

d-055 10:10-10:40 Room 409

An exploratory study on learner characteristics and the use of Moodle*Chiu Tsuo-Lin (National Taiwan Normal University)**

Given the significance of Individual Differences (IDs) on language learning, the current study explored the relationship between learner characteristics and participation in a Moodle. Correlation was conducted between three ID factors and the learner participation index of the Moodle course. An evaluation questionnaire concerning learners' perceptions of use of the online course was administered. The results showed that the students' attitude toward educational technology was positively correlated with all aspects of learner perception on Moodle, and motivational intensity was partly correlated to learner perception. Computer anxiety showed no significant correlation. The findings could have an impact on research on online learning and learner characteristics, and they could also imply suggestions for teachers.

*Chiu Tsuo-Lin is currently a doctoral student in TESOL in the Department of English, National Taiwan Normal University. He received his master's degree in National Tsing Hua University. His research interest lies in the use of technology in language teaching/learning.

d-056 10:10-10:40 Room 410

The roles of quantifiers in argumentative writing and classroom activities in a corpus-based approach*Nozomi Miki (Osaka University)**

This presentation argues that quantifiers such as 'many,' 'most,' and 'some,' whose roles in argumentation are not known or treated properly especially in teaching contexts, play important roles in argumentative prose from the keyword analysis of TOEFL Model Essays Corpus and LOCNESS and the small-scaled discourse analysis. The results indicate that quantifiers are statistically outstanding in argumentative prose, and that writers control their degree of agreement, using the collocations of quantifiers; I suggest the computer-assisted classroom activities and follow-up tasks of quantifiers, controlling the text levels.

*I'm studying at the University of Birmingham and am interested in genre analysis these days.

d-057 10:10-10:40 Room 411

Learner strategy use in an avatar and chat-based virtual world

*Mark Peterson (Kyoto University)**

In this presentation, I report on the findings of experimental research that investigated the strategy use of English language learners in a type of text and avatar-based virtual world known as Active Worlds.

*Mark Peterson is an Associate Professor in the Graduate School of Human and Environmental Studies Kyoto University where he teaches courses on CALL. (<http://www.users.kudpc.kyoto-u.ac.jp/~t51193/>)

d-058 10:10-10:40 Room 412

Reconsidering visual teaching materials in the Digital Age

Junichi Azuma (University of Marketing and Distribution Sciences / Graz University of Technology)

This research proposes new ways of using digital pictures and simple animations illustrating the meaning or structure of a linguistic unit, instead of the situation where the conversation takes place. Digital pictures and animations for computers or mobile phones are easy to create, and the ease of reuse and modification can be a great advantage. The power of graphic emoticons in the actual international communication scene (experiment between the author's university and Graz University of Technology, Austria) will be shown, and some possible ideas regarding prototypes of the next-generation multilingual digital picture dictionary will also be proposed.

d-059 10:10-10:40 Room 413

Facilitating the autonomy of Japanese university freshmen in an extensive EFL reading class: Investigating narratives in their blogs and journals

*Takayo Kawabe (Kansai University)**

The purpose of this research is to examine Japanese EFL university students' autonomy in their investment (Norton, 1995) in an extensive reading class. Through reading books for pleasure, the students construct their own interactive reading community (as advocated by Mizuno, 2007) in the class. Using narrative inquiry (Pavlenko, forthcoming; Vitanova, 2005), my analysis of their reaction reports (Bamford & Day, 2003) on their class Blog, journals and classroom discourse present seven female students' desire for learning as a dialogical process (Bakhtin, 1981). They are able to enjoy reading and authoring (Bakhtin, 1984), and their discussions about reading appear to have facilitated their autonomy.

*Takayo Kawabe received her M.A. at Temple University and Kobe Jyogakuin. She then finished her AGC in SLS at the University of Hawaii and PhD programme at Kansai University.

d-060 10:10-10:40 Room 414

Pervasive CALL learner training for improving listening proficiency

*Philip Hubbard (Stanford University),
Kenneth Romeo (Stanford University)**

CALL learner training is receiving increasing interest, yet our understanding of how to incorporate it effectively into a course remains largely anecdotal. This presentation reports on a study for developing a pervasive learner training component for an advanced ESL listening course for graduate students. Data is collected from pre- and post-course surveys, assignments during the course, student learning journals, and individual meetings focused on checking and refining students' understanding and implementation of learning principles and procedures. The data is analyzed qualitatively and quantitatively to assess the impact of the training and inform future research and pedagogical practice.

