Programme at a glance

Wednesday, 26 August @ Palazzo BO and Dept of Political Science (via del Santo 28)

09:00–16:00    Conference Registration
10:00–13:00    Workshops
11:30–13:00    Editorial Board of ReCALL meeting
13:00–14:00    LUNCH FOR WORKSHOP PARTICIPANTS
14:00–14:30    OPENING CEREMONY
14:30–15:30    Graham Davies Keynote
15:30–16:00    REFRESHMENT BREAK
16:00–18:15    SYMPOSIUM
16:00–18:15    Parallel Session 1
18:30–20:00    WELCOME RECEPTION

Thursday, 27 August @ Dept of Psychology

08:30–14:30    Registration
09:00–10:30    Parallel Session 2
10:30–11:00    REFRESHMENT BREAK
11:00–12:30    Parallel Session 3 and MALL Symposium
12:30–13:15    SIG Meetings
12:30–14:00    Poster Session
13:00–14:00    Lunch
14:00–16:00    Parallel Session 4
16:00–16:30    REFRESHMENT BREAK
16:30–17:30    KEYNOTE
17:30–18:30    EUROCALL ANNUAL GENERAL MEETING
18:30–19:30    Drinks and jazz

Friday, 28 August

08:30–12:00    Registration
08:30–10:30    Parallel Session 5
10:30–11:00    REFRESHMENT BREAK
11:00–12:30    SYMPOSIUM
11:00–12:30    Parallel Session 6
12:30–13:00    Meeting for EUROCALL National Contacts
12:30 - 14.00    Poster Session
13:00–14:00    Lunch
14:00–15:00    KEYNOTE
15:00–15:30    REFRESHMENT BREAK
15:30–17:30    Parallel Session 7
19:30–23:30    Social Dinner

Saturday, 29 August

09:00–10:30    Parallel Session 8
10:30–11:00    REFRESHMENT BREAK
11:00–12:00    ROUND TABLE
12:00–12:30    CLOSING CEREMONY
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Wednesday, August 26, 2015

Workshop 1

Time: 10:00 - 13:00

Room: Aula Gabbin

Action research in the CALL classroom

Simon Wilkins, Tokai University, Japan

The workshop begins with a discussion aimed at explaining the main differences between "traditional" research and action research. The discussion will then lead to the presentation of a framework for carrying out action research projects in CALL classrooms. An example of a research project in a CALL classroom will be presented and the group will then brainstorm their own ideas for action research projects. Participants will be asked to think critically about their own CALL classrooms, what “burning questions” or problems they can identify and what actions can be taken that will finally lead to publishable and presentable action research projects.

Workshop 2

Time: 10:00 - 13:00

Room: Aula Mocenigo

Developing students’ 21st century skills through online intercultural dialogue facilitation

Casper van der Heijden, Sharing Perspectives Foundation, the Netherlands

Katja Riikonen, Soliya, Finland

In the current interdependent and globalized world cooperation across cultural and national divides is becoming increasingly necessary. At the same time, graduates will have to secure employment in a culturally diverse and international environment. In this light it is desired that graduates have an international and cross-cultural exchange experience as part of their education, stimulating them to develop 21st century skills such as critical thinking, self-awareness and cross-cultural communication and collaboration skills. A scalable and durable way to offer this exchange experience to students is technology-enabled exchanges or virtual exchange, that is telecollaboration projects in which synchronous (live and direct) discussions are guided by trained facilitators.

This workshop focuses on the goals, skills and tools a facilitator uses to facilitate constructive and meaningful discussions between students in geographically distant locations with diverse cultural and national backgrounds. The goal of a facilitator working in a dialogue program is to empower
and activate participants to take ownership over the discussion. At the same time, the facilitator needs to ensure a sense of safety and trust in the group, to the extent that group members dare to step out of their comfort zone, talk about sensitive and personal themes in which they are able to confront and challenge one another.

The workshop will introduce participants to some of the tools and skills that support the facilitator in that objective. Some basic facilitation tools such as asking good questions, active listening and making summaries will be addressed. Additionally, the importance and need of observing and managing key dialogue components such as group processes, emotions, power and group dynamics will be explored and actively practiced.

When these tools and skills are applied by the facilitator they enable good discussions among the participants. Good discussions are characterized by going beyond what people think and instead focus on why they think the way they do. Thereby, assumptions and implications are often challenged and explained. Participants are thus continuously challenging each other and are being challenged themselves. This leads them to develop important 21st century skills such as critical thinking and self-reflection.

This workshop will be of interest to language educators involved in telecollaboration projects who are interested in exploring facilitated dialogue as a model of telecollaboration. The workshop will first present some telecollaboration projects which use this dialogue model and could – for participants using a foreign language – be categorized as innovative content and language integrated learning projects. The rationale behind this dialogue model and the pedagogical advantages will be discussed. Participants will then be introduced to some of the tools and skills required of facilitators through practical activities and discussions.

**Workshop 3**

**Time:** 10:00 - 13:00

**Room:** B2 Ca' Borin

**Virtual World SIG Workshop: ‘Of other spaces’, language learning in 3D Virtual Environments, a critical appraisal**

Susanna Nocchi, Dublin Institute of Technology, Ireland

Gene Dalton, Trinity College Dublin, Ireland

Luisa Panichi, University of Pisa, Italy

Abdulmenaf Gul, Middle East Technical University, Turkey

Tugba Kamali Arslantas, Middle East Technical University, Turkey
This half-day workshop has a double-focus: to provide participants with an overview of language learning in 3D virtual environments (3D VEs) and to lead a discussion on theoretical frameworks and/or research methods used for studies on the educational potential of virtual worlds. The initial part of the workshop will be devoted to the illustration of two 3D virtual worlds (Open Wonderland and OpenSim) which are emerging as virtual environments for language teaching and learning with practitioners sharing their experience and educational practices. Finally, the discussion will focus more specifically on the research methodology adopted by colleagues researching in the field and on the direction virtual world language teaching and research is going. Participants will be encouraged to share and compare their own experiences of teaching and researching in virtual worlds. The workshop consists of 2 parts: In the first part a presenter will give an introduction to the use of Open Wonderland (OWL), an open source Java-based toolkit for developing 3D virtual environments, with a specific emphasis on collaboration and education. The illustration of Open Wonderland will be followed by a presentation of some of the language learning activities and research that are taking place on OpenSim. Participants will be encouraged in this part to share their own experiences of virtual world education. In the second part of the workshop we will focus on virtual world educational research in CALL. Areas the workshop intends to address include research approaches, methods and methodologies, data collection and data analysis. Participants will be encouraged in this part to share their own experiences of virtual world research in CALL. What participants can expect by the end of the workshop:

• To have an overview of some of the most recent developments in language teaching in virtual worlds;

• To have an overview of research related issues and practical approaches for CALL research in virtual world platforms;

• To have met fellow Eurocall virtual world practitioners and researchers

Workshop 4

Time: 10:00 - 13:00

Room: B3 Ca' Borin

Twitter to network, share and develop an academic community

Fernando Rosell-Aguilar, the Open University, UK

This session aims at enabling attenders to understand how to enhance their digital scholarship beyond academia by engaging with a global audience through Twitter. The session will be in two parts: the first part will cover the reasons why it can be beneficial for an educator to be on Twitter, even if initially there may be some reluctance or feeling that one has little to contribute or learn from it. We will provide examples of different levels of engagement and benefits. Both prospective and current Twitter users may find it of use. The second part will be hands-on, aimed to those new to Twitter, and we will help you set up an account and get to grips with the basics as well as concepts such as following, hashtags, trending topics, and netiquette.
Some people may wish to attend only the first half if they are experienced Twitter users. Even if you think Twitter is not for you, we would encourage you to attend so you can familiarise yourself with a tool that academics and students alike are using.

Please bring your smartphone / tablet if you have one (or a laptop if you don’t) to the session.

Graham Davies Keynote

Time: 2:30 - 3:30

Room: Aula Magna

Twenty years on and still reinventing the wheel? A critical review of Telecollaborative Exchange in Foreign Language Education

Robert O'Dowd, Universidad de Leon, Spain

A critical review at the recent past and the immediate future of Telecollaborative Exchange in Foreign Language Education

It has been 20 years since the first major publications on online intercultural interaction and exchange began to appear in the CALL literature (Cummins & Sayers, 1995; Eck, Legenhausen & Wolff, 1995; Warschauer, 1995). Since then, telecollaboration has gone on to become one of the pillars of CALL research and practice as is evident from the large number of publications, research projects and conference presentations about the subject. It is appropriate that the 20th anniversary of these publications coincides with this Eurocall conference calling on us “…to unpack and examine some of the assumptions that may have become ingrained in our practice, and also to reflect on the state of CALL and language pedagogy”. As telecollaboration begins to enter the mainstream of university education and is being considered as a tool for CLIL, virtual mobility and university internationalization, it is indeed high time that the proponents of this activity ask ourselves some challenging questions in regard to the principles which underlie our practices, the effectiveness and impact of what we do and the potential value of our work for other areas of university teaching and learning. With this in mind, in this plenary we will take a critical look at both research and practice of telecollaboration over the past 20 years and ask the following questions: • To what extent have research studies in CALL actually demonstrated the effectiveness of telecollaboration in contributing to the goals of foreign language education? • Have telecollaborative practices developed sufficiently to deal with the needs and challenges of foreign language education in the new millennia? For example, can traditional bicultural and bilingual telecollaborative models such as Cultura and etandem still attend to the needs of educators looking to deal with issues such as digital literacies, social justice and multiethnic dialogue? • What ways should telecollaborative researchers be framing future research studies in the area? For example, are models of intercultural competence which have been used repeatedly in telecollaborative research still relevant for learners attempting to understand the events at Charlie Hebdo and its aftermath? • What can we learn from telecollaborative initiatives which are being employed outside of CALL? Can networks operating outside the field of foreign language telecollaboration such as Soliya, COIL and the Sharing Perspectives Foundation offer us inspiration for the innovation of online intercultural exchange? In
one of the aforementioned publications which appeared 20 years ago, Mark Warschauer presented a collection of over 100 examples of telecollaborative practice so that practitioners would, in his words, “...not have to reinvent the wheel” (1995, p. 14). In this plenary, I hope to look for ways to avoid reinventing the telecollaborative wheel and to ensure that Online Intercultural Exchange continues to grow as an effective and relevant tool for CALL for some time to come.
SESSION 1

CMC Symposium

Time: 4:00 – 6:15
Room: B1 Ca' Borin

Addressing social and political issues in virtual exchange

Mirjam Hauck, Open University, United Kingdom
Katja Riikonen, Soliya, Finland
Sarah Guth, University of Padova, Italy
Casper van der Heijden, Sharing Perspectives, Netherlands
Riham Bahi, American University of Cairo, Egypt
Mayssa Hashad, Minoufiya University, Egypt

In the current digitalized, globalized and interdependent world constructive communication and collaboration is becoming increasingly necessary. Whilst the internet and social media offer a great platform for international and cross-cultural communication, more often than not communication patterns are polarizing. Examples are recent YouTube videos calling for a Jihadist to join the fight in and outside Syria or the video of the American Pastor burning the Quran leading to protests that resulted in the death of the American Ambassador Christopher Stevens in Libya in 2012; the anti-European populist rhetoric gaining popularity across Europe or the xenophobic and racist anti-immigration discourse which seems to thrive on the Internet. Recognizing that these polarizing patterns of communication will continue to exist, particularly in online contexts, virtual exchanges in educational contexts provide the opportunity to harness young people against them by having them develop 21st century skills such as critical thinking, media and IT literacy, intercultural communication and collaboration skills. It is in this context that failing to address these social and political issues through virtual exchanges by focusing on the language learning objective alone represents a missed opportunity. As Claire Kramsch wrote in the introduction to a 2014 special issue of the Modern Language Journal “Through its mobility of people and capital, its global technologies, and its global information networks, globalization has changed the conditions under which foreign languages (FLs) are taught, learned, and used. It has destabilized the codes, norms, and conventions that FL educators relied upon to help learners be successful users of the language once they had left their classrooms. These changes call for a more reflective, interpretive, historically grounded, and politically engaged pedagogy than was called for by the communicative language teaching of the eighties”

The proposed symposium argues that virtual exchange can address this need, as well as the needs of the EU’s current agenda of ‘modernising higher education’ by supporting universities in integrating new technologies and adopting more student-centred teaching, as well as adding an international
Session 1-1A

Time: 4:00 - 4:45

Room: Aula Magna

Exploring Mobile Apps for English Language Teaching and Learning

Bin Zou, Xi'an Jiaotong-Liverpool University, China

Many recent studies have shown that mobile learning can provide potential possibilities for foreign language learners to practice language skills on their smart mobile phones and tablet PCs (e.g. Stockwell, 2010; Egbert et al., 2011; Hoven & Palalas, 2011; Chang & Hsu, 2011). A number of apps have been created and used for EFL learning. However, few studies gave effective examples of tasks for mobile learning. The majority of existing apps have not yet been very pedagogically useful, due to the possible knowledge gap between the apps developers and language teachers (Sweeney and Moore, 2012). Therefore, this study aimed to investigate how mobile apps can be integrated into English language teaching and learning and what sorts of tasks can be employed to enhance learners’ EFL learning. A class app was also created by the researchers to integrate into English teaching and learning in and out of class. The research instruments consisted of questionnaires and interviews. The possibilities of using mobile devices as supplementary tools for developing language skills were discussed with reference to participating students’ perspectives and completion of tasks on mobile devices during their learning process at XJTLU. The results indicated that mobile learning can be adopted in English lessons and students’ self-study. The app which provided sources related to lessons offered extra support to students to practice English in and after class. Participating students expressed positive attitude towards mobile learning. However, it is argued that the quality of tasks is crucial to students’ English learning on mobile devices. Teachers should design effective activities and exercises for students to complete in and after class. Without well designed tasks, mobile devices cannot effectively fulfill language teaching and learning purposes.

References


Learners’ perceptions of online elements in a distance blended beginners’ language course – implications for CALL design

Hélène Pulker and Elodie Vialleton, The Open University, United Kingdom

Much research has been done on blended learning and the design of tasks which are most appropriate for online environments and computer-mediated communication. Increasingly, language teachers and SLA practitioners recognise the different nature of communications in online settings and in face-to-face settings; teachers do not simply attempt to replicate face-to-face interactions in online synchronous tutorials but combine their pedagogical expertise with the affordances of the computer-mediated system they use to produce the conditions for effective language learning. However, there is less evidence that the role and importance of the interplay between pedagogy and technology in online language teaching has been taken into consideration in the learning design of blended courses, where the emphasis is increasingly on the online elements. There is also scant evidence on students’ perceptions of the online components in blended language courses. This paper reflects upon the experience of the delivery of a beginners’ language course, using blended learning, in an open and distance learning context. Facilitated by a mixed methods approach, it reports on the lessons learnt from students’ experiences of acquiring a second language, learning with a mix of face-to-face and online sessions as well as a mix of print and online materials. Within the first phase of the investigation, we gauged quantitative data about students’ use of and patterns’ behaviours towards the online components of the course, through learning analytics. We also collected qualitative data on students’ perceptions and preferences about the course materials through open-ended comments from a survey. During the second phase of the study, we gathered qualitative data by means of telephone interviews with students who were showing signs of withdrawing from the course to identify reasons of possible drop out directly linked to course materials and learning design. A number of lessons and conclusions are drawn. In particular, we argue that not all learners are digital natives. We found that an increased amount of asynchronous support has not addressed the lack of social interaction which is a critical aspect of distance learning. Despite the richness and quality of interactions in online forums between students themselves and between teachers and students, the participation is only limited to a very small minority of students whose learning styles suit this mode of communication. Students expressed a preference for conventional methods of learning (books and face-to-face tutorials) for practical, technical and also pedagogical reasons. The low usage of online forums and online materials in general revealed through learning analytics, as well as a general preference for a structured linear sequence of activities seem to suggest that current learners of beginners’ language would be more inclined to respond better to formal rather than informal approaches to learning. The paper concludes with implications for CALL design.
Examining and supporting online writing – a qualitative pre-study for an analytic learning environment

Ikumi Waragai, Shuichi Kurabayashi, Yasushi Kiyoki and Hideyuki Tokuda, Keio University, Japan

Tatsuya Ohta, Nanzan University, Japan

Marco Raindl, Dokkyo University, Japan

The authors present the outline and first results of a project that aims at collecting big data about the way language learners write in digital environments they use in their every-day lives – with the aim of designing better writing support for them. As our previous studies have shown, many of our students – Japanese learners of German at University level – use SNS and similar applications as a platform for sharing their opinions, experiences and trivialities with their peers in Japan, learners they met abroad and German friends – all by using the target language. But how do they proceed when writing an SNS post, a mail or a blog entry? How do they go about composing, editing and re-composing their texts? What resources do they use for references on word, sentences and text level? How do they incorporate their findings into their texts and what adjustments do they make? By answering these and related questions through extensive collection of empirical data in an analytic learning environment, the design of which is at the center of this project, the authors aim at creating a comprehensive resource that supports different approaches to writing online.

The analytic learning environment we are implementing is a prototype system applicable to any web site, exploiting modern HTML5 technologies to capture fine-grained text editing activities including insertion of characters, copy-and-paste, delete, backspace, and cursor movements. The system transfers the captured text editing history to a cloud storage system, and then applies several data mining and machine learning methodologies in order to extract implicit tendencies in the aggregated data. Through this fundamental aggregation of big data the system provides an analysis environment for foreign languages learners and teachers. Taking into account the importance of SNS for our learners’ interactions in the target language, we are developing our system as a web-based system applicable to SNS.

In the projects’ first step that the authors will focus on in this paper, writing processes of a small number of informants were closely analyzed using the analysis of screen recordings, surveys and interviews. Students were asked to keep track of their use of digital resources during 3-5 days in a month. The analytic focus lay on the different writing behaviours the students displayed. The results of this analysis, which will be presented in this paper, are the basis for the design of the analytic learning environment in the next step of the project. The authors discuss the questions, if the learners can be grouped into types and if there are characteristics of the usage of digital environments that can be connected with more succesfull learning approaches than others.
Session 1-1D

Time: 4:00pm – 4:45pm

Room: Aula Gabbin

Training teachers to train the students to use corpora

James Thomas, Masaryk University, Czech Republic

This report introduces a teacher training project that trains teachers to use corpora, and to then train their students. They use "Discovering English with Sketch Engine" (Thomas 2015) as the primary resource for exploring many facets of English, linguistics using guided discovery. Here are some of the 250 questions that students answer using the book:

1. Are wh- words followed by both 'can't' and 'cannot'? 2. Does 'at all' reinforce both positive and negative statements? 3. Does 'I wonder' open an indirect question that requires subject-verb inversion? 4. Do we say 'more than unlikely'?

Trainees learn what questions to ask and how to ask them. They learn how to search for language patterns that inform their teaching of vocabulary, chunks, templates and syntagms: this [lemma = "have"] [word = "been"] [tag = "V.G"] finds perfect continuous.

During their internal practice teaching, trainees correct their students’ written work: students upload their work to Hypal, and teachers tag their errors. Hypal converts this into (a) feedback for the students, (b) data for its own error-tagged corpus, (c) statistics about the student and about the task.

For non-native speaker teachers in particular, identifying errors is often problematic. While deviations from standard patterns, such as spelling, bound prepositions and morphology can be easily identified, items higher up the hierarchy of language offer more choice and less certainty, eg collocations, usage of chunks, connotations, prosody, usage of specific words. Trainees apply their corpus skills when correcting written work.

However, trainees do not expect their students to navigate the complexities of Sketch Engine. Many language teachers and students used to use COBUILD’s Corpus Sampler. It provided 40 sentences and a page of collocates from its corpus of approximately 50 million words. The training resource I created is here: http://www.fi.muni.cz/~thomas/CCS/, until it went suddenly offline a few years ago.

Enter SKELL: Sketch Engine for Language Learners. This is a user-friendly interface into a 1.5 billion words corpus, both being designed for language learning. An “examples” search for a word or phrase returns 40 illustrative sentences, from which manual skimming and scanning reveal a considerable amount of information about its behaviour.

Instead of collocation listings, SKELL provides word sketches. This tool presents a word’s collocates but in columns of their grammatical relationships. The verbs with “fight” as subject include: ensues, erupts, rages. In the object column, pick, fight, win. Adjectives include hard, fierce, tough. We can also click to see fight as a verb: soldiers, warriors and heroes fight.
SKELL offers a third tool, “Similar Words” whose data resembles a thesaurus. Students find plenty of related words to consider using with or instead of their search word. A teacher looking for alternatives to 'excellent' and 'wonderful' when giving feedback will find plenty.

The teacher trainees who become expert users of Sketch Engine, the language professional’s workbench, create resources that train their students to use SKELL.

**Session 1-1E**

**Time:** 4:00pm – 4:45pm

**Room:** Aula D'Ayala

**L'evoluzione del test di piazzamento per i corsi di Italiano L2 al Centro Linguistico dell'Università di Padova: utilità e criticità delle TIC**

Luisa Marigo, Ivana Fratter and Luigi Pescina, Università di Padova, Italy

Negli ultimi dieci anni l'utenza dei corsi di Italiano L2 presso il nostro Centro ha subito numerosi cambiamenti dovuti a diversi fattori, quali i processi di internazionalizzazione operanti nelle università italiane, gli accordi bilaterali stipulati tra diverse università e non da ultimo il nuovo programma di scambio dell'Unione Europea (Erasmus+). La variegata utenza profilatasi ha richiesto continui adattamenti delle prove di valutazione delle competenze in ingresso – nonché alle modalità di somministrazione delle stesse – per la formazione delle classi. Inoltre, la necessità di una valutazione in entrata in grado di differenziare sei livelli di competenza dell'italiano (A1-C2) per l'inserimento nelle classi ha portato il gruppo degli insegnanti di Italiano L2 del Centro ad elaborare – dal 2001 ad oggi – due diverse proposte di test di piazzamento. La prima, più dispendiosa sotto il profilo tecnico, prevedeva un'autovalutazione iniziale da parte degli studenti che indirizzasse a due test differenziati: test di fascia 1 (A1, A2 e B1) e test di fascia 2 (B1, B2 e C1); la seconda, attualmente in uso, propone un pretest adattivo che convoglia a tre distinti test successivi di macrolivello (A, B e C). L'intervento si propone di: 1. descrivere i passaggi che hanno condotto all'attuale versione del test di piazzamento e di indicarne i vantaggi e i limiti, nonché le potenzialità da sviluppare grazie alla piattaforma Moodle che lo ospita; 2. condurre a una riflessione su come lo sviluppo delle TIC abbia permesso la realizzazione di prove di piazzamento sempre più mirate e flessibili rispondenti alle mutate esigenze dell'utenza.
Integrating a large scale of an intercultural collaborative project into a foreign language classroom for the development of intercultural competence

Maki Hirotani, Rose-Hulman Institute of Technology, United States
Kiyomi Fujii, Kanazawa Institute of Technology, Japan

Many researchers in Second Language Acquisition have pointed out the importance of the development of learners’ intercultural competence along with their language competencies through language learning. It has been claimed that learners could develop their intercultural communication skills through activities with native speakers, and many collaborative projects have been conducted in foreign language education. While many studies introduced how their collaborative projects were conducted, we have not yet fully established ideas or guidelines on how to actually integrate a collaborative project into a foreign language curriculum. We need a series of experimental projects to identify effective procedures and activities to establish guidelines for intercultural collaboration which foreign language teachers could refer to.

It is for this reason that, starting in the fall of 2013, we are conducting a three-year experimental Facebook video project using learner of English in Japan and those of Japanese in the US. The students involved in this project have been all enrolled in the same English (general English) and Japanese (second-year Japanese) courses at the same colleges in Japan and the US, respectively. Each collaborative project lasts over four months from September to January every year, and the students work on many activities both in English and Japanese to develop their intercultural competence as well as their linguistic competencies. Some of the examples of the activities are 1) sets of verbal and non-verbal communication videos in both L1 and L2 and 2) a series of culture survey research activities, including conducting a survey to students at both schools, analyzing cultural similarities and differences based on the survey, and giving a presentation on their research.

In order to assess the effectiveness of the collaborative activities and the development of the learners’ intercultural competence itself, we use several assessment methods, including 1) pre- and post-questionnaires on the knowledge and skills on intercultural competence, 2) reflection logs, and 3) actual students’ language data. During the first and the second years of this project, we have reviewed the outcomes of the previous year’s project and revised the procedure and activities for the next project. We plan to conduct a more systematic project in the fall and winter of 2015 (the last year of the experimental project).

In this presentation, we will first overview the Facebook collaboration projects with the introduction of the small activities conducted for the past two years, followed by the outcomes of the projects. While presenting a detailed plan for the last experimental project, we will then discuss how we can integrate procedures and activities in a curriculum and what teachers’ support and interventions are needed for successful collaboration.
Corpus of High School Academic Texts (COHAT): Data-driven, Computer Assisted Discovery In Learning Academic English

Róbert Bohát, Beata Rödlingová and Nina Horáková, International School of Prague, Czech Republic

COHAT (Corpus of High School Academic Texts), currently under development at the International School of Prague (ISP), aims to move language and academic writing instruction from the mechanical, subjective, and teacher-centered activity to the realm of more objective, data-driven and student-centered discovery learning with room for IT integration, critical thinking and metacognition.

Since 2013, high school EAL students at ISP have worked with corpora (InterCorp and BNC), using collocations, relative frequencies, and context analysis to study academic vocabulary, grammatical phenomena, translation of key terms, the use of proverbs, etc. When presenting their semantic or grammatical discoveries to their classmates, these young researchers became de facto co-teachers in the classroom, which resulted in a lively atmosphere of genuine academic discussion among all the students. The fact that the discussions were based on factual evidence derived from the computerized corpus tools represents an innovative approach that allows for the engagement of a popular tool (computer) in collecting and analyzing a relatively large set of data, combining mathematical and linguistic skills with IT integration in a subject that is often considered to rely largely on a subjective or intuitive evaluation of texts.

The positive results of the students’ work with corpus inspired the creation of a specialized Corpus of High School Academic Texts (COHAT), providing a high school level addition to the repertoire of general and specialized corpora. The rationale for building a corpus of this type is twofold. First, the existing range of learner corpora seems to cater predominantly to higher levels of academic discourse, offering collections of university essays or academic papers. Second, most of the high-school learner corpora we found focused on identifying problem areas in non-native speaker texts; the goal of COHAT is to provide high school students with a set of successful academic English texts written by their (native and non-native) peers that would focus on detecting patterns of correct word choice, syntax and style in students’ writing. In other words, “only texts that have met departmental requirements for the given level of study” were and will continue to be included, just as in the university level British Academic Written English (BAWE) Corpus. (Alsop and Nesi 2009) This ‘foundation’ is further enhanced by teacher texts (e.g. instructions, lectures, samples, model essays and reports), exemplifying the ideal and allowing for a quantifiable comparison of teacher expectations with the reality of student writing. The final product will be a corpus subdivided into two sections, Student Writing and Teacher Writing, each of these organized by discipline, genre, grade level and the author’s mother tongue (English native or non-native). This could later be expanded into a wider International School Academic English Corpus (ISAEC) with samples added from international (or other English-medium) high schools worldwide.

References
Reflecting on the impact of learner training in mobile language learning

Glenn Stockwell, Waseda University, Japan
Philip Hubbard, Stanford University, United States

Mobile learning has added an element to language learning that includes a greater emphasis on students being able to work outside of more traditional classroom situations. In order to do this successfully, they need to possess the skills to engage in activities without direct supervision. As a number of researchers have concluded, (e.g., Fischer 2012; Winke, Goertler & Amuzie, 2010), learners are often not prepared to transfer their personal and social uses of technology directly to language learning tasks. As Fischer puts it, “Regardless of how language learning programs are delivered to students, the survey of studies… shows the pervasive need for learner training.” A special issue of the CALICO Journal in 2013 was devoted to the topic under the theme of “learner preparation in technology enhanced language learning environments” (Lai & Morrison, 2013). Yet despite the increased visibility of the topic of learner training for CALL, little has been done in understanding its impact in mobile environments.

The current study addresses that gap. It explores applying a framework incorporating technical, strategic and pedagogical learner training to a group of intermediate students of English in Japan using their mobile phones to develop their vocabulary and listening skills. The research began by examining data from a cohort of learners in 2013 collected from an intact class taught by one of the presenters. Although learners in that group received some technical training in the form of explanations regarding the functions of the mobile-based tools provided, they did not use many of the available functions, and they did not engage in the activities as actively as anticipated. When the class was offered again in 2014, the presenters set out to determine whether these problems could be addressed through regular cycles of learner training and how the learning environment itself might be transformed as a result of that training. There were over 40 students in each cohort representing similar initial language levels and characteristics, so the study was set up as an action research project with the 2013 class serving as a proxy control group for comparison with the 2014 one.

The presentation begins by discussing the training process itself and then offers comparisons between the cohort that received training incorporating both teacher direction and peer discussion and the previous cohort that did not. Effects of training were measured quantitatively in terms of the amount of time spent on task during the activities, completion rates of the activities, and the scores achieved in weekly mini-quizzes. There were significant gains in several areas for the 2014 cohort. Qualitative data from that group were collected through post-treatment surveys, in-class observations, and interviews. Of particular interest was the way in which learner training altered the learning environment, made possible by a shift in the relationship between the teacher and the learners. The implications of the effect of training on not only the learners but also the teacher and the learning environment are discussed from the standpoint of both the data and the teacher’s reflections on the experience.
A TELL English course to meet the needs of a multilevel BA in ELT group. What was wrong?

Maria del Carmen Reyes Fierro and Natanael Delgado Alvarado, Juarez University of the State of Durango, Mexico

A TELL EFL course was designed in order to meet the needs of English of a first-semester multilevel group of students of the B.A. in English Language Teaching at the Juarez University of the State of Durango, Mexico. Among such needs, the course pretended to foster the BA experiential-learning objective of learning for future teaching under a learner-centred paradigm, which, in this case, meant supporting the development of the student-teachers’ English language from their real levels of command, along with a B1.1 core course, supported by a course book. Two broad goals were set up in terms of content: the minimum requirement of achieving a CEFR B1.1 level in all skills, supported with the necessary language-system knowledge, and the learners' particular goals set up for independent study, after the results of diagnostic tests. In order to achieve these two goals, teams at different levels were integrated: five of them under the support of a peer-tutor and the tutor’s team under the direct support of the teacher and a C1-level student. All of them were motivated towards the common shared objective of scaffolding the learning of lower-level classmates. Empirical research carried out on the course demonstrated that the integration of the use of Moodle, Internet resources, Facebook, Microsoft Office, dedicated software, computer-based assessment and evaluation, and video-clip outcomes, were useful elements for reaching the course goals in connection with collaboration among teams and pairs. Even if the overall course results were satisfactory, the checklists of CEFR can-does and The British Council–EAQUALS Core Inventory for General English supporting language knowledge could not be incorporated to the learners’ peer and individual work on a regular basis. These checklists were designed as grids for self and peer assessment of the CEFR can-does and the associated functions and grammar, complemented from The British Council–EAQUALS Core Inventory for General English. Even though they were available for learners in their Moodle portfolio and records were only going to be done with ticks, the learners did not use them. The fostering of learning autonomy through the selection of technology-based resources to meet the needs of developing missing skills and knowledge could not be assessed. Therefore, when redesigning the course to overcome this weakness, both task framework and instruments for keeping track of learning will also be rethought considering a systematic incorporation of self-regulated learning strategies such as self-evaluation, goal setting and planning, record keeping, and self-monitoring.
Telecollaboration and corrective feedback using Google Maps

Éamann Ó hÉigeartaigh, Maynooth University, Ireland

This presentation will describe a browser-based application employing Google maps that can be used for telecollaboration and corrective feedback, by tandem learners or teacher-learner pairs.

The possibilities afforded by electronic environments have allowed an ever-greater range of pedagogical interventions both inside and outside the traditional classroom, but providing individualised feedback on written work remains burdensome. This application simplifies the process of text editing and dissemination of edits for the teacher. It has a built-in word processor, which enables inline edits to be distinguishable by font colour and other mark-up such as strikethrough and underline. For learners, text creation and sharing within the environment is also straightforward. Content can be uploaded to a blank canvas and could deal with any subject matter, or it could feature location-specific information, as for example in a treasure hunt.

Writer and Editor roles can be assigned by password or can be more freely adopted, depending on task type and formality. As the current build does not have individual logins, the application is being trialled for quizzes and non-credit bearing assignments. Users can specify map location and zoom level, and can select custom icons to replace the default Google map pin. These icons can be used by learners to identify themselves, or as a rubric under which to post content of the indicated kind. A degree of user tracking is possible; the database can be queried by user name and type, as well as by task URL and date. Sample data from initial piloting will be shown.

Although the presentation will focus mainly on the functionality of this application, which has been developed by the presenter, issues of privacy and autonomy will be addressed and some personal reflections on the uses and limitations of virtual learning spaces will be offered.
The ‘scientific method’ has been developed in an attempt to reduce human fallibility in exploring the world around us, but is in itself fallible, and individual studies often point in different directions. An attempt to bring greater rigour to work in applied linguistics has led to the emergence of research synthesis as a field in its own right (cf. Norris & Ortega 2006). Most research synthesis begins with an extensive and principled trawl of the literature related to a specific question, but then can branch in different directions, each with its advantages and disadvantages (see Plonsky 2014 for an overview). The narrative synthesis represents a qualitative approach: it can incorporate any type of study and allows for interpretation and contextualisation by the synthesist, but thereby retains a substantial degree of subjectivity. Quantitative approaches, on the other hand, attempt to be more objective in their interpretation of the results, but by definition only cater for studies that provide appropriate quantitative data. These again fall into at least two types: vote-counting simply tallies the number of studies providing statistically significant results (e.g. Burston 2015); meta-analysis abandons probability in favour of a measure of effect size – how big a result is obtained from the target variable.

As a field, CALL is now sufficiently mature to have given rise to over a dozen separate meta-analyses (e.g. Grgurovic et al. 2013; Lin 2015). The main part of this paper is given over to some of the issues involved in attempting a meta-analysis in CALL – specifically in data-driven learning, i.e. the role of L2 corpora for language learning or use (Author 2015, in preparation). The principle phases consist in outlining the scope of the topic, collecting and selecting publications, coding and extracting the data for analysis, calculating effect sizes and interpreting them according to various moderator variables – all according to stringent, pre-determined criteria. While this may sound very straightforward, in fact the messiness within and variation between studies means tremendous numbers of ad hoc decisions have to be made at all stages, despite often being glossed over in the final paper. Though meta-analysts are careful to contextualise and hedge their conclusions, and suggest areas in need of future exploration, there is a danger that the reader will simply pick up on a single figure which is taken to be the defining statement. The question then for consumers of meta-analyses is how much credence we should afford them. All research – even meta-analysis – remains, after all, a human activity; though we may strive to contain the subjective element, eliminating all human input entirely could only impoverish research. Meta-analysis is useful in the extreme, but has its limitations and should never be taken as the ultimate answer to a question.

Session 1-2E

Time: 4:45 - 5:30

Room: Aula D'Ayala

Un test senza stress: un supporto per orientarsi nell'italiano

Marina Artese, University of Bologna, Italy

L’etichetta di “test linguistico online d'orientamento” può dis-orientare il lettore perché la definizione di “test linguistico online” in combinazione con “orientamento” non si trova nella letteratura sul testing. Questa etichetta si può considerare pertanto come una definizione operativa il cui processo definitorio è ancora in corso. Il test d'orientamento è uno strumento che aiuta il
La posizione del discente nel processo d'apprendimento dipende dal suo livello di competenza della lingua e, allo stesso tempo, è un strumento che l'istituzione ha per raccogliere dati sui bisogni dei discenti. Ma ciò non lo differenzierebbe dal test di piazzamento che, come quello d'orientamento, è un test diagnostico. La differenziazione tra le due tipologie di test, quindi, risiede principalmente nella tipologia di studente, nella possibilità di accesso al test, nel momento della somministrazione, nella completezza della valutazione, nell'impatto che l'esito del test ha sull'apprendente e nelle modificazioni della progettazione didattica che l'istituzione può apportare in seguito all'analisi dei dati raccolti in modo aggregato. In questo contributo, si illustreranno innanzitutto le variabili che caratterizzano questo test, in comparazione con il test di piazzamento, al fine di giungere alla sua definizione operativa, successivamente si presenteranno: le motivazioni che hanno portato l'istituzione alla decisione di progettare questa tipologia di test; le scelte metodologiche che, seguendo la logica dell'approccio interazionale, opportunamente coniugano le esigenze degli attori in campo (istituzione e discenti) e alcune analisi dei dati aggregati raccolti nelle somministrazioni. Verrà anche comparato il test prodotto e disponibile online con altri test che si propongono come appartenenti alla stessa tipologia, ossia test che hanno l'obiettivo da un lato di orientare i discenti stranieri che hanno intenzione di trascorrere un periodo di studio in Italia verso una preparazione linguistico-culturale che soddisfi le richieste istituzionali e, dall'altro lato, hanno l'obiettivo di orientare l'istituzione verso i discenti in arrivo per andare incontro ai loro bisogni di educazione linguistica e culturale.

**Session 1-2F**

**Time:** 4:45 - 5:30  
**Room:** B2 Ca' Borin

**Global Culture Exchanges: exploring students’ perceptions of online collaborations**

Paul Alexander, Hankuk University of Foreign Studies, Korea, Republic Of  
Marta Guarda, University of Padova, Italy

For university students who study in non-native English speaking countries, real opportunities to actually use the language are lacking, unless they travel or study abroad. Thankfully, inexpensive educational and communicative technologies have given rise to exciting and interesting opportunities for online communication and authentic language practise via learning management systems, content-creation tools, as well as other Internet services and resources. Nevertheless, given the uncertainties of how such technologies might be appropriately integrated into global culture exchanges, it is essential to critically analyze students’ perceptions of how effectively such multimedia tools are in engaging them in meaningful English language communication with foreign students.

Hence, this paper will provide an overview of the Global Culture Exchange (GCE), a small, online community of educators whose ever-evolving goal is to find appropriate and effective uses of multimedia to enhance cultural and language learning opportunities. To this end, a culture exchange project between Italy and Korea was developed in the spring of 2015 with the aim of encouraging
thirty (30) graduate students to share personal interests, as well as discuss one another’s cultures and opinions on global issues. A variety of multimedia tools were utilized to promote use of the four English language skills. In particular, students participated in three modules that involved online discussion forums for writing and reading, video conferencing for speaking and listening, and voicethreads that encouraged use of all four language skills. Peripheral digital artifacts such as introductory videos of each class were also constructed and embedded within a course site.

Accordingly, the paper will first outline the project’s rationale, focusing on expected student outcomes, specific pedagogical choices made, as well as consensus of content and a study schedule. Next, a showcase of students’ intercultural communications and projects will be given, with commentary on implementation, and subsequent issues and solutions. Finally, student data collected through surveys will be presented with respect to student participants’ perceptions of how multimedia tools within the GCE project has helped them use English for real communication, improve their English language skills, and/or develop intercultural awareness. In addition, anecdotal feedback from students on their confidence in using English, as well as what specifically they found interesting, enjoyable, or challenging within the GCE will be analyzed and presented. Consequently, this paper hopes to give voice to students involved in online collaboration by highlighting what they perceive as the benefits, as well as the limitations, of integrating various pedagogical and technological approaches into online global culture exchanges.

Session 1-2G

Time: 4:45 - 5:30

Room: B3 Ca’ Borin

Hypal: a web-based modular tool for creating parallel and error-annotated corpora

Adam Obrusnik and James Thomas, Masaryk University, Brno, Czech Republic

Parallel corpora and error-annotated corpora are valuable tools in the field of applied linguistics. Unfortunately, preparing and pre-processing the data with both parallel and error-annotated corpora is typically very time consuming since the former require sentence-level alignment and the latter require error annotation carried out by a skilled professional. This contribution introduces Hypal, a user-friendly web-based modular system which is currently equipped with plug-ins for parallel corpora and error-annotated learner corpora.

As far as parallel corpora are concerned, Hypal includes an algorithm capable of automatic parallel text alignment of two language versions of the same text based on their statistical and lexical similarities. The automatic alignment can subsequently be refined manually, directly in Hypal. The resulting parallel corpus can be searched either directly in Hypal’s search interface or exported and searched in another tool with this capability.

The learner corpora module aims to bridge the gap between data acquisition and learner corpus research by providing an assignment submission interface for students, an error-annotation interface
for language teachers and a search and statistics interface for corpus researchers. Therefore, the data acquisition and pre-processing is seamlessly integrated into the modern language learning process.

Using Hypal for compiling learner corpora, therefore, dramatically reduces the time that the researcher has to invest to converting input data to a machine-readable format. This novel approach brings up several interesting questions and challenges. Most importantly, annotating errors in Hypal should be a process similar to correcting errors on paper or in a word processor so that the language teachers do not feel constrained by the system. Furthermore, the set of error categories that are available has to be balanced carefully so that it is not overwhelming for the teacher but is detailed enough for the corpus researcher. It also has to be ensured that the error annotation is consistent if multiple language teachers contribute to the same corpus. It is important that Hypal provide some added value to the teachers and students which it does through its mechanism for returning feedback and its error statistics functionality. Each of these issues served as focus questions for research undertaken on teacher trainees teaching students across a full semester. The results of this pilot study will be presented along with demonstrations of the system at work.

Session 1-3A

Time: 5:30 - 6:15

Room: Aula Magna

CALL in socio-material practices: new connections for language learning and technologies

Bente Meyer, Aalborg University, Copenhagen, Denmark

Research in CALL has highlighted the significance of technologies for a variety of language learning activities. However, in practice, technologies are often not isolated actors in language learning, but co-exist and interact with a broad array of learning resources in the classroom, for instance blackboards, books, jotters, coloured pens and paper. These resources still have a pervasive significance in schooling and will therefore be linked with emergent, classroom integrated technologies such as tablets and interactive whiteboards to the extent that they are available to users and are meaningful for teachers and learners in specific language learning contexts. An understanding of language learning as a mediated activity must therefore be able to identify and analyze these complex connections between resources in use, I shall argue, and CALL is a field that is implicated in and affected by these situated practices. The paper aims at identifying how technologies become implicated in language learning, when mobile devices enter the classroom and become a part of existing material cultures of learning. How for instance are activities of speaking and listening in German organized when tablets are available to students as well as existing resources? What are the choices made and how do they inform language learning as a mediated activity? What are the consequences for CALL? The paper draws on empirical examples from two recent research projects in which language learning was studied ethnographically through observations and interviews in four lower secondary schools where students used tablets (iPads) as a personal device for learning. Classroom observations identified ways in which the iPads supported students in learning in individualized ways by providing new and emergent ways of enhancing for instance reading and writing activities through video and sound. Thus iPads became part of an
ecology of learning where shifts between modalities and materials helped students to learn languages such as English and German through the affordances of both paper based and digitalized materials. The paper aims, through the empirical examples mentioned above, to develop exactly how CALL is implicated in these practices and what this means for a critical appraisal of CALL.

Session 1-3B

Time: 5:30 - 6:15

Room: Aula Nievo

Strategic CALL: An Examination of the Strategic Challenges to the Development of CALL at Institutional Level in Europe

John Gillespie, Ulster University, United Kingdom

This paper is part of a series of papers that are examining the position of CALL from a wider perspective than considering purely in the classroom. It will deal with the following research questions: What are the major challenges facing CALL in University institutions in Europe? What are the key steps that must be taken to ensure the implementation of CALL in teaching and learning? What has been the experience of colleagues in key countries throughout Europe? What political strategies can be recommended for the future development of CALL at institutional level? The author has had extensive leadership and management experience at all senior institutional levels over many years, and has pioneered the use of CALL within a major higher education institution. In answering these questions the proposer will base the research on his experience of his home institution, and also use longitudinal research findings from his home country. Then data will be gathered through a series of qualitative interviews with senior CALL academics from across Europe, where individuals will be interviewed to gain insight into their different situations in different jurisdictions. One aspect that will be examined alongside the key questions will be the value of involvement in European funding initiatives and associations such as EUROCALL. The interviews should provide data on a range of views and situations, and the different management pressures that CALL colleagues face. It is hoped to provide a glossary of pedagogical and institutional buzzwords that are current now with University senior managers and to suggest how best to use language to gain support not only for capital and recurrent expenditure, but also for recognition of the value of CALL for language teaching. On the basis of this analysis, a critical overview of the current strategic situation of CALL within European institutions will be provided, showing the positive factors that are in play, outlining the major obstacles to be overcome, and suggesting various strategic steps that might be taken to ensure continuing help for and support of CALL within our institutions.
VODCOLT, a handy and flexible classroom analysis platform

Hiroki Ishizuka, Ryuichi Yorozuya and Akinomu Shimura, Hokkaido University of Education, Japan

The goal of second language acquisition (SLA) research is to describe the properties and processes of learning a second language. In order to accumulate knowledge on this issue, past research has adopted experimental methods focusing on what learners can acquire and how they do so when they learn a language. SLA, however, is sometimes criticized because it lacks a realistic connection to language classes. Thus, second language class observation researches started to clarify what actually happens in a classroom, focusing not only on learners but on teachers, and to investigate how it reflects SLA theories and teaching methodological theories. Class observation research has been conducted in numbers since the late 19th century and after some trial and errors, one validated observation scheme called COLT (Communicative Orientation of Language Teaching) was proposed by N. Spada and M. Fröhlich in 1995. However, the time-consuming process of transcribing the utterances in a lesson followed by their coding by rewinding the video and adjusting its component scenes to corresponding transcriptions has been a barrier preventing COLT from being used more widely and extensively by instructors and teachers. In the early 21st century, Web 2.0 technology has enabled us to interact with web pages, making it possible to conduct distance online teaching and learning with collaborative activities. Using this technology, the authors of this article expected that the barrier of using COLT would be overcome and it would be possible to provide researchers, instructors and teachers with an innovative handy tool for assessing language classes. Thus the development of a new video-on-demand platform, which would be equipped with VODCOLT, the class analysis function, as well as other synchronous and asynchronous functions, was started in 2012, and it had completed in the spring of 2014 and then the examination of the usefulness of the platform and VODCOLT was initiated in several collaborative language classes among four teacher training universities located apart in Japan. There are quite a few merits in using VODCOLT, compared with paper-based COLT coding. First, coding can be done collaboratively from distant locations either asynchronously or synchronously. Second, pre-service and in-service teachers can check the Global Score of their lesson, which is an index of communicativeness of a language class, immediately after the coding is completed. Third, VODCOLT has a function for adding new analytical categories and revising them flexibly, which enables researchers to explore and propose new class assessment methods. Lastly, the results of the experimental classes conducted in 2014 show the effectiveness of collaborative learning using VODCOLT insofar as it enables knowledge and skills about classroom practices which were transferred to students from an instructor only within individual institutions to be diffused and shared by instructors and students in many different institutions. This paper introduces the unique features of VODCOLT with the results of its use in conducted collaborative classes. It also touches on the ways VODCOLT can add values to the conventional class analysis in terms of handiness, flexibility, portability, and collaborativeness.
Crowdsourcing error annotations in a corpus of learner spoken English

Andrew Caines, Calbert Graham, Paula Buttery and Michael McCarthy, University of Cambridge, United Kingdom

Computational linguistic tasks such as automated assessment and automated feedback are both highly dependent on (among other things) plentiful, reliable error annotations within learner corpora. The large proportion of error annotated data in the Cambridge Learner Corpus (approximately two-thirds of its current total of 65 million words, at the time of writing; Nicholls (2003)) has for example enabled the implementation of the ‘Write & Improve’ self-tutoring system (Andersen et al. 2013). The CLC, as with other large learner corpora, is made up of written texts. Our challenge is to prepare a similar resource for spoken data, with a view to its use in computer-assisted language learning systems. Once the recordings have been transcribed, one of the next most crucial tasks is error annotation. For example, we wish to know where the morpho-syntactic errors, spoken disfluencies, and non-idiomatic chunks are to be found. We can annotate a small section of the corpus for these features, but in order to quickly gather such data, we decided to turn to the large-scale, low-cost resource of crowdsourcing – a method which has previously been found to be worthwhile in natural language processing tasks (Madnani et al. 2011). We describe our experiments in crowdsourcing error annotations for learner data. We used the CrowdFlower service to recruit native speakers of English (‘the crowd’). We asked the crowd to consider transcribed sections of business English speaking tests, identify any problematic segments, correct them, rate the effect on meaning – if any – and the (un)acceptability of such errors in speech. A repeated question about crowdsourcing in natural language processing work relates to the quality of the crowd’s annotations (Rand et al. 2014), especially as regards the crowd’s habituation to certain common crowdsourcing tasks (Chandler, Mueller, and Paolacci 2014). We address this issue with evaluations of crowdsourced judgements against our own ‘gold-standard’ error annotations of the same transcribed speech data. We discuss the implications of our results for continued crowdsourcing of error annotations in learner corpora, and we consider the potential applications of the data we have collected.

References
Test automatizzati per la verifica delle competenze in italiano L2 di studenti cinesi in entrata

Elisabetta Jafrancesco, Università di Firenze, Italy

L’intervento focalizza l’attenzione su alcune tipologie di test automatizzati volte a verificare le competenze linguistico-comunicative in entrata in italiano L2 di studenti universitari cinesi presenti nell’università italiana, o che fanno riferimento all’università attraverso convenzioni di ateneo. Si tratta soprattutto, ma in modo non esclusivo, di studenti appartenenti alla categoria Studenti extra-EU residenti all’estero, a cui, per l’accesso ai corsi di laurea, ai corsi di laurea magistrale a ciclo unico, ai corsi di laurea magistrale, si richiedono specifici livelli di conoscenza della lingua italiana, compresi fra il B1 e il B2 del Quadro comune europeo di riferimento.

L’intervento intende presentare sinteticamente e in modo critico i formati delle prove messi a punto nel tempo per i vari livelli di competenza previsti, focalizzando l’attenzione, in particolare, sulle problematiche inerenti alla scelta a) delle abilità e competenze sottoposte a verifica; b) dei testi per le prove; della testualità; c) delle tecniche adeguate a questo specifico pubblico dell’italiano L2, caratterizzato da una L1 tipologicamente distante dall’italiano e dal riferimento a modelli pedagogici, anche nell’apprendimento linguistico, a carattere trasmissivo, incentrati sulla memorizzazione dei contenuti di apprendimento, in cui l’interazione, il dialogo, la socializzazione, rispetto al modello a carattere dialogico di tipo occidentale, giocano ruoli decisamente diversi.

I test di verifica realizzati e sperimentati sono il frutto della riflessione comune condotta all’interno della Sezione di Italiano L2 del Centro universitario, che si è occupata di interpretare il modello di competenza proposto nel QCER in relazione alle effettive caratteristiche degli studenti cinesi, e alle caratteristiche del contesto universitario in cui tali studenti sono inseriti. Si tratta infatti di studenti universitari, per i quali conoscere l’italiano, significa possedere principalmente quel tipo di competenza che consente loro di gestire la comunicazione nell’ambito accademico in cui si muovono e agiscono linguisticamente.

Bibliografia

Integrating Telecollaboration for Intercultural Language Acquisition at Secondary Education: Lessons Learned

Kristi Jauregi Ondarra, Utrecht University & Fontys University of Applied Sciences, Netherlands

Much has been written about telecollaboration and how it contributes to shape the development of communicative competence (Guth & Helm, 2010; Canto, Jauregi & Bergh, 2013), intercultural awareness (Belz & Thorne, 2006; O’Dowd, 2007; Canto, Graaff & Jauregi, 2014) and motivation (Jauregi, Kriz & Bergh, 2012) of those engaging in telecollaboration tasks (González-Lloret & Ortega, 2014; Jauregi et al. 2011; O’Dowd & Waire, 2009). Most of these studies report on experiences carried out at tertiary education (Pol, 2013). The question is whether these results are transferable to secondary education where young pupils have to learn foreign languages in quite different circumstances. But very little is known about it. The TILA project (tilaproject.eu) (Jauregi et al., 2013) originated from this very specific need: to explore whether and how telecollaboration affects language learning processes for communication, intercultural understanding and motivation of youngsters learning foreign languages at secondary schools. One of the ambitions of TILA has been the wish to design a model for sustainable integration of telecollaboration activities in blended pedagogical approaches at secondary education. Over 300 learners, 200 pre-service teachers and 25 teachers have participated in different pilot experiences using synchronous (chat, videocommunication and 3D virtual worlds) and/or asynchronous (wikis, blogs and discussion forum) communication tools. Data from surveys, recordings and interviews have been gathered for our mixed method research approach. In our presentation we will show the main results of the project, the challenges faced and the model developed for adequate integration of telecollaboration.

References
Session 1-3G

Time: 5:30 - 6:15

Room: B3 Ca' Borin

CALL meets CLIL (Content and Language Integrated Learning)

Kent Andersen, SDE College, Denmark

The paper will present the objectives and outcomes of the Clil4U project with an emphasis on a CLIL course (Content and Language Integrated Learning), which enables Content and Language teachers to cooperate in a CLIL context.

