagnostic and placement tests, achievement tests, periodic quizzes to measure comprehension, or as motivational tools. Whatever your purposes, administering and marking paper-based tests can be time-consuming and wastes paper. However, alternatives such as using a moodle-based test can require more investment of time (for learning, setup and maintenance) and technical resources (a server, a computer lab) than many teachers can or want to invest. Google Drive Forms can be used to quickly and painlessly create paperless tests that can be delivered via almost any Internet browser, including on a smartphone. This form of testing is therefore a viable alternative even for conventional classroom courses, as long as a computer lab can be reserved for one session, or if all students have access to an internet-connected device. With a bit of creativity, most types of questions used on paper-based tests can be reproduced, and questions with fixed answers can be marked automatically. Streamlining techniques make even manual marking speedier than when doing it on paper. With a simple trick, test results can also be made available to students without the need for individual distribution but also without compromising privacy. This workshop will walk participants through the process of creating, administering and marking a Google form-based test, and give many practical tips and workarounds for keeping the process as quick, smooth and painless as possible. To participate fully, attendees will need a Google account.

GALLAGHER, Brian 077

Nagoya University of Foreign Studies (Japan)

Using a Virtual Learning Environment to Teach Referencing and Researching, Polls and Plenaries, Collaboration and Success.

This workshop will show how to use a virtual learning environment to teach EFL students how to do referencing and share research. With a focus on APA referencing, this workshop will hope to provide instructors with information on how to use “Edmodo” through a whole scheme of work: setting-up and enrolling students, presenting an introduction, setting exercises, plenary surveys, resource sharing, referencing and ending with open feedback for students (and instructors). This workshop is immediately applicable to every course you teach and will connect you to a 24-7 learning environment. This free, open and online learning environment will allow instructors to be both “sage on the stage” as well as “guide on the side”. Extremely applicable to modern learning, this VLE is also extremely accessible on mobile devices and allows asynchronous learning, both on and off campus.

HAWKINSON, Eric 078

Seibi University (Japan)

Augmented Reality Enhanced Materials Design for Language Learning

A look at emerging technologies using augmented reality and its use in language learning. Popular tools for the creation of supplementary materials using augmented reality will be introduced and compared, participants will then have a chance to use a couple of these tools first hand using their own mobile devices. With the advent of new technologies in augmented reality such as Google Glass there is great potential for the creation of new tools for meaningful language learning. These technologies can converge existing media like nothing before, bringing textbooks to life with video, individualizing online content into any situation, and enriching leaning experiences. But how teachers use these new tools will determine how meaningful they will be to language acquisition. The presenter will introduce and compare supplementary materials using augmented reality; starting with the creation of such materials, leaning curves and production

costs. As these technologies are introduced examples will be provided created by the presenter to give context and insight to their practical use in language learning. These examples are given to provide the non-technical description of their use while tips and tricks are also mentioned to try to provide information for beginner and advanced participants. Next, implementation strategies will be discussed. Ways students can use these technologies for self-study in informal learning environments will be introduced. Materials created by the presenter will also be available for demo.

079

JONES, Brent

Konan University, Hirao School of Management (Japan)

Designing Blended Learning Experiences

This workshop will walk participants through the course design and development process, with an emphasis on blended-learning curriculum for Content and Language Integrated Learning (CLIL) contexts. Highlighting the work of L. Dee 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 can inform and influence their own course design decisions, specifically the creation, adoption or adaptation of materials and methods to promote the acquisition of a new language as well as broader 21st century skills. 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 revamping existing courses and developing new ones. Participants will go away with several job aids to assist them in their own curriculum, course and lesson planning endeavors.

