

2015 ICT & Language Education Conference

JALT Kyoto Chapter
October 11, 2015



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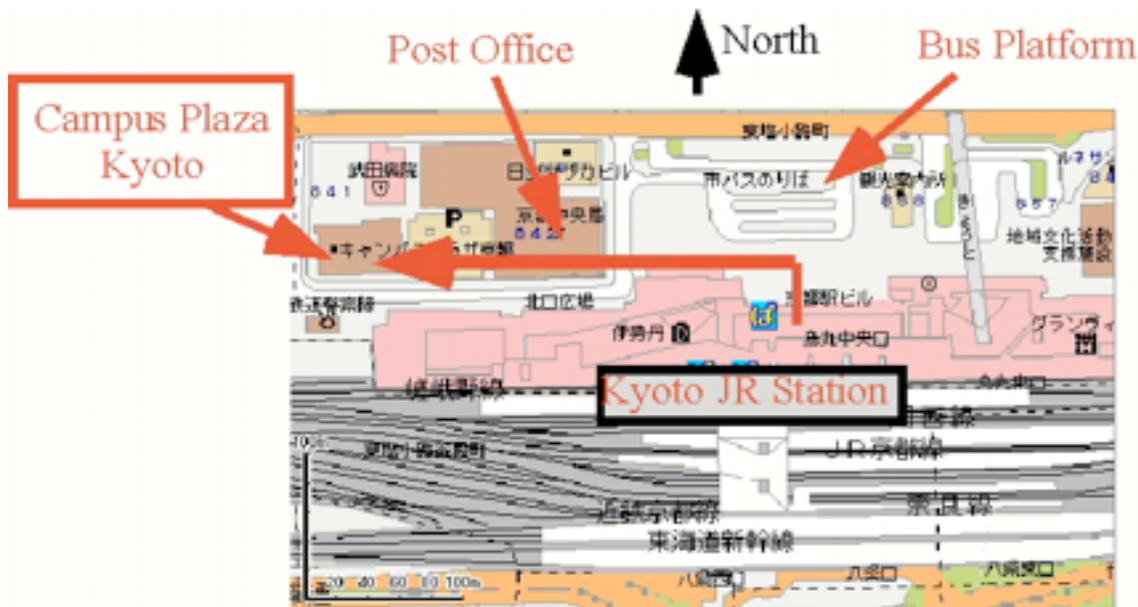
Welcome

Thank you for coming to Kyoto JALT's first ICT and language education conference. We're delighted to host Dr. Tom Robb and the other speakers to discuss issues for language teaching beyond the increasingly narrow confines of the "CALL" moniker. We at Kyoto JALT hope that you all will find stimulating presentations and discussions, and that what you see and hear here will inspire your future research and teaching.

Thomas Amundrud & Mark Peterson
Conference Co-chairs

Location information

Campus Plaza Kyoto is located about 5 minutes walk from JR Kyoto Station, around the corner from the Central Post Office and across the street from Bic Camera and the APA Hotel.



Shops & Restaurants

There is a cafe on the ground floor of Campus Plaza, next to the entrance. There are also numerous restaurants in the Porta underground shopping arcade, accessible from stairs in front of the post office. You will see a convenience store on the way from the station to Campus Plaza, and there are others by the post office and elsewhere near the station.

Venue information

The plenary will be in the 第4講義室 (Dai-yon kougi shitsu) on the fourth floor, with on-site registration starting outside there from 8:50. If you pre-register, please pick up your name tag at the registration desk. The A sessions will be in the 第1演習室 (Dai-ichi enshu shitsu) and the B sessions in the 第2演習室 (Dai-ni enshu shitsu), both on the fifth floor.

Restrooms are located on each floor, by the stairs and around from the elevators. There are vending machines located at the entrance side of the building on each floor. A coin copier is located on the ground floor. There is a smoking area near the main entrance of the building.