The presented course includes a pre-course (https://sites.google.com/site/clil4uprecourse/) based on CALL for the content teachers so these will both learn about CLIL methodologies and improve language skills.

The full CLIL course deals with CLIL pedagogy, methodologies, and enable both categories of teachers to produce their own CALL enhanced materials using e.g. http://multidict.net/clilstore/ and other authoring systems like Hot Potatoes.
The following Clil4U outcomes will also be presented:

- A collection of materials and commented links to resources relevant for CLIL in European languages: [http://languages.dk/databank/](http://languages.dk/databank/)

- 48 scenarios complete with materials covering primary schools and vocational colleges. Each scenario describes a module with advice on method and on how to share the tasks between teachers in a CLIL team, together with ready to use materials. For the primary schools the scenarios are based on the national curricula and cover subjects like maths and art as well as thematic projects covering several subjects. Two of these deal with life and traditions in two other countries (DK/IT/ES), so pupils learn phrases, songs, games etc. from these countries. For vocational colleges the scenarios cover content from electrical regulations, first aid, human physics, medical subjects, etc.. Several of the scenarios incorporate the use of CALL resources and ICT for communication between pupils/students in the partner countries using videoconference on iPads.

- 6 promotional videos that will be used to demonstrate the scenarios developed for subject and language teachers as well as their managers.

- A CLIL Book, which utilises the scenarios and videos and refer to the materials bank to demonstrate the attractiveness of CLIL and remove some of the known barriers to successful implementation of CLIL in the two sectors.
Sharing a corpus to conduct multimodal analyses: theoretical and ethical issues

Nicolas Guichon and Benjamin Holt, Laboratoire ICAR, France

The ISMAEL project aims to pursue research in the field of multimodal analysis of interactions (Norris, 2004; Jewitt, 2009; Sindoni, 2013) in order to describe and understand what is at stake in a pedagogical interaction that brings together language teachers and language learners via a videoconferencing platform. This collective project gathers 25 international specialists of in online language teaching, interactions and/or semiotics and seeks to adopt new methods to analyze how the protagonists of a mediated exchange harness their semiotic repertoire in order to co-construct the interaction (Goodwin & Goodwin, 2004). The ISMAEL corpus comprises data from a 6-week telecollaborative project between teacher trainees in France and learners of French in Ireland: audio and video recordings of all the exchanges, debriefing interviews with the 12 teacher trainees, feedback reports sent after the online sessions, field notes, interviews and questionnaires. In this presentation, we will first explain how the corpus was structured, collectively annotated with ELAN by a team of researchers and assistants, shared with a group of researchers and analyzed with different units of analysis (the management of time, the emission of instructions, the provision of feedback, etc.). The methodological, ethical and epistemological aspects of sharing and working collectively on the same data will be discussed and issues raised by corpus construction will be addressed (Chanier et al., 2014). Our technical issues come from having to construct, using traces from screen recordings, digital audio-visual files suitable for transcription using ELAN (Sloetjes & Wittenburg, 2008). Due to the numerous steps involved in capturing and storing these multimodal interactions, the raw files from which annotatable files are created are often in several pieces and not synchronized. Our presentation will offer an ethical and methodological reflection on how to go about solving these problems. Finally, the first results of a study of online teacher gestures will be presented to illustrate some methodological challenges raised by multimodal corpus analysis. Teaching gestures are an integral part of foreign language teachers’ pedagogical repertoires (Tellier, 2008), but their visibility is drastically reduced during videoconferenced interaction (Cosnier and Develotte, 2011). Thus, the segmentation and roles of teaching gestures are called into question and must be redefined. The functions of these teaching gestures, their contribution to the feeling of online presence (Weissberg, 2001), and their annotation will be examined.
Sharing of Open Educational Resources – Language teachers’ activities in an online repository

Linda Bradley, Chalmers University of Technology, Sweden

With increased databases of online materials for learners, language learners have great possibilities of accessing learning resources on the Internet. One such initiative is the Open Educational Resources (OER) movement with the objective of facilitating for teachers and learners to share and use materials. Although OER have not been as widespread as first intended when introduced in the UNESCO conference in 2002, there are some large initiatives having an impact on learning (e.g. KlasCement, 2015). There are some resources that are specifically geared at language learning (e.g. LORO, 2015). The LangOER project (http://langoer.eun.org/) is an EU funded three-year network specifically focused on contributing to the area of OER in less used European languages (Bradley & Vignmo, 2014). Sharing learning resources online is something that is open for anyone to engage in. However, a lot of what is posted in repositories of OER is created by teachers to be used with students, either in the classroom or as online activities (McGreal, 2011).

The purpose with this presentation is to present the setting around posted OER and the nature of the content in Lektion.se, which is the largest Swedish national OER repository. This space is an active and vivant environment for teachers. The presentation is based on results of an investigation of OER posted during three months in the subject Swedish as a Second Language targeted at secondary school students, 13-15 year-old. Lektion.se is investigated from the Atenas and Haveman (2013) framework of quality assurance indicators. These indicators are related to both social aspects, i.e. how social interaction is enabled, and technical aspects, i.e. design and functionality of the user interface.

The organization and design of the existing OER as well as the pedagogical contents are scrutinised in 46 OER posted during the period of investigation. Indicative findings show that themes such as search, share, reuse and collaborate, are facilitated by the OER environment. The design of the repository enables sharing, making Lektion.se a very vivid environment. Building up the repository around learning objects categorized for a specific subject and area with a functioning search function facilitates usage. The findings will be discussed in relation to language learning.

European Commission Disclaimer: This project has been funded with support from the European Commission. This research reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Learner agency in a Facebook-mediated community

Greg Chung-Hsien Wu, National Chengchi University, Taiwan
Yu-Chuan Joni Chao, Providence University, Taiwan

Agency, defined by Gao (2010) as learners’ “dynamic strategic behavior” in response to contextual realities, has been central to educational undertakings. While the affordances of such a social networking site as Facebook have been extensively examined in a number of educational studies, there has been scarcity of research on critically appraising language learners’ agency thinking in the Facebook community. By exploring learners’ agency thinking, this study accordingly aims to unveil language learners’ self-regulation, autonomous action, and decision-making while participating in vocabulary learning in the Facebook community. Five Taiwanese third-year English majors were recruited for the qualitative inquiry of case subjects. They participated in an extracurricular project for vocabulary learning in Facebook. To accomplish the learning task, they needed to play two roles: as a teacher to post their selected words, images and definitions for group members and as a learner to respond to members’ postings. After completing the project, a semi-structured interview was conducted. Data triangulation comprised a set of pre- and post- vocabulary tests to investigate their progress in acquiring academic words, an open-ended questionnaire for their perceptions of online learning experience, and the Facebook data of their postings and interactions in this Facebook community. Results from the in-depth interview reveal that learner agency thinking in vocabulary learning via Facebook depends on their strategically selecting (1) academic words to post, (2) Google images to illustrate the referred words, and (3) online dictionary definitions. These strategic behaviors suggest that successful language learning depends on the initiative of the learner. In addition, interactiveness and responsiveness among the Facebook community members form the learners in an “affinity space” (Gee, 2004) that stimulates a critical awareness of their self-regulation and learner autonomy. The pedagogical implication is that the Facebook-mediated community can afford to enhance the interactive learning activity.

Graded lexicons: new resources for educational purposes and much more

Nuria Gala, Aix Marseille Université, France
Computational tools and resources can play an important role for vocabulary acquisition. A distinction between explicit and implicit learning is referred to in the literature depending on the users' attention paid to the words (Ma & Kelly, 2006): exercises specifically focused on vocabulary or activities where lexical acquisition rather occurs as a side-effect by being repeatedly exposed to words, like in reading.

Fostered by the extensive use of mobile devices, recent iCALL applications and platforms propose a large variety of learning games that offer challenging possibilities (see Cornillie et al., 2012) compared to more traditional exercises which emphasize repetition. Such educational tools are built on modern pedagogical criteria, offering among other things hyperlinks to electronic dictionaries or concordancers. The information a student can find in such resources is related to word forms (morphology), word meanings (semantics, usage) and word patterns (syntax, collocations). Going further, these electronic resources may even offer information concerning the origins of the word, particular usage (constructions), typically related words (semantically or thematically, word-families), etc. all this in multimedia form.

However, very few resources provide information about the complexity of a word, either for learning or for comprehension (showing for example that 'monster' is a simpler term than its hyponyms 'phoenix' or 'behemoth', or that 'to walk' is easier than its synonyms 'to stroll' or 'to ramble'). Yet, the idea of using frequency counts as a proxy for word difficulty is not new: frequency word lists were built in the past (for instance, "The teacher's word book" for English (Thorndike, 1921), or the "Dictionnaire fondamental de la langue française" for French (Gougenheim, 1958)). However, the notion of 'graded lexicon' is still not widely disseminated, although a few resources exist with words classified across difficulty levels, such as the English Profile Wordlists (Capel, 2010), Manulex (Lété et al., 2004), or FLELex (François et al., 2014).

In this presentation, we will shed light on this issue and we will introduce a graded resource of French synonyms, ReSyf (Gala et al. 2013). Unlike the above mentioned lexicons, the methodology to build ReSyf is not only corpus-based, but it also includes a predictive model based on lexical and psycholinguistic features related to lexical complexity (Gala et al., 2014) which allows assigning a grade level to any word.

While coming from the NLP community and aimed to text simplification, this graded lexicon can also help learners of French to acquire vocabulary, and to improve language acquisition by and large. On the one hand, the lexicon itself can be used for explicit learning of French vocabulary guided by the different grades of the synonyms of a word. On the other hand, it can also be used to carry out word substitution within an automatic text simplification system aiming at helping learners and children with reading impairments to get through a text, rediscovering the pleasure of reading (as they can better understand what they read), and thus entering a virtuous circle, whereby reading and decoding skills are trained through reading practice.
The word frequency effect on second language vocabulary learning

Cesar Koirala, Voxy, Inc., United States

Introduction: Estimating the difficulty level of an individual word is important for effective language instruction. In this study, we examined several linguistic factors as possible contributors of perceived word difficulty in second language learners. The investigated factors include: (1) frequency of word usage in the first language, (2) word length, (3) number of syllables in a word, and (4) number of consonant clusters in a word. Word frequency is often treated as the quantifiable correlate of word familiarity, and word length and number of syllables measure structural complexity of a word. We introduced consonant clusters as the measure of phonetic complexity.

Experiment Design/Procedure: One hundred and forty English words, chosen randomly from a corpus of public domain books from Project Gutenberg (www.gutenberg.org), were divided into four subgroups. Subgroup 1 consisted of 48 words belonging to four different frequency ranges—1 to 5, 5 to 50, 50 to 500, and 500 to 5000. All the words in this subgroup were of the same length. Subgroup 2 consisted of 36 words of varying lengths—3 to 14. All the words in this subgroup were in the same 50-500 frequency range. Subgroup 3 consisted of 32 words with varying syllable counts—1 to 4. Like subgroup 2, all 32 words belonged to the 50-500 frequency range. Subgroup 4 consisted of 24 words divided equally among the four consonant cluster conditions—0 clusters, 1 cluster, 2 clusters, and 3 clusters. All the words belonged to the 50-500 frequency range. A survey consisting of these 140 words was sent to 217 Spanish and Portuguese speakers. Their task was to decide whether a word was: 1. Easy to learn, 2. Difficult to learn, or 3. Unknown word.

Results: Subgroup 1: The results showed a negative correlation between word difficulty and word frequency; as frequency increased, difficulty decreased. Subgroups 2, 3 and 4: The participants rated most words in these subgroups as easy.

Conclusions and Future Work: Most participants rated low-frequency words to be either difficult to learn or as unknown words. This is similar to the relationship between word difficulty and word frequency in the first language. In contrast, there were no clear results for other factors. Most words in the other subgroups were categorized as easy to learn irrespective of their structural or phonetic complexities. As all those words belonged to the same frequency range (50-500), we have a strong reason to hypothesize that word frequency dominated other factors.

In order to examine the aforementioned hypothesis, a follow up experiment shall be conducted. In the follow up experiment, the words in subgroups 2, 3, and 4 will be replaced by: (a) words in a higher frequency range (500-5000) and (b) words in a lower frequency range (1-5). Our hypothesis will be supported if most words in (a) are judged easy and most words in (b) are judged difficult irrespective of their structural and phonetic complexities.
Pedagogical Values of Mobile-Assisted Task-Based Activities to Enhance Speaking Skill

Mojtaba Mohammadi and Nastaran Safdari, Roudehen Branch, Islamic Azad University, Roudehen, Iran

As the global cell phone users are spreading like wildfire, mobile is becoming the integral part of any one's life. Beyond its purpose as a means of communication, mobile phone can serve educational purposes such as developing language learning. Speaking skill, as one of the complex language learning components, can benefit the pedagogical values of mobile phones. It becomes more vital when we know that "a large percentage of the world's language learners study English in order to develop proficiency in speaking" (Richards & Renandya, 2002, p. 201). Therefore, we laid the foundations of this paper on the pillars of technological supply of mobile and the educational demand of improving speaking skill. The main objective of the present study was to examine the impact of online mobile-assisted task-based activities on improving Iranian intermediate EFL learners’ speaking skill. To achieve the purpose of the study, out of 132 intermediate language learners, 90 were selected as homogeneous in language proficiency with their age ranging between 13 to 16. They were divided into three interactive, non-interactive, and conventional groups. The interactive group conducted online task-based speaking activities via WeChat application in their mobile after their face-to-face classes. It included three stages of pre-, during-, and post-task speaking activities. The students were encouraged to interact among themselves on the topics from their course book and the role of the teacher was initiator and facilitator of the activities. The non-interactive group experienced the same condition except that they were only supposed to have learner-teacher interactions with no interaction among peers. The conventional group followed the same task-based speaking activities within the class period but with the absence of technology. The treatment lasted around two months with twenty sessions thirty minutes each. Data were collected administering the speaking section of Cambridge Preliminary English Test (PET) as pre- and post-tests. The results indicated that learners in the groups with online task-based activities (interactive and non-interactive groups) outperformed those in the face-to-face (conventional) group regarding their speaking skill. Furthermore, the learners' speaking skill showed a greater improvement in the interactive group than that among the other two. The findings can be pedagogically advantageous for language teachers, teacher educators, and material developers.
Sauro (2014) argues for using online fandom activities as a model for technology-enhanced language learning tasks and further suggests that such tasks may reflect the real world language needs of students who use the target language in online spaces to socialize around and engage with popular media. One such fandom activity is fanfiction, defined by Jamison (2013) as "writing that continues, interrupts, reimagines, or just riffs on stories and characters other people have already written about" (p. 17). Such a definition acknowledges that one does not need to be a fan to write fanfiction. But what kind of language learning results from such tasks?

This presentation, therefore, takes a critical look at the written products that result from a project that incorporated fanfiction into a university level language foreign language class.

The fanfiction project, The Blogging Hobbit, was carried out as part of a course for students in the teacher education program at a Swedish university who were specializing in teaching English at the secondary school level. Course goals included the development of both language and literary competence. Participants were 122 students who completed the course in 2013 and 2014. In both classes, students were organized into groups of three to six to plan and write a missing moment from Tolkien's The Hobbit, a type of fanfiction task modeled upon blog-based role-play fanfiction found in communal fandom blogs. Group member each responsible selected a single character, whose personality and perspective individual students were responsible for voicing in each group's collaborative story.

Analysis of the 31 resulting pieces of collaborative fanfiction and the 122 reflective essays produced by the two classes found evidence of lexical choice and literary techniques that drew heavily from Tolkien's writing. Thus, on one level, this blog-based collaborative fanfiction task was successful in drawing learners' attention to lexical form and certain narrative techniques found in The Hobbit. However, when compared to comparable non-classroom based Hobbit fanfiction written by fans and published on online fanfiction archives, structural and genre differences were evident. In comparison with fan-written fanfiction, the classroom based fanfiction exhibited limited cohesion, frequent changes of point of view, and very little use of dialog. Reflective papers identified the parameters of the assignment as being responsible for some of this mismatch as was the use of blogs, which constrained the narrative techniques available to students.

Taken together, these findings hold implications for the design of classroom-based fanfiction tasks to better facilitate dialog writing, cohesion, and narrative flexibility despite the constraints imposed by the curriculum, class size, and technology.

References
Online informal learning: an observation of the pedagogical use of an e-learning Latin language module

Eugénie Duthoit, ENS de Lyon, France

This research aims to analyze the information-seeking activity made by learners in front of a course open (free) and online. The study focuses on an example of the course's dysfunction and is based on an empirical and ethnographical study with a participative observation made from November 2010 to June 2014, during the design project of an online course for learning Latin language. This design project was made in the context of the “Université Ouverte des Humanités” (UOH): a French national project which supports the design of free digital resources made in universities to make different actors of the university work together: teachers, researchers, pedagogical designer, web designer etc. From these observations, a corpus of data including audio-video record and their transcription and ethnographical notes from the observations of the process of design has been set up in order to document the activities of learners in front of the screen. First of all, having interest for online courses and open educational resources on Internet and trying to understand its specificities means going beyond the dichotomy between formal and informal learning. As noted by Schugurensky (2007), informal learning is defined either by a place that is not school, university or training organization or by a method or process that is different. In this contribution, I focus on a sequence when the two learners are doing an exercice of translation from Latin to French. I observe their appropriation of the grammatical content of the course and the mobilization of their knowledge in order to answer to the interactive question. Secondly, the information-seeking is defined as a dynamical process initiated by a need of informations, accomplished according to some strategies (Boubée & Tricot, 2007). This question takes all its importance since the development of Internet and becomes an habit for the graduate students (Barrett, 2005). Within this theorical framework, I present a research method based on a participant observation (Cellini, 2008) of the processes of design of a resources online, on one hand, and of the first test of the resource. The observation has also been recorded, which allowed the creation of a corpus of audio-visual recordings, interviews etc in order to understand better the situation. Moreover, I made transcriptions of the videos and proposed a multimodal and multi-temporal transcription (Suchman, 1987) in order to show the situated actions of the learners. The problematic of the differences between the technological tools' artifactual logical and situated logics of learners is the main focus of this research. In an "anthropotechnical" perspective, these shifts are considered involving catachresis or even instrumental genesis (Rabardel, 1995) that modifies activities. This empirical studies aims to: Give account of the mobilisation of grammatical and vocabulary knowledge in Latin from the e-learning course itself or from the Internet by the learners in order to answer to the interactive exercise (which concerns mostly a translation process); Open methodological and analytic perspective on informal learning and semi-formal such as MOOCs today within the advantages of a participant observation in situ.
Session 2-2D

Time: 9:30 - 10:00

Room: Room 2E

Improving Summarizing Skills with TED Talks

Shinichi Hashimoto, University of Electro-Communications, Japan

Eri Fukuda, Chugokugakuen University, Japan

Hironobu Okazaki, Akita Prefectural University, Japan

Content and Language Integrated Learning (CLIL) has become an increasingly popular approach to teaching in English for Specific Purposes (ESP) contexts. The appeal of covering the dual aims of both language and content without increasing class time is an attractive proposition for many institutions. This presentation investigates the effectiveness of this approach in a Japanese university setting with third-year science and technology students. A language-driven CLIL-type lesson is implemented over two classes in order to increase students' competency in writing summaries based on a technical presentation. There are two aims of this study: 1) exploring changes in students' attitudes and understanding of summary writing, and 2) gathering quantitative data reflecting changes in the ability of students to incorporate specific ideas of summary writing that are presented through the lesson.

This research starts at the end of one class by asking students to fill in a questionnaire as a homework assignment about their current knowledge related to summary writing. The questionnaire is delivered and results recorded in the university's Learning Management System (WebClass UEC). This information provides a base measure for students' attitudes and background knowledge. In the first part of the next class, the instructor presents information about specific features of summary writing, which includes identifying the main points of the talk, using phrases such as "according to..." to refer to the source, limiting the total number of words used and avoiding the inclusion of opinions of the summarizer. Next, students are introduced to a short TED Talk on a technical topic as the target material. The audio-visual nature of TED Talks as well as the linguistic supports such as the English and Japanese transcripts make it a multi-faceted source material that engages learners. Students are put into groups to first discuss and identify the main points of the talk, and then to generate language to convey those points as a summary. Their homework is to write individual summaries to bring to the next class. For reference, a downloadable copy of a template for writing individual summaries, a link to the TED Talk and the slides containing the presentation about summary writing are accessible through WebClass.

The following class has students sharing their individual summaries with their group members, which serves as a basis for producing a final group summary. One member of the group submits their summary on WebClass, and the summary is evaluated based on how well the features of a summary introduced in the previous class have been followed. A second questionnaire is given to students to reflect on the processes and features of summary writing. In addition, students are asked to post one new thing they learned about summary writing on the WebClass Forum (BBS-style) so what they learned can be shared with others in the class.
In the future, the researchers aim to make lessons like the above part of an on-line LMS that they are currently developing.

Through this presentation, the audience will gain a perspective on a CLIL approach to ESP summary writing.

Session 2-2E

Time: 9:30 - 10:00

Room: Room 4S

**CALL And Video Games: Towards Acquiring ESL Fluency And Accuracy**

Mayssa Hashaad, Faculty of Arts - Menoufiya University, Egypt

Computer's Video Games present a good example of adapting new methods of teaching Language using technology in classrooms. The facilitator will guide participants to how they could integrate Video Games in classrooms to enhance students' fluency and accuracy of the language. Participants can then implement these methods into their own classrooms.

Fluency and accuracy for both the language learner to acquire and the instructor to teach still remain as a challenge as few classrooms' daily environments and activities allow the students to practice language sufficiently to cover the four skills. For that, other innovative methods of teaching language could be adapted to create both the educational and enjoyable atmosphere with effortless and cost-less technology such as using video games in classrooms.

Why video games? There are some customized video games specially designed to be used in classrooms to provide students with virtual atmosphere where they can practice language, in addition to provide the teacher with an array of supplement activities, worksheets and the validity of creating a lesson plan to allow the students to practice the language skills without knowing they are doing so, as "Often, students are so involved in playing the games that they do not realize they are practising language" (Shaptoshvili, 2002). For that the most important thing for a teacher is choosing a suitable well-designed video game. "Trace Effects"…. a video game designed by the U.S Department of States that presents one of the best models for an educational virtual video game to serve this research.

In this presentation, facilitator will outline the underlying action research, and will guide the participants to how they can use "Trace Effects" as a video game to create a whole lesson plan focusing on the language skills and how some certain designed video games will help students to enhancing language fluency and accuracy.
A smartphone app to measure L2 visual word recognition times

Alexander Cameron, Kyushu Sangyo University, Japan

Smartphones offer CALL the possibility of a powerful new testing tool. To date there are almost two billion users of smartphones (eMarketer, 2014). These powerful portable computers have global-standardised product designs, high-speed processing and millisecond timing. One dimension of language proficiency is the speed at which a language learner can recognise words in their L2. This degree of their automaticity is testable by measuring response times on tasks such as lexical decision and yes/no tests. But traditional computer based methods have certain constraints that might be streamlined by the availability of smartphones. The present study outlines the ongoing development of a touchscreen app that records millisecond response times in visual word recognition tasks. Although the app is not ready for public release, beta-tests with the app have yielded data comparable to standardised computer results of the same tests design. Data collection to date has focused on Japanese university students studying English. Some of the current theoretical insights into bilingual lexical processing contextualise the findings of this study, with a special focus on lexical organisation in different script bilinguals. Strengths and limitations of the app for millisecond-sensitive CALL research are discussed.

Assessing the Impact of Computer Based Formative Evaluations in an EFL Course for Undergraduate Kinesiology Students in Chile

Santos Lazzeri, Ximena Cabezas, Maria Gallardo, Luis Ojeda, Francisca Leiva, Universidad Austral De Chile - Valdivia, Chile

This study assesses the impact of Computer Based Formative Evaluations in an undergraduate English course for second semester Kinesiology students at the Universidad Austral de Chile (Valdivia, Chile). The target of the course is to improve the students’ online reading comprehension skills in their field. A preliminary study was carried out in order to select the platform to implement the formative evaluations. Two platforms were available: a Dokeos-based system, and Questionmark’s Perception. We performed a technical review of both platforms and an empirical
test in a pilot group where students’ preferences were analyzed. Perception was selected since it proved to be the best choice in terms of functionality and ease of use. The target Kinesiology group was divided into two subgroups, G1, and G2, of the same size and similar composition in terms of gender. Each group had the opportunity to use the Computer Based Formative Evaluations for one half of the semester, while the other group took traditional classroom lessons in the corresponding period of time. In most cases the students using the Computer Based approach had better performance than their counterparts in the actual exam, which was taken in a paper and pencil format. The actual exam was graded in a 1-7 scale, with a minimum passing grade of 4. During the first half of the semester (Phase 1), G1, using the computer based approach, obtained better grades than G2, which used a traditional approach to prepare for the corresponding exam. In the second half of the semester (Phase 2), the roles were reversed, and so were the results: G2, using the Computer Based Approach got the better results. In Phase 1, G1 obtained an average of 5.6, with a standard deviation of 0.97, while G2 obtained a 5.51 average with a 0.76 standard deviation. In Phase 2, G1 obtained a 5.29 average with a 0.739 standard deviation, while G2 got a 5.76 average and a 0.715 standard deviation. Therefore, students using the Computer Based Approach had better results than those attending traditional lectures. In the intragroup comparison, both groups fared better when using the Computer Based materials, G1: 5.6 vs 5.29, G2: 5.76 vs 5.51. At the individual level, most students got better results using the Computer Based approach than attending the traditional lectures: In G1, 68% had a better grade with the Computer Based approach, 28% had a better grade with traditional lectures, and 3% obtained the same grade with both methods. In G2, 48% had a better grade with the Computer Based approach, 41% had a better grade with traditional lectures, and 11% obtained the same grade with both methods. While not all the differences were statistically significant, we can still conclude that the Computer Based Evaluations had a positive effect on learning in this context. A post-test survey showed that most students liked the Computer Based approach and found it useful and easy to use.

Session 2-3A

Time: 10:00 - 10:30
Room: Room 2D

Use of Mobile Testing System PeLe for Developing Language Skills

Svetlana Titova, Lomonosov Moscow State University, Russian Federation

One of the objectives of this paper is to investigate the pedagogical impact of both mobile testing system PeLe (Norway, HiST) and enquiry-based learning approach on language skills development in the context of mobile-assisted learning. The research aims to work out a methodological framework of PeLe implementation into language classroom through formative assessment, immediate feedback and interactive post-test activities. The framework was developed and pilot tested in a joint research project MobiLL by EFL teachers at Lomonosov Moscow State University (LMSU, Russia) and University College HiST (Norway) during two semesters of 2013-2014 academic year. Students enrolled in a preparatory English course at LMSU were randomly assigned to 2 experimental groups and 2 control groups. Students of experimental groups took a series of PeLe supported grammar and vocabulary tests as volunteers using handheld devices. The control groups were tested by the traditional testing method - pen and paper. The analysis based on
quantitative research data demonstrated that PeLe supported language classes resulted in language skill gains. Qualitative data analysis highlighted positive effect of mobile formative assessment and post-test activities on learner motivation and collaboration skills. This study suggests that the use of technology was able to engage students in enquiry-based tasks, to produce more output in the target language.

Session 2-3B

Time: 10:00 - 10:30

Room: Room 2C

Computer-mediated synchronous and asynchronous corrective feedback provided by trainee teachers to learners of French: a preliminary study

Julie Vidal, Lyon 2 university, France

Sylvie Thouësny, Research-publishing.net, Ireland

While investigating a novice teacher’s feedback beliefs and practices, Junqueira and Payant (2015) report, from current research, that language teachers from various backgrounds tend to rely on direct correction, provide comprehensive as opposed to selective corrective feedback, and focus more on local issues (p. 21). In this presentation, we investigate whether trainee teachers’ practices, with respect to multimodal feedback, differ from current research, and to what extent multimodal feedback may affect students’ language development. More specifically, the present study’s goal is threefold: (1) it observes how trainee teachers responded, whether synchronously, asynchronously, or a combination of both, to their students’ incorrect language while, or after, interacting orally with them in French via a videoconference platform, (2) it considers the trainee teachers’ beliefs regarding the efficacy of their feedback in light of semi-structured interviews, and (3) it explores the students’ responses to multimodal corrective feedback received in synchronous and asynchronous settings through recorded videoconferencing sessions and interviews. The data set used for this preliminary study is drawn from a multimodal learning and teaching corpus, the InteractionS and Multimodality in Language Learning (ISMAEL) Project, a large collection of multimodal interactions and productions occurring between French trainee teachers in France and learners of French at university level in Ireland. Of relevance to the present study are the recordings of 8 videoconference sessions (involving 4 trainee teachers and 7 students), the trainee teachers’ immediate and delayed feedback as well as both trainee teachers and students’ post interviews. After briefly describing the corpus, our grid of level of certitude with respect to feedback reception, and the typology of corrective feedback we used, this presentation focuses on the extent to which multimodal corrective feedback offered by trainee teachers either synchronously or asynchronously to learners of French may foster learners’ language development. Pedagogical implications are also discussed.

Strategic Partnership in CALL Materials Development

Caoimhín Ó Dónaill, Ulster University, United Kingdom

The development of authentic language learning resources within the higher education sector presents particular challenges to the CALL practitioner, especially in relation to lesser taught languages such as Irish (Ó Dónaill & Mac Coinnigh, 2006). The normalisation of technology usage within the HE learning environment, particularly the ubiquitous provision of virtual learning environments and the promotion of a myriad array of Web 2.0 resources which learners are encouraged to engage with, are factors which put pressure on materials developers to keep pace with demand for engaging materials while maintaining currency, relevance and pedagogical underpinning. This paper will report on initiatives taken at Ulster University to develop strategic partnerships with radio, and audiovisual media companies to utilise their extensive archives of digitally stored materials for language learning purposes. This process involves the careful selection of content on the basis of their language learning potential and their thematic content, before being built into language learning units using the Clilstore content authoring and sharing platform (www.multidict.net/clilstore). These language learning units then, provide a means for students to engage with the authentic content with the support transcriptions linked to online dictionaries and follow-on exercises (see Gimeno-Sanz, Ó Dónaill, Andersen, 2014). This type of language learning activity sits comfortably within the task-based framework espoused in the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). Strategic partnerships such as this, therefore, provide mutual benefits for all stakeholders, the language teachers get access to high quality authentic content and the content creators’ materials are brought to new audiences who are provided with a scaffolded introduction to challenging authentic speech. This type of collaboration has also been informed by Hubbard’s work on CALL content curation and what he refers to as ‘imposing order on chaos... the collection and organization of digital content with value added by a language learning expert who serves much the same role as a curator of exhibits in a museum’ (2012).

References
Beyond Television: Critically examining and creating new video genres with language learners

Darren Elliott, Sugiyama Jogakuen University, Japan

Television is no longer the only game in town. In fact, it may not even be the biggest game in town for many young language learners. Anyone with a smartphone carries a powerful video camera and editing suite in his or her pocket, and has the means to distribute self-generated content to an international audience. Users of YouTube, Vine and Instagram are becoming stars via previously unimagined routes. The ubiquity of screens and the subsequent shift from time-dependant to user-designated video playback, and the democratisation of video production, have also changed the way professional media producers make and distribute their content.

The written word has not lost its importance, but other forms of literacy are now jostling for position. Young people need to be able to critically interpret and assess information from a variety of professional and amateur sources, lines which are becoming increasingly less distinct as technology and public media-awareness improve. They also need to understand the impact of the content they create and share, and the on and offline identities video content helps to build.

In this paper the presenter will describe a course designed to address the ‘new broadcasting genres’, taught over two semesters at a Japanese university. The course focused on more recent, internet-led genres such as transitory micro-blogging video clips (Vine, Instagram, Twitter, Snapchat) and longer form personal video diaries (YouTube vlogs) as well as more traditional genres which have been transformed by technology, like educational presentations (TED, Khan Academy), viral advertising and news reporting. The learners first examined examples of each genre, then recorded and edited their own video clips using smartphones, pocket video cameras, apps and/or online editing tools, and finally critically assessed each others work.

As well as outlining the design of the curriculum, the presenter will show examples of the students’ work, and report on their reflections on the course.
Spaceteam-ESL: The effects of a team-building mobile game on anxiety and willingness to communicate

Walcir Cardoso, Jennica Grimshaw and David Waddington, Concordia University, Canada

Anxiety in the second language (L2) classroom can be debilitating and has been shown to significantly impact students’ willingness to communicate orally (WTC; e.g., Dörnyei 2005; Baran - Łucarz, 2014). Consequently, language students with a low WTC may not be able to produce a sufficient amount of output (oral production) necessary for language development (Gregersen & MacIntyre, 2014). One way of motivating students to communicate is to engage them in teamwork activities (Dörnyei & Kormos, 2000), preferably involving meaningful interactions (Krashen, 1988; Nunan, 1988; e.g., to complete a common goal), and without the constant guiding and monitoring by the instructor so that a learner-centred environment is established (Blumberg, 2008). Another way is via computer-mediated communication (CMC) and/or computer-based gaming, particularly for students who experience anxiety in face-to-face interactions. For these students, the use of computer-mediated interactions (including gaming) may decrease L2 communication anxiety (Arnold, 2007; Baralt & Gurzynski, 2011), and thus increase the participants’ willingness to communicate (Reinders & Wattana, 2012). We thus hypothesize that the combination of teamwork and computer gaming have the potential to create a comfortable and encouraging learner-centred environment where students are more likely to produce language.

In this study, we will report the results of a four-week study in which English L2 students played Spaceteam ESL (ST-ESL, developed at Concordia University), a free multiplayer and team-building “shouting game for phones and tablets” (gamecity.org). In ST-ESL, players engage in a meaningful activity (i.e., to pilot a spaceship) in which each player is responsible for a control panel with knobs and dials listed with English words (organized by levels, based on frequency bands and pronunciation complexity). Players have to complete a set of tasks by giving and receiving time-sensitive orders that require the manipulation of the knobs and dials on their screen (e.g., “Activate space-desk”, requiring team members to switch the space-desk knob). If successful, each team continues to the next level of increasingly difficult gameplay (e.g., with less frequent and harder to pronounce words). This study addresses the following research question: Does Spaceteam ESL reduce learners’ anxiety and consequently increase their WTC during game playing in a L2 learning environment? To investigate the participants’ anxiety and WTC, we adopt a set of qualitative (open-ended interview questions about the participants’ experience and perceptions, focusing on the two target themes) and quantitative measures, the latter via the use of two questionnaires (Measure of Willingness to Communicate and Measure of Pronunciation Anxiety in the L2 classroom – adapted from Baran - Łucarz, 2014). The results of our study will shed light on the effects of team-building games such as Spaceteam ESL on anxiety and WTC in the L2 classroom.
**Session 2-3F**

Time: 10:00 - 10:30

Room: Room 3F

**Vocabulary Acquisition in L2: Does CALL Really Help?**

Irina Averianova, NUCB (Nagoya University of Commerce & Business), Japan

Language competence in various communicative activities in L2 largely depends on the learners’ size of vocabulary. Research has proved high correlation between vocabulary and reading comprehension and a crucial role of vocabulary for acquiring grammar skills, successful oral and written interaction, etc. The target vocabulary of L2 learners is estimated to be between 2,000 high frequency words (a critical threshold) and 10,000 word families (for comprehension of university texts). With most Japanese university students, however, there is a huge discrepancy between their average English vocabulary size and the threshold vocabulary necessary for adequate functioning on various tasks in L2. Since incidental learning of English vocabulary in Japan is impossible due to the low exposure to the target language, vocabulary should be acquired through intentional learning. A number of studies have recently addressed this problem and various suggestions have been made as to the ways, methods and practices to help students acquire more vocabulary both within the limited time in formal educational settings and through individual independent study.

The theme of 2015 EuroCALL Conference prompted us to revisit the outcomes of two different approaches to intentional vocabulary learning experienced in one Japanese university: using a Web-based vocabulary-learning tool Word Engine and, after the program was terminated, retreating to traditional, non-electronic, techniques of rote learning and memorization.

In 2009, the university acquired a discount access to Word Engine, an online tool offered by Lexxica, which incorporates several principles of high-speed effective rote learning. These include testing the learner’s vocabulary ability and customizing the target vocabulary, which is to be learned through the usage of flash cards and spaced repetition. Two courses, TOEIC and Intermediate Business English, included independent vocabulary acquisition with Word Engine in the course requirements, and students using individual access codes were asked to access the site several times each week. The purpose of the experiment was to promote fast learning and long-term retention of the target vocabulary, as well as cultivating students’ self-motivation by the explicit instructional goals and precise monitoring of their progress toward the set goals. The consequent studies (Agawa, Black & Herriman, 2010; Averianova, 2011) revealed a significant improvement in a total mean-score in Standardized TOEIC tests and course examinations for students of the equivalent cohorts, as well as general student satisfaction with the program and increased motivation towards independent deliberate vocabulary learning. Despite these findings, the university administration terminated the program in 2011. This study compares the results of students’ performance on TOEIC and Intermediate Business English tests in the following two years with those achieved when the program had been in place. For all tests, the comparative scores were on decline. Setting aside the obvious compromising factors of this comparison, such as fluctuating levels of L2 competence in different cohorts and variability of teaching styles and course loads over the years, it is still possible to conclude that structured and controlled vocabulary acquisition with CALL tools is a powerful asset in L2 learning.
The development of formulaic sequences access test for ESL learners

Tatsuo Iso and Kazumi Aizawa, Tokyo Denki University, Japan

In recent years, more and more attention has been given to formulaic sequences in the field of vocabulary research. Such attention is manifesting as empirical studies on recognition and acquisition of formulaic sequences. The studies have consistently shown that native speakers of English lexicalize formulaic sequences, which means to treat multi-word units as if they are single vocabulary items. The major empirical support behind this is the shorter processing time required for recognizing and retrieving the meaning of formulaic sequences than that of non-formulaic sequences constructed with same/similar word combinations. However, the results of studies that includes non-native speakers are incongruent. That is, whether or not non-native speakers of English lexicalize formulaic sequences is not clear yet. Therefore, the current study aims to investigate how non-native speakers of English process formulaic sequences presented in sentences.

As researchers point out, the terms to describe formulaic sequences range widely. In this study, as has been used above, any multi-word units that carry meanings other than the sum of literal translations of the words that make up the unit is defined as formulaic sequences. By this definition, the smallest unit of formulaic expressions would be phrasal verbs. Many of the phrasal verbs use basic words, which falsely gives an impression that they are easy to interpret to learners with lower proficiency. As the meaning of phrasal verbs are not transparent, they are actually a source of misunderstanding or communication breakdown in written/oral form of communication. Given the situation, it is highly possible if the phrasal verbs are not lexicalized in ESL learner's mental lexicon.

To gain a deeper insight into this matter, a computerized test of formulaic sequence recognition is developed. The Formulaic Sequence Access Test (FSAT) is a Flash-based self-paced reading test that runs on any modern web browsers. This makes the test widely available unlike expensive psychological experiment software applications which usually requires installing on a computer. As a self-paced reading test, FSAT first displays a sentence word-by-word basis. The duration of the time spent processing each word is recorded. Then the test takers are asked the combination of the target words are in fact phrasal verbs or not. For the purpose of the study mentioned above, three commonly used phrasal verbs were chosen to be presented in sentences: 'look after', 'put on', and 'get to'. Five sentences were created for each phrasal verbs. Further, five different sets of sentences were prepared for each phrasal verbs, where the combinations of a verb and a preposition are not to be interpreted as phrasal verbs. To find out if the phrasal verbs were lexicalized in learners' mental lexicon, the duration of time for processing the formulaic sequences (phrasal verbs) and the non-formulaic sequences (literal meaning) are compared.
SESSION 3

MALL symposium

Time: 11:00 - 12.30

Room: Room 2D

Symposium on the state of the art of language learning design using mobile technology: sample apps and some critical reflection

Elena Bárcena (coordinator), UNED, Spain

In this symposium experiences from different research groups are presented to illustrate state-of-the-art MALL in formal and non-formal education. Initially, the role of learning design in EFL and ICT courses is analysed, to design frameworks and processes to highlight the opportunities mobile technology offers. It is claimed that involving learners in learning design empowers them and promotes autonomy. A case study carried out on undergraduate students to explore the effectiveness of flipped lessons with mobile devices is presented. Beforehand, the research group used learning software, watched video lectures and created PowerPoint presentations with their iPads. Once together, they shared presentations and interacted in groups. Subsequently, the results of a large scale mixed methods research study on high school students’ use of MALL in their vocabulary learning. Results indicated that students have a low usage of tools for learning English vocabulary. The participants also expressed reluctance towards the use of MALL for this purpose. The symposium then focuses on a series of app descriptions and comparisons. An on-going project is discussed that explores the differences between smartphone and tablet dictionary apps. This study compares the difference in learners’ behaviour and learning effect between the use of iPhone/iPad apps. The development of an app based on the audio-description of clips, VISP, is then presented, which motivates English students to speak fluently, expanding their lexical and phraseological competences. Similarly, the VIOLIN app offers teachers and students an audiovisual tool for improving aural skills. It uses audiovisual reception and content-based activities related to video-clips, and its methodology involves three viewings: selected, intensive, and global, which permit users to predict information, practise focused reception and delve into meaning on interpretative grounds. Furthermore, the potential of social networks in MALL is introduced. Research involving access to Busuu is presented. The students failed to use it consistently, although they found it easy and initially motivating. Subsequently, the Audio News Trainer for English oral comprehension app is presented for the pedagogically guided use of audio news podcasts. Two versions of the app are distinguished, the difference being the use of social media as a way to motivate students and make them proactive. A related example is an app based on English news podcasts written and recorded by the author and by students, which were used for their studies. Data are provided on how effective the materials were together with feedback from the participants. Finally, two apps for non-formal language learning are presented. One leads to the development of oral comprehension and production skills in business, to perform successful presentations of goods and services. It is structured around a series of modules, which include examples and self-correction exercises to enable autonomous learning. The second app uses location-triggered MALL accessed through smartphones in the context of the SALSA project. Bluetooth beacons are used to trigger location-specific learning activities to support informal and incidental learning. This technology enables accurate identification of proximity to a place of interest, while enabling engagement with a learning activity unobtrusively.
The present study is part of a larger project in which the relationship is examined between what Swedish pre-teens do with English out of school when they engage in interest-driven activities linked to media and what they do with English in school (Bunting & Lindström, 2013; Bunting, forthcoming). For the present study, a classroom project was followed where the students used tablets. Tablets have become increasingly popular among young people in Sweden and this rapid increase also resonates in school, especially in classrooms for younger children. The aim is to describe what activities the students engage in when instructed to use tablets for exploring online dictionaries. A review of mobile assisted language learning (MALL) research specifically in the area of second language learning found that most studies have been small-scale, short-term and experimental (Viberg & Grönlund, 2012). While the present study is similar in the first two aspects, it differs in the third as it is based on a project initiated by the teacher. She had designed a project in which the students were to work with YouTube on tablets to further their understanding of authentic language, distinguish and learn new vocabulary and finally present their findings orally to their classmates. The whole project, all of which was followed for research purposes, took nine lessons. The work with the online dictionaries assumed one lesson each with two groups. 28 twelve-year-old students and their English teacher in a Swedish comprehensive school participated in the study. Permission to video-record the lessons had been obtained from the school, the parents and the students themselves. The data consists of video-recordings from three different cameras; one stationary, one mounted to the teacher’s head and one hand-held operated by the researcher. The recordings have been transcribed and NVivo is used for ongoing analysis.

The online dictionary segment was chosen as an early examination of the material revealed that the students engaged in a multitude of activities. Preliminary results show that the device features supported the students’ inquisitiveness and power of initiative; they sometimes went well beyond the given instructions and for example explored etymology. The portability of the device also enabled flexibility in that the students could work in other locations than the classroom and move between groups. The multiple cameras were essential to capture this movement. Furthermore, the head-mounted camera showed that the teacher could not see many of the activities as she was interacting with another student.

References
Viberg, O. & Grönlund, Å. (2012). Mobile assisted language learning: A literature review. mLearn, CEUR Workshop Proceedings (pp. 9-16).
The Impact of a Digital Storytelling Assignment on Students’ Motivation for Learning Compared to a Storytelling Assignment

Naoko Kasami, J. F. Oberlin University, Japan

The purpose of this study was to explore how a digital storytelling assignment affected students’ motivation for learning a foreign language compared to a (traditional, non-digital) storytelling assignment. A course entitled ‘Information English’ was held for Japanese university students from a Faculty of Information and Communications in the fall term of 2014. The study goal of the course was to acquire skills and knowledge to present ideas and messages effectively with the use of Information and Communications Technology (ICT) and English. As a midterm assignment of the course, each student was required to do a storytelling in a small group of classmates on a face-to-face basis in English. Then, as a final assignment of the course, each student was encouraged to create his or her own digital stories with recorded voice and to upload the movie file on the net. The students were required to introduce Japanese culture to people abroad. According to Robin (2006), digital stories revolve around a chosen theme, and often contain a particular viewpoint as is the case in traditional storytelling. As Morris (2013) has indicated, it becomes a little murky when attempting a comparison between traditional and digital storytelling. There have been researches of traditional storytelling and digital storytelling in the foreign language education (Reinders 2011, Abdel-Hack & Helwa 2014, Kasami 2014). In this research, the effectiveness of the digital storytelling assignment was analyzed in terms of motivation for learning based on Keller’s ARCS model compared to the storytelling assignment. This research also attempted to explore the reason why the digital storytelling assignment enhanced motivation for learning from students’ comments. For the data collection, a midterm-assessment questionnaire was conducted in the week 8 lesson, and a post-assessment questionnaire was conducted in the week 15 lesson. Seventy six students participated and created his or her digital story in three classes and seventy six digital stories were submitted. The study comprised sixty three students who had answered all (pre, midterm and post) questionnaires and had taken two tests (midterm and final). Thus, this research was to investigate the effects of the digital storytelling assignment in terms of motivation for learning in comparison with the storytelling assignment when each student conducted both storytelling and digital storytelling. The findings showed that when it came to the comparison with the storytelling assignment, most students were more motivated for learning with the digital storytelling assignment. The average points of all sub-categorical items were higher than those of the storytelling assignment and it was revealed that the digital storytelling assignment contributed to increased motivation to learn in some aspects of ARCS.
Processes in computer-mediated language learning are complex because a number of actors—learners, instructors, and L1 speakers—and components—computational hardware and software—participate in them and there are a community and multiple components that influence them, e.g., other learning materials, linguistic artefacts, and educational institutions. All language-learning processes are complex because they involve many internal and environmental variables and components, such as proficiency, aptitude, motivation, and (online) learning environments and materials. These variables are not stable; they interact with one another and are therefore subject to change. To capture the interaction and interdependency of actors and components and their variables better, we describe language-learning processes as dynamic systems. Hence we can say that in the dynamic change of such a system, its variables co-adapt continuously. Consequently, (computer-mediated) language learning can be conceptualized and described as a complex adaptive system.

Since the late 1980s, we witnessed a proliferation of research approaches, concepts, and metaphors of complexity well beyond mathematics and the natural sciences, from where they originated. Books like Gleick’s (1987) 'Chaos: Making a New Science' popularized research on complex and (ostensibly) chaotic systems and made it accessible also for scholars in the social sciences and humanities. Larsen-Freeman (1997) in her seminal article “Chaos/Complexity Science and Second Language Acquisition” introduced complex adaptive systems to researchers in Applied Linguistics and provided the impetus for the evolution of a new research paradigm.

In this talk, I will argue that research on complex adaptive systems (CAS) in computer-assisted language learning (CALL) can provide an integrative and contextualized perspective on language-learning processes. I will sketch the main tenets of a research paradigm and discuss the underlying conceptualizations of second-language development, language, and learner-computer interaction. In the main part, I outline the characteristics of CAS and suggest methods for analyzing learner activity and behaviour in CALL from a CAS perspective. These methods are employed in two ongoing projects: (1) providing automated contingent feedback on students' writing in online courses; (2) evaluating students' second language development in the extra-curricular playing of a commercially available online game. Examples in this talk will be taken from these two research projects.
Session 3-1D

Time: 11:00 - 11:30

Room: Room 2E

**Interdisciplinarity and Blended Learning - Language teaching with the AALTO VIRTUAL LEARNING ENVIRONMENT**

Hans-Joachim Schulze and Pauli Kudel, AALTO-University, Finland

In 2010 the AALTO-University was formed through the union of three universities in Helsinki: Helsinki School of Economics, University of Technology and Helsinki School of Arts & Design. In 2013 the Language Departments of these universities were merged into the new Language Center of the AALTO-University. The creation of innovative teaching and learning methods is among the strategic goals of AALTO-University and his Language Center. One of these new approaches is a wholly new learning platform, MyCourses, which replaces older platforms such as Moodle. In our presentation we will introduce this new platform and a sample course giving emphasis to fresh interdisciplinary approaches designed for the three different student groups (arts & design, economy, technology) at our university. It is also about how we combine Online-Learning with teaching (flipped classroom) and how we merge language- and subject-teaching.

Session 3-1E

Time: 11:00 - 11:30

Room: Room 4S

**Professional Development for Prospective English Teachers through Second Life**

Sumru Akcan, Boğaziçi University, Istanbul, Turkey

Dilek İnal, Istanbul University, Turkey

Professional development may be achieved in various ways, such as co-teaching, mentoring and reflective discussions on student work, on assessment, or on instructional design decisions which take place in classrooms. It may also happen through personal efforts, by conducting action research, or by using online professional development tools (Barab, MaKinster, & Moore, 2001). This study aims to examine the nature of engagement and interaction patterns of prospective English teachers in professional development events in Second Life at the practicum course which is offered by the Departments of Foreign Language Education of two state universities in Istanbul, Turkey.

The practicum course is a required course offered in a blended-learning environment in which face-to-face lessons are supported by an online component. Thirty prospective English teachers in one
university setting engage in professional development activities (e.g. inviting guest speakers, debates) on second life during the practicum course. Within a case study approach, data collection involves a record of trainees’ participations on second life. Data from content analysis is supported by trainees’ comments in journal entries that are kept in their blogs. A further step involves the other group of teacher trainees’ response and feedback to the mentioned professional development activities, which is analyzed with reference to peer interaction. The theory of social presence (Kehrwald 2010) constitutes the theoretical framework for analysis. Learning in virtual world environments such as Second Life support rich social interaction (Deutschmann & Panichi, 2009; Sadler, 2008). The discussion focuses on how the design of the professional development activities organized within the course encourage professional and social interaction among the teacher candidates in order to promote their knowledge about teaching and learning, and encourage peer interaction. In addition, this study makes suggestions about how to use the second life for the professional development of teacher candidates.

References

Session 3-1F

Time: 11:00 - 11:30
Room: Room 3F

A Closer Look at Corrective Feedback in Synchronous CMC: The implications of L2 Spanish high-school student-designed feedback for CALL

Jenny Michelle Nadaner, Grace Callahan Sewell, Jasmine Singh, Emma Farrell, United States

This collaborative, teacher-learner action research study investigates the role of corrective feedback in enhancing L2 Spanish online high-school students’ oral and written comprehensible output in the context of synchronous, topic-oriented and task-based CALL. While the benefits of corrective feedback are widely recognized in the field of SLA, the empirical studies of the variables pertinent to correction have been scarce, particularly in the younger populations of online learners.

In this preliminary study, 26 students enrolled in Intermediate second-year university-Level Spanish at the Stanford Online High School (OHS), are randomly assigned to either the Control or Experimental Group, for the instructional period lasting 5 weeks. Both groups receive the identical type of topic-oriented, content-based tasks. In the control group, the instructor recasts the students’
utterances through oral corrective feedback and gives students written corrective feedback via public text chat both in whole class discussions and breakout room group sessions. In the experimental group, the instructor recasts students’ oral output but omits all forms of written corrective feedback in text chat. In all instances, the instructor’s corrective feedback (oral and written for the Control group and only oral for the Experimental group) is given to the L2 student immediately after the student participated.

Classes are recorded and stored in Adobe Connect, the eLearning platform used for all synchronous computer-mediated courses at OHS. In this study, the instructor archives all text chat transcripts from each class session by using the “send to email” tool provided in the text chat pod as a storage option. Each class transcript is then coded for the following for each student: 1.) Frequency of oral participation and 2.) Category of grammatical error(s) in both oral and written output. The above data is analyzed for potential correlations between the frequency of students’ oral participation and the degree to which the students’ written production can be classified as comprehensible output.

The results reported from this data are further enriched by the reflective information obtained from the written surveys completed by the study subjects at the end of the instructional period. These surveys were designed in collaboration with the more advanced OHS L2 Spanish students themselves, addressing, from the students’ perspectives, the pedagogical issues that might be influencing the L2 students’ affective filter that impacts their overall motivation to learn Spanish and their confidence in producing oral and written comprehensible output.