*Kenneth Romeo, Ph.D. is an Academic Technology Specialist for the Language Center at Stanford University.

d-061 10:10-10:40 Room 502

Construction of gender in intercultural online language learning environments*Nina Langton (University of British Columbia Okanagan)**

This study examines if and how gendered identities are created in the context of online communication for the purposes of language learning. Transcripts of discussions produced on voice and written discussion boards between pre-intermediate Japanese language learners and native speakers are analysed to determine if, how and why students construct a gendered identity in the process of communicating online in Japanese, traditionally thought to be highly gendered. The study also examines if and how a gendered identity enhances or limits a student's ability to negotiate meaning successfully with other language learners and native speakers in an intercultural context.

*Nina Langton holds an M.A. in Contemporary Japanese Literature from the University of British Columbia. She teaches courses in Japanese language and gender and language at UBC Okanagan. Her research interests include both intercultural communication skills and construction of gender in an online environment.

d-062 10:10-10:40 Room 503

Introducing computer-assisted language learning (CALL) into traditional EFL programs in Saudi Arabia*Abbad Alabbad (University of Queensland)**

This study aims to investigate the impact of computer-assisted language learning (CALL) on both the achievement of the learners of English as a foreign language (EFL) and their attitudes toward learning EFL. It examines both variables (performance and attitudes) before and after the implementation of computers, collaborative task-based activities, and the Internet in the classroom.

*I work for King Saud University in Riyadh-Saudi Arabia, and currently a PhD candidate at the University of Queensland in Brisbane- Australia.

d-063 10:45–11:15 Room 409

Employing CANLDE reading and Moodle to promote extracurricular extensive reading: From learners' perspectives

Yu Hsiu Lin (Nation Taiwan Normal University)

This paper presents an EFL-learner evaluation of two different web-based learning platforms for English reading. An introduction to the platforms and the reading material, results obtained through survey questionnaires, and some limitations and pedagogical implications are delineated.

d-064 10:45–11:15 Room 410

Collaborative corpus research

*Tetsuya Kashiwagi (Kitakyushu University)**

The present research aims at examining Japanese EFL learner preferences in collaborative activities in compiling and consulting corpora. For the final presentation task, each group compiled a native speaker (NS) corpus and compared it to the learner corpus (LC) that is composed of the narrative genre of their own production. The result demonstrates that most groups were less conscious of genre-based corpus compilation and their themes, including limited functional words. Several groups, though, compiled the similar format (genre) of LC to the NS corpus and conducted intense analysis of grammatical and lexical features that show a clear contrast to LC.

*Tetsuya Kashiwagi is an Associate Professor at the Center of Fundamental Education of the University of Kitakyushu. He has taught English for 25 years in public high schools, preparatory schools for entrance examinations, a technical college, and the present university. His interests lie in the study of learner corpus in terms of rhetorical effect on writing types and learner proficiency.

d-065 10:45-11:15 Room 411

A high school and college joint project using text and voice correspondence for business language training

Goh Kawai (Hokkaido University), Miki Misumi*

As part of courses in English as a foreign language, we conducted a high school and college joint project using text and voice correspondence for business communication training. High school students started make-believe businesses and advertised job openings. The college students competed for positions. Written and spoken messages were shared by means of a web page. Similar projects might be replicated between other educational institutions because we can provide the courseware, and the required technology is trivial. However, class management could be simplified using software tools that organize, exchange and evaluate assignments. Our conference talk will include courseware samples and learning outcomes.

*Goh Kawai focuses on language processing technology integrated with linguistic knowledge. He develops online systems for peer-based pronunciation learning. More at <http://www.kawai.com/goh/>.

d-066 10:45-11:15 Room 412

Development and practice of an electronic phrasal verb wordbook with GIF animations

*Shinsuke Yoshida (Kansai University)**

For many ESL learners, it seems to be difficult to have a clear image of phrasal verbs due to the fact that both basic verbs and adverbs (or prepositions) can have various functions and meanings. As a result they have to memorize each expression by rote. One solution for this problem would be to develop and practice digital teaching materials based on "Prototype Theory" with graphic schematization, i.e., visualized moving images with GIF animations. The presenter will explain the background theory, demonstrate digital materials such as "take back, hold on, give in, turn over, run down," and discuss the results of the practice.

*He is a professor at Kansai University and his recent research and educational activities are to investigate the automatization of lexical access in a second language (L2) with a computer-based training

d-067 10:45–11:15 Room 413

EFL students' language awareness in an e-mail tandem activity*Akihiko Sasaki (Kwansei Gakuin Junior High School)*, Osamu Takeuchi (Kansai University)*

This study investigated the language awareness that students obtain in an e-mail tandem activity. In this activity, two learners of different native languages (L1) communicate using the target language (L2, the partner's L1), and give feedback on one another's language use. The projects of the study have been conducted between Japanese junior high school students learning English and American high school students learning Japanese. The post-project reflection sheets indicated that Japanese students were well aware of the linguistic features of not only English but also Japanese. The authors will show how students applied the language awareness to their subsequent English learning.