PATERSON, Rab 080

University of London (UK)

Google Apps & Google+ for Educational Learning Communities

Personal Learning Networks (PLN's) arrived shortly after the emergence of the Internet via linked blogs, Google Groups, and Nings. They further evolved with RSS and Twitter feeds, and more professional focused services such as LinkedIn. Now Google+ Communities is at the peak of SNS tools in terms of power and convenience. This workshop session will show the power and range of Google Apps and Google+ Communities for creating virtual Educational Learning Networks (ELN's) for teachers and students. Now Google+ Communities offers many benefits over other SNS in terms of ELN creation and usage, and this workshop will show how to leverage its many benefits by showing existing Google+ Communities and how well they integrate with Google Apps and beyond. Attendees should bring a laptop and have a Gmail account and have signed up for Google+ before the workshop as we will create and use a ELN using Google+ Communities and use most of Google Apps during the session.

TEAMAN, Brian; SWENSON, Tamara and BRAMLEY, David 081

Osaka Jogakuin University (Japan)

Tablet Power in the Language Classroom with iPads

The presenters of this workshop will guide users through many powerful uses of tablets in the language classroom using the iPad as an example. The presenters are teachers at a University in Osaka, Japan that is in the third year of universal iPad distribution to incoming first-year students and bring a considerable amount of experience to this presentation. One way to look at the tablet is that it puts in the hands of the student and teachers a tool that arguably replaces many aspects of the modern language classroom, including the language lab, the library and the computer lab. The workshop will cover uses by the teacher, uses by the student and finally it will focus on one powerful tool, the eBook. Participants will be given the opportunity to see the iPad in use as well as to try it for themselves. Teacher uses include the iPad as a whiteboard, a database, a materials distribution center, and one of the best video players you've ever used in the classroom. Student uses include a still camera, and a video and audio

Presentation Abstracts

recorder. The final part of the presentation will focus on the use of eBooks, especially the iBook with its interactive widgets. These presenters have been part of a team that has created more than 10 iBooks for their classrooms and so bring with them a great amount of knowledge on the subject. The tablet in the classroom is a true revolution. Come and learn how to be part of it.

Poster Presentations

CLAYTON, Robert 082

Aichi Institute of Technology (Japan)

Engaging and Energizing Classrooms with a Single iPad

Proven to be an effective, efficient and economical tool for improving student learning, a single iPad can greatly enhance classroom education while smoothly supplementing traditional textbook-based instruction. This poster presentation will provide practical information allowing teachers to use an iPad with classroom overhead projection (OHP) equipment. Suggestions and useful hints for a variety of group, pair and individual classroom activities will be presented. These activities have proven helpful in capturing student interest and maintaining focus while teaching large, 90-minute English conversation classes at universities. The iPad's small size, light weight, touch-screen interface and overall ease of use ensure mobility. Educational applications are numerous, affordable, easy to access and often function on cell phones. With wide-ranging technical support to assure reliability, properly-equipped, "One iPad Classrooms" enable teachers to roam freely and interact with students while their iPads are wirelessly mirrored onto larger screens. Teachers can more easily engage and energize students when attention is smoothly switched between individual textbooks and a large screen viewed together by the entire class. Class unification and management also improve substantially. A handout containing illustrated explanations to help teachers easily connect an iPad to a variety of OHP equipment will be available. Computer software and iPad applications to aid teachers wishing to digitize, annotate and display engaging lesson material for use on an iPad will be listed along with suggestions for data management, "cloud-based" synchronization and data sharing.

COTE, Travis, and MILLINER, Brett 083

Tamagawa University (Japan)

Paperless Extensive Reading and Student Engagement

Smartphones, and their potential applications for mobile assisted language learning (MALL), signal a shift in classroom paradigms

as well as a new horizon in language research. Given the ubiquity of smartphones and the increasing availability of digitized text, the reading experience for second language learners is one domain open to change and new opportunities. Research into extensive reading (ER) through the medium of mobile devices is an emerging area of study in the EFL classroom. Presenters from a private university in Tokyo will introduce their ongoing pilot of X-Reading®, a new learning management system (LMS) designed for extensive reading. Participants in this study have access to a virtual library of graded readers and are being explicitly asked to read on their mobile device or personal computer. Presenters will share pre-pilot questionnaire data, ongoing word per-minute analysis, comparisons between mobile and paper-based reading comprehension tests, post-pilot student feedback, and vocabulary size test scores (Nation & Beglar, 2007). Participants in this poster session can expect to learn about implementation of X-Reading®, reflect on student attitudes towards reading digitally and consider the challenges in implementing a digital extensive reading component in their own language classrooms.