Through the analysis of the impact of written and oral corrective feedback on comprehensible output, we hope to facilitate fresh perspectives for continuous improvement of the instructional design and practice in the context of CALL.

Session 3-1G

Time: 11:00 - 11:30

Room: Room 3L

Evaluating text-to-speech synthesis

Walcir Cardoso, George Smith and Cesar Garcia Fuentes, Concordia University, Canada

There has been an increasing amount of research on the use of technology in second language (L2) education. Among the wide range of topics in the field of computer-assisted language learning (CALL), text-to-speech synthesizers (TTS) have piqued the interest of many researchers for their potential to enhance the L2 acquisition of writing (Kirsten, 2006), vocabulary and reading (Proctor, Dalton & Grisham, 2007) and pronunciation (Cardoso, Collins & White, 2012; Soler-Urzua, 2011). One of the main benefits of TTS is that it offers accessibility to the target language both inside and outside the classroom and fosters a more learner-centred, personalized environment for exposure to L2 features (Cardoso et al., 2012; Liakin, Cardoso, & Liakina, 2014). Despite these potential benefits, very few formal evaluations of TTS have been conducted, and those that exist are somewhat dated (the latest found was Kang, Kashiwagi, Treviranus, & Kabugiri, 2009). Furthermore, existing research evaluating the feasibility of TTS as an L2 learning tool has typically relied on participants' subjective judgments of TTS-generated speech samples (e.g., Handley, 2009;
Kang et al., 2009). While this approach is certainly not flawed, it is limited in some respect, as in addition to learners' perceptions, it is also critical to understand how they actually understand, process and react to human versus TTS input on a cognitive level.

The present study was thus an attempt to both introduce new evaluation criteria aimed at revealing participants' understanding, reactions to and processing of both TTS and human speech in English, as well as consolidate the judgment criteria used in previous studies in the context of the most up-to-date TTS technology. The study answers the following two research questions (simplified): (Q1) Is there a difference in the speech (oral texts) produced by TTS in comparison with humans? (Q2) How do native and non-native English speakers behave with regard to the two types of texts? Participants were asked to complete four tasks measuring differences in TTS versus human speech: (1) the understanding of oral texts via listening comprehension questions; (2) the ability to repeat what they heard (shadowing) in terms of accuracy and speed; (3) their rating of oral samples with respect to a set of criteria (e.g., naturalness, intelligibility, accuracy); and (4) their ability to listen to details in speech (e.g., the allomorphy involved in regular past tense marking: /t, d, Id/ in forms such as “talked” and “visited”). The discussion of the findings will highlight how TTS technology can be used to complement and enhance the teaching of L2 pronunciation and other linguistic skills both inside and outside the classroom.

Session 3-2A

Time: 11:30 - 12:00

Room: Room 3G

The use of monolingual mobile dictionaries in the context of reading by intermediate Cantonese EFL learners in Hong Kong

Di Zou, The Hong Kong Polytechnic University, Hong Kong
Haoran Xie and Fu Lee Wang, Caritas Institute of Higher Education, Hong Kong

Playing a significant role in vocabulary acquisition, dictionary use has been the focus of researchers for nearly one hundred years. Numerous studies have been conducted and various topics have been explored. With the development of electronic dictionaries, research in the use of them is abundant. However, previous studies, which were mostly done in the last decade, studied mainly online dictionaries or simple pocket electronic dictionaries as they were commonly used among learners then, yet the more updated mobile dictionaries were superficially investigated though they have already replaced the pocket electronic dictionaries. Previous studies are also limited in that they concentrated generally on intentional learning and have not inspected the significance of dictionary consultation for incidental learning much. Moreover, most of them selected monosemous words as target lexical items, yet the learning of polysemous words has not been examined well.

Therefore, in response to the call for research on the effectiveness of mobile dictionary consultation in promoting incidental learning of polysemous words, we conducted an experiment among 82 intermediate Cantonese EFL learners in Hong Kong. All participants were pretested to ensure that
they had little pre-knowledge of the meanings of the target words in the contexts given by this research. In the experiment, these subjects were asked to comprehend a reading text with ten underlined target words, 32 of whom inferred meanings of these words and 50 looked them up using mobile dictionaries. Three most frequently used dictionary apps: LDOCE 5 (the mobile app of the Longman Dictionary of Contemporary English), Dictionary (the mobile app of dictionary.com) and Oxford Dictionary Quick Search were applied. To tap into how learners identify the exact meanings of target words using mobile dictionaries, 12 subjects who consulted dictionaries were asked to report their thinking processes using different self-reporting protocols. The other subjects were tested immediately after their task completion to measure their initial learning of the target words. One week later, they were unexpectedly tested again using the same assessment to measure their retention.

The results of the study show significant effectiveness of mobile dictionaries in facilitating incidental learning and retention of polysemous words, as the test scores of subjects using mobile dictionaries were significantly higher than those of subjects inferring meanings. However, the facilitative effects are limited in that the screens of mobile phones are too small to demonstrate all information together once, and users need to scroll up and down to refer back and forth to various aspects of knowledge. Such inconvenience together with the restriction of learners’ language processing capabilities result in difficulty of storing several pieces of information in short-term memory, hence further hinder learners from making full use of the rich information provided by mobile dictionaries. We also observed that some subjects wrote down candidate meanings to solve such problems and assist meaning determination. Our qualitative data collected through self-reporting protocols highlight the importance of dictionary format as learners revealed that they benefited more when dictionaries use diverse colors, fonts, sizes and categories to present different types of information.

**Session 3-2B**

Time: 11:30 - 12:00

Room: Room 2C

**Motivating Change through Digital Badges**

Gordon Bateson, Kochi University of Technology, Japan

John Brine and Alexander Vazhenin, University of Aizu, Japan

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

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

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

One difficulty encountered by these attempts at English-villages is that students do not receive recognition or demonstrable reward for their efforts. As a result, participation in these English-speaking activities is hard to maintain when the activities compete with other demands on the students’ time, such as homework for required classes, part-time jobs, and participation in university sports teams and culture clubs.

This research project attempts to address this fall in motivation by examining how digital badges may be used to encourage students to continue participating in extra-curricular English-speaking activities when the initial burst of enthusiasm begins to wane.

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

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

Session 3-2C

Time: 11:30 - 12:00

Room: Room 2B

Crossing virtual borders in research: Ethical and practical challenges

Melinda Dooly, Universitat Autònoma de Barcelona, Spain

Shannon Sauro, Malmö University, Sweden

Concentrated efforts to integrate computer-mediated communication (CMC) into language teaching and learning can be traced back at least three decades resulting in an almost ubiquitous presence in many education programmes. This increase in perceptible use of technology-enhanced language teaching implies the need for not only a critical look at the practices taking place, but also a critical approach to related studies, especially given the role research results should play for informed decision-making by all education stakeholders. Moreover, given the growing presence of CMC in language education, one is left with the question of why there is not more ‘digitalized’ collaboration between researchers worldwide, especially investigators interested in Digitally-Supported Communicative Language Teaching (DSCLT; Dooly, 2015).
Accordingly, the international research project KONECT (Knowledge for Network-Based Education, Cognition and Teaching, EDU2013-43932-P) has been designed to harness the potential of CMC for not only pedagogical purposes but also as a means for internationally aligned investigators to foster new knowledge regarding technology-enhanced practices and to develop improved teaching strategies and policies that are appropriate for our rapidly changing times. This international research project, which connects four countries in three continents, departs from the underlying hypotheses that 1) effective investments in education can only occur by studying and pinpointing the gaps between school practices and society needs; 2) studying these gaps is best met through research stemming from both in situ and global research design and data management.

This presentation, therefore, explores the initial stages of this international project by presenting a close analysis of the challenges and possible solutions to issues that can arise during the design, compilation and analysis of data resulting from diverse localities across the globe. Specifically, this presentation will outline the challenges and subsequent decisions taken by the research team, including issues related to ‘transnational ethics’ of data compilation and management and the procedures taken to ensure that partnering with active agents in the field (e.g. teachers involved in the research design and data compilation) in order to create an equitative team of researchers and practitioners, resulting in reciprocal training of all participants involved.

It can be argued that a strong international collective should not only aim to sustain and strengthen achievements and educational advances, but it should also endeavour to address new questions and promote fresh understandings of situations that arise from teaching and learning, as well as research, that is mediated through technology. The critical approach applied to KONECT allowed for the subsequent design of a detailed research protocol that endeavours to cover the intrinsic complexities involved in data gathering from very diverse situations. This presentation, therefore, aims to set the stage for a much-needed debate on the challenges (and possible solutions) that emerge as more consolidated investigative efforts to cross boundaries (geographic and epistemological) become more commonplace among geographically-distributed researchers and practitioners.

Reference

Open online language courses: the multi-level model of the Spanish N(ottingham)OOC.

Cecilia Goria and Manuel Lagares, University of Nottingham, United Kingdom

Research into open education has identified high number of participants and unpredictable mixed abilities as factors responsible for the still relatively weak presence of language courses amongst MOOCs. The purpose of this contribution is to present a model for open online language courses that aims to bridge this gap.

The tangible context is a course in Spanish Language and Culture offered by the University of Nottingham: an online language course that it is confined within the boundaries of the institution and yet is open in its recruitment strategy and especially in its pedagogy. On analogy with MOOCs the Spanish course presented in this contribution takes the shape of a Moodle based NOOC, the registered trademark for Nottingham Open Online Course(s).

The Spanish NOOC (SNOOC) combines cultural content and language activities ensuring that language learning is enriched and complemented by informed exchanges concerned with a variety of topics related to the Spanish speaking world. The cultural content feeds the language resources, which in turn are adapted to cater for three broadly defined levels of language proficiency, namely beginners, intermediate and advanced levels. As a consequence, the participants are able to engage with the cultural content regardless of their language levels and yet are provided with opportunities to take different language learning paths in accordance to their abilities.

The novelty of the SNOOC rests in its design: a multi-level structure conceived to foster the creation of a strong community of participants based on social interaction, knowledge sharing and collaboration across the language levels. The result is a learning environment that facilitates mobility across the proficiency levels as a way to support mixed abilities and capitalises on peer interaction as a tool for coping with a high number of participants.

Thus, by prioritising the alignment between pedagogical approach, course structure and activities design and the role of the community, the SNOOC attempts to resolve some of the issues that have held the MOOC culture from spreading to language teaching with the same speed that online education has witnessed in other subject fields.

Observing the affordances and limitations of the design of the SNOOC, the aim is to inform the shaping of a pedagogical model for future initiatives of the kind within the context of the University of Nottingham as well as at the global level as MOOCs.
This paper presents a study of children’s engagement with language learning in a virtual environment which leverages the social interactions of virtual worlds and the narrative and goal orientation of games. Gaming and virtual worlds are two technologies which have attracted much interest in the language teaching community in recent decades (Blake, 2011; Cornillie, Thorne, & Desmet, 2012; Peterson, 2011; Thorne, Black, & Sykes, 2009). Developing in parallel, these two distinct areas of research have considerable overlap, especially since the internet provided opportunities for online gaming communities based in virtual worlds. There are a wide range of definitions of both gaming and virtual worlds and their environments can be similar, at times indistinguishable. Their affordances are not mutually exclusive and can be combined in order to create a learning environment that utilises the advantages of both. In fact, this is recommended by De Freitas et al, who claim that “the motivational capacities of game-play when brought together with the social interactions of virtual worlds may be a powerful teaching combination in the future” (De Freitas, Rebolledo-Mendez, Liarokapis, Magoulas, & Poulovassilis, 2010, pp. 79–80).

In the research described in this paper, this approach was adopted for teaching the Irish language to primary school children. A customised 3D Virtual Environment (3D VE) was designed to incorporate the interactional affordances of virtual worlds and the narrative and goal orientation of games. This methodology was of particular interest in the Irish language context for several reasons. Irish has the unique position of being the official language of the Irish state, and yet being a minority language, with less than 2% of the population speaking it daily outside of the education system (Central Statistics Office, Ireland, 2012). Irish is a compulsory subject in both primary and secondary school, but language learning outcomes are disappointing (Harris, Forde, Archer, Nic Fhearaile, & O’Gorman, 2006; Inspectorate, Department of Education and Skills, 2013). The challenges facing the Irish language in schools are complex and multifaceted. Motivation can be a problem for children in the absence of an authentic context for using the language. Outside of the school system the majority of Irish children have no reason to speak Irish and limited opportunity to experience an authentic language community (Ó Laoire, 2005). In this context, the study reported here describes a three dimensional virtual environment (3D VE) developed as a platform for Irish language learning in primary schools. A group of 60 children took part in a two week intervention where they spent 30 minutes per day in the 3D VE, working in groups to carry out specific tasks in order to solve a mystery and create a story about the events in the form of a detective’s report. The children’s response to the intervention is reported, along with extracts from their language production over the course of the intervention. Preliminary results suggest a positive impact on children’s language learning through participation in a language community where they have motivation to use Irish in a meaningful way.
A satisfaction survey on distance foreign language students’ perceptions of multimodal interaction

Jun-Jie Tseng, National Taiwan Normal University, Taiwan

The advancement of ICT has made online instruction more popular than previously. Student enrollment in distance education courses is steadily increasing. This trend has contributed to research on student satisfaction with online courses because it is important to instructors and administrators for what could be improved to an online course and program, and it is also relevant to student retention and business profits. Student satisfaction with online learning is a complex and multidimensional construct. It has been accounted for by a wide range of factors, such as students, teachers, course design, support and community, technology, interaction, and other contributing factors. Research has suggested that lack of interaction is the most cited reason for student dissatisfaction. To address this problem, web conferencing technology could be considered as an option of online learning platform, which can provide multimodal interaction. Thus, it is worthwhile to investigate students’ satisfaction with the ways they interact with their teachers and content through multimodal functionalities, such as audio, video, visuals, text, and emoticons. In addition, the present study also compares satisfaction level and importance rating in terms of multimodal interaction. These results may point to improvements in web conferencing teaching practices which in turn could contribute to students’ learning outcomes. Based on literature associated with multimodal interaction, a 40-item questionnaire was created: 18 items seeking students’ satisfaction with multimodal interaction, 12 seeking the comparison between satisfaction and importance of multimodal interaction, four items seeking overall ratings, and six items seeking demographic information. The questionnaire adopted a 7-point Likert scale: One was equal to “extremely unimportant” and “strongly dissatisfied;” seven was equal to “extremely important” and “strongly satisfied.” To promote validity of the survey instrument, the researcher invited two online teachers and two online students to review the questionnaire for its clarity, completeness, and appropriateness. Then, a pilot study was conducted with 10 online students. In order to establish the reliability of the instrument, reliability coefficients were calculated.

The present study is being carried out in Mandarin Training Center of National Taiwan Normal University in Taiwan, which runs an online tuition program of Mandarin as a foreign language through web conferencing platform, namely Adobe Connect. Currently, distance students from abroad can purchase a 20-hour online course that can be customized with students’ needs in the form of 1:1 or 1:2 tuition. When individual distance students complete the course, they will be invited to voluntarily fill in the developed questionnaire that is accessible on the web. After the data is collected, descriptive statistics will be employed to summarize demographic data and survey responses. A summary of the mean responses for the importance and satisfaction ratings will be presented. Research results and discussions will be provided later. It is hoped that the present study can add to our understanding of how distance students perceive multimodal interaction in terms of student satisfaction. Results can be used as an input to the appropriate design of interactive environments for distance foreign language teaching and learning.
Errors in Automatic Speech Recognition versus Difficulties in Second Language Listening

Maryam Sadat Mirzaei, Kourosh Meshgi, Yuya Akita and Tatsuya Kawahara, Kyoto University, Japan

We have developed a system that generates Partial and Synchronized Caption (PSC) in order to foster L2 listening skill development. This smart type of captioning presents only a selective set of words (those that lead to listening difficulties); accordingly, it encourages the learner to listen to the audio and read for problematic words only. PSC uses automatic speech recognition (ASR) technology to sync each word to its corresponding speech signal, thereby emulating the speech flow and allowing for text-to-speech mapping. Moreover, the system evaluates learners’ proficiency levels to determine thresholds for word selection based on the features of “speech rate”, “word frequency” and “word specificity”. Although these features are presumed to be dominant in terms of affecting listening comprehension, there are a number of other factors to be considered. Moreover, the relationship between these factors and L2 listening difficulty is complex. This study approaches the problem of defining the listening difficulty for individual sentences/words by performing an error analysis on ASR errors and conducting a comparative analysis on the relationships between the underlying features causing ASR errors and those that make L2 listening difficult for language learners. Studies on ASR errors often compare the performance of such systems with native speakers of the target language or with those having no knowledge of that language, both of which being categorized as Human Speech Recognition (HSR). However, comparative analysis of ASR errors and L2 learner speech recognition would be a more prudent choice, as both of these parties deal with almost similar difficulties, using available resources and background knowledge. In order to conduct the analysis in this study, an ASR system is used for transcribing TED talks. The output is then compared with the original transcript, and the ASR errors together with their confidence measures are stored. We classify the errors into insertion, deletion or substitution categories and perform a root cause analysis on each error by extracting profound features such as “speech rate”, “word frequency”, “word length”, “part of speech”, etc. Similarly, L2 learners’ errors on transcription of these talks are carefully analyzed and compared against ASR errors. The results are then examined with the large body of literature on L2 listening difficulties and also compared with the selected words in our generated PSCs. Our preliminary findings revealed that both ASR and L2 learners share interestingly similar difficulties when it comes to listening to audio materials. We also found out that, for both cases, the most contributing features to the errors are following similar trends. However, the analysis indicated that the degree to which different factors could impede either ASR or L2 learner listening varies from one feature to another. This finding suggests that the errors of the ASR system can be used to predict L2 learners’ difficulties in listening. However, considering the different trends, some modification/post-processing is necessary. Moreover, the results of this study provide insight on how to improve PSC in order to better meet the requirements of L2 listeners.
The Effect of Short Message Service Vs. Flash Cards on Iranian EFL Learners’ Vocabulary Learning

Mahnaz Saeidi and Amir Hashemi, Tabriz Branch, Islamic Azad University, Tabriz, Iran

Vocabulary has a critical role in having a successful performance in a foreign language, and it is crucially important for foreign or second language learners’ fluent communicative ability. The present study was conducted in language institute to investigate the effect of using Short Message Service (SMS) and Flashcards on Iranian EFL learners’ vocabulary learning. In this quasi experimental study, 80 students took part with age range of 19-29 which were randomly divided in two SMS and Flashcards groups. A Standard Proficiency test, Preliminary English Test, PET, was administered to check the homogeneity of the participants of the study. According to PET results, 50 of participants were selected as pre-intermediate learners. Then the pre-test, Wesche and Paribakht’s (1996) Vocabulary Knowledge Scale (VKS), was administered in order to identify the participants’ prior knowledge of vocabulary. During the treatment sessions, both groups received a list of words selected based on the results of the pre-test. The words had been chosen from 504 Essential Words book which were presented in 10 sessions within 3 weeks. Immediately after treatment sections, VKS were filled out again. The collected data was analyzed based on Paired Sample T-Test, Independent-Samples T-test, One-Way ANOVA and Chi-Square Test. The results indicated that there was statistically significant difference between SMS and Flashcards groups in vocabulary learning score (P<0.05) and the results also showed the superiority of using SMS for learning vocabulary English. The findings of this study may be useful for language teachers in offering readily available tool to help improving students’ vocabulary knowledge.

Social constraints during NS-NNS telecollaboration

Rose Van der Zwaard, University of Amsterdam, Netherlands

In this presentation we investigate if and how real-world, social constraints – such as fear of loss of face – influence and shape patterns of negotiated interaction and task-performance during one-to-one telecollaboration between native speakers and advanced non-native speakers of English.

Eighteen dyads, each consisting of a native speaker and a non-native speaker of English, telecollaborated on two different tasks: nine dyads carried out the first half of the task through video
call and the second half through chat; the other nine dyads performed the first half of the task through chat and the second half through video call. In other words, each dyad performed the tasks using both modes of synchronous computer-mediated communication in a counterbalanced research design.

We examined a) if and how the digital mode of communication affects the ongoing interaction and influences participant behaviour during task-performance, b) if and how the sequence of the digital modes affects the ongoing interaction and task-performance c) which of the two digital communication modes ultimately yields more task-oriented behaviour (rather than face-appropriate behaviour) in a language-learning telecollaborative environment.

Recent studies report that the availability of a counterpart’s image during communication creates an awareness of social presence and enhances a more active communication in a computer assisted language-learning environment (Yamaha and Akahori 2007; Yamaha 2009; Ko 2012). However, our data suggest that the anonymity of the chat medium enhances more task-appropriate responses. Telecollaboration through video call, on the other hand, generally seems to enhance more complex, face-appropriate behaviour, irrespective of the sequence of the digital media through which the task was performed. Digital task-performance, then, seems to be partially shaped by social constraints.

This research project hopes to contribute to the latest developments in computer-assisted language learning, and to connect the relevance of the outcomes to the daily practice of telecollaboration studies.
The Course Designer’s Tale: issues, influences and impact in the creation of the MOOC ‘Understanding Language: learning and teaching’

Kate Borthwick, University of Southampton, United Kingdom

The Massive Open Online Course (MOOC) ‘Understanding Language: Learning and Teaching’ ran in December 2014 and April 2015, through the FutureLearn platform. The four-week course was a collaboration between a UK university and the British Council (BC), and it sought to introduce some key concepts in language teaching and learning, as well as offering a ‘taste’ of topics covered by a joint online Masters course run by the university and the BC. The first run of the course attracted 58,000+ learners, with 28,000+ taking an active part, of whom 40% posted at least one comment. At the time of writing, 5000+ learners are already signed up for the second run of the course and more complete data for this second run will be available by the date of the presentation. The MOOC generated 4500+ expressions of interest in the online MA course and the next intake for that course saw a rise in applications. This presentation will reflect on the experiences of the MOOC’s designer in creating this short course and it will focus discussion around the three areas of course preparation, live course delivery and the aftermath of the course. It will describe the approach taken to the design of the course, and the constraints and affordances of creating this type of large-scale open course with multiple contributors and stakeholders, and it will illustrate how these factors impacted on and influenced course design. It will outline the range of roles a MOOC-designer must be prepared to adopt in order to create and produce a MOOC, and it will re-evaluate the role of ‘teacher’ or ‘educator’ in this context. The presentation will describe the live running of the course and detail how the course designer’s job continues in this phase as running adaptations are made to course content and participant interactions are monitored and responded to. It will comment on and compare the first and second course runs, and show how the experiences and impact of the first run affected the work of the course designer in the second run. It will conclude with comments on the impact of the course, on learners, contributors – and on the designer, and it will outline the challenges and joys of being involved with this kind of large-scale course. It will suggest how knowledge acquired from the management of the course and from user-interactions could go forward into the future, to other types of online course. It will suggest that the design ideas inherent in MOOCs exemplify both what we achieve and what we aspire to achieve in higher education teaching and research, and should therefore be an essential part of the HE landscape.
Cross-cultural discussions in a 3D virtual environment and their affordances for learners’ motivation and foreign language discussion skills

Kristi Jauregi Ondarra, Utrecht University & Fontys University of Applied Sciences, Netherlands
Leena Kuure, University of Oulu, Finland
Pim Bastian, Utrecht University, Netherlands
Dennis Reinhardt, Utrecht University, Netherlands
Tuomo Koivisto, Kastelli School & University of Oulu, Finland

Within the European TILA project (Telecollaboration for Intercultural Language Acquisition: tilaproject.eu) a case study has been carried out where students from schools in Finland and the Netherlands engaged in debating sessions using the 3D virtual world of OpenSim once a week in a period of 5 weeks. The case study had two main objectives:

- to study the impact that the discussion tasks undertaken in a virtual environment have on the discussion skills (Canto et al. 2013; Geer, 2002) and motivation (Jauregi et al., 2012) of high school students; and
- to explore how the presence of a peer from a different culture might influence the discussions and students’ engagement (Deutschmann et al., 2009).

In the study we look at how the nature of the role tasks (González Lloret & Ortega, 2014; Jauregi et al. 2011) multimodal (inter)actions in the virtual environment (Norris, 2011; Scollon & Scollon, 2004) and the presence of peers from another culture have on their discussion skills, engagement and motivation (Geer, 2002; Deutschmann et al., 2009; Jauregi et al., 2012).

This case study draws on a mixed method approach. Four sources of data are being gathered and analysed: pre- and post- tests on discussion ability, surveys, recorded interactions and interviews. During the presentation we will share with the audience the main results of the case study that has been carried out between February and April 2015.

References
Canto, S., Jauregi, K. & Bergh, H. van den (2013). Integrating cross-cultural interaction through video-communication and virtual worlds in foreign language teaching programs: is there an added value? ReCALL, 25, pp 105-121 doi:10.1017/S0958344012000274
Session 3-3F

Time: 12:00 - 12:30

Room: Room 3F

Cross-level tutoring in advanced L2 writing: comparing online and face-to-face interaction

Carola Strobl and Hinde Demetsenaere, Ghent University, Belgium

According to the sociocultural theory of learning, peer feedback can help learners to achieve higher levels of regulation (Vygotsky, 1978). Scholarship has provided evidence that peers can successfully assist each other in their zone of proximal development when engaged in (L2) writing tasks (Nelson & Schunn, 2009; van den Berg, Admiraal, & Pilot, 2006; Villamil & de Guerrero, 2006). Some studies attribute online technologies facilitating computer-mediated communication an added value in the peer feedback process (Heift & Caws, 2000; Xiao & Lucking, 2008). Cross-level tutoring differs from feedback among equal peers because there is a difference in knowledge between tutors and tutees. While this can have a beneficial effect on the quality of scaffolding, it can also lead to dominant-passive patterns of interaction that are unfavourable to language uptake, as Storch and Aldosari (2013) have observed. Our exploratory study sets out to investigate the impact of computer mediation on the scaffolding process in cross-level tutoring for a complex writing task, viz. summary writing from spoken input in an L2. A two-weeks classroom-based action research was carried out twice in two consecutive years, involving 124 Ba1-students and 85 Ba3-students of an Applied Languages curriculum. Students collaborated twice to review summaries, once face-to-face (f2f), and once online via Google Docs. To tackle a possible sequencing effect, the order of the collaboration settings was switched between the first and the second year. Before the collaboration, both tutors (Ba3) and tutees (Ba1) received instruction on principles of feedback provision, specifically targeting dynamic feedback provision (Aljaafreh & Lantolf, 1994) and the different textual levels to be addressed (i.e., word, sentence, and text level). Data collected in the f2f sessions comprise the hand-written summaries of the tutees with hand-written comments of the tutors, and audio recordings of dyads engaged in collaborative reviewing. The online interactions in Google Docs were recorded with screencasting software to track the reviewing process. For data analysis, we focused on evidence of dynamic feedback provision and of feedback on different textual levels, including content selection. To investigate whether both tutors and tutees experienced a learning gain, their attitudes towards the intervention in general and the two settings in particular were investigated by means of post-hoc questionnaires. Results indicate that there is no significant difference between the two settings with regard to problem detection rate. However, the online mode led to more in-depth discussions about content aspects and favoured a higher active participation of the tutees in the reviewing process. Nonetheless, only 51% of the tutees and 33% of the tutors preferred the online mode for reviewing.
Are Teachers Test-Oriented? A Comparative Corpus-Based Analysis of the English Entrance Exam and Junior High School English Textbooks

Sophie Tai, National Taiwan Normal University, Taiwan

Although the majority of studies indicate that teachers teach to the test, several studies argue that tests do not influence teaching to a significant degree (Barati & Simin, 2012). The changes are superficial rather than substantial. Test-oriented instruction has been criticized in Taiwan educational context. Despite persistent assertions of negative test washback, limited empirical studies have been undertaken on the issue: whether junior high school English teachers are test-oriented. Hence, the researcher conducted a comparative corpus-based analysis of the English test in the Senior High School Entrance Exam (SHSEE) and curriculum-based English textbooks.

Two major corpora were compiled: (1) Exam corpus, consisting of English test items in SHSEE from 2001 to 2014; (2) textbook corpora: Kang corpus and Han corpus, including the content in the two major versions of junior high school English textbooks respectively. Text analysis tools were AntConc and Readability Test Tool. The current study focused on the marked structures—relative clauses, adverbial clauses, and passive, which were believed to help students get higher scores in the entrance exam and deserve much more instruction. The frequency of occurrence of the marked structures in the two corpora was counted. Then, a comparative corpus-based analysis was conducted.

The results showed the rare occurrence of the marked structures in the English entrance exam. In contrast, there was much higher frequency in English textbooks, providing part of the reason for teachers’ overemphasis on these complex structures. That is, teachers might be textbook-oriented, rather than test-oriented. The examination washback effect on teaching methodology and material selection was limited. Therefore, two pedagogical implications were suggested. Based on the corpus-based analysis of the native speakers’ use, a grammar list with finer guidelines for the National curriculum and textbooks writers should be built. Moreover, a distinction should be made between production structures and recognition structures in the junior high school textbooks. It could provide teachers easily accessible reference in selecting grammatical patterns for teaching.

Reference
Poster Session

Time: 12:30 - 2:00

Revoicing activities in German language teaching

Insa Hartung, University of St Andrews, United Kingdom

This project presents an innovative approach to enhancing oral performance in German language teaching by integrating revoicing activities into the curriculum. The presentation will focus on dubbing tasks. Designed for students at CEFR level B1, both activities aim to enhance interactivity when working with audio-visual material and to develop the spontaneous and creative use of language. Students were asked to translate the audio-visual content of clips into spoken language and to dub a muted sequence from German films into the L2. By producing a recording that correlates with the visual information in the clip, students demonstrate a broad range of language skills: they improve their oral production by increasing lexical and phraseological competences, and communication functions such as discussing, debating and persuading. The presentation will illustrate the results obtained and put forward the argument that a broader set of audio-visual-specific skills, namely watching and audio-visual speaking, are beneficial to foreign language learning.


ClipFlair – Foreign Language Learning through Interactive Revoicing & Captioning of Clips
http://ec.europa.eu/languages/inspire/0810-clipflair_en.htm
A Research Synthesis and Systematic Review of the Development of the Intercultural Communicative Competence of Second or Foreign Language Learners through Web 2.0 tools and applications

Maria-Iosifina Avgousti, Saint Louis University, United States

One of the goals of foreign language education is to produce “intercultural speakers” (Byram, 1997). Telecollaboration is suggested to be the key solution to promoting language skills development, intercultural communicative competence, and multiple literacies (Guth & Helm, 2010). Some studies (Liaw, 2006; Vinagre, 2010) found evidence of ICC in specific categories of Byram’s Intercultural Communicative Competence (ICC) framework, suggesting that there was an interest in others’ culture but the majority failed to decentre and change perspectives and lacked knowledge about intercultural communication processes. Based on Thorne’s (2003) and Chun’s (2011) claims that different technological tools are not neutral media, I aim to uncover which Web 2.0 tools and applications contribute to a successful ICC at tertiary level and to what extent activity systems affect the learning development of the individual in telecollaborative contexts. The study is going to be a systematic review of published articles. Systematic reviews are said to be replicable and conceptually illuminating. However, meta-analysis, which is the best established method in the field (Norris & Ortega, 2007), entails only the study of quantitative findings. Norris and Ortega (2007) call for the development of hybrid acts of reviewing studies that go beyond art or science, therefore, my thesis will include studies from all epistemological methodologies. EPPI-Reviewer 4 will be used for searching, screening, coding and analysis and a thematic synthesis will be employed. The aim of this research is to uncover what research has been done on the efficacy of Web 2.0 tools and applications in developing the ICC of second or foreign language learners and analyze the context/individual/institution based on Cultural-Historical Activity Theory and Thorne’s (2003) claim on artefacts’ cultures-of-use. Pedagogically, it is aimed to conduct a systematic review of research evidence of the impact of telecollaboration on learners’ ICC, to make recommendations for policy and practice based on these findings, and to identify questions that need to be addressed by research so that Web 2.0 tools can be used in ways that they can enhance learners’ ICC to a greater extent.
How to Use Reciprocal Teaching in Online Annotations

Hui-Chin Yeh, National Yunlin University of Science and Technology, Taiwan
Yu-Fen Yang, National Yunlin University of Science and Technology, Taiwan
Shih-Hsien Yang, National Formosa University, Taiwan
Yi-Chun Liu, Chia Nan University of Pharmacy & Science, Taiwan
Yu-Hsin Chiang, National Yunlin University of Science and Technology, Taiwan

Studies regarding online annotation suggest that incorporating with online annotation exercises in reading instruction can improve students’ reading comprehension. However, little research has addressed how students used online annotations to support their reading comprehension. Therefore, this study adopted Reciprocal Teaching (RT) as instructional framework to explore the reading processes of how students used online annotations to support their reading comprehension, and the difficulties and solutions the students had in using online annotations. 54 non-English majors in a technological university were recruited to experience a 14-week online annotation exercise with RT instructional design. The collected data included the students’ scores from pre- and post-tests, their trace results from Google Docs, and the completed open-ended questionnaire. Results of this study first revealed that college students enhanced their reading comprehension after using online annotations in RT. Second, the students who made more progress and less progress in reading comprehension demonstrated similar reading patterns while reading with online annotations, in terms of the predicting, clarifying, questioning and summarizing tasks. The major differences between the students who made more progress and less progress are identified. Those who made more progress were students who frequently reviewed and revised their previously annotated predictions, vocabulary, main ideas and summaries. Moreover, the students who made more progress were more active in viewing peers’ annotations as well as providing comments on their annotations. Third, most of the students had difficulties in the predicting and summarizing tasks, due to their insufficient vocabulary sizes that prevent them from making a prediction, and the failure to identifying important sentences and the retrieval of information that stop them from constructing a summary. Their solutions mainly asked the teacher or their peers for help through the online chat room, viewed peers’ annotations, or searched for online dictionary or resources, such as Wikipedia to solve their difficulties.
Using TED talks to teach summary writing

Tamatha Roman, Kanda University of International Studies, Japan

TED talks offers thousands of educational and inspirational presentations on a range of topics online, most with English subtitles and interactive scripts. In the EFL field, these talks can be pedagogically used to teach elements of listening comprehension, presentation skills, and vocabulary building. Independently, the talks can give English learners another pathway, outside the classroom, to develop their English autonomously. In this poster session, the presenter will discuss how she successfully utilizes TED talks to teach summary writing her Media English university classroom in Japan. The presenter will share how the talks foster opportunities to develop skills in paraphrasing, objectivity, quoting, and reported speech. Students are first introduced to summary writing without the talks, and focus on local news stories to develop their summary skills. The students are then introduced to specific short TED talks based on language ability and context. Students are then provided with ample practice before choosing talks to write about outside of the classroom, based on a designated worksheet. Criterion for assessment, student feedback, and useful resources will be provided for attendees.

Reconsidering TPACK for Second Language Teacher Education

Alina Horlescu, Dublin City University, Ireland

Given that ‘communication is increasingly multimodal’ (Christie 2005, p.123), the concept of literacy needed to be redefined. It is is now viewed as a plural notion and termed ‘multiliteracies’ (Cope and Kalantzis 2000; New London Group 1996; 2000). The implications of such a broad definition of literacy are especially profound for language students who must acquire these literacies in a second or foreign language. Both researchers and practitioners point out that for language teaching to remain relevant it must ‘account for the assumption that literacy is indeed multiple’ (Stewart 2012, p. 27) and promote the development of learners’ multimodal communicative competence (Royce 2002; 2007) which refers to ‘how students can become competent in interpreting and constructing appropriate meanings multimodally’ (Royce 2007, p. 374) in addition to the other communicative competences described by Hymes (1972), Canale and Swain (1980) and Savignon (1972, 1997). It becomes therefore paramount that language educators understand and devote attention to the importance of offering learners multiple ways in which to express and demonstrate meaning (Bezerra 2011; Heberle 2010; Royce 2002, 2007). However, research shows that many teachers are ‘caught in the traditional notion of reading and writing
printed text as the only legitimate form of school literacy’ (Miller & Borrowicz 2005, p. 5). This calls for professional development that is directly aimed at increasing teachers’ awareness of multiliteracies and expanding their teaching repertoires in relation to multimodality (Cloonan 2010, p. 32). This poster presents and discusses the results revealed by the preliminary analysis of the data collected for a PhD project which examines the Technological Pedagogical Content Knowledge (Mishra & Koehler 2006) development of four ESL and EFL teachers before, during and after they participated in a twelve hour Machinima and Multimodality professional development course. More specifically, the project seeks to explore the teachers’ understanding of and views on meaning-making in the context of using technological tools such as machinima, ‘animated film-making within a real-time virtual 3D environment’ (Hancock & Ingram 2007, p.1), for the creation of multimodal ensembles. Machinima can be a powerful tool for helping language educators change their view of literacy as its production process is ‘a practical example of multimodality in action’ (Burn 2013, p. 16). Computer Assisted Qualitative Data Analysis Software (CAQDAS), Transana Professional and Atlas.ti, is used for the transcription, coding and preliminary analysis of the data obtained from surveys, interviews with and recordings of the participants working on creating machinima videos in Second Life®.

Poster Session

Time: 12:30 - 2:00

Effective vocabulary learning in CALL: Using fNIRS analysis

Hideko Nakano, Kyushu Women's University, Japan

A study of 13 college students (23-24 years) performing three different tasks of vocabulary learning in Spanish on the PC screen was conducted using functional near-infrared spectroscopy. Three tasks are listening an unfamiliar word without spell shown on the screen, listening an unfamiliar word with spell shown on the screen, and listening an unfamiliar word with tracing the spell with a finger shown on the screen. Post test was conducted and the result of the test revealed that the words with tracing performance was more highly memorized in number than the words without tracing performance. The performance of tracing words elicited significantly greater brain activation than the other two performances of learning unknown words particularly in the superior/middle temporal and inferior parietal regions (angular/supramarginal gyri). The present result indicates that the learners’ brain may be activated differently depending on the performance in CALL, and spell-tracing the spell on the screen is more effective than just listening with image with spell on the screen.
There are a plenty of previous practices that focused on collaborative learning in the field of the second language (L2) learning research. They have observed the effectiveness of the collaboration or peer instruction on some task-based activities, creative output or self-reflection, however, some other researchers doubt about whether peer instruction could enhance or promote learners’ language skills; in other words, every student has somewhat lack of language knowledge and skills and he or she could not be a true “instructor” in terms of accurate use of the language, thus, it would be no use trying to improve language proficiency through peer activities. From the series of the preceding learning experiments targeting at over one thousand young students who utilized self-study-typed computer-assisted language learning (CALL) system, the author has found that the children who intensively tackled as many and as varied tasks as possible would make much further progress in their speech perception. During and soon after the treatment, students kept or improved their ability, however, within one year after the end of the perceptual training, the score returned to the level of the beginning or rather, became remarkably lower than ever. These findings suggest that the focused and constant perceptual training be effective for young children and that the continuous training be crucial in order to maintain the ability. On the other hand, it is easy to assume that students hardly sustain their motivation without a proper guidance. Through the observation and instruction to university students, it revealed that creation of a learning community outside the classroom would be a key for the effective and sustainable use of self-study CALL materials, and that it would be enhanced by the implementation of a communication tool such as a social networking system (SNS). It can be said that ones of the crucial things for the continuing autonomous learning are self-efficacy among peers, mutual assistance, and so on. Thus, this study focuses on the young students’ progress of L2 language skill. Based on the results of the longitudinal experimental research and the questionnaire on English language learning, Japanese-speaking young learners engaged in L2 speech perception training. All the students made use of self-study CALL materials. They also used a supplemental teaching material that was developed by my colleague and the author; it was suitable both for individual use and for pair or group activities, and operates on a tablet with iOS application. The study targets focus on language skills: speech sounds, vocabulary, shapes and order of alphabets, and so on. Some students use it by themselves whereas the others use it with friends and shared their thinking or taught to each other. Learning logs on CALL and performance when using the tablet material were pooled over every student, and compared between learn-by-oneself and learn-with-peer. The results indicated that it might be possible to improve language skills through collaborative learning, however, more concise investigation should be needed with consideration for language acquisition outside the classroom. Work supported by JSPS [26780498].
Poster Session

Time: 12:30 - 2:00

Libraries and Internet as informational sources to foster foreign language learning

Laura San Juan Ceja and Patricia Ángeles Delgado, Universidad Nacional Autónoma de México, Mexico

For over 100 years the National Autonomous University of Mexico, UNAM, has held the most complete collection of documental resources to promote learning in several subjects to benefit nearly 2 million students each year. These collections both printed and electronic are distributed on the 7 campi and several faculties and schools so the information can be easily handed to the community. One of these schools, the Foreign Language Teaching Centre, CELE, has over 25000 resources available on books, journals, thesis, multimedia discs, maps, dictionaries and encyclopedias to foster the language learning process and facilitate recent information on around 9 foreign languages. In many languages courses there are an intense promotion to incorporate information and communication technologies (ICT) on every day activities, but in some practices they exclude main information sources as libraries. In recent years the incorporation of informational literacy (IL) had promoted several skills and abilities on teachers and students in order to seize the immense documental resources the university has available on libraries. The aim of this presentation is to show how a library and the Internet can interact as knowledge spots with an alternative and complementary uses for a foreign language course. Furthermore, it will be shown a set of 5 different activities applied for Italian language learners -that can apply to other foreign language courses- to a) re-discover the features and virtues of each knowledge spot as a valuable source of information and b) acknowledge that the optimization of each space depends on specific aspects such as search objectives and information needs, and of course preferences and willingness on electronic or traditional sources. These activities are set as a path for Italian language learners with level B1 that relate language skills and IL in the search of documental resources on three different types of libraries from UNAM: the main library (Biblioteca Central), CELE’s (biblioteca Stephen A. Bastien) and each students’ school library. We hope these experiences will allow to foreign language teachers to promote effective learners interactions with several information resources that enhance their language learning skills.
Mobile-assisted language learning in the Federation Wallonia-Brussels (Belgium)

Julie Van de Vyver, Université Catholique de Louvain (UCL), Belgium

Since language learning and social change can be considered as interdependent on several aspects, we observe that more and more private but also public initiatives now support new teaching and learning methodologies with the learner at the centre of his learning and the teacher who acts as a facilitator in the process (Pérez-Paredes & Sánchez Tornel : 2009). If this learner-centered way of learning was first developed in the private sector, it is nowadays also fostered by public institutions with, for example, the CEFRL (Council of Europe: 2009). The change in methodology corresponds to an evolution of our today collaborative society where critical thinking and autonomy override knowledge (Depover, Quintin & Strebelle : 2013). This social transformation seems clearly linked with the implementation of new technologies that provide our society with adequate tools to fit its evolution. Looking at the growing use of mobile technologies in everyday life, it appears essential to study and develop the use of such technologies in language learning. Using first CALL then MALL, schools follow the trends and try to adapt to this rapid shift in society. While CALL has been developed for a few decades now, mobile learning is still a young field and before we start evaluating its efficiency in Belgium, there is a need to discuss the state of the current situation, particularly as we know that Belgium is slightly behind the trends regarding the use of mobiles – in 2013, only 35% of the Walloon citizens had a smartphone (Agence Wallonne des Télécommunications: 2013). Therefore, our study aims first at listing the different uses of MALL in secondary schools in Belgium, more precisely in the Federation Wallonia-Brussels, and at linking them in our analysis with the level of IT knowledge of the actors in education and their attitudes towards these mobile technologies. These data will be collected thanks to a quantitative survey distributed in secondary schools to directions, teachers and pupils. Our poster intends to present the frame of the survey but also some primary findings on the topic. We intend then to cross the results of the survey with a state-of-the-art review on the topic and to establish an inventory of the official documents integrating technology in education in the Federation Wallonia-Brussels. Davis’s technology acceptance model (1989), which examines the relation between the perceived usefulness, the perceived ease of use and the user acceptance of information technology, will be used to structure our study and analysis, and will prepare for the second stage of our work. This consists in evaluating the efficiency of MALL in its actual use and further developing and improving the use of mobile technologies in EFL learning in our schools.
Poster Session

Time: 12:30 - 2:00

Moodle Application in Language Learning and Teaching

Mei-Mei Chang and Meichen Lin, National Pingtung University of Science & Technology, Taiwan

With the huge number of Learning Management Systems available today, Modular Object-Oriented Dynamic Learning Environment (Moodle) by far is the leading open source learning management system (Rice, 2011). Moodle is a template-based system to which content must be added by the instructor. It is a courseware package with great potential for supporting conventional classroom instruction to do additional work outside of class. It is also a web-based space for learning where all software tools for writing and editing of information is managed through a web browser and is immediately and publicly available on the Internet (Cooch, 2009), and the delivery system for blended course formats, or even to be used as a standalone e-learning platform (Brandl, 2005). In Taiwan, Moodle is the most widely used in colleges and universities because of its accessibility, comparing to WebCT and Blackboard. The purpose of this study is to synthesize research related to Moodle application in language learning and the effectiveness of Moodle application in language teaching and learning was systematically examined. Following the meta-analysis research steps modified from Cooper’s approach (2010), the studies related to Moodle application in language teaching and learning were identified, selected, classified, and analyzed. The variables investigated in this study included Grade Level, Type of Publication, Year of Publication, Instrumentation, Sample Size, Type of Research Design, Comparison Group, Duration of Treatment, Type of Instruction for Treatment, and Type of Skills. The total number of subjects across 30 studies was 2,144. Among the 30 studies included in the present synthesis, 27 (90%) of the study-weighted ESs were positive, while the others (10%) were negative. The study-weighted ESs ranged from -0.249 to 2.936. The overall grand mean for all 30 study-weighted ESs was 0.941 while the overall grand median for all 30 study-weighted ESs was 0.894. The SD of 0.837 reflected the great variability of ESs across the studies. The results also reveal that 1) the use of Moodle on language teaching and learning have been more popular in the past three years; 2) the mean ES of one group repeated measure design is higher than other designs; and 3) the use of Moodle on language learning is effective in large group settings.
Dynamic Lesson Planning in EFL Reading Classes through a New e-Learning System

Takeshi Okada, Graduate School of International and Cultural Studies, Tohoku University, Japan

Yasunobu Sakamoto, Faculty of Liberal Arts, Tohoku Gakuin University, Japan

This poster illustrates how lesson plans and teaching styles should be dynamically adapted on a real-time basis during an EFL classroom session to fill the gaps between the teacher's expectations and students' needs.

Our project intends to foster EFL reading instruction through a newly developed e-learning system called iBELLEs (interactive blended English language learning enhancement system), which is built on the relational database technology, within a blended e-learning environment.

iBELLEs is used as a feasible tool equipped with a two-way communication function to help teachers of skilled EFL students gauge students' comprehension of the current reading materials and choose appropriate teaching styles to pursue particular sub-goals before reaching the final goal of a given classroom session. iBELLEs is designed to run on tablet PCs and plays a crucial role in face-to-face EFL reading classrooms that are supported by a robust LMS called WebOCMnext.

The most innovative function of iBELLEs is that it allows users to highlight any particular words or parts of the target reading materials. In reading comprehension classrooms the students can see the highlighted parts on which their teacher wants to put stress. On the other hand, the particular parts highlighted by the students are immediately transmitted to the teacher's tablet screen through which the teacher can visually monitor students' ongoing understanding of current reading materials.

In a face-to-face mode classroom, a teacher may choose distinctive teaching styles that are most suitable for a given teaching plan. For example, when a teacher wants to instruct reading strategies such as scanning or skimming, he/she can choose a traditional lecture style, indicating reading clues or keywords by highlighting them on the screen. On the other hand students also can highlight particular parts that they believe to be clues or keywords. If the teacher notices that there are gaps between his/her expectations and students' responses, he/she then changes the lesson plan and chooses a group learning style through which students are encouraged to work collaboratively to share their ideas and enhance their reading skills. In the case when a teacher wants to assess students' comprehension of the passage, he/she can give short quizzes or multiple-choice questions of which scores are automatically calculated. In the occasion when the teacher determines, by observing their highlighting, that the students need to enlarge their vocabulary, he/she may change the teaching plan and choose an individualized learning style in which each student tries to expand and develop vocabulary via external resources like web dictionaries.

In the out-of-classroom mode, students are given assignments or tasks and are required to submit the results to the teacher, who chooses appropriate items or topics to discuss in the subsequent classroom meeting. In addition to the assignments and tasks, the students are given vocabulary pre-
teaching or pre-questioning on the passages as a pre-reading activity of which effects will be evaluated in the following meeting.

The main focus is given to the entire e-learning environment in which iBELLEs, traditional (but flexible) face-to-face teaching styles and out-of-classroom learning are pedagogically well blended.

**Poster Session**

Time: 12:30 - 2:00

**Who benefits with a MALL friendly moodle?**

Thomas Goetz, Hokusei Gakuen University, Japan

Those who teach in institutions with limited computer facilities know firsthand the frustration of securing computer rooms for language learning purposes. Some times of the day are better than others, and as to be expected, the computer science instructors’ requests always get priority. The members of the Foreign Languages Division at Hokusei Gakuen University in Sapporo Japan faced this problem enough to come up with a practical, creative and affordable solution. 1) Make the university moodle smartphone friendly, 2) have on hand a limited number of iPads or iPad minis, and 3) provide WiFi with a portable router where WiFi is otherwise not available. The steps needed in modifying the university moodle were surprisingly light. Rather, the biggest area for fixing was in the acquisition and management of the requisite hardware to ensure full student access and participation. Who benefits? Academic office workers no longer are flooded with Computer Room requests, teachers are happy since they can utilize moodle materials during class, and students learn that as they become confident in doing moodle based exercises in class, they are more likely to do moodle based tasks outside of class, at home, during their commute, or wherever.

**SESSION 4**

**Session 4-1A**

Time: 2:00 - 2:30

Room: Room 2D

**One year of extensive reading on mobile devices: Is it time for schools to stop buying paperbacks?**

Brett Milliner and Travis Cote, Tamagawa University, Japan

Today’s smartphones are powerful, mobile computing devices capable of performing hundreds of specialised, complex applications to anyone, seemingly anywhere in the world. Mobile computing
technology is driving the evolution of many aspects of our academic lives, and for language learners, the process of extensive reading (ER) is one practice being refashioned by smartphone technology. This presentation introduces Xreading® (<www.xreading.com>), an online graded reader (GR) library and learning management system (LMS) devoted specifically to the digital implementation and management of extensive reading. In this one year study at a private university in Tokyo, Japan, students used a smartphone, tablet or PC to access a vast online library of GR’s. For the faculty who teach them, Xreading provides a dynamic, ER management system designed to provide a broad range of feedback data on students’ reading progress and history. Presenters will report on student engagement with this platform over the duration of one academic year in regards to changes in reading speeds, volume of reading, and correlations between these results and TOEIC® IP test scores. Results from post-pilot questionnaire data and a focus group discussion will illustrate student perceptions of this new approach to ER. This presentation will be of interest to those involved in mobile assisted language learning (MALL) as well as teachers and administrators who recognise the benefits of ER and who, for various reasons, have struggled to implement extensive reading into their curriculum.

Session 4-1B

Time: 2:00 - 2:30

Room: Room 3G

Inclusive CALL Teaching Practices with Compensational IT Tools

Anders Henrik Bendsen, VIA University College, Denmark

In this 30-minute reflective practice CALL presentation, the focus is on inclusion and social justice.

It takes a lot to include students with reading and spelling difficulties in ordinary Grade School language classes. It takes ‘didactic design’ in order to make such SEN students learn, and learn how to learn, by means of compensational IT. It may also take a number of other factors, chief among which is an on-going and seamless implementation of practices in and beyond CALL. That is, human resources as well as a digital learning architecture. On top of this, pupils like these have often been excluded from language classes in their early years, thus stunting their development.

In a project providing the basis for this presentation, a group of students in a municipality in north-western Denmark received compensational IT tools, and went through a 12-week intensive course in an IT class in a separate school. The class was small, and the educational focus was on using IT technology for learning. Problems arose when the students returned to the learning environment of the classes they came from. It became apparent that teachers had quite a job on their hands in scaffolding and motivating these pupils into using their newly-won competences from the IT class. At best, an added benefit might be reaped if students without SEN difficulties became inspired by SEN students to use IT tools more, and in a better way.

The presentation is based on classroom observations of students’ inclusive learning strategies, and on semi-structured qualitative interviews with students and teachers. Results are that SEN students did not use their compensational IT tools to the degree it was hoped on their return, and there was
accordingly no spill-over effect on other students either. Findings are accordingly that teacher- and student-initiated class activities need structural support provided by e.g. flowcharts or models on how to go about learning, in order to gain learning outcomes at a satisfactory level. The plan is to present a mock-up or first-iteration chart developed in response to this challenge. Various tools, practices and schedules will be presented, and a few examples of digital testing and evaluation, to help these students along from the stage where they begin.

Motivation for this kind of CALL programme is strong, since modern foreign languages are a must for most students in today’s globalized world. Also, faced with an uphill battle, some SEN students react by choosing an unlikely favourite subject. Some students in this project hence developed a special interest in a modern foreign language such as English. Even with students with serious special education needs, languages may produce moments of joy since they provide glimpses into a different and exciting world that they never expected to gain access to (McColl 2000). CALL may help students like these, but apparently not unless it is remembered that to succeed, we may need Critical CALL and measures beyond CALL, in order to redress the balance between language learning, power relationships and social change.

