Workshop 1: Presence, interaction, and feedback on online courses

9:30 - 11:00

Presence, interaction, and feedback on online courses

T. Ylkänen[1], M. Åhman-Nylund[2], S. Sevón[3]

[1]JAMK University of Applied Sciences, Finland
[2]Centria University of Applied Sciences, Finland
[3]Aalto University, Finland

This workshop focuses on teacher and student presence, interaction, collaboration, and multimodal feedback on online courses. We will explore ways of creating safe and encouraging learning environments, look into course design and activities that promote interaction, as well as present ways and tools for giving multimodal peer and teacher-student feedback.

The workshop participants will be engaged in case discussions on how to improve and develop online courses with a special focus on presence, interaction, and feedback. We will provide examples on course design, activities, and best practices we have learned i.a. from an ongoing national eLearning pedagogy project called DIGIJOUJOU.

During the workshop, we will discuss the importance of teacher presence and social inclusion in online courses. We will also share ideas on routines and activities that improve and increase teacher presence. We will look at multimodal ways of being present and communicate content, instructions, and assignments to students. Furthermore, we will highlight course activities and assignments that enhance, and result in, increased interaction between students online. Different tools for giving audio, video, and written feedback will be presented and we will discuss how these differ and what benefits each form of feedback has to offer.

We hope our workshop will inspire and equip participants to increase and diversify their online presence. Participants will acquire new ideas on how to increase student-to-student interaction and be given tools and examples on how to give feedback in various and effective ways.

Participants are asked to use their own device (laptops, tablets etc.) during the workshop.

Workshop 2: The reviewing process in CALL publication: Perspectives from editors, reviewers and authors

9:30 - 11:00

The reviewing process in CALL publication: Perspectives from editors, reviewers and authors

A. Boulton[1], A. Gimeno[2], S. Thouësny[3], M. Hauck[4], F. Farr[5], M. Hamel[6]

[1]ATILF, CNRS & University of Lorraine, France
[2]Universidad Politécnica de Valencia, Spain
[3]icall-research.net, Ireland
[4]The Open University, United Kingdom
[5]University of Limerick, Ireland
[6]University of Ottawa, Canada

Title. The reviewing process in CALL publication: Perspectives from editors, reviewers and authors

Category. Workshop, 90 minutes
Technical requirements. Projector
Keywords. Publishing, reviewing, academic journals

Abstract.
Following on from the successful publishing workshop in Southampton 2017, this session focuses specifically on the reviewing process in CALL publication. The speakers are all involved in ReCALL, a journal which will be celebrating its 30th anniversary at the end of the year: the Editor, Associate Editors, Journal Administrator, and members of the Editorial Board.

This workshop will introduce the main aspects of the reviewing process from the perspective of the journal, with two main questions addressed to reviewers and authors: How to produce a good review, and how to respond to a review – whatever the decision. The general aim is to combine viewpoints to improve practice and promote good science and successful publication.

The Editor's introduction outlines the importance of reviewing for all involved, while acknowledging the inherent problems, presents ReCALL's guidelines for reviewers and sketches the main processes leading up to review and beyond. Associate Editors then detail their role in choosing reviewers, making a decision and interacting with authors, what they look for in revised submissions, and touch on some of the many issues that arise along the way. Though it is clear that the current system is a very human process, the Journal Administrator contextualises this against alternative models, and imagines how the situation may evolve sustainably in a technology-rich future.

Members of the Editorial Board then provide personal insight to how they go about reviewing papers, the criteria they have and what makes a good paper for them. The final section is conceived of as a round table discussion with the audience as actual or potential contributors to ReCALL or other journals in the field. Participants are invited to share their own individual experiences of the review process, raise questions about best practice in different scenarios, and offer suggestions for improving procedures.

Contributors
Alex Boulton (Editor), ATILF – CNRS & Université de Lorraine, France

Workshop 3: Theory into practice: Authentic activities

9:30 - 11:00

Theory into practice: Authentic activities

I. Ozverir[1], E. Arkin[1]

[1]Eastern Mediterranean University, Turkey

This half day workshop will be about designing and implementing authentic activities based on the following guiding principles. The principles were derived through design-based research and thus we believe this workshop will be particularly beneficial to participants who would like to design and implement task-based activities grounded on a set of pedagogically sound principles. This workshop will be conducted in four phases:

In phase 1 the guiding 11 principles of authentic activities (Ozverir, Herrington, & Osam, 2016; Ozverir, Osam, & Herrington, 2017) will be presented. According to these principles, authentic activities:
1. have real world relevance
2. are complex and ill-defined
3. provide the opportunity for students to examine the task from different perspectives, using a variety of resources
4. provide the opportunity to collaborate
5. provide the opportunity to reflect
6. lead beyond domain–and skill–specific outcomes
7. are seamlessly integrated with assessment
8. yield polished products valuable in their own right rather than as preparation for something else
9. are open-ended allowing competing solutions and diversity of outcome
10. are conducive to both learning and communicating
11. provide motivational factors

In phase 2 an activity will be demonstrated as an example.

In phase 3 participants will work in groups and will be given a task to complete. In this task participants will complete an authentic activity in the role of language learners. The task will be about designing a holiday package as travel agencies do (for their customers). In order to complete this task participants will need a computer connected to the Internet.
In phase 4 participants will be expected to design an authentic activity based on the guiding 11 principles relevant to their context and share this with other participants.

Throughout the workshop participants will be asked to use Google sites (user name and password will be provided by the presenters and participants will be expected to develop web pages), Google chrome or Internet explorer and alike.

Workshop 4: Models, strategies and resources produced in EU projects for m-learning pedagogy development and training in Language Teacher Education.

9:30 - 11:00

Models, strategies and resources produced in EU projects for m-learning pedagogy development and training in Language Teacher Education.

T. Koenraad[1]

[1]TELLConsult, Netherlands

In this workshop we will review key outputs and interim results of a number of EU projects that could contribute both to implementing mlearning in language teacher education and to enhancing current methodology curriculum modules on MALL in school practice.

We will report on four projects, two of which (iTILT and M-Lang) have a specific focus on the use of mobile technologies for language teaching and learning. We include two more projects (TABLIO and DEIMP) because of the relevance of their m-learning research on specific educational topics (differentiation, innovative design) and generic practical frameworks and toolkits to design and evaluate mobile teaching and learning scenarios. Below we briefly introduce the projects mentioned.
Interactive Teaching in Languages with Technology (iTILT2, 2015-2017), is a professional development project researching the effective use of Interactive Whiteboards (IWB), tablet PCs, smartphones and videoconferencing software, both independently and in combination, to support interactive approaches to language teaching with classroom technologies. One of its results is a sample of video registrations of technology-mediated teaching practices showing how mobile technologies can be used inside and outside the classroom to encourage collaborative language learning. (Koenraad, 2016). For its realisation a collaborative action research approach was used, developed and refined during the preceding project (iTILT, 2011-2014) involving video stimulated reflective dialogue (Cutrim Schmid & Whyte, 2014; Whyte. 2015). Other outputs include an e-resource including related didactical/theoretical principles and practical design guidelines.

The M-Lang project (2014-2016), targeted at language teachers, is a sub-project of a Norwegian professional development initiative aiming to upskill teaching staff across educational sectors on the effective use of learner response systems and ICT tools for creating interactive learning.

The project 'Designing and Evaluating Innovative Mobile Pedagogies' (DEIMP, 2017-2020) is a R&D oriented partnerships between university based teacher educators, school teachers and school leaders in order to design, develop, test and refine innovative pedagogies using mobile technologies.
In addition to a scoping study on the current state of mlearning a key output is a mobile app to support the developing and evaluation of innovative mobile pedagogies, designed and tested between the partners and a network of 24 associated partner schools working as part of a transnational network. The project builds on the results of a preceding project 'Mobilising and Transforming Teacher Educators' Pedagogies project (MTTEP, 2014-2017; (Burden & Hopkins, 2016)), with results including the Mobile Learning Toolkit (www.mobilelearningtoolkit.com) and the ground work for the Mobile Learning Network for Teachers launched earlier this year.

Finally the project 'Tablets for classroom inclusion and differentiation' (TABLIO, 2016-2019) is developing a toolkit containing design principles & templates and evaluation criteria for the use of tablets for differentiation and inclusion purposes based on a joint literature research study by the project partners.

Delegates will be invited to further explore selected resources and strategies in small groups and share ideas

on how to exploit these (and/or other contents used in their own practice) in teacher education, curriculum approaches based on collaboration with school practice schools and/or continuing professional development in language education.

Papers session (RESEARCH)

16:00 - 16:30

Comparing learning outcomes and learners' impressions of parallel and monolingual concordancers

J. Ruivivar[1], C. Lapierre[1]

[1]Concordia University, Canada

Recent studies suggest that data-driven learning (DDL)—which involves the use of corpora to find and examine patterns of language use—benefits second language (L2) grammar acquisition in several ways. Most notably, it promotes the noticing of grammar forms (e.g., Mizumoto, Chujo, & Yokota, 2016), encourages independent learning (Dilin, 2011), and allows for deep learning through more meaningful engagement with the language. For example, learners can be trained to use corpus information to examine the usage patterns of various grammatical features, and develop and test their own hypotheses about this usage.

Most studies have examined DDL using either monolingual concordancers, which generates samples from a single corpus (e.g., Belz & Vyatkina, 2005), or parallel concordancers, which draws on corpora from two languages and displays the results side by side (e.g., Chujo & Oghigian, 2012). To our knowledge, little to no research has compared the effects of these two approaches to DDL. Such research will shed light on whether the documented benefits can be attributed to the DDL approach itself, or to the features of the specific corpus or concordancer.

The present study examines the learning outcomes and students' perceptions of using a monolingual English (Corpus of Contemporary American English, COCA) and parallel French-English concordancer (Tradooit), with a focus on verb-preposition collocations (e.g., insist on, wait for). Students (n=26) in an advanced English as a Second Language (ESL) university course were trained to use one of the two concordancers at the beginning of the course. Throughout the semester, they completed four editing assignments in which they corrected a set of problematic sentences by looking up the expression on the concordancer and formulating a hypothesis about the underlying rule. Learning outcomes were measured with pre-, post-, and delayed post-tests measuring recognition (multiple choice), controlled production (gap-fill), and free production (sentence writing). Perceptions were measured using questionnaires asking how useful the concordancer was for the course and their academic work in general, and whether they see themselves using it in the future.

Preliminary results suggest that while the parallel concordancer might draw attention to forms that present L1-specific problems (e.g., *participate to vs. participate in for French speakers), they also generate uncommon forms such as "participate for the sake of…" which limited their usefulness for identifying and learning patterns. This may be because the Tradooit corpora consisted largely of government and business documents, while COCA included news, popular articles, and conversational data. The monolingual concordancer tended to generate representative data with few exceptions; however, in the absence of an L1 translation, it required a more "trial and error" approach in which students compared the frequencies of possible expressions (e.g., participate in/to/for) to arrive at an answer.

These findings suggest that there are challenges unique to both concordancer types, but that the monolingual concordancers lend themselves better to realizing the suggested benefits of DDL (noticing, autonomy and deep learning). We will discuss our full results in light of findings from other DDL studies, and consider implications in terms of future research directions and pedagogical practice.

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The hidden side of language learning in a SCMC telecollaboration project: learners' online environment

M. Domanchin[1]

[1]Université Lumière Lyon 2, France

Globalization and networked technologies have facilitated the contact of people, information and ideas around the world. Such context pushes "people [to] deal creatively with the resources that new technologies present to them as they engage in traditional activities in new ways" (Kern, 2015:9). While surfing on the Internet, web pages appear as "interactive interfaces" (Baldry & Thibault, 2006) which can respond to users' actions. While offering a limitless access to online resources, multiple web pages can be opened at the same time, allowing the user to reorganise them onscreen. We comply with Baldry and Thibault when they note that "recordings and analyses of trajectories will provide insights into the ways in which users experience websites and their possible meanings" (ibid: 116). Applied to the context of learning a foreign language with a desktop videoconferencing (now DVC) device, transcribing the learner's trajectories seems particularly relevant as to understanding his/her online "meaning-making" (Kress, 2001).

In this paper we will be presenting extracts from the Cultura project – a SCMC [1] based telecollaboration project (Akiyama & Cunningham, 2018). This intercultural project connected for a semester (between September and December 2014) 24 French teacher-trainees from the Université Lumière Lyon 2 (Lyon, France) with 16 students from the MIT (Boston, USA) learning French. During this period, the participants interacted on a forum, then 3 DVC sessions on Google Hangout were organised so to allow the participants to meet. All DVC interactions from the MIT side had been recorded with dynamic screen captures, while 6 pairs had been recorded over the French side. Written questionnaires and interviews had also been conducted.

Research studies in CALL have often put the emphasis on the interactions content (Müge Satar & Wigham, 2017; Zhao, 2010) when influenced by the affordances of the environment (Hampel & Stickler, 2012). Yet very few of them had taken into consideration the complexity of the 'learner's online environment'. Considering our limited data, we define the 'learner's online environment' by her/his body (chest, hands and face) and his/her laptop. This paper thus seeks at accounting for the learner's actions produced onscreen, (use of the mouse, clicks, use of the keyboard) while interacting with his/her teacher-trainee. The learner's onscreen actions will now be referred as onscreen practices.

Our DVC screen captures show that most of the time, the teacher-trainees don't have access to their learner's screen. What happens on the learner's screen during the pedagogical interactions? What types of onscreen practices are observed? How are the learner's body traces mediated onscreen (hands and fingers)? What do they show as compared to learner's personal experience?

The annotation of onscreen practices produced by 3 learners throughout their first and last DVC sessions highlighted two results. On the one hand, some of the practices were intended for the learner's personal language learning through his/her use of online resources such as Wikipedia, WordReference, or Google Image. We define the learner's personal language learning as onscreen practices being noticeable on the learner's screen only. On the other hand, we noticed onscreen practices led for the communication with the teacher-trainee (sending messages on the chatbox, using screen share). These onscreen practices are noticeable for the learner and the teacher-trainee.

After introducing our theoretical frame and our methodology, our analyses will be based on 6 extracts taken from dynamic screen captures. We will be presenting the two types of onscreen practices described above. Some extracts from interviews and written questionnaires conducted with the participants will also be used to support our results. Comparing learners' onscreen practices from these two sessions will allow us to bring into

light their variations – how do they differ between the first and the last sessions? How and why?

This overall paper aims at offering a pedagogical reflexion onto learner's onscreen practices and online resources used for assisting oral communication. Furthermore, it allows future studies a better understanding of the meaning-making negotiation process taking place in such pedagogical context.

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Notes:
[1] Synchronous computer-mediated communication (SCMC)

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Papers session (RESEARCH)

16:00 - 16:30

Tele-collaborative practices of project-based learning: An example from linguistics classes across countries

A. Saricaoglu[1], J. Geluso[2]

[1]TED University, Turkey
[2]Iowa State University, United States

Several changes have taken place in the field of language learning as a result of globalization. The need for language learners to communicate virtually with those who are geographically and culturally distant has resulted in the concept of tele-collaborative learning (Brandl, 2012; O'Dowd & Waire, 2009). This study combines tele-collaborative learning (TL) with project-based learning (PBL): "a series of individual or group activities that involve language/content learning through planning, researching (empirical and/or document), analyzing and synthesizing data, and reflecting on the process and product orally and/or in writing by comparing, contrasting, and justifying alternatives" (Beckett, 1999, p. 4). The majority of tele-collaborative work is on culture learning (e.g., Furstenberg, Levet, English, & Maillet, 2001) and language learning (e.g., Dooly & Sadler, 2016; Lee, 2014; O'Rourke, 2005; Vinagre, 2005) while less is known about content learning. PBL provides the necessary resources for exploring this gap.

In this cross-cultural tele-collaborative study, students enrolled in an introductory linguistics class at a university in the Midwestern United States (n = 32) and a university in Turkey (n = 32) are linked through PBL. Students cross-culturally and tele-collaboratively complete a class project that includes several activities on first and second language acquisition, and work in pairs to debate ideas, analyze linguistic data, and draw conclusions. Employing a systemic functional linguistics perspective and a qualitative approach, we aim to provide insights to the following questions: What affordances in terms of technology do students use to accomplish the tasks in cross-cultural telecollaborative PBL? And what are students' perceptions of the strengths and weaknesses of PBL in a cross-cultural telecollaborative context for content learning? Qualitative data are collected through students' written reflections and analyzed through content analysis. Our findings offer insights for effective PBL experiences in cross-cultural tele-collaborative contexts as well as enrich the PBL and TL literature.

Reversal of NS-NNS participation roles during synchronous telecolloration

R. van der Zwaard[1]

[1]University of Amsterdam, Netherlands

In this presentation we aim to shed light on participant response to interactional problems during a culturally-embedded NS-NNS telecollaboration task, where learner and expert participant roles are reversed (change of footing). In particular, we focus on whether those roles correspond to interactional behaviours as described in the seminal Long (1983) and Varonis and Gass (1985)-paradigms of interactional behaviour.

For our study, 22 NS-NNS (English-Dutch) dyads telecollaborated on a task on the cultural jokes and humors of their respective countries, using both Skype video and written chat, in which the NSs were cast in the role of apprentices, and the NNSs in the role of cultural experts. Our data reveal that the NNSs tend to use the same tactics and strategies to avoid and repair conversational trouble as described as NS interactional conduct by Long. In their turn, in their learner participant roles, the NSs were reluctant to initiate repair after a communication breakdown. We conclude that the dichotomy between NS and NNS does not do justice to the complex, emerging participant roles and identities that become interactionally salient in a telecollaboration environment.

This study contributes to an understanding of processes related to future L2 learning in a synchronous computer-mediated telecollaborative environment.

Papers session (REFLECTIVE PRACTICE)

16:00 - 16:30

Cutting across the curriculum: Reflections on the practice of using videoconferencing in undergraduate courses

J. Háhn[1]

[1]University of Jyväskylä, Finland

Videoconferencing (VC) can take various forms depending on the purpose of the meeting and on the arrangements that the available technology allows for. This presentation is a reflection on the lessons learnt from using room-based, group-to-group intercultural videoconferencing meetings in a higher educational context. The joint VC sessions were built into courses that had different content, offered different learning outcomes and targeted students with different English skills. The question that the presentation raises is how such meetings can be beneficial for all the participants, regardless of their major and fluency in the language.

The VC meetings were arranged between groups of Finnish and Czech students in 2015 and in 2017. The Finnish students were all English majors (specializing either as teacher trainees or as language experts), and they were fluent in English. The Czech students, whose language skills were at B2 level, were studying business and economics as their main subject. The courses that integrated the VC meetings in Finland were related to applied linguistics, more specifically to discourse studies, while in the Czech Republic they were built into the schedule of ESP (Business English) courses. The live sessions were preceded by a preparation stage in which the students introduced themselves in a shared social media platform and started working on a joint assignment. In the actual videoconferences (length 30-60 minutes each), the students had a discussion on one or more pre-assigned topics.

Although it may seem to be a challenge to meet the learning goals of the two groups, it is not an impossible task. Videoconferencing offers a good opportunity to cut across the curriculum and move beyond the framework of university subjects and courses. Tasks that are based on group collaboration and mediated social interaction can enhance useful skills for all the participants. The differences in English proficiency can be overcome by awareness raising and peer support. Language learning (Czech students) and content learning (Finnish students) can thus be combined and result in useful educational encounters.

Benefits of asynchronous video-based communication for FL learners

M. Yamauchi[1]

[1]Chiba University of Commerce, Japan

As reported in previous studies, online Intercultural Exchange (OIE) or Virtual Exchange (VE) can have a positive impact on the participants' attitudes towards and interest in other cultures, and motivation to learn languages. However, some Japanese students, with lower L2 confidence and higher L2 anxiety, can be hesitant at first to engage themselves actively in intercultural interactions. Based on the 2017 project, those negative affective factors, or affective filters, were observed to be gradually reduced through the experience of actual interactions. Also, sharing videos, introduced as a supplementary or optional activity, turned out to be a promising form of communication to facilitate student engagement in intercultural interactions.

Video-based communication is thought to be potentially beneficial for students with lower L2 confidence and higher L2 anxiety, as it conveys far richer information than text-based communication, which could help foreign language learners enjoy communicating in the target language. Also, when it is asynchronous, it can be less threatening compared to synchronous communication via video call, as it allows participants to take time to process what they watch and to prepare what they are going to show.

To maximize the potential of asynchronous video-based communication, a Facebook group was set up for the recent intercultural exchange project between Japan and U.S. in 2017. Facebook was selected for this project as it was an excellent mobile-friendly platform for sharing videos, and it allowed the teacher to easily create a secure place, a "closed" group, for students to share their information.

The presentation first outlines how the 2017 project was structured to promote interaction and collaboration within a group, through creating group videos, for example. It moves on to discuss what significant positive changes, including improved perceived L2 confidence, were observed in Japanese students' attitudes toward using English through experience of authentic interactions, based on the results of the pre- and post-surveys, their open-end comments from the post-survey, and the comparison with corresponding date of the participants in the 2016 project. It is argued that the video-based asynchronous communication, with the above benefits, played an important role in helping the participants change their attitudes. Finally, some possible and desirable improvements are suggested to design a better intercultural and/or language exchange project, regarding the use of both L1 and L2 in actual interactions, how to give corrective feedback to each other, and how to better manage many-to-many interactions in the Facebook group.

Papers session (REFLECTIVE PRACTICE)

16:00 - 16:30

Overcoming problematic smartphone usage for effective mobile learning

O. Kennedy[1]

[1]Ritsumeikan University, Japan

Problematic mobile phone, and more recently smartphone, usage has been widely recognized (Al-Barashdi et al., 2015), with dependency and addiction scales being validated in different contexts (Chóliz, 2012; Kwon et al., 2012; Olufadi, 2015; Pawlowska & Potembska, 2011). Little research has investigated, however, the relationship between this dependency and how it affects student uptake of CALL activities in the classroom.

This presentation describes an exploratory study of thirty-six Japanese high school students that sought to understand their reticence about using the popular language learning application, Duolingo. A 24-item 6-point Likert scale survey (1: "strongly agree" and 6: "strongly disagree") revealed that the students had complex feelings about their mobile devices. Most agreed or strongly agreed that they were unable to resist the urge to read incoming messages, or to update their status on social networking sites. Most also doubted that their device could be used as a learning tool, and thought that it had no role in a formal learning environment.

Small group interview discussions were then conducted to try to understand the reasons for their opinions, and to try to find ways to overcome their resistance. It became clear that many of felt that they were dependent on their devices. Kwon et al.'s 2013 short version of the Smartphone Addiction Scale developed for adolescents was then used to explore the extent of this dependence.

This reflective-practice presentation will describe the Timeboxing, adapted Pair Programming (Beck, K. et al., 2001) and mindfulness techniques that were eventually used to achieve the effective implementation of Duolingo. Suggestions will be offered as to how practitioners in other contexts can further adapt these tools to help overcome similar barriers to learning. The presentation will end with a discussion of the ideas introduced, their potential effectiveness and applicability in participant contexts.

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Evolving roles of the future-proof teacher in a guided autonomous learning environment

S. Gouyette[1], R. Noir[1]

[1]University of Lausanne, Switzerland

For many years, language centres have been including multimedia sessions to their pedagogical approach. The paradigm has obviously shifted from teacher-led language labs to various types of student-centred guided autonomous learning. Since 1999, the University of Lausanne Language centre introduced such a learning design, where the learners are encouraged to develop their independent language learning (Holec, 1979).

Despite being an innovative approach, there seemed to be a gap to bridge between the learning environment and the learner. Student's evaluations were pointing to problems of accessing and understanding how to find their way and learn efficiently in such an environment.

Therefore, a teachers' task force was created in 2014 to rethink and improve three main aspects of the whole learning design: 1) the user-friendliness of the platform and the methodology of our learning approach; 2) the teachers' roles in each step of the learning process (in class, in the multimedia centre, on-line); 3) the reinforcement of a temporality in the autonomy process.

Several concrete measures were implemented to increase students' awareness and ability to use the learning design and environment. Besides a few changes in the layout and adding more interactive resources, the core of the improvement was training teachers/colleagues to be involved in bridging the gap mentioned. Their role appears to be fourfold: a linguistic role (giving feedback on the language activities), a cognitive role (offering advice and learning strategies), a motivational / affective role (maintaining motivation), and a technical role (giving support on the use of the multimedia devices). The obvious challenge in such a situation was to shift colleagues' mind-sets from being teachers to being advisors and facilitators (Barbot, 2006). Little by little, they have become aware of their crucial role in encouraging and stimulating learners on their path to autonomy.

An increase in learners' satisfaction has been observed during the last semesters, as far as the multimedia sessions are concerned. The roles of and the relationship with the "teacher" are also more clearly perceived by both learners and teachers. This has convinced us of the importance of flexibility and adaptability in a world of constantly evolving learning technologies, helping us to understand the role of the future-proof teacher.

Papers session (EUROPEAN PROJECTS)

16:00 - 16:30

MoVeMe MOOCs: outcomes, reusable guidelines and online repository of OERs.

A. Plutino[1, 2]

[1]University of Southampton, United Kingdom
[2]The Open University, United Kingdom

This paper will provide an overview of the MoVeMe MOOCs Project, specifically designed MOOCs in English and Italian available on the online platform FutureLearn. They have been created to develop and enhance students' skills in academic and specialised contexts.

Financed by the European Commission under the Erasmus+ programme, the project has been developed by a consortium of prestigious institutions: University of Siena (project management) in collaboration with The Open University (UK), the National University of Ireland, Galway(IRL), the Computer Technology Institute (GR), la Fenice, Italian teachers' association, Naples (IT), and the Institutul de Stiinte Ale Educatiei, Bucarest (RO).

The design, production and delivery of MoVeMe MOOCs has been developed for the European Higher Education sector, which is characterized by the huge phenomenon of student mobility. They usually have a B1/B2 level of language competence however they inevitably have to negotiate the considerable difficulties of academic language as well as to organize their learning autonomously and independently.

The MOVE-ME MOOCs have been designed with a specific focus on developing students' competence in learning to learn, supporting them in acquiring the skills and competences necessary for both understanding and producing written and oral academic texts from a variety of specific disciplines.

Following two deliveries of the MOOCs in 2016 and 2017, this paper will report on the project final data analysis, discussing the main findings which have contributed to the creation of specific guidelines and a syllabus for the creation of MOOCs for languages for academic purposes and their evaluation.

It will then promote to the audience the resources produced as OERs and which have been made available on the project website.

EU-speak3: online training for adult immigrants' literacy teachers

T. Tammelin-Laine[1], M. Suni[1]

[1]University of Jyväskylä, Finland

In many countries, there is an increasing need for adult literacy education among immigrants, but in-service training for teachers is not commonly available. In the ERASMUS+ project "European speakers of other languages: Teaching adult immigrants and training their teachers" (EU-Speak3), a free online course for teachers and volunteers working in this field was offered in 2015-2018.

The contents were divided into 6 modules created by expert teams working in seven partner universities in five countries: University of Cologne (Germany), University of Granada (Spain), University of Jyväskylä (Finland), Newcastle University (UK, coordination of the project), University of Northumbria (UK), Boğaziçi University (Turkey), and Virginia Commonwealth University (USA). Each module was organised twice (alpha and beta version); the materials will also stay available for further use after the funding period.

On Moodle platform, each 5-week module was offered simultaneously in English, Finnish, German, Spanish, and Turkish, and online mentoring was available in all these languages. Most of the participants were from Europe and North America, but also other continents were represented. Participants' views and experiences could be shared across languages in the multilingual discussion forum.

In this paper, the background, contents, participant profiles, and outcomes of the project will be briefly introduced. Then a closer look at the module focusing on the social aspects of second language literacy will be taken. The themes of this module were designed by the presenters, and they covered e.g., the status and history of literacy in different societies, the role of literacy in immigrants' daily life, and the empowering and emansipatory aspects of adult literacy. In addition to the design and implementation of this particular module, also such general challenges related to multilingual online teacher education courses as content localisation, participant drop-outs, and the maintenance of online resources after funding period will be discussed.

Papers session (RESEARCH AND DEVELOPMENT)

16:00 - 16:30

A flexible online system for curating reduced redundancy language exercises and tests

T. Zesch[1], A. Horbach[1], M. Goggin[1], J. Wrede-Jackes[1]

[1]University of Duisburg-Essen, Germany

Reduced redundancy exercise formats like C-tests (Grotjahn, 2014) are frequently used and established tools in language learning as well as in assessment as they correlate well with general language proficiency (Eckes 2006). A C-test consists of a text paragraph with a set of gaps where the prefix of a missing word is shown as a hint for the learner.

According to teachers and test designers (Arras, 2002), the time-consuming process of designing C-tests is a major bottleneck especially if such tests are used as a type of exercise in language learning instead of summative assessment. Here, it is necessary to create a large number of tests in advance.

In order to relieve the workload of teachers, we thus present a flexible online tool that allows for a fast and dynamic creation and curation of C-tests. The features include: (i) automatic application of a gap scheme, (ii) one-click addition or deletion of gaps for fine-grained adjustment, (iii) an option to manually adjust the size of individual gaps as well as (iv) to specify additional solutions for a gap.

To provide a high quality in the initial automatic gap assignment, we apply multiple Natural Language Processing steps like word class tagging and named entity recognition. This is necessary because named entities, such as person or location names as well as numbers, should usually be skipped as they often cannot be predicted or the prediction requires knowledge different from mere language proficiency. Currently, apart from a generic language-independent scheme, there exist dedicated versions of the automatic gap assignment for three languages (English, French, and German), where we take language-specific phenomena into account. For example, French tokens containing clitics like 'qu'aujourd'hui' need to be properly segmented before adding a gap. In German, noun compounds need special treatment, as only the head noun of the compound should be used for adding the gap.

We also include in the system a recently developed method (Beinborn, 2014) to reliably predict the difficulty of a given gap. This helps the exercise designer to identify individual problematic gaps and to adapt the overall difficulty of the test to the appropriate level for a given group of language learners.

The final tests can then be exported in various formats to ease the integration with existing CALL systems. The online system can also be used as a convenient editor to import and adapt existing C-tests.

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Eckes, T., & Grotjahn, R. (2006). A Closer Look at the Construct Validity of C- Tests. Language Testing, 26(3), 290–325.

Grotjahn, R. (Ed.). (2014). Der C-Test: Aktuelle Tendenzen- The C-Test: Current Trends (Bilingual). Peter Lang GmbH, Internationaler Verlag der Wissenschaften;

Grotjahn, R. (Ed.). (2014). Der C-Test: Aktuelle Tendenzen- The C-Test: Current Trends (Bilingual). Peter Lang GmbH, Internationaler Verlag der Wissenschaften;

16:30 - 17:00

Personalize your L2 vocabulary learning with "Immersed"

S. Zarour[1], K. Elkayar[1], W. Cardoso[2]

[1]McGill University, Canada
[2]Concordia University, Canada

The literature on second/foreign language (L2) vocabulary acquisition suggests that important aspects of vocabulary expansion involves incidental learning (Brown, Waring, & Donkaewbua, 2008). Another important aspect is repetition, with many studies indicating that vocabulary retention increases with the number of times the learner is exposed to a word (Webb, 2007). Traditional learning strategies used in L2 classrooms usually follow a static curriculum, which tends to focus on groups of students, not on individuals (e.g., these strategies are often based on students' age and, consequently, their perceived needs and interests). Accordingly, L2 curricula do not often consider each student's specific interests or needs in the target language (Chen, Hsu, Li, & Peng, 2006). One way of making these learning environments more dynamic is via the use of technology, especially one that provides users with options to customize and personalize their own learning (Chen et al., 2006), preferably in a mobile format so that learning can take place beyond the walls of the classroom, "anytime anywhere" (Stockwell, 2013).

In this study, we introduce a mobile application that aims to mitigate some of abovementioned limitations: Immersed. Immersed is a mobile application for Android phones that incorporates incidental learning, repetition and personalized learning through three functionalities. First, incidental learning is covered through the display of live translations on the user's screen: as users type using their preferred language (e.g., L1 English), the app keyboard (which also functions as a regular keyboard) provides the translation in the selected language (e.g., L2 French) so that users can notice and potentially learn, incidentally. Secondly, based on the users' daily typing habits, the app automatically generates a personalized vocabulary list paired with the corresponding translations in the selected language. Thirdly, the app creates personalized spaced repetition quizzes based on the users' mostly frequently typed words. This way, the user is repeatedly exposed to vocabulary words through the live translation feature, which can then be consulted in the vocabulary list and practiced with the spaced repetition quizzes.

This study has two goals: The first is to introduce Immersed (including its conceptualization and development) and its modus operandi. The second goal is to report the results of a feasibility study in which we examine users' perceptions and attitudes towards the proposed app, including its usability. For the feasibility study, we adopt a triangulation of methods to examine the participants interaction with the app: (1) a Likert-scale survey (adapted from Cardoso, 2011), in which we ask participants to rank statements regarding their experience using the app (including perceptions and attitudes towards the app; e.g., Immersed helped me learn words in French); (2) oral interviews with the participants, which ask similar questions in an open-ended format; and (3) focus group discussions. In our discussion, we emphasize the importance of personalized learning on mobile applications such as Immersed: they enable students to learn what they want and/or need, on their own, at their own pace, and outside the boundaries of the language classroom.