Program

8:50-9:10 (第4講義室, 4F)	Registration LATE REGISTRATION (after 10:30) - on 5F	
9:10-9:15 (第4講義室, 4F)	Opening Remarks: Thomas Amundrud, Conference Co-chair	
9:15-10:30 (第4講義室, 4F)	Plenary Speaker: Dr. Tom Robb Will the madness never end?: Continuing problems in the use & abuse of CALL	
	A (第1演習室, 5F)	B (第2演習室, 5F)
Session 1 10:50-11:35	Stuart Warrington: The Place and Value of Learner Training in MALL: Lessons Learned from Hubbard	Jonathan deHaan: Second language development through technology mediated strategic interaction
Session 2 11:40-12:25	James Rogers: Mastering English via Smartphone Apps	Stephen G. Lambacher: Present and Future Directions of ICT Technologies in Foreign Language Education
12:25-1:15	Lunch	
Session 3 1:15-2:00	Frances Shiobara: Online Extensive Reading - Motivating Students and Making Teachers' Lives Easier	John Brine: Scaffolding English Conversation with Digital Interview Videos
Session 4 2:05-2:50	Dubhgan Hinchey: Serendipitous Searching for Graded Readers	Maryam Sadat Mirzaei : Smart Captioning to Develop Second Language Listening Skill

2:50-3:10	Coffee break	
	A (第 1 演習室, 5F)	B (第 2 演習室, 5F)
Session 5 3:10-3:55	Mark Peterson : The use of massively multiplayer online role-playing games (MMORPGs) in CALL: An analysis of research	Ting-Yu Fan & Chin-Wen Chien: Vocabulary Activity Designs for Station Teaching Among Taiwanese Elementary School Sixth Graders
Session 6 4:00-4:45	Stephan J. Franciosi : The role of computer games in Task-Based Language Learning	John Blake: Pedagogic application of regular expressions
Session 7 4:50-5:35	Guy Cihl: Gamification – Uncertain Rewards and Dopamine	

Abstracts

Plenary

Will the madness never end?: Continuing problems in the use & abuse of CALL

Dr. Tom Robb (Kyoto Sangyo University)

There have been tremendous advances in both the technologies available to us for language education, as well as the students' ability to access them. Unfortunately, these advances do not always translate into better language learning. In this presentation, we will consider some fallacies that have lingered since the earliest days of language instructional technology:

- "Build it and they will come."
- "It works for me."
- "They'll do it if it's fun."
- "It costs a lot of money, so it must be good."
- "Lots of other schools are using it."

We will review some case studies of travesties of software implementation and consider some guidelines that might help us to make saner choices in the future.

Bio

Thomas Robb, Ph.D. , U. of Hawaii (Linguistics), teaches at Kyoto Sangyo University where he is member of the Faculty of Foreign Languages and chair of their English Department. He is a long-time user of computer technologies and the Internet, and has created a number of websites for various student projects, interactive learning, and professional exchange. He is currently chief developer of the MReader module. He is a past president of both JALT and the PacCALL.

Session 1.A

The Place and Value of Learner Training in MALL: Lessons Learned from Hubbard

Dr. Stuart Warrington (Nagoya University of Commerce & Business)

In introducing mobile assisted language learning (MALL) to Japanese university students, it is easy to erroneously assume they ‘already have the knowledge and skills needed to turn these to their best use in language learning’ (Hubbard, 2013, p.163). Indeed, in acknowledging the rising trend in young smart phone users in Japan - 75% of 15 to 19 year-olds and 70% of 20 to 29 year-olds (eMarketer, 2013) - and without deep thought for the psychological, pedagogical and technical barriers to using smart phone for language learning (Wang & Higgins, 2006), one can mistakenly believe students have the know-how, preparation-skills and willingness to use them for such purposes and in any educational context (Levy & Kennedy, 2007; Liu, 2013; Stockwell, 2010). With this in mind, this presentation will report on an ongoing action-research study at one Japanese university self-access centre where misguided teacher beliefs about student smart phone usage led to a failure in smart phone implementation for English language learning, and how this ultimately points to the need to seriously consider the place and value of learner training for efficient and effective use in MALL (cf. Hubbard, 2004, 2013).