**Session 4-1C**

**Time:** 2:00 - 2:30

**Room:** Room 2B

**Lessons learnt from online teaching of German as a second foreign language: combining online and hybrid teaching environments**

Lucrecia Keim, University of Vic, Spain

For the last five academic years, we have been teaching German as a second foreign language to translators and interpreters face-to-face and online, adapting to a hybrid pedagogic design, both with regard to the materials as well as the teaching itself. This design was applied to four classes corresponding to levels A1.1 to A2.2. The teaching concept was based on the principles of communicative, collaborative and meaningful learning. When we started out we were not in a position to create all the design and the material independently. Therefore we opted to design the structure of the virtual classroom in a Moodle environment, taking into account the characteristics of face-to-face teaching on the one hand, and online teaching on the other, but using a textbook designed for face-to-face teaching for the two groups. We chose Schritte international and, thanks to the kind collaboration of Hueber publishing house, we set up the virtual classroom complementing the textbook with webpages in which we inserted the images, audios and work indications to enable online students to be guided in their self-study. We also added complementary theoretical explanations, questionnaires, videos, activities and tasks, and above all, we were interested in offering the possibility for students to interact with each other using the written word as well as orally. Initially, the classes were duplicated, but in the virtual classroom designed for the face-to-face students, we hid part of the material as we felt it was redundant. However, one of the lessons we have learned is that redundancy in this case plays in our favour and offers supplementary learning opportunities. Since the last course, face-to-face students and online students have been
sharing the same classroom and, little by little, the level of interaction between the groups is increasing. In this paper, we briefly present the main characteristics of this hybrid design—which combines the textbook with activities mediated by technology—and we particularly focus on the activities selected for practising oral production in German at level A2.2. The activities aim to address different levels of complexity in terms of language skills needed, of task’s design and of technology use. We have also included self-evaluation as a component in such a way that each activity is linked to a questionnaire of a reflective nature that enables the teacher/tutor to offer feedback on the activity carried out. We aim to make the progress in oral production skills more transparent and enable students to establish fruitful relationships between the oral practice activity and the other activities of each unit in order to promote, as far as possible, focusing on both the content as well as the form. We offer samples of the activities, as well as the results of a questionnaire sent to the students which show their perception of the environment.

Session 4-1D

Time: 2:00 - 2:30

Room: Room 2E

The TATL framework for CALL development

Neasa Ní Chiaráin and Ailbhe Ní Chasaide, Trinity College, Dublin, Ireland

A framework is proposed, TATL, which aims to provide a ‘master environment’ for CALL development. It consists of four key factors to be considered together at the planning and development stages in order to optimize the effectiveness of CALL applications. While much of the CALL literature in the past has been dominated by discussions of its history, its scope and of terminology issues [1], we focus here rather on the need to evolve a framework which can allow CALL development to proceed in a way that takes account of the theoretical and practical context. The present proposal draws on experience gained from research on the development and evaluation of interactive language learning CALL platforms which exploit text-to-speech synthesis (TTS) for Irish (Gaelic), a minority language [2]–[5].

Underwood’s characterisation of CALL as “letting computer whizzes first explore how the computer can do something particularly well and then design the program to take advantage of that” [6, p. 83] still rings true more than thirty years later. We argue here that technological innovation should come rather as a response to pedagogical theory, which in turn, is informed by that branch of cognitive science which explores language learning/language acquisition. This puts the emphasis back on the learning, or on the cognitive modification experienced by the learner, as the central focus of the CALL endeavor. Furthermore, it is crucial that this be done in a way that takes account of the learner’s context, level and outlook. The computer here acts as a means to deliver the desired content in exciting ways, rather than as the central focus.

The four key factors suggested as crucial to CALL development are: (a) Theory: the prevailing theory or theories of language acquisition (b) Actions: learning activities prompted by the theory (c) Technology: the current state of technological development, especially its capacity to deliver content appropriate to these actions (d) Learner context: this covers multiple factors, such as: the
learners’ engagement with the technology and its likely influence on their motivation to acquire the target language; learners’ level; cognitive style; sociocultural background and overall motivation

Within the TATL framework personalisation of content, localising and adapting it to the needs of learners from a variety of socio-cultural backgrounds, levels and cognitive styles, is paramount. The framework, at one level, should be accessible to local practitioners so that they can readily adapt content to a wide variety of languages and contexts - such as, in our case, the challenging context of an endangered language. TATL, at a high-level, underscores the need for interdisciplinary development, ideally involving the cooperation of linguists, pedagogues, engineers, graphics and design experts. However, even where ideal conditions are not met, initial TATL analysis would raise consciousness and help ensure that developments are more likely to be ‘fit for purpose’.

The TATL framework is illustrated in terms of our experiences in developing prototype CALL platforms for Irish language pedagogy, drawing on our reflections from their evaluation by second level learners in schools in Ireland.

Session 4-1E

Time: 2:00 - 2:30

Room: Room 4S

Telecollaboration: the development of intercultural competence and learner autonomy in an e-tandem project

Ruby Vurdien, White Rose Language School, Spain

Pasi Puranen, Aalto University, Finland

Online telecollaboration and social networking are becoming more and more popular in language learning today, fostering intercultural competence. The emergence of a variety of online tools used in Computer Mediated Communication enables students to interact in a more authentic way, share their views and learn from each other’s cultures online. This paper examines and reports on a study about how students from two different countries, Finland and Spain, developed intercultural competence through the use of a social networking platform, Facebook, as a telecollaborative learning context. The Spanish participants were preparing for the C1 and C2 (Common European Framework of Reference) Cambridge ESOL examinations, whereas the Finnish participants were studying a degree in Economics and were learning Spanish as part of their compulsory language studies. A tandem task-based project was designed in which students interacted with their peers for six weeks. The participants were expected to perform a weekly task on the Facebook platform which encouraged them to comment on each other’s posts and interact online. The first three tasks were assigned in English whilst the other three were in Spanish. The exchange of information was aimed at helping the students to learn about different aspects of each other’s culture with a view to the development intercultural competence. The study adopted a qualitative approach and data were collected by means of two questionnaires administered at the start and end of the project to find out about their expectations of the project and if these had been fulfilled. A survey comprising a five-
point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was also employed to
gauge the participants’ reactions to the project. Finally, individual interviews were conducted at the
end of the project to gather additional data. The two main questions that guided this study are as
follows: 1. How do students perceive learning about each other’s culture through online social
interaction? 2. To what extent can online social interaction foster learning autonomy? In our
presentation we will answer these questions and present the findings of our study. The findings
suggest that their learning experience had been positive and they had enhanced their knowledge of
each other’s cultural traits, such as their university education, lifestyle, food, hobbies and traditions.
However, the Spanish students claimed that, due to the large number of participants, they had
difficulty in engaging with each one and, as a result, were unable to explore their thoughts and
views deeply. Yet, their Finnish counterparts attributed it to the fact that they were not hardworking
enough to achieve that goal. With regard to learning autonomy, sharing information and exchanging
views were deemed to be of the utmost importance. The participants also reported that judging from
the amount of information they exchanged, there was enough scope for critical thinking, which
contributed towards independent learning.

Session 4-1F

Time: 2:00 - 2:30

Room: Room 3F

Integrating Formative Assessment into Learner Autonomy Development in a Web-based College English Course

Huadong Yin, Capital Normal University, China

Zhihong Lu, Beijing University of Posts and Telecommunications, China

Enriqueta Reston, University of San Carlos, Philippines

Learner autonomy (LA) plays an important role in computer-assisted language learning (CALL), and how to promote LA in CALL by all means has become an increasingly important task for educators and researchers. In this study a scheme for formative assessment to foster LA in a web-based English course was designed, implemented, and evaluated in a case study by using mixed-method methodologies. Based on designs and applications of formative assessment from Weir and Roberts (1994), Genesee and Upshur (1998), and Yin (2010), the scheme was composed of four modes: students’ e-portfolio (including study plans and reflections, online learning records, online learning outcomes and presentations), teacher’s assessment of classroom activities, students’ self-and peer assessment, and teacher’s evaluation of the students’ learning results. Different from the previous studies, this research attempted to integrate formative assessment into LA development in EFL learners’ language activities in CALL environments. A questionnaire to measure LA levels was used to collect data at pre- and post tests from the subjects. The questionnaire, adopted from Xu (2007), comprises five parts concerning EFL learners’ self-evaluation on their (a) understanding of the English teacher’s teaching objectives and requirements, (b) setting up English learning goals and study planning, (c) application of English learning strategies, (d) monitoring the application of
the strategies and (e) monitoring the English learning process. Validity and reliability of the questionnaire were scrutinized and proved to be highly acceptable in this study. One class with forty non-English major freshmen was chosen randomly as the research subjects at the first presenter’s university. The teacher applied the scheme to the class for five months and measured differences in the LA levels between the pretest and the post-test. Correlation analysis and significance tests were conducted to analyze results, and explore relationships among the variables. Besides, qualitative approaches using interviews with selected students were done along with an examination of students’ output in the formative assessment activities to cross check the data collected. It was found that the means of the overall level of LA and its five parts were increased after the students took the course embedded with the scheme. There were significant gains in the students’ overall LA level and its three parts (p < 0.05), though not in the other two parts. There was no significant relationship between the students’ achievement in the course (scores) and their LA levels. The one-on-one interviews with the ten students randomly chosen from the class showed they generally believed the four modes of the scheme were helpful in their LA development. In conclusion, this study showed: first, on the whole the scheme can foster LA in the web-based course, which suggests an alternative approach to LA development in CALL; second, correlation between the students’ scores and their LA levels was not significant (p > 0.05), different from the finding of Gao and Zhang (2005) but echoed by Yin (2014). The findings in this study indicate the relationship between scores and LA levels is complicated in CALL environments, and therefore further research is needed.

Session 4-1G

Time: 2:00 - 2:30

Room: Room 3L

HandsOnTurkish.Com - a barrier-free course of Turkish for general learners, business people and entrepreneurs

Carl Taylor and Ruth Taylor, Pendragon Educational Publishers Ltd, United Kingdom

HandsOnTurkish.Com is a high quality ‘barrier-free’ course of Turkish, available in English, French, German, Italian and Dutch, and which is being funded by the European Commission’s Lifelong Learning Programme (Leonardo da Vinci). The online Turkish course is suitable for general learners, business people and entrepreneurs. It will be of particular benefit to young Turkish people who were born and live outside Turkey. The course is ‘barrier-free’ in two respects: By adopting a holistic methodological approach and cognitivist-constructivist principles, the developers have created a learner-centred and ‘brain-friendly’ course that motivates and supports learners, regardless of their educational backgrounds. This ensures that all learners will be able to acquire Turkish, including non-academic learners in VET and those with previous negative learning experiences. Furthermore, the course can be accessed through a number of different learning platforms: online as a web-based version, offline through smartphone apps as well as apps for tablet devices such as Apple’s iPad. In this way HandsOnTurkish.Com is positioned to cater for learners who have constant access to the internet and use different electronic devices during the course of a day, thus reflecting current trends whereby learners (especially business orientated target groups) are turning
away from traditional print products to eLearning and online resources. This strategy harnesses the power of modern technology to allow learners to have the contact time with Turkish that is needed for sustainable learning to take place. HandsonTurkish.Com complements language learning with extensive insights into Turkish culture in general and business culture in particular. The linguistic skills together with the cultural competences will ensure that learners are able to act self-confidently in the target culture. All this meets the needs of European businesses that deal in Turkey or with Turkish businesses, or are wishing to do so. The course offers a basic command of Turkish, also in business settings, and the relevant cultural understanding to deal with the challenge of doing business in Turkey. Consequently, basic mistakes, which, in a ‘high context culture’ such as Turkey’s are all too easily made, can be avoided. HandsonTurkish.Com is based on the Common European Framework of Reference for Languages, levels A1/A2.

Key features • User-friendly, learner-oriented, clearly organised • Comprehensive learning activities, promoting intercultural competence and business etiquette • Interactive dialogues and extensive vocabulary practice • Role play activities with voice recording functions • Complete flexibility: study online, download the apps.

What is different? • Challenges the perception that Turkish is difficult to learn. • Based on the Common European Framework of Reference for Languages. Fully complies with the National and European Qualifications Frameworks. • Offers a ‘barrier-free’ learning experience to suit non-academic learners in vocational educational training (VET).

Who is the course for? • Designed for general learners, entrepreneurs and business people and optimised for a modern learning environment. • Ideally suitable for students and young Turkish people born and living abroad. • Meets the needs of complete beginners, irrespective of educational background, and all those interested in the Turkish language and culture.

www.handsonturkish.com

Session 4-1H

Time: 2:00 - 2:30

Room: Room 3I

Online communities in L2 teacher education in CALL: Born or made? Reflections from an online tutor in a language teacher training and development e-course for CALL.

Sandra Morales, Newcastle University, United Kingdom

Online communities in teacher education can be defined as a group of people with similar professional interests who collaborate, share information and support each other for learning objectives via Computer Mediated Communication (CMC) resources (Shea, 2006). Because of the socio-constructivist approach that nowadays predominates in language teacher education in
Computer Assisted Language Learning (CALL), online communities have been integrated to L2 teacher professional development courses for CALL. This provides a means to support L2 teachers to develop their CALL knowledge and skills both individually and by interacting with their peers.

Online communities have been studied in L2 teacher education in CALL (Hanson-Smith, 2006; Almeida D’Eca and Gonzalez, 2006; Beaven et al, 2010; Motteram, 2012) and the findings suggest that they are a valuable support for L2 teachers when developing CALL knowledge and skills. In online communities, teachers are encouraged to think critically, reflect and collaborate. However, there is still need for further exploration about online communities in order to improve their purpose in L2 teacher training courses for CALL. How do online communities develop? What makes online communities an effective space for collaboration, and the acquisition and promotion of CALL skills and knowledge? What is the role of the online tutor in the online community?

Bearing these questions in mind, this paper presents evidence from the online tutor’s point of view on the development of an online community of inquiry of seven (n=7) L2 teachers from Chile and Easter Island in a teacher training for CALL e-course. The data for this study consists of the online tutor’s reflective journal, the teachers’ posts in the online community forum (Moodle) and interviews on Skype. The information from the online forums was analysed using content analysis and the community of inquiry framework (Garrison, Arbaugh and Archer, 2000). Issues regarding the importance of the online tutor and her different roles in the online community will be discussed. Also, the teachers’ experiences will be explained. The findings discussed in this reflective paper seek to contribute to the knowledge of whether and how online communities are born and/or made in L2 teacher education in CALL. This will allow CALL trainers and course developers to help L2 teachers by giving them effective support so they are able to benefit from sustainable online communities for their CALL professional development.

Session 4-2A

Time: 2:30 - 3:00

Room: Room 2D

Successful EFL Teaching using Mobile Technologies in a Flipped Classroom

Hiroyuki Obari and Steve Lambacher, Aoyama Gakuin University, Japan

In a reversal to traditional learning, the flipped classroom is a unique educational environment which is quickly gaining in popularity among educators worldwide. In a flipped classroom, students learn the course lectures (i.e., online videos, materials, etc.) before coming to class, and spend the bulk of classroom time asking questions and being engaged in interactive discussions.

In this talk, we present the results of two case studies that evaluated the effectiveness of a flipped classroom compared to a traditional classroom. Case study 1, carried out from April 2014 to January 2015 at a private university in Tokyo, targeted 60 first-year undergraduates. An experimental group was exposed to flipped lessons for 24 weeks using the textbook ‘Lecture Ready
I.’ Students were required to watch the course video lectures and online English learning materials using a mobile device before coming to each class, and then created PowerPoint slides for classroom presentations, interaction, and discussion during the regular classes. In contrast, a control group of students were taught using traditional methods with the same textbook but with no flipped lessons. The control group watched the video lectures and answered the textbook questions, but only during regular classroom periods.

An assessment of pre-treatment and post-treatment TOEIC scores showed that the students exposed to the flipped lessons improved from a mean score of 474 (SD 111) to 649 (SD 96), which was greater than that of the control students who improved from 484 (SD 123) to 617 (SD 115). By the end of the eight-month training period, the experimental group had completed 80% of course contents and substantially improved their overall reading, listening and oral communication skills through the online English lectures with flipped lessons.

Case study 2 was also carried out from April 2014 to January 2015, and targeted 25 third-year undergraduates to ascertain the effectiveness of flipped lessons + independent studies using iPads. This group was exposed to flipped lessons for 24 weeks using a variety of materials such as the ‘Lecture Ready II’ digital text with iPad, COOORI e-learning software for learning words and phrases related to the digital text, ATR CALL Brix e-Learning, Newton e-Learning, and TED Talks. Students were required to watch the video lectures of ‘Lecture Ready II’ and then created PowerPoint slides in preparation for classroom presentations and discussions with their iPads before each class. Students shared their presentations and interacted with each other during the regular classes in small groups with their iPads. Other than ‘Lecture Ready II’, students studied online materials independently with their iPads.

An assessment of pre-treatment and post-treatment TOEIC scores and OPIc computer-based speaking test results showed that the students improved from a mean score of 577 (SD 132) to 758 (SD 105), an improvement of 24% in just the speaking test. Also, surveys administered to students after their exposure to the flipped lesson activities to evaluate their effectiveness indicated that they were more satisfied with their flipped classroom lessons and motivated by the blended learning environment incorporating m-learning.

Session 4-2B

Time: 2:30 - 3:00

Room: Room 3G

Active methodologies to enhance the inclusion of visually impaired students in a B2 computer-mediated English language programme.

Marina Canapero, University of Padova, Italy

Human-computer interaction has traditionally focused on audio-visual interfaces. For the severely visually impaired, however, the human senses of touch and hearing are key to engaging and interacting with new learning technologies. Haptic interfaces have now reached a high level of
sophistication, enabling visually impaired students to access a wide range of language learning materials on and offline and to take part actively in CMC. This paper aims to analyse active methodologies for the inclusion of visually impaired university students enrolled in a B2 computer-mediated English language learning programme. A group of undergraduate students with moderate to severe visual impairments were asked to perform three main tasks (web browsing and menu selection, reading and listening comprehension, and voice recognition) using a computer-mediated haptic interface and ancillary devices. The aim was to analyse a number of dependent measures including the assimilation of information; task performance and completion time; the rate of success and workload; and user behaviour and preferences. An overview of technologies, including computer based haptic systems, mobile handheld devices with real-time continuous speech recognition technology, digital recording systems, voice synthesizers and speech-to-text conversion software, and scanning devices using OCR software will be examined and evaluated. Emphasis will be on visually impaired student feedback and on enhancing learner autonomy using technology. Drawbacks and limitations to student inclusion and accessibility to on and offline language learning materials in our B2 English programme will also be covered.

Session 4-2C

Time: 2:30 – 3:00

Room: Room 2B

Collaboration in online discussion forums: lessons learned to take a step forwards toward a successful digital learning community

Sahar Alzahrani, University of Southampton, United Kingdom

This paper presents reflections on a CALL experience and the lessons learned from learners’ collaborative language learning experience in online discussion forums. The intention is to highlight the fact that collaboration in online discussions with devoted teachers does not only enhance language learning, but it also has an impact on social change and power relationships. In a course with a huge number of learners, MOOCs lack the intimacy of face-to-face communication (Heller, 2013). Collaboration can succeed in solving the problem faced by MOOCs providers when the participating learners feel at some point that they no more feel engaged and thus they quit the course. But this solution can only be achieved when MOOC providers consider blending these distance learning sessions with face-to-face meetings to enable learners to build social relationships and to better know each other. Blended learning (online with face-to-face sessions) will provide more feedback and greater motivation (Murphy and Hurd, 2011). The development of the social aspect of learning will improve the learners’ feeling of relatedness which is required for the enhancement of learner-independence (Benson, 2001, 2011). The feeling of relatedness will make learners willing to share more with the others and will provide them with the needed scaffold (Levy and Stockwell, 2008).

The paper will talk about the useful functionalities and an overall view of the discussion platform embedded in the virtual learning environment used for a blended language course. The approach and process of the selection of the discussion topics will be recounted with their rationale. The design of the discussion forums has undergone multiple decision taking sessions including
considerations of technical facilities available for learners, of different learners’ cognitive functions,
of developing learners’ motivation and engagement as well as learning management skills, and of
building a learning community. The teacher used the discussion forums in a blended course in ways
that increase the learners’ participation, motivation, engagement, linguistic and metalinguistic
awareness, self-efficacy, and language learning opportunities. Patterns of learners’ use of the online
discussion forums will be explored in this paper. Quotes of the learners’ responses to their
participation in collaborative language learning using online discussion forums will be taken from
their online communication, one-to-one interviews and a focus group interview. Then, an
exhaustive list of lessons gained from the design and use of the online discussion forums in this
CALL experience will be elaborated.

References
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Session 4-2D

Time: 2:30 – 3:00

Room: Room 2E

Empowering EMI Lecturers - A Program for Improving Teaching Competence

Suzanne Cloke, University of Padova, Italy

This paper presents a program created to help university lecturers improve their ability to deliver
their courses using English-Medium Instruction. This project was created to strengthen and develop
internationalization at a European university. A brief overview of the project to date will be
presented, followed by a discussion of the development and implementation of the initial 30-hour
experimental course, the subsequent intensive courses and the current 40-hour course offered by the
university’s Language Center. These highly interactive courses engage lecturers in an open dialogue
on techniques for teaching international groups. Topics addressed have been taken from the CLIL*
Competences [P. Bertaux, C.M. Coonan, M.J.Frigols-Martín, P. Mehisto (2010)]. They include
course introductions, course summaries, defining objectives, lecturing/teaching styles; register, pace
and pronunciation; academic vocabulary; language for classroom management; and using
technology for teaching and assessment. The courses include teaching practice and peer evaluation.
To increase autonomous learning, a variety of online choices for self-study are provided for the
lecturers as part of the blended learning experience. They are also encouraged to set their own goals,
assess themselves and reflect on their own progress to help them extend their learning beyond the
classroom and give them impetus for lifelong learning. Three different online learning management
systems have been used at various stages of the program; the ease of creating, modifying and
reusing content as well as the ease of participant accessibility, cooperative learning and interaction with the content will be critically compared.

Session 4-2E

Time: 2:30 - 3:00

Room: Room 4S

Facebook as a Virtual Learning Space to Connect Multiple Language Classrooms

Paul Sebastian, The College of Idaho, United States

This study examined the potential of the Facebook group utility in assisting university Spanish students and pre-service Spanish teachers as they explored their roles as teachers and learners. Participants represented two Spanish language classes and two Spanish teaching methods classes at the university level. These classes were combined into a Facebook group and student interactions were recorded. A qualitative case study was used to frame the 12 week research project. Data were collected from the Facebook group wall, weekly student reports, and a final optional survey (n = 42). Results are organized with respect to how participants used the Facebook group, how the virtual and physical learning spaces were connected, benefits of participation as perceived by the students, and genuineness of student contributions. Recommendations are offered for those considering the implementation of similar virtual learning spaces as extensions to face-to-face foreign language or teacher training classrooms.

Session 4-2F

Time: 2:30 - 3:00

Room: Room 3F

The impacts of an online grammar self-assessment system on CFL learners and teachers: a mixed method study

Lijing Shi, the London School of Economics and Politic Science, United Kingdom

In the context of British Higher Education, teachers of Chinese as a foreign language (CFL) often face many challenges (e.g. limited class teaching time, mix-ability groups) developing learners’ grammar knowledge. One solution is to employ new pedagogy and technology. Process-oriented ‘dynamic assessment’ (Lantolf & Poehner, 2006) is grounded in Vygotsky’s (1989) Sociocultural Theory of Mind, integrating instruction and assessment. A Moodle-based dynamic assessment system of Chinese grammar was developed by LSE Chinese teachers in 2012/3 and implemented in
2014/5. Enabling students to construct their grammar knowledge in their own time and space, this online system aims to improve the quality of grammar learning and teaching.

The purpose of this study was to scrutinize the effects of this online grammar self-assessment system on learners and teachers. Using a mixed method approach (Johnson & Onwuegbuzie, 2004), data were collected from the online system, learners, and teachers/designers. Moodle-generated statistics provided basic information regarding how learners used this online system in terms of frequency and duration. It also produced graphics illustrating learners’ overall accuracy rate and error distribution, both of which could inform classroom teaching. The questionnaire data showed learners’ high satisfaction with the online system, whereas focus group interviews provided the reasons for the success of the online-learning and information for further improvement. By comparing learners’ scores in grammar exams with previous cohort, preliminary results clearly showed gains by learners in Chinese grammar knowledge. Analysis of teachers’ reflection notes revealed the impacts on teachers’ pedagogical thinking. These findings suggest the usefulness of technology-enhanced ‘dynamic assessment’ of grammar for both learners and teachers.

Session 4-2G

Time: 2:30 - 3:00

Room: Room 3L

The L3-Task Project: Learner Corpora based on oral samples of online interaction in Tandem recordings (German, Spanish, Chinese)

Claudia Grümpel, University of Alicante, Spain

This study focus on samples of the Learner Corpus of the EU L3-Task Project, a multilingual corpus of recordings of oral online interaction (German, Spanish, Chinese) in the context of autonomous language learning outside of the classroom partly guided by institutional classes within the CEFLRL framework or similar classification frameworks.

Multilingual learner corpus often has been analyzed in texts written by language learners from different language backgrounds. Questions centered often on the differences in the amount and types of L2/L3 errors. The L3-Tasks corpus is an oral learner corpus recorded in online tandem sessions by students.

In this Project, we present oral samples taken from online tandem interaction in German and Spanish by students who are native speakers (NSs) of Spanish (L1), having studied English as a second language English (L2) and are acquiring German as a L3 within a university program based on a A2/B1 level according CEFR. During their online encounter, the tandem partners carried out task-based interactions related to the formal German language course in university education. The interactions were carried out outside of the classroom and recorded and stored by the students themselves with the help of a common video-conference platform. Online tandems are carried out on the principles of autonomy, reciprocity and diversity (Brammerts 2005, Telles & Vassallo 2006).
In this article we concentrate on former research on interaction (Long 1996, Gass 2003, Swain 1995) and recent computer mediated communication based on chats and videoconferencing (Bower & Kawaguchi 2011, Iwasaki & Oliver 2003, Tudini 2010, Sotillo 2005). Data are analyzed on Conversation Analysis (CA) categories such as Collaborative Feedback, Competitive Feedback, Negotiation of Meaning, Collaborative Overlap and Competitive Overlap; Pausing and Turns.

We offered and recorded institutional online tandems outside of the classroom (aprox. 150 tandem pairs) with levels of A1-B2 and analyzed samples of recordings, transcribing with FOLKER based on Conversational Analysis and a Minimal Transcript.

We observed in Language Learner Corpora intercultural discourse difference on CA categories, such as:


Session 4-2H

Time: 2:30 - 3:00
Room: Room 3I

Language teachers on Twitter: the #mfltwitterati community of practice

Fernando Rosell-Aguilar, The Open University, United Kingdom

Twitter has become a hugely popular social networking microblogging service, with more than 1 billion registered users since its launch in 2006. Many learners and teachers worldwide use Twitter every day as a language learning and teaching tool. Many language teachers also use it to connect with each other. One example of this is the #mfltwitterati hashtag, which is used by language teachers as a global staffroom / personal learning network where they can share developments, ideas, resources, joys and frustrations. The list of MFL ‘twitterers’ has over 2000 members and reaches many more. In this paper I will describe how this collective of language teachers use the #mfltwitterati hashtag and evaluate the impact it has had on them. Based on a recent survey with 120 responses from #mfltwitterati hashtag users and followers, the paper will present a profile of the users and the respondents’ opinions of the network, how they use it, what they think of it and how it has affected their teaching practices.
Session 4-3A

Time: 3:00 - 3:30

Room: Room 2D

Activities and reflection for influencing beliefs about learning with smartphones

Robert Cochrane, Kyushu Sangyo University, Japan

English education in Japan faces numerous challenges. Especially for students at one private technical university in southern Japan. These challenges include an EFL context, mandatory English classes, and an exam-oriented education system. As a result, students have very little exposure to authentic English in daily life, even fewer chances to use English and largely see it as a subject of grammar tests. The education culture also creates students who rely on their teachers for knowledge. Resulting in students who are poorly motivated and have a very low proficiency with English. This may not be completely of their own choosing but are the consequences of not having been shown how to learn English effectively.

Computer technology, access to the internet and the almost universal possession of smartphones can help ease the burden of learning, but only if these tools are used effectively. These students report having very low computer skills and their smartphones are seen as tools for maintaining social contacts (texting, social apps, VOIP etc) and as gaming devices. What is unclear is whether students are unaware of or unwilling to use, the educational and productivity functions of their smartphones.

This action research project aimed to examine learner beliefs about learning and learning with smartphones. It incorporated task-based homework activities that introduced and required the use of the educational and productivity aspects of smartphones. Finally, it explored whether reflecting on these activities had a positive influence on learner beliefs. Four first-year university classes (N=130) enrolled in a mandatory listening and speaking course participated in this study. The participants wrote a Listening and Reading Test (L and R Test) for placement. All participants were placed into the lowest class level. Classes were grouped by department with two classes of Economics and Business majors, one of Engineering and Technology majors and one of Art and Design majors. All students wrote the L and R Test again at the end of the 15-week term.

A survey measuring student beliefs about learning and learning with smartphones was administered at the beginning and the end of the term. All students were required to complete an e-learning program administered on Moodle containing two courses, a listening / textbook review component and a vocabulary component. In addition, participants were assigned a variety of task-based activities that introduced various productive and educational functions of their smartphones, for example, note-taking, scheduling, audio, video, image manipulation and content creation. Three of the classes were assigned a reflection activity requiring them to report on each completed activity. As a control, one class were assigned the activities, but not the reflection tasks.

This presentation will report the findings of the survey on learning and what changes were observed. The results of the L and R Test will also be presented and how student academic gains compared with the university average. The design of the activities and problems that occurred during the term will also be discussed.
The past decade has seen a growing interest in ‘flipped learning’, an inversion of traditional teaching methods, whereby instruction that formerly took place in the classroom is made accessible online and lesson time is spent on practice exercises and collaborative problem solving. In addition to allowing students to work at their own pace, flipped learning is reputed to increase in-class engagement and produce better learning outcomes as well. Until very recently, the implementation of flipped learning was largely limited to educators involved in Science, Technology, Engineering, and Math (STEM) fields and/or the teaching of blended courses, but some foreign language professionals have also now begun to push for its adoption. On the surface, such a pedagogical approach may appear to offer hope of ushering in the long-awaited integrated phase of CALL (Bax, 2003), wherein computers will eventually be used as a normal part of everyday instruction and teacher roles will shift to those of facilitators and managers. However, advocates of flipped learning in foreign language education must acknowledge that most research to date on the efficacy of this seemingly new methodology has been merely anecdotal. Moreover, most flipped teaching as it is currently practiced assumes top-down presentation that ignores fundamental differences in the nature and purpose of instructional input when content learning is the main, if not sole, objective and language acquisition occurs only incidentally, if at all. As such, it is wholly inconsistent with and unsuited to contemporary foreign language pedagogy without thoughtful adaptation.

This paper will examine potential advantages and disadvantages of flipped teaching in foreign language education from various stakeholder perspectives as illustrated by three specific tertiary setting examples. It will then apply the concept of an abstraction-reconstruction cycle (Schmitt, Herder, & Bhalla, 1997) to the analysis of second language pedagogy in order to identify conditions and directions of probable technological development. Finally, it will explore possible realizations of the latter in accordance with Puentedura’s (2006) Substitution-Augmentation-Modification-Redefinition (SAMR) model to suggest appropriate responses to increasing pressures to flip the foreign language classroom.
Session 4-3C

Time: 3:00 - 3:30

Room: Room 2B

Feedback on feedback – does it work?

Oranna Speicher and Sascha Stollhans, University of Nottingham, United Kingdom

In 2005 the Higher Education Funding Council for England (HEFCE) launched the National Student Survey (NSS) to gauge the level of overall satisfaction amongst final year students regarding their degree courses in the UK. The survey questions cover various aspects of the students’ university experience, from the organisation and management of their study programmes and the teaching they experiences to feedback on their assessments and learning resources. Whilst the student satisfaction with assessment and feedback has risen since the start of the survey, last year’s figures suggest that it is still the category where, relatively speaking, students express least satisfaction regarding their university experience.

It is well documented that providing assessment feedback with the help of screencasts is well received by students and encourages deeper engagement with the feedback given by the assessors (inter alia Abdous and Yoshimura 2010; Brick and Holmes 2008; Cann 2007; Stannard 2007). This paper reports the results of a case study where screencasting was not just used by tutors to provide feedback to students on their written work, but also by the students themselves to comment in depth on the feedback they had received. In a first step, students were sent screencast videos providing elicitation feedback (see Lyster and Ranta 1997) on their written work, i.e. metalinguistic explanations and prompts to encourage them to work out for themselves how to improve their work. After reworking their essays, the students themselves produced a screencast video, explaining how they have incorporated the feedback. In doing so, students were encouraged to reflect on their own linguistic output and to actively engage with the provided feedback. The technology provided a platform to do so effectively.

The study involved two groups of learners of German at an English university, one doing German as a degree, the other taking a German module on the institution-wide language programme. Participants in the case study were surveyed at the end of the semester and we will report on the survey findings as well as discuss the limitations and implications of the case study. We will reflect on the potential role of technology in providing feedback, the effectiveness of elicitation feedback in the context of this case study and the students’ perception of it.

References
Assessing and advancing translation competence for FL purposes: pairing a keystroke recorder and a subtitle simulator

Raffaella Panizzon, University of Padua, Italy

The present contribution describes the methodology and results of a study conducted on a sample of undergraduate students of the degree courses "Mediazione Linguistica e Culturale" [Linguistic and Cultural Mediation] and "Lingue, Letterature e Culture Moderne" [Modern Languages, Literature and Cultures]. After a preliminary study highlighted the persistence of a word-for-word approach to translation in the learners of these degree courses, the author set out to design and test a methodology to help them acquire a more holistic approach to translation. The study was informed by research on cognitive processes in translation, which were monitored through the keystroke recorder and analyser Translog 2006 for the whole trial, and on the latest literature on the use of subtitling to improve translation and foreign language competence. The translation competence model used to assess potential progress is the one designed by PACTE (2008:106), which defines translation competence as "the underlying system of knowledge required to translate". The model consists of 6 sub-competences, 4 of which were selected for the study, namely: bilingual (comprising pragmatic, socio-linguistic and grammatical knowledge), strategic (the ability to plan, carry out and assess processes and outcomes), knowledge of translation (knowledge about how translation functions) and instrumental (the ability to use resources and instruments). A sample of 27 volunteers was tested over a period of two months (10 lessons) and exposed to short, targeted and increasingly more difficult video clips that they were to subtitle using the subtitle simulator LvS 2.5.2. All lessons were structured so as to comprise an introduction to the clip, a group viewing without subtitles followed by a brief discussion, the translation of the English dialogues into Italian using Translog, and finally the creation of Italian subtitles on the basis of the translation. The data collected by Translog allowed for the observation of learners' cognitive rhythm (i.e. the duration of the three main stages of translation: orientation, drafting and end-revision) which was used to establish the development of strategic and knowledge of translation competence; of their problem management (instrumental and strategic competence); and of the quality of the final translation (bilingual and strategic competence). The activities with LvS were performed to help students shift from sign-oriented to sense-oriented translational behaviour by exploiting the inherent constraints (time and space) of subtitling, which forces learners to work on the content of messages rather than on their form. Results showed that the learners' cognitive rhythm remained fairly stable throughout the trial, which can be interpreted as a positive factor considering the growing difficulty of activities. A comparison with a control group of learners, who were not exposed to the trial, also showed significant improvement in key areas such as culture and pragmatics, discourse analysis and syntax/cohesion. Finally, these results also hope to contribute to the re-establishment of translation as an effective foreign language learning activity after a long ban from the classroom (Cook 2010).
The Italian blog: student-generated content on an Italian beginners’ course.

Anna Proudfoot, The Open University, United Kingdom

Several decades after its introduction, CALL is now an established element of language courses in most higher education institutions but until recently has done little to bring about any change in the traditional hegemonistic model whereby teachers ‘produce’ courses and students ‘consume’ them.

Over the last few years, however, one significant technological development has begun to change this situation. User-generated content and its possible applications in language learning have begun to arouse the interest of both researchers and practitioners. Blogs and wikis are already a reality in language learning, allowing and encouraging the active participation of learners in the creation of content. Now the rapid growth of social networking sites and media-sharing applications, which allow users to generate and share content, clearly has implications for language learning contexts.

This paper looks at how ideas and theories relating to user-generated content have been put into practice on an Italian beginners’ course, to allow students to contribute actively to the development of online course material.

In October 2014 our university launched a revised and enhanced version of the Italian beginners’ module, designed and written from scratch by the module team. As well as three full-colour printed books, audio resources and assessment materials, the module includes a range of innovative online activities and resources.

The central focus of the module website (based on the Moodle platform) is a week-by-week online Study Planner, with clickable links allowing students to explore a range of online resources (such as pronunciation guide and study skills) and online activities (such as interactive speaking practice activities).

A new online resource ‘Italy and its regions’ has a clickable interactive map, showing the 20 regions of Italy, each linked to a group blog. Using the Moodle blog tool, anyone involved in the module – whether module team, tutors or students - can post contributions on any of the regions. So far, student contributions include travelogue style information, personal experiences, photos, videoclips and links to relevant websites (such as Youtube).

In this presentation, I will look at some examples of student and tutor contributions and evaluate the effectiveness of this online resource, measured by the number and nature of active contributions and student engagement in general.
Toward implementing computer-assisted foreign language assessment in the official Spanish University Entrance Examination

Ana Gimeno-Sanz, Universidad Politécnica de Valencia, Spain
Ana Sevilla-Pavón, Universitat de València, Spain

In 2008 the Spanish Government announced the inclusion of an oral section in the foreign language exam of the National University Entrance Examination during the year 2012 (Royal Decree 1892/2008, of 14 November 2008). Still awaiting the implementation of these changes, and in an attempt to offer the Government a cost-effective technological solution, the CAMILLE Research Group at Universidad Politécnica de Valencia set about creating an online language examination platform complying with the official examination parameters based on the InGenio Learning Management System. Once the system had been created the researchers implemented several test exams and conducted a pilot study with 286 high school students. The quantitative analysis of the study shed light on the learners’ attitude toward using such a system in the context of a high stakes examination, as well as a number of suggestions for improvements based on usability criteria. The authors will illustrate their presentation by demonstrating the online assessment system.

Enhancing teaching and learning of less used languages through Open Educational Resources (OER) and Practices (OEP)

Linda Bradley, Chalmers University of Technology, Sweden
Gosia Kurek, Jan Długosz University, Poland
Katerina Zourou, Web2Learn, Greece

How can less used languages, including Regional and Minority languages, benefit from Open Educational Practices (OEP)? How can Open Educational Resources (OER) be shaped to foster
linguistic and cultural diversity in Europe? What policies are favourable to the uptake of quality OER in less used language communities?

Less used languages face the risk of linguistic/cultural dependence in the fast evolving OER/OEP landscape currently dominated by English. The LangOER network addresses the needs of two main target groups: educators and policy makers.

This presentation highlights three main project activities. First, the data collection and then release of a state-of-the-art report on OER in 23 languages. They cover the target languages of the LangOER consortium: Dutch, Frisian, Greek, Latvian, Lithuanian, Polish and Swedish. Target languages have also been extended to more European languages, regional and minority languages (RML) such as: Catalan, Danish, Estonian, Finnish, Flemish, Hungarian, Icelandic, Italian, Latgalian, Norwegian, Romanian and Welsh. The investigation also included a more global overview by using languages such as English, French and German and for reference.

Second, the series of teacher training sessions in seven European languages has been designed and delivered with the purpose of preparing educators working in less-taught languages for participation in Open Educational Practices. Our priority (and the main challenge) was to address participants’ linguistic, cultural and educational diversity yet, at the same time, equip them with a set of fairly universal competences for openness. As a result, as many as 200 teachers have been trained in their local languages.

Third, by focusing on the role of OER/OEP to enhance language interaction and peer support, a series of expert videos has been released and shared publicly online (YouTube). The series of videos explores a) the appropriateness of OER for language learning; b) the affordances of OER for language interaction and c) the role of social networking in OEP in a language learning context. Highlights of expert videos will be presented and discussed.

This joint presentation aims to allow exchanges with the public regarding the obstacles and opportunities of OER/OEP for language learning, through project results documented through field analyses in Europe.

This project has been funded with support from the European Commission. This research reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Social media as an alternative to Moodle in EFL teaching practice forums

Christopher Allen and David Richardson, Linnaeus University, Sweden

In recent years, virtual learning environments (VLEs) or learning management systems (LMSs) such as Moodle, It’s Learning and Blackboard etc have become ubiquitous in higher education. However it is not necessarily the case that institutionally-administered learning platforms can satisfy not only the cognitive and administrative demands of students but more importantly their social/ collaborative requirements entailed by Web2.0. This point is especially pertinent with regards to vocationally-orientated degree programmes involving periods of professional practice away from the campus environment of the training institution. Student teachers on teaching practice internships for example are often widely distributed geographically in their practice schools, necessitating the establishment of an informal virtual network or forum for peer support. This paper reports on the preferences among a group of pre-service EFL teacher trainees for social media rather than the institutional platform Moodle as a forum for support during a recent five week teaching practice at upper secondary school level in southern Sweden. The teacher trainees were interviewed with regards to their preferences for their own FaceBook group as opposed to the Moodle forum set up specifically by the course tutor for the purpose of sharing observations, discussing lesson planning, aspects of reflective practice and resources while on teaching practice. Their reflections shed interesting light on the importance of student EFL teacher ownership and ‘student centricity’ in the learning space. These concepts emerge from a consideration of the learning space at the intersection of pedagogical, technological and content knowledge and the nature of forum discussions when faced with the alternative between social media and institutionalized learning platforms under the direction of teacher trainers and course managers.

Web-based boost in lexical creativity: new ways to shape language

Yulia Sergaeva, Herzen State Pedagogical university of Russia, Russian Federation

Lexical innovation is an object of interest for interdisciplinary studies exploring cognitive, linguistic, pragmatic, cultural and didactic aspects of creative word-building. ICT can provide another valuable source for lexical creativity studies: 2.0 web-based, or e-lexicography, an area where
interaction and collaboration boost Internet-users’ creative involvement in compiling a corpus of new words (neologisms) with their definitions and illustrations of usage. Being a new type of database, these linguistic resources do not just register novel lexemes which have been in use for a while; moreover, they encourage users to create words of their own to fill blank spaces in a vocabulary. Not only does this web-based boost in creativity enrich the language, but it also promptly reveals the modern speaker’s perception of the fast-changing reality. The talk focuses on the contribution of web resources featuring new words and online create-a-word contests to language and culture studies. The speaker will demonstrate how web-based resources such as Urban Dictionary, Word Spy, Unword Dictionary, Wordoid, Verbotomy and the like shape the language of the future by encouraging Internet-users to submit new words emerging almost every day. Modern technology enables the process of word creation to become even more entertaining, interactive and rewarding due to the fact that a coinage submitted by any individual will be known to the whole online community in a split second and can be even included in printed versions of new word compilations and dictionaries. Moreover, the participants get credit for creativity as their submissions are commented on, assessed, voted for or against and ranked by peer reviewers. Special attention in the talk will be paid to the following issues: 1) ELT and CMC potential of lexical innovation studies; 2) ambiguity and duality of feelings, as one of the main voids to verbalize; 2) the productive means of word-building; 3) the factors determining a nominator’s choice; 4) the criteria for an optimal nomination which will soon become a frequently used word. With regard to classroom activities enhancing language skills and facilitating intercultural communication, web-based interactive resources featuring new words can be used for: • identifying and trying different ways of word-building (affixation, compounding, blending, semantic derivation, etc.) for creating new words, • assessing coinages in terms of their morphemic and semantic transparency, readability, and communicative effectiveness, • identifying newly introduced objects or phenomena, • submitting descriptions of some situations, feelings and habits that should be verbalized, • eliciting cultural values, bias and prejudices embedded in the definitions suggested by PC users, • setting up follow-up discussions on likes and dislikes, pet hates and idiosyncrasies, • collaboratively compiling electronic dictionaries or other resources containing new words. The participation in web-based projects on lexical innovation is not just fun. It helps learners and teachers to boost their ICT skills, explore cognitive, lexical and pragmatic aspects of categorizing reality, aiming at deeper understanding of cultural similarities and differences. More importantly, it helps to be a part of the global community shaping the language we use and realizing a person’s creative potential.
This paper proposes to look at the institutional, financial, technological, and social implications of a major new e-learning initiative that has just been launched at the university where we are working. This is a particularly ambitious project which aims to develop new e-learning practices for all 10 European languages currently being taught at the university in 6 different Sections (Italian, French, Spanish, Catalan, Portuguese, German, Russian, Danish, Swedish and Norwegian). The implementation of this project entails the development of blended learning programmes in all our languages, to make more online materials available for students at all levels (year 1 to year 4 undergraduate). This paper will start with an overview of the background and history behind this broad CALL initiative; it will go on to analyse and reflect on key opportunities but also unavoidable constraints that come with working in such a large institution. Our biggest e-learning project to date has been GLO (Grammar Learning Online), a programme that uses fuzzy logic to help create grammar exercises that target very specific aspects of morphology and syntax and provides reactive feedback that takes into account different types of learners’ errors. It was set up six years ago and has been used successfully to support language courses in Italian, Spanish and French. As browsers evolve however, compatibility problems are threatening the whole project. The new developments take into consideration the use of more solid online learning tools in order to address better the students' autonomy in their foreign language learning process. It will also be easier for teachers to develop more inclusive practices and pay attention to different learning needs and realities. Another aim for the project is to have grammar exercises and tests marked by computers, thus freeing valuable teaching time. Working in a large institution with different language teams and experts that tend to work independently from each other has led us to identify a number of challenges to explore and resolve: - Available budget will vary from year to year and can only be known up to a few months in advance; - No established links between various departments and the need to build bridges and working relationships between different university units; - Choice of CALL platform heavily influenced by institutional choices and available support; - New CALL practices have to be implemented in a similar way within existing language courses and programmes, while asking minimal investment from teaching staff.
A mixed methods study on CALL integration into Modern Languages Courses in Brazil

Claudia Beatriz Martins and Herivelto Moreira, UTFPR, Brazil

The objective of this presentation is to report the results of a study on the integration of CALL in the classroom of Modern Languages courses in the state of Paraná. Rogers’ Diffusion of Innovations Theory and Hong’s Spherical Model of L2 Teachers’ Integration of CALL Technology into the Classroom were the theoretical and analytical models that respectively guided the research. This is a mixed methods study that adopted a sequential explanatory design that consisted of two distinct phases: a first phase with a quantitative approach and a second phase with a qualitative approach. The final inferences were made from the results of both phases of the study. Analytically, the use of technology in the classroom was not considered a unitary construct, but rather multifaceted. Contextually, different educational institutions, not just one or two universities were investigated. The purpose was to avoid methodological, analytical and contextual constraints commonly found in studies on the integration of CALL. For the first quantitative phase a questionnaire was developed to collect data. The instrument was validated by a panel of experts, tested in a pilot study and, finally, applied to a sample of 152 teachers from 33 Modern Languages courses from public and private institutions throughout the state of Paraná. Statistical analyses were performed to examine the relationship between the three sets of factors from Hong’s Spherical Model and the multifaceted uses of technology by the teachers of undergraduate language courses in the state of Paraná. The results identified four different uses and also the influences of individual factors, contextual factors and prior CALL/ICTs education on the uses of technology, showing that individual factors and contextual factors are important predictors of CALL/ICTs integration. Participants were selected for the qualitative phase according to the results of the quantitative phase and to Rogers’ Individual Innovativeness Theory. Sixteen semi-structured individual interviews were conducted. The qualitative phase deepened the quantitative results and explained the unexpected results and the results that could not be answered in the quantitative phase. The integration of the results showed that in addition to individual and contextual factors, apparently prior CALL/ICTs education should not be dismissed as a predictor of CALL/ICTs integration. It was also possible to provide a clearer picture of CALL in the Modern Languages courses in the state of Paraná. In international and Brazilian contexts, despite extensive research on CALL, there are still significant gaps in some areas. There is the need for more studies to further investigate the issue of integration and help elucidate the relationship between the factors that lead to CALL integration or not. This research on the integration of CALL in the Brazilian context sought to contribute to a broader understanding of CALL and to show ways for integration to take place in other contexts.
VISP 2.0: Methodological considerations for the design and implementation of an audio-description based app to improve oral skills.

Ana Ibanez Moreno, UNED, Spain

Anna Vermeulen, Ghent University, Belgium

María Jordano, UNED, Spain

The different modes of audiovisual translation (AVT) have raised renovated interest in recent years as regards their didactic application (Díaz Cintas 2008, Talaván Zanón 2013). From the 70’s of the 20th century, and keeping in mind the idea of making audiovisual products accessible to visually impaired people, some films began to be audio described. This means that, taking the gaps between dialogues, visual information is orally described. Recently, interesting studies such as Whitehead (2005), Bourne and Jiménez Hurtado (2007), Snyder (2008), etc. have shown the benefits of this new mode of AVT. Additionally, in the last years it has been applied in the Foreign Language classroom (Clouet 2005, Ibáñez Moreno and Vermeulen 2013, 2014) to improve the written, intercultural, lexical and phraseological competence of language students, with positive results. The aim of our project is contribute to this new line of research by adding new areas of language instruction: to implement AD as a tool to promote oral production skills by means of mobile devices (android smart phones). In order to meet the wishes of the ‘On demand’ generation that wants anything, anywhere, and at any time, as well as to promote learners’ autonomy, in line with the principles of life-long learning, in 2014 we decided to take the AD-based tasks out of the classroom and implement them into the ubiquitous learning environment of mobile devices (android smart phones). Thus, we designed a mobile application named VISP (VIDeos for SPeking), which is available in android operating systems. It consists of short film clips that have to be audio described. The expected English level of users is a B1 and the objectives of this app are to improve their fluency and vocabulary.

In this presentation we describe the second version of this app, after the first version was tested with Spanish and Belgian students of English as a Foreign Language at Ghent University (Belgium) and at UNED (Spain), and its shortcomings and advantages could be addressed, in the light of the students’ feedback. Hence, we present the methodological steps followed until the achievement of this second version of VISP, in the light of useful data derived from the pre and post-questionnaires and the first recordings received, which were analysed following mainly qualitative methods. The results of the analysis showed the (lack of) benefits of this application at different levels: linguistic, lexical, oral, and attitudinal and therefore were enlightening in order to devise the steps to take in order to improve the app.
Developing Learners’ Content Knowledge and Oral Proficiency through Digital News Stories

Lina Lee, University of New Hampshire, United States

The advent of Web 2.0 technology has brought new dimensions to foreign language learning and afforded learners new avenues to explore functional use of the target language. Because it is challenging to help students develop communicative language skills during limited face-to-face class time, language practitioners have embraced computer-mediated communication (CMC) technology to maximize use of the target language beyond the classroom walls (Guth & Helm, 2010; Kessler, 2013; Rosell-Aguilar, 2013). In addition to the traditional face-to-face instruction, CMC provides not only a personalized, but also a collaborative and engaging setting where learners create, share and build second language knowledge together. As a result, learners gain language competence and increase their oral skills (Lee, 2010; Levy & Stockwell, 2006; Lys, 2013; Sun, 2009; Thorne & Reinhardt, 2008). According to Lee (2011), CMC fosters learner autonomy, as students take an active part in decision-making and problem-solving within a virtual learning community. Unlike real-time CMC, such as web chat and audio-video conferencing, asynchronous CMC (e.g., wikis, blogs, podcasts) engage learners in constructing second language knowledge at their own pace and reflecting on content without time pressure. Thus, students tend to be more reflective and thus produce more thoughtful responses (Kitade, 2008). Asynchronous CMC, however, may not encourage social presence and community building due to lack of a timestamp, students’ ineffective use of time due to lack of self-discipline, and insufficient interpersonal communication (Rourke & Kanuka, 2009). This study addressed one form of CMC, digital storytelling, and sought to determine how the creation of digital news stories in conjunction with a four-skill integrated approach to task-based instruction promoted the development of learners’ content knowledge and oral skills. In particular, the study addressed the effects of peer comments on asynchronous CMC from sociocultural perspectives.