Papers session (RESEARCH)

17:30 - 18:00

Multilingual and Multimodal Mediation during Online Video Chats

M. Liang[1]

[1]National Central University, Taiwan

In the globalized world, strategic language choices enable bi-or multi-linguals not only to shift styles of speaking to index social positioning and negotiate cultural identities but also to use mixed semiotic practices to address communicative demands (Hult, 2014; Seargeant, Tagg, & Ngampramuan, 2012). Technologies bring affordances of online interactions into a sociocultural process of transforming cultural resources across modes in pragmatic and situational discourses. Drawing upon the concept of technological mediation, Thorne (2003) suggested that artifacts and tools link local, contingent, communicative practices to the socio-political histories or "cultures-in-use" of computer-mediated communication, which could result in students interactions in different ways. From the social semiotic perspective, culture is the repository of semiotic resources co-constructed in social interaction (Kress, 2012). While text chats between learners and tutors help interlocutors to compare and evaluate different cultures in transnational contexts (e.g., Menard-Warwick, 2009; Menard-Warwick, Heredia-Herrera, & Palmer, 2013), multimodal technologies have produced oral, textual, and visual forms of mediation for the creative expression of situated identities in online contexts (Thorne, Sauro, & Smith, 2015). Although textual and technological mediation has been used to organize classroom instruction and discourse, few empirical studies have been conducted to explore how second language students mediate between languages, cultures, and modalities in online video chats. Therefore, this study investigated online multilingual and multimodal communication between domestic and international university students.

This study adopted a sociocultural perspective of mediation, which is closely linked to interactional sociolinguistics and discourse-oriented communication ethnography (cf. Helm & Dooly, 2017); however, the analysis mainly relied on mediated discourse analysis (Norris & Jones, 2005; Scollon, 2001) and multimodal interactional analysis (Norris, 2004, 2011, 2014), which involve different research conventions to explore social actors' agencies—i.e., social positioning of themselves and others—in the creation of multilingual and multimodal mediation in small and large actions or practices at online sites of engagement—i.e., Skype and other multimedia activities. From the perspectives of mediated discourse and action, the intersections of smaller level actions that are embodied in communicative modes (e.g., spoken language, pauses, gestures, laughter, and facial expressions) in relation to higher level actions that are often disembodied (e.g., instant messages and other resources on the computer interface or pictures, posters and other signs in the physical surroundings) were examined in the time-space of online interactions.

The presentation will include multimodal mediated discourse analyses of video transcription extracts of the verbal, non-verbal, and on-screen interactions from six small groups of four students. The presenter will discuss not only a range of pragmatic mediation strategies and multimodal interactional features in bi-or multilingual students' discursive construction and negotiation of intercultural practices and mediator roles during online video chats, but also instances of failed mediation in which cultural meanings and contexts cannot be effectively negotiated and shared. Major findings will show students' alternative and contingent ways of transforming styles, genres, identities, and positions to illustrate pragmatic mediation strategies across languages, cultures, and modalities and to provide insights and examples for teaching and studying online lingua franca communication in various virtual spaces.

Students' socialization in self-learning & open-courses: EFL university students in Taiwan

O.H. Huang[1]

[1]Taipei Medical University, Taiwan

Employing interpretive theory, this study explores undergraduate EFL learners' experiences and perceptions of participating in semi-flipped open courses. It also investigates their challenges and concerns throughout the socialization process.

Serving as a supplementary instruction tool, open courses (Coursera) was implemented for 2 semesters in 3 EFL class of around 100 students in Taiwan. While developing their English presentation skills, leaners were obligated to watch/analyze videos before the class, wrote reflective critique journals, and briefly reported their discoveries in class among peers weekly throughout the semester.

Both quantitative and qualitative approaches were applied to examine the learners' experiences and perceptions; by this study, here are three research questions to be answered:
1. What relationship exists between students' self-learning (in terms of open courses) and their awareness of culture diversity?
2. What perceptions and expectations of culture diversity related to open courses do college students hold?
3. How do university teachers perceive the relationship between culture diversity and students' self-learning through open courses? How can culture diversity awareness possibly support or hinder language teaching?

Data collection include open-ended questionnaires (before and after the semester), semi-structured interviews with both the learners and curriculum developers, and analysis of learners' presentation videos.
This study found that leaners' experiences of participating in open courses involved socialization about their English for special purposes (ESP) learning in terms of four interrelated dimensions: participating willingness, sorting processes, culture diversity and intercultural communication. This study provides pedagogical implications for adopting open course in the EFL classroom as well as the development of ESP courses.

Papers session (RESEARCH)

17:30 - 18:00

Online support for academic writing: A review of technologies with special attention to the needs of non-native writers

C. Strobl[1], E. Ailhaud[2], K. Benetos[3], A. Devitt[4], O. Kruse[5], A. Proske[6], C. Rapp[5]

[1]Ghent University, Belgium
[2]U of Lyon, France
[3]U Geneva, Switzerland
[4]Trinity College Dublin, Ireland
[5]Zurich University of Applied Sciences, Switzerland
[6]TU Dresden, Germany

Background
With the process-oriented approach gaining momentum in writing instruction since the 2000s, there has been growing interest in online support for writing. Recent web 2.0 applications offer a multitude of options for electronic scaffolding of writing. At the same time, language technologies have evolved to the extent that it is possible to provide automated feedback on free text input. This potential is being explored by a growing number of online writing aids, ranging from simple grammar checkers to systems that evaluate genre adequacy of academic papers. Given this evolution, a critical review of existing support instruments focusing on their instructional affordances is of interest to both practitioners and researchers in the area. The presented review of technologies designed to support writing instruction in higher and secondary education for native and non-native writers was carried out by an international team of researchers within the European Literacy Network (funded by COST Action IS1401; https://www.is1401eln.eu/en/working-groups/working-group-3/). The review adopts a pedagogical perspective and thus broadens the scope of previous research in this field that was organised according to technological specifications. For instance, Allen, Jacovina, and McNamara (2015) proposed a distinction between Automated Writing Evaluation (AWE), Essay Scoring (ES) and Intelligent Tutoring Systems (ITS). Our review shows that, with technology enhanced learning becoming more ubiquitous and widespread, new technologies and tools catering to a broader range of pedagogical settings and approaches are emerging.

Method
Data collection was done through an extensive literature and database search in six European languages and an online survey sent out to the expert community via mailing lists. Of the 89 tools that were collected in this way, 44 tools were retained for further analysis, after applying exclusion criteria (e.g., appropriate target group, emphasis on writing activities). For a comprehensive and systematic overview, a coding framework consisting of 40 qualitative and quantitative descriptors was developed. Next to general information about e.g. supported languages and technological specifications, the descriptors cover features related to writing processes, pedagogical approaches, feedback modalities and interaction support.

Results
In this presentation, we will briefly outline the major results of our analysis. Next to expanding the existing classification by adding other forms of learning technology, e.g., interactive tutorials, the results uncover an imbalance. While automated support for revision on the micro-level targeting factual knowledge is well represented, tools that support the development of writing strategies and encourage self-monitoring to improve macro-level text quality are rare. Furthermore, though most tools can be used to support both native and non-native writers, there are features that make some systems specifically interesting for the latter group. We will

therefore zoom in on some tools that in our view are especially suited for the needs of second language writers because they offer specific linguistic support and/or genre-related knowledge specific to the academic culture(s) of the target language.

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Using keystroke logging to analyse the writing process – tools for teaching writing

K. Mäntylä[1], S. Lahtinen[2], V. Vaakanainen[2], M. Mäkilä[2]

[1]University of Jyväskylä, Finland
[2]University of Turku, Finland

Understanding the writing process and the production of sequences in a language provides us with valuable information on how language users and learners see structures and patterns in a given language. Realising individual differences (learner-internal sequences) and acknowledging potential deviations from what is in standard language considered as sequences (learner-external sequences) enhances teaching and learning these patterns (Mitchell &Myles 2017) as well as understanding the nature of the writing process.

In this case study, we discuss the possibility of identifying formulaic sequences in the texts written by L2 learners of Swedish, English and Finnish with the help of keystroke logging. With a formulaic sequence, we refer to a sequence of two or more lexical items which the learner acquires through linguistic input as a complete "package" or unanalysed whole (Wray 2002). Previous research on formulaic language has often been corpus-driven, frequency-based and has focused on English as L2 (Jaworska, Krummes & Ensslin 2015). This study aims to explore in greater detail what kind of lexical elements might be produced as entities when writing, considering the different typological nature of the three languages.

In data gathering, we used keystroke logging which is a method for recording keyboard activities during computer writing (Strömqvist & al. 2006). The writing can be replayed in real time, and pausing and revisions studied in detail. Our hypothesis is that the length of bursts (Chenoweth & Hayes 2001) and possible revisions reveal which lexical items appear as formulaic sequences in learners' writing process rather than in the end product. The texts were written by university students (N=20) learning Swedish, English or Finnish in Finland. The preliminary results show that learner-internal formulaic sequences can indeed be identified by studying keystroke logging data, which reveal interesting differences between the three languages as well as between learner-internal and learner-external sequences.

We discuss how keystroke logging as a method, and these findings open doors for a new kind of research in the field of formulaic sequences, and in understanding and teaching typologically different languages.

Papers session (REFLECTIVE PRACTICE)

17:30 - 18:00

Does the assessment fit the skill? Assessing Oral Skills through Video-presentations

M. Poetzsch[1], E. Fernández Navas[1]

[1]University of Sheffield, United Kingdom

Like most British language centres, the Modern Languages Teaching Centre (MLTC) at the University of Sheffield has seen a sharp increase in student numbers over the years with up to 1600 student registrations per year. These increased student numbers have posed new challenges – one of which is the question of how to assess oral skills for large groups of students without sacrificing teaching time? The MLTC has met this challenge by introducing video presentations for the levels B1 to C1 of the CEFR. While - from the teacher's perspective - the video presentations are primarily a means to assess students' language performance, for the students they offer opportunities to develop their presentation skills as well as their media competence.
In the German Section, we have therefore decided to further develop a clear progression of tasks for this form of oral assessment: Students of each level are also confronted with a different form of presentation requiring a different use of language in line with the presentation demands.
1) B1 – presentation with screen capture software: Here, students need to take into consideration how to use PowerPoint effectively to accompany and support their language use.
2) B2 – video presentation without PowerPoint (talking heads): The focus lies on speaking freely without relying on notes.
3) C1 – PechaKucha presentation "20imagesx20seconds": This format requires students to suit the complexity of their language use to the slides of their presentation precisely due to the strict stipulation of time and slides. Oral assessment via videos is nowadays quite commonplace, but it still raises various concerns from digital know-how requirements to questions of natural speech production and the inability to reliably assess any spoken interaction outlined in the CEFR.
In this paper we wish to address these legitimate concerns and our strategies to resolve these. We will furthermore share our findings on the students' perspective of this type of assessment focusing on which format the students prefer, what they found the hardest and finally, what the students think is being assessed and in how far they are aware of additional skills gained.

18:00 - 18:30

Integrating peer scoring into a listening-based speaking test in CBT environments

Z. Lu[1], F. Wen[2], S. Li[1], C. Zheng[1]

[1]Beijing University of Posts and Telecommunications, China
[2]Beijing University of Posts & Telecommunications, China

With rapid development and extensive use of information technology, constructing multidimensional and dynamic assessment has become a reality, and peer assessment is an indispensable part in such formative assessment. In this study, peer scoring was integrated into English as a foreign language (EFL) students' oral production in an English audio-video speaking course (EAVSC) in a digital lab, which made it possible to do synchronous oral communication, speech recording and collecting automatically. The study has been conducted repeatedly for three teaching sessions since 2016 and there were about 120 non-English major sophomores in four parallel classes involved in each teaching session. All the participants were required to accomplish the mid- and post tests, which were in the same testing format of integrating listening-based speaking tasks through ROFALL system, a self developed web-based language skills training system. The procedures of the two tests were as follows: first, students were required to conduct listening-based comprehensive items of the computerized tests, in which, the last item was a one-minute personal statement on the prior-listened input; then, after finishing the tests, they were asked to complete a questionnaire concerning the operation effect of the system; next, when submitted all their recorded personal statements and completed responses to the first questionnaire, students were required to score on the other peer students' recorded oral performance; finally, they were requested to do the second questionnaire with respect to their self-reflection on peer scoring, in addition, it was also followed up with two-minute recorded comments on peer assessments in the mid-test. All the students' peer scoring data and their responses to the two questionnaires were collected automatically by the system and were processed through SPSS software.
Through analyses of correlated data and students' feedback from two questionnaires, it was found that the EFL learners' peer scoring on oral production had a positive impact on promoting their ability to have self-reflection. The results indicated that the process of peer scoring and giving comments helped learners maintain a conscious awareness of the scoring rubrics (embedded in the system and shown on the interface) and wash-back effects of the tests. What's more, in terms of the four dimensions in the scoring rubrics, the degree of self-reflection was varied from the female to the male, from learners of the more advanced-level to those of others. This research is also intended to provide both EFL instructors and CBT designers with pedagogical implications and innovative suggestions, and to shed light on classroom implementation of integrating peer scoring into the process of oral production in CBT environments in EFL contexts.

Papers session (REFLECTIVE PRACTICE)

17:30 - 18:00

Blended EAP: maintaining success and evolving to meet the future

S. Winspear[1]

[1]University of Southampton, United Kingdom

This presentation reflects on the development of the blended year-round course 'Academic and Professional Skills for Business' (Skills for Business / S4B, for short), which is designed to help students succeed in their studies and prepare them for future employment. It will describe the decisions affecting the evolution of the course, comment on how challenges were met and outline the future development of the course to meet an increasing and expanding student cohort.

S4B is an optional blended 'English for Academic Purposes' (EAP) and 'Professional Skills' course for international (and home) post-graduate taught (PGT) and under-graduate (UG) students at the University of Southampton Business School.

As Southampton Business School attracts a large number of international postgraduate students, a new approach was needed for the effective delivery of EAP support that provides increased flexibility in learning.

After considerable research on possible delivery platforms and learning tools, a decision was made to launch S4B in 2015/16 on Blackboard, the main University Virtual Learning Environment, and to experiment with using Articulate Storyline to create interactive self-study resources.

S4B was promoted in the 2015 PGT induction and after this successful pilot year, first year UG EAP support classes were supplemented with S4B online learning resources and tutorials and 'repackaged' under the Blackboard course USB ('Undergraduate Skills for Business').

For the current academic year (2017/18), PGT and UG support is combined into the one course 'S4B', and hosted on a different platform (eFolio). The course has also been also opened up to PGRs.

Combining support in the one S4B course means that Business School students can participate in any S4B session, so sessions such as campus-based lectures and workshops that were previously only for PGTs can now be attended by UGs and vice-versa. In fact, it is not uncommon to find students from other faculties participating in S4B, as it is now 'open' within the University (although primarily used by Business School students).

This presentation will thus outline the development of S4B, explain the rationale behind changes made to the learning design and the delivery platform, and describe the relationship between staff in the Business School and the English Language development team. The effectiveness of this latter collaboration was extremely important in ensuring the needs of students and staff were met at every point in the development and delivery process.

The presentation will be of interest to those considering setting up blended courses, and in particular, how changes were made in response to student usage and feedback. It will conclude with comments on how ongoing feedback is informing the next development cycle of the course. This is of critical importance as we strive to further improve the student experience, increase participation, and update and develop content. We hope to ensure that the course is fit for our future students and that it helps them in tangible ways to be

successful in their studies and their future lives beyond their time at university.

EFL learning in Japan with Augmented Reality

A. Stone[1], S. Taylor[2]

[1]Kyushu Sangyo University, Japan
[2]Kyuhsu Sangyo University, Japan

This presentation will discuss the development, application, and learner experience of two Augmented Reality (AR) activities designed to serve the teaching of listening and speaking skills to EFL learners in the technology-rich environment of a Japanese university.

In the context of limited research (Godwin-Jones, 2016), the authors will discuss how smartphones can utilize camera tracking, marker based AR in language learning. Radu (2014) states that such AR allows for improved learning of content due to the spatial and temporal alignment of multiple representations, and for improved performance and memory retention due to the directing of attention to specific content to scaffold student learning. Godwin-Jones (2016) notes that increased motivation and collaboration may also arise, due to the novelty of the experience, and because the AR activity may require physical movement around the classroom or campus.

The activities to be described in the presentation both use pre-selected images as 'triggers' of video file 'overlays' (Hawkinson, 2014). The first activity uses 'triggers' located in various places around the university campus to create a listening activity whereby teams of learners must follow a set of clues to discover the location of a set of passwords. Thus, AR is being utilised to encourage physical movement and collaboration, and to provide contextual learning (of positional prepositions) in a meaningful, real world situation. In the second activity, 'triggers' displayed on classroom walls are used to create a listening and speaking activity whereby teams of learners must construct a conversation out of its parts, and then adapt the conversation to reflect personal experience. Here, AR is again being utilised to encourage physical movement and collaboration, and to provide scaffolding for speaking practice.

The presentation will conclude with an assessment of the created AR activities, based on Roger's (1983) five attributes of innovations, which suggest that the success of an emerging technology can be predicted by it's relative advantage, compatibility, complexity, trialability, and observability. Discussion will include benefits and drawbacks, and recommendations for the future use of AR in foreign language learning, in regards to the currently available technology, and the use of questionnaire data to illuminate learner experiences of using AR in the language classroom. Such an approach to evaluation adds to existing methods of maximising the potential of AR (see Radu, 2014), and may contribute to the development of a more rigorous framework for the design and assessment of AR materials for language learning in future.

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Papers session (EUROPEAN PROJECTS)

17:30 - 18:00

FanTALES: Preparing Teachers to Work with Multilingual Interactive Digital Storytelling

J. Buendgens-Kosten[1], S. Sauro[2], S. Ullman[3]

[1]Goethe University Frankfurt, Germany
[2]Malmö University, Sweden
[3]Lunds dans- och musikalgymnasium, Sweden

Language learning at school is often remote from the informal practices in the target language that students exhibit outside the classroom in online and digital contexts. For instance, in many L2 classrooms, there is limited attention to the linkage between literature/creative writing and language learning (Sauro & Sundmark, 2016). This stands in contrast to work on informal language learning, such as online fan fiction writing (e.g., Black, 2009) and digital gaming (e.g., Sundqvist & Sylven, 2014) which has explored how extramural creative or digital activities can benefit the development of linguistic, digital, literary, and intercultural skills. In addition, in formal school contexts, the CEFR's (Council of Europe, 2001) focus on plurilingual communicative competence is rarely forefronted, even though its 2017 companion volume clearly outlines plurilingual competencies, including the ability to use more than one language in a text "for rhetoric effect or for fun" (Council of Europe, 2001: 148).

There is a need, therefore, for the development of teaching materials and teacher training that draws upon creative and literary online youth practices that foster plurilingual communicative competence.

Accordingly, the ongoing Erasmus+ project "FanTALES" (Fanfiction for the Teaching and Application of Languages through E-Stories) sets out to bridge existing multilingual practices, online fan fiction practices, and work on interactive fiction (if) in a project for the development of teaching activities and teacher training materials for secondary school language learning.

This presentation provides an overview of the FanTALES project and introduces initial outputs: (1) an annotated catalog of source texts for media-inspired teaching materials (e.g., books, movies, digital games) identified by secondary school L2 English learners, (2) three learning-by-doing modules for teacher training on using fan fiction, interactive storytelling, and multilingualism, and (3) a preliminary report on the challenges of bringing multilingual fanfiction-inspired interactive fiction activities into the classroom.

18:00 - 18:30

Adaptive instruction in technology-mediated language learning: a research project funded by the Social Sciences and Humanity Research Council of Canada

M. Hamel[1], T. Heift[2], C. Caws[3], M. Schulze[4]

[1]University of Ottawa, Canada
[2]Simon Fraser University, Canada
[3]University of Victoria, Canada
[4]San Diego State University, United States

In a technology-mediated environment adaptive instruction can generally be defined as the capability of a system to alter its behavior according to learner needs and other characteristics (Shute & Zapata-Rivera, 2008). Recent advances in technology and their integration in instructional design have led to individualization, whereby personalized instruction is offered simultaneously to large groups of learners (Lee & Park, 2008). Yet, technology-based adaptive instruction still faces obstacles, mainly in defining the relationship between technology-mediated learning and the learner. The question arises: to what extent does technology need to adapt to the learner and the learner to the technology (Vandewaetere, Desmet, & Clarebout, 2011)?

In our project, we take a broad view of adaptive instruction by considering not only the (pre)programmed adaptation of computational systems to individual learners, but also the adaptation made by instructors and students. Our principal objective is to investigate both the potential and limits of adaptive instruction by examining the unique and complex ways in which language learners and instructors interact with a variety of digital tools in different e-learning environments. Our premise is that by creating and tailoring functions of such tools to specific learners, adaptive instruction in technology-mediated environments is more likely to be achieved.

Through an exploration of individual and collaborative language-learning activities, we examine technology-mediated learning activities, in order to identify: (a) patterns of individual learner behavior and second language development during technology-mediated language-learning activities, (b) learner personas, and (c) the effectiveness of technology-mediated affordances for adaptive instruction of specific learner personas. The mixed-method approach that we use to answer our research questions stems primarily from research into the complexity of technology-mediated language-learning processes (Larsen-Freeman & Cameron, 2008). Our empirical analyses focuses on individual learners of German and French within their social, cultural, and educational contexts in both online and blended learning environments.

Papers session (RESEARCH)

9:00 - 9:30

Vlogging in Toronto and Helsinki: Exploring Finnish language and culture through collaborative encounters

A. Muhonen[1], R. Kujanen[1,2]

[1]University of Toronto, Canada
[2]University of Turku, Finland

The use of social media – in our case vlogging – in language pedagogy shifts learning from accessing and sharing information to designing communities of inquiry where participants are actively engaged in deep and meaningful collaborative learning (Vaughan 2013). Social media applications' greatest asset is to bring people together in communities where participants – both students and teachers – can interact and collaborate on meaningful activities (Vaughan et al. 2013). Through vlogging encounters, communities can be created and sustained over time and place (see Vaughan 2013 et al.: 119–120; "imagined community" Andersson 2006). Using language in a meaningful way also leads to learning.

The Finnish Studies Program at the University of Toronto teaches Finnish as a foreign language. Because of the long distance to Finland, few classroom teaching hours and small student groups, students in Toronto have only limited exposure to Finnish. Yet, opportunities to practice and communicate with other language users in authentic environment is crucial for language learning. As students in Canadian universities pay expensive tuition fees, teaching and learning practices have to be high-quality, motivating and meaningful for the students. Language learning also needs to be relevant to their future work life and career. As educators, we need to be committed to meet all these requirements in our learning and teaching curricula.

Using reflective research practice, our paper we will bring along pedagogical insights and discourse from a blended learning project "Vlogging and blogging in Toronto and Helsinki" where two parallel Elementary Finnish classes from University of Toronto in Canada and University of Arts in Helsinki in Finland have been collaborating. Because vlogging has not been used much in our field, this innovation is on the frontier of new groundbreaking and innovative Finnish as a foreign language pedagogy.

In our interdisciplinary approach we will combine ethnographic (Heller 2008; Creese 2008) and reflective research methodology and practice to the study of foreign language learning and teaching.
This project is supported by Finnish National Agency for Education (EDUFI).

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Various Effects of Computer-Assisted Grammar Learning

A. Turula[1]

[1]Pedagogical University, Krakow, Poland

The paper will open with a review of research to date into the effectiveness of form-focused instruction, both traditional and computer-assisted. In doing so, the focus will be on the different grammars to be taught (Willis 2003) as well as a variety of form-focused instructional modes, ranging from input enhancement through awareness raising to the inductive/deductive teaching. Treating the review as a point of departure, the paper will report on a 2-year study of various forms of the digital enhancement of focus on form. Carried out as action research, the study involved 2 groups of first-year students of the English Studies programme at the Pedagogical University in Cracow, Poland. In the first research group (N1e=14), which underwent the treatment in the academic year 2016/2017, the traditional grammar class was replaced with a quasi-experimental instruction with elements of gamification, digital input flooding (including pull and push presentation techniques), student-generated digital resources (including flashcards and grammar memes), etc. At the end of the course, students' attitudes were tested with a questionnaire and their result of the final grammar test were gathered and compared with the results of 7 other groups of first-year students (N1c=97) in whose case the traditional treatment (lecture on rules plus practice in class; practice at home) was preserved. Based on the results, the quasi-experimental treatment was revised and improved, and implemented in the second research group (N2e=16) in the academic year 2017/2018. The treatment itself as well as the data showing students' attitudes and the final test results of both experimental groups together with the results of their control counterparts will be presented and discussed.

Social media in language learning: A mixed-methods investigation of students' perceptions

N. Aloraini[1, 2], W. Cardoso[2]

[1]King Saud University, Saudi Arabia
[2]Concordia University, Canada

The literature on students' perceptions towards the use of Social Media (SM) for language learning reports mixed findings: while some studies indicate learners' positive perceptions towards using SM for academic purposes (e.g., Bani-Hani, Al-Sobh, & Abu-Melhim, 2014; Borau, Ullrich, Feng, & Shen, 2009; Cheng, 2012; Lee & Markey, 2014), others suggest that learners' perceptions might vary due to their proficiency in the language (e.g., Gamble & Wilkins, 2014). There is also evidence that students' do not always wish to share their SM environments for educational purposes (Venkatesh, Rabah, Fusaro, Couture, Varela, & Alexander, 2016; but note that these findings do not relate to L2 learning). This study investigates students' attitudes towards the use of four popular SMs in learning English as a foreign language: WhatsApp, Snapchat, Instagram and Twitter (selected based on frequency of use in Saudi Arabia, from a survey conducted in 2016 involving 800 participants).

Ninety-nine adult learners studying at a university in Saudi Arabia were randomly selected from two different proficiency levels (beginners and advanced) to participate in this non-experimental mixed-methods study, which consisted of individual surveys and interviews that probed their experiences using WhatsApp, Snapchat, Instagram and Twitter, and their perceptions of the tools' potential for language learning. A two-way analysis of variance (ANOVA) revealed that there are differences between beginner and advanced students in their perceptions of the usefulness of SM applications for language learning (lower level students judged different SM applications as effective tools for learning more than did the advanced learners), but not in their affective feelings towards SM use outside the classroom, nor their choice of SM application to use for learning. Frequency counts indicated that the groups' choices of SM varied according to different language purposes and the skills to be learned (e.g., participants preferred WhatsApp for communication with family and friends, Twitter for reading, and Snapchat for learning aural skills). Further qualitative analysis revealed that advanced learners were more reluctant to using SM for academic purposes, somewhat mirroring the results reported in Venkatesh et al. (2016) in the context of general (not L2) education. Finally, we report on students' perceived advantages and disadvantages of using these technologies for language learning. From a pedagogical standpoint, these findings indicate that teachers should be encouraged to use SM to create language practice opportunities outside the classroom, particularly when teaching lower level students in a foreign language context, as they have little privacy concerns and, more importantly, they claim that using SM for academic purposes would not take away its entertainment features.

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Papers session (RESEARCH)

9:00 - 9:30

The Add1Challenge: informal learning encounters in the digital wilds

T. Beaven[1], A. Beaven[2]

[1]The Open University, United Kingdom
[2]Università degli Studi di Bologna, Italy

The polyglot community is emerging as an influential group which is reimagining informal language learning in the digital wilds and redrawing the models of language learning through innovative user-driven practices. This paper presents an empirical study exploring the practices of the polyglot community and discusses the practices of participants in a language challenge in order to shed light on the nature of self-directed-learning in this new independent learning context.

The Add1Challenge, originally created by polyglot Brian Kwong (http://add1challenge.com) is an online community of over 700 language learners who gather together in cohorts of 40 to 80 learners for 90 days to learn a language informally. The focus is primarily to develop speaking skills, with the aim of participants being able to hold a 15-minute conversation with a native speaker by day 90.

Bouchard's (2009) four dimensions of self-directed learning (SDL) (algorithmic, conative, semiotic and economic) have recently been adapted to the context of MOOCs (de Waard 2015). This study tests the dimensions of the framework by investigating the experience of learners taking part in the Add1Challenge.

This study is based on the analysis of qualitative in-depth interviews with 11 participants using thematic analysis. The study shows that Bouchard's framework provides a useful map to investigate SDL in this particular context of learning in the wild, as it enables us to better understand the learning experiences of the participants and their sense-making of aspects such as intrinsic motivation, community support, pedagogical experimentation and the tensions of the challenge.

The paper concludes by reflecting on how the ever-increasing normalisation of technologies are transforming the ways and environments in which informal language learning takes place, and highlight the need for language teaching professionals to familiarise themselves with and engage in the complexity of informal, independent language learning practices that are taking place in the digital wilds in order to future-proof the profession.

Exploring visual attentional shifts of language learners of Japanese

E. Sikkema[1]

[1]Dublin City University (DCU), Ireland

Familiarity with the television set as a principal news and entertainment medium has allowed for a smooth transition of television programmes into the language classroom (Mishan, 2005). However, in the technology-rich environment we live in today, learners can also access television programmes outside of class in a great variety of formats and languages through online services and different devices. A good understanding of the reception of such authentic audiovisual material can help inform the appropriate use of audiovisuals by learners in different contexts.

This paper explores the reception of Japanese captions by language learners of Japanese by focusing on their online viewing behaviour while watching an excerpt of a Japanese variety show. Online language learning has been a topic of particular discussion in recent studies in Computer-Assisted Language Learning (CALL). In particular research in Synchronous Computer-Mediated Communication (SCMC) has combined qualitative methods with eye-tracking technology in order to analyse issues related to the personal learning experiences of students in online settings, learners' allocation of attention during online interaction, and reflection on such language learning by students and teachers (O'Rourke, 2012; Stickler & Shi, 2017; Stickler, Smith, & Shi, 2016). Although this paper focuses on an asynchronous communicative setting, it combines eye-tracking technology with questionnaire responses and field notes in order to gain insights into online viewing behaviour of learners.

This study takes a multimodal approach to the eye-tracking data through an exploration of visual attentional shifts against the audio track of the media product (Sikkema, 2017). Following a brief description of the research project, this paper will report on the findings generated from Areas of Interest (AOIs) and gaze replay segments and discuss the potential implications for using authentic captioned videos for Japanese language learning.

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Self-Directed Learning and the Teacher's Role: Insights from Different Teaching Contexts

L. Ohashi[1]

[1]Meiji University, Japan

To become proficient in a language, students need to look beyond their course-based studies and seek opportunities for autonomous, out-of-class learning. However, the path to efficient and sustained self-directed learning is not without its challenges. Educators can play an integral role in providing students with the skills and motivation required to build autonomy and manage their out-of-class learning (Blidi, 2017; Lai, 2017), but they may need guidance on how to offer this support. In Japan, where this study was conducted, there is not a comprehensive system in place for fostering autonomous learning at the tertiary level and the promotion of self-directed learning could not be called ubiquitous. However, there is support available, with some universities offering credit-bearing self-directed learning courses (Murray, 2009; Curry, Mynard, Noguchi & Watkins, 2017) and others doing so by providing self-access learning centres (Mynard, 2016). This presentation examines different ways in which English learners were offered support for self-directed learning for a full academic year at two universities in Tokyo, Japan. In both contexts, there was a strong emphasis on the use of digital technologies for out-of-class language learning, with numerous CALL/MALL tools introduced to students through teacher-led and student-led activities. In one university, students took required Self-Directed Learning classes for 90-minutes once per week. In the other university, they took required English Speaking classes for 100-minutes twice per week, with approximately 20 minutes of class time each week spent on self-directed learning tasks and longer sessions held at several intervals each semester. This presentation will provide an overview of the key activities what were done to support students in these different learning contexts. One way this will be addressed is by demonstrating the type of support students were given for identifying their goals, and creating, implementing and reviewing their learning plans. Examples of CALL/MALL tools that were introduced and methods that were used to support students' uptake of them will also be presented. After that, survey data collected from 50 students will be shared. These data will focus on students' perceptions of the usefulness of various aspects of their courses, their perceived ability to manage their learning, the influence of their teacher and classmates on their motivation to do autonomous, out-of-class learning, the average amount of time they spent on self-study, and their future self-study intentions. Survey data show some noteworthy differences between the contexts, but as there is evidence of positive outcomes at both universities, this presentation may be of interest to educators who teach in contexts that are dedicated to self-directed learning as well as those who wish to address it within courses that have a limited amount of time available to focus on it.

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Papers session (RESEARCH)

9:00 - 9:30

Professional learning conversations as a method to interrogate pedagogical decisions in digitally-rich language classrooms

C. Tolosa[1]

[1]University of Auckland, New Zealand

This presentation reports on a two-year project where a teacher educator worked in a reciprocal research partnership with two experienced tech-savvy language teachers to uncover pedagogical decisions motivated by the integration of digital technologies. We became critical friends through reciprocated observations, semi-structured and structured debriefings, and collaborative analysis meetings which allowed us to document how our pedagogies adapted and evolved. We found that the professional learning conversations, the focus of this paper, were instrumental in interrogating our established pedagogies and examining the shifts caused by the integration of digital technologies in language teaching practice.

The language teaching partnership was part of a larger research project involving researchers and teachers in three different curricular areas. The broad aim of the larger project was to deepen our understanding of pedagogy in relation to the integration of digital technologies in school and university settings, and to examine the shifts (if any) in our pedagogies when teaching with digital technologies. The teacher educators were interested in finding ways to support teachers (both pre-service and in-service) to critically examine how sound integration of digital technologies can facilitate and enhance their students' learning. This presentation will specifically report on the role of professional learning conversations within the language teaching group as we investigated self and each other's practices. In terms of language teaching pedagogy, we aimed to examine the affordances of digital technologies to create multi-modal content, to open new spaces for communication, and to promote a culture of sharing and participating in communities.

In the body of research on digital technologies in education, there are few attempts to connect teacher education with the uptake of digital technologies in schools, and even fewer projects where teacher educators work in reciprocal partnerships with teachers in schools to interrogate each other's pedagogies. We decided to take an inquiry stance towards our own teaching, deriving research questions from our own practice and taking responsibility for implementing new understandings. The method draws on an action-research approach that enables a sensitivity to the complexity of pedagogy and opens up the possibility for the researchers to imagine teaching differently. Within this complexity of pedagogy our examination of the professional learning conversations was underpinned by Timperley's (2015) theoretical framework which draws together international research identifying the enablers and barriers to effective professional learning conversations.

