d-100   10:10-10:40   Room 409

Development of and effectiveness in vocabulary learning content for mobile phones in Japan

Yukinari Shimoyama (Toyo Gakuen University)*, Midori Kimura (Tokyo Women's Medical University)

In this study, for developing effective vocabulary learning (VL) content for mobile phones (MPs), three research questions were addressed: (1) to find out what components are ideal for VL with MPs, (2) to ascertain the differences in VL strategies and learning styles with and without MPs, and (3) to measure the effectiveness of VL with MPs. A pre-test and a post-test for English vocabulary knowledge and 2 researcher-developed questionnaires on VL strategies and learning styles were used to examine the research questions. In conclusion, we propose an idea of ideal VL contents for MPs as an anytime, anywhere learning tool.

*Yukinari Shimoyama is a Ph.D candidate at the Graduate School of Education, Waseda University, and is teaching English at several universities. His areas of specialization include CALL and ICT for education.

d-101   10:10-10:40   Room 410

Development of web-based vocabulary courseware: A study on effective vocabulary learning

Junko Takefuta (Osaka University)*

Research has shown a high correlation between vocabulary size and language proficiency. Keeping this in mind, the purpose of the present study is twofold: (1) to develop a web-based vocabulary learning courseware, based on a needs analysis of the learners, and (2) to investigate productive ways to integrate vocabulary self-learning and classroom interaction, and test their effectiveness. This presentation will demonstrate the vocabulary courseware, together with a discussion of findings on the desirable ways to help learners acquire vocabulary, and ways to motivate them to keep developing vocabulary independently, outside of class.

*Dr. Junko Takefuta is an Associate Professor of Osaka University, Japan. Her research interests lie specifically in the areas of vocabulary learning and language learning technology.

d-102   10:10-10:40   Room 411

Evaluating learners' autonomy in a blended course to teach Spanish for medics

Cecilia Trevino (King's College London)*

This research compares the attitude of learners toward online and to face-to-face teaching and learning, focus on the development or learner's autonomy and the process of building the online learning community. It was conducted at different stages of a course designed to teach Spanish for Medical students at the beginning level using WebCT as a VLE.

*Cecilia Trevino is Joint e-learning co-ordinator at the Modern Language Centre, King's College London. After working for almost 20 years as a correspondent for the Spanish and Mexican Media, she transferred her media skills into the applied linguistic field. She completed a Masters degree in Applied Language Studies, with a focus on developing materials.   Her main points of interest are making video clips, interactive exercise and slide shows for interactive teaching.
The Spanish for Medics book "Que Alivio" and the online materials which accompany it are her brainchild, and were funded by a College Teaching Fund in 2005.
This package of materials has won a "Highly Commended Certificate" for the European Award for Languages 2008.

d-103   10:10-10:40   Room 412

Facilitating learner reflection in individual learning in an LMS: An exploratory study in EFL reading skill development

Maiko Ikeda (Himeji Dokkyo University)*,
Osamu Takeuchi (Kansai University),
Seijiro Sumi (Himeji Dokkyo University)

This study explores how a "learning log page" enhances EFL learner reflection in individual learning for reading skill development. The page was developed by the presenters and equipped for the LMS courseware. Results indicated that the "learning log page," which had been designed to encourage learner reflection, was used neither frequently nor purposefully by the learners, leaving its effectiveness unrealized. Based on this finding, implications and recommendations will be offered for better incorporating EFL learner reflection into the LMS courseware.

*Maiko Ikeda (Ph.D. in Foreign Language Education and Research) is Assistant Professor of Applied Linguistics. Her main research interests are reading strategies and their instruction especially in the EFL contexts.

d-104   10:10–10:40   Room 413

Using anime as a teaching tool in US undergraduate courses

Hiroko Furo (Illinois Wesleyan University)*

This paper will discuss how we can use visual forms of pop culture, anime, combined with current IT such as Wikipedia, as an effective teaching tool and utilize them to attract students to Japanese culture and language courses. Furthermore, based upon my experiences of teaching an anime course three times so far, successes and failures of using anime in a US undergraduate course will be presented.

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*Dr. Furo received her Ph.D. in Linguistics with a concentration of Sociolinguistics from Georgetown University. She specializes in cross-cultural communication between the U.S. and Japan, discourse analysis, language and gender, and pragmatics.

d-105   10:10–10:40   Room 414

The challenge of brainstorming over the Internet: Reflections on a Finnish-Japanese business communication research project

Virpi Serita (Helsinki School of Economics)*

My presentation is based on an ongoing Finnish-Japanese research project conducted by a group of Finnish business students studying Japanese. The main goal of the project's first phase was to interview senior business professionals involved with Finnish-Japanese business activities. The students organized a field trip to Japan to collect data for the project and then continued to process it by using the Optima LMS platform. After briefly describing the project, I will focus on the student's perspective on using a web-based environment for brainstorming new ideas and discussing various, even sensitive, issues that may arise during a multicultural project.