084

FERREIRA, Daniel

International Christian University (Japan)

Word/Sentence Portfolio in EAP Writing: Integrating Evernote, COCA and Grammarly in the Academic Writing Curriculum

The use of corpus based text analysis in academic writing does more than help emerging writers identify common features in the use of new words. Concordances, such as the The Contemporary Concordance of American English (COCA) helps the learner make intelligent choices in word selection (Johns, 1991) and take control of the learning process (Huang, 2008). While we would like to foster an environment of smart risk-taking when comes to using new words with an online concordance like COCA, we also need to help our learners be accountable for the quality of work they generate. Good quality writing is connected with a continued sense of success. That success comes from having both access to the right tools, using them appropriately and engaging in peer feedback. In this presentation, I will demonstrate how students in my courses use Evernote to store/retrieve examples of writing they have researched and created and how they share a folder with their peers during writing feedback sessions. I will highlight the search function which allows the students to find any text that was typed or clipped. I will also share how my students use an online grammar checker known as Grammarly to

produce good quality sentences. It is my hope that this presentation will inform teachers on the use of tools and practices that can help their learners become more proficient with such tools and more self-directed in their development as confident and successful writers.

GETTINGS, Robert

085

Hokusei Gakuen University (Japan)

Japanese EFL Students & Plagiarism

As information becomes easier and easier to find online, students are more often facing the temptation of plagiarism in completing their English as a Foreign Language (EFL) writing assignments. How do teachers and students in Japan feel about plagiarism? This presentation will summarize the data from an online survey of 140 Japanese junior college English majors and interviews of ten EFL teachers who presently teach first and second year college English classes. Students were asked to evaluate 30 writing practices related to plagiarism as being acceptable or not on a five point scale. Teachers were interviewed to discover their concepts of plagiarism and problems that it created in their classrooms. Teachers identified plagiarism as a foreign cultural concept. Students were not familiar with the concept of plagiarism. Students were unable to define plagiarism and there was a large discrepancy among students evaluation of EFL text creation practices as acceptable or not acceptable. This may reflect that students are using written sources to produce patchwriting as a language learning strategy as described by Pecorari (2010). Students also found copying from the internet to be slightly more acceptable than copying from another student or a published printed source. At the same time, it seemed that both teachers and students seemed to have very strong values related to the concept of “cheating.”

HIRATA, Yoko, and HIRATA, Yoshihiro

086

Hokkai-Gakuen University (Japan)

Students' Utilization and Evaluation of Corpora

Acquiring lexical skills is one of the fundamental aspects for language learning. Before corpora were developed, teaching vocabulary had been based on languages chosen predominately by linguists from their intuition (Conrad, 2005). However, corpora provide students with a reliable guide to what language is like

(Hyland, 2006) through analyzing examples of actual language use. Recent corpus-based teaching approaches have proven to assist students in becoming more aware of grammar patterns, collocations, and other lexical phrases of target words without completely relying on grammar and vocabulary books (Barlow, 2004; Boulton, 2007). In spite of these benefits, not much research has been conducted regarding how corpora can be best used for students to improve their lexical skills. Especially, in Japanese educational settings, there is little research addressing how students should utilize corpora to understand language patterns and forms captured in corpora. This study describes an investigation into how 40 Japanese students perceived the use of several online and teacher-created corpora for their lexical acquisition in the classroom. They examined, using an evaluation checklist, to what extent these corpora are likely to facilitate their understanding of the meanings and usages of words. The results of the study illustrates the importance of the classroom practice of using corpora in ways that reflect their previous language learning experiences and their expectations of how to improve their lexical skills. At the conference how students evaluated corpora and how the results can be used in the classroom will be discussed in depth.