Members of the language teaching group observed each other's teaching, as critical friends, over the two years. After each observation, all involved met for unstructured or structured debriefings to discuss what was observed to start drawing commonalities and differences in the influence of digital technologies in participants' pedagogies. All observation and meeting discussions were audio-recorded and transcribed. These transcriptions constitute key data of the project and were used for further analysis. In this presentation the analysis will focus on the value of professional learning conversations in elucidating how technology impacted our pedagogical principles.

Discourses in place: technology and language experts negotiating solutions for a language learning application

M. Riekki[1], L. Kuure[1]

[1]University of Oulu, Finland

As our technology-rich environments of everyday life and education are changing, also language teachers need to rethink their pedagogic roles, designs and practices in a new light (Blin & Jalkanen 2014). One site for appropriating new kinds of language teacher professionalism is the development of applications for language learning/teaching together with technology specialists. Language teachers and researchers have been involved in numerous projects for language learning where new environments have been under construction and applied in practice (see e.g., ReCALL n.d.). However, research in the field rather focuses on aspects of language learning and pedagogic approaches than on the development of technologies. Language teachers and students have been participating in technology development often as usability testers and focus group informants. It seems that language teacher professionals could have a stronger role in developing technology-mediated learning environments for language pedagogy in the modern world. This, however, requires new kind of expertise and agency in multidisciplinary collaboration that current language teacher education seldom supports concretely (Riekki 2016). This study focuses on collaboration between technology developers and language students in teacher education. In a design project organised as part of a Master's level university course, they engaged in mutual sense making about the nature of language learning, language teaching and programming as well as the role of technology in language pedagogy. The study draws on nexus analysis (Scollon & Scollon 2004) and multimodal (inter)action analysis (Norris 2004), which allow exploring the collaboration in situ as an aggregate of discourses from the past and emanating new understandings. The data include video recordings from planning, testing and evaluation sessions as well as various materials from the course such as reflection papers and design concepts. The results shed light on the interaction orders at work in the collaboration activities as well as the participants' historical bodies as language learners, language teachers and users of technology. The study may be beneficial for rethinking language teacher education and directions for multidisciplinary technology development for language pedagogy.

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International students' geographies of learning during study abroad

N. Guichon[1,2]

[1]Université Lyon 2, France
[2]Laboratoire ICAR, France

This study focuses on international students' usage of digital tools in order to understand what role such tools play in students' transition to their new academic environments, in this case French post-secondary education, and what learning opportunities they provide. Transition relates to the period of adjustment following international students' departure from their home countries and their installation abroad and involves different aspects: linguistic and cultural (how students use digital tools to develop their language skills and further their knowledge of French culture), academic (whether and in what ways they modify their digital use to match academic expectations at the university) and social (e.g., how students develop – or not – a new network of acquaintances with local and other international students). Digital devices are not only vehicles that accompany international students' transitions but can also reveal the adjustments they face when they arrive in a new academic and social context. Among these mobile devices, smartphones hold a special place since the numerous applications that are now available have transformed "the once dedicated mobile phones into powerful, mobile personal computers". (Chan, Walker & Gleaves, 2015, p. 96). Besides, smartphones can be used to document events as they occur, which makes them powerful tools "for capturing immediacy, mass events, or unexpected scenes of everyday life" (Godwin-Jones, 2016, p. 9).The current study provided a group of international students (n=16) with an app installed on their smartphone with which they could track what they identified as learning opportunities by taking pictures and writing texts over a five-week period. The data are thus comprised of their resulting publications which participants shared with the researchers as well as an end-of-project debriefing conducted to shed further light on the international students' digital habits and their attitudes towards self-tracking. The aim of this exploratory study is twofold: (1) to examine what international students identify as digital learning opportunities outside the classroom and (2) to determine the potential of a digital and mobile self-tracking application as a means to better understand international students' transitions to their new environment.

Papers session (RESEARCH AND DEVELOPMENT)

9:00 - 9:30

Gamification patterns in language teaching: analysis of narratives, game mechanics and ICT.

J. Pujola[1], C. Appel[2]

[1]Universitat de Barcelona, Spain
[2]Universitat Oberta de Catalunya, Spain

Gamification is an increasingly discussed strategy in language teaching methodology. There is a long tradition of use of games and their educational version, serious games, in language teaching and learning as a means of revision or as stimuli for interaction (Wright, Betteridge, Buckby 1984). This tradition has evolved with the increasing popularity of computer games (Mawer & Stanley 2011; Cornille, Thorne & Desmet 2012; Reinders 2012; Peterson 2013). In this respect some initiatives such as Reinhardt & Sykes (2012) and Sykes & Reinhardt (2013) put forward the concept of game-informed pedagogy and thus start moving from the use of games towards the introduction of the concept of gamification, taking a step further in the use of game-experience in education.

Gamification, a new approach that stems from gameful elements of videogames, implies the use of gaming mechanics, dynamics, aesthetics (MDA) (Hunicke, LeBlanc & Zubek, 2004) and components in instructional design (Kapp 2012). The objective is to foster learner engagement and motivation, and thus have an impact on learning outcomes. However, gamifying learning experiences is not an easy task and teacher training is essential for successful gamified instructional design.

The context of this study is an in-service gamified teacher training course on gamification for language teachers funded by the ministry of education in Spain. The course lasted a whole academic year and was composed of three phases. The first one was gamified in its entirety and carried out online over the span of six weeks. This first phase provided input and practice on the main theoretical contents of gamification; in the second phase, participants design a gamified proposal under a tutors' supervision which they implement with their own students in the final phase.

The results of this study describe the analysis of the 14 gamified teaching proposals designed and implemented by the teacher trainees. All proposals were implemented and carried out in Escuelas Oficiales de Idiomas which are public centres dedicated to the teaching of languages to adults. The analysis focuses on three main areas for different gamified patterns: the narrative providing overall cohesion to the gamified experience, the game mechanics determining the extent of gamification, and the level of ICT integration pivotal to its implementation.

The acquisition of French vocabulary in an interactive digital gaming context

A. Rueb[1], W. Cardoso[2], J. Grimshaw[2]

[1]Vanier College, Canada
[2]Concordia University, Canada

Oral INTERACTION is a second/foreign language (L2) competency that is required for the completion of everyday tasks such talking on the phone or engaging in a face-to-face conference with a teacher (Hall, 2003). Because it requires the learner to exchange information with a partner by speaking and understanding what is being said efficiently in real time (i.e., fluently, as defined by Kormos, 2006 and Segalowitz, 2010), oral interaction is not easy for L2 learners to master. An important aspect of developing interaction skills is the mastery of L2 VOCABULARY, particularly the words that are required for efficient, fluent communication (Nation, 2009). Traditionally, teachers have used paper-based information gap activities (Larsen-Freeman & Long, 1991) to promote interactions for the learning of a variety of L2 skills (e.g., de la Fuente, 2006 for vocabulary; Zhang, 2009 for L2 pronunciation). However, with the rise of "anytime, anywhere learning", L2 students and instructors are willing and ready to invest in mobile-assisted (Stockwell, 2007; 2010) autonomous learning (Lai, Yeung, & Hu, 2016) to enhance their experiences. This study contributes to this area of research by examining the effects of a mobile DIGITAL GAME, Prêt à négocier, as a pedagogical tool to assist in the acquisition of vocabulary in L2 French (see Rueb, Cardoso, & Grimshaw, 2016 for an introduction to the game).

To investigate the effects of Prêt à négocier (PaN) on vocabulary acquisition, we examined two groups of intermediate-level French as second language learners in a classroom setting, over a period of four weeks. While the experimental group (n=30) played PaN, the control group (n=15) played paper-based, gamified information gap activities, which attempted to emulate the same types of oral interactions found in the digital game. In game-playing, the participants negotiated orally and synchronously with a partner for the purchasing or renting of items like cars, houses, and even trips to the moon (see Rueb et al., 2016 for details). As a competitive game, pairs of L2 learners were required to use their oral interaction skills and appropriate vocabulary in a comprehensible and persuasive manner to win (e.g., to convince the other to obtain the best final price on a product). In addition, vocabulary was used meaningfully (i.e., it was clearly connected to personal experiences), helping to reinforce acquisition (Meara, 1996). Game playing sessions were held twice a week, 25 minutes each, and had a different theme each week (i.e., selling/renting cars, apartments, pirate ships). The study followed a pre/post/delayed post-test design that measured learners' vocabulary development using Meara and Buxton's (1987) 60-item yes/no test. An analysis of the statistical results reveals that learners who used Prêt à négocier learned significantly more vocabulary. Specifically, the experimental group (n=17) significantly outperformed the control group (n=13) by 50.7% in the learning of target words over the pre-test and post-test period (p=.033). The discussion of our findings will highlight how interactive and meaningful games such as PaN can complement and enhance the learning of L2 vocabulary, inside and outside the language classroom.

Creative Muscle: The Serious Learning Game

G. Pappa[1], S. Papadima-Sophocleous[1]

[1]Cyprus University of Technology, Cyprus

This paper focuses on the facilitation of the steep learning curve in using virtual worlds through the use of Creative Muscle, a 3D serious game. Serious games, that is games for purposes beyond entertainment-facilitate this learning process, by engaging the users and increasing their motivation. Although their potential for teacher training has been noted, there is a real miss of them in teacher training. Similarly, the use of virtual worlds for teacher professional development in the simulation field has only been recently applied in L2/FL teacher education programmes and appears to be vastly underreported in the field of online teacher education. Problems lie mostly in the realm of technical and security issues that influence participants' performance and cause confusion, frustration or fatigue. This paper presents an intervention with the use of Creative Muscle serious game, which was designed and delivered in the form of three 1-hour training sessions in an attempt to address the issue of learning how to use VWs and overcoming the related problems. The participants were six second language practitioners, who enrolled in a Master in Computer Assisted Language Learning (CALL) programme module entitled Second Language Curriculum Development and Evaluation. The Creative Muscle learning game aimed at getting the learners acquainted with the navigation, orientation and interaction process of the Singularity Viewer Virtual World, reinforcing their understanding of virtual worlds, and their understanding of their barriers and limitations in order to be able to then use the environment for micro teaching. The metaphor of the general concept of creative writing was used in the game because it is a concept which derives from practitioners language learning and teaching context. With the use of this metaphor, game elements such as mini-games, puzzles and riddles were used in the classical 3D platform in order to facilitate participants learning of the environment, help them familiarise themselves with 3D Worlds and feel comfortable in using it. This study used a mixed-method data collection approach that included the researcher's personal observations, screen recordings of students' participation, and the participants' journal entries.The data analysis indicated positive effects on participants. It was evident that Creative Muscle offered the potential to develop a sense of comfort and assisted the technological development of the students. The findings gave insights into the knowledge, skills and experiences gained with the use of the 3D serious game in familiarising students with 3D Worlds in a gameful, motivating and tense free manner. Moreover, it aspired to contribute to the need for further research.

Papers session (RESEARCH AND DEVELOPMENT)

9:00 - 9:30

Situated Reflective Practice in CALL Pre-Service Teacher Education

E. Cutrim Schmid[1]

[1]University of Education Schwäbisch Gmünd, Germany

The growing literature on CALL teacher education has proposed various approaches to tackle the challenge of equipping teachers to use technology effectively in the language classroom. In this context, several studies have highlighted the value of a sociocultural approach to CALL teacher education (Johnson, 2009), and key elements of this approach have been widely discussed in the literature. Some examples are situated practice (Egbert, 2006), peer mentoring (Meskill, Anthony, Hilliker, Tseng and You, 2006) and research-based reflection (Mueller-Hartmann, 2012).This paper discusses research findings of two studies investigating a model of CALL pre-service teacher education (TE) that incorporates important elements of a sociocultural approach to CALL TE: situated reflective practice and peer-mentoring. The model places special emphasis on bringing the technological expertise and second language research background of student teachers together with the pedagogical knowledge and experience of practicing teachers in order to jointly design, implement and evaluate CALL-based activities. Qualitative research data have been collected in the framework of the research projects iTILT2 (Interactive Teaching in Languages with Technology) (Erasmus Plus: 2014-2017) and ProMedia Primar 3P (Deutsche Telekom Stiftung: 2015-2018). In order to evaluate the impact of the school-based collaborative projects on the pre-service teachers' learning processes and their attitudes towards CALL, we employed in-depth individual interviews, focus group interviews, video-recordings of school lessons, anonymous questionnaires and research reports produced by the pre-service teachers to collect extensive research data on the pre-service teachers' views on (a) the impact of situated reflective practice on their development as CALL practitioners, (b) their learning processes and developmental paths during the design, implementation and evaluation of technology-enhanced lessons and (c) principles and guidelines that should underlie and inform this model of CALL pre-service teacher education. The main goal of the model investigated was to provide the pre-service teachers with opportunities to use technology in authentic language teaching scenarios and develop genuine mastery experiences (Bandura, 1997) that would empower them to face the challenges of technology integration in their future careers. Our data have shown that the situated learning opportunities have enabled the student teachers to a) gain valuable insights about their knowledge gaps in CALL through the analysis of real critical incidents that occurred in authentic teaching and learning environments and b) reach mastery experiences that had a positive impact on their development as future CALL practitioners.

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Teacher Education: Design and Evaluation of an Educational Technology Course

E. Arkin[1]

[1]Eastern Mediterranean University, Turkey

The role of an effective teacher education program is critical in preparing pre-service teachers to integrate learning technologies into their instructional practices. This paper will present the developmental process, including the design, implementation and evaluation, of an instructional technologies course in an English language teacher education program in an English as a foreign language (EFL) context. In the design and implementation of the course, the guiding principles of TPACK framework (Mishra & Koehler, 2006) was used in order to ensure a systematic approach to introducing learning technologies from the perspectives of technology, pedagogy and content. To assess course participants' progress, the TPACK-EFL survey (Baser, et al. 2016) was administered before and after the course.

The delivery of course content was supported by an online learning platform, Edmodo, in which the instructor presented technology tools via screen-cast tutorial videos for students to view before class. During face-to-face classroom sessions the instructor demonstrated how these tools could be integrated into lessons to support instruction (i.e. the instructor takes the role of a language teacher and sets a learning task for the students to complete a given task – e.g. leaving a written/audio response to a 'Padlet' task, responding to a 'Socrative/Kahoot' quiz, brainstorming on a given topic on 'TodaysMeet', or writing collaboratively on 'PrimaryPad', etc.). In the first half of the course (seven weeks), the instructor presented a number of technology tools, and the students filled in a form after each tool has been presented, reflecting on its potential use in terms of content and pedagogy, as well as potential issues to consider in its application into instruction. In the second half, students were asked to adapt three sample lessons they watched, in which they were expected to justify their reason why they decided to use (or not to use) a technology tool in a particular stage of the lesson. Finally, the students were offered an opportunity to teach any of these adapted lesson plans in real classrooms at the English Prep School of the university as part of their practicum. Of the twenty course participants, only five took the offer.

For course evaluation, a written, open-ended feedback form was used. The students were first asked to explain, considering Hampel and Stickler's (2005) seven-step model, which skill level they reached and how this course contributed, if any, to reach the level they mentioned. Second, using Wang et al.'s (2010) four-stage progress as a reference, they were asked to explain why they took (or did not take) the offer to teach a tech-enhanced lesson with real students at Prep School. Finally, they were asked to evaluate the course content and delivery through a short questionnaire, in which they were also invited to suggest any changes and revisions.

The paper will present the quantitative and qualitative findings from the pre- and post-course survey, and course evaluation, and will discuss actions to be taken to improve course content and delivery for the following year.

Papers session (REFLECTIVE PRACTICE)

9:00 - 9:30

Integrating VARK Strategies for Teaching EFL Presentation: An Investigation into Learners' Achievement and Perceptions of the Learning Process

Y.J. Lee[1]

[1]National Taichung University of Science and Technology, Taiwan

Successful oral presentation effectually involves multi-faceted training of listening, writing, and nonverbal delivery besides speaking orally, which calls for a systematical holistic/multimodal approach. Although some studies have merely investigated presentation learning in single modular environments (such as a video approach or an audio approach), a multimodal learning environment for fostering EFL learners' presentation development remain virtually unexplored.

This study proposes to enhance students' learning experience and achievement in EFL presentation by employing multimodal strategies adopted from the VARK model (visual, aural, reading/writing, and kinesthetic/gestural) with the support of digital audio, video, and speech visualization technologies in an English presentation course at a university in Taiwan. Specifically, this research evaluated the experimental participants' oral performance as well as explored their perceptions of this technology-mediated multimodal approach and its advantages and disadvantages as identified by the participants.

The participants came from two EFL classes, serving as the control and experimental groups respectively, and received instruction by the same instructor. The participants' English presentation achievement was tested via pretest speech at the beginning of the project and a posttest speech at the end. Both tests were evaluated by a rating scale on 14 skills developed by Yamashiro and Johnson (1997). Between the pre-test and post-test, the control group received lectures and topical presentation practices, while the experimental group received technology-aided lectures and topical presentation practices integrated with VARK elements. The experimental participants' beliefs in, perception of, and attitudes toward receiving multimodal activities were collected via a survey which included Likert and open-ended questions at the end of the research.

Results from independent t-tests and descriptive statistics showed significant progress of presentation performance in the experimental group. A content analysis of themes within students' open-ended responses indicated that the technology-supported VARK activities prompted learners to notice merits and inadequacies of their nonverbal performance and hence their awareness of how they could modify was enhanced, effectuating the progress. The research results bear significant implications for future development of pedagogy with the integration of ICT in EFL speech education.

Potential benefits of incorporating peer assessment into LMOOCs and learners' attitude towards assessing peers' language proficiency

C. Hoppe[1]

[1]Université de Nantes, France

As LMOOCs become more widespread, the need for reliable grading and feedback for open ended assignments becomes ever more critical. In terms of assessments, many LMOOCs offer online multiple-choice quizzes. Scores are given to the learners as feedback and questions are intended to indicate whether participants have adequately learned the material provided. Those who have not done well may return to the previous module to review the materials. However, some research indicate that this approach is an online version of the 1960s' programmed-learning approach (Bloom, 1971; Skinner, 1968). It is quite limited in applicability because it is appropriate only for certain types of course contents and may be considered as ineffective for the learner to facilitate language learning. In LMOOCs, the production of language and the reflection on the language such as the ability to interpret, extract information as well as resource analysis, synthesis, scaffolding are as essential attributes as other online language courses. If the instructional course objective is to have learners demonstrate an ability to the production of language for communication in a meaningful way, write an essay or answer open-ended questions, the most scalable and widely applicable solution is to use self and peer assessment as a way to enhance learners' active engagement and augment learning. Peer grading contributes to the development of reflective skills. Participants may feel satisfied with this grading mechanism or be unhappy with the lack of credibility of the language assessment results. This paper focuses on the use of peer assessment to provide feedback in an existing French Language learning MOOC developed by the University of Nantes. The findings suggest that learners encountered difficulties to assess peers' language but derived benefits from the peer assessment exercise.

Competition as an enhancement to learner training in mobile language learning

G. Stockwell[1], P. Hubbard[2]

[1]Waseda University, Japan
[2]Stanford University, United States

As a number of researchers have concluded, learners are often not prepared to transfer their personal and social uses of technology directly to language learning tasks (e.g., CALICO Journal special issue, 2013; Fischer, 2012; Winke, Goertler, & Amuzie, 2010). Mobile learning includes an even greater emphasis on students working outside of more traditional language lab and classroom situations without direct supervision. Yet despite the increased visibility of the topic of learner training for CALL in general, little has been done in understanding its impact in mobile environments. At EuroCALL in 2015, we reported on a study aimed at addressing that gap. We compared two similar groups of intermediate Japanese EFL learners using the same mobile-enabled practice materials and quizzes, each numbering more than 40 students. One group from 2013 served as a proxy control group and the other from 2014 received enhanced technical, strategic, and pedagogical learner training during regular classroom time. Effects of training were measured quantitatively in terms of the amount of time spent on task during the activities, completion rates of the activities, and the scores achieved in weekly mini-quizzes. There were statistically significant gains in all three areas for the 2014 cohort. Qualitative data from that group, collected through post-treatment surveys, in-class observations, and interviews, reflected both individual differences in response to the training as well as the way it altered the learning environment, made possible by a shift in the relationship between the teacher and the learners. Although the previous results were promising, we wanted to see 1) whether these results could be repeated and 2) whether the addition of a game-like competitive element could have an additional positive influence (Cornillie, Thorne, & Desmet 2012; Cagily, Ozcelik, & Ozcelik, 2015). After a two-year hiatus from teaching the class, the lead presenter set up a new action research study for teaching it in 2017. With the 2013 and 2014 data again available for comparison, in this case, two intact classes were used. Both classes (Class 1, N = 26; Class 2, N = 18) received enhanced learner training similar to that of 2014 (though with some variation and the additional advantage of the experience garnered from that year by the instructor). However, Class 2 added a competitive element: it was divided into seven teams of three to four students each, with the understanding that the three top-scoring teams each week would be placed on a leaderboard, along with a cumulative individual leaderboard. The results are still undergoing analysis, but already some interesting trends have emerged, demonstrating that training appeared to positively impact task engagement and scores achieved on the weekly mini-quizzes. Furthermore, the group that included a competitive element slightly outperformed the other training groups, and group members encouraged each other to carry out the activities during the week to achieve higher scores. The dynamics between the learners, the learning environment, and learners' patterns of engagement in the activities are discussed in terms of their implications for both learner training and competition.

Papers session (RESEARCH)

11:00 - 11:30

Task-Based Telecollaboration for Global Citizens

H. Huang[1]

[1]National Taiwan Ocean University, Taiwan

The rise of online technologies has taken language teaching beyond classroom walls and permitted learning across borders. In this digital era, when multi-literacy and international communication are increasingly the norm, the need to empower L2 learners for communicating and collaborating with global peers has become paramount. This study aims to encourage the use of computer-mediated intercultural tasks in EFL curricula, and to investigate the effects of an intercultural task-based CMC project on students' intercultural competence. The study utilized concepts introduced by O'Dowd and Ware (2009) and Guth and Helm (2012) in integrating online literacy skills into the design of intercultural tasks, including information exchange, comparison and analysis, and collaborative product creation. The first task consisted of an ice-breaking information exchange through self-introduction and discussion of cultural topics. The second focused on exploring cultural issues drawn from news reports and films, in the aim of fostering critical thinking and global perspectives. The last, a collaboration task, involved joint creation of a comic strip, a collage and a digital story-telling video, all of which allowed students to interpret global citizenship, share representative cultural images, and demonstrate new literacy skills by synthesizing viewpoints of two cultural groups in a multi-modal format. These tasks were implemented in a semester-long exchange between 43 non-English majors from a freshman English class at a national university in Taiwan and 40 Japanese counterparts in a communication class at a national university in Japan. Data gathered from pre/post intercultural competence questionnaires revealed increased knowledge of the target culture, more willingness to interact with the target community, modified strategies for comportment in various social situations, and increased awareness of the similarities and differences of home and target language and culture. Students' perceptions gathered from a post-task survey, weekly journals, and interviews showed that they learned to negotiate meaning, acquired multi-literacy skills, and enhanced intercultural competence through these interrelated tasks. Toward the end of the project, students indicated that they had gained confidence in writing and become mature language producers with ability to express their thoughts using the written and spoken word, images, and music. They also cultivated friendships with global peers and said they felt motivated to interact in future intercultural communications. This study's design, aimed at encouraging integration of task-based CMC intercultural activities in EFL curricula, can help students improve communication strategies and become active learners and intercultural collaborators. The new literacy skills and intercultural competences acquired in this project empower them as global citizens and enhance their competitiveness in the digital age.

Global citizenship development and intercultural telecollaborative exchanges

C.A. Lenkaitis[1], B. Loranc-Paszylk[2]

[1]Binghamton University, United States
[2]University of Bielsko-Biala, Poland

This study examines the impact of lingua franca virtual exchanges on the development of global citizenship among telecollaborative exchange participants. Communicative and intercultural language learning objectives are typical for telecollaborative projects (O'Dowd, 2012) and similarly, they remain prerequisites for successful communication in a globalized world. Studies have explored the role of the intercultural telecollaborative exchanges for global citizenship in areas, such as: multimodal multiliteracy (Orsini-Jones, Lloyd, Lee, Bescond & Boylan, 2017), intercultural communicative competence (Orsini-Jones & Lee, 2018), or non-native/lingua franca speaker identity (Kohn & Hoffstaedter, 2017).

However, influence of telecollaboration on enhancing other components of global citizenship remains unexplored.
One hundred and ten participants (n = 110) from universities in Mexico, Poland, Spain, and the USA in a 6-week telecollaborative exchange met weekly in e-tandem groups and communicated, via Zoom video conferencing, using either English or Spanish as a lingua franca. Weekly topics included sports and patriotism, advertising, crime, and natural disasters. During the online sessions, participants discussed the topic, via selected current event photos. Students also submitted a final project in which they compared and contrasted their culture with that of their partner.

To examine the impact of cross-cultural telecollaboration on global citizenship identity development, both quantitative and qualitative data were used. Drawing on Oxley & Morris' (2013) "global citizen attributes" (p. 304) approach and utilizing a survey previously adopted by Reysen and Katzarska-Miller (2013), telecollaborative exchange participants were asked to rate global citizenship and their support for values and behaviours such as: demonstration of empathy and affirmation of cultural diversity, social justice and sustainable environment. These results, along with qualitative analyses of participants' open-ended questions and projects, provided evidence of global citizenship development. This development, coupled with using the lingua franca, show how instructors must respond to students' diverse learning contexts with innovative ways to contribute to intercultural learning.

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From Computer-Assisted Language Learning to Digitally Mediated Intercultural Communication

P. Lyddon[1]

[1]Osaka Jogakuin College, Japan

In his opening address at CALICO in 1987, American Council on the Teaching of Foreign Languages (ACTFL) president Ray Clifford famously quipped that while computers would not replace teachers, teachers who used computers would replace those who did not. In the present day, however, as we try to envision the future of language teaching as a profession in light of the increasingly rapid development of new digital communication technologies, we must reconsider not only what we understand to be a computer but also how we conceive the very nature of communication itself. For instance, the convergence of cloud computing, voice recognition, speech-to-text, translation, text-to-speech and other various technologies may soon make the erstwhile futuristic Universal Translator of science fiction a not-too-distant reality, at which point the entire purpose of language learning, computer-assisted or otherwise, may be called into question. As such, while nothing is ever truly future-proof, the sustainability of language teaching may require a shift in focus, away from language acquisition and toward sociolinguistic awareness and intercultural language use.

This paper will propose a radical reconceptualization of computer-assisted language teaching as the facilitation of digitally mediated intercultural communication. It will then outline major ramifications for the foreign language teaching profession. Finally, it will suggest implications for the design and implementation of sustainable language programs.

Papers session (RESEARCH)

11:00 - 11:30

Future-proofing New Zealand through teaching Asian languages online in primary schools

C. Tolosa[1]

[1]University of Auckland, New Zealand

In the New Zealand context that is the focus of this research-based presentation, the government has recently signalled two priorities: to ensure children become 21st century technology-proficient learners and to support the teaching of Asian languages. This presentation documents the findings of a small-scale exploratory investigation into the effectiveness of a government-funded initiative to support the teaching of Asian languages online to schools which otherwise would not have access to teachers and resources for delivering such language programmes. The investigation drew on surveys, focus groups with students aged 11 and 12 years old, and interviews with teachers as key stakeholders.

Given the geographical isolation of New Zealand, online learning provides significant opportunities to connect with language learners that are simply not possible in traditional face-to-face environments. The Virtual Learning Network Primary (VLNP), a collaboration of schools throughout New Zealand, has been established to support students of primary school age through online learning opportunities facilitated by teachers in schools. The VLNP curriculum is diverse, and there is a strong focus on learning languages. The network delivers languages through online programmes to small and rural primary schools around the country.

Recent funding from the Ministry of Education has prioritised the teaching of Asian languages as a way to support the country's growing trade and international relationships with Asian countries, in particular China, Japan and Korea. The VLNP has been successful in receiving part of this funding and has set aside funds to research its programme. This presentation will report on the findings of a small-scale exploratory research on the VLNP delivery of the Asian languages programmes. On the positive side, it was found that, overall, Asian language learning online is perceived as useful, beneficial, and motivating. Issues that warrant further investigation emerge around technological challenges, limited time for online interactions, and limited infrastructure to support students outside the online environment.

Exploring virtual collaborative writing in the EFL classroom

A. Martínez-Sáez[1], A. Corral-Esteban[2], M. Vinagre-Laranjeira[2]

[1]Universidad Politécnica de Madrid, Spain
[2]Universidad Autónoma de Madrid, Spain

Research in the effects of collaborative writing—two or more people working together to produce a document with group responsibility for the end product (Bosley, 1989, cited in Ede & Lunsford, 1990, p. 15)—has become the focus of much research in recent years. Some authors suggest that collaborative writing promotes reflective thinking, focuses attention on grammatical accuracy, lexis, and discourse, and encourages a pooling of knowledge about language (Donato, 1994; DiCamilla & Anton, 1997; Hirvela, 1999; Storch, 2005). In order for collaborative writing to be successful, some authors have mentioned that students have to become truly involved and engaged in the activity (Forte & Bruckman, 2006; Oskoz & Elola, 2011). With the integration of new technologies in the foreign language classroom, this practice has also gained renewed attention, although some questions still remain unanswered regarding the extent to which these tools help learners in their writing when compared to more traditional learning contexts (Elola & Oskoz, 2010).

In order to explore these issues, we present the results from the written production of 84 undergraduate students of English as Foreign Language at a Spanish University. Students were divided randomly into two groups, an experimental group that used Google docs as a tool to write a joint collaborative essay and a control group that used pen and paper to carry out the same task. Preliminary findings from the qualitative and quantitative analyses of complexity, accuracy and fluency (Skehan, 2009; Craven, 2017) suggest that there are no significant statistical differences in these three variables. Discursive features—including cohesive devices such as reference, repetition, substitution, ellipsis or conjunction (Halliday & Hasan, 1976; Schiffrin, 2001) or the way students structure their new relevant ideas and make use of connectors—were also taken into consideration. However, some differences were observed in terms of the way information was presented and structured, as students who used pen and paper tended to focus mostly on formal aspects, such as a more frequent and accurate use of cohesive devices and adequate paragraph separation, whereas those in the online environment focused more on content and included a higher number of new relevant ideas related to the topic of their essays.

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Designed and Emerging CALL affordances in videoconferencing for language learning and teaching

A. Dey-Plissonneau[1,2]

[1]Dublin City University, Ireland
[2]Irish Research Council, Ireland

As technology advances, the possibilities of improving user experience and enhancing videoconferencing platforms for educational purposes grow too. Users interact not only using web-camera, microphone, and text chat, they can also access common screen space to share images, videos, and texts; use whiteboards to write and draw collaboratively; pin mark students' errors on the oral recordings; generate online feedback etc. This materiality affords new actions that can be put to innovative use provided the user perceives it. This makes the study of affordances and user perception very important for innovation in CALL pedagogy.

The term 'affordance' designates an action possibility that is offered by an environment or an object to an actor in the environment either "for good or ill" (Gibson, 1977). Gibsonian thinking and Activity theory share the basic idea that perception is connected with action. Following Engeström's (1978-2014) Cultural Historical Activity Theory (CHAT) and an ecological CALL perspective, this study focuses on the interactions between language use, technology use and the enactment of designed language learning tasks. These relations depend not just on the action possibilities afforded by the videoconferencing environment but also on the users' perceptions and action capabilities.

Few studies have analysed the basis of affordances in the cultural-historical development of human activity in systems with substantial socio-cultural, pedagogical, and technological components. This study aims to identify the affordances in an asymmetrical (tutor-learner) videoconferencing environment from a language learning and teaching perspective. The emerging patterns of perceptions and enactment of affordances by users in this CMC-based learning context are explored. Master's students of FLE (trainee teachers of French as a foreign language) from a French University interacted online via videoconferencing with undergraduate students of Business learning French from an Irish University over a 6-week period. The lesson plans prepared by the tutors and their online instantiations were coded. These online interactions between the tutor-tutee dyads/triads generated a multimodal corpus (ISMAEL) that provided the data for this study.

The findings reveal that the subjects' interaction with one another and with the various components within each activity system (technology use, language use, language learning, pedagogical design) deviate from the scripted lesson plan as they perceive and enact the technological affordances, such as the navigation & spatial affordances, information & communication affordances, and traceability and temporal affordances in the videoconferencing environment, differently. Some technological affordances gradually became routinised "operations" for the activity systems. The CALL affordances (educational, technological, linguistic) are nested and interdependent. New action possibilities emerge showing the way to a more democratic use of the platform. Finally, a taxonomy of these online pedagogical and sociocultural actions and strategies is suggested to help inform online teacher training.

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Papers session (REFLECTIVE PRACTICE)

11:00 - 11:30

Intercultural Reflection in the CIELL Telecollaboration Project

A. Mullen[1], M. Bortoluzzi[2]

[1]University of Laval, Canada
[2]University of Udine, Italy

Linguistic exchanges have been greatly facilitated by technology and social media: students can easily interact with others who have different cultural backgrounds and are speakers of other languages which allows them not only to improve their language skills, but also to express and challenge their intercultural competence. Although it has been shown time and time again that intercultural exchanges are beneficial for the language learner (Belz, 2002; O'Dowd, 2005; Holliday, 2013 and 2016), the increase of intercultural competency is not easily measured (Sinicrope, Norris, & Watanabe, 2007). One model which combines the use of well-structured telecollaborative tasks in conjunction with reflexive evaluation is the Interacting Processes of Intercultural Learning: Noticing, Comparing, Reflecting and Interacting (Liddicoat and Scarino, 2013). In their model that views language as social practice in context, the combination of tasks and reflection can elicit components of associated with greater awareness leading to improved intercultural competency (Pedersen, 2010; Mullen, in press).