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*MA Virpi Serita graduated ICU International Christian University, Tokyo) in 1987 and have since taught Japanese language at HSE. She has implemented Finnish-Japanese business studies with students in Japan since 2004.

d-106   10:10-10:40   Room 502

Towards a cultural history of CALL

Gary Motteram (University of Manchester)*

This presentation will show how cultural historical activity theory (CHAT) is helping a research team at Manchester University in the UK gain a clearer understanding of the developing world of CALL. It will briefly present CHAT and situate it in more general sociocultural theory. The presentation will then apply a cultural historical lens to a collection of case studies to illustrate how teachers and learners are making use of CALL in a variety of classrooms using a broad range of technologies. It will then show how by engaging in cross case analysis we can build a better understanding of the current CALL world.

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*Gary Motteram is a Senior Lecturer in Education at the University of Manchester in the UK where he works on and manages an MA in Educational Technology and TESOL. His research interests are in technology mediated teacher education.

d-107   10:10-10:40   Room 503

Computer keystroke logging and the study of revisions in the EFL classroom

Erifili Roubou (University of Essex)

Although research on word processing in the EFL classroom started in the early 1980s, the inconsistent results it has yielded so far call for more systematic and varied research. Greek intermediate-level students took part in a comparative study (paper vs word-processor) which looked into attitudes, writing quality and revision patterns. One of the main aims of the study was to compare and contrast the revisions carried out by the two groups. Accurate comparisons between the number and kinds of revisions made were possible by using tracking software in the computer group. This paper presents a general overview of the research project and looks at the process of analysis and categorization of revisions obtained through the computer logs.

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d-108   10:45-11:15   Room 409

The development and evaluation of a mobile language learning application for listening comprehension in English: Towards a successful design of mobile language learning application

Masanori Yamada (The University of Tokyo)*, Noriko Shimada (Japan Foundation), Satoshi Kitamura (The University of Tokyo), Etsuji Yamaguchi, Richard Harrison (Kobe University), Masaki Miyake (The University of Tokyo), Yoshikazu Tateno (The University of Tokyo), Takeru Nagaoka (Sanno Institute of Management), Mai Nakano (Benesse Corporation), Taishi Akiyama (Benesse Corporation), Jun Nakahara (The University of Tokyo)

This study examines the potential design of a mobile application for improving listening skill. For that purpose, we developed a self-learning system which works on mobile phones and learning content based on previous studies, and evaluated its usefulness and effect on performance. In the evaluation phase, twenty-three learners participated in the experiment. They were asked to utilize the English listening comprehension application for 1 week. The results showed that learners were satisfied with the content: in particular, the story, its background and the system's interface. With regards to performance, the results for the post-test were significantly higher than those for the pre-test.

*Masanori Yamada is Visiting Assistant Professor at The University of Tokyo. He worked for NTT Comware Corporation from 2000 to 2003. He received his Master's degree of Engineering from the Tokyo Institute of Technology in 2005.

d-109   10:45-11:15   Room 410

Corpus research and its application in ESP programs: Lexical profiling of reading materials using frequency vocabulary lists

Akiko Hagiwara (Tokyo U. of Pharmacy and Life Science Sciences)*, Mao Naito (St. Marianna University)

Corpora can be used to analyze authentic teaching materials by creating frequency word lists. Four word lists were generated from a life science corpus of written English, a learner corpus of Japanese university students majoring life sciences, the British National Corpus, and a vocabulary recognition test. These word lists were used to profile two small corpora, namely, a newspaper science article corpus and a life science research article corpus, and various written texts potentially used for teaching English to life science majors. Profiling texts using different types of word lists provides richer information about the texts, catering to the needs of students and also the demands of the subject area.

* Akiko Hagiwara has been teaching English to life science majors in Tokyo University of Pharmacy and Life Sciences for the past 14 years. Her interests extend from interlanguage pragmatics to ESP.

d-110   10:45-11:15   Room 411

The E-job 100 project: CALL for increasing motivation for English learning in Japan

Akiyoshi Suzuki (Osaka Sangyo University)*, Teresa Kuwamura (Nara Women's University)

To increase the motivation of Japanese students to learn English, we started the "e-job 100" project on the web with support by NTT communications and Microsoft (http://www.las.osaka-sandai.ac.jp/~asuzuki/ejob100/e-job100.top.html). The website has videos of various occupations that show working people reading, writing, hearing, and speaking English in their workplaces. In addition, students can get access to English documents which are used in real jobs. The students choose their favorite occupations, and they concretely learn English and the reasons why they should study English. The analysis with AMOS shows the project has a good effect on increase of their motivation for learning English.