087 **JOHNSON, Michael**
Independent

The iPad for Traveling Language Learners

This poster session will show how traveling language learners can utilize the iPad for improving their English language ability and for meeting their travel needs. Advanced multilingual usage of the iPad as a traveling language learning tool will be shown. There are many language learning apps that can assist the ESL language learner as he/she travels to countries to study language and culture. This presentation will focus on ways to make reservations, using translation apps and dictionary apps, ideas for improving personal security, offline use of online materials such as maps, and ways of making professional and personal connections. A key point of this session will be expanding integration of various apps beyond their most obvious usage to benefit the language learner. Various combinations of available applications will be shown to provide greater depth of functionality for the traveling language learner. While most of the features on the iPad and within applications are simple to use, many are not intuitively evident and thus often overlooked. As our ability to access the utility of this mobile device increases, we can replace a

few, more typical language learning tools and travel tools, which will reduce weight and in the process improve organization. A handout will be provided.

KEITH, Barry**088***Gunma University (Japan)*

Moodle Reader vs. Other Types of Assessment of Extensive Reading: Students Voice their Opinions

Currently, Japanese universities are increasingly introducing programs of extensive reading into their curricula. However, many teachers are at a loss on how to assess their students' reading. The Moodle Reader is an effective tool for setting goals and for tracking student progress in an extensive reading program. In it, students take short quizzes over the books they have read and when they pass the quizzes, they receive the word count of the book. However, some teachers are reluctant to adopt it because they are not technologically savvy or they prefer to assess their students using more traditional methods such as book reports, journals, or reading logs. How do the students who have experienced using both Moodle Reader and other forms of assessment see the situation? This paper reports on student survey data from 60 students who were asked about their extensive reading, about their preferences for being assessed, and why. The students are first-year Engineering majors in a required English class at a national university in Japan. Qualitative feedback from students suggests that, overall, they prefer the Moodle system but with some caveats. This presentation could be helpful for teachers who are considering adopting the Moodle Reader or for those who are concerned how Moodle Reader affects student motivation.

KELLY, Charles**089***Aichi Institute of Technology (Japan)*

Creating Online iPad-compatible Quizzes Using WordPress

This poster and the accompanying handout will show teachers how they can easily set up a website to host their own quizzes that can be used on mobile devices or standard computers. Using WordPress, a very well-known blogging system, posting quizzes is as easy as writing a blog post. Getting started requires only the following few steps. 1. Download and install WordPress (Free). 2. Download and install the plugin (Free). 3. Go through the basic

steps to get WordPress working and the plugin working. 4. Create a new blog post. 5. Write the questions. 6. Publish the post. 7. Give your students the URL to your blog. You can see a website that was set up this way at <http://a4esl.com/b/quizzes>. For this website, I used data from the Tatoeba Corpus (<http://tatoeba.org>) to help me create the quizzes. Sentences from this corpus may be used under a Creative Commons license. In addition to showing you how to set up a quiz website using WordPress, you will be given ideas on how you can use the Tatoeba Corpus to help you create quizzes.

090

KELLY, Lawrence

Aichi Institute of Technology (Japan)

Ways of Using the iPad Camera

This poster session will explain how teachers can use the built-in camera on the iPad, as well as other mobile devices, in creative ways to record events in their daily lives. Although there are various types of mobile devices with cameras, the larger size of the iPad viewing screen can be an advantage to teachers. Many other mobile devices are more compact and are also equipped with camera functions for taking pictures and so the camera function of the iPad is often overlooked. This presentation will give ideas on how to further integrate your iPad camera into your teaching style and lesson materials by recording and displaying your daily life. I will show ways to use your camera without having to install additional apps. I will also explain how to take videos and edit them using the iMovie app. Making videos is a way to expose students to the iPad's camera function and taking photos can easily bring realia into the classroom. Some of the categories of the ideas include school life, personal life, classroom management, student learning, personal development and Japanese language study. A handout will be provided.