This presentation provides an in-depth look at one longterm telecollaboration project and its effects on learners' intercultural competence. The project is titled Canadian-Italian Exchange for Language Learning (CIELL) and has run five times over a two year period (2015-2017) with different groups of students from Université Laval (Québec, Canada) and the University of Udine (Italy). Each online exchange has lasted approximately two months with randomly-paired learners who were studying English as a second or foreign language at their Canadian or Italian university. The telecollaboration exchange was designed to allow the students to have three informal synchronous interactions outside of class via Skype or a similar social media. Their conversations were not recorded. The tasks were kept fairly general for the first and third contacts to give partners the opportunity to interact rather informally, introduce themselves and discuss their choice of topics; however, the second contact involved discussing and answering questions about a rather controversial subject related to culture and society. Following each contact, the partners were asked to individually answer a series of questions which guided their reflection. Their written responses were analyzed for evidence of reference to their own or their partner's culture(s) and language(s). Both culture-related and language-related statements were further categorised using Liddicoat and Scarino's (2013) model into behaviours of Noticing, Comparing, Reflecting or Interacting. Qualitative analyses focused on the number and type of comments and behaviours for each task; correlations between the number and type of behaviours and the tasks were analysed quantitatively. The findings indicate that telecollaborative exchanges do allow for increased intercultural competence, but the relationship between reflective behaviours and tasks is not so easily stated.

11:30 - 12:00

Antipodal communication between students of German in Finland and in New Zealand

V. Leier[1], K. Korkealehto[2]

[1]University of Canterbury, New Zealand
[2]KAMK, Finland

This reflective practice paper will present the outcome of a telecollaboration project between two tertiary institutions in New Zealand and Finland. In both countries, the students are intermediate learners of German, they use a Facebook-group to write about given topics which are part of their final assessment. To receive full marks for the assignment, the students need to upload five posts, comment on each other's posts and write a reflective essay. The posts are a combination of video uploads, audio recordings and writing which is in line with the multimodal meaning making theory (Kress & van Leeuwen, 2001). The task design follows a sequence with two introductory tasks followed by two intercultural, reflective tasks and a final collaborative task in line with Ware and O'Dowd's (2009) three- layer approach design. The final task is the creation of online presentations by groups of 2-4 students from both universities.

The study seeks to answer the question of 'how do students perceive the collaboration using Facebook group and does the multimodal approach help the students to develop their digital literacies? The data collected for the study includes a mixed-methods approach with pre- and post-questionnaires, semi-structured interviews, Facebook logs and focus interviews. The data will be analysed using activity theory as a lens to gain a deeper understanding of the practices of the students and the complex process taking place in this telecollaboration. The study will be conducted from February-March 2018 for a period of six weeks and will include approximately 20 students.

Italian for Specific Purposes: affordances of a subtitling approach

S. Nocchi[1], L. Incalcaterra McLoughlin[2]

[1]Dublin Institute of Technology, Ireland
[2]National University of Ireland, Galway, Ireland

Subtitling in the foreign language (FL) teaching context is a growing area of research that has generated a number of classroom trials, test studies and methodological and implementation suggestions that exploit the potential of subtitles in relation to both soft and hard skills. This paper aims to further investigation in the field, by grounding the study in affordance theory and exploring the affordances of subtitling for the development of sociolinguistic competence, specific language competence and team work in multilingual contexts.

The paper will present Sub2Learn ISP (Italian for Specific Purposes), an inter-institutional project based around the subtitling into English of a number of Italian video lectures on Business topics, as well as the creation of a collaborative glossary for textual consistency.

The project was realised by the Dublin Institute of Technology (DIT) and the National University of Ireland, Galway (NUIG) in 2018 and involved a group of undergraduate and postgraduate students of Italian as a FL in the two institutions. The students were divided into groups who collaboratively subtitled from Italian into English 6 short video lectures produced by the Italians institutions Università degli Studi di Pavia and Politecnico di Milano. The groups were also tasked with the creation of a shared glossary containing business terminology, agreed upon during online discussions. The paper will discuss the integrated use of subtitling software, a glossary making tool and discussion boards, illustrate the results of the study, and draw conclusions in relation to the affordances of subtitling in a language teaching context.

Papers session (REFLECTIVE PRACTICE)

11:00 - 11:30

Scaffolding metacognition with hypermedia through user interface design

A. Prosser[1]

[1]Hankuk University of Foreign Studies, South Korea

Research suggests that successful learning in self-regulated learning environments depends in part upon the student's ability to apply specific sets of metacognitive skills, such as planning and self-evaluation, in the execution of tasks. However, research also suggests that many learners often have difficulty spontaneously utilising such strategies. As a corrective, a potential strategy is for hypermedia media programs to employ prompting, often in the form of instructions or questions at strategic points to stimulate and scaffold the use of metacognitive activities by the learner when interacting with a program independently (Bannert & Mengelkamp, 2013). This paper, an instance of ongoing reflective practice, investigates an alternative means of prompting metacognition through user-interface design. In the ongoing development of a series of educational hypermedia designed for listening skills development for university students on an English language program, it was decided to look at how particular design elements might be foregrounded in the materials to prompt the application of particular metacognitive skills. Specifically, issues of visibility, navigational design and feedback, which appear to have led to limited strategy use in tests on earlier iterations of hypermedia materials developed for this program were addressed. To prompt planning, menus have been moved to separate nodes or pages, while tasks now require the learner to opt out rather than opt in, thus improving the visibility of both and also necessitating choice on the part of the learner; in addition, planning strategies are also prompted through more detailed tool tips, which offer information on both the learning value and nature of tasks accessible through buttons and icons, thus increasing the possibility of informed, strategic decision-making on the part of the learner before accessing those tasks. To prompt self-evaluation, the materials refer users to interactive transcripts following the completion of tasks, with follow-up links to remedial activities, rather than straight answer sheets. The paper will include a comparative usability test involving an experimental group of 10 students using this hypermedia program, which integrates the above design features, for 10 minutes. A control group of 10 students uses a design based on an earlier iteration of a hypermedia program developed for the course and so not containing the specific design features described for 10 minutes. While interacting with the program, think-aloud protocols are elicited from learners, which are then categorised in terms of whether they exemplify planning or self-evaluation strategies, subject to inter-rater agreement. This paper aims to show statistically significant higher instances of metacognitive skills use in both planning and self-evaluation categories by the experimental group compared to the control group at the end of the test. Moreover, by referring think-aloud protocols against screen capture videos of the student interactions with the the latest iteration of the program, it aims to identify how successful each of the specific design updates are in prompting respective metacognitive strategies of planning and self-evaluation.

Bannert, M., Mengelkamp.C. (2013). Scaffolding hypermedia learning through metacognitive prompts. In R. Azevedo and V. Aleven (eds.), International handbook of metacognition and learning technologies. New York, NY: Springer

Promoting TPACK and professional learning communities: focus on teaching and learning multiword units.

F. Meunier[1]

[1]UCL, Belgium

This paper, situated against the backdrop of the Technological Pedagogical Content Knowledge model (TPACK) proposed by Mishra and Koehler (2006), shows how the integration of technologies in pre- and in-service teacher education can foster the development of professional learning communities around the question of how to best teach and learn multiword units (MWUs) in a foreign language environment.

MWUs have been selected as the focal point as usage-based analyses of language (be it in corpus linguistics, cognitive linguistics or psycholinguistics) have provided ample evidence of the highly formulaic nature of language (Ellis et al. 2016; Meunier 2012). Whilst native speakers implicitly (unconsciously) acquire and use MWUs, non-native speakers, in contrast, despite also being sensitive to statistical patterns of use, are subject to cross-linguistic influence interfering in the process. Some determinants of learning - such as frequency information, prototypes and form-meaning mappings - are thus less directly accessible to non-native speakers. Fortunately, the use of current corpus-based and NLP-based tools can give access to this type of information to teachers and learners alike.

The TPACK model will be used as a guiding thread throughout the presentation. I will first briefly comment on the role that (learner) corpus research - (L)CR - has played both in identifying MWUs in native usage-based data and in better targeting the needs of learners, thereby contributing to enhancing technological and content knowledge. I will then address technical and pedagogical knowledge and discuss activities that foster process learning. I will show how data-driven learning activities provide opportunities for input flood, input enhancement, scaffolded discovery and process learning. I will then present in detail the setup of concrete activities that have been implemented with two cohorts of pre- and in-service teacher groups at UCL over the last two years. I will also show that a terminological paradigm shift is in order if we want teachers to actually engage in using the available tools in their classrooms. Whilst in the past I (and many others) tended to present 'corpus linguistics tools' to teachers, I now present them as 'get your 24/7 native speaker assistant for free' (Meunier, Vincent, Suner & Van de Vyver 2017 and 2018). Relying on the teachers' feedback (2017 and 2018 cohorts), I will show how small verbal moves can make a huge difference in how teachers appropriate the tools and their affordances. These moves have fostered an "understanding that emerges from interactions among content, pedagogy, and technology knowledge" (Koehler et al. 2013:16), a key feature of sustainable and healthy professional learning communities.

I hope that the presentation and discussion of the UCL experience will be useful to many colleagues involved in pre- and in-service teacher training.

12:00 - 12:30

Language learning encounters: University meets LMOOCs

E. Martin-Monje[1], M.D. Castrillo[1]

[1]Universidad Nacional de Educación a Distancia (UNED), Spain

This paper showcases the results obtained in an action-research project devised and carried out by GLOBE (Innovative Didactic Group for Languages in Open and Blended Environments, GID2016_10 UNED). This research group aims at exploring how new pedagogical models such as MOOCs (Massive, Open, Online Courses) can be integrated into formal education in a distance learning context –in this case at UNED, the Spanish University for Distance Education. There have been few attempts to implement MOOCs within formal education syllabi (Carvalho Neto 2017, Pérez-Sanagustín et al. 2017) and the authors of this paper are currently examining the impact of the implementation of the Language MOOC (LMOOC) "Professional English" as part of the undergraduate course "English for Professional Purposes", a compulsory subject in the 1st year of the Degree in Tourism.

The primary objectives in this action-research were: 1) to level out students' starting English level; 2) to reduce students' drop-out rate, and 3) to improve academic results. The data collection procedures included both qualitative techniques (initial and final questionnaire) and quantitative ones (MOOC platform tracking). The piloting phase took place in the academic year 2016-17 and the analysis of the data obtained has shed some promising results. Regarding the first objective, students have expressed their satisfaction with the inclusion of the LMOOC as extra resource to help them revise course contents; in terms of reducing attrition, for the first time in the past few years the significant downward trend in enrolment has stopped and reversed; and as for improving academic results, those who participated in the piloting phase have improved their grade in the course almost by 20% -compared to the average grade obtained by the cohort.

The results of this project have been positively received at the authors' university, and they have obtained approval to consolidate the proposal and permanently implement the LMOOC within the university subject. Such favourable reception on the part of stakeholders is encouraging and hints that the integration of formal and informal education in Higher Education is not only desirable but possible and can lead to success.

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Papers session (RESEARCH AND DEVELOPMENT)

11:00 - 11:30

On paper or on the computer? Test-takers' comparative experiences on taking the Matriculation examination English test in both formats

P. Pollari[1], K. Mäntylä[1]

[1]University of Jyväskylä, Finland

Computer-assisted language testing has not been widely used in Finnish schools. However, as of 2018 in the national Matriculation examination, all languages are tested in a digital environment. This brings new opportunities as well as challenges to the tests. In this paper we examine test-takers' comparative experiences on both the traditional paper-and-pen test and the new digital test.

Computerised tests are believed to offer opportunities that paper-and-pen tests exclude, such as having more variety in task types, using multi-media sources as well as linking different tasks and testing multiple skills together (Suvorov & Hegelheimer 2013). Also, test-takers may have more autonomy in completing the test (in what order and how long to spend on each item), and for digital natives mere answering by typing instead of writing by hand might be preferred. On the other hand, computerised testing has its challenges: technology is not always fool-proof, looking at the whole test and going back and forth may be more difficult, and the screens used in the testing situation may be quite small making reading and writing difficult.

Studies on comparability of computerised and paper-and-pen language tests have shown that from a testing point of view, the two are equal even though there are differing opinions as to the perceived advantages of the two (e.g. Choi & al. 2003; Chapelle & Voss 2016). When it comes to test-takers, there are some studies that address their attitudes towards the two types, not finding significant differences (Kenyon & Malabonga 2001).

In this paper, we look at Finnish upper secondary school leavers (N=25) who took the English test in the Matriculation examination in autumn 2017 as a paper-and-pen test, and again as a digitalised version in spring 2018, hoping to raise their grade. The aim is to find out their experiences of the two types in this very unique situation of taking the same high-stakes test twice in different formats. The data will be collected by using a questionnaire for the whole group as well as interviewing some of these students. Although the student sample is very small, it will offer unique, comparative insight into students' own experiences as the situation where the same candidates could take the test in both a paper-and-pen and digital version is not likely to occur again in the context of the Finnish Matriculation examination. The results will shed light on the effects of a computerised high-stakes language test, and will offer valuable information both for item-writers as well as language teachers in developing and preparing for a digital language test.

Internal consistency of distance learning assessment

P. Schaefer[1], H.K. Park[1], O. Sormaz[1], A. Steinke[1]

[1]Ohio University, United States

Various methods have been developed to determine a test's reliability, in which tests should yield dependable scores that do not fluctuate across intervals of instruction (Fulcher, 2010; Lado, 1961). Reliability formulas, such as Cronbach's Alpha, are used to measure a test's consistency based on the content, skills, and knowledge that a student is learning in the classroom (Brown, 1989; Carr, 2011; Fulcher, 2010; Streiner, 2003; Webb, Shavelson, & Haertel, 2006). Cronbach's Alpha is a common measurement of reliability that demonstrates consistent correlations between test items and the variations that occur within the test and the total scores. Additionally, item difficulty analysis is used to determine the consistency of a test by calculating the percentage of test-takers that answered a specific test item correctly to indicate how easy or difficult dichotomously scored test items are for test-takers (Matlock-Hetzel, 1997).

Applying concepts of reliability to an online learning environment demonstrates a growth within the distance learning industry. Many studies have illustrated the benefits of distance learning, such as a shift to a learner-centered classroom, collaboration through asynchronous communication, and access to an individualized setting for learning while providing materials in context, as well as cost, time, and resources (Blake, Wilson, Cetto, and Pardo-Ballester, 2008; Pawan, Yalcin, and Chang, 2003; Rodgers, 2000). However, online classrooms can bring about challenges in learning that do not exist in traditional settings, such as inadequate support, lack of face-to-face interaction, and limited feedback from the instructor and peers. Therefore, it is crucial to assess a learner's intake in an online learning environment and to understand a test's reliability in distance learning.

The present study aims to investigate the reliability (in terms of Cronbach's Alpha) of a midterm achievement test that was designed by an American university for an online university in South Korea and how the item difficulty correlates with the objectives of the course and values of both universities. These institutions are collaborating to develop and manage a series of online courses, and the test under investigation is the midterm test for Teaching English with Technology. The data includes 136 total scores from the 30-question test which is based on six weeks of online, video instruction. The results illustrate that the test is relatively reliable with a Cronbach's Alpha value above 0.8 (Carr, 2011; Webb, et al., 2006). Furthermore, the item difficulty analysis indicates that the test is not difficult, and this data aligns with the objectives of the course and the values set forth by the two universities. The significant alpha value and item difficulty analysis demonstrate a high learner intake, and the interpretation of these results alludes to the effectiveness of online instruction due to learner autonomy and student engagement. These skills are necessary for success in online courses, and their presence helps explain how the students prospered and demonstrated high intake. These findings are similar to what is commonly found in more traditional classrooms. Therefore, this study illustrates parallels of success and learning outcomes between online and face-to-face education.

12:00 - 12:30

Authenticating language encounters in interpersonal online speaking practices: Exploring speaking practices in and out of the classroom

A. Carrillo Cabello[1], F. Matos-Schultz[1]

[1]University of Minnesota, United States

Since its beginnings in the early 70s, the area of CALL has been concerned with the adaptation of technologies to provide a personalized learning experience (Hubbard, 1988, Chapelle, 2008) for students of languages. Early adopted technologies that afforded user-driven options for interpersonal communication included synchronous, text-based CMC. In this quest for personalization, adaptive, user-driven technologies have been adopted (Levy, 2009) to allow students to improve their language skills with an emphasis on the development of speaking skills. However, sociocultural approaches have urged for the need to incorporate technologies that allow learners to engage in communication exchanges that represent mediated conversations (Lantolf, 2000). In recent years, there has been a push for the integration of technologies that allow for interpersonal communication and that blend personalized learning with live, interpersonal interactions. An example of this synchronous approach is online language coaching programs that provides guided interpersonal communication practices.

This presentation reports on a mixed-methods study that investigated how guided online interpersonal communication practices influence learner's self-assessment ratings of fluency and class participation, and the impact of the practices on confidence levels and perceived levels of anxiety for speaking in class. In this study, we analyzed two technologies integrated in the curriculum of an advanced-beginner first-year Spanish course. Participants included 53 students enrolled in four self-selected sections. Participants completed a series of six speaking practices over the course of a semester, and documented their progress using a self-assessment instrument focusing on fluency and oral participation in class. Data consisted of students' ratings in two self-assessments of fluency and class participation, responses to an online survey, and thematic analysis of a focus group. Using data from surveys and focus groups, we offer insights on the challenges and benefits students identified from their interactions with the technologies. We report group trends organized by the technology used, and explicate differences and similarities. Results show that online speaking practice positively influenced students' ratings of fluency and class participation. Furthermore, online speaking practice shows potential to decrease students anxiety to speak Spanish in class. Finally, we offer recommendations for the adoption of the technologies for online guided interpersonal practices with an emphasis on the implications for the development of speaking skills, as well as affordances and constraints of the two technologies analyzed.

Papers session (EUROPEAN PROJECTS)

11:00 - 11:30

Successful telecollaboration exchanges at secondary schools? What are the challenges & answers?

K. Jauregi[1], S. Melchor-Couto[2]

[1]Utrecht University, Netherlands
[2]University of Roehampton, United Kingdom

The Erasmus+ project TeCoLa (2016-2019) promotes gamified telecollaboration technologies to enhance meaningful foreign language learning in secondary schools throughout Europe. Special attention is given to task development that facilitates authentic communication in the foreign language; intercultural experience, awareness raising, and competence development; and collaborative knowledge discovery in contexts of content and language integrated learning. TeCoLa embraces learning diversity while adopting differentiated pedagogical practices.

In 2018, a number of pilot experiences are being conducted around the use of innovative technologies , target languages, interaction constellations and telecollaboration tasks. This paper will report on three of those pilot experiences:

(1) Intranational lingua franca constellation: Two Dutch teachers from two different Dutch schools using virtual worlds as a platform for their pupils to communicate in Spanish as a Foreign Language,

(2) Transational lingua franca constellation: A Dutch and a French teacher of German resorting to gamified virtual world tasks for their pupils to communicate in German as a Lingua Franca,

(3) Tandem constellation: An English and a Spanish teacher promoting virtual world interactions amongst their Spanish and English students.

Different sources of data are being gathered (recordings, surveys and interviews) in order to be able to disentangle the factors that might play a role in successful telecollaboration exchanges and language learning experiences.

Getting a grip on basic skills: pedagogical design for teachers and advisers in migrant education

H. Vaarala[1], T. Tammelin-Laine[1], M. Bogdanoff[1]

[1]University of Jyväskylä, Finland

Getting a grip on basic skills: pedagogical design for teachers and advisers in migrant education (2017-2020) is an ESF (European Social Fund) funded project coordinated by the Centre for Applied Language Studies at the University of Jyväskylä. The project focuses on the development of basic skills (ICT, literacy, numeracy, and studying skills) among immigrant adults with limited formal education background by improving the professional expertise of the teaching personnel working with them in Finland. Additionally, the aim is to develop and pilot an in-service training model for promoting the skills of the teachers in activities focusing on basic skills (e.g., using ICT and digital devices in teaching language and literacy).

In this paper, we give a short overview of the whole project and discuss the following issues by using qualitative content analysis: 1) What kind of knowledge and skills do the teachers think they have and need for using ICT in teaching language and literacy skills for adult L2 Finnish learners with limited formal education background? 2) How do the teachers develop the pedagogical design in their use of ICT in language and literacy teaching?

The data was collected during the first three modules of the pilot, and it consists of the teachers' (n=50) teaching experiment reports, self-assessment forms, and discussions in the online learning platform and in the face-to-face counselling sessions of small groups.

In the large frame of reference, we contemplate how to support the development of the L2 learners' ICT skills. We also discuss supporting the self-direction of the L2 learner in the process of learning ICT skills, and how to use ICT as a tool in teaching L2 learners with limited formal education background and still the need to manage in Western information society that values diverse digital skills.

Collaboration with a purpose: cross-cultural collaboration program as a VE/EVE experience

K. Riikonen[1]

[1]Soliya, Finland

In 2018, the EU has established its first fund on virtual exchange (VE). The 'Erasmus+ virtual exchanges' initiative, or EVE, has the aim of linking countries' young people (aged 18 to 30 years), youth workers, youth organisations, students and academics from European and southern Mediterranean using online learning activities and technology-enabled solutions in order to strengthen people-to-people contacts and intercultural dialogue.

As a part of the EVE initiative, Soliya implemented the Connect Program Collaborate in Spring 2018. Drawing from Soliya's expertise in virtual exchange in higher education, the 5-week program offers participants the opportunity to gain essential 21st century skills and attitudes related to cross-cultural collaboration and communication.

In the Connect Program Collaborate, participants engage with their peers in diverse international groups. Led by trained facilitators, the groups go through a collaboration process, where they produce an online awareness campaign together either on poverty or migration.

In the process, they practice constructive cross-cultural communication and collaboration skills, explore and analyse key ideas related to the collaboration theme and connect those ideas with their local cultural contexts. They will also go through a process of negotiation of meaning to decide the focus, purpose and goals for their digital campaign.

Learning is facilitated by synchronous engagement in small groups and asynchronous engagement through short weekly tasks. There are specific learning components on communication and collaboration as well as activities and online materials to support the learning.

The Connect Program Collaborate is one programmatic model of EVE, where learners engage with difference in a safe dialogue space and gain a unique experience on cross-cultural communication and collaboration in an online world.

Papers session (RESEARCH)

15:30 - 16:00

(Re-)exploring Virtual Reality: Is VRALL the Future of CALL?

R. Kaplan-Rakowski[1]

[1]Independent Researcher, United States

In accordance with the theme of EuroCALL 2018: "Future-proof CALL: Language Learning as Exploration and Encounters", the goal of this presentation is to (re-)introduce the audience to the concept of Virtual Reality Assisted Language Learning (VRALL) and describe its current state.

With the most recent release of advanced virtual reality (VR) technology, interest in learning in VR environments is experiencing a rebirth. Unlike limited VR prototypes, the new wave of VR headsets is opening greater possibilities of creating settings for immersive learning at an affordable cost. These learning possibilities have already been studied in, e.g., medicine (Mohammadi, Hesami, Kargar, & Shams, 2018) and geography (Chen & Lin, 2018). However, in CALL, investigations are limited.

VR-related areas that gained interest from the CALL community were language learning with stereoscopic 3D visualizations (Kaplan-Rakowski, 2016), in gaming (e.g., Cornillie, Thorne, & Desmet, 2012), and in virtual worlds (Sadler, 2018). Some examples of VRALL aspects that remain to be addressed include the impact of telepresence, cognitive overload, and symbolic immersion on language learning.

For language learners VR can be seen as an opportunity for instant immersion in foreign countries and cultures. Besides the access to foreign settings, VR can take learners for adventures where they can experience extraordinary activities, which may increase learners' engagement and actional immersion (Dede, 2009).

This presentation will provide an overview of the evolution of VR technology with its key concepts and definitions explained. The current state of language research and learning in VR spaces will be presented, including a discussion of the positive and negative sides of learning in VR. The audience will have a chance to try out several types of VR systems to better understand the technology and to trigger the audience's imagination on what VR is capable of for language learning, as well as to get an accurate idea of the practical limitations of current technology.

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16:00 - 16:30

Using eye-tracking to research the effects of linguistic text simplification on the reading behaviour of English language learners

I. Rets[1]

[1]the Open University, United Kingdom

Reading is a multilevel cognitive, cultural and social process; it involves an even higher number of competencies in a foreign language. Yet, detailed understanding of L2 reading can contribute to a more successful instructional design in foreign language classrooms. To this purpose, the present study has employed experiments with multilingual participants reading different types of texts The aim of the study was to compare L2 reading of authentic and non-authentic simplified texts in terms of eye movements, reading speed and reading behaviour among English language learners. All of the texts were extracts taken from courses provided as free open educational resources on the Open University's OpenLearn platform.
After examining the readability of the selected texts and simplifying them according to the guidelines that were put together during the examination of the literature on simplification, the eye-tracking experiments were conducted with ten multilingual participants with intermediate (B1) knowledge of English. The eye-tracking data and subsequent stimulated recall interviews showed the extent to which open educational resources are accessible to non-native speakers. Among the implications drawn from the study is the fact that – given the intended world-wide audience of open educational resources – these texts need to be linguistically simplified to be accessible to a broader audience.
This study will contribute to our current understanding of language learners' potential access to, and use of open educational resources, and the differences that could be achieved in this through simplification of the text used in resources. It is innovative in terms of its exploratory findings and methodology as only a few studies in language educational research examine the idea of simplification and discourse processing in L2 using diverse languages through eye-tracking analysis.

Videography in linguistic landscape research on multilingual educational settings

T.P. Szabó[1], P. Laihonen[1]

[1]University of Jyväskylä, Finland

This paper aims to advance the methodological state of the art of linguistic landscape research on educational settings (i.e. schoolscape research, see Laihonen & Szabó in press) from the point of view of the digital turn for visual methods from a critical perspective. With examples from on-going fieldwork projects using "traditional" and 360 degree videos in multilingual schoolscapes in rural Romania (Romanian, Hungarian and other languages) and urban Finland (Finnish, Swedish and other languages), we ask how co-creating such videos enhance or delimit the integration of researcher's aims to gain analysable data, and participants' needs to take part in meaningful activities.

Visual methods have been used to generate multimodal data in order to minimize the impact that researchers have in shaping the data. Moreover, participants' voices and agency are supposed to become foregrounded in the research narrative, too (Pietikäinen 2012). The use of digital technology further helps to engage the participants, however, the technicized fieldwork experience brings new challenges and calls for new, more critical ways to reflect on the processes of producing and analysing the digital schoolscape (see Troyer & Szabó 2017; Szabó & Troyer 2017).

The methods for analysing digital videographic representations of linguistic landscape are still in their experimental stage. We explore the challenges and new possibilities to carry out Multimodal Discourse/Interactional Analysis on such digital materials and their contexts. Finally, we will conclude by summing up our insights so far of the gains and challenges of using either a "traditional" video or a 360 degree videos from the point of views of the participants and researchers to a schoolscape project. A major advantage of 360 degree videos is that viewer's experience can be customized by choosing angles when analysing data. However, such customizability also means a challenge for analysis: while 360 degree lenses do not delimit the angle of recording in the same way as in traditional cameras, some angles remain unused when watching the recordings, so the visual research narrative becomes even more fragmented. However, 360 degree video recording as an activity appears to offer more innovative, versatile and integrative encounters for student engagement.

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Papers session (RESEARCH)

15:30 - 16:00

Examining the impact of an automated translation chatbot on online collaborative dialogue for incidental L2 learning

T. Sato[1], M. Ogura[2], S. Aota[3], T. Burden[4]

[1]Tokyo University of Agriculture and Technology, Japan
[2]Osaka Ohtani University, Japan
[3]The University of Tokyo, Japan
[4]Meisei University, Japan

This study examines the effectiveness of an automated translation chatbot used in online interactions, which consequently could enhance the competence of English as a foreign language (L2). L2 learning with peers in a community of practice has received theoretical backing from the sociocultural perspective of learning, as communication to recognize the difference from others and establish shared meanings (Sharples, 2005). Swain (2000) also claims the significance of collaborative dialogue defining as a learner-centered dialogue where learners are involved in problem-solving or knowledge building. According to such perspectives, the interactions make learners recognize gaps in language knowledge of other members and therefore strive to bridge the gaps by focusing on their input and output (Swain & Lapkin, 2000). Furthermore, collaborative online L2 tasks with mobile devices connect in-class formal learning to out-of-class informal learning (Kukulska-Hulme, 2015), which our study believes would lead to more successful learning. Although meaningful L2 interactions with peers will facilitate better L2 outcomes, there exists a major obstacle that hinders many L2 learners from actively participating in the dialogue: their inactive participation in the interactions. Sato (2016) reveals that Japanese L2 learners' less active output in an online learning community results mainly from their notion that their English language competence is not sufficient for their peers to understand their posts on an online message board. To facilitate online collaborative dialogue, therefore, a device should be used to scaffold their L2 meaningful interactions without the interruption of referring to dictionaries or other referential resources. Our study introduces an automated translation chatbot offered by LINE, one of the most popular online communication apps in some Asian countries such as Japan. The function of this bot, which translates L1 messages almost simultaneously, might coincide with that of Google Translate which promptly translates a sentence or phrase into a target language. The chatbot, however, can be used during online interactions between peers or among a group. When a user implements the chatbot, they receive a substantial amount of L2 exposure without any feelings of inferiority about their L2 competence. This study, therefore, hypothesizes that the chatbot will scaffold the online interactions by offering various L2 comprehensive input, which as a result will enhance L2 performance. To verify our hypothesis, both quantitative and qualitative research are conducted for Japanese undergraduates. After a pre-writing task, the subjects are asked to conduct online interactions as problem-solving tasks with their peers. The subjects are subsequently asked to perform a further writing task which is the same topic as the pre-task, but carried out after the interactions. We analyze performance by quantitative comparison of the vocabulary, structure, and contents of the results of the two writing tasks. Also, an open-ended questionnaire and semi-structured interviews are carried out after the interaction to find out how the subjects use the translation chatbot. The findings of this study suggest that the efficient use of online translation apps facilitates collaborative dialogue and results in more successful L2 learning.

Developing exolingual communicative competence to promote collaboration and enhance digital storytelling in L2 using a multimodal telecollaboration learning system.

M. Ciekanski[1], Y. Atif[1], M. Bassor[1], V. Privas Bréauté[1]

[1]University of Lorraine (ATILF UMR 7118), France

The LIP-TALE Project (Language Interactive Partnership: Talk, Agree, and Lengthen the Essay) involved 50 pre-intermediate (A2) language learners from Scotland and France using a Telecollaborative learning system aimed at enhancing the discursive competence in L2 through multimodal collaborative interactions. Studies in CMC have highlighted how online synchronous learning environments implement a new literacy related to multimodal communication (Herring 2001), especially with social networking tools (Lamy & Zourou 2013). "Discourse 2.0" is characterized by multi-authorship and joint discourse production (Androutsopoulos 2011). The project based on the new characteristics of digital literacies (Jenkins et al. 2006) questions the way socially distributed and transmedia practices may sustain the development of pupil's discursive competence. Although a growing number of studies have been focusing on the affordances of digital storytelling as a multimodal tool, relatively little attention has been paid to the collaborative process during digital story construction and how that may affect what the participants gain from the experience as far as language learning is concerned (Priego & Liaw 2017). During 8 weeks, learners studied in binational quadrems in synchronous and asynchronous sessions through a videoconferencing tool, a shared-editing text and a SNS, to create written and oral small narratives (fantastic tales, realistic short stories) from pictures, alternatively in French and English. The collaborative creating process is based on multimodal negotiations on form and content through exolingual interactions. At each new session, all the learners received the image of another quadrem along with the corresponding created oral/written text based on it, and had to lengthen the previous story(ies) by adding a new part. At the end of the training session, 12 stories of four oral or written texts each invented by all 12 quadrems (each one worked on 4 images and thus created 4 quarters of 4 different stories) posted on Facebook so as to be listened to/read and commented by all. The exchanges of stories sustained a better focus on coherence and cohesion since the learners had to link their story to a previous one, and a better attention to the audience since the stories were shared and commented via FB.

The pragmatic behaviour of the partners may cause problems due to exolingual speech situations. While speakers are generally aware of grammatical and lexical weaknesses, pragmatic failures are less recognized as such and are likely to be misinterpreted which may prevent the collaborative process. To promote awareness, one member of each quadrem was asked to take reflective notes on the way exolingual communication took place in their quadrem, which encouraged them to adopt a metalinguistic perspective on both exolingual and online communication. At the end of the project, short videos on the participants' critical thinking about exolingual communication were recorded, posted on FB, liked and commented by all. The scenario was based on the assumption that exolingual negotiation would help developing trans-language practices that would sustain learners' discursive resources, through strengthening pupils' collaboration (Walker 2017).

With a mixed methods analysis based on transcribed multimodal data, questionnaires and multimodal mining data, the study sheds further light on the understanding of multimodal communication structures through learner participation and learning practices: how did the learners use different modalities to negotiate and collectively produce a storytelling? How did the multimodal learning interaction and the social dimension of the task affect the learners' focus and engagement within the creating process? Adopting a Socio-Constructivist perspective, we examine (1) the L2 negotiation and co-construction of meaning process in the learners' discourse through pragmatic and procedural approaches (Hull & Saxons 2009) in relation to language learning outcomes, and (2) the role of the cultural dimension of the cognitive process involved in the selection and the integration of elements while elaborating a story (Lambert et al. 2008) and their effects on the learners' scaffolding and oral/written feedback strategies between NS/NNS.