*Akihiko Sasaki is an English teacher at Kwansei Gakuin Junior High School, Nishinomiya, Japan. His research focus is on the use of technology in English teaching and learning.

d-068 10:45–11:15 Room 414

Listening training for Japanese high school students using web-based software*Yasuyuki Mizohata (Osaka Prefectural Ohtori SHS)**

This study investigates how effective web-based listening software could be for Japanese high school students. The subjects were National Center Test (NCT) candidates with low proficiency in listening. The software, designed for TOEIC preparation, enables users to study according to their pace and allows for the teacher to check their progress in the program. Questions with incorrect answers will be recycled for further training to ensure mastery of the target items. The effects of the training were evaluated by pre and post listening exams. Questionnaires investigated the subjects' listening strategies and the effects of the program.

*English teacher and English materials writer

d-069 10:45–11:15 Room 502

SNS activities between Japanese students and Internet users from all over the world: Seeking friendship beyond the classroom

*Tomoko Nozawa (Keisen University)**

Using a free Japanese Social Networking Service, the presenter has created a private English learning space for her students. On this site, the participants keep a diary, read one another's entries, give comments and communicate with one another. In addition to the Japanese students, non-student keypal manias with a wide range of age and backgrounds joined this activity as contributors and commentators. The real communication among the participants prompts, not only the language learning, but also intercultural communication and pursuit of friendships. The functions of SNS can naturally lead the participants to communicate with each other.

*Nozawa, with a BA in International Relations and an MS in Education, currently teaches English in CALL classrooms at three universities, using resources through the Internet.

d-070 10:45–11:15 Room 503

Attitudinal change towards novel technologies in foreign language teaching situations

Grace Wiebe (University of Alberta),
Kaori Kabata (University of Alberta)*

In this paper we focus on the role of any “novelty effect” which might lead to initial gains in students' assessment of technology and will report on the results of several survey studies conducted to examine students' perception of a new technology in Japanese language learning. Data from a pilot study suggested that students are critical of the fit between the activities they participated in and the goal of the activities. This study will further determine students' sensitivities to instructors' pedagogical goals in using technology, and how students' assessments may change as they become more familiar with the technology.

*Grace Wiebe, Director, Arts Resource Centre and Adjunct Professor, Linguistics, Faculty of Arts, University of Alberta, Canada. Her research interests include psycholinguistics, syllable structure, language acquisition, TEL and CALL.

d-071 11:20–11:50 Room 409

The case for online feedback discussion tasks using Moodle to increase undergraduate EFL learning

*Richard Lewis Beal (Kanda University of International Studies)**

This presentation reports on a year-long action research study into the creation and use of online reflective feedback tasks in a Moodle discussion forum, to enhance undergraduate ESL learning. Three second year academic writing classes participated. The first semester comprised twelve ‘trial and error’ online tasks created by the instructor, which had both an intrinsic and personal academic focus. Subsequent positive student feedback influenced a second semester suite of six online tasks, requiring students to undertake individual or collaborative research away from the forum on a bi-weekly basis, and thereafter, report online. A final survey similarly indicated positive learning benefits.

*Richard currently lectures in Academic writing and grammar at KUIS, using a ‘blended learning’ curriculum. His professional work and research are within the fields of EALP, CALL and learner autonomy.

d-072 11:20–11:50 Room 410

The marriage between corpus-based linguistics and lexico-grammar instruction: Using advise, recommend, and suggest as an example

*Wen-Shuenn Wu (Chung Hua University)**

This paper addresses the integration of corpus-based data and lexico-grammar instruction. The paper first gives an overview of corpora in terms of accessibility. Next, the relations between corpus-based linguistics and lexico-grammar instruction are introduced. Then, pedagogical issues of the use of corpora in a classroom setting are fully discussed. Finally, by using “advise,” “recommend,” and “suggest” as sample lesson material, the linguistic and pedagogical challenges that English practitioners face are brought up. These challenges include: (1) technical and statistical challenges, (2) theoretical foundation, (3) intuition vs. competence, (4) absence or rare instances of target examples, and (5) real language.