The study involved 15 advanced Spanish students who used VoiceThread to create and exchange digital news regarding current events over the course of one semester. Both quantitative and qualitative data collected from post surveys, transcribed digital recordings, blog reflections and final interviews were analyzed. Data showed that digital news empowered students to use their own voices for self-expression and self-reflection. In addition, social interaction helped establish a sense of community in which students supported each other by offering new ideas and feedback on each other’s writing. Social presence in peer-to-peer interaction via VoiceThread promoted autonomous learning by increasing student engagement and motivation. The finding suggests that social interpersonal rapport plays an essential role in peer-to-peer online exchange. However, learning to express and react to others’ perspectives is an essential life skill which students must develop in order to be successful across a range of personal and professional settings. The findings also revealed that not all students possessed sufficiently strong computer literacy skills. This indicates that it would be important to offer examples of what a digital story might look like, discuss how to create high quality work and provide opportunities for students to develop the skills and strategies that are needed to effectively use digital tools.
E-portfolio as an assessment tool

Elena Osinsky, University of Iowa, United States

The paper introduces a development of e-portfolios as assessment tools in Germany and Spain. The author is interested in how e-portfolios can be an integral part of language and culture evaluations on the university campuses. It goes without saying that assessment is essential to learners as a way of evaluating the effectiveness of instruction uniting subject, culture and language. It can provide learners with feedback on their progress and may lead them to reassess learning strategies or to motivate them toward future studies (lifelong learning).

What are the ways to evaluate the progress of learners? One of the solutions would be the creation of e-portfolios. Portfolios are a form of alternative assessment in which a student's progress is measured over a period of time in various learning contexts. Portfolios can include evidence of specific cultural skills and language performance over time, under different conditions or under several communication modes (e.g. interpersonal). Based on the research of Brown (1998), the major strengths of portfolio assessment are that they are embedded into instructions and measure student's ability over time; involve student in their own assessment, and capture many facets of culture and language learning performance.

It is assumed that students have their own goals and purposes to achieve cultural and language competence which means that they are highly motivated when they are admitted to language courses. Indeed, student assessment portfolios promote positive student involvement. As students create their portfolios, they are involved in and reflect on their own learning. Thus, increased metacognition has a positive impact on a student's self-confidence, facilitates student use of learning strategies, and increases the student's ability to assess and revise work (Thomson, 1996). Moreover, student motivation to proceed in studying and succeeding in culture and language learning tends to thrive in such an environment.

Because e-portfolio would be the property of the learner, and it would be continuously evolving even after the completion of the courses, its development promotes learner independence by providing sustained intrinsic motivation for him/her.
**EU Project Agora**

Kent Anderson, SDE College, Denmark

How can we best make use of Eurocall conferences in relation to EU co-funded projects and planning of staff and student exchanges?

Kent Andersen will present ideas for future cooperation between project promoters, coordinators, and Eurocall. The outcomes of the presentation will be a list of suggestions from the participants. Some possible examples:

One suggestion could be to have a mobility agora during Eurocall conferences. The agora could be advertised well ahead of each conference so participants can register and during the agora present ideas for mobility exchanges and projects. This matches the Erasmus+ Key Action 1 “Learning Mobility of Individuals”.

Another suggestion is to involve Eurocall more directly in policy making projects, this could be through networking with other European networks eg EAEA (Education of Adults), EfVET (Vocational education), EUCIS (The European Civil Society Platform on Lifelong Learning (EUCIS-LLL), etc. This matches the Erasmus+ Key Action 2 “Cooperation for innovation and the exchange of good practices”.

**From teacher control to full learners’ role: A decade of transformation in a telecollaborative exchange**

Melinda Dooly, Universitat Autònoma de Barcelona, Spain

Much has been said in the past decade about the “shift towards social technologies (...) constructivist principles promoting collaborative [language] learning (...) now focused more on communicative ability” (Thomas, Hayo and Warschauer 2013, pp. 6-7). As socio-constructivism has become a widely accepted paradigm in education (Fosnot 2005) practices in technology-enhanced language teaching have moved toward more sociocultural or socioconstructivist parameters as well (Meskill 2013). At the same time, formalized language teaching (e.g. the ‘brick and mortar’ classroom practitioner) is feeling the pressure of ‘competition’ in the shape of online,
autonomous learning (e.g. MOOCs, Open Educational Resources) etc., further highlighting the need for innovative language teachers.

With these motivations in mind, a telecollaborative exchange was first set up between two teacher education institutions over a decade ago. At a time when one of the two institutions could not even access Internet beyond a single language lab and Skype nor Facebook had been invented yet, the teacher educators embarked on a path towards fully embedded telecollaborative courses (institutionally recognized since 2012). Inevitably, the path was marked with many errors and challenges. Despite the trials and tribulations, a constant desire to create a truly ‘student-centred’ technology-enhanced teaching environment in which the students had majority control of the learning process led to the current course design that includes innovative strategies such as flipped classrooms and transnational collaborative learning.

The presentation will describe the lessons learnt during the ten-plus years of online exchange which have culminated in a course where students carry out 75% of their work with technology outside of the classroom, collaborating with their geographically-distanced partners to learn how to plan, design and implement their own technology-enhanced project-based language learning environments. By interrogating what is meant by ‘student-centred’ learning as well as what comprises ‘knowledge’ within a framework of continuous interconnectivity in today's globalized world, this presentation aims to open the floor for debate on how to move forward with further innovation that combines good practices from the recent past with new opportunities in the near future.


What do we want from digital education?

Sian Bayne, University of Edinburgh, United Kingdom

Digital technologies in education are often considered in terms of the promises they seem to offer: for enhanced efficiency, for ‘more relevant’ teaching methods, for higher levels of engagement in the classroom, for ways of reaching new groups of students, for revolutionising universities. Almost equally often they are viewed as a threat: they do not take into account the value of embodied, co-present teaching, they replace scholarly community with isolation and automation, they are complicit with cultures of surveillance, homogenisation and teacher de-professionalisation. This lecture will navigate a pathway through the promises and the threats, to look at some of the trends and trajectories of the last decade of digital education. It will show how it can work generatively to challenge some of the core ‘ties that bind’ within the academy: the links between author and text, between university and campus, between human and non-human. At the same time it will argue that by shifting from the question of ‘what works?’ in digital education to the question of ‘what do we want digital education to do?’, we are able to keep educational practice fresh, critical and challenging.
Friday, August 28, 2015

SESSION 5

Session 5-1A

Time: 8:30 - 9:00

Room: Room 2D

Practical Evaluation of a Mobile Language Learning Tool in Higher Education

András Kétyi, Budapest Business School, Hungary

Since 2013 we have been committed to researching mobile assisted language learning (MALL) at our institution.

In our pilot study conducted 2013 we found that the technical conditions for mobile language learning among our students are given, so we decided to use a language learning tool, which can be used from computers and mobile devices as well and our students (N=70) reacted to the tool positively.

In 2014 we conducted research which involved 94 students of our school studying four different languages (English, German, Italian, Spanish). The study lasted for eight weeks and the use of the language learning tool was an addition to their language lessons. We had a research group with a premium access to the used language learning tool and a control group without it. We performed a pre measurement at the beginning of the research and a post measurement at the end of the research. We gave a language test, a motivation questionnaire and a language learning satisfaction questionnaire to the students as measuring tools. Our main results were: • The language learning apps are still new and unknown for the students, only one of them used a language learning app before. • The first impressions about the tool regarding installation, registration process and download speed of the contents is overwhelmingly positive, which means that using it is easy and simple. The app worked smoothly on the students’ devices. • During the study the research group increased their performance (+2.2%) according to the language test results while the control group decreased it (-3.1%) and the difference at the post measurement is statistically significant (p=.013).

• Analyzing the gender results we found that the female students performed at the post measurement significantly better than the male students (p=.032) • According to the students the language learning tool is of limited help concerning the language skills. • The strengths dominated clearly over weaknesses, but unfortunately using the tool did not become a regular habit, the students spent very little time on using it. • The research group was overall more motivated, the differences in the motivational values were significantly higher in 3 out the 5 subcategories, but we did not find any correlation between the test results and the motivation values.
Automated Formative Evaluations for Reading Comprehension in an EFL course: Benefits on performance, user satisfaction, and monitoring of higher education students in Chile

Santos Lazzeri, Ximena Cabezas, Maria Gallardo, Luis Ojeda and Francisca Leiva, Universidad Austral De Chile - Valdivia, Chile

Formative assessments have long been believed to be effective, as documented in [1]. However, recent studies, like [2], challenge that belief. This controversy, along with the introduction of multiple technological tools that implement evaluations, motivated us to test one such tool: Questionmark's Perception (QMP, https://www.questionmark.com/ ), applied to Reading Comprehension in English for Specific Purposes (ESP). We investigate: (1) Do formative Reading comprehension assessments enhance students' Reading comprehension skills? (2) How do students perceive QMP? Experimental design: pre-test/post-test with control group. Population: 57 freshmen kinesiology students from the Universidad Austral de Chile - Valdivia; Age: average=19, SD= 2.5; Gender: 51% male, 49% female; High-school type: 38% public, 56% subsidized private, 6% private. Only 19% had a CEFR certification at the ALTE A2 or B1 levels, which are the goal levels specified by the Chilean government for elementary and high-school graduates, respectively. Our population was randomly divided into two groups: G1-experimental, G2-control. After the pre-test, G1 worked on 13 online reading comprehension modules, which included formative evaluations with automated immediate feedback, while G2 did the same work with printed materials. The only difference was the presentation mode of the material and the automated feedback. Data was collected from pre-test, post-test, and survey application. The learning measurement instruments were designed by the course’s instructor. The survey was developed by data analysis specialists. For the first research question, we considered the dependent variable “Academic Performance on Reading Comprehension” (scale 1-7); the independent variable was “use of QMP” (Yes/No). Variables were compared with Student’s t-test for independent samples. Descriptive methods were used to measure students’ satisfaction and to monitor their performance. Results: There were no statistically significant differences between the mean grade differences (post test grade – pre test grade) of the experimental group (Mean= 2.64, SD= 0.95) and the control group (Mean=2.27, SD=1.0), with 95% confidence (t=1.41, p=0.16>0.05). The surveys for the experimental group, G1 yielded: 89.3% recommended their peers to volunteer for the QMP evaluation process, 64% liked the QMP-based methodology, 86% enjoys controlling their learning process, and 82% used trial and error as a learning strategy. Despite not finding significant performance improvements, we can conclude that, for our population, the use of computer technology was at least as effective as instruction without technology, which coincides with some of the findings in [3]. Furthermore, QMP was satisfactorily evaluated by the students. QMP also allowed the professor to monitor and timely detect students with performance problems thanks to the different reports it provides, which offered relevant information such as students’ performance for each exercise and formative evaluation, and items that proved to be easiest or most difficult, among others. [1](Black; William 1998) Inside the black box: Raising Standards through classroom assessment, Phi Delta Kappan.

**Session 5-1E**

Time: 8:30 - 9:00

Room: Room 3H

**EFL Blogging School for Regional Teachers - Project presentation**

Daniela Munca-Aftenev, American Councils for International Education, Moldova

The EFL Blogging School for Regional Teachers Project was an innovative online course aimed to equip Moldovan regional teachers with the necessary skills to use online tools such as blogs to enhance their English language teaching experience. Participants learned how to engage students in online projects and raise up students interest in studying English using online tools. By the end of the project, participants experimented with creating a class or school blog, inviting members, posting and editing entries and commenting on other blogs. In addition to that, participants looked into comment management, template personalization and will learn how to enhance their class or school blog using other online tools, such as Voki, Animoto, Pow Toon, Google Polls, free online dictionaries, DVolver, Listy and many more. Ass sessions were moderated remotely, through Google Hangouts on Air, then saved online, in the project YouTube library.

**Session 5-1F**

Time: 8:30 - 9:00

Room: Room 3G

**Exploring collaborative writing in wikis: A genre-based approach**

Francesca Coccetta, Ca' Foscari University of Venice, Italy

The use of wiki for collaborative writing in L2 is nothing new. Several studies (e.g. Mak and Coniam, 2008; Kessler, 2009; Lee, 2010; Kessler and Bikowski, 2010) have focused mainly on the writing process, demonstrating that wikis facilitate effective, collaborative language learning, enhance learners' attention to form, and promote peer-to-peer interaction. Yet researchers also need to focus on the end products not only in terms of their grammatical accuracy, but also of their adherence to the texts’ genre conventions.
This paper will describe an experiment involving first-year students in the Degree Course in Linguistic and Cultural Mediation at Ca' Foscari University, Venice, which aimed to enhance the students' awareness of specific grammar topics and their relation to specific genres through collaborative group projects in a wiki. In particular, the paper will look at the narrative texts the students were asked to write for one of their projects and analyse their generic structure using Hasan's (1984) Generic Structure Potential model of narrative (in her case the nursery tale). The paper will give a preliminary account of the extent to which the students adhere to the genre conventions and explore the way in which this long-standing genre is reshaped by the affordances provided by wikis (e.g. inclusion of multimedia objects such as audios, videos, images and hyperlinks) in terms of its generic structure and realizations of the various constructs in the narrative genre.

References

Session 5-1G

Time: 8:30 - 9:00
Room: Room 3I

Potential Opportunities OpenSim Virtual World Offer for CALL

Tugba Kamali Arslantas and Abdulmenaf Gul, Middle East Technical University, Turkey

Over the past 30 years, dramatic changes have occurred in terms of technologies used for language education. Computer Assisted Language Learning (CALL) which was defined as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1) gained a different dimension. Researchers have been interested in using virtual worlds in CALL (Danielsen & Panichi, 2010; Deutschmann, Panichi & Danielsen, 2009; Peterson 2006; Peterson, 2008; Svensson, 2003; Swertz, Panichi & Deutschmann, 2010; Toyoda & Harrison, 2002; Wehner, Gumpb & Downey, 2011; Zheng, Wagner, Brewer, & Young, 2009). The results of the studies revealed that virtual worlds are effective learning environments for EFL especially in terms of the problems related to the anxiety and motivation of the learners. Additionally, the results of another study showed that virtual worlds offer great opportunities for education since they provide facilities for social networking, collaboration, and have an immersive nature (Hundsberger, 2009). The term virtual worlds generally refers to ‘persistent’ and ‘immersive’ computer-generated environments.
Aldrich (2009) stated that virtual worlds provide opportunities to meet with people from different places at the same time by using body language, and feeling of physical existence. Moreover, participants can heavily modify the environment and design and develop collaborative and immersive educational virtual environments. Some of well-known virtual worlds are “Second Life, Open Sim, Active Worlds, Kaneva”. Among them, Open-Sim is the most popular open-source virtual world. Unlike proprietary platforms, all functionalities are self-managed and unlimited in terms of land and users. Open-Sim has unique affordance for EFL as it allows users to communicate in various modalities, such as text-chat, voice-chat, gestures and media elements. We have been developing various research projects in this 3D virtual environment including task-based language learning (TBLL) and computer assisted vocabulary learning (CAVL) approaches. The purpose of this workshop is to share our experiences with researchers in the field and discuss possible opportunities to develop collaborative EFL research projects. The intended duration of this workshop is 2 hours. Computer with Internet connection is required for presenters. It is recommended for each participant to have a computer with Internet connection to be able to experience the virtual environment. Topics to be covered and brief outline is as follow: . Overview of OpenSim and other virtual worlds in EFL research . System requirements and architectural overview of OpenSim . Creating accounts and managing users . Movement and gestures . Communication tools . Media elements . Avatar customization and appearance modification . Discussion of possible future EFL research in OpenSim and other emerging virtual reality technologies.

Session 5-1H
Time: 8:30 - 9:00
Room: Room 3L

Critical literacy and autonomous language learning: Meeting the need for self-actualisation in ePortfolios among Hong Kong tertiary students.

Ksenia Troshina and Di Zou, the Hong Kong Polytechnic University, Hong Kong

Incorporation of ePortfolios into the ESL curriculum has been widely regarded as a way to supplement face-to-face teaching, give each learner an opportunity to share his or her viewpoints and engage in purposeful negotiation, interpretation and decoding of language items, texts and concepts which in turn leads to the development of language as well as higher-order thinking skills. However, as evidence suggests the online space offered to facilitate ESL learning might not always fully meet individuals’ need for self-actualisation and might not always be regarded by students as relevant or encouraging self-expression or autonomy in learning. This paper investigates the phenomenon of self-directed language learning among Hong Kong ESL tertiary students in the context of English-medium social media resources related to the Occupy Central civil disobedience movement in Hong Kong from September to October in 2014. The study analyses mechanisms and techniques of vocabulary acquisition learners demonstrate through participating in discussion threads, where members engage in critical literacy practices by expressing support, criticism or neutral standpoints related to the movement using vocabulary items from relevant published online sources in the absence of teacher guidance. Results of the study show great autonomy and highly
motivated language learning behavior, as all participants voluntarily contribute ideas to the discussion forum and express their own opinions concerning various pieces of news and others’ viewpoints. Subjects also managed to support their own arguments using information obtained from the news and analyse diverse aspects of relative issues without teacher’s support. This provides evidence for a high level of independence and motivation in the development of language skills resulting from students’ engagement in self-directed language learning practices. The research also reveals the benefits of teacher-free online environment for the development of critical thinking and rhetorical skills among adult learners. The above findings carry implications for the use and application of ePortfolios in terms of students’ involvement in the choice of topics and tasks, the amount of teacher’s presence needed and interaction patterns between participants. It is therefore suggested that it is essential to apply more student-directed and needs-sensitive approaches to incorporating ePortfolios into the ESL curriculum at tertiary institutions in Hong Kong and elsewhere.

Session 5-2A

Time: 9:00 - 9:30
Room: Room 2D

Learning how to make successful business presentations – a first experiment using BusinessApp

Lourdes Pomposo, UNED, Spain

Cristina Calle-Martínez and Antonio Pareja-Lora, Universidad Complutense de Madrid / UNED, Spain

As Castrillo et al. (2014) state, a survey from Aruba Networks (2014) showed that 86% of all respondents (5,000 people worldwide) have two or more devices that are able to connect to the internet, and nearly two thirds (64%) already own three or more internet-connected mobile devices.

This survey also shows that ‘mobility and mobile devices have become a more integrated part of everyday life, [...] entailing lifelong learning’ (Castrillo et al., 2014). People also learn ubiquitously (when and wherever they can, cf. Peng et al. (2009) and Kukulska-Hulme (2012)). And, often, they learn using their mobile devices; in particular, people practice Mobile-Assisted Language Learning (MALL) too (cf. Castrillo et al., 2014).

Accordingly, the work presented here builds upon the development of a particular MALL application or app (BusinessApp). This app helps learn English in the domain of business and the specific purpose of creating and performing successful business and/or professional presentations (presentations of e.g. goods, services and companies). To the best of our knowledge, no other app for this purpose has ever been built. It has been created within the SO-CALL-ME research project with a solid pedagogic base and methodology that makes it flexible, practical, interactive and dynamic at a time (Pareja-Lora et al., 2013), while also suitable for autonomous and ubiquitous language learning.
The main research hypothesis of this work is that mobile learning of contents (to make effective business presentations) can be as efficient as face-to-face learning. In order to confirm or refute it, we have conducted an experiment with BusinessApp on two groups of C1-level (approx.) English learners, namely (A) a control, face-to-face group, from a Spanish university (not using BusinessApp); and (B) an experimental group of professional workers using BusinessApp to learn autonomously. Both the experimental and the control group have had to fill in a pre- and a post-questionnaire related to the linguistic and lexical content of presentations, in order to check progress. The results of these questionnaires are still being collected and analysed. They will help us evaluate and compare the contents learnt by both groups.

Thus, if this abstract is accepted, we will show and discuss in our paper and/or presentation (a) how BusinessApp has been built; (b) the details of the experiment carried out; and (c) the results obtained (which already seem quite promising and interesting).

References


Session 5-2B

High school students’ use of digital tools for learning English vocabulary in an EFL context

Diana Cojocnean, University of Exeter, United Kingdom

This study investigated high school students’ use of digital tools for learning vocabulary in English and the differences in students’ use of these tools across four independent variables, 1) academic profile (science, humanities, math-ICT, economic-technic), 2) language program (intensive English, bilingual, normal), 3) gender, 4) age (14-16, 17-19). Although students have at their disposal a wide range of technological affordances, little is known about how they voluntarily make use of them in their vocabulary learning or whether they feel motivated to use these tools. The study features a sequential mixed-methods research design combining results from focus group interviews and a self-reported questionnaire which was answered by 1239 students enrolled in nine high schools across Romania. The findings indicated how Romanian high school students make use of CALL and MALL in their vocabulary learning and whether they feel motivated or not by the use of these tools.

Session 5-2C

A Comparative Study of the Effect of CALL on Gifted and Non-Gifted Adolescents’ English Proficiency

Sophie Tai and Hao-Jan Chen, National Taiwan Normal University, Taiwan

Computer-assisted language learning has gained increasing acceptance since it provides learners abundant resources. Most previous researches confirm the beneficial effect of CALL on EFL learners’ cognitive, metacognitive, and affective developments (Golonka et al. 2014). However, the diversity of students’ intelligence is associated with a diversity of language learning needs. A “one size fits all” approach to promote language proficiency might not work well. Hence, the study aimed to compare and contrast the effect of CALL on gifted and non-gifted EFL adolescents’ English reading and listening proficiency. Their perceptions of CALL were also investigated. The study included twenty EFL junior high school students with similar English proficiency. The number of male and female participants was 11 and 9 respectively; all aged between 13 and 14. Based on their performance on the Wechsler Intelligence Scale for Children (WISC), 6 were gifted and 14 were non-gifted. Both the gifted and non-gifted groups received 8-week VoiceTube online instruction and learning program, involving a variety of topics with tailor-made activities. One
fourth of the two-hour instruction each week was allotted for self-directed online learning. General English Proficiency Test (GEPT) was adopted as pretest and post-test of participants’ English reading and listening proficiency. A mixed method was employed to analyze the data obtained from GEPT scores, class observation, learning logs, questionnaires, and semi-structure interviews. An independent t-test and paired-samples t-test was conducted to see if there were any intergroup and intragroup differences on the pre-test and the post-test separately. As for the questionnaire, the students’ responses were coded and categorized. Observations were triangulated with students’ own responses on the questionnaires. Last, the semi-structured interview was analyzed for triangulation. The result revealed that the gifted and non-gifted groups were not significantly different in pretest but they were in post-test. Gifted students’ English reading and listening proficiency outperformed the non-gifted ones. Moreover, gifted students were more motivated, active, and enthusiastic in challenging themselves with i+1 online learning material. Options for self-selected online materials led to gifted students’ deeper engagement and more time on tasks. To sum up, they preferred the online instruction, wished to continue such lessons, and believed it to be a valuable learning method. In contrast, non-gifted students held more passive attitude toward CALL and were limited in their gains in self-directed learning. They felt more anxious with the online learning and the freedom for choices. They also doubted its effectiveness for their exams. Therefore, with regard to the diversity of learners’ intelligence and needs, it was suggested CALL could be an enhancement, not a replacement, in balance with conventional instruction.

Reference

Session 5-2D
Time: 9:00 - 9:30
Room: Room 3F

Training ELF teachers to create a blended learning environment: Encouraging CMS adoption and implementation

Travis Cote and Brett Milliner, Tamagawa University, Japan

Many tertiary institutions tout their utilisation of technology or e-learning as a way to lure prospective students, and in some countries, committing to the implementation of technology in college programs is crucial for securing valuable federal government grants. At the core of most e-learning strategies is the institution’s course management system (CMS). A CMS platform has the potential to enhance a language course by facilitating engagement with content outside of class, providing students with opportunities to express ideas, promoting student confidence during virtual interactions, fostering deeper connections between teachers and peers, and creating more personalised learning activities (Dang & Robertson, 2010). However, getting faculty and staff to use a CMS proves to be challenging (Black, Beck, Dawson, Jinks & DiPietro, 2007). This study focuses on the application of an established CMS at a private university in Tokyo, Japan. The presenters
will reflect on results from their application of a modified technology acceptance model (TAM) analysis (Alharbi & Drew, 2014) and focus group study. Specifically, the authors will consider how they can encourage teachers in a campus-wide language program to adopt the CMS and how to effectively train the teachers to implement the CMS tools successfully. Participants can learn how to apply the TAM model to gauge teacher perceptions of technology and consider how they can augment the application of e-learning strategies in their own teaching contexts.

Session 5-2E

Time: 9:00 - 9:30

Room: Room 3H

Rethinking European Citizenship – a European virtual exchange programme

Casper van der Heijden and Sophie Millner, Sharing Perspectives Foundation, United Kingdom

Over the past years Europe has become increasingly interdependent. The financial crisis, immigration or security issues are examples of themes which need collaboration between European nations. Besides nations individuals need to collaborate across nationalities and cultures as the European workforce is becoming more and more international and culturally diverse. On top of this, the 2014 European parliamentary elections show a shift towards an anti-European public sentiment whereby nationalist and populist political parties won across Europe. Looking at these developments, it is desired that European graduates have an international and cross-cultural experience as part of their studies, stimulating them to develop 21st century skills such as critical thinking, self-awareness and cross-cultural communication and collaboration skills. Additionally, youth across Europe should be more engaged into the political system allowing them to act and express themselves as citizens of Europe.

Rethinking European Citizenship is a new virtual exchange programme between students from twelve universities across Europe. The objective of the programme is two-folded: it stimulates students’ development of 21st century skills and it aims to have young Europeans rethink the kind of actions and expressions that reflect being a citizen in Europe in the 21st century to encourage youth to be politically active while at the same time stimulate European policy-makers to critically reflect upon how youth currently is being engaged.

During ten weeks 250 participants from different European countries follow webinars of professors and practitioners. They meet virtually each week in sub-groups to explore their perspective on European citizenship and discuss ways in which civic and democratic participation of youth is and should be facilitated. All participants conduct a European-wide primary survey research into the perceptions of European citizenship among youth across different national and socio-economic boundaries. The programme culminates in a summit held in Brussels for selected students who interact with EU officials and present their findings.

The programme applies a facilitated dialogue model in the virtual meetings between the students whereby trained facilitators guide the conversations to connect the academic discussion with
personal experiences and viewpoints. Students are stimulated to challenge each other’s assumptions and the implications of their arguments. Hereby, students develop important 21st century skills such as critical thinking and self-awareness. Through these discussions and the research that students collaboratively conduct, they explore the ways in which young people across Europe express themselves as citizens. The programme focuses on non-traditional citizen actions such as consumer choices, art expressions or volunteering. Recognizing these as acts of citizenship promotes democratic renewal and decreases youth’s disenfranchisement of European politics.

This programme will be of interest to language educators as it is an innovative example of a content and language integrated learning programme using new media technologies to connect students across Europe. The programme is designed in such a way that educators of participating universities contribute by delivering a webinar. Additional secondary work is done by an external organization. Hereby, the entrance barrier for educators to participate in this telecollaboration project is kept to a minimum.

Session 5-2F

Time: 9:00 - 9:30
Room: Room 3G

The effects of video SCMC on English proficiency, speaking performance, and Willingness to Communicate

Atsushi Iino, Hosei University, Japan
Yukiko Yabuta, Seisen Jogakuin College, Japan

Using videoconferencing (VC) for foreign language education is rather new in the CALL research areas. However, the recent improvement of the Internet connection and progress of applications have made it securely viable as a part of foreign language instruction. Through VC with Skype, for example, the learners can obtain opportunities similar to FTF communication in L2. It is said that these opportunities including eye-contact, gestures, and availability of turns enhance positive attitude and motivation to learning (Jauregi, et al. 2012; Yanguas, 2012; Yang et al., 2012). Negotiation of meaning including clarifying requests and modified output are expected to occur during the interaction and it may enhance focus on form and interlanguage development. Yet, these effects have been mainly based on the modes of text chat (Chapelle, 2001; Payne & Whitney, 2002; Smith, 2004) and oral SCMC (Yanguas, 2012). It is rare to find a research on the effects of audio/video CMC on speaking skill development (Wang, 2006) and willingness to communication (WTC) (Yanguas, 2014).

Research Questions RQ1 “How does the learners’ perception of VC process change over time?” RQ2 “How does the learners’ WTC change over time through VC?” RQ3 “What are the effects of VC on the learners’ output in speaking?”
Method For RQ1, an original questionnaire made of 52 questions about the learners’ perception on pre, while and post practice of sessions were conducted. For RQ2, a WTC questionnaire based on Yashima (2008) was used. Both questionnaires were conducted in pre and post semester periods. For RQ3, a picture narration task was adopted as a pretest and a posttest.

Instructional design with videoconferencing Eight pairs of Japanese EFL learners in a university in Japan experienced 10 VC sessions per semester with a Filipino teacher of English for one year. The task for the pairs was to discuss a social issue together with the teacher through Skype. Their goal was to exchange their mutual ideas. To lower the anxiety to speak in English, there was a 90-minute preparation period before each Skype session. The period typically consisted of the following four stages: (1) Interaction 1: FTF discussion in pairs, (2) Sharing gaps/holes notices in (1), (3) Input: presentation by a designated pair on ideas for and against the issue in front of the class, (4) Interaction 2: FTF discussion in pairs. (5) The VC session as “Interaction 3” held on later date in the same week. After the sessions, the learners wrote post-task reports of the discussion.

Results As for RQ1, the learners demonstrated positive attitudes to preparation and communication during the VC sessions in general. As for RQ2, the learners did not show a significant difference before and after the sessions, though in most of the question items they showed strong positive attitude toward communication with foreign people. As for RQ3 on L2 speaking skills, they showed significant improvement in fluency, accuracy, and the amount of speech. Explanation of teaching practice in detail and discussion over the results will be done in the presentation.

Session 5-2G

Time: 9:00 - 9:30

Room: Room 3I

MOOCs for Language Acquisition (LMOOCs): design and quality

Liam Murray, University of Limerick, Ireland

"MOOCs for Language Acquisition (LMOOCs): design and quality issues". It has been claimed that MOOCs would revolutionise and open access to Third Level Education by simply offering many types of online courses for free (Barber, M., Donnelly, K. and Rizvi, S. 2013). Laurillard has dismissed claims that MOOCs will solve our problems in education as a "cruel myth" (2014). In a recent report for the UK Higher Education Academy, Wintrup, Wakefield and Davis conclude that: "Findings suggest MOOC developers might usefully create more effective, opportunities for self-directed and open-ended learning. This is particularly important if learners are using MOOCs as a stepping-stone to higher learning." (2015: 45). Interestingly, Downes (Parr 2013) who originally came up with the idea of the MOOC, emphasised the connectivist principles of learning by doing, and engaging with learner peers and successfully networking, rather than seeing the final assessment and accreditation as the ultimate goal of completing a MOOC. So, how does one define quality when attempting to evaluate a MOOC for language acquisition? Indeed, other researchers have also concluded, after a thorough review and evaluation of the literature on MOOCs, that: "There is as yet no agreed satisfactory system of measurement for assessing the quality of MOOCs
from the learners’ point of view” (BIS 2013). So, the debate surrounding MOOCs rages on, on a number of different fronts. This paper presentation will aim to contribute to the debate, focussing on design and quality in what have been referred to as LMOOCs (Martín-Monje, Bárcena, 2014). How can we articulate and identify examples of best practice within LMOOCs? Should we build one? And finally, should we use an existing one as part of our courses?

References

Session 5-2H

Time: 9:00 - 9:30

Room: Room 3L

Exploring the Long-term Impact of Incorporating Digital Technology into a Foreign Language Course

Louise Ohashi, Tokyo Woman's Christian University, Japan

With the use of digital technology now commonplace in many foreign language learning contexts, there is a considerable body of work on the way various online tools have been used to help students to develop their language skills. However, in the vast majority of cases, these studies are about tools that are used in class or for course-based homework, and they generally focus on how the tools were used during courses. Far fewer deal with what happens once courses have finished, when teacher-support and grade-based incentives are removed, and students are left to make their own decisions. While students may be full of praise for online tools at the end of a course and
indicate that they plan to continue using them, little is known about whether they actually do. What this means is that educators cannot be certain that the digital technology used in their courses has any lasting effect, and if it does, they do not know how or why. This presentation aims to cast light on what happens when a course ends by reporting on a project conducted at a university in Japan that explored the long-term impact of incorporating digital technology into a foreign language course. The project had two main phases. The first one, which spanned a full academic year, lasted ten months. During this time students were periodically required to identify their English language learning goals, use online tools to work on them, and share this information with their teacher and classmates. This was done using a private Facebook group, through which they received a substantial amount of advice and support from their teacher and peers. The second phase, which took place six months after the course had ended, followed up with the 25 students who took the course to find out about their private learning practices, focusing on their use of digital technology. In order to understand how students changed during the study, questionnaires were administered at three points: in the first lesson, at the end of the course, and six months later. In addition, lengthy interviews that explored the reasons for these changes were conducted with six students after questionnaires two and three. This presentation draws on the data gathered to highlight factors that had a long-term impact on students’ private learning practices, and point out others that had a more limited influence. As the small number of participants in this study prevents the results from being generalized, it is hoped that attendees will be inspired to conduct studies of their own that incorporate the factors that had long-term impact, then report on the effect they have on their students.

Session 5-3A

Time: 9:30 - 10:00

Room: Room 2D

VIOLIN: An App for the improvement of aural skills through audiovisual reception

José Javier Ávila-Cabrera and Noa Talaván, Universidad Nacional de Educación a Distancia (UNED), Spain

The teaching of foreign languages can be said to have moved from the traditional methodologies in which both teachers and students were to spend some time together in order to work on activities presented on paper to virtual scenarios where students are the main protagonists of their own learning process, given that the improvement of their L2 skills is boosted by activities included in digital gadgets such as computers, smart phones and tablets. It is in the context of Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL), where new methodological frameworks are getting consolidated with an array of possibilities (Traxler, 2005), considering the number of Apps, available to users, that have started to gain crucial importance among researchers (Calle et al., 2014; Castrillo de Larreta-Azelain, 2014), teachers and students.

The goal of the present paper is to bring to the fore the App called VIOLIN (VIdeoOS for LIsTenIng), created by the research group ATLAS (from the UNED), which is devoted to the improvement of aural skills through the viewing of videos on the grounds of audiovisual reception. Not only does
VIOLIN deal with listening comprehension, but it also resorts to audiovisual reception (AVR), as a common element to many of the pedagogic programmes utilised by many types of learners nowadays. Both audiovisual language and videos are important elements in the L2 teaching context (Talaván, 2013) and it is therefore necessary to establish a methodology with room for a series of well-defined stages (as the activities of this app clearly show). As pinpointed by Vandergrift (2011), when dealing with listening comprehension, and AVR can also be included here, students go through diverse stages, that is, perceiving, processing and producing.

The present App provides students with six videos taken from the well-known TV series Friends (Crane and Kauffman, 1994-2004). The methodology implemented leads users to get introduced to six different videos, play them in a guided way and address a series of questions related with the dialogue exchanges. Users are expected to play up to six 2-3 minute videos, suitable for B1 level of English, in accordance with the CEFR (Council of Europe, 2001). Once each video has been watched and the questions answered, a message is sent to the App creators with their answers for research purposes. In this regard, a number of students, taken from the Degree of English from UNED, will practise their aural skills with the App and both quantitative and qualitative data (through a final questionnaire they are asked to fill in once they finish all the activities) will be gathered in an attempt to assess the potentials of VIOLIN, making use of triangulation (Robson, 2011) in order to obtain more reliable data.

Session 5-3B

Time: 9:30 - 10:00

Room: Room 2B

Comparing students' activity completion online and their progress in legal English? A Belgian Case. What's the verdict?

Dominique Francois, Jean-Luc Delghust and Sandrine Mulkers, Catholic University of Louvain, Belgium

At the Institut des Langues Vivantes (Catholic University of Louvain, Belgium), online learning management systems like Claroline and Moodle have been an integral part of language teaching and learning for more than 15 years now. Basic uses of the LMS for resources and quizzes have gradually evolved into complex blended learning designs which aim to make the most of each learning environment, only and in class. Moreover, in some faculties, the reorganisation of curricula led to a real pedagogical shift, as the time students spend online now exceeds the time spent in class. As English teachers, the authors had to face such a challenge in the law faculty. While keeping the same expectations, levels and number of credits, they had to redesign the course to reduce the number of contact hours by two. A “flipped classroom” approach using Moodle's tools and tracking options proved to be promising but not without risks. For the authors, the first years proved to be satisfactory on the whole. However, in 2013, they felt the need to assess their initiative and measure its efficiency in a more objective way. In 2013, a qualitative analysis was carried out with a large sample of students by an external organisation. In addition to that, thanks to advanced tracking data available on Moodle, students’ activity completion has been
compared with students' exam results. While the use of online tools and resources is no longer discussed on all levels of our university systems, students, teachers and the authorities are likely to question the relevance of such blended designs. Can we assume that such blended designs are at least as effective as face-to-face programs? To what extent does students' online activity positively impact students' results at the exam? In addition to that, starting from their experience as language teachers and eLearning designers, the authors will share some best practice and identify the best conditions and practice to take up the challenge.

Session 5-3C

Time: 9:30 - 10:00

Room: Room 2C

Assessment of listeners’ patterns of interaction with help options in CALL materials

Mónica Stella Cárdenas-Claros, Pontificia Universidad Católica de Valparaíso, Chile

This presentation reports on the findings of a qualitative study that investigated listeners’ patterns of interaction with help options in CALL materials. The participants, 10 pre-service ELT teachers from Chile, worked independently in five one-hour sessions with five units for high-intermediate learners from the platform “Improve your Listening Skills™” (IYLS). The IYLS is a free-access L2 listening platform constructed following the considerations of design of help options put forward by Cárdenas-Claros (2014). Accordingly, the IYLS platform provides listeners with different routes of interaction and access to one-click-away-help in the form of listening tips, cultural notes, technology notes, transcripts, translations, glossaries, key words, audio/video control buttons, and an online dictionary. To present units in increasing order of linguistic difficulty, each talk underwent analysis to measure phonological, lexical, syntactic, and discourse complexity. Individual listener’s interactions were tracked with screen-capturing technology and complemented with semi-structured interviews. Patterns of interaction with help options by the different listeners across tasks and units were grouped into four categories: “avoiding”, “exploring”, “optimal use”, “overuse”. Each category is described and results are discussed along with integrated data. Avenues for further research together with pedagogical implications are also discussed.

References

Our everyday life is increasingly technology-rich and we are constantly urged to take this into account in different fields of society, especially education (EC, 2013). Research in the fields of CALL and language education more generally indicates that teaching practices change slowly and the integration of technologies needs to be developed (Facer & Sanford, 2010; Jalkanen, Pitkänen-Huhta & Taalas, 2012). This sets challenges for language teacher education: we should be able to educate language teaching professionals who are agile (but responsible) in adapting their pedagogic practices in response to the changes in society. However, investigating the development of pedagogic expertise of future language teachers involves a complex rhizome of factors and issues. (see Honan, 2006) In order to shed light on this complexity, this study takes a methodological perspective. We will explore how three different research approaches are suited to capturing the complexity of developing pedagogic expertise. The first of these is nexus analysis (e.g., Scollon & Scollon, 2004), the second conversation analysis (e.g., Goodwin, 1994) and the third multimodal (inter)action analysis (e.g., Norris, 2011), which all share an interest in viewing social action via participation (see also Lave & Wenger, 1991). The data for the study comes from a pedagogically-oriented university course for students of English as a second language. The course focused on reconsidering the changing scenario of language education in the technology-rich world. The materials gathered from face-to-face meetings and online work throughout the project include video recordings and various documents as well as participants’ reflections on the work done. Our research question is: What are the affordances and constraints of nexus analysis, conversation analysis and multimodal interaction analysis in studying the development of professional expertise among future language teachers? The study has implications for language teacher education and CALL development: methodological insight for studying change, tools for pedagogic design and new practices in language education.

References


**Session 5-3E**

Time: 9:30 - 10:00

Room: Room 3H

**Evaluating the Use of Machinima in Language Learning: Findings from the CAMELOT Project**

Michael Thomas, University of Central Lancashire, United Kingdom

This paper reports on research arising from a two-year project involving nine European partners entitled, “CreAting Machinima to Empower Live Online language Teaching and learning” (or CAMELOT Project), awarded by the EU Lifelong Learning Programme (KA3 ICT Multilateral). CAMELOT deals with the use of machinima – recorded videos made in a virtual environment such as Second Life or within a digital game world, specifically related to the under-researched area of language learning. Machinima is a portmanteau word that combines ‘cinema’ and ‘machine’ and refers to filming actions, role-plays and dialogues between 3D virtual characters or avatars. Learners and instructors engage in a variety of creative preparation and planning tasks such as rehearsing, scripting and storyboarding. Users can then edit and refilm where appropriate to construct a complex and sophisticated video narrative that is potentially of immense value in a variety of fields, equipping users with a variety of skills in intercultural communication, language learning, and digital literacy. This paper reports on the evaluation phase of the project as it approaches the end of the two year process. Data arising from the implementation of the field testing and teacher dedicated training course is analysed using a mixed methods approach. Interviews, surveys and focus groups have been used, as well as observation of teachers and learners, either directly and/or via screen capture software to examine their interaction during the creation and use of the machinima in immersive virtual environments with a range of target groups. The paper concludes by identifying the limitations of the project, as well as the potential for future research and collaborative projects arising from CAMELOT.
The Role of Teaching Presence in Telecollaboration

Anna Turula, Pedagogical University, Krakow, Poland

The paper highlights the role of teaching presence in intercultural exchanges online. In doing so it examines the design, discourse and instructions offered in the course of two telecollaborations – a successful one and one that went slightly astray. The analysis is then correlated with the results of wrap-up surveys filled in by the participants of these two exchanges – Polish students of English Studies of the Pedagogical University in Krakow as well as their American and German partners. The main point made in the paper is that good teaching presence is actually a catalyst of high-quality cognitive and social presence experienced by the participants of intercultural exchanges online. It is also argued here that telecollaboration, where various individual and culturally-determined issues are in constant interplay, is a context in which teacher immediacy is of particular importance as a guarantee that the intercultural encounter is advantageous to both / all parties involved.

Learning about language learning on a MOOC: How massive? How open? How online? How "course"?

Marina Orsini-Jones, Mike Cribb, Billy Brick, Laura Pibworth, Zoe Gazeley and Elwyn Lloyd, Coventry University, United Kingdom

This paper reports on a qualitative research project based on the evaluation of a MOOC on language learning and teaching carried out at Coventry University (UK) in Autumn 2014: A Metareflective Investigation into Teacher Cognition with Particular Reference to CPD (Continuous Professional Development) on How to Learn and Teach Languages with a MOOC.

The project, that involved six members of staff and four students on the MA in English Language Teaching in the Department of English and Languages, had three main aims. The first one was to explore how both expert and trainee English teachers and teacher trainers who were already engaged in metarefection on their teaching and learning practice could engage with a novel way to learn and reflect on their practice and share and discuss theories relating to language learning and teaching by studying on a MOOC on this subject.
The second was to explore how teachers’ beliefs can be affected by a ‘blended’ metareflection on their knowledge and practice carried out in three ways: 1. individually while doing the course, 2. collaboratively in weekly meetings with peers and “expert students”; 3. collaboratively with the rest of the participants from all over the world on the MOOC.

The third was to test the trainee teachers on the MA on how they thought that learning on a MOOC reflected autonomous learning tenets.

The objectives of the project were that by registering on a MOOC on language learning and teaching and sharing their reflections on this shared experience, participants would be able to:

• Explore how the affordances of Web 2.0 tools can impact on their Continuous Professional Development • Engage in ‘think-aloud-protocol’ (Mackey and Gass 2005:84-85) while carrying out the tasks on the MOOC, discuss their reflections with peers on a weekly basis and collaborate to evaluate them. • Carry out a collaborative staff/expert student reflective evaluation of the experience in order to devise recommendations for teaching and learning in other HEIs as a ‘Blended MOOC’ community of practice (in Etienne Wenger’s terms, 2006). • Reflect on the findings of the project both within and beyond Coventry University to provide an insight into learning with a MOOC in a unique ‘collaborative blended mode’.


Session 5-3H

Time: 9:30 - 10:00

Room: Room 3L

EFL Students’ Perceptions of Corpus-Tools as Writing Aids

Shu-Li Lai, National Taipei University of Business, Taiwan

Recent studies have suggested the potentials of corpus tools in vocabulary learning and EFL writing. However, not much is known regarding how EFL writers perceive these tools as writing aids. To better understand the question, this study investigated 14 EFL students’ perceptions of corpus tools right after applying these tools to three timed-writing tasks. Four online corpus tools, including monolingual and bilingual concordancers and collocation retrieval systems were provided along with two online dictionaries. After tool-training sections, students performed three timed-writing tasks online in three consecutive months and received individual stimulus recall interviews after each writing task. The interviews served as the major source of data. Overall, the 14 students greatly valued corpus tools as writing references. The analysis of the qualitative interview data revealed how the students perceived (1) the corpus tools as writing references, (2) the roles of the authentic example sentences, (3) the bilingual feature of the corpus tools, (4) the presentation of the corpus results, and (5) the features of the collocation retrieval system. The data also revealed how
consulting corpus helped the students to increase their confidence in writing, particularly in terms of wording. By eliciting students’ perceptions and comments right after students integrated these tools into their writing tasks, the results obtained revealed not just writer perceptions but also on-site empirical data regarding how corpus tools contribute to EFL writing.

Session 5-4A

Time: 10:00 - 10:30

Room: Room 2D

Instructors’ Attitudes towards CALL and MALL in L2 Classrooms

James Pagel, Stephen Lambacher and David Reedy, Aoyama Gakuin University, Japan

It is only fitting that this year’s conference theme is “Critical Call,” since the research planned for presentation bears a direct relationship. Namely, as part of an ongoing study regarding learners’ and instructors’ attitudes toward the use of computers and mobile devices in L2 learning situations, the focus of this presentation is on identifying how language instructors value the use of computers and mobile devices in their instruction. This study will compare the responses of a survey administered during the past three years (a fourth scheduled for April, 2015) within two faculties of a private university in Tokyo, Japan, with the responses collected from a very similar survey administered in 2014 to volunteers solicited through the LinkedIn™ CALL page (targeting EUROCALL members) and direct solicitations to JALT CALL and APACALL members through their respective organizations. SurveyMonkey® was used to collect and analyze the survey responses. Since the university group is comprised of both full- and part-time instructors in two faculties employing the authors, the respondents are familiar. Therefore, unlike the second survey, all questions that could provide hints as to one’s identity, such as nationality, age, and gender, were intentionally deleted. The English teaching staff of the two faculties currently number 34 but responses for the first three years of the survey averaged 16. The survey for the coming school year will see added numbers due to an increase in the number of instructors in both faculties because of an expanded curriculum. In one faculty, the expansion is the result of a total revamping of the curriculum that went into effect in 2012. The survey therefore was developed to serve as part of a faculty development endeavor to evaluate instructor reactions to the new curriculum that required all classes be held in CALL classrooms and that the instructors adapt their teaching methods so as to fully utilize the facilities and equipment found therein. For a majority of instructors, it was the first time to be separated from the familiar surroundings of a traditional classroom. Therefore, regarding the instructors’ experiences, it can be said that the levels of expertise and interest in CALL and Mall ranged widely – from technological neophytes, or technophobes, to ardent CALL supporters. The survey responses from the CALL organizations totaled 121. The respondents’ places of employment, as could be expected given the sources tapped, ranged from Europe to Japan and to the Asia Pacific rim, with a few exceptions. However, 35% of the respondents were North American. As for age, the respondents were almost equally grouped in the 30s, 40s, and 50s. Males outnumbered females 57% to 43%. Additionally, 80.9% of the respondents were employed as full time instructors engaged in L2 teaching. In addition to offering an interpretation of a sampling of the Likert scale items found on the surveys, the authors will concentrate on comparing the comments offered by instructors
regarding which skills they focus on in the CALL classroom and what applications they require or encourage their students to use on their mobile devices.

Session 5-4B

Time: 10:00 - 10:30
Room: Room 2B

Challenges and Advantages in Teaching Elementary Language Classes Online

Juan A. Alcarria, Georgia College & State University, United States

The continuous change of our student population, which comes to us from further away places and with constrains imposed by their family situation, socioeconomic means, work schedules, etc, have conditioned us to modify our curriculum and academic offerings, create more flexible schedules and change the delivery methods of our courses to hybrid and fully on-line courses. These new delivery methods are relatively new and require modifications, adaptations and changes from the part of the educational institutions, the teaching body and, finally, from the students themselves. The execution of these changes can be an extenuating activity, since it is very difficult, practically impossible, to reproduce in a hybrid or on-line course the same conditions that we normally find in a traditional face-to-face class. The most convincing solutions to this problem have been found in the creation and use of learning management systems or platforms of the type of WebCT, Vista, Blackboard, D2L, etc, which incorporate tools such as forum, chat, videoconferencing programs, integrated email, and that allow us to reproduce, or at least approximate as much as possible, to the classroom dynamics present in a traditional course.

In this presentation the presenter will describe how Georgia College, a Public Liberal Arts University in the State of Georgia, USA, adapted its Spanish and French Elementary Language and Culture classes (levels A1-B1) to hybrid courses or courses completely taught on-line. The challenges, advantages, and disadvantages found in this transformative process will be analyzed with special attention.
Exploring the Interaction between Learners and Tools in e-Learning Environments

Serpil Meri, University of Southampton, United Kingdom

Learners are supported in different learning environments such as in classroom, online or blended learning environments. In those environments, they are supposed to interact with their fellows, tutors, media or tools; thus, they can be encouraged to improve their learning. However, there has been a growing interest in providing online learning resources and computers or laptops in educational settings (e.g. Collins & Halversont, 2010; Garrett, 2009; Selwyn, 2003; Yang & Chen, 2007). In e-learning environments, learners have the flexibility to advance in their learning (Lee & Gibson, 2003; Oladoke, 2006). Together with the flexibility, anytime and anywhere access can be offered to learners, which is the substantial advantage of e-learning environments rather than in classroom-based learning environments (Rhode, 2009). In order to reach the high level of learning in those self-directed e-learning environments, the interaction between them and tools should be provided, which indicates learners’ experiences in using online resources (Hirumi, 2006). In the meantime, designers should be informed about their learning experiences in those environments as they are the ones to determine and set up the learning design (Hedberg and Sims, 2001). Considering the importance of the interaction between learners and tools in e-learning environments, and the little research on that issue despite many studies about the interaction between learners and their fellows or instructors in those environments which show that it has a substantial impact on their learning (Angeli, Valanides, and Bonk, 2003; Fung, 2004; Johnson, 2006; Topper, 2005), the present research explores the interaction between learners and tools in e-learning environments. In order to explore that issue, this study analysed and interpreted the findings obtained through observation and interview with 10 international students who wished to improve their learning of English by using the EAP (English for Academic Purposes) toolkit equipped and accessed in Blackboard. They were observed three times such as in the beginning, middle and end of the semester, while carrying out the activities for 15 minutes in the toolkit. Meanwhile, the think-aloud protocol method was applied, which means that they spoke about what they were doing and thinking of their experiences. Afterwards, they were interviewed in each time in order to gain a deeper understanding of their learning experiences in the toolkit and other online learning resources. Data from both observation and interview find out that there is a substantial indication of the interaction between learners and tools in e-learning environments and how they perceive about their learning, which helps designers to consider some aspects while they are setting up and improving the tools and online learning resources. In addition, the results provide more issues to discuss.
This talk reports action research (Burns, 2015) to improve design frameworks and methods used with teachers on Continuing Professional Development (CPD) courses to guide their development of technology enhanced language-learning activities.

The research is motivated by the need to develop ways for CALL teacher education to successfully address the highly contextual nature of teaching and learning (Arnold & Ducate, 2015) and the author’s previous experiences using contextual design methods with learners (Underwood, 2014).

The setting is a six month CPD course for teachers of various subjects at primary and secondary level who are aiming to reach CEFR C1 and potentially teach their subjects in English. The course aims to give participants experience of integrated uses of technology in learning and teaching processes and help participants identify needs, goals, and strategies that can help them continue to develop their language competence and language learning practices beyond the end of the course. Participants are encouraged to reflect on their learning experiences and consider how these might transfer to their teaching practices.

Within the course we use design methods to highlight the opportunities afforded by technology while foregrounding the importance of developing tasks that are likely to engage learners, be personally meaningful, and pedagogically effective. Intentions are: -to introduce participants to a contextual design framework (Luckin, 2010), design approaches and methods, and planning tools that integrate consideration of the affordances of new technologies (e.g. Kukulska-Hulme, Norris & Donohue, 2015). -to help participants use the aforementioned to develop plans and activities for their own continuing learning. -to encourage use of design approaches by participants to develop activities for their students and with their students.

Through action research I want to formatively evaluate and improve the design approaches used and the way these are enacted within the course. Specifically I am interested in: the characteristics of the learning designs participants produce; participants’ reflections on the effectiveness of the design processes; evidence of impact on participants’ teaching practice.

Data pertinent to these issues is captured through: the researcher’s reflections; narrative frames (Barkhuizen, 2014) exploring participants’ English learning motivations, practices, and intentions before and after the design activities; and follow up interviews.

In the talk I expect to outline and reflect on participants’ designs for their own technology-enhanced learning. I will also describe the frameworks and processes used, participants’ reflections on these, and suggested improvements. Finally, I will illustrate why I believe involving learners in learning design can be empowering and lead to greater autonomy.