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Computer-Supported Collaborative Learning Pedagogy for L2 English Summary Writing Instruction

Y. Iijima[1, 2]

[1]Dokkyo University, Japan
[2]UCL Institute of Education, United Kingdom

This design-based research (DBR) (e.g., Barab & Squire, 2004; Anderson & Shattuck, 2012) explored effects of a computer-supported collaborative learning (CSCL) pedagogy developed for the instruction of summary writing in second language (L2) English in the context of university English education in Japan. One of the important academic English skills that are difficult to acquire for L2 learners is summarising source texts so that they can use appropriate in-text citations in various writing assignments. Although there are a number of clear-cut lists of summarisation strategies to teach and learn, research has shown that specific aspects of summarising can be resistant to instruction, such as paraphrasing, and selecting and generalising propositions (e.g., Keck, 2006; Sherrard, 1989). Furthermore, despite the cognitively demanding nature of summarising skill, course books have limited coverage of the skill, and technology-enhanced pedagogical designs have not been sufficiently explored yet. Indeed, pedagogical ambiguity still remains for classroom teachers.

The growing research body of L2 collaborative writing generally suggests that group writing helps learners produce better quality texts than individual writing in such areas as content, grammar, and vocabulary use. It also seems to agree that collaborative writing can be a positive learning experience if well designed (e.g., Kessler, 2009; Storch, 2005, 2013; Talib & Cheung, 2017). There have been, however, few empirical investigations into the impact of collaborative writing on individual learners' writing development (e.g., Bikowski & Vithanage, 2016).

Thus, theoretically informed by existing L2 collaborative writing research, the present study designed two types of CSCL pedagogy for summary writing lessons to address existing instructional problems at the study site: collaborative writing through face-to-face discussion and collaborative writing through text-chat discussion. Google Docs was used as a platform for the collaborative tasks. The study investigated (1) whether this pedagogy can benefit individual learners' summary writing skill development, (2) what aspects of summary writing skill this pedagogy could improve, and (3) how learners and teachers perceive their learning and teaching experience. Following Amiel and Reeves' (2008) DBR procedure model, the study involved identification and analysis of practical problems at the study site, development of pedagogical design, iterative cycle of testing and refinement of the design, and reflection to produce design principles. Participants of the study were four teachers and their approximately 60 students (upper beginner to lower intermediate). To examine potential effects of the pedagogical designs, a mixed method approach was adopted to analyse individual learners' summaries and their responses to a post-task survey and a semi-structured interview. The results showed that both face-to-face and text chat-based group writing tasks were effective to improve some different aspects of individual summary skill development, such as paraphrasing, avoiding three or more words in a row from the original text, and keeping an appropriate length according to the task requirement. Learners generally perceived the collaborative writing experience helpful to improve their summary writing skill. Teachers found the text-chat technology useful to understand learners' thought process during collaboration and to encourage shy students' active participation in the task.

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Papers session (RESEARCH AND DEVELOPMENT)

15:30 - 16:00

Teacher reflection and development in an intercultural telecollaborative project

M. Bortoluzzi[1], A. Mullen[2]

[1]University of Udine, Italy
[2]University of Laval, Canada

To date, research studies in telecollaboration have mainly focused on the learner, the learning tasks, teaching methodology and chosen media (Furstenberg, 2001; Belz, 2002; O'Dowd, 2005; Hanna and de Nooy, 2009; Jager et al. 2016). Although the role of the teacher in telecollaboration is an important one (Müller-Hartmann, 2007), the 'telecollaborative' teacher and the reflective practitioner in telecollaboration is a topic that has tended to be under-represented.

This presentation discusses the professional teacher in telecollaboration projects and focuses on her development into what we refer to as a 'reflective telecollaborative teacher' who 1) is actively involved in identifying and discussing intercultural development with her partner(s), 2) critically reflects on methodological issues pertaining to intercultural competence and the telecollaboration process, 3) revises the telecollaboration process of intercultural and language learning for herself and her students in a continuous learning loop, 4) consciously transfers the intercultural knowledge and critical reflection on telecollaboration to offline classroom teaching (following Kolb, 1984; Edge, 2011; Liddicoat and Scarino, 2013).

From the bases of the telecollaboration project which is titled Canadian-Italian Exchange for Language Learning (CIELL) and has run five times over a two year period (2015-2017) with different groups of students from Université Laval (Québec, Canada) and the University of Udine (Italy), we shall discuss the challenges facing the telecollaborative teacher which involve: 1) her own professional and personal development, 2) working in a partnership, 3) the practical difficulties encountered regarding teaching institutions and their demands and limitations, 4) managing very different groups of students and course requirements and 5) knowledge and use of technology.

The approach of the study is ethnomethodological and combines qualitative and quantitative data analysis (Dörnyei, 2007); the framework of reference relies on studies about the 'reflective teacher' (Shön, 1983, 1987; Edge, 2011; Farrell, 2014, 2015), and intercultural dialogue in learning (Kramsch, 1998; Houghton, 2012; Liddicoat and Scarino, 2013) within a multiliteracy framework (Cope and Kalantzis, 2015). We shall analyse how the focus and various procedures have changed from the original telecollaboration project in 2015 to present day (2018) in order to adapt to the knowledge of the teachers, needs of the students, and the changing educational context. This constant reflection on the telecollaboration process, and students' results and feedback have contributed to our development as teacher educators and 'intercultural telecollaborative reflective teachers'.

Development of critical thinking skills and intercultural awareness in bilingual telecollaborative projects

R. Vurdien[1], P. Puranen[2]

[1]White Rose, Spain
[2]Aalto University, Finland

Nowadays, different technologies for computer mediated communication and learning offer ever-growing possibilities for language teaching, learning more skills for intercultural awareness and for developing students' critical thinking skills. New technologies are valuable ways to interact between different cultures and increase cross-cultural understanding among university students and offer new ways for computer-supported collaborative learning.

This presentation examines and reports on experiences of three different bilingual (English-Spanish) telecollaborative projects. Telecollaboration or online intercultural exchange enables students to interact in a more authentic environment and build new online communities. In our presentation, we will also analyse how our students, throughout these different projects, were able to develop their intercultural competence and awareness as well as their critical thinking skills by utilizing different online tools and learning contexts, such as a video conferencing platform and Facebook.

The main research questions of this study are how students were able to develop their skills for critical thinking and intercultural awareness during the telecollaborative projects and how they were able to share their knowledge and views through social networking by using the above-mentioned online tools.

The study adopted a qualitative and quantitative approach and data were collected from various sources, namely the questionnaires administered at the beginning and end of the projects so that the participants could talk about their experiences. Individual interviews were also conducted upon completion of the projects to find out about the students' attitudes to their learning experiences and their understanding of their own and that of their counterparts' cultures. In addition, to gather more data, a survey in the form of a questionnaire consisting of ten statements was completed by the students at the end of each project. A five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used to gauge the students' reactions to the projects.

The students' evaluation of the projects and their learning experience was positive and they considered using different platforms as learning contexts to be very convenient for online engagement. The project helped students to exchange views about cultural aspects and clarify questions that arose. As a conclusion, we argue that sharing thoughts and views on Facebook and videoconferencing has been a meaningful learning experience and students have been able to discover and share useful information about each other's cultural traits. The projects have clearly given the students an opportunity to communicate, exchange ideas and further discuss and analyse them critically with their peers to enhance intercultural learning.

We will present the data collected and analysed, as well as the results with their implications for future practices.

Between freedom and constraints - design choices in a Franco-American TC project and their impacts on the dynamics of exchanges

V. Pradier[1], P. Meechan[2]

[1]Paris - Dauphine University, France
[2]University of Michigan, United States

In the context of a telecollaboration project between students at the Paris-Dauphine University in France (developing their skills and knowledge in English language) and students at the University of Michigan in the USA (developing theirs in French), our reflexion leads us to consider the details of the complex learning environment we set up and of their possible impact on reciprocation between students.

The question under study is that of the balance between freedom and constraints as a central element to the fostering of reciprocally enriching exchanges and qualitatively satisfying moments of mutual cultural and linguistic discovery.
The degree of explicitness and the focus of task type (O'Dowd and Waire, 2009) is considered along the differences between the prescribed and the actual actions of individuals and collectives.

Choosing to analyze our question in the theoretical framework of Complexity theories (Larsen-Freeman and Cameron, 2008) has lead us to collect various types of data during and after the project: student survey responses, audio recordings of oral presentations, interviews with students. This data helps us to investigate the dynamics of student exchanges and to consider the importance of agency, reciprocity, openness and accountability in the success or failure of the challenging process of tele-collaborating.

Papers session (RESEARCH AND DEVELOPMENT)

15:30 - 16:00

Future-proofing social exploration and encounters: L2 Ideal-classmate interventions in randomized control study

J. Falout[1]

[1]Nihon University, Japan

Socially supported learning behaviors can be promoted when students are aware of what their classmates want from each other during pair and group interaction in the second language (L2) classroom. To reach this classroom-wide understanding, an approach of collecting opinions from each student and anonymously reporting an entire set of this raw data back to the students themselves can take much of the teacher's time. However, this preparation time can be minimized, while use of student voices can be maximized, using various CALL tools, including: Google Docs, Google Slides, Google Forms, Excel, and PowerPoint. This pedagogical method is known as the ideal-classmate intervention, and the first-stage procedures are straightforward. First, the teacher asks each student to respond to the ideal-classmates prompt, "Please describe a group of classmates that you could learn English well with. What would you all do to help each other learn better and more enjoyably?" Then the teacher combines all responses and returns this set of raw data back to the students. Because this is providing metacognitive feedback from the students to the students, this part of the procedure is also known as looping back the data. Second-stage, the students then read and reflect on this set of looped ideas. They can then respond back to each other about what their classmates think would be useful for near-future social exploration and encounters with each other in their L2. CALL tools facilitate sharing metacognitions particularly in this stage, and can involve ongoing reflections and looping across the duration of the semester. Such L2 ideal-classmate interventions are hypothesized to: (a) accentuate actual classmates as possible role models, (b) provide an immediate-future self that is seen as more possible to reach than a distal-future self, and (c) utilize the classroom community to actively engage mutual imaginings within lived experiences. The present study tests these hypotheses with over a dozen classes of English as a Foreign Language at a few different universities in Japan. The classes were randomly assigned to experimental or control conditions. First-stage procedures for classes in the experimental condition started from the ideal-classmates prompt described above, whereas classes in the control condition started from an ideal-future-self prompt (i.e., "Please describe a future you using English. What would you be doing with your English in future situations?"). Control classes did not follow any of the ideal-classmate interventions. For second-stage procedures, different experimental classrooms used different CALL tools for sharing metacognitive reflections of ideal-classmate images. Then using validated questionnaires, self-reported measurements were then taken at the beginning and end of the semester from the students in both conditions for determining the degree that the ideal-classmate interventions affected the positive development of: (a) past, present, and future L2-self imaginings, (b) self-perceived ideal-classmate behaviors enacted by students' actual classmates, and (c) self-perceived ideal-classmate behaviors enacted by students' own individual selves. This study was therefore designed to experimentally determine the degree that ideal-classmate interventions could future-proof social exploration and encounters in the L2 classroom. Implications for research and pedagogy will be discussed.

Looking for meaningful indicators of complexity, accuracy and fluency in learners' texts to inform L2 performance

M. Hamel[1], S. Auyeung[1], G. Lehman[1]

[1]University of Ottawa, Canada

Complexity, accuracy and proficiency (CAF) are viewed as 'metrics that gauge the L2 performance' (Butlé & Housen, 2012). We have investigated CAF indicators (Housen, Kuiken & Vedder, 2012; Agren et al., 2012) in learners' texts through the use of natural language processing and corpus analysis tools. Our aim was to identify indicators that could be meaningful to support L2 performance diagnosis, to help teachers provide their learners with a more comprehensive written corrective feedback (AUTHORS, 2017), and be consistent with a data-driven learning pedagogy (Boulton, 2017). This investigation took place in the context of the development of a CALL application, termed MyAnnotator, which offers teachers a flexible environment to sustain their essay marking process practice (AUTHORS, 2017).

Hence, prior to integrating NLP and corpus analysis tools in MyAnnotator, we tested them on learners' texts so to foresee the type of data that can obtain through their use and what could be done with this data, pedagogically speaking. The tools are the Stanford POS-tagger (Toutanova & Manning, 2000) and the VocabProfiler (Cobb, 2010). We conducted a pilot study using these to analyze a corpus of written texts produced by a group (n = 25) of high intermediate (B2-C1) learners of French over one semester for a hybrid FLS class. Some lexical accuracy, density and diversity indicators were found particularly meaningful to inform L2 performance in this French learner corpus (Agren, Granfeldt & Schlyter, 2012). These were operationalized as ratios of errors (Hamel & Milicevic, 2008), of cognates (Horst & Collins, 2006), and of low-frequency and off-list words found in the learners' texts. We will show analysis results and discuss how we are currently integrating such tools and data in our CALL application. We will conclude on the potential of our CALL application for the identification of learner types (Heift, 2008) in the context of adaptive technology mediated language learning (Vandewaetere, Desmet & Clarebout, 2011).

Laughing heads and other emojis: Multimodal languaging in the classroom

H. Dufva[1], R. Kelly[1], E. Tapio[2]

[1]University of Jyväskylä, Finland
[2]Humak University of Applied Sciences, Finland

What kind of boundary crossing can take place in a multimodal classroom where Finnish Sign Language (FinSL) signers are learning English? In this paper, we will present a case study of 'Laughing head', an incident that took place during one of the classes.

The ethnographic data for the study comes from a research project in an English language course 'Academic reading' offered for university students majoring in FinSL. Most of the classes were in 'Language Lounge' which with its movable tables and beanbags provided an environment that allowed mutual engagement to both embodied interaction and typed texts on the screens. The data to be reported in this paper comes from sets of data consisting of videorecordings of classroom interaction, screen videos, fieldnotes, student assignments, chatlogs and interviews (see also Kelly et al. 2015).

Our presentation focuses on an incident in the classroom where the participants interact simultaneously with each other in a chatroom and physical environment via several mediational means (e.g. FinSL and typed chatroom text). While negotiating a task in the chatroom with the teacher, one of the students accidentally placed an animated laughing head into her chat message. After the animation appeared on the screen, all the participants coordinated their attention for joint laughter.

In our analysis of the incident, we draw on multimodal interaction analysis (Tapio 2017) and on studies of social media, emojis and humour in the educational context. Through a detailed analysis, we show how the shared site of attention is created via a number of mediational means, such as gaze, written English and FinSL.

The incident can be seen as a case in which several boundaries, typical of the traditional classroom interaction, are crossed. The traditional foreign language classroom was defined by its formal, teacher-led instruction where literacy-based and monolingual genres were the norm. Here, the design and tools of the classroom provided affordances that helped the participants to cross the classroom boundaries and spontaneously bring in multimodal and multilingual elements that are habitual in their everyday practices. In doing this, a situation was created, partly accidentally, where humour, joined laughter and sense of community emerged. We conclude that the multiple means that allow both teacher-student and student-student interaction also help to achieve more varied classroom activity which breaks away from rigid agendas and also, potentially create new learning opportunities.

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Symposium - Assessment becomes technology-mediated, but does it change? The case of Finland

15:30 - 16:00

Current developments in technology-mediated assessment internationally and in Finland

A. Huhta[1]

[1]University of Jyväskylä, Finland

The presentation gives on overview of the main trends in technology-mediated assessment of language skills. Global developments in this area are discussed followed by an analysis of how some of these trends are manifested in the Finnish context. Technology is currently made use of in numerous assessments ranging from large-scale, high-stakes examinations to small, local, classroom applications of technology. The purposes of these assessments also vary and range from certification and achievement testing to diagnostic / formative assessments for feedback. Examples to be described and discussed include the major international examinations such as the TOEFL iBT and Pearson / Versant tests which employ automated scoring across most or all language skills, and the Finnish Matriculation Examination. A very different strand of assessment is represented by systems that aim at providing learners with formative feedback on their language skills. Examples of this include DIALANG, the first large-scale diagnostic assessment system which is also used for placement purposes (current plans to enhance the diagnostic capabilities of DIALANG are also described). Finally, the potential of large-scale examinations to provide test-takers and institutions with formative feedback are discussed.

16:00 - 16:30

Technology-supported formative assessment of literacies and languages: teachers' beliefs and experiences

M. Tarnanen[1], S. Sulkunen[2]

[1]University of Jyvaskyla, Finland
[2]University of Jyväskylä, Finland

The current curriculum for basic education emphasizes learner-centred pedagogy, hybrid learning environments as well as formative assessment and students' active role in the classroom assessment. Apart from the testing oriented assessment culture, Finnish teachers have been free to make choices of their own in terms of assessment practices and materials. Now, according to the curriculum, they are expected to assess and give feedback continuously in addition to the traditional summative assessment. There are differences between teachers, schools and education providers how assessment culture has been developed and teachers supported in this change. In this paper, we study – with the focus on languages and literacies – school teachers' beliefs about continuous classroom assessment. We will also present some digital tools that have been used for supporting assessment process and teachers' experiences of using these tools. Finally, we will discuss the role of technology-supported assessment as a solution to promote learning through classroom assessment.

Changes in the Matriculation Examination and the National Core Curriculum: Opportunities and tensions

D. Leontjev[1], A. Huhta[1], R. Hildén[2]

[1]University of Jyväskylä, Finland
[2]University of Helsinki, Finland

The presentation focuses on the impact of the new digitised Finnish Matriculation Examination (ME) and the National Core Curriculum (NCC) on the language classroom. It also discusses how ME expands the assessment of learners' language abilities.

We first present some outcomes of an online survey of Finnish upper secondary English teachers' (n = 85, four of them interviewed) perspectives on the changes in the NCC and the ME, and, as a result, their classroom assessment practices. The majority considered that they should prepare students for the ME, half of them anticipating increase in examination preparation because of its digitisation.

The digitisation of the ME, including its language tests, implies a substantial conceptual and practical change in its nearly 200 years history. Alongside the rejection of a paper-based format, task types with multimedia content have been introduced and the rating procedures reshaped. As high-quality assessment needs to be research-based, we propose a research agenda comprising the juncture of educational curricula and high-stakes tests, the reception of an educational reform among various stakeholders, and the manifestation of communicative language ability and skills through task performances. Examples of small-scale studies and ongoing research endeavours are presented for discussion.

15:30 - 17:00 | AG ALFA

Papers session (REFLECTIVE PRACTICE)

15:30 - 16:00

Online English Presentation practices with Filipino Teachers in university classrooms

Y. Tsubota[1], S. Healy[1], Y. Kudo[2]

[1]Kyoto Institute of Technology, Japan
[2]QQ English, Japan

In the process of globalization, improvement of English language ability is extremely important for the future of Japan. The Japanese government is now reforming English education, for example, they introduced English to primary school education, changed the curriculum guidelines for English education towards a more practical communication style, and will introduce a four-skills assessment of English to the national center test for university admissions, which is the national standardized test used by public and private universities throughout Japan. Although various reforms are ongoing, the effect is not enough to boost the level of English education. One of the biggest problems is the lack of the amount of time spent on practical English communication. To alleviate this some institutions are introducing online English communication courses with teachers based in other countries. In this presentation we will discuss the various problems that can arise in the use of online classes, for example the evaluation of the activities and the behavior of the students and also review the results of both qualitative and quantitative research undertaken on the impact of the online classes on the motivation, language anxiety and level of English ability of the students.

We are conducting presentation activities in various university classes using Skype in collaboration with an online English conversation school in the Philippines. The timing and the amount of participation of the students depend on the courses. In the most frequent case, one week out of four weeks is used for online communication and three out of four are used for practicing their presentations in peer groups. Several problems have arisen that are unique to studying online especially related to presentations. One of them is the limited view of the teachers due to the use of screens. Some students hide their scripts out of view of the camera and just read their presentations. Another is that the students present in groups and sometimes those who have finished presenting lose concentration and do not participate in the other students' presentations. There are also some difficulties on the teachers' side, too. It is sometimes hard to evaluate the students' posture and the volume of the speech since they are influenced by the direction of the camera and volume settings of the computer or tablet. In order to solve these problems we decided to give roles to each student such as Questioner, Time Keeper, and Recorder and introduced wide conversion lenses for the Filipino teacher so they can see all the students easily both of which have led to smoother group interaction. We also introduced peer evaluation, which helps students to improve their evaluation abilities and have generated more fruitful discussions and to avoid students reading their scripts they have been taught how to create notes on index cards. To improve the quality of the activities, all the students' presentations are video-recorded.

The results of the research have shown that the online sessions have had a positive impact on the students' motivation language anxiety and linguistic ability.

Collaborative Colour-Coding for Academic Paragraph Writing

A. Fukao[1], G. O'Connell[1]

[1]International Christian University, Japan

This paper describes designed-based collaborative action-research at a private university's English programme in Japan. Specifically, the study aims to help Japanese learners of English write a good academic paragraph for a research essay by developing materials aligned to a pedagogical design. Two researchers have identified a persistent problem in students research papers, i.e. a lack of the essential elements within a body paragraph, despite the fact that the students have declarative knowledge of what a good paragraph should contain. This indicates that there needs to be improvement in the common practice of teaching paragraph writing, such as how peer-reviews or teacher-student conferences are conducted, in order to create a more effective bridge between students' declarative knowledge and performance.

The action-research is built around one piece of teaching/learning material which consists of a model academic paragraph that has been colour-coded to highlight eight essential elements of an academic paragraph. The material is online, which allows for more flexibility in the way it can be used. Through a design-based approach, the researchers have experimented collaboratively to use the material with different students in different classes and at different levels through the cyclical process of testing and refining the material and learning pedagogy. The material was used as follows; 1) as a way to learn about or review the essential elements of an academic paragraph, 2) as a guide for students to produce an academic paragraph, either as an individual or in collaboration with other students, 3) as a tool to generate a focused conversation during a peer-review, and 4) as a tool for the teacher to evaluate and give feedback to the students.

In an attempt to assess the effectiveness of different uses of the target material, various types of data were collected which include students writing, self- and peer colour-coded paragraphs, their interaction during the peer review activity, and students perceived experience of collaborative writing, as well as teacher observation. Preliminary findings include the following:
1) the material is effective when repeatedly used
2) the material gives a clear focus for a peer review
3) the material helps to create a "writing" focus when students write collaboratively
4) the material provides a platform for an effective teacher-student conference
5) the material encourages students to write independently.

Design principles of collaborative learning in an academic writing class to develop paragraph writing skills will also be discussed, together with the potential benefits of applying such principles to the teaching of other aspects of writing.

A Trump Card: Autonomy First

L. Gonzalez[1], J. Mizeret-Lad[1]

[1]Lausanne University, Switzerland

The courses at the Language Centre of the University of Lausanne are organised in the classroom and the multimedia room. Students explore different learning strategies, guided by a teacher in the classroom, multimedia room and remote. Student work is supported by the "PlurieL" platform, which is specifically designed to serve individual needs.

Autonomy, as defined by Duquette and Renié (in Chanier and Pothier, 1998), is associated with the skill of learning to learn with the support of a teacher. The aim of the Language Center is to develop this ability to learn by themselves. Nisbet & Shucksmith (1984) point out "learning to learn" implies awareness of the learning process and its regulation. The reflection on the learning process has been implemented in PlurieL since it represents a significant added value. Furthermore, the autonomy developed in this context is a competence directly transferable to other learning, and by definition, devolved to learning strategies.
The development of autonomy is achieved through a process of scaffolding that starts with the ability to set clear and feasible objectives followed by a search for relevant material to reach individual targets. Once students acquire the ability to reflect on their learning and set new objectives, they are able to carry out all the steps of the language learning process autonomously.

Being autonomous does not mean working alone, but it means that the teacher is there to guide the students through all stages of the learning process. Thus, a teacher is present not only in class but also in the multimedia room where independent individual work can be monitored. Students' reflections in their learning journal are also followed remotely by a teacher who can provide encouragement, give feedback and suggest other available activities as well as introduce new study strategies.

The PlurieL platform has been designed to make it possible to search for all the Language Center's materials (books, audio, CD-Rom, DVD, etc.). Indeed, a database lists this material and other activities described by teachers. These activities propose, in the period devoted for a session in the multimedia room, to develop various linguistic skills.

Induction sessions include understanding of the interface via recommended activity proposals developed by teachers with examples of competency-related aims and strategies for these activities. Students are given the option to either work with them or choose another that best suits their own purpose.
A resource section on the interface provides explanations on how to work on the language effectively and progressively, by focusing on the significance of each activity at the Language Center, and the operation of the tools of the platform and the material available.
To conclude, some of the the practical limitations of such an interface will also be addressed.

Poster session

12:30 - 14:00

Dungeons and Turtles: A three-person information gap activity created in Computercraft to develop language fluency among first-year programming students

S. Flowers[1]

[1]Tokai University, Japan

This poster describes a three-person information gap activity called Dungeons and Turtles which was created to develop English for Specific Purposes among Japanese university students in the field of computer science. The activity was created as part of a larger research project sponsored by Japan's Ministry of Education. The goal of the overall project is to test the effectiveness of online virtual environments in developing STEM specific ESP. Dungeons and Turtles was created inside of the virtual environment of Computercraft (a modification of the popular sandbox game Minecraft). Dungeons and Turtles is essentially a game where three players must cooperate to program small robots called "turtles" in order to escape a dungeon. The players can see each other, and sometimes even pass objects to each other, but they are otherwise kept apart. They cannot interact with the environment directly, but must program the turtles to perform necessary tasks. The turtles are programmable using a programming language called Lua. The three players are situated so that each player can only see one part of the programming problem. They must work together and communicate to solve each puzzle in order to escape the dungeon. The puzzles are designed so that they progress in difficulty from requiring simple line commands to small iterative programs, both teaching the programming language of Lua as well as teaching basic universal programming principles. Participants testing this activity were chosen for their differing L1 backgrounds and were encouraged to use English as their lingua franca. This poser includes preliminary results and feedback from participants concerning their development.

12:30 - 14:00

Engaging Metacognition during MALL based Reading Comprehension Tests: Preliminary results of an ongoing study

J. Dunn[1]

[1]Tokai University, Japan

This poster reports early stage results of an ongoing study into the benefits of metacognition in the digital learning environment. Results are presented of an activity to develop metacognitive skills (self-awareness of what they know and don't know), and their effect on reading comprehension testing. In Japan, standardized testing has an inordinate amount of influence on learner's academic achievement and post academic prospects. The activities being tested in this study are based on the Cognition-based Reading Comprehension Method (CRC Method) developed by the presenter. In this study, mobile tablets are used to promote metacognition development in reading comprehension which is hypothesized to improve the subject's test taking skills and improve their scores on standardized tests. The impact of this metacognition development is measured in this study through three aspects: self-report questionnaires, standardized test scores, and brain activity as measured by portable EEG machines. The findings presented in this study, while still early, suggest that student test scores do rise significantly with their reported ability to view the test metacognitively. Early EEG data also suggests that a notable change is happening in the brain after the metacognitive activities are introduced. This poster includes preliminary results and student survey results on their development as well as describes the end goal of this study to create an app-based activity to help students improve their English test-taking abilities.

Mobile-based English dictionaries (MBDs) in Chinese EFL learners' incidental English vocabulary learning: Exploring effectiveness, learners' use and attitude

D. Zhang[1]

[1]University of Cambridge, United Kingdom

L2 vocabulary acquisition, as an essential aspect in second language acquisition, is a popular focus of great research interest (Schmitt, 2008). Particularly focusing on China where this research has been conducted, university students attach much attention to vocabulary learning. However, the effects of vocabulary learning are not as good as educators expected. For these reasons, further exploring their English vocabulary learning is of theoretical and practical significance and becomes the main concern of this research.

Profiting from the rapid development of MALL, mobile-based dictionary (MBD) become increasingly popular among Chinese language learners for referencing and learning. Nevertheless, few studies have been conducted on how they use MBD and the efficiency of MBD in their English vocabulary learning. In this case, this study aims to fill this research gap, concentrating on MBD in Chinese university students' incidental vocabulary learning (use, effectiveness and attitude) while reading.

As a mixed-method study, three methods (questionnaire, pre- and post-test, interview) have been used both for collecting the quantitative and qualitative data. The self-report questionnaire was designed to ask participants to report whether they have looked up the target word, as well as what aspect they have focused on. The semi-structured interview particularly aimed to explore the reasons why more attention has been paid to certain words/aspects. For evaluating the effectiveness of MBD, the pre-test, immediate post-test and delayed post-test have been successively carried out. Both the attitude questionnaire and the semi-structured interview have been run to determine student's attitude.

As an ongoing study, this poster will illustrate an outline to summarise and evaluate some previous literature, before demonstrating the research questions and research design. In addition, some initial findings and future research directions will be introduced. It is my hope that this poster can provide some constructive insights into second language vocabulary acquisition and MALL.

Informal Use of Language Learning Strategies in Digital Environment

E. Gajek[1]

[1]University of Warsaw, Poland

Nowadays language learners have independent access to digital resources. Thus, the way they use the Internet in foreign languages informally may influence their language learning. To identify learning strategies applied in the digital environment two groups of learners were asked to fill in Oxford's Strategy Inventory (SILL) and to answer questions on the use Information and Communication Technologies for language learning. Statistical analysis of correlations between the data obtained in the two surveys confirms that good language learners – 37 students of linguistics – intensively use various strategies while being informally active online. On the contrary, some of the 207 secondary school learners demonstrate lack of habits in using online resources for language learning. Another group use many strategies, but others do not use them at all. However, there are some areas of digital activity in which both groups present similar level of performance. The study concludes that there is a need for strategy training in the digital environment, especially at secondary level to enhance informal and autonomous language learning. The study also emphasises the role of the language teacher in the development of strategic use of the digital resources among learners. The fact that the teacher recommends online materials for language learning strongly influences the use of such materials by learners, even if the teacher does not use online resources in class.

The Effects of Intercultural Video Conferences: in a Case of Japanese Junior High School Learners of English

H. Arao[1], S. Nagata[1]

[1]Mie University, Japan

The experience of intercultural communication in L2 is one of the most important factors to motivate L2 learners, providing a sense of achievement in L2 learning and raising awareness toward L2 culture and people. This study reports how video conferences were practiced between Japanese junior high school learners of English and Australian students and examines the reported attitude changes of Japanese students toward learning different cultures and English. In 2016 and 2017, the video conferences were held for junior high school students in the two countries. The goals of the conferences were to have the students experience intercultural communication to deepen the understanding of different cultures through English presentations about world heritage. The video conferences adopted Polycom as a communication media, which allowed the students to have a live communication regardless of the physical distance. The results show the effectiveness of intercultural communication through video conference in terms of learning different cultures and English.

12:30 - 14:00

Mobile language learning at work – developing context-aware learning application

L. Kotilainen[1], J. Komppa[1]

[1]University of Helsinki, Finland

The public sector language training for adult second language learners in Finland – as in many other European countries – aims to provide the students with a proficiency level enabling them to enter the labour market. After that level, the learners are often left to their fate. According to the recent studies and reports, there is a lack of Finnish courses for specific purposes, especially levels higher than B1. This may lead to various problems: for example, the newcomers might not be able to proceed from the entry-level jobs even though they could be otherwise well-educated (Strömmer 2016).

In this paper, we present an on-going project on developing an application, which aims to reach this special language learner group by using mobile technology. We have developed a prototype of application called Appla. The application is context-aware (cf. Stockwell 2016), i.e. the learning material is gathered from real interaction. Appla records, transcribes and saves the ongoing interaction the language learner/employee is involved in and provides her information about it (eg. transcription of the conversations, word lists). The application may be used by a learner at work both independently during the ongoing interaction and afterwards for reflection either alone, with a colleague or with a language teacher.

From the wider point of view of MALL-studies, our aim is to investigate if the existing speech recognition technologies are sufficient for supporting independent language learning. Another similarly important question is how these technologies support less taught languages such as Finnish. In this poster, we present the application development project and its technical background and show how our testers have used the application.

References
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12:30 - 14:00

The Mediation of Teaching and Learning in an Online Academic Literacy Activity

C. Harwood[1]

[1]Sophia University, Japan

English for academic purposes (EAP) students require opportunities to practice and develop their English computer-mediated communication in order to interact effectively in university contexts, where English is the medium of instruction (EMI). In 2014, a literacy activity that used Facebook Groups to host student online book clubs was introduced into the curriculum of an EAP program at a major Canadian university. Informed by sociocultural theory this study was designed to understand: (1) How is teaching and learning mediated in an online literacy activity? (2) How do instructors and students perceive and describe their instructional experiences in the online literacy activity? The poster presentation presents insights gained through a Community of Inquiry (CoI) content analysis (Garrison, Anderson & Archer, 2000) of Facebook Group page comments; data collected from multiple interviews with three case study students over 24 weeks, a student questionnaire, and instructor interviews. The CoI framework was used to record and interpret how instructor choices, actions and interventions affected social and cognitive presence of the students in the book clubs. The interview and questionnaire data provided a nuanced understanding of the online data and explains how the instructor's online behavior mediated student perceptions about their learning, and participation in the activity. Findings indicate that the instructor's book selection, scaffolding, modelling and manner significantly mediated student engagement, participation and interaction in the activity; specifically whether students:

• Read extensively, and developed essential academic/online reading strategies.
• Demonstrated high cognitive presence in written comments.
• Interacted and scaffolded each other's learning.