*I am currently a full-time English instructor of Chung Hua University and also a Ph.D student of Tamkang University, Taipei, Taiwan.

d-073 11:20–11:50 Room 412

How can 3D virtual worlds contribute to language education?*Ton Koenraad (Hogeschool Utrecht University of Applied Sciences)**

This presentation aims to explore the potential of voice-enabled, 3D virtual worlds to enhance the attractiveness of language learning and to support task-based methodologies and realistic language teaching. Based on research on text-based and 3D MUVES in language education (Koenraad & Goedemé, 2002; Kötter, 2006; Molka-Danielsen et al., 2007) we evaluated pilots designed to empower current, real-life assessment practice for lower secondary education (Eisberg, 2007) by having student teachers help pupils through virtual role-play and online coaching activities to prepare for oral proficiency assessments and assist in virtual world activities embedded in cross-media adventures and LanguageQuests. Finally, differences in the affordances and constraints of the platforms Active Worlds and Second Life are discussed.

*Ton Koenraad works as an ICT-E consultant at Hogeschool Utrecht. He has a wide experience in defining and managing (international) educational projects. His publications and conference contributions are available at www.koenraad.info

d-074 11:20–11:50 Room 413

The effect of online peer feedback on EFL writing: Focusing on Japanese university students*Kunitaro Mizuno (Fukuoka Prefectural University), Reina Wakabayashi (Kyoto University)**

In this study, we investigated student engagement in peer feedback both in classrooms and in the Interactive Writing Community (IWC). IWC is a BBS Web Site developed in 1998 to enable learners to engage in peer feedback with students from other universities within or outside Japan. In the IWC, learners can upload their essays and exchange peer comments. Through the analysis of learners' performance in writing and a survey of learners' perceptions of both face-to-face and on-line peer feedback, this study will report the characteristics of the two types of peer feedback format in English writing instruction in a Japanese university setting.

*Reina Wakabayashi holds masters degrees in linguistics and applied linguistics and is currently a doctoral student in the program of applied linguistics at Kyoto University.

d-075 11:20-11:50 Room 414

A principles-based approach to teach listening in a CALL-integrated classroom

Chen-Hui Tsai (The University of Iowa),
Lisha Xu (The University of Iowa)*

Listening is assuming greater and greater importance in the foreign language classroom. In teaching Chinese as a Foreign Language (CFL), however, most exercises or tasks in a listening class still tend to use drills to test listening rather than teach it. Our multimedia program is specially designed to help CFL teachers of beginning level classes to more efficiently teach students how to listen. We will first address how to construct this program based on a number of pedagogical and instructional design principles specific to teaching listening. This paper will also draw from surveys and interviews conducted to elicit students' perceptions of the CALL-integrated listening courseware, which will allow us to better integrate multimedia tools into listening classes.

*Asian and Slavic Languages and Literatures,
The University of Iowa

d-076 11:20-11:50 Room 502

Enhancing cooperative language learning and intercultural experience through the use of technology

*Masayuki Kato (Kobe University)**

Based on my Fall 2007 class, which was dominantly conducted using the Cooperative Language Learning (CLL) method, I will talk about the background of this pedagogy, introduce the practices and procedures employed in my class, and further present the analyzed data of the BBS messages for the educational implications. The theoretical framework of CLL was originally outlined by Lev Vigotstky, who stressed the importance of interactive an social nature of language learning. My class was mostly conducted in groups and pairs, engaged in the following activities: putting the comic strips in order, feedback on the BBS messages, news and commentary and a 10-minute debate. Analysis and reflection will be presented in conclusion.

*MA in English Literature from Tohoku University. Has taught English at Kobe University since 1990. Fields of interest: CALL, World Englishes, Culture and Identities.

d-077 11:20-11:50 Room 503

Students' participation in and views on e-portfolio learning in correlation to academic ability*Kwok Kwan Yuen Linda (Hong Kong Polytechnic University)*

This study is about guided self-learning carried out by about 90 college students by making use of a highly proficient e-portfolio system as an additional complement to classroom teaching. To encourage participation and appreciate efforts made in self-study, bonus marks were awarded to students. The study will attempt to compare the stimuli provided by the e-learning mode, the bonus mark incentive and intrinsic learning motivation. As learners with different academic abilities may have preferences for modes of learning, this research also try to examine high-achievers' and low-achievers' perception of the e-portfolio as a means of learning.

d-078 14:30-15:00 Room 409

Using Praat and Moodle for teaching segmental and suprasegmental pronunciation*Ian Wilson (University of Aizu)**

The use of Praat (open-source acoustic analysis software) to provide feedback for learning vowels and diphthongs was described by Brett (2004 - ReCALL 16:103-113). However, his conclusion, and that of Setter and Jenkins (2005 - Language Teaching 38:1-17), was that formant plot interpretation using Praat's interface is too complex for learners. In this presentation, classroom data will elucidate the use of Praat for measurements such as the duration, pitch, and intensity of sounds. A combination of Praat and the Choice activity in Moodle (an open-source Learning Management System) provides a method of pinpointing the weaknesses of each student.

