g−019

CALL software evaluation in the Middle East context

Mohamed Lotfi Ben Ahmed

The present paper will look at the basic criteria involved in evaluating viable ESL computer software materials. Such criteria involve instructional adequacy, esthetic adequacy, technical adequacy and pedagogical adequacy. This paper will benefit ESL teachers using computers in the ESL class as well as CALL coordinators and programmers involved in language software evaluation and design.

g−020

Learning cultural differences through CALL

Indra Charismiadji

Teaching cultural differences has been one of the toughest challenges for EFL teachers in Indonesia CALL is being utilized in approximately 500 institutions ranging from kindergarten to college level in the last 3 years for teaching conversation, grammar, and culture. The result has been amazing. Students really understand how to use their language skills in daily conversation. And most importantly, learning English has becoming more enjoyable to students. The presenter will demonstrate some of the materials used to teach cultural difference.

g-021

An e-assessment system for young learners

Eri Hirata (University of Birmingham)*, Chakkrit Snae (Naresuan University), Michael Brueckner (Naresuan University)

This paper presents a framework for an Electronic Assessment System for Young learners (EASY). EASY uses such methods as clustering techniques derived from Artificial Intelligence (AI) and an inference engine, in order to generate appropriate questions for young learners and keep a record of the answers, which feeds into the revision stage. The e-assessment system suggested in this paper is not limited to e-learning but can be adapted to any form of instruction. It is designed for a standalone PC and for a computer network.

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*Eri Hirata is a PhD student at the University of Birmingham, UK. Her research interests concern Primary ELT, Corpus Linguistics, and Discourse Analysis.

g-022

Yookoso goes Flash: But is it all sparkle?

Barbara Bourke (Queensland University of Technology)*

This paper describes the new generation of interactive software which has been developed to supplement Yookoso, a textbook widely used for tertiary level Japanese language study. Through comparison with the original Authorware version, we consider the advantages and disadvantages of the new system developed using Macromedia Flash. The paper includes a description of the development process including difficulties encountered along the way and a demonstration of the different components that make up the Flash template. Finally, we explain how the new courseware is being integrated into the curriculum and provide some student appraisals of the upgrade compared to the original.

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*Barbara Bourke is a Senior Lecturer in Japanese language in the Faculty of Business, QUT, Brisbane. She has been involved in several large projects developing interactive resources for learning Japanese.

g-023

Fostering global teacher training: The design and practice of a web-based discussion forum as a knowledge building community

Chizuko Kushima (Kanagawa Prefectural Kanazawa Sogo High School)*, Hiroyuki Obari (Aoyama Gakuin University), Yuri Nishihori (Hokkaido University)

This paper presents a description of the system designed to construct a platform for a discussion forum which offers a good opportunity for future assistant language teachers all over the globe to undergo pre-training and join the teachers' community in advance. The actual knowledge building can be seen in the comment box, under a certain topic which has been visualized as a tree in the Forest Forum constructed by the CSCL (Computer Support for Collaborative Learning) technologies. The results of the anonymous online questionnaire and interviews indicate that both groups of teachers demonstrated greater gains for their professional development.

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**Chizuko Kushima received her M.A. and Ph.D. in International Media and Communication from Hokkaido University in 2004 and 2008.
Her areas of research focus on English education and a learning community constructed by the CSCL technologies.*

g-024

The use of Moodle for an academic writing class at Satya Wacana Christian University: Challenges and impact

Neny Isharyanti

The use of Moodle as a course management system has long been applied in many classrooms with positive results. Satya Wacana Christian University, Salatiga, Indonesia, however, just started using Moodle in August 2007, making it an alternative course management system to the traditional system. The paper will discuss the challenges and positive results of applying Moodle in an academic writing class in the English Department of the university. It is hoped that this paper will advocate the use of Moodle in developing countries similar to Indonesia and offer some useful practices of applying it in a writing course.