This paper contributes to the L2 online learning literature in two significant ways. Few L2 studies have used the CoI framework to investigate the online practices of EAP learners in EMI institutions. Furthermore, the multi-method approach over 24 weeks provides a unique and in-depth understanding of an EAP online learning context that is currently absent in the literature.

Building Language Skills through CALL: A 21st Century Skills Project

M. Nishikawa[1], M. Shrosbree[2]

[1]Tokai University, Japan
[2]International Education Center, Tokai University, Japan

The need to effectively interact in a foreign language requires programs to "develop students' language proficiency around modes of communicative competence reflecting real life communication" (P21 Partnership for 21st Century Learning, 2011: 2). This involves recognizing students' abilities to understand, use, and produce language for a variety of purposes and forms. However, developing these skills over a short time span may not be realistic in an EFL setting. Instead, a sequence of well-articulated language learning that builds upon each skill at various educational stages is needed to meet targeted proficiency levels. By adapting a project-based approach that incorporates phrases with functions (e.g., checking understanding, showing agreements and disagreements, explaining reasons and examples), the language classroom can readily incorporate 21st Century Skills and global competence that is applicable beyond the classroom (e.g., Ozawa, 2015).

This study looked at 100 Japanese university EFL students participating in a collaborative project that required them to use phrases with functions to collectively decide which destination they would prefer for a class trip. This required the students to learn and use language and CALL as an approach to attain collaborative skills. A pre-test was administered using general topic prompts, followed by a series of collaborative scaffolding activities, including media and digital literacy through such applications as Google that could be accessed through their smartphones. This required students to not only research using the Internet, but also discuss and solve problems using phrases with functions. Students then created a page showcasing their class trip proposal using Google applications which they presented through their smartphones. In addition, poll software was used to select the best city. The post-test tested the students' ability to apply the phrases with functions to the general topic prompts. Analysis is currently ongoing and will be presented at the conference.

Digital Games in Language Education: Worth A Closer Look

L. Ohashi[1]

[1]Meiji University, Japan

Digital games can be beneficial to language learners as a language acquisition tool (Cornillie, Thorne & Desmet, 2012; Smith et al., 2013) and can also enhance and sustain their motivation to learn (Peterson, 2010; Goto Butler, 2017). Furthermore, they can reduce learners' anxiety and increase their willingness to communicate (Reinders & Wattana, 2014). Despite these noteworthy affordances, digital games are still far from ubiquitous in language learning contexts. There are several reasons for this, such as a lack of digital games that neatly "fit" students' proficiency level and course learning objectives in the same way that textbooks are perceived to fit. Furthermore, some educators see digital games as unsuitable for educational purposes or refrain from exploring their potential due to their own lack of familiarity with them (Chik, 2012). In Japan, digital games are very popular outside of the English language learning context but less so within it. To understand more about how digital games are used and perceived by English language educators and learners in the tertiary sector Japan, an online survey was conducted with 88 teachers and 102 students. This poster session reports on that survey data, highlighting a gap between the two groups, with significantly more students than educators finding value in digital games as learning tools. With the majority of students viewing them as valuable study tools for in-class tasks (62%), homework (70%) and self-study (79%), educators should consider giving digital games a closer look. To assist with this, the presenter will introduce a range of digital games and offer suggestions on how they could be used to teach and learn English in both formal and informal settings.

12:30 - 14:00

The Effects of Multimodal Pedagogy on Learning Process

M. Markkanen[1]

[1]University of Jyväskylä, Finland

One of the challenges in language teaching is to increase learners' motivation in language learning. In order to create a basis for life-long learning, language teaching should support learner autonomy and motivation (Little, 1991). Another challenge is the role of ICT in language teaching. ICT has been used in language teaching for a long time, but mostly just as a change for normal routines and a replacement for traditional exercises. Teaching is often teacher-centered and doesn't encourage learners to take an active role in handling and producing knowledge (Taalas, 2005). The purpose of this study is to face these challenges: how language learners can be encouraged to be active participants in their own language learning process, and is it possible to awaken their interest and ownership in language learning by using multimodal environments and methods. It will also be examined how they can be motivated to use foreign languages in their spare time and how multimodality can be integrated in language teaching practices. The purpose is to create a tool for language teachers to support their learners in learning process.

The theoretical framework of the sudy is based on the model of multimodal language learning, in which various media and methods are chosen by their suitability to different activities and learners (Taalas, 2005; Jalkanen, 2015). Based on the self-determination theory, created by Deci and Ryan (1985) and developed further for language learning by Dörnyei and Ushioda (2011), it will be surveyed if intrinsic learning motivation can be increased by using multimodal learning tasks.

Data is collected on one German group in a lower secondary school during two years starting in the beginning of the 8th grade and ending in the end of the 9th grade. Data collection methods are questionnaires, interviews, learners self-assessments and observation. In addition, the learners complete eight multimodal learning tasks (videos, animations, blogs etc.) including participatory methods and interesting topics, which are essential to the development of learner autonomy. After completing the tasks they reflect which methods were suitable for them, what they learned and why and what additional value the chosen media brought to the learning process.

The hypothesis for the study is that formal learning situations will benefit from multimodal environments because they will increase learner autonomy and motivation. They can be used outside school in informal situations as well, which will strengthen learner autonomy by bringing authenticity to language use. The increased autonomy will affect language learning positively.

The analysis of the data has started by defining the learners' language learning profiles, which show their degree of autonomy in the beginning of the studies. The preliminary analysis of the data demonstrates that the degree of autonomy varies a lot among the learners. Further analysis will show how it will develop during the studies and if multimodal learning tasks will have an effect on it.

12:30 - 14:00

The Say It in Finnish pronunciation practice tool

A. Rouhe[1], M. Khandelwal[1], M. Kurimo[1], A. Elg[2]

[1]Aalto University, Finland
[2]Aalto-Univeristy, Finland

The Say It in Finnish pilot project is developing a spoken language practice tool for Aalto University students who are learning Finnish as a foreign language. Initially the tool is specific to native speakers of Arabic. We have chosen Arabic because of its relatively high demand and the availability of speech corpora.

The Say it in Finnish tool uses automatic speech recognition to listen to learners who are reading phrases aloud from a computer screen. An automatic speech recognition system tracks the reader in real-time. Once a sufficient number of utterances are collected, the pronunciations are analysed on a phone level. Each phone segment is mapped to a space of phonemes comprising both the target and source languages. Speech recognition alignments are used as the basis for determining which phoneme is being attempted. Statistics from this procedure and an inter-word latency measure are used to predict teacher-given scores. Phoneme-level feedback is generated from patterns in the phoneme mapping errors.

The tool aims to provide fair and relevant feedback on pronunciation and fluency. To ensure fairness, the program validates the speech recognition system output. To offer relevant feedback, the program takes into account the particular disfluencies of non-native speech.

Research shows that speech recognition tools help improve both the perception and production of learners. Improving pronunciation takes time and human teachers may not have enough resources to provide the individual attention and feedback that learners need. Repetitive pronunciation tasks are time-consuming and learners are often too shy to practice and to receive corrective feedback in class. Software tutoring provides learners with a flexible and private environment. Furthermore, its use frees teachers to focus on interactive, communicative skills in the classroom.

The usage of Padlet to promote learner expression of initial goals in a minority language LMOOC

C. Mac Lochlainn[1], M. Nic Giolla Mhichil[1], E. Beirne[1]

[1]Dublin City University, Ireland

The importance of understanding learner motivation and goals in language learning course design is well-understood. Many strands of research have validated that learner autonomy, ownership and self-expression are critical in facilitating engagement and encouraging interaction both between learners and between learners and content. In a distance learning context, opportunities for learners to express goals, desires and orientations are often limited and the lack of face-to-face interaction can make the construction of a community of learners more difficult. This paper is an exploration of the usage of Padlet, a multimedia pin board, to allow learners reflect and articulate their goals and desires using written, audio and visual content. Through thematic analysis of initial learner articulations, course designers can verify from course commencement why the Padlet-participating learners have registered, their prior experience and the hopes and fears they express. This is highly valuable in considering future course runs, iterative refinement and providing a qualitative dimension to the design-based research of LMOOCs. It additionally provides a highly useful instrument in promoting the facilitation of a community of learners with diverse backgrounds and allows viewing learners to reflect on the wider meaning of course participation upon commencement.

12:30 - 14:00

A Deep Linguistic Computer-Assisted Language Learning System for Italian

J. Zipf[1], M. Butt[1]

[1]Universität Konstanz, Germany

This project develops a CALL tool for Italian running a deep-linguistic grammar at its back-end. The grammar is designed within the framework of Lexical-Functional Grammar (LFG) and implemented using the Xerox Linguistic Environment (XLE) (Crouch et. al, 2016). The tool is aimed at native German speakers. One major advantage of running a grammar at the back-end of a CALL tool is its capability of processing spontaneous user input without the necessity of pattern-matching mechanisms. Instead, the grammar uses abstract syntactic rules to cover various sentence structures, linked with an integrated lexical resource (Reuer 2003). Incorporated into the grammar are concepts from Optimality Theory (OT) (e.g. Prince and Smolensky 1993; Frank et al. 1998) to deal with ambiguous and, most importantly, ungrammatical input. Optimality marks are ordered according to their relative importance. Additionally, OT-marks can be declared as preference marks. Given that parsing often results in multiple possible analyses, the OT-marks determine the "winner" among competing analyses by preferring the parse associated with the most preference marks. We use "ungrammatical" marks to mark error rules that parse ungrammatical constructions, for example we parse sentences with errors in subject-verb agreement, i.e. wrong person and/or number marking on the verb. Whenever that kind of error occurs, the grammar returns to the user that subject-verb agreement is not satisfied and provides the grammatical version of the sentence (Khader 2003).
This project focuses on Italian clitic pronouns and subject inversion (VS) structures as studies have shown (e.g. Leonini and Belletti 2003) that German learners have difficulties with these. The Italian grammar parses learner input, flags ungrammatical sentences by error type and produces the corresponding grammatical sentence on demand.

12:30 - 14:00

Building chatbot and dialogue corpus for a computer assisted second-language learning system

J. Huang[1,2], O. Kwon[1], K. Lee[2], Y. Kim[1]

[1]Electronics and Telecommunications Research Institute, South Korea
[2]Chonbuk National University, South Korea

Over the past few years, we have built a dialog-based computer assisted second-language learning (DB-CALL) system, GenieTutor, to help the English and Korean language learners. The system asks questions on different topics according to given scenarios, the learners answer questions to practice what they learned. In order to allow the user to communicate more freely with the system, we also developed a chatbot to assist this dialogue system to deal with the conversations out of the scenarios. The chatbot is based on a hybrid approach, in which a search-based and a sequence-to-sequence (seq2seq) based method are adopted: for a given user utterance out of the scenario, the system retrieves similar dialogues in a search-based manner first, and responds it to user. If there is no similar dialogue in the database, an utterance would be generated with seq2seq model. Both methods need to use dialogue corpus.

This paper describes the structure of the chatbot, also how we built the dialogue corpus. We first collected the dialogue corpus from the drama scripts and used them for the seq2seq model. For the English language, 1.4 million conversations were collected. For the Korean language, 1.48 million conversations were collected. Considering that the chatbot is to assist with language education, the corpus for the seq2seq model cannot be used in the search engine as it is. Because the seq2seq model is a generation-based model, the responses are generated with the most commonly used vocabularies and expressions, and so they are less likely to contain inappropriate expressions. However, the search-based engine would output the retrieved dialogue example as it is, even the expression is not common or even improper. To solve this problem, the sentences including profanity or sexual portrayals are regarded as improper expressions and eliminated from the dialogue corpus for the search-based engine. In addition, only high-frequency conversations are adopted, for which the information like word frequency, sentence frequency, co-occurrence frequency of both sentences in a conversation is considered.

A user evaluation was conducted on both Korean and English chatbots and compared with Siri. In the case of English, we also compared with CleverBot, which has been in online service for about 20 years. Twenty users were involved in the English chatbot evaluation, while in Korean, ten users were involved, to chat more than 60 turns with chatbots. As the results, we could see that despite the relatively short development period and a small amount of data, our chatbot can respond to user utterances to some extent.

Especially, although the amount of corpus is still far from enough, the learners still showed user satisfactions comparable to existing chatbots. This is because the users using educational system are mainly in elementary or intermediate level, and so their conversations with the system are normally limited to the high frequency expression. This shows that the method of refining the corpus based on the frequency information is quite efficient for a chatbot for the education system.

12:30 - 14:00

Use of live streaming in Teaching EFL Higher Education

O.H. Huang[1], Y.H. Huang[1]

[1]Taipei Medical University, Taiwan

Live streaming is considered the technology of 2018 with more and more users from various domains taking interest in it. Using applications like FB, Twitter, Plurk, or Cirip.eu, live streaming has become one of the first words associated with networking as far as online social interactions, conversational discourse, communication and/or collaboration through social networks are concerned, but among the last that educational actors take into consideration.

In this study the authors aim to examine closely how Live streaming can contribute to improve the educational process through teaching methods which are closer to the way of thinking of students. Thus, among others methods like teaching with questions, discourse, didactic conversation, e-portfolios, projects, teaching with collaboration or academic controversy etc., it will be discussed how a teaching method based on Live streaming can be used in a clear and straight manner in the series of discussions carried out on the Facebook. Different users have different ideas about the use of learning tools in the virtual classroom. According to the questionnaire, teachers are accustomed to communicating and teaching face to face. They hope they could be able to control the teaching and learning process and observe learners' behaviors like in the traditional classroom. Learners love to use such tools as chat-room or discussion forums to control their learning pace. However, Live streaming has offered both instructors and students a way to step out "comfort zone" and challenge their "what if" moments.

12:30 - 14:00

Elia – language learning personal assistant which links the learners' informal digital practices to their language learning

K. Klimcikova[1], V. Bhalla[2], A. Rakhmetullina[2]

[1]Ludwig Maximilian University (LMU), Germany
[2]Technical University of Munich (TUM), Germany

As more and more language learners are daily using or are being exposed to their non-native languages through digital media, there is a pressing need to create pedagogical solutions which would support the learners in their own informal contexts and practices to enhance learning. This ongoing Ph.D. project attempts to design, develop and evaluate an intelligent language-learning personal assistant consisting of two parts: 1) browser plugin for providing personalized assistance in reading and writing in the target language, 2) mobile app for providing additional practice opportunities. It adopts the methodologies of design-based research, research-based and research-oriented model and learner-centered design.

Shaping the future of an Online MA in ELT through research: what helps students study effectively online?

T. Castineira[1,2], P. Grounds[1], C. Moore[1,3], C. Everitt[1]

[1]University of Southampton, United Kingdom
[2]Benemérita Universidad Autónoma de Puebla, Mexico
[3]University of Guadalajara, Mexico

Designing an effective, international online MA in ELT, and ensuring its longevity and continued relevance, requires thinking out of the box. Our presentation reports on a specific group of online MA students' perceptions of what helps them study online, and explores the possible implications of these findings for future innovation in the learning design of the course. Our findings may be relevant to other online course designers, tutors and/or potential online postgraduate students.

We describe a research study carried out with recent graduates of an online MA programme, working in different educational contexts around the world. The research team includes three online course tutors, the course convenor and the principal personal academic tutor. We posed the overarching question: what helps you to study effectively online?' and the following specific research questions:

1. How important do students perceive tutor-led, on-platform community building activities to be to their individual learning process?
2. How important do students perceive peer-led, on-platform community building activities to be to their individual learning process?

At the time of writing, (January 2018), a number of volunteers have formally consented to participate and initial data collection/analysis has begun. To date, we have gathered and collated written responses to open-ended questions from a questionnaire sent to participants via email. We have begun to implement inductive data analysis strategies, using Miles & Hübermann's (1984) interactive model, as a point of departure. This has already enabled us to identify some data related to key themes which we derived from previous related research (e.g. Ravenscroft, 2004a) and, furthermore, to begin perceiving further, unpredicted themes, emerging from the data.

After completing this stage, we will organize individual Skype interviews, transcribe relevant extracts and analyze this data, first, on the basis of concepts/categories which emerge from the first stage of the study. We also hope that additional themes may emerge from close analysis of the second data set. Finally, we will triangulate findings from both data sets, to assess how far they yield similar/related findings.

Taking student perspectives as our starting point (Howland & Moore, 2002; Lumbreras Jr & Rupley, 2017) whilst complementing work such as Telmesani's (2010) study of instructors' perspectives of the online learning experience, we aim to add to existing understanding of online pedagogies, tutoring skills and strategies (Salmon, 2002; Keeton, 2004; Kim & Bonk, 2006) and also build on Grounds & Moore's (2017) study of core skills acquired on this type of course.

In sum, our research aims to inform future developments in learning design for the online MA programme and provide insight into how its diverse and geographically spread team of online tutors, learning designers and learning technologists can increasingly effectively collaborate into the future, in order to consolidate and enhance the learning experience for current and new cohorts of students. The presentation concludes by reflecting on these possible implications of our research and inviting discussion from other colleagues.

479 words

Full references to be provided.

Papers session (RESEARCH)

9:00 - 9:30

Can TTS help L2 learners develop their phonological awareness?

A. Gomes[1,2], W. Cardoso[3], R. Lucena[1]

[1]Universidade Federal da Paraíba, Brazil
[2]Universidade Federal de Campina Grande, Brazil
[3]Concordia University, Canada

Text-to-Speech synthesizers (TTS) have raised the interest of researchers and teachers for their capacity to enhance foreign/second language (L2) learning, particular with regards to the development of pronunciation skills (Kilickaya, 2008; Soler-Urzúa, 2011; Liakin, Cardoso & Liakina, 2017). Recently, there have been studies that evaluate the voice quality of TTS systems, corroborating the inherent hypotheses of previous studies that current synthesized speech is ready for use in L2 education: they are not only perceived as appropriate (or "good enough") from a sound perspective (Cardoso, Smith & Garcia Fuentes, 2015; Bione, Grimshaw & Cardoso, 2017), but they are also more likely to enhance opaque features of the target language (e.g., regular past tense marking in English is often detected with higher accuracy in synthesized speech - Bione, Grimshaw & Cardoso, 2017; John & Cardoso, 2017). Despite these optimistic results, there are no studies that investigate TTS's pedagogical potential to enhance L2 phonological awareness, particularly in foreign language contexts, where access to rich aural input is limited in terms of both quantity and quality.

The present study examines TTS's pedagogical potential as a tool to assist English L2 learners develop their phonological awareness, focusing on the morphophonological alternations that characterize regular past tense marking in English (e.g., the suffix -ed is pronounced as talk[t], play[d] or add[id], depending on the preceding phonological environment). Participants were adult, beginner English learners at a language school in Brazil, stratified among two groups: while the Control Group received human-based instruction about past tense marking (e.g., listening activities), participants in the experimental group used TTS as a tool to enhance their phonological awareness to the same verb tense (e.g., by listening to verbs in TTS and categorizing words based on what they heard). The study adopted a mixed-methods approach to data collection and analysis, including the use of pre/post-tests and interviews with the participants. The quantitative analysis consisted of three tasks. For task 1, participants listened to (human-produced) English sentences containing -ed verbs as well as uninflected forms (in the present tense), and decided whether the sentence was in the past or not. For task 2, participants listened to similar types of sentences and identified which of the three allomorphs they heard. Finally, Task 3 consisted of a controlled oral interview about past events. Participants were also asked to complete a phonological awareness test, adapted from Aquino (2009). The qualitative analysis consisted of interviews with the participants, in which they were asked to articulate what they learned about the target feature. We hypothesize that participants in the TTS group will have an advantage in articulating their acquired knowledge about English past tense marking (higher phonological awareness) due to the rich input they received via TTS, both in terms of quality and quantity. The discussion of our findings will highlight the benefits of speech synthesizers for the development of phonological awareness in L2 learners, and emphasize two of their affordances: the promotion of learner autonomy and their ability to extend learning beyond the walls of the classroom.

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Learning L2 pronunciation with a text-to-speech synthesizer

W. Cardoso[1]

[1]Concordia University, Canada

This study explores the pedagogical use of text-to-speech synthesizers (TTS) as tools to enhance the aural input to which second/foreign language (L2) learners are exposed, with the goal of improving learners' pronunciation skills. Although the literature on the pedagogical applications of TTS is L2 education is still scarce, the handful of studies available indicates that the technology has potential for the teaching and learning of L2 pronunciation (e.g., Soler-Urzúa, 2011; Liakin, Cardoso, & Liakina, 2017). In this study, we hypothesize that TTS technology can contribute to the learning of pronunciation because it can enhance the L2 input in both quantity and quality via features commonly found in TTS applications: speed control (slow or fast speech output), multimodal visual presentation (through orthography and the highlighting of the word or sentence being read/synthesized), repetition (of words and sentences), and voice selection (e.g., high- or low-pitched male or female voices for high phonetic variability, as recommended by Logan, Lively & Pisoni, 1991).

To examine the pedagogical suitability of TTS, this study focused on the acquisition of the allomorphy found in regular past tense (RPT) marking in English (i.e., talk[t], clean[d] and want[id]). As suggested in the literature (Collins et al, 2009), the acquisition of RPT and related morphophonemics is difficult because -ed forms are not readily available to L2 learners (an issue of input "quantity") and they occur in hard-to-perceive (opaque) phonetic contexts (an issue of input "quality"). By allowing learners to manipulate the quantity and quality of exposure to the forms being learned, TTS can address the issues of availability and accessibility reported in Collins et al. The study compared two groups of English L2 students learning RPT allomorphy via listening activities that focused on the pronunciation of the target forms (e.g., listen and fill-in the gap, comprehension questions involving past events, sound categorization). Over a four-week period, one group was asked to complete the activities using a TTS application (TTS Group), while another received the same treatment with the assistance of an English teacher (Non-TTS Group).

ANOVAs of pre- and post-test results indicate that the TTS and Non-TTS groups behaved similarly regarding the production of RPT: While they both improved in producing [d] and [id], there was no significant improvement in their production of [t] (see Delatorre & Koerich, 2007 for similar findings in a non-TTS context). An important pedagogical implication of these findings is the indication that, with teacher guidance, L2 students can rely on TTS for learning and practicing pronunciation features on their own. For teachers, the out-of-class use of TTS can free up some in-class time and resources so that they focus on other important tasks (e.g., in providing feedback, engaging students in communicative activities). The discussion of our findings highlight how TTS can be used to complement and enhance L2 pronunciation pedagogy, focusing on its ability to foster learning that is autonomous (Healy, 1999), and which can take place beyond the walls of the language classroom (Nunan & Richards, 2015), anytime anywhere (Stockwell, 2007).

Using grammar checkers in the ESL classroom: the adequacy of automatic corrective feedback

P. John[1], N. Woll[2]

[1]University of Quebec in Trois-Rivières, Canada
[2]Université du Québec à Trois-Rivières, Canada

Our study investigates the adequacy of automatic corrective feedback from grammar checkers. Through written corrective feedback, ESL teachers can incorporate a focus on form into the communicative classroom, thereby promoting accuracy and preventing fossilization (e.g., Bitchener, 2008; Bitchener & Knoch, 2010; Ellis et al., 2008; Ferris, 2006; Ferris et al., 2013; Shintani et al., 2014; cf. Truscott 1996, 2007). Still, written corrective feedback has the drawback of being time-consuming and consequently impractical. The potential of grammar checking software to reduce teachers' workloads is thus appealing. Moreover, since feedback from grammar checkers is easily accessed while learners are still engaged in the task, it has the advantage of immediacy (Jurma & Deidre, 1984; Pound & Bailey, 1975; Samuels & Wu, 2005). A further advantage is that learners can receive the feedback beyond the confines of the classroom, using it for autonomous and ubiquitous (anywhere-anytime) learning, which Chapelle and Jamieson (2008) refer to as 'strategy development'. In essence, then, grammar checkers look like an invaluable tool for use in an ESL context.

Nonetheless, important questions remain regarding the quality of automatic corrective feedback. Our study assessed the feedback generated by two leading grammar checkers (Grammarly and Virtual Writing Tutor) and the grammar checking function associated with Microsoft Word. We evaluated the grammar checkers' performance on errors occurring: i) in authentic compositions by francophone ESL learners at a university in Quebec and ii) in a series of simple sentences we designed to instantiate typical francophone errors. The aim was to verify each resource's performance according to: i) coverage (how many errors the grammar checker identifies vs overlooks); ii) accuracy of feedback (whether it proposes appropriate replacement forms); and iii) rates of 'false alarms' (forms mistakenly flagged as incorrect). Whereas previous studies of grammar checkers have adopted a narrow focus, tending to evaluate the software only on articles/determiners, prepositions and collocations (e.g., De Felice & Pulman, 2008; Han, Chodorow, & Leacock, 2008; Yi, Gao, & Dolan, 2008), the set of errors we examined was broad in scope, including tense-aspect, subject-verb agreement, noun pluralization, possessives, prepositions, word order, and more.

Briefly, the core message from our findings is clear: grammar checkers have overall poor coverage. Total scores in error identification, whether on the compositions or simple sentences, never exceed 50% for any of the grammar checkers. Nonetheless, coverage is considerably higher for Grammarly and Virtual Writing Tutor than for Microsoft Word. It is also higher for errors in some categories (e.g., verb forms, subject-verb agreement, plural nouns, and wrong or missing prepositions) than others (e.g., tense-aspect, possessives, pronoun reference, and unnecessary prepositions). In addition, grammar checkers are better at detecting errors in specially designed simple sentences than in sentences extracted from authentic compositions. Finally, both inaccurate replacement forms for errors and false alarms are extremely rare. Ultimately, then, we argue that teachers cannot rely on the technology to provide comprehensive written corrective feedback on student compositions. All the same, grammar checkers can effectively be used to targeting select error types in specially designed activities.

Papers session (RESEARCH)

9:00 - 9:30

Narrative Review and Meta-analysis of MALL Effectiveness on L2 Development

H. Peng[1, 2], S. Jager[3, 4], W. Lowie[2, 3]

[1]university of groningen, Netherlands
[2]CLCG (Center for Language and Cognition Groningen), Netherlands
[3]University of Groningen, Netherlands
[4]ICT & Education, Netherlands

For the past years, the efficacy of mobile-assisted language learning (MALL) has been subject to investigation and now research of this line has matured to the point where a synthetic analysis is possible. This study summarizes empirical research that compares MALL-based treatments and non-MALL-based treatments via a narrative review and a meta-analysis. It aims to unravel the research characteristics/trends in MALL context on the one hand and the MALL effectiveness and its moderator variables on the other, thus helping to direct the future research and provide pedagogical suggestions.

Following a systematic retrieval of literature from 2008 to 2017 and based on stated inclusion/exclusion criteria, seventeen studies with 22 effect sizes were included. The retrieved MALL studies were first categorized in terms of research topics, theoretical foundations, technology use, multimedia components, and then analyzed in a quantitative manner. In meta-analyzing the MALL efficacy, a number of methodological issues were addressed, such as publication bias, English language bias, sample size inflation. In addition, the study opted for a random-effects model to analyze the MALL effectiveness and its moderators. Three potential moderators were examined: type of activities (individualized vs. collaborative), modality of delivery, and duration of treatments.

By categorizing the characteristics of MALL research, the narrative review part acknowledged a lack of solid theoretical foundations for MALL research and the emergence of diversified mobile apps and MALL programs, which afford multimedia presentation of content, self-selecting activities, and peer collaboration/communication anytime and anywhere. The meta-analysis revealed a large effect size ($d=0.95$) for mobile technologies, which gave an affirmative answer to the question of whether pedagogies supported by mobile technology enhance language learning. Further, the follow-up moderator analysis confirmed the efficacy of both individualized practice and collaborative practice in MALL context and the existence of a redundancy effect and a novelty effect, which also give rise to pedagogical suggestions.

First, teachers should feel flexible to engage the learner in collaborative or individualized mobile-mediated activities. But at the same time, the learner should be placed in the central position when carrying out those activities. Second, teachers should acknowledge the existence of the novelty effect and the redundancy effect, finding ways to constantly motivate and hence engage the learner. Also, rather than pursuing a multimedia delivery of content each time, a convenient but effective mode of information presentation might be sufficient.

Note:
1: The collaborative activities were further subdivided into synchronous collaboration and asynchronous

collaboration.

Make words click! Learning English vocabulary with clickers

A. Senecal[1], V. Mezzaluna[1], W. Cardoso[1]

[1]Concordia University, Canada

This study explores the use of learner response systems (clickers) as tools to teach second language (L2) vocabulary. Only recently have clickers been introduced in the classroom to promote learning and, accordingly, received the attention of L2 researchers. However, the literature regarding their use are not clear about the pedagogical effects of implementing clickers. For example, Cardoso (2011) questions whether the perceived positive effects of using clickers are due to the use of the technology or simply a consequence of the pedagogical approach used by the instructor (e.g., in clicker-based classes, students are more likely to compare their performance with that of others, and engage in peer teaching – Cardoso, 2011). Surprisingly, the use of clickers in language classrooms has not received careful consideration by the L2 research community (Cardoso, 2011; 2013), except for a HANDFUL OF STUDIES conducted in small language learning environments (e.g., McCloskey, 2013; Johnson Serafiti, 2013). In fact, most related studies tend to be in the context of LARGE classrooms (usually in universities or professional training programs), involving only ADULT participants (Caldwell, 2007; Cardoso, 2011).

To address these three limitations in L2 clicker research, the current research took place in the context of two small language classrooms with 62 primary students (Grade 8; age range: 13-14) learning English as a second language in Quebec (Canada). As such, it aimed to investigate the pedagogical effects of clickers on vocabulary retention. Participants were divided into two groups: (1) the Clicker Group (n = 31 students), wherein participants received a clicker-based treatment through PowerPoint presentations, in which they were asked to vote on questions related to vocabulary; and (2) the Non-Clicker Group (n = 31 students), which received the same PowerPoint presentations as the Clicker Group, but without the clicker-based treatment (instead, these participants selected their answers the "traditional" way, via hand-raising). Using a mixed-methods approach for data collection and analysis, the study included one pretest (to assess their initial knowledge of the target words) and two posttests that assessed the amount of words that the participants learned and retained over the duration of the experiment, eight weeks. For both the tests and the pedagogical interventions, 25 rare or off-list words from Roald Dahl's novel "James and the Giant Peach" were selected. Participants were exposed to these words within their respective groups and were assessed on their ability to recall the target words on the posttest and delayed posttest. In the tests, participants were asked to demonstrate their knowledge of the target words via a drawing, a translation or an explanation. For the qualitative aspect of the study, we employed classroom observations, interviews with participants, and focus group discussions. Our preliminary findings indicate that the Clicker Group was able to retain more of the targeted vocabulary than the Non-Clicker Group in both the posttest and the delayed-posttest. The discussion of the findings will highlight the benefits of the implementation of clickers in L2 pedagogy, from both quantitative (vocabulary retention over time) and qualitative (learner's reported experiences and perceptions) perspectives.

A web-based application for student collaboration in a university flipped learning course for EFL learners

Y. Ishikawa[1], Y. Tsubota[2], C. Smith[1], M. Murakami[1], M. Kondo[1], A. Suto[3], K. Nishiyama[4]

[1]Kyoto University of Foreign Studies, Japan
[2]Kyoto Institute of Technology, Japan
[3]Uchida Yoko Co., Ltd., Japan
[4]Infinitec Co., Ltd., Japan

The purpose of this research project was to transform a student culture in which very little independent study was being done outside of class and classroom learning involved students mainly as passive participants. According to a survey of 48,233 Japanese university students, approximately one out of four university students believe that everything necessary to learn should be taught in class and that they should not have to learn independently outside of class. The survey found that on average only 4.6 hours per day were spent on study: 2.9 hours of in-class activities and 1.7 hours of outside-of-class activities. Therefore, a web-based application for outside-of-class collaborative study was developed and an innovative flipped learning course with the use of the web-based application was implemented which integrated online and in-class collaborative study. Groups of 4 to 5 students used the web-based application for outside-of-class collaborative learning tasks. The course texts were studied using the application in collaborative research and comprehension tasks. In order to sustain the motivation levels needed for ongoing engagement in the outside-of-class learning tasks, the teacher sent supportive e-mentoring messages in order to address specific needs of the students, facilitate interpersonal communication, develop cognitive strategies, and reduce anxiety. In-class collaborative learning tasks engaged the students in various forms of discussion and presentations of the key aspects of the content of the course materials. Based on analysis of student interactions in terms of their cognitive and social presences guided by a framework of the Community of Inquiry (CoI), which is "composed of participants who assume the roles of both teacher and learner while engaging in discourse with the specific purposes of facilitating inquiry, constructing meaning, and validating understanding that in turn metacognitively develop the ability and predisposition of further learning" (Garrison, 2017, p. 23), and results of the CoI Survey Instrument conducted as a post-course questionnaire, it was apparent that the web-based application supported student collaboration outside of class and that active participation in collaboration contributed to integration of online and in-class student collaborative learning tasks. Furthermore, results of pre- and post-questionnaire which measures the quality of student active learning showed that the students actively participated in discussion both in class and outside of class.

Papers session (RESEARCH AND DEVELOPMENT)

9:00 - 9:30

Vocabulary Learning: An Online Tool to Create, Share, and Practice Hindi Terms and Expressions

N. Pozza[1], C. Restrepo Zea[2]

[1]University of Lausanne, Switzerland
[2]UNIL, Switzerland

In the Hindi studies of the Faculty of Arts at the University of Lausanne, students are taught a basic lexicon of about 1,200 words at the end of the first year and 2,400 words at the end of the second year. The acquisition of this vocabulary is particularly difficult since all terms are completely unfamiliar to students due to their written form (Devanagari), their etymology, and their pronunciation.