*Dr. Wilson's research interests are speech production, L2 acquisition of pronunciation, and Moodle. He specializes in using ultrasound imaging and Praat for analyzing the tongue's movements during speech.

d-079 14:30–15:00 Room 410

Corpus-based analysis of modals in consecutive sentences

Robert Chartrand (Kyushu Institute of Technology), Hidenobu Kunichika (Kyushu Institute of Technology), Akira Takeuchi (Kyushu Institute of Technology)*

Modal auxiliaries are among the most difficult structures to teach to students of English as a second language, especially when modals are used in consecutive sentences. Natural language processing methods were applied to perform syntactic extraction tasks of modals by using the British National Corpus (BNC) 2007 XML version. The resulting phrases were further analyzed and simplified to extract useful examples of modals for learners of English. T-scores were calculated to find the modals that had the highest occurrences in two consecutive sentences. We describe a method to syntactically identify modal phrases and present the information.

*Robert Chartrand is a full-time lecturer at the Institute of Foreign Language Education, Kurume University. He is also a PhD. candidate at Kyushu Institute of Technology, Faculty of Computer Science, Department of Artificial Intelligence.

d-080 14:30–15:00 Room 411

Collaborative language learning in cyber face-to-face interaction: The perspectives of the learner

Yuping Wang (Griffith University), Nian-Shing Chen (National Sun Yat-Sen University)*

This paper examines the degree of collaborative learning present in cyber face-to-face interaction supported by various features (e.g., videoconferencing-supported sub cyber face-to-face classrooms, text chat and a whiteboard) in an advanced synchronous learning management system (SLMS). The concept of “cyber face-to-face” is used here to encapsulate the oral/aural and visual component of the online environment. The study involves 33 students from an online Chinese/English interpreting course. Survey data confirms that collaborative learning, one of the three communicative strands, can be effectively facilitated in a cyber face-to-face environment, although the degrees of collaboration vary with different features of the SLMS.

*Yuping Wang is Senior Lecturer of Chinese language at Griffith University, Australia. Her research interests are Internet-based language teaching, distance education, and second language teaching methodologies.

d-081 14:30–15:00 Room 412

Focus on form using digital recording for Japanese tertiary level students*Masako Sasaki (Akita University)**

This research is intended to design and evaluate a way of teaching based on the principle of Focus on Form for the development of oral communication skills in the Japanese tertiary level education, drawing on Vygotsky's theory applied to second language learning, that is, Sociocultural Theory. It will be explored how Focus on Form will be effectively realized to develop oral communication skills. The presentation will feature the course stages where the students have time for Focus on Form, and report on the procedure and findings that are assumed to be recommended for the tertiary level English education.

*Masako Sasaki is Associate Professor in the Faculty of Education and Human Studies in Akita University. Her main research interest is language teaching methodology for developing interactive oral communication skills.

d-082 14:30–15:00 Room 413

Limiting writing task freedom by constraining Cmap link type*Lawrie Hunter (Kochi University of Technology)**

In constructivist learning environments, particularly in relatively teacher-remote situations such as those involving Learning Management Systems (LMS), learner freedom can be an obstacle to the achievement of specific educational objectives. This presentation examines information mapping and concept mapping techniques and demonstrates the author's adaptation of Cmap tools <http://cmap.coginst.uwf.edu/> for L2 learner analysis and writing of technical text. Link label content is intentionally constrained to force learners to write in very narrow sub-genres of technical academic writing. This also forces the task designer and the instructor to work in narrow niche sub-genres, which are arguably enabling in their specificity and clarity.

*Lawrie Hunter supervises Critical Thinking and Technical Academic Writing at Kochi University of Technology in Japan. He is a Moodle and an information mapper in his teaching practice.

d-083 14:30–15:00 Room 414

**Computer-assisted prosody training:
Creating software and its findings***Midori Iba (Konan University)**

The presenter will introduce software for English pronunciation practice that she created recently. The software focuses on prosody training using a low-pass filter. She will also discuss how the software has been working inside and outside the classroom, and then report on data that reveal the effects of using the software on improving prosodic features.

*Midori Iba is an associate professor at Konan University in Kobe, Japan. She is interested in speech perception/production, phonetics, phonology and second language learning.

d-084 14:30–15:00 Room 502

**Patterns of language learning in a
cross-cultural bilingual kepal project***Kaori Kabata (University of Alberta)*,
Yasuyo Edasawa (Doshisha Women's
College)*

Students' message texts and learning logs were analyzed to examine how students' language learning takes place in a cross-cultural bilingual communication project. Based on the findings from previous studies that indicated students' linguistic gains through similar communication projects, we were particularly interested in the relationship between input and intake: Do students respond differently between explicit corrections and implicit input? How much of the partners' linguistic input is recognized and what kinds of linguistic items are corrected and/or learned? The findings will indicate a way to maximize students' language learning through a bilingual communication project.