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g–025

Multimodal learning of Japanese speech sounds by native English speakers

Yukari Hirata (Colgate University)*,
Spencer D. Kelly (Colgate University),
Emily Cullings (Colgate University),
Jason Demakakos (Colgate University),
Jennifer Simester (Colgate University)
Jackie Burch (University of Rochester),

This study examined whether multimodal instruction, involving lip movements and hand gestures, helps English speakers to learn phonemic vowel length distinctions in Japanese. Forty-five participants were assigned to one of three types of instruction: (1) audio alone; (2) audio with gestures; and (3) audio with lip movements and gestures. Although all three groups improved from pre- to post-test, there were no significant differences among the three training groups. The results are promising for using computer-assisted training programs to teach second language learners novel speech sounds, but they highlight possible limitations of multimodal information to facilitate this training.

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*Associate Professor

g–026

Teaching reading skills and improving reading speed with "Effective Reading"

Makoto Shishido (Juntendo University)

"Effective Reading" is courseware that combines a textbook and computer program designed for 90-minute Japanese college classes. I helped reallyenglish, a British software developer, and Seibido, a Japanese publisher, develop this courseware. In my presentation, I would like to introduce the program, the textbook, and an effective method to teach reading skills, which can improve reading speed and comprehension abilities. I would also like to report on the effects of using this system, regarding students' reactions and improvement of their reading abilities, based on the results of a survey.

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g-027

Promoting iPods as a teaching tool to develop teachers' confidence in using technology

Cecilia Treviño (King's College)*

This paper will analyze the effectiveness of increasing the confidence of teachers in using technology for instructional purposes as a result of participating in a project that promotes the use of iPods as a teaching tool. In order to do that, we are adapting the Technology Acceptance Model. We designed a pilot scheme to help a group of 10 teachers use their iPods in the classroom and evaluated their attitudes to using this tool during and after the experience. We also wanted to see if the teachers were able to deal with the insecurity that inhibits many teachers from using technology in their teaching.

*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.

g-028

E-mail requests of elementary school students in Japan

Kazue Kunimoto (Kodomo Eigo)*

The purpose of this study is to investigate the structure of requests in e-mails of elementary school students learning English in Japan. The requests in e-mails asking to exchange e-mails were compared with those of native English speaking children. According to the comparison between adults and children, e-mails by adults always had supportive moves, but only 46.2 % of those among children were found to have supportive moves. Regarding the comparison between elementary school students in Japan and native English speaker, it was found that the structure of e-mails written by Japanese children was simpler than those of native English-speaking children.

*Instructor of Kodomo Eigo. Doctor of Education Adjust Instructor at Hiroshima Jogakuin University

g-029

Using Korean TV news to promote Japanese learners' listening and speaking skills

Tadahiko Maeda (Kansai University)

The introductory segments of 50 Korean news pieces were analyzed, focusing on grammar and phonology. Those news stories are read out by highly-trained announcers. Some characteristic features found in the news were examined. It was found that Korean TV news featured both a formal style typical of written language and an informal style found in spoken language. I made Japanese learners of Korean transcribe and read aloud the introductory parts of the news to observe their listening and speaking skills. After learners continued this exercise for six months, it was found that their listening and speaking abilities had improved.

g-030

Development of a CALL program to improve learners' analytical approach to the polysemous senses of L2 adjectives

Noriko Aotani (Tokai Gakuen University),
Taichi Kameyama (Gifu National College of Technology)*

This study aims to make a prototype CALL program that enables Japanese learners of English to experience an analytical, inquiring approach for expanding the polysemous senses of adjectives. Through the psychological (hypothesis-making) process this program provides, the learners can conduct their own detective work to find the underlying schema, conceptual metaphor, and metaphorical expansion of word senses. The structure of this program is inspired by the results of Aotani's former research studies. This program is designed to help encourage learners to explore the world of meanings and to develop the necessary confidence to construct a L2 mental lexicon.