*Associate Professor at Osaka Sangyo University. Ph.D (English Literature)

d-111   10:45-11:15   Room 412

Developing a computerized readability estimation program with a web-searching function to match text difficulty with individual learners' reading ability

Yoshinori Miyazaki (Shizuoka University)*, Ken Norizuki (Shizuoka Sangyo University)

Readability has been used as a measure to predict English text difficulty in Japan, just as in many English-speaking countries. Nevertheless, only a limited number of studies have addressed the reliability and validity of various conventional statistical tools — still less the development of original model as well as the creation of an environment that facilitates this process. The present study aims to develop a computer program that is designed to help Japanese teachers and learners of English to construct original, personalized readability formulas on demand and to locate web-based text of the appropriate range of readability by incorporating an innovative web-searching device.

*Yoshinori Miyazaki is an associate professor at Faculty of Informatics, Shizuoka University, Japan.

d-112　10:45–11:15　Room 413

The effects and learning management of English e-learning at Kyushu University

Toshihiro Shimizu (Kyushu University)*

The effects of an on-line English learning program will be evaluated. At Kyushu University in Fukuoka every student is required to take two English CALL classes, in which an on-line program called "Gyuto-e" is used. Gyuto-e is an Internet-based program consisting of reading, listening, and grammar sections; it includes a great number of exercises as well as various learning management tools for the teacher to know the learners' behaviors in the program. The relationship between the test scores and the students' behaviors in the program will also be analyzed. Finally, the advantages and the problems of e-learning will be discussed.

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*Toshihiro Shimizu is currently teaching English, TEFL, and second language acquisition at Kyushu University in Japan. One of his main interests is learner-autonomous on-line language learning.

d-113　10:45–11:15　Room 414

Teaching EFL using blended learning approach

Indra Charismiadji

In this case study, the presenter will share his experience in implementing a blended teaching and learning approach in English conversation classes for primary, secondary, and post secondary students in Indonesia where the presenter is the chairman of the project. The presentation will start with the obstacles and challenges of EFL teaching and learning in Indonesia. After that, the definition of the approach and how the blended approach is implemented in Indonesia will be discussed thoroughly. Then, the presenter will explain the result of the blended teaching and learning approach after four years. The presentation will conclude with a discussion on the possibilities of using the same approach in other developing countries along with suggestions, comments, and ideas on how to implement the approach effectively.

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d-114   10:45-11:15   Room 502

Essential conversations: Four visions of CALL

Mark Pegrum (University of Western Australia)*

In recent years there have been numerous discussions of key issues in CALL, but many of these discussions do not intersect with each other. Thus, it sometimes appears that CALL－like e-learning in general – is informed by a series of essential but quite separate conversations. This paper proposes that these conversations draw on four different frames of reference: the technological, the pedagogical, the social, and the sociopolitical. It is argued that we need to consider all four frames of reference, including the points of intersection between them, in order to achieve the most effective models of online pedagogy.

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*Mark Pegrum is a lecturer at the University of Western Australia, where he teaches and researches in the areas of e-learning, intercultural competence and World Englishes.

d-115   10:45-11:15   Room 503

Implicit and explicit CALL instruction with a concordancer: The acquisition of English causative alternation

Wang Yuxia (City University of Hong Kong)

The study describes a specific concordancer program to facilitate Chinese learners' acquisition of English causative alternation, which has been reported in the literature as a great challenge for learners with a typologically different L1 background. The concordancer program was implemented in two experimental groups; one adopted implicit, instance-inductive instruction and the other explicit, rule-deductive instruction. Results from a grammaticality judgment task and a productive ability task show that both experimental groups outperformed the control group, and within the two experimental groups, the explicit group outperformed the implicit group.

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d-116   11:20-12:05   Room 409

Skype: An evaluation and a training tool in an ESL classroom

Revathi Viswanathan (B.S.A. Crescent Engineering College, Chennai.48)*

A study was conducted recently by the presenter on the authenticity of using Skype, a Web 2.0 technology, as a tool to evaluate students' communicative skills. It was believed that its outcome would help in training students for employability. The results showed that Skype served as an authentic tool for teachers to judge students' performance and helped students to perform better in training sessions that focused on preparing them for employability.