*Kaori Kabata, Associate Professor, Department of East Asian Studies, University of Alberta, Canada, teaches Japanese language and linguistics. Her research interests include lexical semantics, language acquisition, and CALL.

d-085 14:30–15:00 Room 503

The effect of tandem learning on language development

*Jack Bower (Hiroshima Bunkyo Women's University), Satomi Kawaguchi (University of Western Sydney)**

On-line text exchange is claimed to promote learner autonomy and reciprocity (Lewis 2005, Schwienhorst 2003). We report on linguistic analyses of tandem learning between Australian and Japanese students from the University of Western Sydney and Kanda University of International Studies. The Compleat Lexical Tutor (www.lextutor.ca) is used for lexical profiling while Pienmann (1998) (for English) and Kawaguchi (2005) (for Japanese) are the analytical tools for morpho-syntactic development. As for communication strategies, we look at negotiation of meaning (Long 1996; Pica 1994) to analyse how the learners managed to communicate successfully when communication problems emerged.

*Satomi Kawaguchi is a lecturer at the University of Western Sydney, and she teaches Second Language Acquisition and Japanese L2.

d-086 15:05–15:35 Room 409

Building a lexical syllabus on Moodle for EFL productive academic vocabulary

Ming-Chia Lin (National Taiwan Normal University), Hsien-Chin Liou (National Tsing Hua University)***

The study explores the efficacy of a self-designed online lexical syllabus on twenty-five EFL college learners' academic vocabulary and writing abilities. With the Academic Word List (AWL, Coxhead, 2000), a two-month lexical syllabus (<http://formoosa.fl.nthu.edu.tw/moodle2/>) was constructed on Moodle, with hyperlinks to concordancers and the AWL Highlighter. Three major course features included: (a) AWL lessons (b) AWL quizzes, and (c) learners' e-portfolios. Two standardized vocabulary tests and one timed-essay test were given in pre- and post-tests; the essay test was re-administered in a four-week-after delayed post-test. Learners' attitudes toward the syllabus were elicited by a questionnaire. Findings will be reported.

*Ming-Chia Lin, a doctoral student in the National Taiwan Normal University, is interested in CALL and vocabulary research.

**Hsien-Chin Liou is a professor of foreign languages and literature at National Tsing Hua University, Hsinchu, Taiwan. She has conducted and published CALL research in the past few years.

d-087 15:05-15:35 Room 410

Lexico-grammatical DDL lessons using a bilingual concordancer*Kiyomi Chujo (Nihon University)*, Chikako Nishigaki (Chiba University)*

This study will present an effective and enjoyable way for beginner level EFL students to learn noun and verb phrases and targeted TOEIC vocabulary using a parallel bilingual newspaper corpus and guided concordancing tasks and follow-up activities. Our findings for using lexico-grammatical DDL lessons in this four-year ongoing study will include learner evaluations, the learning effect as measured by TOEIC Bridge, and an analysis of specific grammatical features and structures learned. In addition, we'll also present two other ongoing DDL projects: DDL writing courseware for advanced learners; and the development of our own Japanese-English online bilingual concordancer.

*Kiyomi Chujo, Ph.D. is Associate Professor at the College of Industrial Technology, Nihon University, Japan. Her current research interests are vocabulary learning, e-learning, and the pedagogical applications of corpus linguistics.

d-088 15:05-15:35 Room 411

The effect of Skype-based video chats with volunteer Filipino English teachers (II): Discovering the superiority of video chat*Ikuyo (Mayuko) Ryobe (Kyoto Sangyo University)**

This study examines how video chat activities between Japanese students and online Filipino English teachers through Skype improve students' oral communication skills and motivation toward autonomous learning. The participants engaged in 30 minutes of free conversation video chats on eight occasions; besides, questionnaires, pretests, and posttests were conducted. The results revealed better performance than those of the students involved in the voice chat experiment in 2006. Japanese students, who are typically shy, can speak better in prearranged one-to-one conversations with real-time video images that allow them to use nonverbal language. Their foreign language anxiety and affective filters were also reduced.

* Ikuyo (Mayuko) Ryobe received her M.A. with Merit in Applied Language Studies at University of Westminster in the U.K. Her research areas are Internet-Based CALL, TTS, phonetics by computer, and EFL (combination of the Lexical Approach, CLT and TBLT).