Session 1.B

Second language development through technology mediated strategic interaction

Jonathan deHaan (University of Shizuoka)

Teaching language proficiency can be particularly problematic in a Japanese university context because of issues with low motivation, anxiety and shyness, and practical difficulties associated with monitoring performance and providing effective feedback to large numbers of students (Kitano, 2001; Oda, 1993; Yashima, 2002). Strategic interaction (SI), as proposed by Di Pietro (1987), uses the scenario as an organizing principle for classroom practice; learners are given conflicting roles in an authentic situation to be resolved through interaction. In this presentation, I describe an approach to SI that is mediated through technology (digital video and a wiki) and an experiential learning cycle (preparing, experiencing, reflecting, debriefing and repeating). Several recent explorations of this approach in university Business English, TOEIC test preparation and general oral communication courses have resulted in syntactic, pragmatic, lexical and fluency gains (evidenced by comparisons of performance transcripts and discourse completion tasks) and positive student opinions of the methods and technology. These outcomes suggest that a wiki, digital video, and strategic interaction-based experiential learning cycles can be effectively integrated to overcome contextual challenges and mediate Japanese university EFL students' oral communication development. Technical and teaching recommendations for applications to a variety of learning environments will also be offered.

Session 2.A

Mastering English via Smartphone Apps

James Rogers (Kansai Gaikokugo University)

Educational applications on smartphones will without a doubt be a major part of the future of education, just as the Internet and websites are now essential parts of running a business. However, are there really any useful smartphone apps available, and if so, what features make them stand out from the rest? In this presentation, I will discuss features that make educational apps useful learning aids, such as the value of Leitner algorithm-based flashcard app learning, quiz taking on your smartphone, and the importance of organized learning. I will also discuss the importance of developing formulaic fluency among Japanese students, a skill essential to developing native-like fluency which unfortunately is at near nil levels for even advanced level learners. Audience members will leave this presentation with knowledge of real resources they can currently suggest to their students to use, or even integrate into their current curriculum. These resources will save teachers time and also help their students to learn in a much more efficient manner in comparison with traditional methods.

Session 2.B

Present and Future Directions of ICT Technologies in Foreign Language Education

Stephen G. Lambacher (School of Social Informatics, Aoyama Gakuin University)

The adoption of CALL and MALL technologies by foreign language educators worldwide has significantly altered the role of the teacher. However, as language education surges forward, does the incorporation of these technologies benefit the learner or simply satisfy the instructor's need to be innovative and up to speed? Also, why are some teachers still hesitant to incorporate these potentially powerful technologies? The main goal of this presentation will be to try to answer these questions in order to better understanding the current and future states of ICT technologies and methodologies, and how they can be more effectively utilized to improve foreign language education. We attempt to achieve this goal by targeting a survey to foreign language instructors currently employed at our university in Tokyo (Aoyama Gakuin University) as well as at other Japanese universities. One of the main goals of the survey is to help gauge the attitudes of instructors regarding their use of CALL and MALL technologies in teaching the four main language skills. It also seeks to ascertain what are the more commonly used programs and applications being used by instructors and whether they are having a positive impact both in and out of the language classroom.

Session 3.A

Online Extensive Reading - Motivating Students and Making Teachers' Lives Easier

Frances Shiobara (Kobe Shoin Women's University)

Although extensive reading is acknowledged to be one of the most effective ways for second language acquisition, there are various reasons why it is not used more commonly. Firstly, the cost of buying books and setting up the program can be prohibitive with limited budgets. Secondly, the difficulty of monitoring students' progress and difficulties with assessment can be time consuming for teachers. And most importantly, the inconvenience for students of borrowing physical books can put students off reading extensively. In this presentation I would like to show that by using online reading applications, students are not only motivated to read more through convenience and gamification, but also the teacher's job is made easier by reports compiled within the application giving information of the time spent in the application as well as the number of books read and books listened to. The online reading application can be used on computers, tablets, and smartphones. In Japan nearly all students have smart phones making this a very inexpensive and easy way to introduce extensive reading to students, even in universities without computer facilities. This is based on research being carried out with non-English majors in compulsory classes at a women's university.

Session 3.B

Scaffolding English Conversation with Digital Interview Videos

John Brine (University of Aizu)

Our university specializes in computer science education at undergraduate and graduate levels. Our Japanese students are preparing for careers or further research in either software or hardware, but often require additional support and encouragement to speak with non-Japanese speakers. We consider digital interviewing as a scaffold that can support Japanese student interaction with non-Japanese students, and we are teaching our Japanese students to conduct video interviews with their non-Japanese speaking peers. The use of digital video equipment along with advance preparation in interviewing techniques, simple camera work and editing provides students with a way of leveraging conversations with international students whom they might not otherwise interact with. We have been preparing students in two elective courses in the basics of pre-production, production and post-production primarily with interview videos. One course prepares students for study abroad. All videos involve dialogue between a Japanese student interviewer and a non-Japanese speaking student interviewee. This presentation will discuss the preparation of equipment and training of students in planning and scripting, interviewing, filmmaking skills, and editing. Student video productions are evaluated using rubrics, and examples of student interviewing technique will be shown.

