

g-001

**A quick Internet-based method to build a database for a chatbot system***Yang Ping-Che (National Tsing Hua University)\**

The paper aims to build database for chatbot systems by using internet corpora in a time-saving way. The proposed method will be presented by combining the most frequently asked questions with keywords of different domains extracted from Internet corpora. The first section will focus on literature reviews on chatbots. The second section will propose a method to build a database for a chatbot system. The third section will evaluate the method by comparing a ready-made system with the system using the proposed method. The final section will discuss the results and suggestions for future work.

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\*Currently a graduate student in the Department of Information Systems and Applications in National Tsing Hua University

g-002

**Extroversion and associated learner strategies: Implication to e-learning***Natsumi Wakamoto (Doshisha Women's College)*

This study will explore (1) What are the characteristic learner strategies of extroverts? and (2) What implications can we have for promoting e-learning considering the relationship between extroversion and learner strategies? In the questionnaire phase, I will investigate the characteristics of about 100 Japanese college students using the revised SILL, and the Japanese version of the MBTI. I will triangulate the results via personal interview regarding their preference for learning with Moodle. Through this study, a unique contribution to the use of Moodle will be anticipated. That is, teachers could discover how different learners recognize e-learning differently.

g-003

**Process approach in ESL/EFL writing classes***Alipanahi Fatemeh (Islamic Azad University Zanzan Branch)*

This study investigates the impact of Internet on the writing ability of Iranian university students. Instead of text-books which were used in the control group, the experimental group was provided with a computer to discuss the content of the students' findings in the Internet searches. This research tried to find justifiable answers to these questions: Is there a significant difference between Internet informal learning and writing ability for Iranian university students? The final statistical results revealed that applying informal Internet learning reinforced writing ability.

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g-004

**Three distinct phases of CALL and their advantages***Wakako Kobayashi (Kunitachi College of Music)\**

SLA specialists have recently defined a number of factors that are thought to be essential to successful language acquisition. Among these factors are input, output, form-focused instruction, and motivation. Proponents of computer-assisted instruction believe that the inclusion of computer based activities and resources (e.g. e-mail, chat, the Internet) have the potential to accelerate the pace of foreign language acquisition for most learners.

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\*University Lecturer

g-005

**Creating a ubiquitous English learning environment using an effective combination of mobile phone, Internet and face-to-face instruction***Kunitaro Mizuno (Fukuoka Prefectural University)*

I would like to propose an English composition class using a combination of mobile phones, Internet, and face-to-face instruction which will create a ubiquitous English learning environment. As ideas and feeling come into students' minds, they will use their mobile phones to send a few English sentences to the "Mobile Interactive English Community (MIEC)" on the Internet. Teachers modify their sentences on the MIEC and make the best use of their original sentences and modified ones as learning resources to prepare the contents for the next class. An experimental MIEC class will be conducted and evaluated to prove its effectiveness.

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g-006

**The implications of a usability study in CSL/CFL teaching and learning***Chung-Kai Huang (The University of Texas)\*, Ching-O Hsin (The University of Texas), Chun-Yu Lin (The University of Illinois)*

With the widespread availability of Internet and computer technology, web-based teaching and learning has prevailed in the Chinese as a Second/Foreign Language (CSL/CFL) classrooms. This poster aims to investigate the usability of selected CSL/CFL Web sites and provide CSL/CFL teachers with the concept and method of conducting usability testing.

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\*I am currently a PhD student at the University of Texas at Austin.

g-007

### Effects of teaching communication strategies: Focusing on Learner's Monitoring and Reflection

*Emiko Izumi (Kyoto University of Education)\**

The purpose of this research was to design a curriculum of teaching communication strategies (CS) and examine whether the course was effective or not. A two-week intensive course was held for university students in order to develop learner's strategic competence. Another aim of the course was to enhance learner autonomy. Therefore, participants were asked to record their conversation and transcribe them focusing on some parts where communication breakdown and repairs had occurred. After that, they wrote reflective journals to raise their awareness of the CS use. Through the course, participants gradually developed their metacognitive strategies.