091

ROSE, Oliver

Kwansei Gakuin University (Japan)

Mobile Games for Language Study

The 'Phrase Maze' online/mobile game uses the Quizlet flashcard website API (www.quizlet.com) to import any two-field data (plus optional pictures), and also provides text-to-speech audio. From the given cues, the user finds the target word/phrase/sentence on the game board until it is cleared. The following modes and

options are offered which enable customization for a wide range of data and produce distinct variations of the game: a) the game can be used with single words, phrases or even sentences; b) the given cues can be text, audio or pictures; c) the game tiles can display whole words, “hidden” whole words, or single letters. Further information and playable flash versions of the games can be found online at www.PhraseMazeApp.com, and mobile versions are also available. For Japanese language study, the Kanji Connect and Kanji Crush games (found at www.kanjigames.com) provide interactive review of kanji and vocabulary. The Kanji Connect app is a wordsearch-style game that stimulates the player to apply their knowledge of kanji onyomi and meanings creatively to figure out new vocabulary throughout the game. Another game, Kanji Crush, uses a “Match 3” game mechanic to give interactive and enjoyable practice in identifying onyomi readings and radical components, a vital skill for breaking down kanji for memorization and differentiation.

RYAN, Kevin 092

Showa Women's University (Japan)

Digital Mobile Language Learning

Digital Mobile Language Learning (DMLL) is a new online community for language learning and technology. DMLL is based on a blog, but expanding to a place for longer pieces, as well as making a multi-media online magazine. Currently seven members of the CALL SIG are authors at DMLL. We are looking for more. DMLL is sponsored by the CALL SIG, and can be found at dml.ljaltcall.org.

SPIRI, John 093

Gifu Shotoku Gakuen University (Japan)

Independent Learning Journals

Having students keep an “Independent Learning Journal” can serve as an excellent alternative to homework. The author has created a website combining free English language learning pages with his own content for students to practice independently. The pages contain a variety of resources: reading, listening, video, vocabulary, quizzes and other activities, all of which are not only free but do not require registration and are thus easily accessible. Students are provided a one-page Independent Learning Journal (ILJ) on which they record what they did and how long they did it,

along with comments describing the effectiveness, quality, and level of difficulty of that activity. The ILJ serves as a week to week record so both learners and teacher can view the semester's independent learning and the progress a learner makes. The time learners reflect on their learning has great value as explained by Lor (1998). "Reflection is, thus, regarded as a bridge connecting one's experience and theoretical conceptualization and is assumed to enable learners to reflect on the relationship between the act of learning and the experience of learning so that they can encapsulate meaning within their learning experience." (p. 9) Thus, keeping an ILJ motivates students to spend time utilizing CALL activities out of class and helps them cultivate autonomy. In the fall semester of 2013, all freshmen education majors at Gifu Shotoku Gakuen University kept an ILJ. Comments on utilizing ILJ in a class, and at an institution, will be made.

LD SIG Forum Presentations

WERNER, Robert 094

Kanda University of International Studies

Web 2.0 Discussions on Edmodo

This contribution will describe how students in a Media English course use Edmodo, a social learning platform, to develop autonomy through weekly discussions on current events. A wholly student-centered activity, two students find recent news articles each week, write discussion questions, and post them to the class page. Then, everyone (students and occasionally the teacher) types answers and comments on one another's responses. Learners think critically about the issues as they apply knowledge gained both in and beyond the classroom. These Web 2.0 interactions allow them to take control of their learning and develop language skills in an interesting way.

HASSETT, William 095

JALT Tokyo chapter

Analog or Digital? Establishing a Self Access Learning Center with Web 2.0 Wechnologies

Dokkyo Medical University opens its SALC (Self-Access Learning Center) in April 2014. In implementing its self-access for learner development, particular interest was shown in the introduction of Web 2.0 technologies. This contribution will focus on the hardware and systems that were chosen to deliver these technologies and discuss the motives behind the decisions to introduce them. The presenter will also show and discuss some examples of content that SALC learners can access and what kinds are to be recommended to other teachers that may be thinking of developing similar technologies.