Session 4.A

Serendipitous Searching for Graded Readers

Dubhgan Hinchey (Japan Advanced Institute of Science and Technology)

Searching for a graded reader can be a challenging task for students in an extensive reading program. Student using the MoodleReader View Books Block will find the categories of genre, publisher, and level but cannot determine the number of copies, location, or availability of audio CDs. In contrast, the local library search engine may display the later, but then not have the original categories in the View Books Block. These discrepancies in the categories of the search methods are caused by a lack of metadata for each graded reader. This presentation will demonstrate a Moodle Database Activity as a robust search interface to augment the MoodleReader View Book Block or as a substitute for a local library search engine. The systematic collection of metadata for readers, organization in Google sheets, and importation to a Moodle Database Activity will be demonstrated. The addition of ebooks to the Database Activity will also be displayed with discussion of how to structure an extensive reading program that is both digital and print based. Finally, opportunities for collaboration will be discussed for amassing metadata for readers to share via Google sheets, exported database entries, or a Moodle Hub.

Session 4.B

Smart Captioning to Develop Second Language Listening Skill

Maryam Sadat Mirzaei (Kyoto University)

We have developed a tool, partial and synchronized caption (PSC), to foster L2 listening skill. PSC uses automatic speech recognition (ASR) technology to realize word-level text-to-speech alignment (synchronization) and makes a principled selection of words for inclusion in the caption through the use of the corpora (partialization). The selection criteria are based on the major features that contribute to listening difficulties: speech rate, word frequency and specificity. Our findings revealed that PSC leads to the same level of comprehension as the full-caption condition, but better prepares learners for listening without using any textual clues. For better accuracy, we need to incorporate more features to the PSC system. However, detecting difficult word/sentences in speech is a complicated task. This study approaches this problem by making use of ASR errors. Although ASR systems are being criticized for their erroneous performance, their errors can provide useful information on predicting difficult speech segments. This research conducts a root-cause analysis on the ASR errors to identify the underlying features that make recognition difficult for such systems and compares them with L2 listening influential factors and PSC's selected words. Our analysis revealed interesting similarities between features leading to listening difficulty and those resulting in ASR errors, which are insightful for PSC enhancement.

Session 5.A

The use of massively multiplayer online role-playing games (MMORPGs) in CALL: An analysis of research

Mark Peterson (Kyoto University)

In recent years, use of MMORPGs in CALL projects has expanded significantly and a growing body of research has emerged. This paper analyzes the findings of studies that draw on accounts of SLA informed by cognitive and sociocultural theory. Analysis of findings reveals that research conducted from the sociocultural perspective has consistently provided evidence of constructs identified as playing a central role in SLA. Research studies undertaken from a cognitive perspective show that participation in MMORPG-based gaming facilitates the production of target language output. However, to date, this work does not provided conclusive evidence that game play elicits forms of interaction that are hypothesized as playing a central role in learning in the cognitive account of SLA. A majority of studies conducted from both perspectives draw attention to positive learner attitudes indicating high levels of motivation. The analysis further reveals that although existing studies are subject to significant limitations, they have produced promising results. This finding suggests that further theory-led work in this area is justified, as it offers the prospect of making a significant contribution to expansion of the CALL and SLA research bases. As work continues, areas of potential interest in praxis, theory and future research are identified.