References
Session 5-4E

Time: 10:00 - 10:30

Room: Room 3H

iTILT (Interactive Teaching in Languages with Technology)

Ton Koenraad, TELLConsult, Netherlands

In this paper we present a professional development project to support interactive approaches to language teaching with classroom technologies. The project is a follow-up of the highly successful (evaluation score 9/10) project entitled ‘Interactive Technologies In Language Teaching’ with the same acronym ‘iTILT’, focusing on the use of interactive whiteboards (IWB) for teaching foreign languages. The project builds on a previous, 2-year project initiated by a consortium of 7 educational institutions and companies to produce teacher education resources (training manual and pedagogical materials), trained teachers of 6 languages in four educational sectors (primary, secondary, higher and vocational), filmed classes of 44 teachers using the IWB. An open educational web resource was developed which includes over 250 video clips of IWB-mediated language teaching practices in 7 countries (http://itilt.eu). In addition to several conference and research papers (see e.g. Koenraad, Whyte & Cutrim Schmid, 2013) the project team also published a book on the topic (Cutrim Schmid & Whyte, 2014). The new three year project will move beyond the IWB to focus on developing effective teaching and learning of second languages with a wider range of new and emerging interactive technologies (such as tablet PCs, learner response systems, and videoconferencing software) both independently and in combination. It aims to: a) involve project teachers in in-depth and ongoing collaboration and reflection on how language teaching can promote language acquisition; and b) create e-resources including technical manuals and examples of technology-mediated teaching practice, and online community of practice facilities. The project team will use the approach developed and refined during the first project based on collaborative action research involving video stimulated reflective dialogue (VSRD) to include teacher and learner perspectives and ensure that the project is grounded in current classroom practice but also reflects the research team’s expertise in effective language teaching with technology. We will briefly present ways to exploit iTILT’s current resources in teacher education and continuing professional development (CPD) and report on the interim results achieved in the initial phase of the project including a professional development e-resource which will be used by all iTILT 2 partners to introduce the participating teachers to a CPD programme on the use of interactive technologies for language teaching.


Session 5-4F

Time: 10:00 - 10:30

Room: Room 3G

A virtual tandem as complement to a real exchange

Lisa Griggio, University of Padua, Italy

Laura Scarpa, Université Catholique de Louvain, Belgium

This presentation illustrates the collaboration between Centro Linguistico d’Ateneo, Università degli studi di Padova, Italy, and Institut des Langues Vivantes, Université Catholique de Louvain, Belgium concerning an e-tandem project which involved about 90 couples of French-speaking Belgian and Italian students in 2013 and 2014. Some of the Belgian students were preparing to leave for a study semester in different Italian universities, among which Padova. The e-tandem project worked for them as a preparatory activity to their departure, boosting at the same time linguistic competence, better cultural insight towards the host country and personal motivation for the Erasmus project itself. The e-tandem followed a consolidated pattern, already exploited by CLA in previous e-tandem experiences: personal contacts by means of online chat software or Skype, group discussions on a dedicated Facebook group managed by an e-tutor, and a few periodical reports written by the students and posted in Moodle. The original note lies in the fact that this virtual activity aimed to help the foreign student’s integration in real life, once he/she was in Italy, thanks to the information the students could gather from either his/her partner or the group discussions. These dealt mainly with controversial issues, and thus promoted critical thinking among the students together with written linguistic competence. By referring to the students’ writings and answers, the presentation intends to prove that a virtual exchange is not only alternative, but also complementary to a real one, and increases the probabilities of a successful international study experience.
In this presentation we will introduce results of an analysis of data on the behavior of over 40 thousand learners’ progression through the courses of www.icelandiconline.is, (IOL), an open, guided web based course in Icelandic as a second/foreign language. Preliminary findings indicate overall low course completion rates that vary according to mode of delivery. Fischer (2007) questions the notion that availability of online courses equals use, and calls for more data on learners’ behavior (Stockwell, 2012; Colpaert, 2012). The issue of students’ retention and the inconclusive results of studies on the efficacy of online language courses (Golonka et al, 2014) has recently received increased attention with the proliferation of MOOCS (Koller et al 2013). During the development of IOL, great effort was taken to design plot driven courses with tasks that served to retain students based on “relevant” SLA principles (Chapelle, 1998; Fischer, 2007). Tracking students’ progression over a 10 year period indicates that retention is highest in the beginner courses and peters out at the higher levels as less than 12% of the 40.000 who start the course finish the six levels. Results also show that retention varies according to mode of delivery. Self-directed learning on campus with a tutor is most effective in retaining students followed by self-directed learning outside campus with a tutor. Retention is lowest among self-directed students learning outside the context of formal education/qualificatons without a tutor (Harker et al, 2005; Benson, 2011). The tracking data further suggest concentrations of drop-out at specific junctures in the courses that may indicate that certain types of tasks cause students to lose interest and leave the course. Finally, the notion of student “intent” (Koller et al. 2013) rather than registration numbers as a measure of retention is discussed.

References


Influences of corpora in L2 teaching materials development

Hedy McGarrell, Brock University, Canada

This paper explores how corpora are gradually changing aspects of language teaching materials to reflect natural language use. Corpora, large electronic databases with naturally occurring texts collected in a principled way, are increasingly used in the development of teaching resources. While corpus-based or corpus-informed dictionaries have been available for some time, corresponding grammar and vocabulary teaching materials are beginning to be more widely available. How do corpora contribute to classroom material development? How do they address weaknesses in more traditional materials? Results from two recent studies are presented to examine these questions.

The first study to be presented examined how closely a selection of nine widely used ESL grammar texts reflects findings from corpus linguistics based on three specific criteria: the selection of topics, the sequence of material presented and vocabulary included in examples. Biber & Reppen (2002) examined earlier grammar texts that did not draw on corpus information. Comparisons of findings from the earlier and the more recent study show that the corpus-based grammar texts more closely reflect the naturally occurring language recorded in the corpus databases on all three criteria examined.

The second study to be presented examined vocabulary materials developed for a widely available adult English as a Subsequent Language (ESL) program. The purpose of the study was to determine the quantity and quality of vocabulary included in the materials in relation to the stated learning objectives for the program. Findings from this second study suggest that the vocabulary included in teaching materials is focused too closely on everyday core vocabulary to meet the learning objectives and anticipated needs of program graduates.

Findings from the two studies presented point to the fact that materials developers’ intuitions are insufficient for the development of classroom materials that reflect natural language use. The presentation will conclude with a discussion of how findings from the two studies highlight key

References:


Koller, D., A. Ng, S. Do & Z. Chen. (2013). Retention and Intention in Massive Open Online Courses. Educause review Online. Available at: http://www.educause.edu/ero/article/retention-and-intention-massive-open-online-courses


Session 5-4H

Time: 10:00 - 10:30

Room: Room 3L
contributions corpus materials make to materials development, raising questions of the interdependence among language learning, power relationships and social change.


SESSION 6

Session 6-1A

Time: 11:00 - 11:45
Room: Room 2D

An EFL flipped learning course design: Utilizing students' mobile online devices

Yasushige Ishikawa, Kyoto University of Foreign Studies, Japan
Reiko Akahane-Yamada, ATR Intelligent Robotics and Communication Laboratories, Japan
Craig Smith, Kyoto University of Foreign Studies, Japan
Mutsumi Kondo, Tezukayamagakuin University, Japan
Yasushi Tsubota, Kyoto University, Japan
Masatake Dantsuji, Kyoto University, Japan

This paper reports on an institution-based research project with experimental and control groups of large numbers of study participants in which researchers in Japan explored new ways to design, implement and sustain active participation in e-learning tasks which were intended to improve university students’ scores on the TOEIC Listening and Reading Test, a standardized test for non-native speakers of English which measures English language communication skills for international business purposes and is widely used by employers in Japan. A form of blended learning (BL) called flipped learning was used. BL in our project was defined as a combination of in-class activities with outside-of-class activities integrated in a single learning environment by a web-based courseware, ATR CALL BRIX (http://www.atr-lt.jp/products/brix/index.html), which contains a variety of e-learning materials for the TOEIC Listening and Reading Test. A student self-evaluation system that was intended to contribute to the development of students’ self-regulated learning attitudes, skills and behavior, and thus, sustain student use of the learning materials, was integrated in the courseware. The outside-of-class materials and tasks were sent to the students’ mobile computer devices which had internet access. The student self-evaluation system combined e-mentoring outside of class and weekly self-evaluations as part of the class routine. For outside-of-class e-mentoring, students were placed in three groups according to their TOEIC scores at the
beginning of the semester. An e-mentor team of one teacher and a teaching assistant sent different need-based messages of advice and encouragement to the mobile phones of the students in each of the three groups, by means of an online social networking system called LINE. The messages varied according to how well the students used the LMS learning materials. In addition, a self-evaluation process was a feature of the weekly class. The students reflected on their previous goals and set new goals for the following week in consultation with their peers and the classroom teacher. Each session had three phases: 1. pre-class online completion of TOEIC course materials; 2. individualized problem-solving instruction by the classroom teacher and student self-evaluation in class; and 3. post-class online completion of self-assessment and reflection learning tasks. On the basis of the findings of pre- and post-TOEIC testing, it was revealed that the students in the experimental group significantly improved their TOEIC scores. Post-course evaluations by the students in the experimental group conducted at the end of the semester indicated that the students were satisfied with the flipped learning approach because they believed that the materials would help them improve their TOEIC scores. Moreover, some students felt that the flipped learning approach suited their own learning styles. Most importantly, the study revealed that the self-evaluation system integrated in the courseware and the messages sent by the instructor encouraged students who had never before engaged in outside-of-class independent learning to conduct their own outside-of-class learning activities. The use of the students' mobile devices increased the average rates of participation in e-learning activities.

Session 6-1B

Time: 11:00 - 11:45

Room: Room 2B

A critical analysis of learner participation in virtual worlds: How can virtual worlds inform our pedagogy?

Luisa Panichi, Università di Pisa, Italy

This paper reports on an exploratory case study of learner participation within the context of online language learning in virtual world platforms. Participation is discussed as learner interaction in the target language with reference, in particular, to Breen (2001) and Lantolf (2000) and as online learner activity as discussed by Bento and Schuster (2003) and Hrastinski (2007). More specifically, the study builds and expands on existing CALL research into learner participation in virtual worlds by Deutschmann, Panichi and Molka-Danielsen (2009) and Peterson (2010). Data for this investigation was collected through a case study of a Business English course within a qualitative Case Study Research framework (e.g. Dörnyei 2007; Hood, 2009; Stake, 2005). The course at the centre of the case study was a European telecollaboration project at tertiary level which was run under the umbrella of the EU-funded Euroversity Network for the development of best practice in virtual world education (www.euroversity.eu). This study examines learner activity in virtual worlds in relation to three main features of the platform (avatars, artefacts and spaces) and how these can be used by the teacher and the learner in support of learning. The study makes use of Reflexivity (e.g. Alvesson and Sköldberg, 2009) and Exploratory Practice (Allwright, 2005) as its core methodological approach to the building of the case. The virtual world data is analysed from a multimodal perspective within CMCL (e.g. Lamy, 2004) and makes use of visualisation (Mason, 2002) as the primary analytical tool. In particular, the discussion will develop an understanding of
learner participation as intentional and contextualised movement along similar lines to an investigation by Wigham on avatar non-verbal activity in support of verbal participation (2012). In an attempt to broach the conference topic of Critical CALL, this paper will present three findings and a discussion, in particular, of their pedagogical implications. These findings are: a broadening of our understanding of learner participation in virtual worlds, the critical role played by course designers and teachers in the shaping of learner participation in virtual worlds, and the potential of virtual worlds as a tool for reflective practice and practitioner research. In conclusion, this study illustrates how virtual world platforms can be used just as much as a platform for the delivery of language education as a tool for a more critical CALL. In particular, it is argued that the outcomes of this study suggest the following questions for further debate and investigation: 1) to what extent do virtual worlds simply reflect and contribute to reinforcing traditional pedagogy and beliefs about what education should “look like”? 2) to what extent are virtual world platforms successful in challenging our beliefs about education and helping us to expand on our pedagogical repertoire? 3) to what extent are the findings of virtual world research relevant to the general debate into Critical CALL?

Session 6-1C
Time: 11:00 - 11:45
Room: Room 2C

Layers of CALL Hegemonies: An Iranian experience

S. Susan Marandi, Alzahra University, Iran
Khadijeh Karimi Alavijeh, Alzahra University, Iran
Fatemeh Nami, Alzahra University, Iran

It is a commonly held belief that today's "Read/Write Web" has given voice to previously unheard minorities, and that it has enabled all people with an Internet connection to participate in a new "community-driven, participatory space" (Richardson, 2010). Language teachers, no less than others, are also encouraged to believe that the prevalence of networking on the Internet is increasing the multiculturalism of learning and is breaking down cultural barriers. Such a potential obviously has particular relevance to teaching English as an international language and has led many teachers, ourselves included, to rely on the magic powers of the Internet to ensure that our learners have a real audience, thus motivating them to relate their language learning experience to their real-life concerns. However, our personal experiences have sometimes led us to almost unwillingly empathize with those who express concern that the image of a democratic Internet is in fact merely a mirage, all the more dangerous for creating the illusion of all people being given equal voice, while in fact repressing some voices in the most subtle of ways. In this paper, we would like to offer a somewhat different perspective on the hegemonies of CALL, sharing first-hand experiences of some less-frequently explored layers of such hegemonies, layers which we believe sometimes defy categorization in Lamy & Pegrum’s (2010) useful classification. We hope that sharing these experiences might be beneficial in highlighting the need for a more critical view toward CALL.

Session 6-1D
Evaluating the effectiveness of correction suggestions in a collocation writing assistant

Margarita Alonso Ramos, Orsolya Vinzce and Ana Orol, Universidade da Coruña, Spain

Roberto Carlini, Joan Codina-Filba and Leo Wanner, Universitat Pompeu Fabra, Spain

We present an experimental study which aims at testing to what extent a collocation writing assistant which provides corpus examples can aid language learners to improve their production of collocations. Data-driven learning as proposed by Johns (1991) is especially indicated to the learning of collocations because this lexical phenomenon is better explained through examples than definitions. However, as Frankenberg-García (2014) has pointed out, not all corpus examples are equally useful for language comprehension tasks and for production tasks. For comprehension, examples should contain sufficient context to enable a learner to infer the meaning of the target word, whereas for production, examples should illustrate what words go frequently with the target word. The latter represents exactly the gist of learning to use collocations: finding the adequate word which combines with another to express a given meaning. Our study is carried out in the framework of a research project which aims at the development of a writing aid tool for learners of Spanish. The tool consists of two main components: 1) the collocation checker, and 2) the collocation search. The collocation checker allows users to verify the correctness of a specific Spanish collocation and, in the case of incorrect combinations, it offers correction suggestions, together with examples retrieved from corpus. The collocation search, also still under development, is designed to be similar to dictionary-like lexical tools using corpora. In order to evaluate the effectiveness of correction suggestions offered by this tool, we designed an experimental study that aims to answer the following research questions: 1) Can automatically selected corpus examples help learner choose the adequate collocate? These examples represent authentic language in whose selection no criterion whatsoever is applied in order to offer the best possible example for the target collocation. 2) How many suggestions does the learner consider? Our interface provides a list of several suggestions when the combination introduced is found to be incorrect, but we cannot expect learners to scroll through a long list of suggestions. For this reason, it is important to verify until what position on the list learners continue looking in order to find the desired combination. 3) Is it possible to draw conclusions regarding the features of the examples that best serve learners in choosing the correct collocation in order to improve the automatic selection of examples? In more general terms, can we derive characteristics of best examples for helping to produce collocations? The experiment described in our study is carried out with students of Spanish as a second language. Subjects take a collocation pre-test which consists of sentences with a blank for the collocate in order to verify if they know the target. Once this test is done and without receiving any feedback, learners complete the exercise again, now with the help of the collocation writing assistant. In the full version of our presentation, we will discuss the results of this experiment, and its implications for the design of the learning tool.
Il Vivit: vivit l'italiano. Un nuovo portale per la diffusione della lingua e cultura italiana nel mondo

Elena Maria Duso, Università di Padova, Italy

Dopo un progetto di ricerca durato quattro anni, che ha coinvolto un'importante Accademia della Lingua italiana, due università italiane e due centri di eccellenza per la ricerca, è finalmente pronto il VIVIT, un repository informatico di materiali e strumenti rivolti soprattutto agli italiani all’estero, in particolare a quelli di seconda e terza generazione, ma utili anche per quanti vogliono apprendere la lingua a partire da un livello intermedio, fondandosi su materiali di qualità. Il sito offre infatti moltissime schede di approfondimento culturale (su arte, design, letteratura, teatro, cucina, mass media) e linguistico, sia sull'italiano che su dialetti e lingue di minoranze, create anche dai massimi esperti nel settore. E' corredato da una decina di percorsi didattici interattivi, appositamente pensati per l'apprendimento della lingua ai livelli intermedio-avanzati. Mette poi per la prima volta a disposizione degli utenti i più completi archivi digitali esistenti sul lessico italiano moderno (Lessico dell'italiano televisivo, Lessico dell'italiano radiofonico; Lessico dell'italiano scritto; Dizionario degli Italianismi nel mondo) e li rende interrogabili con un unico metamotore di ricerca. Dalla piattaforma sono poi accessibili molte altre banche dati antiche e moderne. Per gli utenti infine, è possibile anche intervenire inviando i racconti delle proprie esperienze autobiografiche. Qual è l'utilità di un portale del genere per chi voglia rafforzare le proprie conoscenze linguistico-culturali sul Paese? Quali sono i vantaggi che offre rispetto al materiale presistente? E quali i suoi limiti? Come è possibile superarli? Una ricerca sperimentale condotta sia in classe che a distanza (con studenti di paesi europei ed extraeuropei) ne illustra le problematiche e le possibili soluzioni.

Session 6-1F

Implementing verbal and non-verbal activities in intercultural collaboration projects for English education

Kiyomi Fujii, Kanazawa Institute of Technology, Japan

Maki Hirotani, Rose-Hulman Institute of Technology, United States

With recent developments in internet technology, many collaborative activities between native and non-native speakers have been widely conducted in foreign language classrooms. Previous studies have examined the effects of such collaborative activities between native and non-native speakers
and reported positive effects on the development of language skills. In addition, researchers have pointed out the importance of developing learners’ intercultural competence through such activities. According to the Association of American Colleges and Universities (AACU) Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts,” which can be classified into two types of cultural knowledge (self-awareness and worldview frameworks), two types of skills (empathy and verbal/non-verbal communication), and two types of attitudes (curiosity and openness). Language studies, then, deal with verbal and non-verbal communication skills. Although it is suggested to assess both verbal and non-verbal communication skills, no study to date has investigated the development of both non-verbal and verbal communication skills through collaborative activities. Taking up this suggestion, the researchers implemented both verbal and non-verbal activities in an intercultural collaboration project between English as a foreign language (EFL) and Japanese as a foreign language learners at universities in Japan and the U.S. For this project, students in the U.S. introduced verbal expressions, such as expression that are commonly used by U.S. college students but that are not easily found in EFL textbooks, and non-verbal expressions, including gestures and body language, to EFL students in Japan. Then, EFL students created skits using verbal and non-verbal expressions learned from their counterparts. The verbal and non-verbal expressions EFL students introduced by the U.S. students were also used in the classroom for reinforcement. In this presentation, we will detail the activities used during class using the video skit data from Facebook. We have assessed the development of EFL students’ verbal and non-verbal communication skills with reference to the AACU rubric, a set of questionnaires conducted before and after the project, as well as a reflection log comprised of students’ views of the activities. This presentation aims to give a comprehensive summary of the results, especially as they pertain to interaction with native speakers of a target language to develop verbal and non-verbal communication skills.

Session 6-1G

Time: 11:00 - 11:45

Room: Room 31

Language learning through a MOOC: Course design and reflection on the first online foreign language course on FutureLearn

Jeroen van Engen, University of Groningen, Netherlands

Language learning through a so-called massive open online course is a rather new phenomenon. It brings opportunities - an enormous amount of students that could not be reached with traditional on-site courses, can self-regulate and pace their language learning and become inspired for further learning - but it is also rather challenging, in ways of teaching the different language skills in an online course and providing feedback, compared to regular on-site language courses.

The University of Groningen Language Centre designed and developed an introductory Dutch course, to attract new groups of learners worldwide who are thinking of visiting the Netherlands in the near future or who are interested in the Netherlands and the language. This introductory Dutch
course is offered through FutureLearn, an English-spoken online platform that is part of the Open University. FutureLearn hosts massive open online academic courses from several leading international universities.

The Introduction to Dutch course is the second free online course of the University of Groningen. It is also the first online foreign language course on FutureLearn that requires no prior knowledge of the Dutch language and aims to teach participants up to a lower beginners level. The language of instruction is English.

This introductory course will start on 2 March and will run over three weeks with a dedication of an expected three hours per week, helping learners to: introduce themselves and get to know other learners; talk about family, friends, work and study; and experience life in the Netherlands. By the end of the course, participants will be able to recognise familiar words and phrases about themselves and their family. They will be taught to use simple sentences to describe where they live and the people they know. Finally, they will be able to write short texts such as an email or fill in forms with personal details and they will be able to speak a bit of Dutch.

So far the course attracted over 17,000 participants from all over the world. Therefore the main focus will be on receptive skills such as reading and listening, but attention will also be paid to practice writing and speaking skills, by encouraging learners to interact online and by using tools to practice oral production and promote vocabulary learning.

This presentation will firstly briefly discuss the literature on MOOCs for language learning, followed by the design of the Introduction to Dutch course and illustrate the method and additional tools that have been used to address the various aspects of online language learning. We will then present the findings of the level of participation based on the data that will be gathered through the surveys and the data that will be offered by the hosting platform, FutureLearn.

**Session 6-1H**

**Time:** 11:00 - 11:45

**Room:** Room 3L

**Investigating Different Types of Corrective Feedback in a Blended Learning Environment**

Muriel Grosbois and Cédric Sarre, Université Paris-Sorbonne, France

Cédric Brudermann, Université Pierre et Marie Curie, Paris, France

This presentation aims to report on a study that was conducted at Paris-Sorbonne University in the context of the reorganisation of the language classes offered to specialists of disciplines other than languages. A blended learning English course has been set up using the institutional LMS (Moodle) and administered to B1 students (N=329) over two semesters. Throughout this course, students have to perform online aural and written tasks but the whole device raises questions as to the type of
corrective feedback (CF) which has to be implemented to promote second language acquisition since CF (also called negative feedback) can be provided to learners in different ways (direct/explicit, indirect/implicit, focused or unfocused) and is the subject of major controversies in SLA research (Ferris, 1999; Truscott, 1996); in addition, although research hasn’t managed to show which CF type is the most effective, its usefulness is now well documented (Ashwell, 2000; Bitchener, Young & Cameron, 2005; Chandler, 2003; Sheen, 2007; Ellis et al., 2008). In line with Bitchener & Knoch (2009), we believe that more empirical evidence is needed to investigate the optimal conditions for effective feedback, even more so in the case of virtual learning environments which offer new opportunities to complement current CF strategies. In this respect, different types of corrective feedback were given to various groups of students on their written productions to analyse and compare the relative effectiveness of the different CF strategies. The study rationale includes (1) 11 treatment groups which received four different online CF types (focused CF with error location, unfocused CF with error correction, unfocused CF with metalinguistic comments on the nature of errors, unfocused CF with metalinguistic comments on the nature of errors combined with extra computer-mediated micro-tasks) and (2) one control group which received no CF. A performance comparison in terms of accuracy between the first and last piece of writing (out of a total of 5 written productions) has been carried out to track the evolution of the number of errors made and the nature of these errors and to identify which CF strategy is the most effective. The main hypothesis of our study is that unfocused indirect CF in the form of metalinguistic comments on the nature of errors combined with a series of extra technology-mediated micro-tasks on the specific problems identified should give the best results. This strategy also makes the most of the added value of technology-mediated tasks in online settings. After presenting the theoretical framework of the study, the online module will be briefly described and the results analysed, thus contributing to the discussion on the effectiveness of various CF strategies in blended learning environments.

Session 6-2A

Time: 11:45 - 12:30

Room: Room 2D

Mobile apps to support Foreign language learning and assessment

Anke Berns, Manuel Palomo-Duarte, Juan Manuel Dodero, Juan Miguel Ruiz-Ladron and Andrea Calderon-Marquez, University of Cadiz, Spain

The increasing rise and availability of new technologies, especially in the area of MALL, has created new challenges in Foreign Language Learning. Since students have more and more access to a wide range of devices and learning resources, teachers are challenged to explore the potential and benefits of these to enhance their students’ foreign language learning. In recent years there have been many attempts to integrate mobile devices to support formal as well as informal learning (Thornton & Houser 2005; Levy & Kennedy 2005; Godwin-Jones 2011; Holden & Sykes 2011; Stockwell 2013; Burston 2013). However, most of the available APPs support mainly one way teacher-to-learner interaction using mobile devices to deliver content rather than encouraging learners to interact amongst each other. To address this lack we have designed an APP, based on a highly interactive, ubiquitous and constructive learning approach. The APP is called Guess it!
Language Trainer and allows learners to share, assess and co-construct their foreign language knowledge. Learning contents are no longer delivered but integrated into versatile tasks which although individually performed, affect the community of learners. The current research paper presents the first results of an ongoing project using the Guess it! Language Trainer APP in an A1 level German Language course (CEFR). In our paper we will firstly describe how the APP has been used to support students’ language learning outside the classroom, secondly, how it helped learners to get actively involved in their own learning process and thirdly, how students’ logs can be used to automate the assessment of different competences by the language instructor.

Session 6-2B

Time: 11:45 - 12:30

Room: Room 2B

Selective teaching of L2 pronunciation

Olaf Husby, Jacques Koreman, Violeta Martínez-Paricio, Jardar E. Abrahamsen, Egil Albertsen, Keivan Hedayatfar and Øyvind Bech, Norwegian University of Science and Technology, Norway

The pronunciation of a second or foreign language is often very challenging for L2 learners. It is difficult to address this topic in the classroom, because learners with different native languages (L1s) can have very different challenges. We have therefore developed a Computer-Assisted Listening and Speaking Tutor (CALST) which selectively offers exercises for listening and pronunciation training depending on the learner’s native language (L1). At present, CALST can be used to learn Norwegian pronunciation (www.calst.no), but it can easily be extended to other languages by making language content available.

Exercises are selected on the basis of a contrastive analysis of the target (L2) and native language (L1) of the learner. The contrastive analysis can be carried out for many L1s (and any L2, to support other target languages), since it is based on open-source databases which contain phonological information, e.g. on sound inventories (UPSID), syllable phonotactics (LAPSyD) or word stress (StressTyp2).

Exercises for single sounds and for consonant clusters are currently available. An example of an exercise for single sounds is that for the vowel /yː/. Learners unfamiliar with this (front, high, rounded) vowel are given exercises to discriminate the Norwegian word <sky> from a similar word <ski>, with a front, high, unrounded vowel. By practising several words demonstrating this vowel opposition, learners can familiarize themselves with the new Norwegian sound. Both listening, pronunciation and spelling exercises are available in CALST. Learners who already have the vowel /yː/ in their L1 automatically skip this exercise.

Exercises for syllable phonotactics focus on consonant clusters. Some languages have consonant+vowel as their maximum syllable (e.g. Tukang Besi) and thus do not allow consonant clusters. Others may only allow a single consonant at the end of a syllable, e.g. Mandarin Chinese allows only /n/ or /ŋ/ in this position (cf. English <kin> and <king>). Learners of these languages have to learn to pronounce sounds in unfamiliar positions, and they have to learn to pronounce consonant clusters within a syllable. As for single sounds, unfamiliar phonotactic restrictions are detected by a contrastive analysis of the L1-L2 pair. Since it is impossible to predict the repair
strategy/ies which L2-learners use to adapt L2 structures to the restrictions which apply in their L1, CALST offers exercises to learn to overcome strategies like simplification of clusters (e.g. <bunt → bunn>), replacement of sounds in clusters e.g. <flott → plott> and metathesis within clusters (e.g. <hets → hest>. In the future, we hope to use automatic speech recognition to also detect prosthesis (insertion of a vowel before a consonant cluster, e.g. the addition of /ɛ/ before a word like <stol> by Spanish learners) and epenthesis (insertion of a vowel between consonants in languages which do not allow consonant clusters in a syllable).

We shall also develop exercises for words stress and will soon add lexical tone and intonation exercises, so that CALST covers all the main areas of pronunciation training. CALST is also a research tool, since logged exercise results can be used for linguistic analysis.

Session 6-2C

Time: 11:45 - 12:30

Room: Room 2C

Being a foreigner to your own language: Building mobile applications for children with Autism in their own language

Fernando Loizides, Iosif Kartapanis and Francesca Sella, Mi.L.A Solutions, Cyprus
Salomi Papadima-Sophocleous, Cyprus University of Technology, Cyprus

Children with autism are easily distracted, lose interest easily and their attention span is very short during learning process [1]. Furthermore, traditional language learning techniques are often ineffective for teaching language to a child with autism [2]. Learning for children with autism usually occurs by therapists specialized in teaching using particular techniques and tools; a process dubbed therapy. This takes place weekly depending on time constraints, therapist availability and costs. One way to improve such learning is with tools, developed especially for the specific needs of these students. Contemporary teaching techniques for children with autism include innovative interventions such as using technologies [3]. With the increase of ubiquitous technology such people are given the opportunity to access learning material with rich multimedia content, and use them at their leisure. Cross-examination of research carried out to identify applications for small screens with data from interviews of therapists, revealed that applications that existed were not adapted for use with autistic children or catered only for limited languages. In this project, small screen device applications were developed teaching basic language skills in the children's native language. These tools are the first of their kind to address these issues. The applications complement the therapy sessions or assist a child with no access to therapy. Creating applications for language learning for children with autism is a challenging task. Traditional rules and guidelines for creating Computer Assisted Language Learning techniques need to be examined and reconsidered in order for the applications to comply with the accessibility restraints of these individuals. A user-centered design approach was used. Needs data was collected from stakeholders such as children, therapists and parents. Children’s cultural heritage was also considered an important content component. Furthermore, we employ accessibility guidelines to improve the
learning curve and reduce bottlenecks for the students with autism. Such elements include limiting the content and whitespace for better focus on specific elements, using easily readable fonts, suitable colors and more importantly, keeping it simple, without clutter and unnecessary animations which may increase the focus of other individuals but hinder the learning process and concentration of a child with a limited attention span. Several tools were developed to support language learning in object and sound identification, in listening to heritage stories and songs, in daily self-care common object awareness and in emotion expression awareness. When tested with two children (a fourteen-year old boy and an eight year old girl) at the Cyprus Autism Association during music therapy sessions, the applications produced positive results. In future, we plan to expand the languages, cultures and add a sound board to the applications.

References

Session 6-2D

Time: 11:45 - 12:30
Room: Room 3F

Towards a Learner Need-Oriented Second Language Collocation Writing Assistant

Margarita Alonso Ramos, University of A Coruña, Spain
Roberto Carlini, Pompeu Fabra University, Spain
Joan Codina-Filba, Pompeu Fabra University, Spain
Ana Orol, University of A Coruña, Spain
Orsolya Vincze, University of A Coruña, Spain
Leo Wanner, Catalan Institute for Research and Advanced Studies (ICREA), Spain

The importance of collocations, i.e., idiosyncratic binary word co-occurrences of the type “hold [a] lecture”, “give [a] hint, pass exam”, “blue skies”, “overwhelming success”, etc. in the context of second language learning has been repeatedly emphasized by scholars working in the field (Granger, 1998; Lewis, 2000; Nesselhauf, 2005). F.J. Hausmann (1984) went even that far to argue that
“language learning IS collocation learning”. Empirical studies confirm this argumentation. A study carried out by Orol and Alonso Ramos (2013) reveals that the “collocation density” in learner corpora is nearly the same as in native corpora, i.e., that the use of collocations by learners is as common as it is by native speakers. At the same time, they also find that the collocation error rate in learner corpora is about 32% (compared to about 3% by native speakers). That is, Computer Assisted Language Learning (CALL) could be of great aid to support the learners for better mastering of collocations. However, surprisingly few works address specifically CALL-oriented collocation learning assistants. Most of the aids offered so far are limited to the assessment of the correctness of isolated collocations, display of lists of correct collocations extracted from a corpus with one of the elements of an assumed miscollocation, or display of examples of the use of a specific collocation in a corpus. None of them targets the identification and correction of miscollcations in the writings of language learners (as, e.g., spell and grammar checkers do) and none of them follows the active learning paradigm that assigns the learner an active role within the learning process. The goal of our work to be presented and demoed in the full version of the contribution is to account for these shortcomings. So far, we focus on the support of American English learners of Spanish. The developed learning assistant provides, on the one hand, isolated collocation validation, targeted suggestions of alternatives for identified miscollcations and examples of the use of collocations in context. On the other hand, it also offers identification and correction of miscollcations in texts and the possibility to actively administer personal collocation resources, such as collocation dictionaries (in which the learner can store collocations that are of special importance to her, frequent miscollcations and their corrections, examples of collocation use, personal notes on individual (mis)collocations, etc.), lists of collocations grouped in accordance with specific user criteria, etc.


Session 6-2E
Time: 11:45 - 12:30
Room: Room 3H

Il software F.A.R.E.

Adriana Pitarello, Progarma di Lingua, Letteratura e Cultura Italiane, Brazil

Nella nostra ricerca le potenzialità del CALL sono state utilizzate per creare un metodo di correzione automatica in grado di portare lo studente alla risoluzione di attività di lingua straniera. Tale metodo di correzione è stato denominato F.A.R.E., poiché è composto da quattro “correttori”. Il primo ha il compito di focalizzare l’errore dello studente (Focalizzare). Il secondo analizza la sua risposta (Analizzare). Questi due correttori possono essere attivati dal momento in cui lo studente inserisce una qualsiasi risposta nello spazio dedicato. Gli ultimi due correttori sono invece sempre attivi, e tengono conto di, rispettivamente, fornire un esempio oppure un “recast” (Risolvere) e fornire la risposta corretta (Eseguire). Tutti e quattro i correttori appaiono allo studente sotto forma di pulsanti localizzati a destra dello spazio dedicato alla risposta. I messaggi che li compongono sono stati elaborati a partire dall’analisi degli errori frequentemente commessi da studenti brasiliani che imparano l’italiano (e qui “il serpente si morde la coda”, nel senso che l’analisi dell’errore ci ha aiutato a elaborare le stesse attività linguistiche proposte!). Insomma, il software che vogliamo presentare in questo evento non è altro che la combinazione dell’analisi dell’errore e del sistema informatico che per decenni ha promosso il CALL nell’educazione linguistica.

Session 6-2F
Time: 11:45 - 12:30
Room: Room 3G

Innovations in Teaching? A Critical Look at a Three-Country Teacher Education Online Partnership

Shannon Sauro, Malmö University, Sweden

Elana Spector Cohen, Tel Aviv University, Israel

Robert O'Dowd, Universidad de León, Spain

In his keynote for this year's EuroCALL, O'Dowd (2015) challenges those of us involved in online intercultural exchanges (OIEs) to take a critical look at the effectiveness and impact of what we do in order to ensure the continued relevance of OIEs for CALL. Building upon this challenge, we use O'Dowd's four critical questions to examine the effectiveness of a three-country OIE partnership.
designed to bring together pre-service and in-service teachers, some of whom themselves were language learners, around innovative teaching practices in CALL.

In this talk, we explore the following: (1) the effectiveness of this partnership for contributing to the goals of (foreign) language education, (2) the degree to which this partnership sufficiently addressed the needs and challenges of twenty-first century educators, (3) what future research directions could be drawn from this experience, and (4) how telecollaborative initiatives outside of CALL could be used to inspire or enhance future similar exchanges.

Participating classes included a curriculum and materials design course in an international graduate program for pre- and in-service English teachers (Israel), a master's level course in secondary education for pre-service secondary school English teachers (Spain), and a first year undergraduate course on texts and culture for pre-service secondary school English teachers (Sweden). Students' postings to an online discussion forum, reflective essays, notes from class discussions, and an end of project survey were analyzed for trends and themes that addressed these four questions.

Reflective evaluation of this partnership revealed effectiveness in partially contributing to the goals of foreign language education and in addressing some twenty-first century skills (e.g. digital literacy practices) but not others (e.g. inter-cultural communication, collaborative skills, and problem-solving). These gaps as well as the linguistic and cultural heterogeneity of the students in all partner classes suggest several research directions for examining the effectiveness and relevance of OIEs involving teacher education for CALL.

Reference

Session 6-2G

Time: 11:45 - 12:30
Room: Room 3I

Implicit theories and ICTs integration: the urge to move from dependent to emancipatory teaching styles

Mónica Cárdenas-Claros and Marianna Oyanedel, Pontificia Universidad Católica de Valparaíso, Chile

This presentation reports the findings of a qualitative case study that sought to assess the extent to which teachers’ implicit theories about language teaching positively or negatively influence the integration of new technologies in the language classroom. Implicit theories, or personal constructions about particular phenomena that reside in the mind of individuals (Marrero, 1988; Sternberg, Conway, Ketron, & Bernstein, 1981), is a construct poorly explored in technology integration in language settings research. However, they offer a strong framework of analysis to
account for the incongruence between what teachers verbally report they do and what they actually do: the teacher-student relationships, the use of control mechanisms and assessment procedures.

Based on semi-structured interviews, self-evaluation of technology use reports, a record of the equipment available, and official document analyses, the main bulk of data comes from nine experienced teachers from a leading English Language Teaching program in Chile. Five teaching styles: dependent, productive, expressive, interpretative and emancipatory were identified across participants and are mapped out in three themes: 1) perceived affordances of ICTs; 2) use of ICTs in practice and 3) challenges for implementation of ICTs. Each theme is discussed along with integrated data and conclusions and suggestions for further research are discussed.

Session 6-2H

Time: 11:45 - 12:30

Room: Room 3L

Formative assessment in an EFL blended learning environment: Opportunities and challenges for the promotion of spoken intelligibility using student-generated podcasts

Albedro Cadena Aguilar and Claudia Patricia Alvarez Ayure, Universidad de La Sabana, Colombia

Day-to-day practices in classrooms often reveal that assessment practices are based on rote learning that learners tend to forget. These practices are mainly executed by the teacher, who often struggles to provide learners with effective learning strategies. In contrast, in the implementation of formative assessment, a learner-centred methodology is intended to help learners become more capable of reflecting on the quality of their learning and more aware of what is needed to achieve better performance. This mixed-method action research study sought to extend the existing formative assessment methodology to meet the needs of a group of 20 undergraduate students attending a blended EFL course at a private university in Colombia. A needs analysis revealed limitations on the learners’ efforts to produce intelligible speech in terms of sentence stress, intonation, and thought groups. However, it was also observed that the students were interested in becoming more involved with their learning processes and in contributing to their peers’ progress. Through self- and peer-reflection regarding the intelligibility of a preliminary student-generated podcast (SGP), learners were trained to become familiar with the criteria and instruments, as well as to assess their own and their peers’ oral production. This practice was reinforced with self- and peer-assessment of a subsequent series of SGPs, with the intention of helping students become more aware of their strengths and weaknesses as they strove to create improved versions of their podcasts. Data was collected through student journals, interactive fora, a questionnaire, a survey, and student artefacts. Our findings suggest that the active role learners had in the production and evaluation of the podcasts helped them scaffold and monitor their own speaking process while enabling them to produce better quality outcomes. Also, in terms of language development, the learners’ intelligibility improved, perhaps associated with their self-identified feelings of greater confidence. The series of podcasts generated showed gradual improvement in terms of intonation and sentence
stress whereas some levels of difficulty in the formation of thought groups persisted. In addition, the process of comparing and contrasting their work and reflecting upon it seemed to have encouraged the learners’ willingness to replicate this practice in other and future learning contexts. Furthermore, we found that learners require more extensive and consistent training at earlier stages to help them perform their self- and peer-assessment endeavours more confidently and more independently. This presentation refutes the belief that the provision of peer feedback to additional-language learners is not necessarily as valuable and as useful as feedback provided by a teacher. It highlights the benefits of involving learners in the execution of formative assessment practices that can help them develop higher levels of autonomy while simultaneously facilitating better academic achievement. However, this implies that teachers must adapt their pedagogy in an attempt to improve the learning experiences of the students using assessment evidence as a foundation for change.
Poster Session

Time: 12:30 - 2:00

Learning with your avatars: interacting in a virtual world for language and culture exchange

Wenjun Tang, Université Grenoble Alpes, France

In this contribution, we will present an inter-university and binational project which involves a 3D multi-user virtual environment - Second Life (SL) in foreign languages learning. This one-month project, led by a researcher from the University of Grenoble (France), in collaboration with a researcher from the University of Illinois at Urbana-Champaign (USA), is designed to investigate interactions between two groups of learners staying in their respective countries but getting together via their avatar in SL in order to learn the language and culture of the others. Exchanges occur in an oral and synchronous manner. Our hypothesis is that the exchanges and the immersion in an environment like SL help these two groups of learners in their target language-culture practice and learning. This paper presents only the first few results.

Five sessions are designed by enhancing the culturally defined sets in SL, such as visiting different places which represent the U.S or France in order to promote exchanges and interactions in the two target languages. As mentioned Sadler [1], "the goal of this sort of exchange [telecollaboration] is not necessarily to enhance the grammatical knowledge of the participants (although that certainly may happen), but instead to enhance the ability of an individual "[…] to interact effectively with people from cultures that we recognize as being different from our own" (Guilherme, 2000: 297). The end goal is to create speakers who are competent in intercultural communication".

Learners are invited to write to us after each session so that we can better understand what they think about the project and about the use of SL in their learning. An online questionnaire is set in order to collect data on the profile of the participants such as age, sex, levels in French and in English, experience on the use of online tools for learning the target language and their motivation to participate in the project. All sessions are recorded and the semi-structured interviews are conducted at the end in order to gather additional information. They will be transcribed for qualitative data analysis.

Despite the limited duration, the technical problems and the binding schedules, all participants seem to have enjoyed the experience. The presence of their avatars allowed them to follow the sessions from any locations and to communicate with students who live on another continent by immersing in a common environment. They are also placed in real situations in order to use the target language. The playfulness of the environment was very much appreciated and some learners even felt to have made progress in their oral expression.
Implementing an online vocabulary training program

Charles Robertson, Aoyama Gakuin University, Japan

Although vocabulary acquisition research has shed much light on practical methods for increasing lexical knowledge, many foreign language teachers hesitate to implement focused vocabulary-training programs in their classrooms. The reasons most often cited for this hesitation are associated with the difficult tasks of creating, managing and disseminating vocabulary sets. This poster presentation demonstrates how one online flashcard program (Quizlet®) can help teachers to quickly and easily establish vocabulary training components within their courses. While demonstrating the various aspects of Quizlet®, the presenter will also discuss the measurable positive effects on student receptive vocabulary knowledge and standardized test performance (Milliner, 2013).


Oh-Woog Kwon, Kiyoungh Lee, Young-Kil Kim and Yunkeun Lee, Electronics and Telecommunications Research Institute, Republic of Korea

This paper introduces GenieTutor, a computer assisted second-language (English at present) learning system using spoken dialog understanding technology. GenieTutor leads dialogs with learners to focus on the certain topics by asking questions. The system recognizes the speech which is answered in second-language, evaluates if it is the proper answer for given question, checks grammatical errors, and provides feedbacks to help learners practice their English proficiency. GenieTutor consists of ASR (Automatic Speech Recognition) module and tutoring module. The ASR module is optimized for non-natives as well as natives for educational purpose and smooth interaction. We trained separately native acoustic models (AMs) and non-native AMs by using native English utterances (380 hours) and non-native Korean spoken English utterances (408 hours) respectively, then merged them. In addition, to recognize grammatically wrong sentences spoken by learners, we constructed a language model using about 130 million English sentences including the grammatically wrong sentences that are commonly found in Korean learners’ English speeches. Tutoring module evaluates whether the learner’s utterance is appropriate semantically and is correct grammatically for the question asked by the system, then decides to go to the next turn or ask the learner to try again according to the semantic evaluation and also provides a turn-by-turn corrective feedback such as semantic evaluation results, grammatical error correction results, and some recommendation sentences. The semantic evaluation decides whether to pass the learner on the
current turn or not, and also classifies the learner’s utterance into 6 semantic feedbacks such as “perfect”, “too few modifiers”, “inflection error”, “subject-verb error”, “keyword error”, and “illegal expression”, using the domain knowledge and language model. For a grammatical evaluation, we employed a grammatical error correction system which is composed of three approaches: a rule-based, a machine learning-based and an n-gram based approaches. To suppress false alarms which are critical to second language learning using computers, the system filters implausible correction candidates according to the confidence scores of the approaches. Once the dialogues finished, the module provides an overall feedback to show which part the learner should focus more on. We constructed two English learning services (Think&Talk and Look&Talk) using GenieTutor. In Think&Talk, a learner is supposed to select a dialog topic from a pool of 28 learning topics and its contents, and to practice the dialog utterance that corresponds to the context. In Look&Talk, a learner is supposed to watch a picture and describe the picture according to the system’s question to enhance his/her power of expression. For the experiments, 30 subjects were recruited (15 subjects have TOEIC scores lower than 500, and 15 subjects have TOEIC scores between 500 and 900). Each subject had a dialogue with GenieTutor at 30 learning topics of Think&Talk and Look&Talk. Contrary to our expectations, the results were very similar between the two groups. The experiments shows that the pass or try again evaluation has a success rate of 97.5%, the semantic feedback classification has a success rate of 87.8%, and the precision and recall for grammar error correction are 79.2% and 60.9%, respectively.

Poster Session

Time: 12:30 - 2:00

A hybrid approach for correcting grammatical errors

Kiyoung Lee, Oh-Woog Kwon, Young-Kil Kim and Yunkeun Lee, Electronics and Telecommunications Research Institute, Republic of Korea

This paper presents a hybrid approach for correcting grammatical errors in sentences uttered by Korean learner of English. The hybrid error correction plays an important role in Genie Tutor that is a dialogue based learning system focused to teach English for Korean students. Genie Tutor consists of 4 components: speech recognition, spoken language understanding, dialogue management and grammatical error correction. Learners can learn English skill from immediate error feedback and suggestions that they can receive by talking with Genie Tutor. We defined possible grammatical errors by referencing the error codes of the Cambridge Learner Corpus and the error tags of the NUS Corpus of Learner English (NUCLE). We surveyed grammatical errors which frequently occur in English sentences uttered by Korean learners. These errors involve preposition errors, verb form errors, agreement errors, noun countability errors and determiner errors. We set up 16 conversation topics in which sentences can include instances, kinds of variables. There are instances such as “Bali / 5 days and 4 nights”, “Europe / 3 weeks” and so on in the topic “Talking about planning trips”. Each conversation includes three to five turns. These predefined topics, sentences and instances help the system suppress false alarms that is one of critical factors in language learning. Under the predefined topics, various conversations and sentences were collected from human conversations according to dialogue guidelines. The hybrid error correction employs 4 different approaches: an error memory based approach, a machine learning based approach, an n-gram based approach and an edit distance based approach. Each approach has unique characteristics depending on error types. For example, an error memory based
approach achieves very high precision using very narrow lexical contexts while its recall is very low. Each approach takes as an input a learner utterance that is a text output of speech recognition module. Each works independently to detect and correct grammatical errors in learner utterances. After detecting and correcting grammatical errors, they send their feedback to a decision module. A decision module combines multiple error feedback and selects the best error correction result depending on error types and credibility of each error correction approach. The knowledge for correction used by the approaches is based on 21,400 learner sentences excluding system’s sentences in collected conversations. To build a learner corpus in which grammatical errors are annotated with our defined error codes, we generated grammatical errors automatically based on linguistic knowledge. In the case of a machine learning approach, svm classifier was trained on this annotated corpus. To evaluate the hybrid grammatical error correction approach, 858 sentences were extracted from randomly selected sentences uttered by Korean learner. The test set includes not only grammatically wrong sentences but also correct sentences. We conducted various experiments and examined the effect of the hybrid approach for error correction. The experiments showed promising results for correcting errors in utterances of a learner. We achieved a precision of 91.3% with a recall of 45.1%.

Poster Session

Time: 12:30 - 2:00

Game Based Language Learning in a Classroom Setting

Jeremy White, Ritsumeikan University, Japan

Game based learning (GBL) (Prensky, 2003) is a concept that has grown in popularity in recent years in the field of education. An increasing number of educators are utilizing the motivational elements that are found in the games that students play in their leisure time and applying them to learning situations. Game based language learning in particular has been reported to have a positive influence on motivation and production of target language (Peterson, 2010). Educators contemplating incorporating GBL in their context often have a number of questions regarding its implementation and overall effectiveness. For example, why is GBL perceived to be more motivational than traditional methods? What games are most effective for educational purposes among learners of different ages? And finally, how can teachers get started using GBL in their setting? The presenter will begin by providing participants with a review of the recent literature regarding GBL in language education. Next, participants will be introduced to several games utilized for language education and the advantages games as learning tools. Finally, common concerns and questions regarding GBL will be addressed. It is the hope of the presenter that the information shared in this session will provide educators who have not yet incorporated GBL in their practice with the necessary knowledge to do so.
Apps, Podcasts & Smartphones: A Perfect Trinity?

Jaime Selwood, Hiroshima University, Japan

The popularity in ownership of hand-held mobile devices by university students has created an ideal situation for educational institutions to exploit this mobile technology for the benefit of their student body. Additionally podcasting can be a cheap, beneficial and portable technology whose content can offer language-learners the freedom to download useful material whenever and wherever convenient. Furthermore at the beginning of 2015 there were around 1.3 million mobile applications (apps) available to download to smartphones or tablets. The presenter will show how mobile devices, podcasts and a specially designed app were used to create a synchronised language-learning course in which students wrote, edited and recorded their own podcasts.

The presentation is part of ongoing research and analysis into the benefits of English language podcasts within the language-learning process, specifically at the university level. The presentation will include details of how students created their own podcasts. This was aided by utilising a specially written smartphone and tablet app with the aim of better assimilating hand-held mobile technology within a general-English university course. The goal of the programme was to observe the practical benefits and potential drawbacks when combining podcasts, mobile-devices and apps in a language-learning course.

The poster will also introduce three English language podcasts produced at a university in Japan but available to download free to anybody anywhere. The main focus of the presentation will be English language podcasts that were researched, written, edited, recorded and then uploaded to the university app by students who were not English majors. Each student podcast when published contained an audio programme and a downloadable PDF that accompanied and expanded upon the audio content. After completion of each podcast assignment the students then had the opportunity to listen to other class members’ work which allowed for peer appraisal of their materials.

The course exploited free apps and mobile technology that were available on any mobile-device platform such as audio and video recording, imaging software tools and document creation. This allowed the student podcasts to be created, uploaded and then potentially downloaded from the university app. Both the advantages and disadvantages of this course as well as the mobile technology used will be presented and analysed. Also included in this presentation will be detailed feedback that showed that 76% students had a favourable disposition towards the podcast course by its competition.

An easy to follow step-by-step take home guide will be supplied to participants of the presentation in order for them to try the project for themselves and potentially with their own students. This will include information on how to create and design podcasts as well as how to write a simple but effective mobile-device app that can be used as the central tenet of a language-learning course.
Lexinote, an e-portfolio to enhance independent and continuous vocabulary learning in English

Hiroya Tanaka, Hokkai-Gakuen University, Japan

Akio Ohnishi, VERSION2 Inc., Japan

Ken Urano, Hokkai-Gakuen University, Japan

This poster introduces Lexinote, an e-portfolio system to help English learners’ independent and continuous vocabulary learning, and discusses how it can benefit learners, instructors, CALL researchers and developers.

Vocabulary is an area that requires foreign language learners to work independently and continuously both in and out of class. For unassisted comprehension, learners need to recognize enough vocabulary to cover 98% of text: 8,000-9,000 word-families for written text and 6,000-7,000 word-families for spoken text (Nation, 2006). In the Japanese EFL setting, learners experience approximately six years of English education at secondary school during which time they are supposed to learn approximately 3,000 words (i.e., lemmas). Given the lexical distance between Japanese and English, this leaves Japanese university EFL learners with a long way to go before they can acquire a sufficient number of words to comprehend authentic texts in English.