She is currently a part time lecturer at several universities, and for over seven years she has run her own English school whose instructors are all native English speakers except her.

d-089 15:05-15:35 Room 413

The role of e-mail in ESL/EFL writing*Alipanahi Fatemeh (Islamic Azad University Zanzan Branch)*

Computer Mediated Communication can be a valuable tool in the complex process of writing. This research tries to find justifiable answers to these questions: Will the students improve their attitudes towards writing by using email? Will there be a significantly higher difference in the language complexity of the students writing, using email? Will the use of email lead to significantly better results than traditional techniques? The findings indicate that the experimental group not only did better than the control group on post-tests but also the length of their writing was shorter than that of the control group.

d-090 15:05-15:35 Room 414

Development of a Japanese pronunciation training system for learners' speech recognition*Masaaki Shimizu (Osaka University)*, Yukio Iwata (The Institute for Research in Linguistic Culture), Kazushige Tanaka (Advanced Media, Inc.), Kyoko Komatsu (Tokyo Metropolitan University), Junkichi Suzuki (The Institute for Research in Linguistic Culture)*

This study aims at developing a Japanese pronunciation training system, with special consideration to the learners' speech with errors. To give appropriate instructions for non-native speakers of Japanese, we, firstly, analyzed the collected learners' speech and classified and labeled all the errors into 28 categories. Secondly, to develop an original speech recognition system for learners' speech containing errors, we constructed a phone model based on both native and learners labeled database. Using this model, we developed a Japanese pronunciation training system which can recognize and evaluate the speech of different L1 learners. We tentatively evaluated the system with Vietnamese learners.

*Osaka University, Research Institute for World Languages

d-091 15:05–15:35 Room 502

Student motivation and satisfaction in learning English and culture in the BBS-based Intercultural Exchange Project

*Naoko Kasami (J. F. Oberlin University)**

The aim of this research is to identify motivational enhancements in the Bulletin Board System (BBS)-based intercultural exchange project. The exchange project was carried out by the 386 students of 14 universities in Japan, Indonesia, Taiwan, UAE, Burkina Faso, Mexico, Brazil, Namibia, and Korea in 2005. This research deals with Japanese students' motivation for proactive English and culture learning systematically in terms of J. M. Keller's ARCS motivational model. Based on analyses of questionnaires and English tests, it was indicated that the exchange project sustained students' motivation for learning and enhanced students' English writing and intercultural communicative competence.

*Naoko Kasami is a lecturer at J. F. Oberlin University. She received her MPhil. in Education from Cambridge University. Her current research interests include computer-aided communication and learner autonomy.

d-092 15:05–15:35 Room 503

Learner satisfaction in blended learning and implications for CALL implementation

*Bruno Di Biase (University of Western Sydney), Satomi Kawaguchi (University of Western Sydney)**

We report on the University of Western Sydney's introduction of blended learning for the beginner level in five languages. Focusing on Italian and Japanese we investigate, through periodic questionnaires, the relationship between learner characteristics (age, motivation and learning goals, achievement level, computer skills) and learners' evaluation of blended learning. We also look at learner satisfaction to gauge its relationship to successful experiences in language learning, satisfaction level with online components of the course and positive/negative experiences with blended learning. The analysis may be useful for understanding online learning and improving our project in the next step.

*Satomi Kawaguchi is a lecturer at the University of Western Sydney and she teaches Second Language Acquisition and Japanese L2.

d-093 15:40-16:10 Room 409

Academic writing with blogs and a Moodle forum

Marcel Van Amelsvoort (Kanagawa Prefectural College of Foreign Studies), Michael Beamer (Kanagawa Prefectural College of Foreign Studies)*

This presentation will report on two studies that compared the use of individual personalized blogs and Moodle forum-based academic writing courses at a Japanese junior college. The first study examined the writing behavior (volume, types of writing and types of peer assessment) of students when using blogs and found that a wider variety of writing genres and larger volume was facilitated by use of blogs. The second study compared two sections of the same academic writing course following the same syllabus but writing in either blogs or a forum. Motivation and behavioral differences between these two groups will be discussed.

*Marcel is originally from Canada but has been living and teaching in Japan for more than 20 years, mostly at the college level.

d-094 15:40-16:10 Room 410

Scaffolding prompts and a web concordancer as support for language learning

Chang Wen Li (National Chiao Tung University), Sun Yu-Chih (National Chiao Tung University)*

It has been suggested that corpora and concordances be mediated by means of scaffolding. However, little empirical evidence has been gathered to support the suggestion. In this study, 36 senior high school students were engaged in a concordance-based proofreading task and were supported with a series of scaffolding prompts. These prompts were offered in a sequenced order to help the students (1) identify a keyword to enter the web concordancer, (2) draw conclusions from concordances as possible ways to use the keyword, (3) select a best way of keyword usage to answer the proofreading question, and (4) evaluate the chosen answer and the whole concordancing process. To explore the effectiveness of the scaffolding prompts, both quantitative and qualitative measures were adopted, including the calculation of statistical significance based on a pretest-posttest design, the students' introspection on their thoughts and behaviors, as well as a survey to elicit feedback on the scaffolded corpus investigation. The preliminary findings will be reported from three different perspectives: learning product, learning process, and learner evaluation.