Session 5.B

Vocabulary Activity Designs for Station Teaching Among Taiwanese Elementary School Sixth Graders

Ting-Yu Fan & Chin-Wen Chien (National Hsinchu University of Education)

In station teaching, each teacher works on a small part of instructional content with a small number of students. Students rotate between stations where they receive the instruction from different teachers (Cook, 2004). This study investigates a pre-service English teacher's vocabulary activity designs for station teaching among Taiwanese elementary school sixth graders. Based on the data analysis of the video, lesson plans, teaching materials, the teacher's reflection, and the learners' responses, the study has the following major findings. First, activities in stations arouse the sixth graders' interests and motivations in learning English vocabulary and improved their vocabulary knowledge in terms of word form. Second, different interesting activities (i.e. board game) and useful multimedia tools (i.e. Reading Bear) were integrated into stations. Third, the pre-service teacher's classroom and time management skills needed to be improved in order to make the station teaching work smoothly. Finally, suggestions on effective and interactive vocabulary activity designs for station teaching among young EFL learners are provided.

Session 6.A

The role of computer games in Task-Based Language Learning.

Stephan J. Franciosi (Osaka University)

The mainstream models of Second Language Acquisition, emphasizing application of the target language in authentic communicative contexts, have given rise to the Task-Based Language Learning (TBLL) practicum. Current applications of this approach distinguish between form-focused *enabling tasks* for learning and internalizing discrete skills, and meaning-focused *communicative tasks* for integrating multiple discrete skills. Nunn describes a peripheral role of the enabling tasks in that they support learner performance in the communicative task. CALL use in foreign language education has most often entailed drill applications which serve as enabling tasks. Since many of these applications have been referred to as computer “games,” there may be an impression that a peripheral supporting role as an enabling task represents the extent of the possible uses of computer games in TBLL. However, my contention is that games can be classified to fit into the TBLL approach in the same manner as tasks, which is based on the learning outcomes they afford. First, I will provide the rationale describing what games are and why they merit attention, then I will present some empirical evidence supporting my proposed framework for using computer games in TBLL.

Session 6.B

Scaffolding English Conversation with Digital Interview Videos

John Brine (University of Aizu)

Our university specializes in computer science education at undergraduate and graduate levels. Our Japanese students are preparing for careers or further research in either software or hardware, but often require additional support and encouragement to speak with non-Japanese speakers. We consider digital interviewing as a scaffold that can support Japanese student interaction with non-Japanese students, and we are teaching our Japanese students to conduct video interviews with their non-Japanese speaking peers. The use of digital video equipment along with advance preparation in interviewing techniques, simple camera work and editing provides students with a way of leveraging conversations with international students whom they might not otherwise interact with. We have been preparing students in two elective courses in the basics of pre-production, production and post-production primarily with interview videos. One course prepares students for study abroad. All videos involve dialogue between a Japanese student interviewer and a non-Japanese speaking student interviewee. This presentation will discuss the preparation of equipment and training of students in planning and scripting, interviewing, filmmaking skills, and editing. Student video productions are evaluated using rubrics, and examples of student interviewing technique will be shown.

Session 7.A

Gamification – Uncertain Rewards and Dopamine

Guy Cih (Lexica)

Whilst widely considered motivational, game elements integrated into learning programs necessarily reduce a player's focus and time on actual learning tasks. Can motivational, uncertain game elements be integrated effectively alongside the factual certainty required for efficient knowledge inculcation? The presenter will touch on major gamification trends in the education sector and introduce key aspects of Dr. Paul Howard-Jones' research into how uncertain rewards applied in a learning game can increase the brain's production of dopamine, a neurotransmitter known to promote emotional attachment and memory. The presenter will conclude by showing how the research has informed the creation of a free mobile role play game in which the player advances in the game by completing successive paired-associate item rehearsals.

About JALT

The Japan Association for Language Teaching (JALT) is a nonprofit organisation dedicated to the improvement of language teaching and learning. JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate. We have nearly 3,000 members in chapters and affiliates across Japan, as well as members abroad. For more information, please visit www.jalt.org.

About Kyoto JALT

As the chapter of JALT that serves the greater Kyoto area, we are proud to host this groundbreaking conference. Our chapter comprises over 150 members that teach in a range of institutions, but primarily in universities and grade schools. We host numerous events each year, both on our own and in conjunction with various JALT SIGs (Special Interest Groups) and other chapters in the Kansai region. Our events cover a wide range of topics of interest to language teaching practitioners and researchers, and we strive to serve the larger language teaching community in the Kyoto area.

For more information, please speak with a Kyoto JALT representative at our event, visit us at www.kyotojalt.org or on FaceBook, or send us an email at jaltkyoto@gmail.com.

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