*Revathi Viswanathan is at present working as an Assistant Professor in Crescent Engineering College, Chennai, India. She is interested in conducting research projects relating to the use of technology in ELT.

d-117   11:20-12:05   Room 410

A CALL project with low-level EFL students

Aaron P. Campbell (Kyoto Sangyo University), Ian Brown (Kyushu University)*, York Weatherford (Kyoto Sangyo University)

This presentation reports on a CALL project at Kyoto Sangyo University involving its first-year, low-level, non-English majors using two CALL applications - Dyned and ALC. In addition to explaining the way the project developed and evolved, the pros and cons of the software will be compared. Implementing CALL software in a classroom setting involves adaptation to suit needs of both learners and the institution. In this project these adaptations centred around student motivation, language level, and assessment. By examining the challenges of this project the presentation will provide ideas for other CALL projects involving low-level students.

*Ian Brown is an Associate Professor at Kyushu University, Japan. He has taught in Japan, Australia and Thailand in a variety of positions from CALL specialist teacher to EAP coordinator.

d-118   11:20-12:05   Room 411

Building the ARC: Creating an autonomy resource center

Anthony C. Cripps (Ritsumeikan University)*

This paper discusses the construction of an English for Special Purposes (ESP) online resource center for international economics students at Ritsumeikan University in Kyoto. The reasons for the creation of the Autonomy Resource Center (ARC) and the practicalities involved in its design will be explicated. The presentation outlines some of the logistical and pedagogical challenges which educators often face when setting up and using an online resource center. The presenter will discuss the practicalities involved in setting up the ARC using Moodle and provide examples of some of the online support material which the ARC team has made.

*I teach at Ritsumeikan University in Kyoto. My research interests include learner autonomy, CALL, curriculum design and materials development. I am currently researching teachers' online roles and CALL pedagogy.

d-119   11:20-12:05   Room 412

Using a perceptual measure to evaluate students' acceptance of digitally created English learning content

John Clayton (Waikato Institute of Technology), Jun Iwata (Shimane University)*

The use of connected computers as interactive tools in the creation and presentation of media-rich content for teaching and learning is increasing rapidly. However, while it is technically possible to create or use digital materials, a number of issues must be explored before teachers can confidently reuse them. This paper outlines the process and procedures used in the development of an instrument to investigate students' perceptions of digital materials presented in an English language course at a college in Japan. It also describes how a perceptual measure can be used to evaluate whether the content presented meets the learners' needs.

*Jun Iwata is an associate professor at the Matsue National College of Technology, Japan. His research interests include CALL and TEFL.

d-120   11:20-12:05   Room 413

Integrating CALL into the curriculum

Alan Bessette (Poole Gakuin University),
Pierre Babineau (Poole Gakuin
University), Hitomi Kwon (Poole Gakuin
University), Mayumi Nakamura (Poole
Gakuin University)*

The purpose of the paper is to describe the integration of CALL into the curriculum at our university. Our objectives for the CALL classes are to provide (1) language practice to reinforce what is learned in the other classes, (2) opportunities for communication with others, and (3) task-based activities. The paper will describe the activities that have been implemented and the rationale for choosing them. It will also make a preliminary evaluation of the classes by describing the difficulties and successes as well as teacher and student attitudes towards CALL at the start and end of the spring 2008 semester.

*I have taught at Poole Gakuin for 16 years. My main interests are CALL (mostly developing learning materials), SLA and testing.

d-121   11:20-12:05   Room 414

Integrating tutors and CALL in the EFL curriculum

*Robert Gettings (Hokusei Gakuen
University Junior College)**

Since 2005 our junior college EFL program for English majors has made use of tutors in conversation classes, in an English lunch program and in a writing lab. Because of our emphasis on World Englishes, we recruited both non-native and native speakers of English as tutors. The presenter was particularly interested in designing CALL-supported blended learning activities that focused on student-tutor interaction in pairwork or small groups which included video analysis of conversation skills, student goal setting, podcasting and coaching for short presentations. A description of the program, learning activities and evaluation process will be presented.

*Robert Gettings has been teaching EFL in northern Japan for 18 years and is interested in applications of CAI and IT across the curriculum.

d-122   11:20-12:05   Room 502

Learning after school: Construction of a database of pre- and post-graduation language-learning biographies

Tatsuya Ohta (Keio University)*, Ikumi Waragai (Keio University)

The paper presents a web-based data bank system enabling students to document their biographies of language learning throughout their lifetimes. At the same time, the system provides language instructors with an insight into how students use a language learnt at university or further study it after they graduate. The data gained through the contributions of students and former students provide the basis for research on the relation between learner biographies and professional careers and can lead to an assessment of academic output. The system might thus provide important feedback for a design of language learning at university.