To ease the acquisition of this vocabulary and to respond more effectively to the needs of active learning, an online tool has been developed which allows for collaborative and progressive learning. Since not only teachers but also students can create and share new lists of words, it allows them to value resources and skills acquired outside the classroom. Each participant becomes a provider of content, thus enhancing his/her commitment to the course. Designed in a generic way, this tool can be used for the vocabulary learning of any language and not only Hindi.

Unlike usual vocabulary tools, which limit the information to a word and its equivalent terms in the target language (and sometimes expressions and illustrative sentences), this new vocabulary tool allows for detailed and contextualised description of each word. To each term correspond its linguistic origin and its grammatical categories (verb, adjective, postposition, feminine noun, masculine noun, etc.), but also family-related terms, synonyms and antonyms, verbal expressions, idiomatic phrases, phonetic and audio sample, and multiple translations with illustrative sentences. The terms can be freely grouped through a tagging system. This allows for the creation of lists of words by lesson, according to a specific topic, to personal learning difficulty, etc.

After one year of usage, significant progress can already be noticed in the acquisition and use of the basic vocabulary by the students. The different kind of exercises provided by the tool, such as audio tests, flash-cards, questionnaires, have certainly played a major role in their linguistic improvement. The fact that this tool has been designed as part of on on-going process, growing with the students' continuous feeding, implies that students can use it throughout their studies and afterwards.

After a presentation of the main functions of this vocabulary online tool, we will examine its use by students and expose their impressions. Some comments on the linguistic and pedagogical benefits obtained by the students in their learning of the Hindi language and on the potential aspects to be improved and developed will constitute our conclusion.

9:30 - 10:00

Exploring the potentialities of a newly developed intelligent mobile-assisted language learning application

K. Yamazaki[1], Y. Yonemochi[2]

[1]The University of Toledo, United States
[2]Honda Research Institute Japan Co., Ltd., Japan

Due to the recent acceleration of research and development in Artificial Intelligence (AI), there has been an increasing number of studies that consider interdisciplinary AI applications, finding the ways in which AI can assist, improve or even "replace" human activities. Within the field of Computer-Assisted Language Learning (CALL), many scholars and practitioners since 1980s have examined the use of intricate systems such as 1) natural language processing, 2) user modeling, 3) expert systems and 4) intelligent touring systems, constructing a solid sub-field called Intelligent CALL (ICALL). According to Schulze & Heift (2013), much of the earlier work in ICALL follows a traditional approach similar to what Warschauer (2004) calls Structural CALL, focusing on the explicit grammar and vocabulary learning for accuracy. However recently, more ICALL applications "reflect a wide range of teaching and learning approaches by also addressing a variety of language skills" (Schulze & Heift, 2013, p. 258). With reference to the current so-called the AI boom originated from the advancement of machine learning and deep learning, there is a large potential in the field of ICALL to bring pedagogical innovations as well as finding effective ways in which AI can be integrated into language learning classrooms.

Based on this background, this paper aims to explore the potentialities and significance of a newly developed intelligent language learning smartphone application called KAI. KAI stands for Kaiwa-Assisted Intelligence, which was developed to help support the advancement of speaking fluency among language learners. As the name Kaiwa suggests (meaning "conversation" in Japanese), KAI encourages users to have conversations in target languages, while at the same time allowing users to automatically generate real-time transcriptions of their conversation data. At the current prototypical stage, KAI provides users the options of sharing their conversation transcripts in order to receive feedback from language experts in the KAI community. However, as the project progresses, KAI will eventually be able to provide automated assessment feedback, while tabulating students' gap of knowledge for future improvement and learning customization. This presentation will include the demonstrations of KAI, discussions of its advantages and challenges, and recommendations for future studies.

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10:00 - 10:30

Jäämaa - An adaptive mobile learning game for beginning learners of Finnish

T. Lehtonen[1], J. Okkonen[2], N. Autiomäki[3]

[1]University of Jyväskylä, Finland
[2]Tampere Unit for Computer-Human Interaction (TAUCHI), Finland
[3]JAMK University of Applied Sciences, Finland

From the year 2015 there has been a surge in the numbers of refugees in Finland. Many of these individuals have limited possibilities for entering Finnish language courses. Therefore, in order to support ease of access for people outside of traditional language course situations the National Board of Education decided to fund the development of a mobile game for beginners in language learning. It should also be noted that future students also have the possibility for independent study if they have suitable devices.

In this paper we will present a new adaptive mobile game for learners of Finnish as a second language. The game is aimed at beginners with no previous knowledge of Finnish and, especially, aimed at asylum seekers, although the content is suitable for all beginning learners of Finnish.

Language learning pedagogy for the game is based on the ecological view of language learning and the construction grammar (van Lier, 2000; Goldberg & Adele E., 2006; Cadierno & Eskildsen, 2015). According to the idea behind the construction grammar , repetition of useful expressions and phrases in meaningful contexts helps the learner to develop a conception of the structures behind expressions and, hence, supports the development of generalizations, i.e. constructions. While gaming, learners simultaneously grasp the form, meaning and function of constructions. Gamified learning also provides implicit goal-orientated directions and delivers instant feedback on progress.

The game itself is designed for ease of access and use since the aim is to offer the possibility for independent language learning and for help with practice in interactional situations. Initially, the story takes place within a largely frozen landscape but, as language develops and becomes more complex and advanced, through a series of learner language choices the game play allows for the continual thawing of the landscape.

The game is navigated by using touch screen and speech recognition. The technical and pedagogical innovation is in speech recognition, which allows learners to practice and start using the target language from the beginning of the game. This kind of adaptive mobile application brings new aspects for language learning since it provides possibilities for interaction, creates positive user experiences, is easy to access and is visually appealing to players.

This paper presents the justification for the proposed application from two perspectives, that of the learning of second languages and also of human interaction through the use of technology. The learning perspective underlines the process of the construction of language use through interactive situations in everyday contexts. Through this process support is provided by the application of simple rules of adaptiveness for different learners. The human technology perspective provides users support in other ways through the use of familiar modes of interaction and immersion created by a mobile gamified learning experience. We hope this game also helps in the future development of mobile assisted language learning and its developing pedagogy. Implications for human technology interaction are related to interaction modalities and suitability of such applications to mobile devices.

Papers session (RESEARCH AND DEVELOPMENT)

9:00 - 9:30

Designing a multilingual blended learning environment for BA level students in Education

A. Orszag[1], L. Lahtela[1]

[1]University of Jyväskylä, Finland

Currently, The University of Jyväskylä Language Centre has been reforming the structure of compulsory language studies for Finnish undergraduate students over the last four years. Traditionally, the various languages represented at the Language Centre conducted their own separate language courses, which were mostly monolingual in nature. This structure did not consider the realities and dynamics of language use today. A new elective course, Use Your Languages, was piloted in 2014, by different language instructors at the Language Centre, and was based on the concept of accessing and using an individual's language repertoire in different multilingual situations (Kyppö, A., Natri, T., Pietarinen, M. & Saaristo, P., 2015). This course was a catalyst for the current ongoing restructuring now taking place at the University of Jyväskylä, which aims to establish a stronger link between various languages, and strategically integrate those languages within the students' course of studies. The implementation of this strategy is negotiated between Language Centre staff and faculty members from the fields of study at the university. Yearly thematic modules have now been developed (for example, Understanding Academic Texts, Multilingual Interaction and Research Communication) which encompass the three years of BA studies. These new modules require students to access their multilingual base of languages for completing tasks in conjunction with the learning outcomes for each module. In addition, these modules also support flexibility, ease of access, and student independence. This increasing allowance for student autonomy suggests that a blended learning approach could make learning more effective. Thus, an online learning environment is currently being created for first-year undergraduate students in Educational Sciences which focuses on reading, information management skills, and strategies necessary for understanding and using academic texts. This module is being developed in the Moodle 3.1 platform and consists of multimodal technologies (e.g. recordings, quizzes, and interactive chats) for guiding students in recognizing text types, understanding academic vocabulary, summarizing a text, and assessing the usefulness of sources. Additionally, incorporated within the learning process is the development of focused self-reflection and peer feedback (Gikandi & Morrow, 2016). The emphasis in this academic reading module is on the transferable nature of the skills learned, making them applicable in multilingual situations. This presentation will discuss the principles of a blended learning plan and, more specifically, how an online environment is integrated into the module, how each phase of the plan will integrate new skills and languages into the online environment, how feedback will be conducted and how the plan will be evaluated. The overall goal of this project is to determine when students need face-to-face teaching and when a guided online environment is more appropriate.

From webcasting to webinars: applying a flipped approach and microlearning

D. Pilkinton-Pihko[1], J. Suviniitty[1]

[1]Aalto University, Finland

As a response to requests from doctoral students for increased online options in writing courses, we began to re-design our Writing Doctoral Research course, where students attend face-to-face workshops aimed at helping them improve their writing for scientific publication. Some of these students cannot easily attend face-to-face writing workshops due to schedule conflicts related to work or logistics (including living abroad). As part of a strategic move to implement more online teaching at a technical university in Finland, this course development is funded by the university. The main challenge is to design a flexible, blended-learning course that helps to resolve the conflicts residing in the face-to-face workshop approach. This paper introduces the course development from Phase 1 to 2 and our thinking behind the course design.

We first present Phase 1 of the course design, where we piloted webcasting (using Panopto). Despite practice sessions and being technically well-versed, the webcasting sessions proved highly challenging due to technical problems. For example, lag time (of 1-2 minutes) and batteries dying (for mic and camera) made it difficult to organize collaborative work. In addition, two teachers needed to be present to run the webcast and to facilitate pair and group work. In the end, we saw this approach as technology-driven, an undesirable focus.

We, therefore, radically modified our course design in Phase 2, placing the emphasis on pedagogy and learning. With this as the focus, we implemented a flipped classroom approach and microlearning. Familiarization with microlearning encouraged the production of both short video-recordings of focused teaching sessions available on-line (as part of a flipped classroom approach) and of animations illustrating relevant language issues. Previous research outlines the design for microlearning activities to include brief effort, small units with narrow topics, and fragments or episodes. In other words, this approach encourages a learning process involving "short" activities, i.e. learning through interaction with micro-content objects in small timeframes. With this learning approach, the design, selection, feedback and pacing of "chained" microlearning tasks factor into the learning. The application of microlearning activities is based on various learning theories, including constructivism, social constructivism, and connectivism. To complement the microlearning in a flipped classroom approach, we have face-to-face meetings aimed at enhancing learning. However, face-to-face now means either participating on-site or off-site, where students unable to be present on-site can participate remotely using Adobe Connect Pro, Google Hangouts, or other similar video-conferencing programs. The off-site students also use more digital tools, such as Panopto to video-record peer feedback, and padlet or the Discussion Forum (in MyCourses – a Moodle platform) to post questions and answers.

Developing this course has been a learning journey for us with benefits for the present and the future. Further developments will follow based on student feedback and our own experiences.

Symposium - The MALL SIG

9:00 - 9:15

The MALL SiG Symposium Project Overview

J. Selwood[1]

[1]Hiroshima University, Japan

The MALL SiG symposium will report on an on-going, international project targeting participants - both instructors and learners - based in Asia, North America and Europe. In an increasingly technological world, experts have been studying the potential of mobile learning for a few decades. A large number of MALL implementation studies have been designed however, it seems that the integration of mobile technologies is still no common practice in the language classroom. Investigating language learning practices implies gathering information from the main actors in education. The symposium will be divided into three segments; firstly the method and attitude of the research project, followed by the responses from learners and instructors before finally outlining the current and future research practices afforded by MALL. The research has been carried out by a range of researchers and participants from different national and cultural backgrounds based in Europe, Asia and North America. The ultimate aim of the research presented at the symposium is to provide an insight into how to consider mobile context on both the learning and teaching progress. Contributions from outside of the current research team are welcome, as is the prospect of joining the team for further research possibilities.

9:15 - 9:30

The Mobile Tools Our Students are Using for Language Learning

B. Lander[1]

[1]Matsuyama University, Japan

Wherever we look these days, the younger generation seems to be immersed in technology. Computers, music players, smartphones or tablets, youngsters of today seem to always be multi-tasking with one or more of these at the same time. Whether we like this or not, this is something that will only escalate with time. There is no doubt that this trend is having a huge impact on education (Martin et al, 2011). This section of the symposium will look at how students from various settings are using their mobile devices to learn foreign languages. The goals and objectives of this section are to discover what tools our students are using, demonstrate how and when they are using them and what the outcomes of these goals are. The influence that technology is having on the younger generation of today cannot be underestimated. According to Dale (2014) "young people are the web generation and they are hungry for more". Technology is shaping the way they learn and interact with the world. This symposium will illustrate how mobile assisted learning continues to shape the future of learning foreign languages revealing what tools our students are using and how teachers are integrating them into classes.

The Mobile Tools Our Students Are Using for Language Learning

T. Knight[1]

[1]Shirayuri University, Japan

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Technology is shaping the way they learn and interact with the world. This symposium will illustrate how mobile assisted learning continues to shape the future of learning foreign languages revealing what tools our students are using and how teachers are integrating them into classes.

Investigating instructors' practices and attitudes towards the use of mobile devices as language-learning tools

J. Van de Vyver[1], J. Fouz-González[2]

[1]Université Catholique de Louvain, Belgium
[2]UCAM University, Spain

This section of the MALL SIG presentation intends to look into the current mobile practices of higher education teachers in different countries. In particular, the focus will be on the various ways in which teachers use mobile devices in their subjects, both in and outside the classroom, as well as on the teachers' perceptions towards the use of mobile devices for language learning. Items in the questionnaire address among others the teachers' familiarity with MALL, the type of courses and the frequency in which teachers use mobile devices, as well as the type of tasks for which they use them. Additionally, items will cover the teachers' attitudes on the integration of MALL for language learning and their perception on the tasks for which MALL can be most effective and can enhance language learning. Finally, the survey deals with the teachers' concerns and recommendations for a successful MALL implementation. The results will offer interesting insights into the role of mobile devices in higher education institutions across different countries. They should enable the MALL SIG to formulate some recommendations relating to future MALL research.

10:00 - 10:15

Investigating students' attitudes towards MALL in higher education

V. Morgana[1]

[1]Catholic University of the Sacred Heart, Milan, Italy

The present section of the MALL SIG symposium seeks to explore and compare higher education learners' attitudes towards the use of mobile devices as a pedagogical tool for language learning. Particularly, learners are inquired about their opinions on mobile-learning. The study will also look at the differences between formal and informal mobile language learning and at the type of tasks learners usually perform inside and outside the language classroom. The online survey addresses, among others, items such as learners' perception on familiarity and willingness of use, as well as attitudes on benefits and challenges of MALL. Likewise, learners' will be asked on the effectiveness of using mobile devices in their language learning environment.
The questionnaire will be administered in different countries and contexts.
Results on learners' attitudes offer interesting insights into the current and future role of mobile devices as a language-learning tool at higher education levels from different linguistic, cultural and national backgrounds. They could also contribute to the design of effective MALL tasks in a higher education curriculum.

Papers session (RESEARCH AND DEVELOPMENT)

9:00 - 9:30

Integrating a Hashtag in an LMOOC Course - An analysis of learner engagement and pedagogical approach

M. Nic Giolla Mhichil[1], E. Beirne[1], C. Mac Lochlainn[1]

[1]Dublin City University, Ireland

Course specific hashtags are a feature of MOOCs delivered through many of the major MOOC platforms. Their pedagogic objective is usually considered as a means to facilitate social learning and collaboration between learners. Research into the use of hashtags by learners illustrates limited engagement and integration within their learning experience (Veletsianos 2017) and also, that MOOC providers use course hashtags mainly as a means of promotion and marketing. This paper presents the findings of an analysis of the use of the #FLIrish101, by a cohort of learners undertaking a LMOOC designed for ab initio learners of Irish. The LMOOC is delivered through the FutureLearn platform. The paper outlines the main findings from an analysis of the Twitter dataset to interpret the LMOOCs learner use of the hashtag. The paper critiques the implicit research design, pedagogical principles and engagement strategies employed by the LMOOCs academic designers to integrate the hashtag, as a purposeful means to support collaborative language learning outside the confines of the MOOC platform.

Veletsianos, G. (2017). " Toward a generalizable understanding of Twitter and social media use across MOOCs: who participates on MOOC hashtags and in what ways? , 1-16." Journal of Computing in Higher Education 29(1): 1-16.

From local to massive English learning: Unveiling the (re)design process of an English LMOOC based on InGenio materials

A. Sevilla-Pavón[1], A. Martínez-Sáez[2], A. Gimeno-Sanz[3]

[1]Universitat de València, Spain
[2]Universidad Politécnica de Madrid, Spain
[3]Universitat Politècnica de València, Spain

This presentation focuses on the (re)design and conversion process of EFL online courseware into an LMOOC (Language MOOC) for upper-Intermediate English offered on edX, one of the most popular MOOC platforms. It stems from the InGenio FCE Online Course and Tester, which provides university students with autonomous study and self-evaluation materials for the preparation of B2-level official English language exams. The LMOOC proposes an innovative way to learn English through a Content and Language Integrated Language Learning methodology stemming from an English for Specific Purposes approach. As for the materials it is based on, they have been piloted, validated and delivered through the InGenio Learning Management System over the past decade. Moreover, they are used by approximately 200 students from a Spanish University every year. The move from a closed, restricted-access, low-scale course to an open, massive online course entails the redesign of the learning objects and resources in order to fit the new format. The challenges faced during the (re)design process will be discussed, particularly focusing on issues relating to a) learner assessment and b) sustainability (or as the conference theme suggests, "Future-Proof CALL"). This LMOOC is the result of a collective effort through which both the developers and their institutions are trying to find new ways of making learning more accessible, bearing in mind that education is a basic human right, as established in Article 26 of the United Nations' Universal Declaration of Human Rights. Thanks to the use of Internet-based tools, participants are granted access to high quality, free-of-charge study and self-assessment learning objects and materials which prepare them for official, high-stakes exams. In other words, this delivery mode makes learning more accessible for a larger number of learners, regardless of whether they come from academic or informal learning settings.

B-MELTE (Blending MOOCs for English Language Teacher Education): 'Distributed MOOC Flip' to Explore Local and Global ELT Contexts and Beliefs

M. Orsini-Jones[1], K. Borthwick[2]

[1]Coventry University, United Kingdom
[2]University of Southampton, United Kingdom

This talk reports on the outcomes of the 'B-MELTE' (Blending MOOCs for English Language Teacher Education) project that was initially funded by a British Council English Language Teaching Research Award. The phase of the project discussed here ran between September 2017 and December 2017 and involved students studying on the MA in English Language Teaching and Applied Linguistics at Coventry University from 15 different countries. A FutureLearn MOOC was embedded into the curriculum of the MAELTAL. The type of MOOC blend described here, where the content of a MOOC becomes an integral part of an existing curriculum in institutions that are not involved in the development of the MOOC itself, is relatively new in the UK HE sector, but there are numerous precedents in the USA (Kim, 2015; Sandeen, 2013; Joseph-Israel, 2013). Sandeen (2013) calls this type of blend 'MOOC 3.0' or 'distributed flip' model. It was hoped that this novel MOOC blend would offer the ELT students involved in the project a unique collaborative learning opportunity, which would enable them to discuss their local ELT contexts while at the same time engage with a global community of practice. The project aimed to ascertain how teachers' beliefs could be affected by a metareflection on their knowledge and practice carried out in four ways: 1. individually while doing the MOOC, 2. collaboratively face-to-face in class; 3. collaboratively with the rest of the participants from all over the world on the MOOC; 4. collaboratively in asynchronous and synchronous activities carried out with a partner university in Spain via an Online Intercultural Exchange with students who were also studying on a teacher education course. B-MELTE also aimed at supporting ELT students' understanding of autonomy in learning and teaching. Autonomy appears to be a challenging concept for students on ELT/TESOL programmes, as reported in relevant literature (e.g. Dam, 1995; Little, 2002; Lacey, 2007), but there is evidence that the concept can be scaffolded through the use of blended approaches (Brooke 2013; Orsini-Jones 2015; Reinders & White, 2016; Cappellini, Lewis and Rivens Mompean, 2017). Kumaravadivelu (2012) states that language tutors must free themselves from the yoke of language teaching methods and language teaching textbooks and should aim to produce context-specific pedagogic knowledge and practice. In order to do this they should be supported in developing the knowledge, skills, attitude and authority necessary to become autonomous individuals. The following research questions were asked:

1. What factors shape ELT students' beliefs regarding English language learning and teaching in different educational contexts?
2. What constitutes troublesome knowledge in English language learning and teaching according to these students?
3. What recommendations on how to integrate MOOCs into existing ELT courses could be made based on the results of the project?
4. Could the MOOC-blend support ELT students with becoming autonomous teachers?

Papers session (RESEARCH)

11:00 - 11:30

Task engagement in online intercultural exchanges: insights from a case study with Dutch-German secondary school students

L. Gijsen[1, 2]

[1]Fontys University of Applied Sciences Tilburg, Netherlands
[2]Utrecht University, Netherlands

This is a report on the preliminary findings of two online intercultural exchanges that took place between December 2017 and May 2018. The participants of the first online intercultural exchange were 31 learners of English (C1-level), aged 15-17. The participants of the second exchange were 16 learners of English (B1-level), aged 13-14. All participants attended mainstream secondary education and were learners of English as a pedagogical lingua franca. They joined the Erasmus+ TeCoLa project together with their teachers. The students were primarily focussed on the opportunity to communicate in English with students from a different cultural background and so develop their oral interaction skills and intercultural competence. A task-based approach was used to design a variety of collaborative tasks ranging from information-exchange and gap activities to co-creation tasks (e.g. presentations and videos), i.e. category 3 on task typology by O'Dowd & Ware (2009). Both synchronous (BigBlueButton a video-communication environment) and a-synchronous tools (Forum in Moodle, Padlet and Prezi) were used. A mixed-method approach was used to collect data on how learners engaged with the online intercultural tasks when working together in pairs and small groups over a period of 6 weeks.

In the context of task-based language teaching (TBLT), this PhD project explores how foreign language learners engage with tasks during online intercultural exchanges in secondary school teaching. Research focus is on task engagement (TE) as a mediating force between task characteristics and successful learning. In cooperation with TeCoLa (www.tecola.eu), case study pilots are carried out to study behavioural, cognitive and emotional facets of learners' TE, the influence of factors like collaboration, authenticity and autonomy on the nature and strength of TE, and the effect of different types of TE on perceived learning success.

11:30 - 12:00

Foreign Language Anxiety and Self-disclosure as personality traits in online synchronous intercultural exchange

M. Fondo[1], P. Jacobetty[1], I. Erdocia[2]

[1]Universitat Oberta de Catalunya, Spain
[2]Dublin City University, Ireland

In the last three decades the affective dimension of the Foreign Language (FL) learning process has taken prominence in the field of Second Language Acquisition (SLA). In this regard, Foreign Language Anxiety (FLA), or the situational and contextual anxiety experienced by language learners, has been one of the most studied learning barriers. Sources and effects of this dysphoric and limiting anxiety have been analysed by a large body of researchers since Horwtiz, Hortwitz and Cope coined the term in 1986. However , FLA is still very present in language students as approximately half of students suffer FLA when using the FL (Campbell & Ortiz, 1991; Landström, 2015, 2017; Mak, 2011), particularly when speaking. Indeed, according to Awan, Azher, Nadeem & Naz (2010), 55% of students experience anxiety speaking in the second language in front of others. This communication in the FL often involves private information exchange, also known as Self-disclosure (SD) episodes, a situation learners will experience in and out of class. Disclosiveness, or the natural disposition a person has to reveal private information, has been widely explored in the field of psychology and therapy because of the positive effects that SD has shown for anxious subjects in therapy. Therefore, understanding the relationship between SD and FLA could be a step forward in the field of SLA in order to minimise the negative effects of FLA, especially in interactional settings such as e-tandem, in which learners participate autonomously. The first indicators of this potential relationship between FLA and SD in e-tandem speaking practice were found in a case study carried out by Fondo & Erdocia (2018) in which learners with higher anxiety showed a tendency to self-disclose more as a means to manage their discomfort using the FL. Hence, the present study aims to more extensively explore the relationship between SD and FLA as personality traits and their effects on interaction in an intercultural exchange through videoconferencing. In order to do this, the study measures participants' (N=84) personal levels of FLA using the renowned Foreign Language Classroom Anxiety Scale (FLCAS) (Horwtiz et al. 1986) and the FLCAS Spanish version (Paredes & Martínez, 2000). SD as a personality trait is measured using Wheeless' (1978) General Disclosiveness Scale. In addition, in order to triangulate the questionnaires' results, complementary qualitative and quantitative data regarding interaction and speaking practice was gathered during a 9 week intercultural exchange project between undergraduate students from the United States, Ireland and Spain .

Advantages and Disadvantages of Digital Storytelling Assignments in EFL Education in Terms of Learning Motivation

N. Kasami[1]

[1]J. F. Oberlin University, Japan

Effective use of Information and Communications Technology (ICT) can lead to better teaching and learning practices. Digital storytelling is an educational practice which has attracted the attention of many experts, including Robin, B. (2006) who stated that "Digital Storytelling has become a powerful instructional tool for both students and educators." StoryCenter (2018) (formerly the Center for Digital Storytelling) indicated that digital storytelling can be an incredibly powerful way to foster creativity, engage community, transform perspectives, and encourage reflection upon learning and life processes. Language learning can also be promoted with digital storytelling as Ohler (2013) pointed out "digital storytelling has great potential to help students learn language because of the interplay between writing, speaking, and listening." A considerable amount of research has been conducted into the advantages of digital storytelling in language education. Likewise, numerous researchers have highlighted the effectiveness of digital storytelling in EFL education (Abdel-Hack & Helwa 2014, Kasami 2014). However, there has been little research on the disadvantages of digital storytelling assignment in EFL education. It is necessary to focus on disadvantages or problems which are likely to occur in integrating digital storytelling in language learning for better education in the future. Thus, this study aims to examine not only the advantages but also the disadvantages of introducing digital storytelling assignments in EFL education by focusing on motivation and demotivation for learning.

To achieve the aim of the study, data was obtained from six courses entitled "Information English" for students at a faculty of information and communications in Japan. The courses, with 153 students in total, were held during the fall term of 2015 and spring term of 2016. The study comprised 96 students who had answered all (pre, midterm and post) questionnaires and had taken three (pre, midterm and final) tests. In this research, student learning motivation and demotivation were analyzed with the data of English level and students' perception levels of English and computer skills. As a result, similar to Kasami (2017), the findings showed that most students were more motivated for learning with the digital storytelling assignment than the (non-digital) storytelling assignment. However, there were also some students who were demotivated in the digital storytelling assignments compared with the (non-digital) storytelling assignments. The number of students were limited but it was necessary for teachers to consider those minority students and provide an adequate support for each student.

The findings suggested that teachers should provide specific instruction based on (1) technical support with troubleshooting tips, (2) copyright and portrait right issues and (3) suitable advice and feedback for each learner according to their level of English and computer skills. Moreover, a good balance of digital and (non-digital) storytelling is needed as (non-digital) storytelling also has educational advantages as some students are able to make use of their own ability more than with digital storytelling. Besides, it is important to introduce these assignments after careful consideration of the advantages and disadvantages of digital storytelling assignments in EFL education.

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Papers session (RESEARCH)

11:00 - 11:30

Cross-tier Collaboration Between Preservice and Inservice EFL Teachers in Designing Online Video-based Pragmatic Assessment

M. Liu[1]

[1]Tunghai University, Taiwan

Scholars and researchers have advocated a new image of teacher professional development by incorporating preservice and inservice teacher education. It aims to involve cross-tier partners "in joint construction of knowledge through conversation and other forms of collaborative analysis and interpretation" (Cochran-Smith & Lytle, 2001, p. 53). Yet, comparatively less studies have been conducted to explore this professional training module in the English as a Foreign Language (EFL) teacher education field. Additionally, language education researchers argue that without enough trainings in pragmatic assessment EFL teachers may encounter difficulties in evaluating whether students have pragmatic competence to communicate with others in English and then appropriately perform a speech act. Nonetheless, up to date a paucity of research has investigated the impact of EFL teacher professional development in designing pragmatic assessment, which is critical to the success of students' pragmatic learning.

To fill the literature gaps, referring to the theoretical framework of Community of Inquiry this study investigated the progression of EFL teachers' learning to assess students' speech act performance in a cross-tier professional growth community and its impact on student learning outcome. This yearlong research project collected multiple data sources from several stakeholders, including 12 preservice and 4 inservice EFL teachers, 4 English professionals, and 82 high school students. Data sources included surveys, (focus group) interviews, online reflection journals, online video-based assessment items/scores, and artifacts related to teacher professional learning.

Quantitative and qualitative data analyses depicted the nature and process of preservice and inservice EFL teacher development in this community of inquiry, which triggered and fostered cognitive presence, social presence, and teaching presence via face-to-face and online interactions. All these teachers appreciated this professional learning experience which enhanced their knowledge in assessing students' pragmalinguistic and sociopragmatic performance in an English speech act (i.e., making refusals). They learned how to design online video-based assessment items by attending to specific linguistic structures and semantic formula as well as various sociocultural issues (i.e., power, distance, imposition). Furthermore, they became aware of how to sharpen pragmatic instructional skills in the near future after putting the theories they learned in this project into online assessment and related classroom practices. Yet, during the learning process most preservice and inservice teachers encountered difficulties in reaching a consensus on selecting appropriate video clips from available sources to present the sociocultural values in English-speaking refusal contexts. Also included was to design and construct test items which could testify the influence of interlanguage transfer on students' pragmatic performance in various conversational scenarios. Pedagogical implications and research suggestions are provided based on the findings and limitations of the current study.

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A case study on how pre-service English teachers apply design thinking to creating online instructional materials: exploring visual-verbal relations

J. Tseng[1]

[1]National Taiwan Normal University, Taiwan

The advancement of information communication and technology has dramatically changed the ways people create meaning and interact with each other. They used to rely on text-based communication before; now they can make meaning through multimedia such as audios, photos, videos, and graphic icons. Indeed, multimedia contributes to multimodal representation and communication. In this case, English teachers need to incorporate multimodal resources into their teaching; however, little is known about how they represent linguistic knowledge through multimodal composing. To address this problem, the present study is to train pre-service English teachers to create online instructional materials in which visual images are combined with verbal words to represent remedial teaching content. The purposes of this study are to understand how the teachers orchestrated visual images and verbal words as well as how the teachers as a designer articulated their thinking of visual design. Based on Kress' (2003) concept of design as a situated social sign-making process, this study is guided by the following research questions: 1. How did pre-service English teachers mediate visual-verbal relations in creating online instructional materials? 2. How did pre-service English teachers apply their design thinking to visual-verbal compositions?

This study is situated in a web-conferencing teaching context where five pre-service teachers were recruited to teach 15 junior high school students who needed remedial instructions. The online teachers were trained to develop visual literacy by creating image-based instructional materials through PowerPoint. The online teaching was carried out for 50 minutes at a time, once a week, for 16 weeks. After each teaching, the researcher would discuss with the teachers about the use of images in enhancing online English teaching methods and materials.

At the end of the semester, the participating teachers were invited to create online instructional materials based on new lessons that they want to teach in next semester. To understand how the online teachers mediated visual-verbal relations, their design thinking was articulated and recorded through think-aloud protocol and follow-up individual interviews. Using Vungthong et al.'s (2017) framework of analyzing visual-verbal relations, the present study focused data analysis on ideational relations, which describe how images represent objects, things, and people in linguistic presentation and practice. The number of visual-verbal combinations in each category of ideational relations was calculated and converted into percentiles to reveal how visual images were used to represent verbal texts. As for the teachers' design thinking, the researcher adopted constant comparative method to identify patterns and themes that emerged from audio-recorded transcripts.

The researcher will present results and findings, followed by discussions and implications. The present study intends to provide an insight into how English teachers applied their design thinking to creating online instructional materials. It may be of interest to teachers, teacher educators, and researchers who would like to gain deeper understanding of how visual-verbal text composing contributes to linguistic knowledge representations.

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Using old and new technologies in the foreign language classroom – teacher trainees' visions of the language learning environment

K. Mäntylä[1], P. Kalaja[1]

[1]University of Jyväskylä, Finland

Over the past few years, our understanding of language learning environments has expanded, and, on the other hand, new technologies have offered new possibilities for teaching foreign languages (e.g. Arenhäll 2017; Farr & Murray 2016; Kreijns et al. 2013). Language education is not necessarily confined to classroom walls, and the aim of language education is shifting towards a more functional idea of language and its use. However, school and teacher practices may be slow to change. While there are quite a few studies on what is being currently done in schools, future teachers' ideas of teaching have not been studied that much.

This paper looks at students aiming to be English-as-a-foreign-language teachers and their ideal lessons once they enter the profession. In particular, we will pay attention to the learning environment: the materials they would use, as well as the intertwining formal and informal learning environments. Future teachers' ideas and ideals give us insights into how we should address these issues in teacher education.

The participants (N = 50) in this study were attending a teacher education programme in Finland. They were asked to produce a picture depicting their ideal English lesson once in working life and to elaborate in writing on topics such as learning environments, or teaching materials. In other words, the data consisted of visual narratives, complemented with verbal commentaries, and these were subjected to content analysis.

The results show that teacher training and pedagogical studies have had an effect on the students' thinking, bringing novel ideas of the essence of language and language skills. However, when looking at and comparing their ideas concerning teaching environments or materials used, the participants seemed more traditional even though they could be considered to belong to the generation of digital natives. In our paper we discuss the data through examples portraying various ideals, and ponder on the significance of the results on teacher education.

Papers session (RESEARCH)

11:00 - 11:30

CALL Research: Where Are We Now? Part 3

J. Gillespie[1]

[1]University of Ulster, United Kingdom

CALL Research: Where Are We Now? Part 3
This paper is the final instalment of a series examining the position of CALL as an academic discipline. The author has published and presented in CALL research over many years, and is a reviewer for a wide range of CALL journals. In it he will expand on his consideration of the position of CALL research publications in the scientific world. The intention is to fill a gap in strategic meta-analytical studies of this kind.