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\* Dr. Emiko Izumi is an associate professor at Kyoto University of Education. Her research interests are communication strategies, teacher and learner autonomy, and English education at primary schools.

g-008

### Not only technology but also methodology in CALL

*Mar Gutierrez-Colon (University Rovira i Virgili)\*, Elisabet Pladevall (Universitat Autònoma de Barcelona)*

A research project was developed at the University Rovira i Virgili (Tarragona, Spain), and its results were published in the book "Handbook of Research on E-Learning Methodologies for Language Acquisition." The aim of the research project was to outline and evaluate some teachers' methodological actions that should be avoided in the virtual language classroom in order that the students not experience feelings of loneliness and frustration while attending virtual courses. The aim of this study is to widen the scope (by increasing the amount of data collected: five different degree courses in two different universities) in order to discover even more methodological practices which should be avoided and to try to suggest additional ways of improving online teaching practices.

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\*Dr. Mar Gutierrez-Colon received her B.S degree in English Philology from Rovira i Virgili University in 1995 and her Ph.D. in 2002. She has been a lecturer in SLA and ELT Methodology, at the English and German Department at the University Rovira i Virgili (Tarragona, Spain) since 1996, and has also taught at the Universitat Oberta de Catalunya (1998-2002).

g-009

**CALL and privacy law: A Japanese case**

*Shudong Wang (Hiroshima Shudo University), Jeremy Boston (Hiroshima Shudo University)*

The purpose of this paper is to find how concerned learners are about their privacy when they know that private information is being collected for e-learning purposes. A survey conducted among 57 CALL teachers and 200 students in Japan was used to investigate attitudes and awareness of privacy issues in e-learning contexts. Interviews with individual teachers and students were also conducted. Based on these findings, the authors propose appropriate actions that CALL teachers should take with regards to privacy issues.

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g-010

**A study on ESP students' attitudes towards e-learning**

*Kwok Pui Fan Joey (The Hong Kong Polytechnic University)*

This research will investigate a group of university students' attitudes towards e-learning for English for Specific Purposes (ESP) and their decisions on using it in the future. Ideally, the findings will give better understanding to stakeholders who need further information about the application of e-learning in the future.

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g-011

### Learn on the go: How to maximise students' experience of mobile learning

*Nathalie Ticheler (SOAS-UCL CETL Languages of the Wider World)\**

The SOAS-UCL CETL in 'Languages of the Wider World' aims to promote excellence in the teaching and learning of languages that do not have a large presence in UK Higher Education but which are of increasing strategic importance, locally and globally.

A key objective of the CETL is to support blended language learning. We have recently introduced Flexi-Packs, specially-tailored packages of web-based materials to supplement taught sessions. The paper will present the pedagogical rationale behind the Flexi-Packs and will focus on principles of material development with a view to maximise students' experience of e-learning. The paper will make reference to examples of CETL-produced materials.

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\*Nathalie Ticheler is a Learning Advisor at the SOAS-UCL CETL for Languages of the wider World. She has taught in a variety of educational settings from primary to Higher Education, including corporate training for major companies and international organisations. She is an experienced project manager and designer of materials for e-learning and mobile learning.

Nathalie is currently pursuing studies in education at doctoral level and her research interests are related to e-learning and mobile learning material development, with a particular focus on non-roman script languages.

g-012

### Disintegration of online courseware and mobile communication

*Masahito Watanabe (Yokohama National University)\**

Most of the elaborate commercial online courseware packages are self-contained. Therefore, if they are not reorganized systematically for classroom use, they cannot achieve learning objectives adequately. The disintegration of the comprehensive online courseware for the blended learning would be a solution to this problem. We will also see that this process has also set the stage for the educational use of mobile communication. Cell phones can be powerful tools to get immediate feedback anytime and anywhere. This convenience also gives teachers a lot of flexibility and useful information for their teaching.