* Shonan Fujisawa Campus, German Department, Associate Professor

d-123   11:20-12:05   Room 503

Student weblogs and the provision of choice

John Eidswick, Matt Apple

This paper describes a year-long study of 120 university students in Osaka and Kyoto exploring the influence of the topic choice on writing in student-produced web diaries (blogs). Participant writing was evaluated for length and vocabulary difficulty level as measured by VocabProfiler, online software that examines vocabulary according to word frequency. The researchers also implemented questionnaires to investigate student attitudes toward having topic choice and using blogs to improve English skill. Statistical analyses will explore relationships between writing skill and choice.

d-124   13:35-14:05   Room 409

Japanese Grammar Wiki learner experience

Suzuko Anai (Oxford Brookes University)

Japanese Grammar Wiki is an online reference grammar for Japanese written by learners. It is devised as an exercise in which students review their understanding of Japanese grammar and describe grammatical points by themselves. They work as a group and collaboratively create a glossary of certain grammatical points for Beginning Japanese. This paper examines the students' learning experience focusing on how the use of wiki technology in learning grammar affects students' interpersonal interaction, which aspects of learning technology use they find most satisfying/ frustrating, and how various factors (e.g. IT proficiency, difference of language competence) affect learner experiences.

d-125   13:35-14:05   Room 410

Lexical development using spreadsheets

Toshihiko Shiotsu (Kurume University)*

Eighty-one university EFL learners participated in an individualised word learning programme, for which long lists of target words were distributed on electronic spreadsheets. They first indicated all the words whose meanings were unknown to them and then sorted the list to view only the unknown words. Subsequently, they looked up and typed their definitions and electronically submitted unique sets of 30 words with their definitions weekly, which formed the questions and answers for their weekly in-class quizzes given on paper. It was estimated from a post-test that, on the average, they learned 263.4 new words a semester.

*Toshihiko Shiotsu, Ph.D., is an Associate Professor at Kurume University. His research interests include CALL and computer-based language testing.

d-126   13:35-14:05   Room 411

CALL e-portfolios: Developing reflective and autonomous learning

Salomi Papadima-Sophocleous (University of Nicosia)*

This paper provides an overview of the work carried out over the period of a semester with a group of BA in English Language and Literature students studying CALL in a private university in Cyprus. It claims that by using e-portfolios in undergraduate CALL courses, students not only acquire theoretical knowledge and practical skills in the area of using new technologies in second language (L2) teaching and learning but also develop reflective autonomous learning skills, which would prepare them for lifelong learning. The paper first introduces the rationale for the use of E-Portfolios with this group of students. Then it reports on their feedback, deriving from their reflections on four different aspects. Lastly, it draws some preliminary conclusions that suggest how students' reflections contribute to a greater student involvement in the learning process and to more autonomous CALL learners and future practitioners.

*Assistant Professor, University of Nicosia, Cyprus. She teaches CALL and TEFL, has extensive experience in L2 teaching and on campus / online teacher-training, (Australia and Cyprus), and printed / electronic curriculum/test development.

d-127   13:35-14:05   Room 412

Comparison between online and paper-based reading tests

Chieko Oba (Chikushi-Jogakuen University)*

This presentation compares the reading proficiency performance of 2nd year University English majors using materials on a computer screen verses printed materials. The results will be useful to measurement professionals who are responsible for assessing tests. Year-end student questionnaire results are also introduced at the end of presentation.

*I am a part-time instructor of English. My main focus is to teach English using Internet and technologies.

d-128   13:35-14:05   Room 413

Digital natives vs. EFL digitalized learners: A case study investigating Taiwanese computer literates in a computer-based EFL classroom

Po-Yen Hsu (Hua Fan University)*,
Yu-Ting Hung (Hua Fan University)

This study investigates the performance of 10 Taiwanese EFL students who can be considered as "digital natives" in a CALL environment. Qualitative methods were used to analyze the results over four months. The results show that some participants who are considered "digital natives" in their daily life cannot learn "digitally" in an EFL classroom where a computer-based curriculum was implemented. Psychologically, they need time and teacher assistance to transform their learning from a traditional learning mode to a more digitalized learning mode. Specific designs of computer-based pedagogy are recommended. Future considerations of collaboration in technology-based second-language learning are also suggested.

*Po-Yen Hsu is an assistant Professor at the Department of Foreign Languages and Literature, Hua Fan University (Taipei, Taiwan). He got his Ph. D. in Rhetoric & Linguistics from Indiana University of Pennsylvania in 2006. His research interests include CALL, Language & Culture, TESOL Methodology, and Second Language acquisition.

d-129   13:35-14:05   Room 414

Questionnaire research based on the students' evaluation of creating webpage projects at the Department of Information and Science

Koji Morinaga (Ritsumeikan University)*

Creating web pages is an attempt to promote cooperative learning in a CALL environment in an ESP program in the Department of Information and Science at Ritsumeikan University. One of the two main goals of the activity is to encourage students to work together as a group to create websites related to an IT field, that is, to foster a spirit of cooperation. The other is to familiarize students with basic knowledge of HTML and its technical terms.   I will investigate the extent to which these 2 goals have been accomplished through questionnaires based on the students' self-evaluations.