- 096 **TAYLOR, Clair**
Gifu Shotoku Gakuen University
STOUT, Michael
Tsukuba University

Raising Learner Motivation and Task Performance with Inter-University Project Work

When learners encounter people of a similar age and background (“Near Peer Role Models”) using English successfully it has a powerful impact, increasing motivation and strategy choice (Murphey, 1998). In this study, freshman students at a private university and second years at a higher-ranking national university made and shared presentations about their hometowns using the VoiceThread application. Analysis of the presentations and interview data show that the freshman students produced longer and more sophisticated work in this project compared to previous projects, modeling their presentations on those made by the national university students.

- 097 **OTTOSON, Kevin**
Nagoya University of Foreign Studies

Social Networking Sites for Assessing Learner Growth and Intercultural Experience of Study Abroad Participants

Social networking sites offer a platform for study abroad participants to share their intercultural experiences before, during and after their sojourn. Based on a month-long study, this presentation will offer a glimpse on the Facebook use of short-term study abroad participants. This contribution to the forum will provide the audience with some insight on how instructors can interact with participants and assess their learner growth and intercultural experience through social networking sites.

ARNOLD, Lee 098*JALT Learner Development SIG*

Utilizing a Blog for Stimulating Interest, Spurring Motivation, and Creating Community

This presentation will discuss the creation of a sense of community through blog-publishing learner writing from music listening in a first-year university writing course. The presenter will first discuss the use of four differing pieces of instrumental music as stimulants to learner writing. From there, selections of learner writing that were published on the presenter's teaching and learning blog will be shown. The presenter will finally discuss how publication of writing and blog support for the music source material increased a sense of learner independence, showcased unique efforts of creative learner writing, and created a sense of peer-teacher reader community.

AM

001

CIHI, Guy

Lexica

How Online Vocabulary Study Improves Average TOEIC and TOEFL Test Scores

Based on corpus analysis of TOEIC and TOEFL tests, the presenter will show how one third of the words most frequently occurring in all parts of TOEIC and TOEFL are not general English words but rather a particular set of low-frequency words that ETS repeatedly uses to create difficult questions. Students working with traditional four skills materials and graded readers will not have a chance to encounter these low frequency words. The presenter will demonstrate WordEngine, an online vocabulary supplement designed to quickly teach students their missing high frequency words for TOEIC and TOEFL. The presenter will review score improvement data from two large controlled research programs confirming that assigning WordEngine as homework produces superior average test score increases..

AM

002

WILTSHIER, John

Lexica

Case Study: Maintaining Motivation for Online Study

A review of the issues, methods, and findings based on a one-year study conducted to identify an optimal combination of automated study report data with practical, in-classroom recognition and advice to students. This study sought to enhance overall student participation rates in an online and mobile vocabulary study program focused on the TOEIC domain. Special emphasis will be given to the practical, in-classroom support techniques which produced high levels of student participation, and a solid sense of progress and satisfaction amongst both students and teachers.

AM
003**KONDOH, Ayako***McGraw-Hill Education*

SRA Reading Laboratory 2.0: Digital Learning

Sometimes within the same class there are many students at different reading levels with different learning styles who learn at different speeds so it is important to have materials that can accommodate each student's needs. 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. Featuring innovative 21st century digital and social skills, this digital program can be used for individual or small groups before, during, and after school—even at home as homework. In this session the presenter will introduce features of this digital program and show the benefits for both learners and teachers.

AM
004**RITCHIE, Mark***PressReader*

PressReader Speaks All Languages

Newspapers and magazines are invaluable resources when it comes to learning. This session will discuss how innovative technology has enhanced the types of content resources available to language professionals to make teaching interesting. PressReader is a new a digital resource with more than 2,500 full-content newspaper and magazine articles from 100 countries in 60 languages. Learn how language professionals can use PressReader to engage their students by teaching with content that is not only interesting and relevant to them but also accessible through their own mobile devices. Participants will learn how to utilize PressReader as a key resource for schools and classrooms; best practices on searching for topics across the entire catalogue of 2,500+ newspapers and magazines; how students can learn new languages through article translation in up to 14 languages; and how to help students be more informed by uncovering different points of view in local and foreign newspapers.