*Associate Professor at Tokai Gakuen University

g–031

Wiki as a medium of scaffolding for process writing: A study of an online collaborative writing project for Taiwanese EFL learners

Yu-Chuan Joni Chao (Providence University)*, Chung Kai Huang (University of Texas), Hao-Chang Lo (Chung Shan Medical University), Yin-Sha Liu (Central Taiwan University of Science and Technology)

This study is to describe a wiki-mediated approach to process writing and further to investigate its effectiveness on writing outcomes. A five-week collaborative writing project is designed to engage EFL learners to complete a script content creation. Pedagogically, as they plan, write, and re-write online, they work through pre-writing, drafting, peer revising, peer editing, and publishing. For the research concern, the impact is examined through data triangulation: 1) content creation data, 2) online communication data, and 3) a questionnaire and a follow-up interview. Results will show how and why a wiki-mediated collaborative writing project may facilitate process writing.

*Associate professor in the Department of English Language, Literature and Linguistics Education background: PhD in Education, University of Auckland, New Zealand MA in Linguistics, University of Texas, Arlington, USA

g–032

The effects of using online grammar games on student motivation and performance

Hui-Mei Hsu (Fo Guang University)*, Fu-Chiang Pan (Fo Guang University)

The purpose of the study is to evaluate the effect of online grammar games in the context of two different instructional approaches, Communicative Approach and Audiolingual Method. Sixty Taiwanese college freshmen participated in the study and were randomly assigned to these two treatments. Each group of the students used two sets of specially designed online grammar games and spent twenty minutes on each set. A grammar test and a motivation questionnaire were administered immediately after the experiment. One week later, another grammar test was administered. The data were collected and further analyzed to evaluate the effect of online grammar games.

*I am an assistant professor at the department of learning and digital technology at Fo-Guang University in Taiwan. My research interest is CALL and technology integration.

g-033

Developing a seamless learning environment integrating e-learning (PCs) and m-learning (mobile phones)

Yuichiro Yoshinari (Tokyo Denki University)*

This research focuses on developing a new type of English learning system featuring a seamless learning environment integrating e-learning (PCs) and m-learning (mobile phones). Previously e-learning systems were based on the assumption that learners studied on a PC, and only a few attempts were made to utilize mobile phones instead of PCs as learning tools. This newer, phone-based approach is called "m-learning." This system enables learners to study virtually anywhere using a PC or a mobile phone and the server keeps a record of both the educational data and the learner.

*Yuichiro Yoshinari is a professor at Tokyo Denki University in Japan. His areas of research include e-learning system development, language education and corpus linguistics.

g-034

What PCs and the Internet can do to facilitate speaking activities in English teaching in elementary schools

Miyuki Takahashi (Aichi University of Education), Yoshikazu Yanagi (Nagoya Gakuin University)*

In this presentation, how to use PCs and the Internet in English speaking activities in elementary schools will be discussed. First, PCs and the Internet can be used as a tool for communication; the support of the Internet will be necessary in order to let children have a chance to communicate with children in sister schools abroad. Secondly, PCs and the Internet can be used to support classroom teachers in teaching English. If PCs and the Internet can be used as a substitutes for classroom teachers or ALT (assistant language teachers), classroom teachers can have time for other necessary tasks.

*Professor of Faculty of Foreign Studies, Nagoya Gakuin University. His major is Teaching English as a foreign language, including CALL, and English teaching in elementary schools.

g-035

Are language learners myna birds?: A note of warning from a serious speech engineer

Nobuaki Minematsu (The University of Tokyo)*

Many of the Computer Assisted Pronunciation Training (CAPT) softwares compare a student's utterance "directly" with the reference pattern. If the reference is made from adult speech, children's speech cannot be handled adequately, i.e. the notorious mismatch problem. In developmental psychology, children are said to acquire spoken language through imitating their parents' utterances but they never imitate the voices of the parents. This is a difference from myna birds, who imitate the voices of their keeper. What in the voices do children imitate? Developmental psychology answers that they extract the speaker-invariant holistic sound pattern of a word, called "word Gestalt;" however, this does not show its acoustic definition. In this paper, a linguistically-sound acoustic definition of the Gestalt is shown, and a completely different technical framework is introduced to develop CAPT systems.

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*He received the Ph.D degree in electronic engineering in 1995 from the Univ. of Tokyo. Currently, he is an associate professor of that university and has wide interest in speech communication.