*Koji Morinaga was originally a Wordsworthian. His major interests now are in vocabulary learning, motivational strategies, corpus linguistics, grammar teaching and CALL.

d-130   13:35-14:05   Room 502

Willingness to communicate online in the L2

Christine Appel (Universitat Oberta de Catalunya)*

This paper describes the model of variables influencing Willingness to Communicate (WTC) in the L2 put forward by MacIntyre et al (1998). This model was developed for face-to-face spoken communicative contexts. In this paper ways for adapting the model to Computer-mediated Communication are discussed. In particular, the variables influencing synchronous and asynchronous written communication, and the features characteristic of oral Computer-mediated Communication are discussed. Finally, it is suggested that control and affiliation variables are key elements in the design of tasks and environments for CMC in order to foster WTC.

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*Christine Appel is a lecturer of English as a Foreign Language at the Universitat Oberta de Catalunya. She has a PhD in Applied Linguistics from the University of Dublin, Trinity College.

d-131   13:35-14:20   Room 503

Using mobile phones in the EFL classroom

Aaron P. Campbell (Kyoto Sangyo University)*

In Japanese university classrooms, all students bring with them a powerful communication tool that is largely ignored —or even banned from use—by language teachers: the mobile phone. In this session, the presenter will share his experience trying to implement a mobile phone based project in one of his EFL classes; explaining what worked and what didn't, and reporting on student usage patterns and student perspectives. The presenter will also provide specific details on how teachers can get started with their own Mobile Assisted Language Learning (MALL) project with their students.

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*Aaron P. Campbell is a contract lecturer of EFL at Kyoto Sangyo University, where he also serves on the CALL committee.   He has been using internet based technologies to support his teaching practice since 2003.

d-132   14:10–14:40   Room 409

An ngram-based statistical grammar checker for ESL learners

Howard Chen (National Taiwan Normal University)*

More and more ESL students need to improve their writing skills in order to pass various important language tests. To help teachers reduce their teaching loads, some automatic essay raters are available (e.g., ETS Criterion and Vantage My Access). However, these e-raters often cannot give adequate feedback on ESL students' writing errors. In this study, we used NLP technologies to develop an ngram-based statistical grammar checker. The statistical grammar checker can perform well in detecting many ESL learners' lexical errors. Though the statistical grammar checker still has some limitations, its robustness in detecting many errors has great potential in helping ESL learners.

*Howard Hao-Jan Chen (Ph.D., University of Pennsylvania) is Associate Professor of English at National Taiwan Normal University. His research interests include second language acquisition, computer-assisted language learning, and corpus linguistics.

d-133   14:10–14:40   Room 410

A framework for automatic generation of grammar and vocabulary questions

Ayako Hoshino (University of Tokyo)*, Hiroshi Nakagawa (University of Tokyo)

We propose a framework for AQG (automatic question generation) for grammar and vocabulary assessment. The framework consists of a language-independent XML format and a computer program that generates the formatted data from an input text. We present two applications for this framework: Sakumon, a question authoring assistance system and SakumonChallenge, an adaptive testing system that utilizes AQG. Our evaluation shows that Sakumon has good functionality and usability, and the resulting questions are of good quality. A classic testing theory-based analysis of automatically generated questions indicates its weakness in vocabulary testing, but it demonstrates its efficacy in grammar testing.

*Ph.D. Candidate University of Tokyo, Graduate School of Interdisciplinary Information Studies

d-134   14:10-14:40   Room 411

Towards the computer-assisted learning of English phraseology

Martin Warren (The Hong Kong Polytechnic University)*

This paper introduces a new computer-based methodology which has as its aim the automatic identification of the phraseological profile of a text or corpus. This methodology can be employed by language learners and teachers to raise awareness of the phraseological tendency in language use. The methodology involves a fully-automated search of a text, or corpus, to find up to five co-occurring words regardless of constituency (AB, A*B) or positional variation (AB, BA). The main categories of phraseology found using the search engine are described and examples of how to exploit the methodology with language learners are discussed.