AM

005

SWENSON, Tamara, BRAMLEY, David, CORNWELL, Steve

Oxford University Press

Ready for Digital: e-Books & Language Learning

This presentation will discuss how e-books are being used at one Japanese university, and will provide insights into how tablet computers and smart phones are creating another way to present language learning materials. The presenters will focus on the integrated use of printed texts, digital texts and web-based materials, both in-house produced interactive textbooks and commercially available series. All first-year students at the university have received an iPad upon entry since 2012. One shift this has made is a rapid move to digital textbooks and texts which take advantage of the tablet computer format. One text that combines print, digital and web-based materials in an engaging manner is the Oxford University Press series *Lecture Ready*. The presenters piloted the digital text for OUP and adopted it for academic listening courses in the 2014 academic year. The presenters will discuss the use of *Lecture Ready* and highlight the ways it can be used to engage learners.

AM

006

WHITE, Matthew

Oxford University Press

English e-books: Evoking Emotions of Elation or Irritation in Japanese University Students?

This study explored the attitudes and preferences of first-year Japanese English majors with regards to reading in English using either e-books or paper graded readers. For the study, iPads equipped with Rakuten's Kobo e-reader app were made available to students in class. The study was conducted to gain insights into reasons for the students' preferences, as well as features of e-books and e-readers that students found particularly helpful or bothersome. Results of the study suggest some ways to effectively make use of e-books in the classroom. The feedback from the participants also provides insights into how publishers and designers of e-books and e-readers could improve the quality of the digital reading experiences.

GATTON, William AM
DynEd 007

Reading for Success

Our first reading skills development course guides learners to step-by-step mastery of academic reading by building on listening and speaking as the foundation for reading. DynEd's interactive courseware incorporates neuroscience research, innovative exercises, and game-based approaches to motivate learners and ensure deep learning and reading fluency. Aligned with the syllabus of English for Success, Reading for Success includes academic subjects like math, science, history and geography.

GATTON, William AM
DynEd 008

Effective Coaching with an App

Following up on our release of Mobile support through Apple Store and Google Play downloadable access, DynEd's new mobile app, MyDynEd aggregates a variety of support functions as well as additional study opportunities. We will focus on DynEd Analytics, which uses real-time student data to optimize learning and to help teachers make effective use of blended classroom time. Administrators can have easy access to real-time data for all their schools. Support for teachers is now well in hand with MyDynEd App.

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| 08:30 – 17:00 | Registration |
| 09:10 – 09:20 | Opening Ceremony |
| 09:30 – 10:10 | Session 1
Poster presentations run all morning long |
| 10:20 – 11:00 | Session 2 |
| 11:20 – 12:00 | Session 3 |
| 11:30 – 13:30 | Lunch
(Various places are available near the campus) |
| 13:10 – 13:50 | Session 4 |
| 14:00 – 14:40 | Session 5 |
| 14:50 – 15:30 | Session 6 |
| 15:40 – 16:20 | Session 7 |
| 16:40 – 17:40 | Session 8
Keynote Address: Regine Hampel |
| 18:00 – 18:30 | Travel to <i>Gasto Saloon</i> at Imaike station |
| 18:30 – 20:30 | Networking Reception at <i>Gasto Saloon</i> |

Sunday Schedule

08:30 – 15:00	Registration
09:10 – 09:20	Opening Ceremony
09:30 – 10:10	Session 1 Poster presentations run all morning long
10:20 – 11:00	Session 2
11:20 – 12:00	Session 3
12:10 – 13:10	Lunch (Various places are available near the campus)
13:10 – 14:10	Session 4 Plenary Address: Glenn Stockwell
14:30 – 15:10	Session 5
15:20 – 16:30	OUP-Sponsored Roundtable Discussion and Closing Ceremony

FLOOR PLANS



Smoking is only allowed on the second floor outside
in the smoking area. Please follow the signs.