*MA TESOL, National Chiao Tung University, Taiwan, ROC

d-095 15:40–16:10 Room 411

Learners' mechanical errors in Internet chatting and their correction strategies: A case study of Indonesian NNS learners

*Neny Isharyanti (Satya Wacana Christian University)**

Research suggests that the interaction of learners while they are doing learning tasks in computer-mediated communication environment promotes error noticing in language production, which is believed to be useful for second language acquisition. The study will explore the types of mechanical errors committed by NNS Indonesian learners engaging in two learning tasks, namely a jigsaw and a decision making task, as well as learners' strategies in correcting such errors. To be specific, the study will look for strategies of error correction which were successful in solving communication blocks experienced when such errors were committed and the implications of the findings from pedagogical perspectives.

*Neny Isharyanti is currently a lecturer at the English Department of Satya Wacana Christian University, Salatiga, Indonesia. Her research interests are in cultural and sociolinguistic issues in computer-mediated communication and teachers' training in CALL.

d-096 15:40–16:10 Room 413

Possibilities of Web 2.0 technology in teaching EFL writing: Use of groupware, weblogs and blogcasting

*Masami Yasuda (Kwansei Gakuin University)**

This paper reports on a two-year pilot field study on the use of weblogs for grading papers in an advanced EFL writing class at a Japanese university. The paper discusses the potentials of weblogs for EFL language teaching, after a brief introduction of Web 2.0 technology that include RSS, and RSS mixing for BlogCasting utilizing text to speech technology. It introduces how a weblog assisted grading project was set up and conducted in an EFL writing class. Demonstrating actual students' weblogs on the Internet, with feedback from the students in the class, the paper presents an assessment of the weblog assisted grading project.

*Professor of English, research interests include Computer-Assisted Language Learning, Second Language Learning, Writing

d-097 15:40–16:10 Room 414

Improving pronunciation via accent reduction and text-to-speech software*Ferit Kilickaya (Middle East Technical University)**

This study aimed to find out whether integrating accent reduction software in elementary language classes would result in improvements in students' pronunciation at the segmental and suprasegmental levels. One class (control group) followed traditional instruction, another group (experimental group 1) followed traditional instruction which integrated the use of accent reduction software and the final group (experimental group 2) followed traditional instruction which integrated the use of accent reduction and text-to-speech software. The results of the study showed that the students following instruction integrating the use of accent reduction software performed better in the post-tests.

*Ferit Kilickaya is a doctoral candidate in the Department of Foreign Language Education at Middle East Technical University, Turkey. He holds a master's degree in English Language Teaching. His interests include computer-assisted language learning and testing, and educational technology.

d-098 15:40–16:10 Room 502

We Argentines are not as other people: Collaborative learning online in an under-served country*Marie-Noëlle Lamy (The Open University)**

This is a study of teacher education in an online course commissioned by an Argentinian university, aimed at in-service language teachers who mainly use transmissive methods in face-to-face settings. The goal of the brief course was to raise teachers' awareness of the potential of web-based technologies for enabling them to deliver interactive, student-centred teaching. To raise the teachers' skill levels, a situated learning approach was adopted, and small-group collaboration online was prioritised in the design. The findings show that obstacles to transformation were not the teachers' techno-pedagogical skills. Institutional cultures and teachers' personal histories of learning are at issue instead.

*My interests cover mediation of learning through Internet-based conferencing and peer learning in computer-mediated communication, with particular attention to the emergence of multiliteracies, focusing on learning cultures online.

d-099 15:40-16:25 Room 503

Blogging, collaborative writing, and multimodal literacy in an EFL context

*Hsien-Chin Liou (National Tsing Hua University)**

The paper reports a case study on blogging and writing instruction with contextual factors and student writing emphasized. 25 EFL college students participated with various assignments which encouraged peer review, collaborative writing, and incorporation of multimedia. A case study approach with mixed quantitative and qualitative methods was applied. An evaluation questionnaire was designed to obtain the participants' perceptions on technology integration and task design. Specific cases of six participants' online works will be examined in detail to investigate their use of multimodal texts on the blog with semiotic awareness through transduction and transformation (Kress, 2003, 2005).

*Professor of foreign languages and literature at National Tsing Hua University, Hsinchu, Taiwan. She has conducted and published CALL research in the past few years.