*Martin Warren is a Professor in the Department of English of the Hong Kong Polytechnic University. He currently teaches and conducts research in the areas of CALL, corpus linguistics, discourse analysis, intercultural communication, and pragmatics.

d-135   14:10-14:40   Room 413

Voices from EFL teachers: A qualitative investigation of teachers' use of CALL

Seijiro Sumi (Himeji Dokkyo University),
Osamu Takeuchi (Kansai University),
Maiko Ikeda (Himeji Dokkyo University)*

The purpose of this research is to 1) qualitatively analyze teachers' use of CALL facilities by means of interviews and 2) investigate what types of obstacles to "normalisation" (Bax, 2000, 2003) exist when implementing CALL. Results found that CALL facilities that are designed to facilitate foreign language teaching are not necessarily utilized as intended and are often regarded as an existence impeding the face-to-face interaction between teachers and students. Based on the findings, some implications and recommendations will be provided to facilitate CALL use for foreign language teaching and learning.

*Seijiro Sumi, MA in Education. Lecturer, Himeji Dokkyo University. Currently interested in designing an integrated CALL model.

d-136   14:10-14:40   Room 414

Collaborative development of EFL in Vietnam through open source software

John Brine (University of Aizu)*, E. Marcia Johnson (University of Waikato)

The University of Waikato, New Zealand, in conjunction with the University of Aizu, Japan, has been investigating the use of open source server-based software for the enhancement of English language instruction in Vietnam at SEAMEO RETRAC (Ho Chi Minh City) and the Hanoi University of Foreign Languages. This presentation reports on strategies for teacher participation in collaborative course development through the adoption of open source systems, such as FLAX, Greenstone, and Moodle. These systems also facilitate student collaboration, and the practical experience gained by teachers when they develop courses together helps to prepare for the implementation of actual classroom practices.

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*John Brine is interested in network-based and collaborative aspects of language learning, including the development of methods used in learning management systems to process texts, both socially and individually.

d-137   14:10-14:40   Room 502

Enriching the students' learning experience while "enriching" the budget

Alexandra Ludewig (The University of Western Australia)*

I would like to introduce the audience an innovative teaching programme trialled and evaluated in Australia that involves three Australian universities and two German universities, who cooperate in their teaching, learning and research activities. Starting pint for their strategic partnership has been an on-line seminar at fourth year level, which has been fleshed out to incorporate face-to-face components that not only enrich the learning experience but also relieve the budget.

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*Associate Dean (Education) and Convener of German Studies

d-138   14:10-14:40   Room 503

A natural-language paraphrase generator for on-line monitoring and commenting incremental sentence construction by L2 learners of German

Karin Harbusch, Gerard Kempen, Theo Vosse

Many language learners need feedback on the grammatical structure of sentences they wish to produce. In contrast with the usual NLP approach to this problem—parsing student texts—we propose a generation-based approach aiming at preventing errors ("scaffolding"). Our ICALL system lets students construct sentences word-by-word and intervenes immediately when they try to build ill-formed structures. A natural-language generator with a graphical drag&drop user interface enables students to manipulate syntactic trees. The system (implemented in JAVA) focuses constituent order in German as L2, evaluates correctness of attempted orderings, and provides feedback based on the (in)correctly applied L2 ordering rules and L1-dependent malrules.

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d-139   14:45-15:15   Room 409

Interactive whiteboards and enhanced interactivity: A case study of EFL students in Japan

Michael Thomas (Nagoya University of Commerce and Business)*

This presentation will report the findings of one of the first research projects in Japanese higher education to examine the pedagogical potential of Interactive Whiteboards (IWBs) in the second language classroom. Existing research in Europe on IWBs has shown that they can be particularly effective in promoting a concept of 'enhanced interactivity'. Using an IWB from Promethean, a remote response system (ACTIVote), wireless slates (ACTIVslate), and ACTIVstudio software, the paper discusses the implications of a one-year project that assessed the use of wireless technologies to motivate increased interaction and collaboration among Japanese learners of English.

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*Dr Michael Thomas BA (Hons) M.Ed. MBA Ph.D. is Associate Professor in English at Nagoya University of Commerce and Business in Japan. His research interests are in CALL and ICT policy.

d-140   14:45-15:15   Room 410

The effects of repetition on vocabulary e-learning

Yuka Ishikawa (Nagoya Institute of Technology), Yukie Koyama (Nagoya Institute of Technology)*

How many times should a Japanese learner repeat an English word until s/he learns it? Previous studies on learning words through reading suggest that a word can be learned after a learner encounters the word six or seven times (Saragi, Nation & Meister, 1978; Nation, 1990; Zahar, Cobb & Spada, 2001). However, there is not enough evidence of the relationship between the effects of frequency and the multiple-choice type of e-learning. The purpose of this study is to investigate the relationship between the number of repetitions and the probability of getting the right answer. The word item is presented in two different ways: aurally and visually, and the relationship between the presentation style and the probability of the right answer is also examined in this research.