To help Japanese university EFL learners sustain their vocabulary learning, the presenters have developed Lexinote. Lexinote is an e-portfolio system that allows learners to record and save the target words they encounter, to search for them in online dictionaries, to practice them according to word familiarity (i.e., level of understanding of each lexical item), to share their own output with classmates, and to monitor words they have learned and words they should learn. Learners are guided to monitor and control their vocabulary learning metacognitively according to word familiarity. Lexinote can provide learners with multimedia materials such as audio lessons for business and academic vocabulary development and online video materials that contain targeted words. All the words learners produce as their own self-expressions and in computer-mediated communication tasks are recorded and displayed in their e-portfolio, enabling learners to monitor and control their own learning. Instructors can monitor students’ learning records by number of words recorded, by type of practices chosen, by how frequently they edit their learning records, and by texts they produce on Lexinote. The presenters introduce the key concepts and basic functions of Lexinote, and report a study of the effect of using Lexinote on Japanese college EFL learners’ vocabulary acquisition.
Japanese students, plagiarism, patch writing and EFL academic writing integrity

Bob Gettings, Hokusei Gakuen University Junior College, Japan

As information becomes easier and easier to find online, students are more often facing the temptation of copying or using online machine translation to complete their English as a Foreign Language (EFL) writing assignments. Is there a strong concept of plagiarism in Japan? Do students think of copying as a form of patch writing or as plagiarism? What and when are Japanese students taught about copying or plagiarism academic integrity in writing, either in their own language or in an EFL classes? How do Japanese students feel about “internet copy-paste” or use of home page machine translation as EFL writing strategies? To what extent do they consider these strategies ethical? This presentation is based on an online survey and individual interviews with Japanese junior college English majors that explored their experience of CALL, learning writing skills online and concepts of academic integrity in pre-college and junior college environments.

AWE-based Corrective Feedback on Developing EFL Learners’ Writing Skill

Xiaowei Li, Zhihong Lu and Zhenxiao Li, Beijing University of Posts and Telecommunications(BUPT), China

In recent years in Chinese higher educational institutions, automated writing evaluation (AWE) tools have been applied with great frequency in evaluation and assessment for English as a foreign language (EFL) learners' writing proficiency in computer assisted language learning (CALL) environments. Therefore, the effective design and use of AWE tools in developing EFL learners' writing skill and the learner autonomy have remained great challenges for the system designers, developers, and EFL instructors compared with that of the pencil-paper writing in the context of regular teacher-fronted classroom. Instead of delayed feedback given by the teacher commonly in face-to-face teaching context, the function of corrective feedback of an AWE tool can be programmed to provide real time suggestive improving feedback and comments to EFL learners in support of their English writing skill.

This study aims to investigate the effects of the corrective feedback function of Pigai system (a web-based AWE tool which has more than 4,000,000 users over 1,600 universities and schools in China) based on the students’ writing scripts through a mixed-method approach. The research is driven by the following questions: 1. What is the role of AWE-based corrective feedback in developing EFL learners' writing skill? 2. Does AWE-based corrective feedback promote EFL

To measure if AWE-based corrective feedback is beneficial to EFL learners in improving their writing skill as well as the learner autonomy, a fifteen-week experiment from September, 2014 to the beginning of January, 2015 was carried out based on PiGai system, which was embedded in an English Audio-Video-Speaking course (EAVSC), and both pre- and post tests were delivered through a self-developed online English language skills training system—Rofall. A mixed-method approach was taken to measure the effects of using the AWE system on students’ efficacy in English writing and to capture their perceptions of PiGai as a tool to improve their learner autonomy in the process of writing.

Analyses of the students' correlated data and feedback showed that the application of AWE-based corrective feedback, i.e. 10-minute online writing performance as an embedded task in the EAVSC, did have a marked impact on EFL learners' writing skill and learner autonomy.

In this research, the role of AWE-based corrective feedback as well as its pedagogical effectiveness will be discussed. The authors hope to add some empirical data to the related studies which investigated learners' perceptions towards AWE-based corrective feedback, and also expect to shed lights on the theory-based teaching design and effective use of AWE tools in EFL contexts.

**Poster Session**

**Time: 12:30 - 2:00**

**Developing and Piloting an App for Managing Self-directed Language Learning: An Action Research Approach**

Jo Mynard, Elizabeth Lammons, Satoko Watkins, Yuko Momata and Junko Noguchi, Kanda University of International Studies, Japan

Paper-based tools such as self-evaluation activities, learning plans, reflective journals and learning logs are commonplace for managing self-directed language learning (SDLL). Such tools not only promote ownership over learning and provide a sense of achievement to learners, but they also promote reflection and raise awareness of learning processes. Paper-based tools (‘modules’) for SDLL have been used successfully at a small university in Japan since 2003, but with the gradual introduction of student-owned iPads, the time is right to explore how technology tools have the potential to enhance the SDLL experience for learners. This poster presentation outlines the process of working with an app development company to convert the paper-based modules into an iPad app. Using an action research approach to systematically gather and analyse ongoing input from users, the presenters share their experiences and findings from the pre-pilot and pilot phases of the project. The presenters share the successes and challenges and show participants both the paper and app versions of the SDLL modules.
Using student sample videos for presentation skills training, assessment and reflection

Danielle Fischer, Osaka Institute of Technology, Japan

This poster presentation will outline how the presenter is using videos to help students improve their presentation skills. A video database is currently being created for an ESP course for graduate students at a technical university in Japan called "Presentation skills for international conferences". Student volunteers from a variety of departments at the university, who have already completed the course, are being filmed while giving a presentation on their research. All volunteers are being selected from a pool of students who have been judged by the database creators to be skilled presenters. In addition to giving an exemplary "Presentation Dos" version of their presentation, these students are also being asked to give a "Presentation Don'ts" version of the same presentation.

The ultimate goal of this project is to build a database that contains multiple presentation sample videos of various students from all departments in the university. These videos will then be used as both examples and assessment tools for students who are currently taking the presentation skills course. Concurrent with the creation of the database, the presenter is also exploring secure online technologies that will allow students in the course to review their own presentation videos for visual feedback, reflection and assessment. CALL related challenges the presenter faced while administering the project will also be discussed during the poster session. In addition, the in-house designed presentation skills rubric that is currently being used for student training and assessment will be shared.

Learning English through Subtitling 2.0

Haruo Nishinoh, Doshisha University, Japan

This is an updated report of an on-going attempt to integrate subtitling activities into English learning process in a college EFL classroom in Japan. The presenter displayed how-to two years ago. Since then the process and tools have been horned, and this year we were given an opportunity to involve a TED reviewer in the subtitle refining process. As more and more lectures and speeches of academic nature have become available through the Internet, through iTunes University, MOOCs, to name a few, they provide valuable opportunities to learn and widen learners’ learning opportunities. However, since most of the lectures are delivered in English at a natural speed by academics, without a proper help and guidance in their native language, most of the students with average English proficiency find it difficult to understand the content. The presenter found that
screen translation, or subtitling, practice on the lectures equip the learners with the abilities to listen, study, understand, and critically assess the content of lectures. The presenter’s classroom is an attempt to improve the learners’ over-all English proficiency for lecture listening, while helping them to become contributors to the on-line academic community themselves. The presenter is a volunteer TED Talks translator. He realizes that subtitle translation is more than replacing one language into another. It requires a trained ear, thorough research on the topic, and keen sensitivity to the subtle meanings of words both in English and the mother tongue. At the beginning of the course, students in this class start studying what translation and subtitling are all about through books and articles, mostly by the professional translators and screen translators. In doing so, they acquire theoretical background of translation and subtitling. Then they study subtitled films and lectures to see how actual translation is done. After several trial translations of movie trailers, mini-lectures, and TV news shows, students learn how to listen to the details, analyze the audience, research the filed. In addition to this, they also learn how to economize the expression and to place the legible subtitle on the screen. The final goal of the course is to choose one TED talk a team, and collaborate to complete its subtitle. Going through this learning process step by step, students not only learn how to listen, understand, translate and present, but also how to be a contributor in the active on-line academic community. My students showed remarkable improvement on their computing as well as language skills. Computing skills include the use of online subtitling service, free software, on-line storage system, on-line conferencing, on-line file sharing system, and collaboration and assessment on-line—most of which are beyond the necessity of regular academic activities. Their language improvement was measured by a set of C-Tests. Tools (mostly USB portable software and on-line services) and methods will be shown in the presentation. Our fist collaboration is accessible through the link below:

http://www.ted.com/talks/eman_mohammed_the_courage_to_tell_a_hidden_story

**KEYNOTE**

Time: 2:00 - 3:00

Room: Aula C via Bassi

**Reading the Web: Critical possibilities for education**

Lynn Mario T. Menezes de Souza, University of São Paulo, Brazil

The contemporary French thinker Bernard Stiegler (1998, 2015) has proposed that humanity is essentially lacking in essence and has traditionally used tools and instruments – technology - to develop this essence. Thus technology, rather than a simple, unessential appendix, is foundational in making humanity human. In a move from generalized humanity to the use of technology in specific communities, in previous work (Menezes de Souza 2007, 2008), I called attention to the situatedness of what was once called computer-mediated-communication, or how digital technology, though necessary, was not simply transferable and context-independent. More recently Wolfson (2014) once again called attention to the strong current tendency to “lift technology out of social context” emphasizing the negative political consequences of this. McChesney (2013) also calls for a need to situate current digital technological innovation within a social and political context. Andrejevic (2007) cites as an example of this need the highly valorized concept of interactivity in digital communication which may in fact have negative political and financial implications. The
Brazilian educator Freire called for a move away from naïve, common-sense thinking to what he called more rigorous or critical thinking, in which the thinker/learner departs from an awareness of his local, immediate context in order to develop a consciousness of the relationship between the local and the global/national context. This movement from the local to the global and from the concrete/immediate/commonsensical to the rigorous and abstract is what Freire termed critical consciousness and saw as the basis of any educational project. In light of these issues, this presentation proposes a critical look at current digital media in educational contexts.

McChesney, R. 2013 Digital Disconnect Menezes
de Souza, L.M. (2007) CMC, Hibridismos e Tradução Cultural Menezes
de Souza, L.M. (2008) Beyond “here’s a culture, here’s a literacy”.
Stiegler, B. 1998 Technics and Time I
Wolfson, T. 2014 Digital Rebellion

SESSION 7

Session 7-1A

Time: 3:30 - 4:00

Room: Room 2D

Is mobile-assisted language learning really useful? An examination of recall automatization and learner autonomy

Takeshi Sato, Tokyo University of Agriculture and Technology, Japan

Fumiko Murase, Tokyo University of Agriculture and Technology, Japan

Tyler Burden, Meisei University, Japan

The aim of this study is to examine the advantages of mobile-assisted language learning, specifically vocabulary learning, of English as a foreign language (EFL) in terms of automatization and learner autonomy.

A previous study (Sato et al. 2013) revealed that using mobile devices to learn second-language (L2) vocabulary can enhance the automatization of vocabulary recall, which can save on cognitive resources, allowing them to be reapplied toward reading activity and thus successful L2 reading comprehension. Those findings supported the assertion of the efficacy of L2 learning using multimedia functions, like many other previous studies that argue that the convergence of technologies in learning resources will improve L2 learners’ performance (e.g., Chun and Plass 1996, Lomicka 1998, Al-Seghayer 2001, Yeh and Wang 2004, Sato and Suzuki 2010). Along with the findings in computer-assisted language learning, studies on mobile-assisted language learning seem to focus mainly on the benefits of specific technological advances.
However, in order to confirm the advantages of mobile-assisted L2 learning, the agency (Pachler et al. 2010) or autonomy (Holec 1981) of learners should also be considered. Learning an L2 using a mobile device might involve carrying out tasks by receiving learning resources online and sending information such as texts or photos via one’s devices, no matter when and no matter where one may be. To carry out such activities, L2 learners are expected to be autonomous agents, not like those who passively listen to their teachers and receive the knowledge given by their teachers. Furthermore, the use of a mobile device would allow wider access to authentic L2 resources and enable learners to actively search for resources for their own learning, which can be seen as an important quality of autonomous learners who take control over learning content (Benson, 2001).

This study, therefore, hypothesizes that successful mobile-based L2 vocabulary learning will enhance learner autonomy, as well as the automatization of word decoding and recall speed via technologically advanced representation of knowledge. Based on this hypothesis, our study examines whether learning L2 vocabulary with mobile applications can facilitate the automatization of decoding and speed up recall of target vocabulary, and also whether L2 learners are motivated enough to function as autonomous agents using a mobile application to learn. In addition to the experimental research, questionnaire surveys and interviews were conducted before and after the implementation of the mobile vocabulary learning practice to investigate the effect of mobile-assisted language learning on learner autonomy.

This study suggests that research for computer- and mobile-assisted language learning be conducted from the viewpoint both of technology and of learner autonomy.

Session 7-1B

Time: 3:30 - 4:00

Room: Room 2B

Institutional Barriers to CALL: A study of implementing CALL using an Ideographic Perspective

Mairéad Nic Giolla Mhichíl, Dublin City University, Ireland

Jeroen Van Engen, University of Groningen, Netherlands

Colm Ó, Dublin City University, Ireland

This paper is conceptually aligned with the argument that policy formulation and implementation are intertwined and that policy is made and remade during implementation. The study adopts the position that the process of policy and implementation is shaped and remade by those involved at all levels of the implementation process. Within this conception policy is viewed as a process as opposed to a static once off event. Policy being made and re-made by implementers throughout the policy process implies that policy cannot be purely viewed as rational and coherent as it evolves and is implemented as it makes it way up and down the implementation staircase. Various factors and contexts at each level of the implementation staircase impede, skew and/or facilitate implementation. The paper will attempt to define the approach to institutional CALL policy within
two institutions and through this analysis identify institutional constraints and contexts of CALL implementation. The findings from the empirical research into CALL policy implementation will focus on the “street level bureaucrats” or those practitioners who implement the policy at the coal face versus official policy texts linked to the implementation of CALL within each institution. The structure of the analysis will draw partially from Trowler and Knight’s (2002) consideration of causal and contextual simplification, the obliteration of meaning and effect and contextual occlusion to provide a structure for the analysis and to investigate further the constraints of CALL within institutions. The paper concludes by considering the implications of the findings for CALL institutional implementation.


Session 7-1C

Time: 3:30 - 4:00

Room: Room 2C

Blogging and Microblogging in Personal and Professional Domains: Perceptions and Connections from Third Level Language Learners.

Silvia Benini, Elaine Riordan, Liam Murray and Florence Le Baron-Earle, University of Limerick, Ireland

With the ever-increasing types of social media and their uptake in the field of education (Schrock, 2012; Selwyn 2012; Sykes, Oskoz et al. 2013), it is timely to reconsider issues surrounding these tools. It has been noted that ‘social media technology has become an essential part of personal life as users generate content, share photos, choose to “like”, or interact in a game’, and the ‘ubiquity of social media is no more apparent than at the university where the technology is transforming the ways students communicate, collaborate, and learn’ (Tess, 2013: A60). Yet, as an extension to Kukulska-Hulme's (2009:164) caveat, we are reminded that: "Mobile technology takes learning out of the classroom, often beyond the reach of the teacher. This can be perceived as a threat, so the challenge is to develop designs that clearly identify what is best learnt in the classroom, what should be learnt outside, and the ways in which connections between these settings will be made." Our findings will report on emerging issues related to such connections.

This paper explores blogging and microblogging media (of which Twitter is an example) focusing on third level language learners’ use, preferences and perceptions for both personal and educational purposes. We employ a mixed-methodology combining a corpus of reflective blogs and accompanying students’ essays, attitudinal data from online questionnaires, and more qualitative data from focus groups with the students. We examine issues such as social and shared learning and collaboration (Dippold, 2009), connectivism (Siemens, 2004), the use or non-use of social media
for strategic learning (Dabbagh and Kitsantas 2012), and affective issues pertaining to the students’ feelings about the uptake of these tools for their personal lives and in their studies. This paper concludes with some pedagogical considerations regarding the affordances of such tools for third level language learning.

References

Dippold, D. (2009) 'Peer feedback through blogs: Student and teacher perceptions in an advanced German class', ReCALL, 21(1), 18-36.


Session 7-1D

Time: 3:30 - 4:00

Room: Room 3F

Teachers’ engagement with Open Educational Practices: deficit or capabilities?

Tita Beaven, The Open University, United Kingdom

Sharing and reuse are the two pillars of Open Educational Practices. Although in the past fifteen years considerable funding has been devoted to creating Open Educational Resources (OER), it appears that the promise of OER has not been fully realised, and the anticipated adoption, adaptation and sharing has had only limited success. Methods to evaluate the success of the OER project are still emerging. Whilst some have looked at barriers and enablers to using OER (Byskov Lund, 2010; Windle et al., 2010; McGill et al., 2012), others are concerned with metrics that demonstrate the extent of reuse (MIT Open Courseware, 2006, 2009, 2011); others still are seeking ways to evaluate and ensure the quality of resources produced and shared (Clements & Pawlowski,
In this presentation, I examine this apparent lack of engagement with OER by drawing on a recent case study of the professional practices of language teachers as they engage with an OER repository through two different lenses: a deficit model, and a capabilities approach. If looking at teachers’ lack of adaptation and sharing of OER through a deficit lens, one would argue that it is due to barriers or deficiencies that can be addressed through further development, such as staff development activities to improve the teachers’ understanding of OER, or through the development of better technical solutions (such as better metadata, easier uploading mechanisms to enable sharing, or more social media features in the OER repositories). On the other hand, a capabilities approach, (or human development approach, as it is also known), is a framework that was first used in the area of human development to evaluate individual well-being and the design of policies for social change; it focusses on what people are able to do and to be, and on ‘the freedoms or opportunities created by a combination of personal abilities and the political, social and economic environment’ (Nussbaum, 2011). A capabilities approach enables us to confront the issue of teachers’ engagement with OER more critically, as it requires us to focus on what OER and OEP are for, what people (teachers, learners) are able to ‘be and do’ as far as this particular educational project is concerned, and what capabilities it promotes and fosters. As Walker puts it, ‘we should assess (education) interventions according to the effects on things people value and have reason to value’ (Walker, 2006).

Session 7-1F

Time: 3:30 - 4:00
Room: Room 3G

A framework for conversational engagement in online discussion tasks: level of analytic depth

Breffni O'Rourke, Gillian Martin and Helen O'Sullivan, Trinity College, Dublin, Ireland

A framework for conversational engagement in online discussion tasks: level of analytic depth
Breffni O’Rourke, Gillian Martin, Helen O’Sullivan What do we mean by “engagement” in the context of online discussions? How do we recognise it? Is it quantifiable? Can we find ways of analysing it that might be of assistance to task designers, instructors, and students? This work is concerned with a discourse-analytic framework for characterising collaborative topic engagement in online, text-based communicative tasks. The framework comprises a two-tier analysis. Tier 1, presented in O’Rourke, Martin & O’Sullivan (2014), categorises act types, and deals with topic development through engagement with others’ contributions, using Van Lier’s (1996) conception of contingency in discourse. The present paper develops the framework by introducing Tier 2, which is concerned with analytical depth in learners’ conversational contributions. The data are taken from Speakwise, a long-running, blended telecollaborative exchange between Trinity College Dublin and the University of Hildesheim. On the Irish side, the exchange is embedded within a course in intercultural communication offered to final-year students of German. The framework is intended to be useful to online task designers for defining desirable discourse outcomes; to instructors, for monitoring and facilitating online discourse; and to learners, for reflecting on the quality of their engagement with tasks, within-institution peers, and telecollaborative partners.
I’m a useful NLP tool – get me out of here

Monica Ward, Dublin City University, Ireland

In Ireland, Irish is a compulsory subject in primary and secondary schools. Irish orthography is an area of difficulty for learners, which causes problems for spelling and reading Irish words. There are pronunciation rules but they are not fully documented. Furthermore, not many teachers are aware of them and therefore cannot point them out to their students (Hickey and Stenson, 2011). This makes it difficult for students to read and spell in Irish. Abair (abair, 2014) is an Irish language synthesiser. It is a high quality NLP tool that allows the user to type in a word, phrase or sentence in Irish and to listen to a spoken version of the text. It provides text to speech synthesis in two dialects and in five different speed settings.

Kraif et al. (2004) identified three reasons why NLP is not more widely used in CALL: NLP techniques may not be reliable, NLP resources are difficult and expensive to implement and end-users may not be aware of NLP possibilities. Granger et al., (2006) note that the lack of communication between NLP specialists, CALL researchers and language teachers is a major challenge to NLP/CALL integration. Many ICALL (Intelligent CALL) projects disappear due to lack of funding, lack of long-term perspective, and lack understanding of pedagogical issues (Tschichold, 2014). Abair is an example of an NLP resource that overcomes some of these problems. It is a high quality resource that is based on a theoretically sound design plan with a long-term perspective. It has continued to develop over a period of years and has a long-term vision. An NLP resource such as abair would be difficult and expensive to build from scratch – but it exists and can be used in ICALL resources. To date, abair is not well-knows outside the inner core of Irish language NLP researchers and has a focus on text to speech synthesis rather than language learning. This paper looks the lessons learnt from other NLP/CALL projects and tries to apply them to build ICALL resources for Irish. It shows that a focus on the learner needs and smart use of existing resources can produce useful NLP/CALL resources for language learners. Close collaboration between NLP specialists, CALL researchers, linguists, pedagogical specialists and learners is important in order for a project of this type to be successful.


Session 7-1H

Time: 3:30 - 4:00

Room: Room 3L

Learner engagement with screencast feedback

H. Müge Satar, Boğaziçi University, Turkey

Corrective feedback on learner output in language teaching has been widely researched in terms of feedback type, learning outcomes and contexts. Yet as Ellis (2010) reports, there have been fewer studies exploring the way learners respond to feedback provided, especially as regards affective engagement. One recent exception to this is the study by Fernández-Toro and Furnborough (2014), which investigates learners’ cognitive, metacognitive and affective engagement with feedback through recorded talk-aloud protocols. Another area that has started to receive increasing attention from practitioners and researchers alike is the provision of feedback through screencasts, i.e. audio-visual feedback recorded and shared electronically. Most documented practice in the area report learner perceptions of screencast feedback evidencing it to be more personal, and clearer as well as to help establish increased rapport with the tutor (Edwards, Dujardin, Williams, 2012; West & Turner, 2015).

By critically reviewing previous literature on screencast feedback, this study summarizes lessons learnt in the area. Additionally, it explores affective and cognitive learner engagement with multimodal screencast feedback provided on essays written by EFL learners. The participants were foundation year EFL students at an English-medium university in Turkey in preparation for their academic studies at various departments within the university. They were requested to write an essay and revise the essay based on the screencast feedback they received. During revisions, the participants were asked to think-aloud and record the process. Learner engagement was investigated through an examination of learner revisions and recordings of their think-aloud protocols. The findings shed light on the ways in which EFL learners respond to multimodal screencast feedback not only cognitively, but also affectively.

References


Session 7-2A

Time: 4:00- 4:30

Room: 2D

Using Mobile Technology to Foster Autonomy Among Language Learners

Haifa Albadry, Newcastle University, United Kingdom

The expansion in mobile computing technology has increased its potential benefits as tools to assist learning, and a new form of learning has consequently developed which is based on the concept of learners’ mobility. There is therefore, a growing interest in investigating the attitudes of learners and teachers towards this form of learning, as well as the learning outcomes and the everyday practicalities of incorporating the use of such technology into a language course. This paper will present the experience of using iPads with a group of 21 students in a Saudi university over a period of one semester. Data was gathered through questionnaires, focus group interviews, learners’ diaries, think aloud protocols, and online tracker logs.

This study focuses especially on the extent to which iPad and iPad-like devices can contribute to developing student autonomy in language learning. More specifically, it attempts to explore whether the multi-modal functionality and affordances of the iPad, when used in a Mobile-learning environment and introduced in a teacher-guided EFL (English for Foreign Learners) course, can encourage and motivate students to be more independent and take control over their learning. The exploration does not focus on students’ language acquisition; rather it focuses on students’ strategies when learning English using the iPad device. The project is based on the idea of ‘tool mediation’ presented by (Vygotsky, 1978) and investigates whether using the iPad can help learners achieve a greater level of flexibility and control over their learning, and increase their engagement and motivation.

The study provides several contribution to EFL learning and practice. Findings of this study allow new understanding and knowledge concerning the integration of the iPad or any similar device before incorporating it into a course. It also has the potential to inform educational institutions and EFL teachers of the development of a language course that is technology-based to develop learners’ autonomous learning.

The findings indicate that students used a wide range of cognitive, metacognitive, and social strategies when working with the iPad, and there was a statistically significant increase in students’ reported use of language learning strategies by the end of the project. The study also provides evidence that the use of the iPad when integrated carefully into a language course, and with the teacher’s instruction, can have positive effects on students’ attitude and learning. There is evidence that these effects extended beyond the end of the course, as post –course interviews suggest that students continued to develop certain types of autonomous behaviour: most students seemed to be more independent and confident. They displayed a strong desire to learn English despite the difficulties they encountered in the course. In addition, most students planned to do more practice outside classroom, collaborate with other students, contribute to the course materials, and reflect on.
their personal beliefs about language learning. Based on these findings, there seem to be clear benefits to integrating the iPad into language courses.

Reference

Session 7-2B
Time: 4:00- 4:30
Room: Room 2B

An Investigation on Multimedia Language Lab Project in Turkish State Universities

Yasin Karatay, Düzce University, Turkey

An Investigation on Multimedia Language Labs This paper reports on a nation-wide study designed to investigate the use of multimedia language labs (MLLs) and the attitudes of students, teachers, and administrators toward MLLs at tertiary level. The study will also explore the factors affecting all stakeholders’ attitudes towards MLLs. Computers have been regarded as one of the prominent technological instruments enhancing language learning and teaching. Thanks to new technological developments, language teachers now consider technology as a part of their instruction. In the same vein, in an attempt to catch up with the technology, many institutions have invested in MLLs and included them in their curricula. With the same purpose, in 2012, the Council of Higher Education in Turkey equipped all state universities with MLLs, designed with special software and hardware. Since they are new in Turkey, a nation-wide study is needed to reveal the general attitudes towards the use of MLLs throughout the country, the reasons of the institutions where MMLs are not being used, and make some suggestions for how to use these MLLs more effectively. This paper presents the findings of a nation-wide study on MLLs. The purpose of this study is to investigate a) what are university EFL teachers’ reported teaching practices in MLLs, b) the attitudes of students, teachers, and administrators towards MLLs, c) the factors affecting these three major stakeholders’ attitudes towards MLLs, and d) the reasons for not using MLLs. Firstly, an email were sent to the Council of Higher Education in Turkey requesting the contact names of the teachers who are responsible for MLLs in their institutions and attended the training sessions at Hacettepe University in 2012. The researcher sent an email to those instructors requesting information about the use of MLLs in their institutions. Also, if they were not using MLLs, the reasons were requested as well. Then, online questionnaires were sent to the students, teachers, and administrators. The data from the questionnaires obtained from 45 universities throughout Turkey address their attitudes towards MLLs and some pedagogical implications on effective use of them. Also, interviews with the administrators were conducted to elicit the factors affecting their decisions to promote the use of MLLs.

Since this is the first research conducted on MLLs, it has the potentiality of taking a snapshot of a country in terms of the use of these labs. This study also helps all stakeholders at tertiary level maximise the benefits of the MLLs and reveals suggestions for material designers.
The Social Web has generated a change in the world of communications. Our way of relating, to seek and obtain information, and even to learn has changed and is conditioned by new forms of interaction and collaborative creation. Although the application of Social Media in the classroom has grown tremendously and has established itself in recent years, their effective integration into the language classroom is still a challenge. In addition, there are few empirical studies analyzing its positive effects on the process of learning a language. The main objective of this paper is precisely to submit relevant research data that was collected during the fall semester of 2013 and whose main objective was to analyze the application and use of Facebook as a digital ecosystem that allows students to generate content, collaborate and interact beyond the physical space of the class. This research aimed to verify whether the use of this network as a teaching tool for a semester would be motivating for students and therefore would impact beneficially on their communicative competence. Specifically, the study was responsible for analyzing whether reading comprehension and writing skills of students improved through the use of Facebook. Two control groups and two experimental groups belonging to three secondary schools participated in the study. In this paper, tools used and designed to collect data (questionnaires, pre- and post-tests and analysis of the level of interaction and collaboration in the experimental groups using Facebook as a learning space) will be presented. The tasks and sequencing of activities carried out throughout the semester in the digital ecosystem will be also analyzed in detail. This research is contextualized in a theoretical framework that links the affective variable of motivation with the application of digital technologies in the language classroom. It aims to demonstrate the positive perception of students towards the use of social networking (Facebook in this case) as a space for interaction and collaboration. From the pedagogically perspective, the potential of social media in the classroom as an example of a digital ecosystem that encourage interaction and collaboration, helps to generate content and develop intercultural competence of the students will be analyzed. This paper will also reflect on the role of teachers and the didactic implications of the application of a social network in the language classroom.
Addressing cultural diversity in preparing teachers for Open Educational Practices

Malgorzata Kurek, Jan Długosz University, Poland

Open Educational Practices (OEP) are defined as activities related to sharing, retrieving, repurposing and remixing open-licensed content (Atenas, Havemann, 2014). Dedicated teacher training courses which emerge in response to the growing popularity of openness aim at helping teachers embrace openness by equipping them with sets of related skills and competencies. While many of these competencies are universal and easily applicable across contexts, languages and disciplines, teachers’ different cultural backgrounds and different educational systems affect 1) how they perceive openness and open practices and 2) what skills and resources they need to implement OEP in their local educational contexts.

Bearing this in mind, the aim of the following presentation is to address the issue of diversity in training teachers for OEP. The study is part of the EU-funded project LangOER in which, first, a teacher training course was designed in English to serve as a model for similar courses in less-taught languages and, then, local course instructors adapted the course to the needs of their local, linguistically diverse groups of teachers. The study takes the instructor’s perspective to investigate the process of contextualizing course content for the needs of 6 groups of teachers representing different cultures and educational systems. The presentation will conclude with guidelines for addressing cultural diversity in designing tasks for open learning environments.

Student attitudes towards corpus-informed language learning

Katherine Ackerley, University of Padova, Italy

Since the data-driven learning (DDL) approach for language learning was described by Johns (1991), numerous studies on corpus use by both teachers and learners have been carried out. Scholars have investigated various aspects of corpus use including paper-based DDL materials (Boulton 2010), student attitudes towards corpus use (Cheng et al. 2003) and effects on learning (Boulton 2009). Further investigation into these fields, in particular concerning different types of learners and uses of corpora, would lead to greater understanding of the impact of corpus-informed
approaches on language courses. This paper describes a study carried out on corpus use by a class of first-year language majors at Padova University as part of a 13-week English course. Two genre-based corpora, including a corpus of Opinion Survey reports, were used to give students an in-depth view of the linguistic features of a specific text type (Ackerley 2008). Paper-based ‘noticing’ tasks and hands-on tasks using AntConc were integrated into classroom lessons and computer lab sessions. In the end-of-course exam, students were required to write an opinion survey report similar to those found in the corpus. During the exam, the students were allowed (though not obliged) to use AntConc and the corpus to help them produce genre-appropriate language. A post-course questionnaire was completed by 95 members of the class. The responses gave details about attitudes towards the corpus-informed tasks, use of the corpus with concordancing software outside of the lab sessions, production of language observed in concordances in the exam (learnt by heart or accessed via AntConc during the exam), and general reactions towards the use of corpora. A high number of students (93%) claimed to have used words and phrases learnt from the DDL tasks in the exam, while some used AntConc during the exam to check language (65%) or even to find new words or phrases (44%). The second part of the study examines evidence of language from the expert writer corpus in a learner corpus of these students’ exam texts. The final part of the study looks into a possible correlation between positive attitudes towards use of corpora and exam scores. It is hypothesized that the more successful student writers were those who had a more positive attitude towards corpus-informed language learning and who reported that they used the corpus independently both during the course and during the exam.

References

Session 7-2F

Time: 4:00- 4:30
Room: Room 3G

A new approach to assessing Online Intercultural Exchange: soft certification of participant engagement

Teresa MacKinnon, University of Warwick, United Kingdom
Mirjam Hauck, Open University, United Kingdom
The challenges to the adoption of international telecollaborative activity have been well documented (see, for example Guth et al., 2012, MacKinnon, 2013) and the complexity of shared electronic accreditation explained (Aguirre and Quemada, 2012). Yet, the desirability of participation is accepted (Sweeney, 2012) and there is widespread agreement that telecollaboration is a viable pedagogical model that extends the intercultural experiences for those involved and serves the goal of virtual mobility in (foreign language) higher education. At the same time almost two decades of research in telecollaboration for language learning are - as Lamy and Goodfellow (2010) remind us - characterised by an unusual willingness of those responsible for setting up and running exchanges to review the effectiveness of their work and by their readiness to document failure. The latter has been attributed to a variety of factors including differing approaches to interaction among participants, incompatible learning values, and mismatches between collaborative online activity and individually assessed outcomes, to name but a few. It therefore comes as no surprise that navigating such a complex area of activity which usually revolves around the joint completion of several pre-designed tasks requires significant motivational support for learners and educators alike. With the arrival of Massive Open Online Courses (MOOCs) and their counterparts, i.e. Niche Open Online Courses (NOOCs) on the educational scene and their seemingly low completion and high attrition rates, the question of how to support motivation that leads to sustained participation and interaction among online learning partners has received renewed attention. MOOCs offer a range of informal to formal learning opportunities and follow a spectrum of network-, task-, and content-based approaches (Lane, 2012). We propose that task-based MOOCs/NOOCs which emphasize skill-development through task completion, particularly those which rely heavily on learner collaboration, are readily comparable to telecollaborative activities, sometimes known as virtual exchange or Online Intercultural Exchange (OIE). Initiatives to foster learner motivation in MOOCs are therefore well worthy of consideration when exploring how achievements in telecollaboration can at least be acknowledged whilst the debate about assessment is ongoing and an agreed approach remains a desideratum. Education providers who offer MOOCs are making increasing use of badges to enhance learner motivation and thus retention rates. We will present a framework for badging as an incentive for participant engagement with tasks during telecollaboration, drawing on Cross and Galley’s (2012) badge typology. To that effect we will take O’Dowd and Ware’s (2009) overview of the main categories of telecollaborative tasks as a starting point and suggest a way in which the various roles of badges as identified by Cross and Galley (2012) can be mapped onto O’Dowd and Ware’s (2009) task categorisation. We will also illustrate how the resulting framework could be implemented by using a task sequence that has been successfully trialled in a telecollaborative exchange.

Session 7-2G
Time: 4:00 - 4:30
Room: Room 3I

New exploitation of a learner dictionary in a CALL environment

Hans Paulussen, KU Leuven KULAK, Belgium

In this talk we describe how a paper learner dictionary can be converted into a lexical database useful for an electronic learning environment. The idea behind this approach, which is work in
progress, is based on the fact that good quality learner dictionaries originally published on paper can be further exploited in an electronic environment, under the condition that the original dictionary is well structured. The lexical database created is especially used for the semi-automatic enhancement of authentic text materials on a CALL platform.

There are quite a number of lexicons and dictionaries available on the internet, but they are not always adapted to the needs of the language learner. Wiktionary, for example, gives ample information on interesting topics, but the dictionary articles can be overwhelmingly difficult for non-specialists, especially for language learners at A1 and A2 CEFR level. Good quality dictionaries are available, but they are still mainly produced for paper publication, so that electronic formatting is mainly focused on paper layout.

The conversion of the paper dictionary described in this talk is part of a project creating a language learners' platform for learners of Dutch as a foreign language. The converted dictionary will be used as knowledge base for an enrichment engine, a webservice which will automatically link extra information to a selection of words in authentic texts. This information consists of short descriptions, sample sentences and illustrations for words selected in reading texts. The enrichment engine used consists of an NLP pipeline together with a named entity recognizer. The enriched document is an XML document, containing both linguistic annotations (lemmata and parts-of-speech) and semantic annotations selected from different knowledge bases (e.g. DBpedia, Wiktionary). In this project, we develop an extension to the existing knowledge bases by including an RDF version of a learners' dictionary. The selection of the dictionary is based on the clear definitions of the words, the transparent examples and the use of basic illustrations.

Starting from a learners' dictionary stored in the Indesign INDD proprietary format, we first exported the dictionary to the corresponding IDML format, which is Indesign's XML format. Although XML is a standard open format and therefore a good basis for further text processing, the IDML format appeared to be rather complex, because it is mainly developed for markup and layout considerations, so that the logical structure of the content is not necessarily maintained.

In order to convert the XML data into a logical database format which would end up in an RDF stored knowledge base, several conversion cycles had to be carried out to capture the most important record structures. This resulted in a conversion of about 80% of the original data. In this talk we will present the different steps used to convert and check the data, giving special attention to the main challenge of the automatic conversion task consisting in rebuilding the logical sequences of dictionary fields that lay scattered over layout oriented lines and columns.
Creativity and Collaboration: Using CALL to Facilitate International Collaboration for Online Journalism at a Model United Nations Event

Mark Sheehan, Hannan University, Japan
Todd Thorpe, Kinki University, Japan
Edward Sarich, Shizuoka University of Art and Culture, Japan
Robert Dunn, Kinki University, Japan

Much has been gained over the years in various educational fields that have taken advantage of CALL. In many cases CALL has facilitated learning and provided students and teachers access to materials and tools that would have remained out of reach were it not for technology. Nonetheless, there are still cases where a lack of funding or access to CALL prevents students and teachers from reaping its benefits. Furthermore, in countries inundated by technology, opportunities for students to create and collaborate using CALL may get lost amid the noise of the latest program, coolest website, or trendiest learning tools. The project described in this presentation brings together students from the above-mentioned environments and has them work together using technology to create online news stories.

This presentation describes a digital journalism simulation called JUEMUN Journalism. JUEMUN, the Japan University English Model United Nations, is an annual event in Japan that brings together students from around the globe to participate in a Model United Nations (MUN) conference. A component of this event includes teams of journalists who cover the events at the MUN, and report on them in three media formats: podcasts, video broadcasts, and a written chronicle.

Each of the 12 journalism pairs comprises one Japanese student and one international student. The medium of reporting is English, and has been expanded to include Japanese, Chinese and Korean at the 2015 conference.

The benefits of this project are multifarious. The journalists come from a variety of disciplines, cultures, and educational backgrounds. The journalists collaborate on a common goal of reporting on news from the MUN. Students are responsible for enlisting technology to help them create, write and edit their podcasts, news videos and chronicles. The journalists’ mission is to make a plan, gather information and subsequently report on this three-day event in real time; the event has approximately 280 students from over 50 universities with participants from over 20 different countries.

Rather than placing the emphasis on the tools, students focus on content and ways to communicate that content to the world outside. Technology is a instrument to reach a goal and remains in the background. The contents of the stories include issues related to fostering global leadership, peace,
gender, the empowerment of women, poverty and inequality, reproductive health and rights, education, and climate change. The stories are uploaded to a website that allows others to engage with this important content.

Pairing students with different first languages and backgrounds, and exposing them to global issues helps foster a culture of learning and inclusiveness that serves students when they move out into the world after their studies. Furthermore, the planning, negotiation, and collaboration experience, coupled with the technological expertise students gain, supports them in many areas of the workforce that require 21st century skills. This presentation gives one illustration of ways to get students to collaborate using CALL; it should be of relevance to educators interested in ways to engage students in projects in which they create powerful content using technology.

Session 7-3A

Time: 4:30 - 5:00

Room: Room 2D

Investigating students’ and teachers’ perceptions of using the iPad in the EFL classroom

Valentina Morgana, Open University, United Kingdom

MALL is an emerging research field undergoing rapid evolution. Research suggests that it may provide language learners with rich, real-time, collaborative, and conversational experiences, both inside and outside the classroom. This is because mobile devices, and the iPad more recently, can be effective tools for delivering language learning materials to learners. In the last few years, the Italian Education System has experienced a significant increase of these technologies in further and higher education, particularly in secondary schools. Educators still need to understand how mobile technologies can be effectively used in the language classrooms to support various kinds of learning so the integration of such technologies has been more gradual. Therefore there is a clear need to investigate effective methods and materials for mobile assisted language learning (MALL). The iPad in the classroom, for example, allows learners to record themselves and to listen to audio at any point of the language lesson. Students are encouraged to perform spontaneous interactions, collaborating and creating content on their portable devices. They are also easily exposed to a wide range of authentic materials, which strongly support the integration of language learning with everyday communication needs. In this presentation, I will talk about an on-going research concerning the way in which English language teachers and learners in Italian secondary school education use the iPad, particularly in relation to learners’ and teachers’ perceptions of mobile learning, and innovative English teaching practices. The study was set up to investigate this main research question: To what extent the use of the iPad into the language classroom enhance language acquisition? I will present an initial study conducted in a secondary school in Italy. The administration and the English language teachers of the school involved in this study, became interested in the mobile learning phenomenon and made the decision to trial iPads with their students as part of an action research project, which was also designed to increase their own knowledge as part of their professional development. In June 2014 the school decided to implement a classroom set iPad pilot program in two high school classes for the next school year. In a
classroom set situation the school provides each student with an iPad, but they are not allowed to
bring them home. All the students completed an initial survey online. Some were selected by their
EFL teacher for a face to face interview. In addition, regular meetings with teachers and classroom
observations were used as data collection tools. The preliminary analysis of the present data has
shown that teachers reported improvement in student work; they were also enthusiastic about
students’ increased engagement with assignments. Students themselves acknowledged the impact of
iPads on their learning; they are expecting to become better English learners thanks to the use of the
iPad. In general, there has been a clear change of practice both for teachers and students. The results
of this study have the potential to assist other teachers in setting up a similar program and to
develop effective materials for MALL.

Session 7-3B

Time: 4:30 – 5:00

Room: Room 2B

CALL and Less Commonly Taught Languages: challenges and opportunities

Monica Ward, Dublin City University, Ireland

Regardless of the language being learnt, CALL researchers face many challenges in developing
effective, high-quality CALL resources for these languages. The challenges include lack of real
institutional support, difficulties in ascertaining real learner needs, problems assembling a
multidisciplinary team, financial limitations and time issues. CALL research has a very strong focus
on the Most Commonly Taught Languages (MCLTs), particularly English (Golonka et al., 2014).
Although CALL researchers working with these languages face challenges, CALL researchers
working with Less Commonly Taught Languages (LCTL) face further constraints. LCTL can range
from Arabic, Japanese and Polish (who have a large speaker and online presence) to languages such
as (Bosnian and Bulgarian). While pedagogical strategies have developed over many years for the
MCTLs, suitable and effective pedagogical approaches may not be available for LCTLs. Also, for
CALL to be successful, it must address learner needs, but questions as to who are the learners, what
is their motivation and previous language learning experiences, what their learning needs and goals
are may not be clear and this can hamper CALL for LCTLs.

In the case of languages that are threatened or endangered (ELs) there are further constraints which
include the lack of printed and online resources in the language, dialectal issues, lack of societal
support and in some cases lack of quality language documentation. The issue of an active speaker
community or indeed, access to native speakers and competent linguists and teachers can be a real
problem for ELs. Obviously, these constraints make CALL for ELs very difficult.

This paper reviews general CALL constraints for MCTLs, the further constraints that particularly
apply in the LCTL context and the additional constraints that exist for ELs. However, it is important
to look for possible solutions to these constraints. This suggests some strategies for dealing with
these challenges including leveraging prior research, reusing existing resources where possible,
adopting a pragmatic approach and aiming to be smart with limited resources. For example, while
CALL effectiveness research has room for improvement, there appears to be certain areas in which
CALL can have a positive impact on learning (e.g. MALL (Burston, 2015), computer assisted
pronunciation training and chat (Golonka, 2014)). CALL for LCTLs and ELs can look at what works for the MCLTs and try to leverage that. CALL provides an opportunity for learners of LCTLs and ELs to access learning resources and interact with other learners and speakers – something that otherwise would not be possible. While facilitating learners of English and the other major world languages can foster social change, arguably CALL can have a bigger impact on LCTLs and ELs.

References

Session 7-3C
Time: 4:30 - 5:00
Room: Room 2C

Testing an Online English Course: Lessons Learned From an Analysis of Post-Course Proficiency Change Scores

Katharine Nielson, Voxy, United States
Rebecca Jee, Voxy, United States

One reason why there is so little research on proficiency improvements with distance language learning is that it is difficult, logistically, to have distance learners take pre- and post-course assessments (Blake, 2008; Nielson, 2014). As a result, there are many online language courses as well as technological tools for distance language learning that remain untested. There is a clear need for rigorous research to determine what outcomes are possible with distance learning and how courses and programs can be revised to promote greater language learning outcomes.

To address this lack of research, Voxy, a language-learning company focused on offering English instruction to non-native speakers, has developed a custom, in-house proficiency exam, the Voxy Proficiency Assessment (VPA), which is given to all learners at the beginning and end of their courses. This presentation will review the results of the initial analyses of proficiency change scores after product usage. Using multinomial logistic regression, the researchers explored the impact of covariates, such as total learning activities completed, performance on modality-specific activities, and participation in virtual, one-on-one tutoring sessions, on the likelihood of Voxy users showing a gain or loss in VPA test scores after 8 weeks of software use. Results showed that learners who participated in online tutoring showed an increased likelihood of gain in overall proficiency test scores upon course completion. Other covariates, such as the total number of activities learners completed, had a differential impact on proficiency test outcomes, both overall, and by sub-skill. Relevance of these findings for the design of online language learning activities as well as
implications for assessment-related research within the L2 online learning environment will be discussed.

Session 7-3D

Time: 4:30 - 5:00
Room: Room 3F

Teachers’ online searches for Open Education Resources: Critical reflection for shared practice

Maria Bortoluzzi, University of Udine, Italy
Ivana Marenzi, Leibniz University - Hannover, Germany

The presentation focuses on teachers’ online websearches and how websearches can be enhanced through critical reflection and collaboration, within the perspective of professional lifelong learning. The wider theoretical framework is a flexible socio-constructivist approach (Williams and Burden, 1997; Goodfellow and Lamy, 2009) and a reflective view of teaching and learning (Edge, 2011) for multiliteracies studies (Cope and Kalantzis, 2009a, 2009b; Jones and Hafner, 2012; Duensing, Gallardo and Heiser, 2013, Lamy and Zorou, 2013). The presentation discusses the findings of an ongoing project about how language teachers search for resources, adapt them and share them with colleagues. More specifically we present the second phase of the project which investigates the following research questions: 1. How do experienced language teachers search for Open Educational Resources (OER) online? 2. How do they choose them for their teaching context? 3. How do they adapt them? 4. How do they share their OERs with colleagues? Using an ethnographic approach we gathered data about the process teachers use to search for resources for specific educational contexts, assess these resources (individually and collectively) and decide how to adapt and use them. The data analysis (online questionnaire, semi-structured interviews with experienced teachers; think-aloud protocol interviews and multimodal analysis of their online searches) offers insights into the practice of experienced teacher The results of data analysis contribute to outlining guidelines for teachers and educators based on critical assessment, reflection on resources and adaptation of what is available online. The final overarching aim is offering reflective and critical processes to help student teachers, experienced teachers and teacher educators enhance meta-learning strategies in online and offline collaboration.

References

Session 7-3E

Time: 4:30 - 5:00

Room: Room 3H

Applied Linguistics Project (ALP): Student-Led Corpus Research in High School EAL / EAP

Róbert Bohát, Beata Rödlingová and Nina Horáková, International School of Prague, Czech Republic

Applied Linguistics Project (ALP) at the International School of Prague (ISP) was carried out in 2013 and 2014 by 32 Grade 9 EAL / EAP (English as an Additional Language / English for Academic Purposes) students in 10 different languages in total. In the project, the students identified a potential area of improvement in learning that involves an interaction of their mother tongue and academic English, the language of instruction at ISP. They formed a hypothesis based on their experience and introspection, and did background research into their topic (e.g. subtractive vs. additive bilingualism, corpus linguistics, paremiology, language morphosyntactic typology). Next, they designed a research method, including an identification of variables and limitations, followed by data collection. The results were subsequently processed and analyzed using basic mathematical tools and graphed and presented in appropriate visual formats. The work was summarized in an academic research paper, presented and defended in front of a panel of experts at a student conference at Charles University in Prague, Faculty of Education, Department of English Language and Literature. The papers were collected and published in a proceedings book for future reference.

Corpus-related topics involved either a comparative study using parallel corpora (InterCorp at the Institute of the Czech National Corpus) or research in the monolingual British National Corpus (BNC). The topics ranged from basic lexicography and translation (e.g. a comparison of translation of the word “good” and “big” between Czech and English) to an analysis of academic vocabulary usage in context and a study of a paremiological minimum in two languages. Specific elements of these studies included a consideration of relative and absolute frequency as well as work with
concordances and collocations, all of that with computerized corpus linguistics tools. This research project confirms that high school students – with appropriate scaffolding – are fully capable of solid academic research, metacognition, and analysis with a responsible application of information technology tools.

Session 7-3F

Time: 4:30 - 5:00

Room: Room 3G

The role of multimodality in intercultural incomprehension episodes during webconference-supported teaching.

Ciara R. Wigham, Université Lumière Lyon 2, France

There is a strong case to be made for using telecollaboration in foreign language education: learners are engaged in regular, semi-authentic interaction; can develop strategies for learner independence (O’Rourke, 2007), be exposed to opportunities for negotiation of meaning (Kötter, 2003) whilst at the same time exchanging with ‘real informants’ of the target culture (O’Dowd, 2013).

This qualitative study sets out to observe the role of multimodality in intercultural incomprehension episodes (IIEs) during webconference-supported teaching. These episodes are defined as opportunities in the online interaction (surprises, questions, miscommunications) for the participants to engage in periods of negotiation of meaning. They arise because the participant of one culture does not understand or misunderstands the member(s) of the other culture. During webconference-supported teaching, the immediacy of the visual images provided by the webcam may make a particular contribution to intercultural telecollaboration: the visual mode may mean that participants are unable to avoid or ignore awkward subjects (O’Dowd, 2006) but may also allow complementary information to be provided to help resolve IIEs.

The pedagogical context for the study is the telecollaborative project ISMAEL (InteractionS and Multimodality in Language LEarning) during which 12 trainee teachers of French as a foreign language met for online sessions in French with 18 undergraduate Business students from an Irish university. The participants met for seven 40-minute online sessions in 2013 via the webconferencing platform Visu (Bétrancourt, et al., 2011). Each online session was thematic and focused on Business French.

A research protocol was designed around this pedagogical context. Data produced during the learning project itself were collected (webcam videos, textchat messages, audio recordings of collective feedback session with the trainee teachers, reflective reports), as well as data produced uniquely for the research project (observation notes, post-course questionnaires and interviews). Participation in the research study was voluntary - all 12 trainee teachers (ten females, two males) and 12 students (eight females, four males) gave permission to use their data. All data were structured into a LEarning and TEaching Corpus (Guichon et al., 2014).
To analyse the role of multimodality during intercultural incomprehension episodes, a sub-corpus was examined. Acts in the verbal, co-verbal and non-verbal modes were transcribed using the transcription software ELAN (Sloetjes & Wittenburg, 2008) and following a predefined methodology for multimodal transcription. Negotiation of cultural meaning was annotated. For the latter, a pre-defined category schema was not used: rather we allowed categories to emerge from the interaction data during the initial analysis phase.

Given that an increasing number of telecollaborative projects make use of webconferencing platforms, this study aims to contribute to the growing body of research investigating the affordances of multimodal webconferencing platforms for intercultural communication competence learning and development (Lee, 2009; Jager & Thorne, 2010; Martin, 2013). A detailed description and analysis of the interaction data should enable us to gain a better understanding of the participants’ use of different multimodal semiotic resources during intercultural incomprehension episodes. Findings may serve to help define the content for future teacher-training programmes in webconferenced-supported teaching.

Session 7-3G

Time: 4:30 - 5:00

Room: Room 3I

Vocabulary CALL - a bibliometric approach

Cornelia Tschichold, Swansea University, United Kingdom

Paul Meara, Swansea University, United Kingdom

VOCABULARY CALL – A BIBLIOMETRIC APPROACH A bibliometric analysis of a research field can reveal the interesting changes over time in a specific area, as Jung (2005) described for developments in CALL over a period of 25 years. A more specific bibliometric analysis looking at author co-citations can show the communities of researchers working on different subfields within such areas (e.g. Sim et al. (2012) for the area of computational linguistics, and Meara (2012) for second language vocabulary acquisition). In this presentation, a narrower area, i.e. vocabulary in CALL, will be examined using the bibliometric method of Inclusive Author Co-citation. The four CALL journals Calico Journal, Computer Assisted Language Learning, Language Learning & Technology, and ReCALL from the 1990s to 2012 were searched for papers on vocabulary acquisition, and the reference sections of those papers then provided the input for the analysis of co-citations. The analysis of who cites whom can be presented graphically to reveal clusters (or factions in Sim et al’s terminology) of varying density. The density of clusters can be seen as an indicator of collaboration or influence among the researchers inside a cluster and also between one cluster and another. At first sight, the analysis of these clusters shows that vocabulary CALL as a field has fairly dense research links, and that a relatively small number of authors are widely cited in the large majority of papers. A more detailed analysis, however, could be interpreted to show that the area of vocabulary CALL is not well integrated with non-CALL research on the acquisition of vocabulary in a foreign language. This in turn suggests a number of potentially fruitful areas of collaboration that have not been much explored by CALL researchers so far.
Session 7-3H

Time: 4:30 - 5:00

Room: Room 3L

Student Attention to Academic Essay Conventions through Collaboration in a Wiki

Sharon Acton, University de Lausanne, Switzerland

Wikis are gaining popularity in tertiary classrooms as collaborative tools that foster learning. However, much of the research contends that while Wikis feature affordances that aim to facilitate cooperation and provide opportunities for practice, there is no guarantee that students will participate effectively. Moreover, the bulk of the literature features mainly low-to-intermediate-level learners in content-based wikis, with much less emphasis given to student attention to writing form. Furthermore, most studies have ignored the data available in wiki discussion forums, and admit only minimal teacher intervention during wiki-based task activities.