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\*University English teacher in charge of general English learning

g-013

**Viewing and creating NGO-related podcasts in an EFL setting***Joseph Vincent Dias (Aoyama Gakuin University)\**

The presenter will illustrate how EFL students can be coached through the process of creating an NGO, from the identification of key issues and research on existing groups, to the “brass tacks” of deciding methods of fund raising and outreach campaigns for NGOs of their own making. Podcasts of existing NGOs are viewed by students for inspiration before they create video podcasts which promote their unique model NGOs. The process of preparing for and actually creating the podcasts will be explained in detail.

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\*An associate professor at Aoyama Gakuin University in Tokyo, Joseph Dias’ interests include program administration, curriculum development, global issues, and how mobile learning — including podcasting — can aid students in accomplishing learning tasks that meet curricular goals.

g-014

**Text-to-speech technology for EFL education: An effective use in Japan***Harumi Kataoka (Kansai University)\**

This study examines and discusses how Japanese students learn English as a foreign language by use of the text-to-speech (TTS) technology in the classroom. Ninety third-year students in a private boys’ high school in Osaka, Japan participated in this study. It investigated how well they presented their introduction in English of their classmate and also how they selected the best speaker. The rating to choose the best speaker required not only English language skills on the part of speakers but also their attitude toward the class. This study also gave learning opportunities to Japanese students with TTS in their class, motivating students and developing learner autonomy as well.

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\*Currently a PhD student at the Foreign Language Education and Research, Kansai University.

g-015

**The role of a WBT system in improving Japanese EFL learners' performance**

*Atsuko Kuramoto (Hiroshima International University)\*, Toru Ochi (Hiroshima International University)*

This paper attempts to clarify two aspects of EFL education: firstly, the research and development phase of EFL learners' learning environment, and secondly, the background theory of why web-based instruction is effective and significant in Japan. The fact that Japanese EFL learners have fewer opportunities to use English in daily life is one of the impediments to improving their performance in English. We provide learners with several types of tasks, which might help learners pick out meaningful words automatically, from aural tasks through writing ones. The learners' logs for the past few years will be analyzed.

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\*Professor, The International Center, Division of Foreign Language Education and Research, Ph.D., Research Fields: Foreign language education, Educational technology, Cognitive psychology

g-016

**Creating cloze exercises easily and effectively**

*Kenji Kitao (Doshisha University)\*, Kenichi Kamiya (Osaka Institute of Technology)*

Teachers can use cloze tests to help students develop proficiency in reading, vocabulary, grammar, and listening. Our software inserts blanks in a text for each nth word, for a certain part of speech or for a certain level of vocabulary (based on the JACET8000 word list). It produces cloze exercises, either as printed material or for e-learning. Teachers can download this easy-to-use software from <http://www.oit.ac.jp/ip/~kamiya/mwb/mwb.html> for free. You can also download JavaScript software and an html style sheet, and you can make e-learning exercises. In this presentation, we will explain and demonstrate these programs and the cloze exercises that they produce.

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\*Kenji Kitao is a professor at Doshisha University. His interests are developing materials, corpus linguistics, and CALL.



g-017

**Can “shadowing” be a savior for Japanese EFL learners?***Shigeru Miyake (Kwansei Gakuin University)*

Shadowing, which has been one of the fundamental training methods of simultaneous interpreting, is now regarded as an effective training method of language learning in Japan. In the present study, we investigate cognitive processes of two types of repetition, “shadowing” and “repeating.” The findings will give better understanding to how and why effective shadowing is for Japanese EFL learners.

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g-018

**Collaborative Learning through ICT for Intercultural Competence Development***Kumiko Aoki (National Institute of Multimedia), Eric Bray (Yokkaichi University)*

This symposium will discuss the use of ICT (information and communications technology) in fostering intercultural competence among college students through facilitating collaboration among students in different countries. In this symposium, intercultural competence is viewed as an “ongoing, individual internal process” (Davis, Cho and Hagenson, 2005) instead of a result of something. Though linguistic competence may be a necessary factor of intercultural competence, intercultural competence goes beyond or complements linguistic competence. Papers in this symposium will address the issues and challenges of assessing intercultural competence, designing learning activities that will raise the cultural awareness and applying technological tools that can be used for conducting such learning activities.

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