*Yukie Koyama works at the Nagoya Institute of Technology, Japan. Her research interests include the development of e-learning materials and language testing.

d-141   14:45-15:15   Room 411

The effects of "CALL-alone" and "CALL-plus": L2 vocabulary gains and learners' attitudes

Chieko Kawauchi (Kurume University)

This study reports the effects of CALL-based vocabulary learning and its integration into classroom activities. Learners were divided into three groups and required to learn 1,000 words at the 3,000-word level through self-study CALL: one group was given CALL-alone, and the other two groups were also offered either receptive or productive vocabulary reviews in the classroom for one semester. The study compares the effects on both receptive and productive vocabulary knowledge between the first group, termed "CALL-alone,"and the other two groups, named "CALL-plus." Learners' attitudinal differences toward CALL-alone and CALL-plus are also shown.

*Chieko Kawauchi, Ph.D., teaches EFL, Research Design and SLA at Kurume University. Her current research interests include the study of cognitive factors in SLA and L2 vocabulary learning.

d-142   14:45-15:15   Room 413

Promoting discussion skills in the CALL classroom

Adam Clifton (Ritsumeikan University), Satoko Ito (Ritsumeikan University), Michael Shawback (Ritsumeikan University)*

CALL-based communication exercises have typically involved grammar drills related to a concurrent Communication course or traditional audio-based LL activities — both pitting the student in a one-on-one competition with the computer with little actual communication. Is the term 'CALL communication exercise' oxymoronic? It certainly doesn't need to be. In fact, a CALL-based communication program can complement and even surpass a traditional communication classroom in fundamental areas, including the amount of meaningful communication in the classroom. Discussion here will focus on the design elements of technology-enhanced communication exercises that foster meaningful discussion, negotiation, and critical-thinking skills.

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*Michael Shawback's interests lie in combining curriculum design, materials development, and software application authoring to assist students in their quest to master English.

d-143   14:45-15:15   Room 414

A practical report on enhancing English ability through the effective use of CALL

Toshiko Yoshimura (Hanazono University)*, Haruo Nishinoh

The present study investigated the effectiveness of CALL in raising motivation, increasing vocabulary, and improving English skills. The first portion of each class was devoted to self-learning, during which students focused on vocabulary building and improving reading and listening skills using pre-installed software. This was followed by teacher-centered activities by using a textbook. Students then searched the web for texts of interest to them, about which they wrote essays. Student feedback was solicited with questionnaires on the final day of class, which suggested that CALL heightened student interest and motivation to learn English and increased their actual English-language skills.

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*Ed. D. Professor at Hanazono University

d–144   14:45–15:15   Room 502

CALL, Bangladesh and BBC Learning English

Paul Scott (BBC Learning English)*, Catherine Chapman (BBC Learning English)

BBC Learning English is a department of BBC World Service which is working with the UK Department for International Development to produce and deliver adult ELT materials to 'the present and future workforce of Bangladesh'. Preliminary research in Bangladesh reveals multiple challenges despite high student motivation to learn English to improve employment and educational prospects. Challenges include: access to technology and resources, L1 illiteracy, socio-geographic conditions and concerns about cultural imperialism. The presentation will explore how BBC Learning English plans to meet these challenges by working with telecom providers and NGOs to integrate CALL and mobile technologies with radio, TV and print to create a network of delivery platforms.

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*Paul Scott has worked in education for over 15 years and for the past eleven years managed bbclearningenglish.com, the BBC's English language teaching website. In addition, he is leading BBC Learning English's involvement in a major multi-media English language teaching project in Bangladesh and is also devising new innovative products for Brazil, Japan and the UK.

d–145   14:45–15:15   Room 503

A prototype for a dedicated task-based VOIP eTandem language exchange environment

Nobuko Kishi, Tony Mullen (Tsuda College)

We present a prototype of a web-based application designed to support voice-over-Internet tandem language exchanges. Synchronous peer-to-peer (P2P) voice-over-IP (VOIP) tools such as Skype, Googletalk, and others have become widely used and have opened up new possibilities for low or no cost global synchronous communication. The software we introduce is a newly developed dedicated application for facilitating a task-based approach to these exchanges. The motivation for the development of this software arose from the results of several exchanges between Japanese students of English and American students of Japanese. Many issues affecting exchange sustainability which arose in an initial pilot study were shown in a subsequent study to be well-addressed by means of a task-based approach. We describe how some of these issues are addressed with the software we have developed and point to ways in which the software may be extended to address other problems, creating an environment which will be more conducive to language learning for the students and also easier for instructors to incorporate into a language course. The software provides a task-based environment which enables students to perform specially-designed tandem assignments, accomplish meta-communication without creating undue confusion, and allows the results of each conversation to be delivered to an instructor or researcher for evaluation.