This study investigates how upper-intermediate and advanced students of English improved and viewed their academic writing skill building via participation in the Preparation of the Test of English as a Foreign Language (TOEFL) semester course wiki at the University of Lausanne (UNIL) in Switzerland. It examines qualitative and quantitative data for evidence of student noticing and eventual scaffolding; attention to accuracy; and academic concerns such as essay conventions, register, cohesion, and paragraph structure. The results demonstrate that with more substantial teacher commenting, students engaged positively and collaboratively, and progressed in their cognitive understanding of the conventions necessary to exam (and academic) writing in English.

These findings differ from those of studies claiming that students did not engage interactively, and offer insight into how wikis may be better implemented to help students to advance their writing skills.
The motivational value of audio news for sustaining second language exposure in a mobile assisted listening comprehension app

Timothy Read and Elena Bárcena, UNED, Spain
Agnes Kukulska Hulme, The Open University, United Kingdom

The Audio News Trainer (or ANT) is a Mobile Assisted Language Learning app designed to help students improve their audio competence by listening to audio news in a structured way as part of their daily activities. It provides access to selected streamed news podcasts from a mobile environment, potentiating both reflection about what is being listened to and facilitates the acquisition of very open vocabulary. The development of this app came about from a series of research questions related to the use of mobile technology for the development of second language audio skills. In this paper the motivational properties of news as an effective domain for developing audio comprehension skills is considered. The literature shows that MALL apps are often taken up enthusiastically by students but abandoned after a brief period of use, thereby limiting their effectiveness in helping the students improve any second language competences. Here the hypothesis is that since news is in itself a topic of interest to most people, something reflected in the amount of time dedicated to it in most media (radio, TV, newspapers, etc.), then building an app that channels audio news to students in a structured way could harness this interest to encourage them to continue using the app over a period of time, thereby sustaining language practice in everyday life. The underlying premise here is that such prolonged exposure is a factor in improving second language competence, in the general sense that ‘practice makes perfect’.

An experiment was undertaken with ANT to test this hypothesis. A group of students from an English language university access course at a distance learning university volunteered to take part in a trial using ANT. Since the app can be configured to use any audio feeds, three were selected with news from British, American and Australian English sources, which entail different levels of difficulty, according to pronunciation and speed criteria. The recordings were typically around three minutes in length. Different groups undertook different activities with the app over a two-month period. In this case, a group of students listened to audio news recordings over the experimental period. Data was logged from student pre- and post- questionnaires together with real time information automatically recorded from the app on the project server. Initial analysis of the data appears to support the motivational value of audio news for sustaining language practice in daily life. Furthermore, as a corollary, it should be noted that when the experimental period was coming to an end, the students expressed interest to continue using the app.
Developing teachers’ semio-pedagogical competence for webconference-supported teaching through teacher training

Cathy Cohen, Laboratoire Interactions, Corpus, Apprentissages et Représentations (ICAR), France

As more and more language courses are offered online using webconferencing platforms, it is important for teacher trainers to reflect on the competences required by online teachers (Lamy & Hampel 2007). Among these, it is crucial for teachers to develop their understanding of the contribution to meaning making of coverbal semiotic resources (McNeill 1992, 2005; Goldin-Meadow 2003), including gestures, head and body movements, gaze and facial expressions. Furthermore, it is important to raise teachers’ awareness as to how these multimodal resources combine and how they are orchestrated (Norris 2004) in webconference-supported teaching environments. By developing teachers’ semio-pedagogical competence (Guichon & Cohen, to be published), defined here as the appropriate use of semiotic resources to foster learning, teachers should manage online teaching more effectively. The context of the research presented in this paper is the telecollaborative project ISMAEL (InteractionS and Multimodality in lAnguage LEarning) in which 12 trainee teachers of French as a foreign language met for online teaching sessions in French with 18 undergraduate Business students attending an Irish university. Each trainee teacher met with the same learner (or pair of learners) once a week for approximately 40 minutes over a six-week period using the webconferencing platform Visu (Bétrancourt et al. 2011). During the sessions, the trainee teachers proposed a range of business French interactional tasks to their learners. A screen recorder captured all onscreen activity for each session. Multimodal transcriptions were made of these sessions using ELAN (Sloetjes & Wittenburg 2008), with separate annotation layers for speech turns and the multimodal resources under investigation here (e.g. gestures and gaze). The day after each online session, the trainee teachers attended a group debriefing session with a teacher trainer, which included the viewing and discussion of several video extracts from the previous day’s online interactions, selected by the trainee teachers themselves. One of the aims of these sessions was to sensitise the trainee teachers to the affordances of the webcam and to develop their critical semiotic awareness and pedagogical competence to fit the demands of a situation where multimodality and its different components could be experienced. Audio recordings and written transcriptions were made of these debriefing sessions. We use a qualitative approach to investigate the effect of the debriefing sessions on the performance of one of the trainee teachers. During the fourth debriefing session, the teachers set themselves one or two pedagogical objectives for the two remaining teaching sessions. The teacher on whom we focus wished, first, to reduce the use of English to overcome communication difficulties with her two learners and, second, to improve how she ended each online session with them. Focusing on these pedagogical objectives, we explore how the different multimodal resources are deployed and how they contribute to the development of the teacher’s semio-pedagogical competence. This study endeavours not only to enable us to gain a better understanding of the interplay between the different multimodal semiotic resources in online teaching environments but ultimately to enrich the content of training programmes for teachers working in webconference-supported teaching environments.
Session 7-4E

Time: 5:00 – 5:30

Room: Room 3H

Collecting, Analysing and Using Longitudinal Learner Data for Language Teaching: the case of LONGDALE-IT

Erik Castello, University of Padova, Italy

This paper reports on the compilation, preliminary investigation and use of the Italian (Padova) component of the Longitudinal Database of Learner English (LONGDALE), i.e. LONGDALE-IT. LONGDALE is an international project which was launched by the University of Louvain, Belgium, with the aim of building a large longitudinal database consisting of data from learners with various mother tongue backgrounds who are followed over a period of at least three years (Meunier, forthcoming). It focuses on the second LONGDALE-IT collection, which started in 2014 and involved 125 first-year students of Linguistic and Cultural Mediation who were asked to compile a learner profile and submit their first text. The data was gathered through LimeSurvey, an open source survey application. The profile includes such variables as self-assessment of productive skills, stays in English speaking countries and international certifications taken, while the text is an argumentative essay (e.g. Hyland 2004, Ådel 2006), in which the students express their views on the topic of native-like competence in a second language and on which variety(ies) of English should be taught. This prompt will be used with this same cohort also at the end of the second and of the third year, in the attempt to track the learners’ gradual progress and to find out about the specific challenges that the students, and more generally EFL Italian learners, have to face to achieve a higher proficiency in academic writing. A preliminary analysis of the first-year data revealed that the learners make mistakes at various linguistic levels (e.g. use of noun and verb phrases, word order (including it-extraposition), register, use of conjunctive adjuncts and of collocations), and/or make linguistic choices that are generally considered inappropriate for academic writing (e.g. use of contracted forms, use of discourse markers, overuse of patterns such as "I think"). However, there emerged some discrepancies in terms of accuracy between the texts produced by the students who achieved high marks in the first-year final exam and those who achieved lower marks. With reference to the literature on data-driven learning (DDL) (e.g. Tribble/Jones 1997, Bernardini 2004, Boulton 2009, Chambers 2010) and to that on DDL activities relying on learner corpora in particular (e.g. Meunier 2002, Seidlhofer 2002, Rankin/Schiftner 2011, Cortes 2014), some teaching materials were created based on the data derived from the first-year corpus, with the aim of getting the learners to reflect on and subsequently improve their academic writing. For the creation of some activities, a selection of essays from the Louvain Corpus of Native English Essays (LOCNESS) was also used. Some of the tasks involve autonomous, “hands-on” explorations of the corpora, while others are “hands-off” materials prepared by the teacher (e.g. Boulton 2012). In the presentation, the international project and the local database of texts and learner reports will be introduced, some preliminary results of the corpus investigation will be discussed, some of the DDL materials based on them will be illustrated, and the students’ reactions and prima facie evaluations will be considered.
Challenges of Teaching and Researching Intercultural Competence in CALL

Esther Stockwell, Hosei University, Japan

Changes in the global social context have required us to think about what it means to be competent to communicate with speakers of different languages and/or from different cultural backgrounds. In addition to linguistic competence, being aware of not only other people’s cultures but also our own culture have become important issues in language education. Developments in technology have opened up access to cultural resources from all over the world, and to this end, methods of teaching culture using technology have started to appear more regularly in research associated with second language teaching and learning (Kern, Ware & Warschauer, 2004). There are numerous research projects demonstrating and debating the effects of CMC-based activities on the development of learners’ intercultural competence as well as linguistic proficiency. However, despite the increased attention that the development of learners’ intercultural competence through technology in language education has attracted, there are some critical issues surrounding the teaching of cultures in language classes that need careful consideration. Based on the results of an analysis the CALL literature in major English language CALL journals over a ten-year period, this study examines the ways in which intercultural competence has been taught and researched using technology. Results have suggested that while there is a good deal of research where developing cultural awareness has been cited as one of the outcomes of a study, this is often based on unplanned results through participants’ interaction with interlocutors or resources from different cultural backgrounds. Indeed, the current study reveals that many CALL practitioners face the problem described by Sercu (2002, p. 162), who argues that many teachers have neither “a systematic plan as to how to go about teaching intercultural competence, or as to how to deal with stereotypes and prejudice in the foreign language classroom,” and nor do they have clear criteria that could facilitate such decisions. The position of the teaching of cultural issues tends to be rather tenuous, and the reporting of empirical research tends to view the results as more optimistic than they might be in reality. The presentation begins with an overview of the issues pertaining to the teaching of cultures, and based on the results of the analysis of CALL literature, examines some of the limitations of approaches to teaching intercultural competence and the ways in which it is reported in the research. The presentation concludes by offering some suggestions leading to a pedagogy of teaching and training intercultural competence through CALL.
Dialogue systems, conversational agents and chatbots for language learning: challenges and opportunities

Serge Bibauw, KU Leuven / Université catholique de Louvain / Universidad Central del Ecuador, Belgium

Thomas François, Université catholique de Louvain, Belgium

Piet Desmet, KU Leuven, Belgium

Second language acquisition theories have long advocated the need for meaning-focused practice (DeKeyser, 2007) and demonstrated that spoken conversation and text-based chat had a positive effect on the development of language proficiency (Sykes, 2005; Payne & Ross, 2005). Therefore, and considering the lack of opportunities for practice with native speakers in most foreign language teaching contexts, there has been a steady interest for CALL systems that would allow a learner to practice and develop his communicative skills through interactions in natural language with an artificial interlocutor, agent or robot.

Since the first attempts to tackle this problem (e.g. Underwood, 1982; Molla, Sanders, & Sanders, 1988), numerous researchers have experimented with various natural language processing techniques to be able to hold conversations with learners. However, unlike the partially converging work on intelligent language tutoring systems, in which common foundations quickly appeared (Swartz & Yazdani, 1992), the research on dialogue systems for language learning (DSLL) remains scattered, with only partial mutual awareness of previous works.

The large diversity in the literature is due, amongst others, to the fact that at least five different technologies have been used for the development of such systems: (spoken) dialogue systems and dialogue management (Ai et al., 2014; Chevalier & Cao, 2008; Raux & Eskenazi, 2004; Vlugter, Knott, McDonald, & Hall, 2009), (embodied) conversational agents (Gupta, Walker, & Romano, 2007; Tegos, Demetriadis, & Tsiatsos, 2014; Wik & Hjalmarsson, 2009; Zacharski, 2002), chatbots (Coniam, 2008; Fryer & Carpenter, 2006; Jia, 2004, 2009; Sha, 2009), intelligent tutoring systems (Button, Oatley, & Draper, 1989; Engwall, Wik, Beskow, & Granström, 2004) and games and virtual worlds (Johnson, Vilhjalmsson, & Marsella, 2005; Morton & Jack, 2005).

Our central aim is to offer a systematic literature review based on a comprehensive search in the major scientific databases (Web of Science, Scopus, ERIH, Proquest) with an extended set of keywords. This allowed us to identify more than 100 relevant papers on DSLL. Each of them has been analysed and categorized through our classification grid (based on such parameters as type of research, type of technology used or variables under study), and then processed in a cluster analysis.

We present the chronology of research on DSLL and the main tendencies in the field. We study the relative importance of different subtypes of design-focused papers and impact-focused ones, and
synthesize results from experimental research and case studies, regarding different measured dependent variables. Finally, we try to explicit common foundations for future research on DSLL: open-ended vs. task-oriented paradigms, answering vs. initiating behaviour, available NLP technologies and avenues for future developments.

Session 7-4H

Time: 5:00 - 5:30

Room: Room 3L

**When A New Approach Meets Technology:**
**Process/Genre Approach in EFL Blog-based Writing Classrooms**

Weiyu Chang, Durham University, United Kingdom

The study discusses the use of the integration of the process/genre approach and blogs in EFL college students’ writing classrooms. A quasi-experimental research was conducted in a university in central Taiwan where English serves as a Foreign language. A total of 34 students participated in the study (16 students in the control group and 18 students in the experimental group). All the students received the process/genre teaching approach, but paper-pencil and blogs were respectively employed in the control and experimental groups. The pre-test, treatments, post-test and interviews were carried out in the two groups. The data were collected based on the students’ writing essays, questionnaires, and interviews.

The students’ writing essays were evaluated based on Hughey, Wormuth, Hartfiel and Jacobs’s (1983) English as a Second Language Composition Profile which divides the evaluation criteria into contents, organisation, vocabulary, language use, mechanics as well as a total score. The paired-sample t test was used to compute the students’ essays collected from the pre-test and post-test. The results showed that there were significant differences among those six sets of scores in the two groups. Therefore, it proved that the process/genre approach was beneficial to the EFL college students’ writing development.

The data gathered from the questionnaires in the two groups were also analysed by the paired-sample t test. The results in the control group demonstrated that the students would try to understand the writing styles before their writing, and they would discuss their writings with the peers which might be conducive to their writing performance. On the other hand, the results with reference to the process/genre approach in the experimental group were different from the ones in the control group. The quantitative outcomes showed that the discussion on the model essays and the drafts writing with the teacher would enhance the students’ writing abilities. Also, the students would try to understand the writing purposes before their writing, and they would duly examine their writing in order to confirm the writing purposes. They believed that the teacher’s guidance during the writing process is helpful to facilitate their writing performance.

As for the qualitative results, the students in the interviews pointed out the approach was quite helpful because they had clearer direction while they were writing, they got much more knowledge.
about writing skills, and they understood more English language. However, some of them described that their writing would be confined to the model essays because reading the model essays before their writing could influence their ideas and thoughts to the writings.

In short, the EFL college students enjoyed the programme of the process/genre approach which was effective in both traditional and technology-based writing classrooms since they had experienced another kind of writing class.
The Constraints of Updating a Mobile Assisted Language Learning Classroom in a University Setting

Robert Chartrand, Kurume University, Japan

Approximately six years ago, an English language course focusing on music and movies was set up at a university in Japan. In order to support the lessons, a plan was devised to use mobile devices instead of computers due to classroom size and financial restraints. Initially, the mobile devices were used enthusiastically by the students to study the content, and the course was very popular among the students. As the years progressed, however, the mobile devices became less useful and after five years of use, the mobile device technology became redundant. Therefore, a plan was devised to implement newer technology in the Mobile Assisted Language Learning (MALL) classroom and the result of this endeavor presented some unexpected challenges. Some of the challenges presented included a substantial amount of time needed to prepare the devices for use in the classroom, some technical training to help the part-time staff to prepare of the course, and getting the funds necessary to purchase the devices. As the devices were purchased halfway through the academic year, there was not enough time for the staff to prepare for using the devices, therefore, some time was lost during the lessons while the instructors learned by trial and error about how to use the new devices. Correspondingly, some of the previous lesson plans could not be implemented due to the new devices not being compatible with older software and new firewalls that were built into the new devices that prevented the students from accessing some of the websites that were prescribed for the course.

Originally, the university purchased 40 first-generation iPod Touch devices which were stored in a cabinet in the classroom. The students were assigned a numbered device at the beginning of the course and were instructed to use that device for the duration of the course. This was repeated for all ten course classes that used the devices. Over the years, none of the devices were stolen or lost and the system implemented by the instructors was instrumental in maintaining the devices in good working order. Initially, the devices were used for watching videos and listening to music. Five years later, however, these devices were starting to malfunction due to low battery power, the inability of the devices to playback some of the modern apps such as YouTube, and a rising number of devices having technical problems. Thus, a decision was made to purchase 40 iPad Mini devices. The advantages of the new devices was immediately apparent, including the ability to record audio and video content by the learners, the ability to produce course content such as student generated presentations, and a larger screen to enable easier typing among others.
Some of the more serious problems encountered included a built-in Firewall system that was implemented by the hardware provider to prevent students from accessing inappropriate websites. This also prevented access to some of the educational websites that were used by the course instructors and required substantial time and effort to resolve these issues satisfactorily.

**Session 8-1B**

Time: 9:00 - 9:30

Room: Room 2E

**Using mobile devices and the Adobe Connect web conferencing tool in the assessment of EFL student teacher performance**

Christopher Allen, Linnaeus University, Sweden

Margarita Elizabeth Ortiz, Universidad Casa Grande, Ecuador

Maria del Carmen Bolona, Universidad Casa Grande, Ecuador

David Richardson, Linnaeus University, Sweden

This paper describes a project to use a combination of mobile devices and video conferencing technology in the assessment of student EFL teacher performance on teaching practice in Ecuador. The project emerged from an in-service training course in ICT for language teachers administered as part of an exchange agreement between two universities in Sweden and Ecuador. With the increasing availability of smartphones with video recording facilities, it has become easier for teacher trainers to capture teacher performance on video without recourse to expensive purpose-made video camera equipment and time-consuming editing of video material. Mobile devices and web conferencing tools enable trainers who may be widely separated geographically to share video material of student teacher performance as the basis for the calibration of classroom practice assessment. A group of Ecuadorean EFL teacher trainers were given the task of filming student teachers engaged in micro-teaching tasks involving reading skills as part of their practice. Student teachers were following a programme of accreditation as EFL teachers based on the international Cambridge ESOL Teaching Knowledge Test examination which includes observation of a classroom lesson. Videos were then uploaded to a video sharing website and made available to all participating trainers. Using the TKT test score criteria, teacher trainers were asked to rate student performance as captured in the video sequences using the Cambridge ESOL four band rating scale (1-basic; 4- very good). The video material then served as the basis for an online discussion and calibration of student teacher performance using the Adobe Connect web conferencing tool. Trainers were then asked to evaluate the efficacy of mobile devices and web conferencing platforms as instruments in the assessment of student teacher performance.
Podcast-Mediated Language Learning: Levels of Podcast Integration and Developing Vocabulary Knowledge

Mojtaba Mohammadi and Mahboubeh Gholami, Roudehen Branch, Islamic Azad University, Roudehen, Iran

Podcasting is being exploited incrementally by teachers as a mediating e-tool for presenting educational content and encouraging language learning in and outside classrooms. This paper reports on an investigation of three levels of podcast integration into EFL classrooms and its impact on fostering learners' knowledge of vocabulary. Out of 120 intermediate students sat for the proficiency test, 90 were selected ranging between 20 to 30 years old. They were, then, divided into three groups scheduled to have high, low, and no integration of podcast into their syllabus. In the high-integration class, students were required to listen to a number of audio files from their coursebook. They were all uploaded by the teacher to an online podcast hosting website. Learners were expected, aside from doing the related listening comprehension tasks, to do a podcast-based activity, i.e., recording a dialogue or monologue using the key new vocabulary items presented in the podcast files and uploading it on the space provided on the same podcast hosting website. In the low-integration group, however, learners had only a one-way access to the podcast files without being expected to do the podcast-based activity. They were only required to do the related listening comprehension tasks. In the no-integration group, students only listened to the same files in the classroom as their listening comprehension task through mediating other traditional audio players. In all groups, the audio files were integrated into the listening comprehension section of their syllabus. Data were collected from vocabulary pre- and post-tests administered to all three groups. The findings of the study indicated that there were statistically significant differences between groups with podcast integration and the one with no integration regarding their vocabulary knowledge in the way that the former outperformed the latter. The findings also revealed that the improvement of the students in the high-integration group is more than that in low-integration counterpart. Having administered an attitude survey before and after the project, we found that they unanimously preferred podcast as an interesting pedagogical e-tool. The findings can be beneficial for language teachers, teacher educators, syllabus designers, and material developers.
How can we use corpus-derived wordlists for language learning? - Interfaces between computer corpora and expert intervention

Yu-Hua Chen, University of Nottingham Ningbo, China
Radovan Bruncak, QKTech Ltd, United Kingdom

With the arising of computer corpora, wordlists retrieved from corpora have become increasingly popular in recent years, e.g. new general service lists (Brezina and Gablsova 2015; Browne 2014), academic vocabulary lists (Coxhead 2010; Gardner and Davies 2014). The lexical items in those corpus wordlists are generally selected with a set of robust frequency and dispersion criteria. As those wordlists come from large corpora of naturally occurring language, one obvious advantage for students to prioritize learning from the corpus wordlists, therefore, is that students are more likely to encounter these high-frequency words in real life. The above vocabulary listings often consist of a list of decontextualized lexical items with information of word class or word families at best. Very little, however, is reported regarding the applications of the above corpus wordlists in a learning context. The lack of supporting materials, therefore, makes it impossible for those corpus wordlists to function as immediately useable resources. This paper argues that only with the intervention from human experts can corpus wordlists contribute more directly to foreign language teaching and learning, and we propose two possible avenues for such development: one by providing more contextual information other than simply part of speech and the other by designing readily-useable activities or exercises e.g. computer games of vocabulary building.

With the aim of facilitating explicit vocabulary learning, in this paper we describe the development of follow-up activities for a corpus-derived academic collocation list (Ackermann and Chen 2013). This collocation list is composed of 2,468 most frequent and pedagogically relevant entries from a 25-million-word academic corpus. Similar with most other corpus wordlists, this vocabulary list includes an array of collocations with annotation of word class only, without any other contextualized information available. In the current project, the collocation items in the list are further annotated on the basis of a structural and functional taxonomy by human experts with the rational that grouping vocabulary items structurally or functionally would make it easier for learners to remember groups of lexical items with similar structures or functions. For example, in terms of grammatical structures, students will learn about different adverbial collocates in the passive construction ‘be commonly/generally/universally/widely + accepted’. In terms of functions, students will learn about various functions of collocations such as hedging in ‘virtually impossible’ or ‘relatively few/little/rare’. Following the structural and functional categorization, some activities including an online vocabulary building game will also be designed to reinforce the outcomes of learning. The information to be collected from such an online learning platform will then contribute to learning analytics, which can be used in turn to determine, for example, grading of the lexical items in the list.
Critical literacy e la pedagogia del post-metodo: 
Ellaborazione di tasks in classi LS

Carolina Macedo, Universidade de São Paulo, Brazil

Dopo il calo del concetto di metodo nel campo della glottodidattica, Kumaravadivelu si è proposto con la pedagogia del post metodo di ristrutturare la pratica educativa a partire da tre parametri: la praticabilità, la particolarità e la possibilità. Il primo si riferisce all’unione tra pratica e teoria, il secondo mette in evidenza l’importanza di considerare ogni contesto particolare di insegnamento nella pianificazione di un corso di lingua, mentre l’ultimo prende in esame l’impegno sociale e politico dei soggetti coinvolti nel processo di insegnamento e apprendimento delle lingue. Da questi tre parametri derivano dieci macrostrategie, che permetterebbero agli insegnanti di basare teoricamente le loro azioni in classe. Queste macrostrategie a loro volta verrebbero messe in pratica attraverso le microstrategie, cioè le attività effettivamente svolte durante le lezioni. Dato che il parametro della possibilità sia più percettibile in contesti in cui i soggetti vivono situazioni di oppressione, risulta una sfida condurla in in panorama che comprende un ceto sociale in posizione dominante. Si ipotizza dunque che la comprensione della critical literacy e la sua ulteriore applicazione nell’elaborazione di tasks possa ampliare la coscienza socio-politica degli studenti. Il qui presente studio si propone a elaborare tasks per l’insegnamento della lingua italiana come LS con studenti adulti di livelli A2/B1 avendo come input un lungometraggio e come principi orientativi quelli menzionati da Kumaravadivelu nella pedagogia del post-metodo, tra cui si trova il parametro della possibilità e su cui si concentreranno particolarmente le riflessioni ulteriormente fatte. La critical literacy viene definita come un esercizio di mobilità e di costruzione/negoziazione di significato e si sviluppa a partire dell’inserzione dei soggetti nelle pratiche sociali e della consapevolezza della loro natura essenzialmente ideologica. Perché ciò avvenga è stato scelto il task come unità di didattizzazione poiché focalizza il significato mentre la lingua-target viene usata pragmaticamente. I task sono stati sottoposti a un processo di piloting affinché si individuassero i loro risultati in contesto reale di insegnamento, i quali verranno presentati insieme alla descrizione di ogni task.
Session 8-1F

Time: 9:00 - 9:30

Room: Room 3H

**TLC Pack unpacked**

Margret Oberhofer and Jozef Colpaert, University of Antwerp, Belgium

TLC Pack stands for Teaching Languages to Caregivers and is a course designed to support migrants working or hoping to work in the caregiving sector. The course not only supports the acquisition of caregiver vocabulary, but also recognises the importance of developing intercultural knowledge and insights. As a result, both aspects will be included in the final resource package aimed at migrant caregivers, language teachers and senior professionals within the caregiving sector.

In the context of the TLC Pack project, ‘caregiving’ is defined as work that involves helping elderly people or others who need assistance with tasks related to, for example, grooming and hygiene, illness and medication, and other daily living activities both inside and outside of the home or residence. The work may be undertaken in a residential care context or in the home of the person receiving care.

The course materials combine audio and video resources with interactive exercises and tests and are suitable for both self-study and use in the workplace and on VET and language courses.

The TLC Pack resources range from A2 level to B1/B2 level of the Common European Framework of Reference for Languages (CEFR) and will be made available online in the six project languages (Dutch, English, German, Greek, Italian and Spanish). The University of Antwerp is responsible for the test unit’s course design and for the development of the Dutch materials.

In this presentation we will have a critical look at the opportunities and constraints inherent to designing and developing language for specific purposes resources as well as demonstrating some of the TLC Pack materials.

Project website: [http://language-for-caregivers.eu](http://language-for-caregivers.eu)
The Cost of CALL: Successes and Failures Using Online Resources for Language Learning

Rachelle Meilleur, Kyoto University of Foreign Studies, Japan

Innovations in technology have impacted language learning in many ways. No longer are teachers and students stuck in the classroom with limited resources at their disposal. The world of smartphones, tablets, wikis, blogs, YouTube, Google+, Twitter, podcasts, and countless other websites and resources has changed how both teachers and students can access and use materials both in and out of the classroom. In particular, Web 2.0 technologies seem tailor-made to promote autonomous learning beyond traditional learning models. However, the use of such technologies is not without its detractors.

This researcher will evaluate the use of these resources while drawing from her own experiences in using and promoting various ICT activities with her own students. In particular, she will reflect upon three different projects that have had varying rates of success, in particular student portfolios, blogs, and the use of an online speaking website. In the first project, students were required to build their own website and blog using a user-friendly interface as a way to keep a portfolio of their work for the year, ideally as a way to track their improvements over the year. In the second project, blogs were used not only to promote a more personal form of writing, but also as a way for students to interact with each other. In the final project, students used an online website to record presentations and provide feedback to each other, not only with their own classmates, but also with those at another institution. While post-project questionnaires indicate that the majority of students thought the activities were successful and useful, their perceptions did not match with those of the teacher involved. This discrepancy will be evaluated and will provide a further basis for a critical analysis and discussion on the costs and benefits, to both teachers and students, of using such CALL resources for language learning.

A Smartphone Classroom: Can Going Paperless Work?

Jaime Selwood, Hiroshima University, Japan

The last few years has seen an explosion in the ownership of hand-held mobile devices, especially smartphones, amongst university students and language instructors. This has allowed for online
language-learning content to become more widely accessible. This harnessed with the growth in number of mobile applications (apps) available to download to smartphones has created an opportunity for instructors and institutions to exploit their use within a language-learning structure.

In 2015 with around 1.3 million different apps available to download and with new apps continually being developed it is becoming crucial for instructors and institutions to understand the best way to integrate this technology within a language-learning course structure. However, an important question that needs to be analysed carefully is how can the instructor or institution actually choose, integrate and use these apps successfully with real benefit to a class of students?

This presentation is a continuation of research over an 18 month period that will include details of how a synchronised learning programme which primarily focussed on English speaking and writing skills, aimed through the use of smartphone app technology to better assimilate this technology within a university course structure. The course was 100% paperless – all materials within the course were accessed via student smartphones and through using free smartphone apps. The aim of this programme was to observe the practicality of a smartphone-centred course as well as to analyse the potential benefits as well as the possible pitfalls for both learners and instructors of a completely digital and paperless language-learning course.

The course aimed to exploit technology freely available on any smartphone device platform such as audio and video recording, imaging software tools and document creation apps which provided students with the opportunity to create, edit, share and publish their work with other class members via their smartphones. Additionally a communal class homepage that was easily accessed through a smartphone allowed for students to create quizzes, tests, games and surveys directed at other class members as well as offering an opportunity for peer appraisal of their work.

The benefits and drawbacks of this course will also be included in the presentation which will show that by the end of the course 86% of students had a favourable attitude both towards the course and the use of smartphone apps as a central part of their language-learning process. Furthermore data will also highlight that the students’ attitude towards the paperless and smartphone-centred course had become more favourable than when they were surveyed prior to its commencement. An easy to follow step-by-step take home guide will be supplied to participants of the presentation in order for them to try the project for themselves with their own students.

Session 8-2B

Time: 9:30 - 10:00

Room: Room 2E

Hypermedia Annotations

Zahra Amir and Scott Windeatt, Newcastle University, United Kingdom

Do Hypermedia Annotations Facilitate Vocabulary Learning and Reading Comprehension for Young EFL learners?
In many cases, institutions are eager to introduce technology into their classrooms but some research shows that CALL materials may have adverse effects, particularly on individuals with a lower working memory capacity. It is argued that presenting too much information in multiple modes can cause a mental imposition and result in a ‘cognitive overload’. This presentation reports on the effects of using hypermedia annotations with young learners to promote their immediate vocabulary recall and reading comprehension. Hypermedia annotations involve adding pictures, text, audio/video material etc. to difficult words in electronic texts in order to facilitate their comprehension. Studies with adult learners show that this CALL tool is, by and large, beneficial but, nevertheless, can be problematic for those learners with a lower working memory capacity. For these reasons it is necessary to establish whether hypermedia annotations are suitable for young learners who naturally have a lower working memory capacity than adults.

The presentation addresses two main research question: ‘Do hypermedia annotations support vocabulary learning for young learners?’ and ‘Do hypermedia annotations facilitate reading comprehension for young learners?’

In order to answer these questions, the subjects were given three electronic stories to read over a period of three weeks. They were exposed to two types of reading conditions (with annotations and without annotations). A counterbalancing method was employed to ensure that the order in which the subjects read did not influence the results. The analysis of findings included both quantitative and qualitative data. The quantitative data were gathered using pre-tests and post-tests results. The vocabulary pre-tests were administered prior to reading the electronic stories and the post-tests followed immediately. The PCs also saved log files which recorded each participant’s access of annotations. These files were included in the quantitative data analysis. Focus groups were conducted after the participants had completed the three reading sessions and this formed the qualitative data of the analysis. The presentation will report on the design and administration of the study, but will focus mainly on the analysis of the data and findings. These showed that hypermedia annotations promoted the subjects’ immediate vocabulary recall but did not affect their overall reading comprehension either positively or negatively. Details of this will be discussed in the presentation along with a critical evaluation of how the presence of hypermedia annotations affected the young learners’ reading behavior.

**Session 8-2C**

Time: 9:30 - 10:00

Room: Room 2B

**What do students learn by playing an online simulation game?**

Stephan Franciosi, Osaka University, Japan

Jeffrey Mehring, Ohkagakuen University, Japan

Studies suggest that simulations and games not only improve target language skills, but they can also support knowledge creation regarding a broader variety of topics. Thus, the present researcher
wanted to explore how playing an online simulation game affected knowledge of energy supply and its relationship to environmental and economic factors among learners of English as a Foreign Language (EFL) in Japan. This particular topic was selected due to its immediate relevancy in Japan which faces energy supply and environmental issues in the wake of the Fukushima nuclear disaster. The proposed presentation will report on a qualitative exploration of debriefing reports produced by Japanese university students after playing Energy City, an online simulation game. The game models various urban scenarios in which the objective is to supply sufficient energy to power a city with electricity while minimizing environmental impacts, addressing stakeholder concerns and balancing a budget. Students used the game in small groups, role-playing as the city council, after which they completed debriefing reports designed to foster reflection on the game playing experience. The researcher performed a content analysis on the reports to identify major trends and themes which could offer insights regarding the learner population, specifically with regard to what if anything the students learned. The results suggest that many students recognized a language-learning benefit in that the game helped them to understand key vocabulary at a deeper level. The students also expressed an increased awareness of the role of financial resources in addressing energy and environmental issues, the strengths and limitations of various technological solutions to energy supply, and a recognition of the benefits of democratization in problem-solving.

Session 8-2D

Time: 9:30 - 10:00

Room: Room 2C

Corpus-supported academic writing: how far can technology help?

Madalina Chitez, Zurich University of Applied Sciences, Switzerland

The cumulative methodology of academic writing and corpus linguistics research has been significantly more rarely approached than the separate methodology of each of the two fields.

In corpus linguistics, the computer-supported profile of the discipline is inherently achieved given the fact that databanks are compiled, processed and analysed with the help of specialised software programs allowing specific linguistic analyses. The area has been extensively investigated from multiple perspectives among each learner language research (Granger, 2003; Lüdeling & Walter 2009) plays a key role. In the case of academic writing, technology has been only recently more intensively implemented, in form of informative platforms i.e. online writing centers or academic phrase banks, but the majority of materials are still purely theoretical (Swales 1990; Hyland 2000; Foster 2006; Kruse 2006). The two disciplines have started to join forces when the didactic use of the corpus analysis results for academic writing implementation has been confirmed (Upton & Connor, 2001; Cortes, 2004; Lee and Swales 2006).

However, technology has been scarcely exploited for interactive tools which support academic writing linguistically (see, for instance, Hsieh, W.-M. & Liou H.C. 2009, for a presentation of the POWER and CARE tools). In this paper, I will describe several methods of analysis by which corpus linguistics results can be used in order to facilitate academic writing tasks to students writing in English or German (as L1 and/or L2). The simplest method refers to a word-in-context free
search in which linguistic support is provided from a large self-complied corpus databank connected with the editor. A more complex implementation method consists in a list-of-phrase outline generator, providing useful academic phraseology when users are working on a certain section of their paper. The third and most challenging option is the part-of-speech guided search in which students are offered the possibility to look for syntactical patterns representative for the piece of academic writing they are editing at the moment.

All three methods have already been used and implemented into a pilot interactive academic-writing tool still in testing at the Zurich University of Applied Sciences in Switzerland. The tool is designed to help students who use either English or German (both as L1 and L2) to write their Bachelor or Master theses in Economics. The paper will show relevant findings on the advantages and limitations of the above methods in corpus linguistics for implementation into a digital educational platform.

Session 8-2E

Time: 9:30: 10:00

Room: Room 3L

La sfida dell'ambiente Web 2.0 nella didattica delle lingue minori

Edit Rózsavölgyi, University of Padova, Italy

virtuali comuni che sostituiscono quello reale. La letteratura di riferimento sull’apprendimento linguistico in ambiente virtuale è basata in larga misura su lavori svolti nel contesto della lingua inglese. È stato riconosciuto però che il panorama socio-culturale può influenzare i risultati delle ricerche (per es. Ushioda-Dörnyei 2012). Il presente contributo si pone l’obiettivo di indagare – in base a una sperimentazione pilota eTandem italo-ungherese – su che cosa di positivo l’uso delle nuove tecnologie può aggiungere alla metodologia dell’insegnamento delle lingue straniere e come esso può essere adottato nel curriculum universitario, in particolare cercando di mettere in evidenza gli aspetti specifici della glottodidattica nell’ambito delle lingue minori. In riferimento alle indicazioni della letteratura specialistica concernenti l’utilità di indagare le specificità individuali degli apprendenti nell’ottica di poter predisporre ambienti di studio sempre più consoni, personalizzati in base ai tempi, le sequenze, i ritmi e gli stili di apprendimento, il contesto delle lingue minori offre la possibilità di poter mettere in pratica più facilmente tale proposito, contribuendo alle nostre conoscenze in maniera diversa, qualitativa rispetto alle analisi di indirizzo prevalentemente quantitativo che costituiscono la stragrande maggioranza degli apporti nel campo della ricerca sull’apprendimento tele-collaborativo di una L2.

Session 8-2F

Time: 9:30 – 10:00

Room: Room 3H

PETALL - Pan-European Task Activities for Language Learning

António Lopes, University of Algarve, Portugal

The Common European Framework (CEFR) proposes task-based activities in the language classroom as an important strategy to develop the learners’ linguistic competences along with their communicative skills. Since it is learner-centred and relies mostly on engaging learners in meaningful communicative interchanges in a foreign language, it allows for greater interaction and collaboration between them in the development of products, in problem-solving processes and in the construction of knowledge. Nevertheless, teachers have revealed some resistance to this approach. A study undertaken within the scope of a former project, the ETALAGE, put forward some explanations that could account for such resistance, namely the lack of training opportunities, the absence of practical conditions, or the difficulty in finding resources for developing materials and planning lessons. PETALL (Pan European Task-based Activities in Language Learning [2013-2016]) is a project involving as many as twenty partners in ten different countries and seeks to address these problems by constructing a transnational strategy for ICT-based task design management aiming to design tasks that can be implemented in different educational contexts and to offer a series continuous training courses that can help teachers overcome their reluctance and develop their confidence in relation to task-based language teaching. This presentation seeks to offer an overview of the project, including its objectives, underlying principles and deliverables (especially the samples of good practices, the website and the national TT courses), along with the internal evaluation procedures that are currently being followed at different levels and project stages.
Integrating CALL into an Iranian EAP Course: Constraints and Affordances

Parisa Mehran and Mehrasa Alizadeh, Osaka University, Japan

Iranian universities have recently displayed a growing interest in integrating CALL (Computer Assisted Language Learning) into teaching/learning English. The EAP (English for Academic Purposes) context, however, is not keeping pace with the current changes since EAP courses are strictly text-based and exam-oriented, and little research has thus far been conducted on using computers in EAP classes. Hence, the present action-research study was carried out to explore CALL experiences of an EAP class in an Iranian university while focusing upon the participants’ attitudes toward CALL, the constraints and affordances of CALL integration in EAP, and its effectiveness in enhancing language skills in a low-resource setting. To this aim, 25 female undergraduate students, their instructor, and a teaching assistant participated in this study. Several instruments, including questionnaires, semi-structured interviews, informal discussions, non-participant observations, and diary entries were employed to collect data quantitatively and qualitatively. The outcomes of these e-experiences (e.g., blog entries, peer e-comments, and e-feedback) were also analyzed. The findings revealed that the participants generally held positive attitudes toward implementing CALL, which indicates promise for the application of technology in EAP courses. They also believed that incorporating CALL into the classroom contributed to the improvement of English language skills (particularly in reading and writing). Yet, some challenges emerged in terms of the following barriers in using CALL within EAP courses: infrastructural (e.g., lack of formal plans, policies and processes, insufficient funding resources, lack of investment and financial support), institutional (e.g., lack of organizational and administrative support, lack of professional development and training), technological (e.g., lack of equipment, facilities and resources, lack of IT support, outdated hardware, lack of appropriate software, slow internet connectivity, limited access to technology, students’ low digital literacy, technical difficulties), pedagogical (e.g., inauthentic interaction, shortage of time, faculty workloads, curricular restrictions), psychological/personal (e.g., lack of confidence, lack of motivation, technophobia, student anxiety), and sociocultural/political (e.g., the Internet filtering, security issues, copyright regulations, hegemonies of CALL). Finally, several potential solutions were suggested to ameliorate the opportunities and minimize the costs of CALL in the Iranian context. There are also implications for teachers, administrators, and teacher educators in low-tech contexts.
Session 8-3A

Time: 10:00 – 10:30

Room: Room 2D

Exploring trends, motivations and behaviours in the use of mobile devices for language learning in a higher education distance learning setting

Valérie Demouy, Qian Kan, Agnes Kukulska-Hulme and Annie Eardley, The Open University, United Kingdom

In this presentation, we will report on a project which aim was to look into students’ motivations and behaviour in the use of mobile devices for language learning and to find out how mobile devices feature in their language learning habits. Eight language modules covering all levels and most languages we currently offer from French to Chinese were selected to take part and students were invited to report on their use of mobile devices and their motivations for using them for language learning. The survey was carried out in 2013 and then repeated twice in 2014 and 2015 in order to assess any change in practices and motivations. In addition to carrying out those surveys, a number of students were interviewed to gather more insight in their motivations and behaviours. We will report on how students got started using mobile devices for language learning, what resources, services or apps they prefer to use, what skills they prefer to practise using their mobile phones or tablets, what habit they have formed or developed... We will also look at whether attitudes and usage have changed over three years and whether any trend emerges as to the part mobile devices play in language learning. We will give an account of the current situation regarding the use of mobile devices for language learning in our university in the context of recent developments in mobile learning both inside and outside the institution.

Session 8-3B

Time: 10:00 - 10:30

Room: Room 2E

Language Learning beyond Japanese University Classrooms: Video Interviewing for Study Abroad

John Brine, University of Aizu, Japan

Gordon Bateson, Kochi University of Technology, Japan

Alexander Vazhenin, University of Aizu, Japan

Emiko Kaneko, University of Aizu, Japan
The University of Aizu was accepted for participation in Japan’s national Super Global University (SGU) initiative. In this presentation, we describe our use of video interviewing for our Global Experience Gateway study abroad SGU project. Our university specializes in computer science education at undergraduate and graduate levels. We also have a growing international student body primarily at the graduate level, but which is now also increasing at the undergraduate level. Our Japanese students are preparing for careers or further research in either software or hardware specializations, but often require additional support and encouragement to engage with non-Japanese speakers. There has been some commentary on inward-looking youth in Japan, which our approach addresses (Burgess, 2014). Recent literature on language learning outside of the traditional classroom context (Nunan & Richards, 2014) reinforces our three interconnected approaches to increasing student motivation: study abroad, video interviewing, and digital badges. We will describe a new programme that prepares students for study abroad in New Zealand, the United States and China. Classroom-based language education does not afford frequent opportunities for our Japanese students to engage in authentic communication with more fluent English speakers. We have created a study abroad programme, which motivates students to study more in their regular English language classes to improve language skills and attain higher TOEIC scores, so that they might qualify to go overseas. However, improved course grades and standardized test scores do not prepare students with interpersonal communication skills required to function in an English-speaking context. We have created two related courses that support the study abroad programme and increase student opportunities for authentic communication. One is a course in video interviewing; the other directly supports the students selected for study abroad, but also includes video interviewing. We consider video interviewing as a scaffold that can support Japanese student interaction with non-Japanese speakers, and in these courses we teach our Japanese students to conduct and video-record interviews with international peers in our university in preparation for speaking with more varied interlocutors overseas. The use of video equipment along with advance preparation in interviewing techniques, simple camera work and editing provides our students with a technique for leveraging and sustaining conversations with non-Japanese speakers with whom they might not otherwise interact. In our presentation, we will describe how we prepare our students for the basics of pre-production, production and post-production primarily with interview videos. We will describe the curriculum design, equipment selection, instruction, student project work, and assessment. The presentation will consider video examples of student interviewing technique while using English. Currently, student video productions are evaluated by applied linguists and computer scientists using behavioural assessment criteria organized in Moodle with rubrics. Assessment will ultimately include digital badges and a description of this development will frame our vision for language learning beyond the classroom.
Duolingo: A Case Study in Gamification

Geraldine Exton and Liam Murray, University of Limerick, Ireland

Duolingo (www.duolingo.com) is a freely available language-learning website, which has at its core the aspiration that volunteers will translate information from across the internet, learning a language at the same time. By being free, and available on the web and on mobile apps, Duolingo is accessible in all parts of the world, resulting in a level of social inclusion rarely seen in computer-based language programmes in the past. The creators of Duolingo have used a gamified approach to learning, infusing the learning aspects of the site with elements taken from various styles of games. The result is a user experience that feels light, fun, and “gameful” (Deterding et al, 2011), and which allows participants to share in their learning experiences. In this paper we use a taxonomy developed by this paper’s authors (Exton and Murray, 2014, unpublished) to analyse the site in terms of its gamified aspects, and how these reflect a theory of motivation, called the Self-Determination Theory (SDT), (Ryan & Deci, 2000). 16 game elements were identified in the literature, of which 11 were found to be used in Duolingo. SDT suggests that a feeling of internal motivation is experienced if three needs are satisfied: competence, autonomy and relatedness. Of the 11 game elements used by Duolingo, nine feed in to a participant’s need to experience competence, four fulfil a need for autonomy, and nine build up a sense of relatedness. Without the ability to gain direct access to the website’s data, we have focused our attention on the aspects of the system which are visible to any user who registers, freely, with the site.

Experimental Analyses of the Factors Affecting the Gradience in Sentence Difficulty Judgments

Cesar Koirala and Rebecca Jee, Voxy, United States

Sentences come in varying levels of difficulty rather than just easy and difficult. Here, we examine relation of several variables with sentence difficulty levels. Also, based on a machine learning analysis, we suggest that the traditional non-syntactic variables are better predictors of gradience in sentence difficulty than the syntactic variables.
Though it is well known that the comprehension of individual sentences in a text affects a reader’s text-level comprehension, little attention has been paid to the difficulty of sentences (c.f. Scott, 2009). This study investigated effects of two non-syntactic features (sentence length and number of low-frequency words) and six syntactic features (counts of clauses, dependent clauses, coordinate phrases, t-units, complex t-units, and Wh nominals) (Lu, 2011) on perceived sentence difficulty.

Using E-prime software, five English-language instructors judged the difficulty of 499 English sentences on a scale of 1 to 4, where ‘1’ means very easy, ‘2’ means easy, ‘3’ means moderately difficult, and ‘4’ means difficult. Results showed that perceived difficulty increased with an increase in both the average length of sentence and the average number of low-frequency words. Perceived difficulty also increased with the increase in the counts of the six syntactic features.

In order to investigate the importance of syntactic and non-syntactic features, a machine learning experiment was performed. Using Scikit-learn (Pedregosa et al., 2011), a tree-based classifier for sentence difficulty was implemented using the same sentences and features. Results showed that although both syntactic and non-syntactic features play roles in determining sentence difficulty, the non-syntactic features are more important. This could be due to overlaps between the two types of features. For instance, counts of clauses measure the length of production unit, and sentence length does the same, too. In the future, we plan to construct classifiers that use all 14 features in Lu (2011) to test whether these findings still hold.

It is important to note that the language instructors agreed on the perceived difficulty of sentences even without rubrics that help distinguish difficulty scales. As a follow-up experiment, we plan to conduct this same experiment on language learners and compare those findings with these current findings.

Session 8-3E

Time: 10:00 – 10:30

Room: Room 3L

Gli apprendenti di italiano L2 all'Università e le loro abitudini tecnologiche.

Ivana Fratter and Micol Altinier, Università degli Studi di Padova, Italy

Negli ultimi anni il pubblico del Centro Linguistico di Ateneo è cambiato conseguentemente ai processi di internazionalizzazione messi in atto dalle politiche universitarie e in particolare ai recenti accordi con Università di Paesi non appartenenti alla Comunità Europea. Tutto ciò ha avuto numerose ricadute nell'organizzazione dell'offerta formativa di italiano come L2. Analogamente le profonde trasformazioni avvenute nella società della conoscenza, con l'introduzione sia dei dispositivi portatili sia dei nuovi social network, richiedono che sia fatta luce sul nuovo profilo dei destinatari dei corsi di lingua e sulle loro "abitudini tecnologiche" per poter progettare una offerta formativa il più possibile rispondente alle nuove esigenze. E' necessario, dunque, osservare l'uso delle TIC nei processi di formazione da parte della nuova utenza mettendo in evidenza analogie e
discrepanze rispetto all'uso delle stesse nelle routine quotidiane. Per tale ragione è stata condotta un'indagine tra gli apprendenti dell'italiano L2 al CLA al fine di definire il profilo "tecnologico" dei destinatari dei corsi di italiano. Alcune delle domande a cui l'indagine cerca di dare risposta riguardano come si inseriscono le TIC nei processi di formazione linguistica degli studenti universitari stranieri e quali sono le aspettative degli studenti relativamente a corsi di lingua mediati dalle TIC. Nella presente relazione verranno illustrati i risultati dell'indagine condotta su un gruppo di circa 200 studenti stranieri che mettono in luce aspetti legati alla percezione delle TIC come strumenti per apprendere le lingue e per interagire con gli altri.
Today, companies that are trying to be successful on the European market should not only work in English but should also dispose of a plurilingual strategy (ELAN 2006, PIMLICO 2011). Polish, German, Austrian, Slovak and Czech companies acknowledged this statement in a survey by the European project „JASNE-Alles klar“. They clearly confirmed their needs for more staff with competencies in the languages of the neighbouring countries. The European project „JASNE-Alles klar“ which started 2014, has aimed at describing the requirements of specific vocational language competencies for professionals in the and their suppliers, in plant engineering and construction and in transportation. Moreover, the project is developing specific learning materials for these branches for German, Polish, Slovak and Czech. To exemplify the design of specific language requirements, two case studies will be presented that also show the implementation of situational learning scenarios. Demo versions of the interactive, film-based learning modules will be shown. The project adopts a modular approach: small learning objects can be filtered by topic, language level or language function and compiled into individual units for various course formats. Using the interfaces for current Learning Management Systems, the materials can be flexibly integrated in company courses, university courses or courses by any other tertiary institution and they can be tailored to specific professional areas.

CALL of crisis - the right changes for the wrong reasons?

This paper describes the background and results of Project Lax, a project in 2014, brought about by economic necessity, and aiming at a pedagogically both ambitious and radical redesign of the language courses offered at KTH Royal Institute of Technology, Sweden’s most prestigious technical university. The questions explored in this paper are: 1) what ICT solutions were chosen by teachers in an educational situation where financial restraint, rather than, e.g., pedagogical curiosity, was the prime motor behind change; 2) to what degree were intended goals with these
changes reached; 3) what were the unintended consequences of these changes; and 4) what transferable lessons can be drawn from this particular case.

Although received knowledge in the field of blended learning can be summed up as ‘it can be better, but it won’t be cheaper’, there seems to exist an almost inescapable lure in the thought of replacing expensive teachers with inexpensive machines. This lure, which certainly is not limited to the teaching of languages - although perhaps has a special appeal here due to the relatively low teacher-student ratio in language classes, makes ICT solutions to financial challenges appear like rational options. Indeed, while the technology earlier was often seen as an obstacle, requiring both extra funding and rather specialised knowledge to work, the proliferation of more user-friendly LMSs and openly available e-resources makes a move to e-learning in general and CALL in particular seem almost a must to keep up with educational trends, if nothing else.

Project Lax, which ran throughout 2014, included an analysis of KTH’s students’ learning needs and the learning outcomes of the unit’s courses, the adaption of a non-standard grading system, alternative ways of assessment and examination, and was characterised by intensive collaborations between the unit’s teachers within and across disciplinary lines. The increased use of integrative e-learning technologies to make up for fewer guided learning hours was, however, very much at the heart of the whole endeavour.

Revised courses were required to meet three targets: they should be sustainable within the new economical frames set by the university; they should from the learners’ perspectives be as good as, or if possible better than, the courses they were set to replace; and they should not increase, and if possible decrease, the workload of the teachers.

The first round of redesigned courses started in January 2015 and will finish during the spring semester. This paper will detail what choices the teachers made when CALLifying their courses, and the rationale behind their choices, as well as sum up the experiences of these changed courses from the perspectives of the three main stakeholders: the students, the teachers, and the university administration.
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