It will deal with the following research questions: What is the current status of CALL research publications? What are the evidences of quality and impact? Of innovation and ambition? To what extent are CALL research publications worthy of respect and credibility in the area of language and linguistic research?

The first paper, delivered at EUROCALL2016, presented an analysis of all the publications of two leading key CALL journals, ReCALL and ALSIC from 2013-2016, and considered the range and nature of topics covered, the quality of papers published and their impact factor (where possible and appropriate). Given the results of this stage of the project, which revealed both significant strengths and weaknesses, and the encouragement of a number of those attending the first paper, it was seen to be important to extend the range of the study. The second paper, presented at EUROCALL2017 assessed two additional journals, CALICO and Computer Assisted Language Learning, from 2013-2016. The final paper will look back to 2006 for all four, in order to gauge the robustness and applicability of the previous findings and to identify long term patterns, and bring the earlier work up to the end of 2017. The study will provide an overview of almost 1000 articles. If feasible within the timescale, interviews will also be conducted with the editors of the journals concerned to gain an insight into their perceptions of the findings.

These analyses of the strengths and weaknesses of CALL research publications from a historical perspective have so far proved strategically valuable, and the overall work has been commissioned for the 30th Anniversary issue of ReCALL. The various strategic steps that could be taken to increase the reputation and impact of CALL research, both positive and negative, will be outlined.

Keywords: meta-analysis; strategy; research; quality; rigour; impact; innovation; development; ambition.

Affordances for language learning in a hybrid English language classroom

R. Tumelius[1]

[1]University of Oulu, Finland

This study sheds light on the complex nature of interaction in the classroom as a group of pupils work on an online chat exercise during an English language lesson. The exercise took place as a part of a four-week, online learning project with two school classes from different locations in Finland. The learning project was designed and carried out as a course project by Master's level students of English at a Finnish university. The analysis establishes a range of affordances for language learning emerging in the pedagogical design. The pupils were able to take on an active role both online with participants from a remote location and in the classroom as they resourcefully utilized the hybrid elements of the setting for the benefit of problem solving and collaboration (Ryberg et al. 2016; Jones & Hafner 2012). The research takes on a broad, ecological view on language learning as social action and learning is seen taking place in meaningful interaction (e.g. Kramsch 2002; van Lier 2000). To gain better understanding of the complex phenomenon of language learning, the study is based on the ethnographical research strategy of nexus analysis (Scollon & Scollon 2004) drawing on mediated discourse analysis (Scollon 2001). The approach allows reflection of the wider framework in the light of the interaction in situ which is further examined from a multimodal (inter)action perspective (Norris 2004). The primary research materials consist of video recordings of the classroom work and online chat logs. However, there are various other materials accumulated during the learning project, e.g. online tasks, discussion entries, and questionnaires, which will provide a broader framework to interpret the findings. The results offer implications for facilitating change in the design of pedagogically informed learning environments for language learning.

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12:00 - 12:30

A Systematic Review of 3D Virtual Environments for Language Learning: New Teaching Practice and Research Trend

L. Xu[1], C. Zheng[1], Q. Cheng[1], Z. Yang[1], M. Gao[1]

[1]Beijing University of Posts and Telecommunications, China

Three dimensional virtual environments (3DVE) have been noted as effective learning space which can promote learners' language acquisition and academic performance. This paper reviewed a total of 41 papers published in the Language Learning & Technology, ReCALL, Computer-assisted Language Learning, System, CALICO Journal and Computers & Education from 2010 to 2017. At first, the current study explored the yearly publication trend of the journals and the research productivity of different countries. Then, based on systematic content analyses, the present paper shows that a majority of the research were empirical studies employing a variety of research methods. Particularly, most of the empirical investigations adopted the mixed research method and only a few articles adopted pure quantitative or qualitative method. The main research topics we reviewed include the affordance of the 3DVE for improving leaners' linguistic and non-linguistic knowledge and skills, learner characteristics in the 3DVE, nature of interactions in the 3DVE, features of language-learning tasks in the 3DVE and design and development of the 3DVE for language learning. Drawing upon the synthesized research findings, we claim that the 3DVE has become a burgeoning area of research with great potential for innovating language education. However, there are still a number of challenges need be addressed for better facilitating language learning. Pedagogical implications were summarized and suggestions for future pedagogical innovations were also discussed at the end.

Papers session (REFLECTIVE PRACTICE)

11:00 - 11:30

Creating multimodal fanfiction from extensive reading and digital storytelling

K. Enokida[1]

[1]Hiroshima University, Japan

Fanfiction is a generic term for fictional works that are derived from existing fictional works but are written by fans of the original ones. There has been a growing interest in the potential of fanfiction in language learning (Black, 2005), and classroom practices and research projects have been reported in recent years involving fanfiction (Behrenwald, 2012; Schattenherz, 2016; Sauro and Sundmark, 2016). They all aim to utilise "the power of stories" effectively to enhance learners' receptive and productive skills, especially focusing on reading and writing, and eventually to foster their autonomous learning. The presenter has also used stories for classroom projects from a different approach, where extensive reading was combined with digital storytelling to provide students with four-skills activities using ICT. The students performed the stories they created on a movie clip, based on the summary of the book they read, typically chosen from graded readers, or the story retold by one of the characters that appear in the book. These projects have been successful in directing learners' attention to content-based language learning, while lowering technical hurdles by exploiting MALL (mobile devices) on a BYOD basis. This approach and instruction model could be applicable to fanfiction writing in EFL classroom, so ICT could contribute to more creative four-skills activities.

In this paper, the classroom project implemented by the presenter in 2017 is reported on, where the potential of creating multimodal fanfiction involving extensive reading and digital storytelling was assessed. It was conducted in an EFL reading course for advanced and motivated learners at a national university in Japan. A collection of 350 graded readers, composed of Oxford Bookworms, Macmillan Readers, and Penguin Readers, were brought into the classroom every week so that the students could check them out and study them outside the class. Then the students worked in groups to choose a book from what they read, and then write new stories collaboratively, based on the characters or settings in the original one. They were asked to improve their stories by analysing the plot structure and characters in them. These stories were made into digital stories — movie clips made from text, images, sounds, and narration — to be shared online and peer reviewed by their classmates.

The students were found to work on the project in a fun and creative way while deepening their understandings of the original stories and practicing their digital literacy skills. The presenter will first explain the background and the outline of the project, and then show some of the digital fanfiction created by the students, and finally discuss the results and challenges of the project based on the questionnaire survey.

11:30 - 12:00

Tool Affordance of Video Production Tasks: Live Stream vs. Pre-Recorded

W. Chen[1]

[1]National Chung-Cheng University, Taiwan

In response to the intense demand and supply of online videos on smartphones, this research intends to explore student-created videos and compare the affordances of two production modes: pre-recorded video with delayed online broadcast vs. live streaming. In this study, language learners become active content providers, which contrasts their previous role as passive knowledge receivers of teacher-made video tutorials. Student-led video projects in dual modes require new pedagogies to optimize communicative language practice. The teamwork and collaborative creativity supposedly elicit substantial excitement and freedom as students produce original videos in the target language, and interact directly with viewers via social media. This study aims to scrutinize and reassess the viability of the new tool from an ecological perspective. To be more specific, what affordances can emerge in student video production projects? Will learners be aware of how knowledge and skills are learned and applied—linguistically and non-linguistically—while interacting with their daily surroundings and engaging themselves in the video tasks? Thirty higher-intermediate English learners from two colleges in Taiwan participate in this study. The instructional design includes an orientation, a Facebook group page, action plan presentations, , script writing, shooting, and post-production, before a three-way evaluation. The data collection includes 1) entry- and exit-survey responses, 2) action plans, 3) instructor's observation notes, 4) evaluations and viewers' comments, and 5) final products. A mixed-method data analysis approach is adopted based on two analytical frameworks; Bower's (2008) and Meyer and Forester's (2015) merged into six affordance categories allow a comprehensive security. The findings of this research will explicate the student-led video tasks in a technology-enhanced context and their affordances in the following dimensions: communication, media synthesis, content, delivery, social-collaboration, and motivation.

A pilot study is in process at this time in order to refine the task design. Based on the preliminary findings, the students initially had problems deciding on topics for their short films, since the instructor explicitly required them to explore a socio-cultural phenomenon that is important yet rarely discussed on social networks. They were not sure how to develop a sensible plan by narrowing the scope. The instructor guided them to construct and present their proposals to receive peer feedback before implementation. However, when writing the scripts, they also had trouble deciding what kind of discourse they should adopt: academic or entertaining? formal or informal? monologue or dialogue? authoritative or friendly? Language problems also occurred in their scripts: the inclusion of jargon on a particular topic, the misuse of colloquial expressions, the lack of formulaic sequences, inconsistent style, etc. Fortunately, their use of communication strategies was accurate and effective. Students' performance in the pilot study has indicated the values of the formal research. From an epistemological perspective, the goal that language learners can become active content providers on social media can offer them, as well as the instructors, an opportunity to retrospectively seek ways to build new skills and knowledge, in order to improve the product quality and work procedures. Deep learning is also the ultimate objective for the technology-based task design.

From Contact to Distance: There and Back Again? Student Perceptions in Learning Journals during Online Academic and Professional English Courses

S. Kohonen[1]

[1]University of Eastern Finland, Finland

With my background in Drama Education and modern languages with a sociolinguistic emphasis, I often struggle with the increasing demand within Higher Education for distance courses instead of contact courses. My background has previously led me to experiment with forms of learning that draw on applied drama methods combined with academic and scientific themes and topics, to create trans-spaces (Monk et al., 2011) by intertwining different learning styles, learning spaces, experiential learning, as well as approaches that engage the body and the mind. Although distance courses obviously do away with the immediate physical presence and interaction with co-participants, digital learning environments and methods allow for alternative engaging methods. Having experimented with such methods, and having analysed students' perceptions of their learning processes, I claim that trans-spaces as described by Monk et al. (2011) can be created to some extent in distance courses, too.

In this presentation, I will discuss student perceptions of their learning processes by overviewing the results of a qualitative content analysis conducted on their learning journals. The data consisted of 62 reflective learning journals by Master's level Law students at the University of Eastern Finland. Writing a learning journal was one of the tasks in distance and blended learning courses of Academic and Professional English (4 ECTS). In their learning journals, students – who had opted for a distance course instead of a contact course – highlighted for example the importance of participatory tasks and small group interaction.

This presentation aims to kindle sharing useful tips and ideas for the development of professional praxis for online language pedagogies and courses.

(Reference: Monk, N., Chillington Rutter, C., Neelands, J., Heron, J. 2011. Open-space Learning. A Study in Transdisciplinary Pedagogy. London and New York: Bloomsbury Academic.)

Papers session (REFLECTIVE PRACTICE)

11:00 - 11:30

Evaluating the long-term development and outcomes of a CALL teacher education programme

S. Windeatt[1]

[1]Newcastle University, United Kingdom

Although the first use of computers in education can be traced back to at least the 1960s, it was the increasing availability of personal computers in the 1980s that enabled a rapid expansion in Computer Assisted learning (CAL) and Computer assisted Language Learning (CALL), and to the gradual integration of computer literacy into school curricula. The growing interest in CALL at that time led the widespread provision of CALL workshops for teachers, the gradual introduction of CALL into teacher education courses, and to the creation of organisations such as Eurocall, and journals such as ReCALL.

The history of CALL, and teacher education for CALL, can therefore reasonably be claimed to span less than four decades, and in that time technology has developed increasingly rapidly, presenting challenges to teacher educators as the content of such courses will be subject to continuous development. However, teacher education courses generally claim to have the aim of not only preparing teachers to deal with the current situation in education, but of developing the underlying skills that will enable them to adapt to future change. It is, however, difficult to confirm the extent to which any course achieves this aim of long-term adaptability. End-of-course evaluations provide information that can influence subsequent iterations of a course, but post-course, and especially longer-term post-course, evaluation is problematic, and rarely carried out.

This presentation explores how one such teacher education course developed over nearly 30 years, and how it compares with the approach adopted in a number of similar courses. It considers end-of-course evaluations and how student comments were taken into account in adapting the course. In addition, it reports on an exercise in long-term evaluation which involved contacting past students to explore whether and how they felt the course had affected their use of CALL in the intervening years. The results provide some support for the longer-term course aims and highlight both the difficulty in, and value of, attempting such follow-up evaluation

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New Periodisation of CALL

B. Bédi[1], B. Arnbjörnsdóttir[1]

[1]University of Iceland, Iceland

The CALL as an approach supports the use of computers as "an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element" (Davies, 2000, p. 90) at educational establishments as well as at home where learners can access these easily (Kenning, 1990, p. 67). This approach has gone through different stages of development. Warschauer and Healey (1998) define three stages, the first one is the behaviouristic CALL, the second one is the communicative CALL, and the third one is the integrative CALL. Each stage reflects technological advancements of that era and certain pedagogical approaches. All three stages are respectively described here below.

The behaviouristic CALL (1950-1970) featured repetitive language drills. It was informed by the behaviourist learning model of stimulus-response and mostly popular in the USA. It was the era of first personal computers, which allowed students to work at an individual place. The second stage was the communicative CALL (1970-1980), which emerged due to greater possibilities for individual work using more advanced personal computers and the target language use throughout the learning process. In this period, text reconstruction programs and simulations were the most popular among learners because they could work either in pairs or groups, which stimulated discussion and discovery (Warschauer and Healey, 1998, p. 57). The third stage was the integrative CALL (1980-1998). It included task-based, content-based and project-based approaches that seek both to integrate various language skills, such as listening, speaking, writing and reading, and new technological tools more fully into the language learning process. Thus, "the multimedia networked computer is the technology of integrative CALL" (Warschauer and Healey, 1998, p. 58).

By looking at the three stages of CALL development, this article proposes a new, fourth stage of CALL development - the intelligent CALL, or ICALL (2000- to present). Current literature informs that at the end of the 20th and the beginning of the 21st century, there was and still is an interest in including artificial intelligence technologies into language learning (Gamper and Knapp, 2002, p.329) and development of language learning materials and applications, e.g., creating intelligent tutoring systems "which are capable of processing and giving feedback on free language input" (Finkbeiner and Knierim, 2008, p. 402). According to (Schwienhorst, 2008, p. 140), ICALL includes intelligent tutoring systems that not only analyse utterances and give feedback to learners in an online mode, but also offline. The system uses automated feedback and stores data to form a learner corpus, which is further used to create and revise learner modes. By definition, such systems need to have three types of intelligence: (1) the subject matter, or domain, must be known to the computer system well enough to be able to solve problems in the domain; (2) the system must be able to find out and detect the learner's approximation to that knowledge; and (3) the system must be 'intelligent' enough to implement strategies and pedagogies to reduce the difference between expert and student performance (Burns and Capps, 1988, p.1).

When language tasks go mobile: developing writing in the secondary EFL classroom

V. Morgana[1, 2]

[1]Open University, United Kingdom
[2]Catholic University of the Sacred Heart, Milan, Italy

Recent research (e.g. Agnes Kukulska-Hulme & Viberg, 2017) indicates that mobile technology can support second language learning and educational literacy. The iPad is a mobile device that is having a large distribution and an important impact on education. However, studies focused on the use of the iPad to specifically enhance and support second language learning and teaching are still scarce. Against this backdrop, this study sought to investigate the potential impact of the iPad in developing writing skills in an English as a foreign language (EFL) classroom in Italy. The study investigated how the iPad helps (or not) to develop writing skills.

This paper will present a collaborative action research study conducted with two English as Foreign Language (EFL) teachers in a secondary school in Italy. The study examines written language assignments (argumentative essays) produced over a period of five months. The language products of students using the tool have been compared to the same assignments produced following a standard pen and paper procedure. Data also includes classroom observations, interviews, recorded teacher meetings, and lesson plans. The data collected has been analysed from a socio-cultural theory perspective. The study was also informed by Hallidayan Systemic Functional Linguistics (SFL), and a Task-based language teaching (TBLT) framework was used to design the writing tasks. This study used a combination of analytical tools. Students' written data was analysed for accuracy, complexity and fluency using t-unit measures and for functional-grammar features using SFL. Since this study considers the classroom as a social place where different types of interactions and mediations take place SFL was chosen as a complementary language theory due to its focus on language use in social context.

Results show a positive influence of the mobile device on student motivation and on the approach to second language learning tasks. Overall both the groups showed progress regarding their ability to manage argumentative essay writing stages, and some functional-grammar features. The students in the iPad group showed an increasing use of different functional-grammar features compared to the students in the pen and paper group. In sum, it appeared that using iPads to mediate writing tasks might have helped secondary EFL learners improve their writing skills and their awareness of the influence of the technological tool on their learning.

This action research study contributes to the understanding of ways in which mobile devices (e.g. the iPad) can contribute to the development of foreign language learning skills in the context of secondary education, and provides educators with recommendations on how to design specific technology-mediated writing language tasks.

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Virtual session

11:00 - 11:30

Designing English Digital Stories for Global

Y.(. Yang[1]

[1]National Sun Yat-Sen University, Taiwan

In digitally-mediated communication contexts where diverse speakers meet and gather, multiple languages, diverse cultural codes, and multimodal resources are often employed, orchestrated, or remixed to create meaning in social practices (Cope & Kalantzis, 2000; The New London Group, 1996; Thorne, Black, & Sykes, 2009). The emergent forms of heterogeneous and multimodal communication intimate the importance of understanding learner participation and communication in transcultural digital literacy, or new literacy practices. Studying how English language learners (ELLs) interact with these multilingual, multicultural and multimodal communicative contexts in digital spaces has become crucial in the field of English language teaching and learning (Coiro, Knobel, Lankshear, & Leu, 2008; The Douglas Fir Group, 2016; Warschauer, 2010)

Valuing digitally-mediated multimodal composing as a newly developed literacy practice, this research investigates how English language learners (ELLs) serve as multimodal designers when working on one type of multimodal compositions, video-based digital storytelling, to reach global audience. Grounded in "literacy as social practice," and the notion of "designing" (The New London Group, 1996), it explores how ELLs negotiate sociocultural, historical and ideological orientation to the video-based digital storytelling project, re-contextualize culturally and linguistically diversified resources, and dialogue with the local and the global community during the process of multimodal composing.

Study participants consist of 39 ELLs who enrolled in a course focusing on multimedia and English communication in a university in Taiwan. Both local students from Taiwan and exchange students from Europe and Southeast Asia who enrolled in this course participated in this study. Students work on their English digital stories as their course final project in groups and introduce aesthetics and culture stories of cultural spaces that are meaningful to them to the global audience. Data collections include students' digital stories, interviews, class discussions, questionnaires, and documents. With a focus on ELLs' designing process, the researcher employed thematic analysis to examine how ELLs approach their designing in relation to intercultural blending (Hafner, 2015).

This presentation plans to discuss one of the preliminary findings of the study and focuses on ELLs' exploration of intercultural blending in their designing of digital stories. How students define, select, utilize, orchestrate with local and global cultural resources in their digital story to demonstrate ideas to their global audience will be reported. For example, in their video composition situated in Qi-Shan, a town that was greatly impacted by the 921 earthquake in southern Taiwan, ELLs who are from Taiwan struggled to define the role of Taiwanese (i.e., local resources) and English (i.e., global resources) in their story. Their exploration and negotiation of how to best arrange Taiwanese oral narrations, English oral narrations, and English subtitles to reach the global audience and to uncover the local cultures of family relationships remains salient. In addition, images and dialogues emphasizing a stubborn father (i.e., local resource), a gossip neighbor (i.e., local resource), and a caring daughter (i.e., local resource) are designed and orchestrated to present the image of home (i.e., global resource) for the global audience. Interestingly, exchange students from Europe present their cultural space, the Love River, as a place where love occurs. With the use of an exchange student's health issue in his heart (i.e., local resource), the local sign of love (i.e., local resource), a beautiful lady besides the river (i.e., global resource), and the local taxi driver's Chinese narrations of his love story (i.e., local resource), this group playfully remix local resources and global resources for their multimodal delivery.

Based on the findings of this research, the researcher hopes to bring in discussions that highlight students' interpretation of local and global resources, and their imagination of how to best reach the global audience in

relation to multimodality and designing.

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Papers session (REFLECTIVE PRACTICE)

15:30 - 16:00

Using the Digital Storytelling App and Software "Moxtra" to Extend Student Presentations Beyond the Classroom

T. Knight[1]

[1]Shirayuri University, Japan

This presentation will show how the mobile app and computer software Moxtra has augmented presentation and oral communication classes at the university level. Even the free version of Moxtra allows students to compile a digital portfolio of voice and presentation work, to which both the teacher and fellow students in a class have access. Other members of the group can give feedback to, and learn from, each other. It's a workspace of language exploration and where students can encounter each other beyond the classroom. By sharing their presentations in Moxtra, students can actively participate in the benefits of multi-media learning (Mayer, 2009). The app encourages students to practice their presentations and helps the teacher when it comes to assessment of students' work. It has contributed to students in a presentation course becoming more confident and less stressed about the task of presenting.

Presentation assignments are a common task for students at the tertiary level and they fit well into increasing demands from education ministries for "active learning" by students (Jones and Palmer, 2017). As the "core elements of active learning are student activity and engagement in the learning process" (Prince, 2004), this seems to be something many language teachers have been doing for some time. Researching a topic and preparing a presentation on it involves students in an active process, and being able to make an effective presentation in English or any other language is good for their language development. There is little doubt that having the skills to present to an audience is beneficial, indeed one of the "life skills" (Thorkelson, 2015) that are useful for students to develop. And yet public speaking is often cited in surveys as the scariest prospect for most people, for women even more than for men (Burgess, 2013).

Thus, there are things for school and university language teachers to think about before requiring students to make presentations. Apart from the matter of stress which many students feel when having to present (King, 2002), whole class talks take time and limit individuals' speaking opportunities. Group or poster presentations allow more speaking time, but can restrict the chances for each presentation to be seen. Using the mobile app Moxtra allows and encourages student interactions and appreciation of each other's work beyond the classroom. Students upload their presentations for others to watch, and give feedback on, as well as learn from. Teachers can also keep these digital presentations as a record, which is helpful for grading. Albeit with one or two caveats, the integration of the Moxtra software, and students' use of their own mobile devices, have proved to be a useful example of "mobile and blended learning" (Brown, 2016) for the presenter.

Automated writing evaluation beyond language classes: Supporting students' language improvement in EMI contexts

A. Saricaoglu[1], Z. Bilki[1]

[1]TED University, Turkey

One of the major effects of globalization on education has been the adaptation of English as the medium of instruction (EMI) at higher education institutions in non-English speaking countries (Dang, Nguyen, & Le, 2013). In EMI, in addition to learning content knowledge, students expect to develop their language competences (Wilkinson, 2013). "However, the role of the content staff in EMI programs is principally to stimulate the students to the subject matter; they will rarely see their role as one of developing students' language ability" (Wilkinson, 2013, p. 16). Because instructors often adopt a content-oriented focus in EMI, students' language needs may not be equally addressed. Even though students receive high quality instruction in their language/preparatory classes and are instructed in English in their major courses at those universities, English remains a challenge for them because the focus in content courses is generally on the subject matter rather than language (Leki, 2006). While it is equally important to help students with their language development in content courses, dealing with learners' language issues would impose an extra burden on the instructors. Instead, it is possible to make use of the existing technological tools that can provide learners with language learning opportunities and facilitate their continuous language improvement (Plonsky & Ziegler, 2016).

This presentation outlines an instructional effort that aimed at continuous improvement of students' English through automated writing evaluation (AWE) in content courses in an English medium university. At a private university in Turkey, 198 students enrolled in 10 classes from five different disciplines had access to an AWE tool for all of their assignments throughout a semester. The classes were given by six different faculty members each of whom employed a different approach to integrating the AWE tool into their class. This presentation demonstrates the use of the AWE tool by students in different classes with reference to the approach of their faculty members. This effort contributes to shifting the focus of AWE implementations from language courses to content courses, exemplifies a solution to the challenge of improving students' language in content courses, and offers insights for effective AWE applications in EMI contexts.

"HAL, are you there?" Data collection with conspicuously placed handheld devices and learner stress levels

T. Goetz[1]

[1]Hokusei Gakuen University, Japan

The well-known computer from the Stanley Kubrick film, 2001, A Space Odessey, has arguably, to some extent, become smaller, affordable and useful for assisting in the learning of languages. But, what is it's effect on learners, namely, learner stress levels? This presentation reflects upon the use of conspicuously placed handheld devices and learner stress levels. Two advanced level English classes, comprising of third and fourth-year students, were used where the expectation was that the target language, English, would be the medium of communication between teacher and student and students themselves. In recent years, it has been observed, if not accepted as normal, that English usage becomes nominal as the semester wears on, and therefore, only necessary when the teacher is near. To address this observation, as many as 9 iPad minis were employed to collect data. Communication took place within structured and unstructured situations. The iPads were fixed to self-standing table mounts and pointed at student groups. Did the students continue to use English for their communicative tasks? What were the stress levels - observed and survey-reported? Data regarding stress levels were collected in two ways, 1) as observed in the iPad videos recorded: the amount of hand fidgeting, hair and facial touching, the degree of eye contact, type of voicing (volume, stuttering), and self-removal, and 2) survey data (collected on moodle). This presentation will share preliminary results to see if these advanced students' stress levels were affected by the integration of iPads in recording their use of English in both structured and unstructured learning environments. Implications for their further use will be discussed in light of learner survey data.

Papers session (RESEARCH AND DEVELOPMENT)

15:30 - 16:00

"My Robot is an Idiot!" - Students' Perceptions of AI in the L2 Classroom

A. Gallacher[1], A. Thompson[1], M. Howarth[1]

[1]Kyushu Sangyo University, Japan

A current trend in second language education is to incorporate all things tech into the classroom, but to what end? With this question in mind, this presentation highlights the designing of, and preliminary results obtained from, a study aimed at investigating the impact of using AI in the L2 classroom. This mixed-methods approach measured: students' perceptions, levels of interest, generated output, self-concept and proficiency throughout the course of a semester of study (15 classes) for 253 Japanese EFL university students. The intervention took a task-based format with students performing spoken interviews with both AI and human partners in alternating sessions. Participants were taught how to access and interact with (using the voice recognition function on their smartphones) the free online AI program known as Chatbot, prior to the first intervention. After each interaction with either AI or human partners, participants were asked to complete a short survey assessing their level of interest in the task, and opinions about its efficacy as a language learning tool. In this regard, comparative data was gathered for both types of interaction (AI and Human partner). Analysis to date, has focused on two of the five factors captured in the research design, student perception and student interest. This presentation focuses on discussion of the former: students' perceptions of using AI as conversation partners. Preliminary results suggest that students perceive this form of AI as a novelty rather than a legitimate language-learning tool, and that in its current state, lacks the richness of interaction they could achieve with their peers. Reasons for these opinions are discussed in detail and in relation to the overall trends occurring in CALL-based research. Ultimately it is argued, that educators should be more critical of incorporating technology in the L2 classroom before it is ready, and that we should not feel compelled to implement CALL-based techniques in fear of falling behind the curve of adoption. It is the intention of this research to inform future curriculum development that hopes to incorporate meaningful CALL based techniques in the language learning classroom.

Stimulating Task Interest: Human Partners or AI?

A. Thompson[1], A. Gallacher[1], M. Howarth[1]

[1]Kyushu Sangyo University, Japan

Aims:
This study implemented a mixed-method research design aimed at investigating the potential benefits of, and students' interest in, using artificial intelligence (AI) as conversation partners in an English as a Foreign Language (EFL) classroom. This study is the first phase in the potential development and integration of using AI as conversation partners in a Japanese compulsory English language program. Through firstly identifying and then maximizing the benefits that AI technologies offer, educators and administrators may be better able to increase student task-based learning opportunities.

Participants:
First and second year students (N = 253) were requested to complete a conversation task with an AI or Human partner. Participants were non-English majors and came from five of the universities seven faculties (Engineering, Management, International Studies, Fine Arts and Economics). All participants were studying within a coordinated compulsory EFL program consisting of two 15-week semesters per academic year with one 90-minute Listening and Speaking class per week.

Procedure:
Participants were randomly assigned to either conduct an English conversation task with an AI or Human partner. The task-based conversation took students approximately 10 minutes. Following the task students self-reported their perceptions of the experience. Identifying three advantages and/or disadvantages of speaking with an AI or Human partner. The final stage of the data collection was an online interest survey. The online measurement was used to capture students' level of interest, self-efficacy, and self-concept throughout the course of research. The experiment was conducted four-times during one (15-week) academic semester.

Instrumentation:
Following completion of the speaking task students noted three advantages and/or disadvantages relating the conversation partner experience (AI or Human). This written section of the experiment was found on the conversation task worksheet. From the first class of the second semester and each time students completed the task-based conversation component of this experimental study students' interest in English as a domain and EFL course was measured following each writing task on a 6-point Likert scale (1.Not true at all, 2.Not true for me, 3.Neutral, 4.Somewhat true for me, 5.True for me, 6.Very true for me).

Preliminary Findings and Educational Significance:
Preliminary analysis of the data suggests that student interest in interacting with the AI conversation partners decreased across the experiment period, whilst interest in performing identical tasks with their peers (Human partners) remained relatively stable. These findings suggest that educators and administrators should be cautious about relying entirely on AI conversation partners as a substitute to Human partners if they wish to stimulate and maintain student interest in tasks. Furthermore, teachers should carefully consider students' language proficiency and communicative ability before designing tasks that involve the use of AI partners. The added dynamic of AI technology and technology in general can compound communication breakdowns, leading to learning frustration and disengagement. The overall advantages and disadvantages of AI conversation partners noted by students will also be discussed in this presentation.

Aucune anomalie détectée! Practice your French while piloting a spaceship.

D. Liakin[1], W. Cardoso[1], D. Waddington[1], N. Liakina[2]

[1]Concordia University, Canada
[2]McGill University, Canada

Digital gaming in education has been expanding in popularity and is gradually being applied to L2 contexts (Godwin-Jones, 2014), with results supporting the hypothesis that its use can enhance learners' second/foreign language (L2) acquisition (e.g., Sykes & Reinhardt, 2013). A different type of digital gaming, presented in a mobile format, has the potential to offer the same benefits of digital gaming while also maintaining the portability and accessibility attributes of mobile devices (Stockwell, 2010).

The first goal of this study is to introduce a mobile digital game, Astronautes Français Langue Seconde [Astronauts French as Second Language] (Astronautes FLS henceforth), created to motivate L2 learners to practice French. It initially describes the conceptualization and development of Astronautes FLS (http://astronautesfls.ca), a non-serious (edutainment) cooperative game inspired by Spaceteam (http://spaceteam.ca). To play the game, groups of 2 or more players engage in speaking, reading and listening to time-sensitive instructions to pilot a spaceship. To survive, players must read and orally communicate instructions with their peers and, at the same time, press buttons on a control panel on their mobile devices (iOS or Android) to keep the spaceship afloat. The conceptualization of Astronautes FLS includes the selection of a lexicon from the 5,000 most frequently-used words in French (i.e., with each 1,000 frequency band constituting a "proficiency level"), thus allowing learners to practice what they already know, in an automatized, fluent manner (as recommended by Nation & Newton, 2009 and Segalowitz, 2010). As game levels increase, so does the complexity of the vocabulary and related pronunciation. Astronautes FLS also offers a practice feature that can be used as a technology-enhanced "listen-and-repeat" activity. This feature allows players to select vocabulary lists based on the level of difficulty and listen to a recording of the selected words. Players also have the option to record themselves saying the words, allowing them to compare their own recordings with those provided by the game.

The second goal of the study is to report the results of a feasibility study in which we examined the technical and pedagogical viability of Astronautes FLS, as well as learners' perceptions of the game as a learning tool. 20 participants were recruited for the study, stratified among two groups based on their proficiency in French (low-intermediate and upper-intermediate, or A2 and B1+ levels according to the Common European Framework of Reference for Languages). The rationale for excluding beginners is that Astronautes FLS presupposes basic knowledge of French: players are required read, hear and orally react to time-sensitive commands. After a two-week period of vocabulary/pronunciation practice (as described above) and game-playing, each group was invited to play in a group session so that the researchers could observe their interactions with their mobile devices and peers. Adopting a mixed-methods approach for data collection and analysis, we report the results of game-playing observations, survey analyses and focus group discussions, and discuss implications for L2 learning, particularly in mobile-assisted settings.

Symposium - Practices in the area of Less Commonly Taught Languages

15:30 - 15:45

Climbing a mountain: Learning Slovak in New Language Learning Environments

A. Kyppö[1]

[1]University of Jyväskylä, Finland

This presentation offers insight into the development of teaching and learning Slovak in the new language learning environments. New developments in teaching led to the design of an experimental e-learning course in Slovak based on the philosophy of dynamic learning and using the metaphor of climbing a mountain for learning Slovak. The teaching experiment included reflection-on-action research, with the goal of exploring learners' beliefs about themselves as e-learners before the course, and their perceptions and experiences of learning. The teacher's role is viewed from both the learners' and the teacher's perspective and the functionality, authenticity and learner-centredness of e-learning environments are evaluated. The findings show that almost all the learners believed that they learned a lot and perceived themselves as e-learners. Learners' reflections show that they made clear progress in their receptive skills (reading and listening) but had difficulty in developing their productive skills (speaking and writing). However, some new e-learning skills, for example, in doing research, creating content and collaboration, were adopted and further developed. The study was aimed at exploring how the affordances currently offered by technology-enhanced learning, mobile learning and combinations of various learning environments can be better used in the teaching and learning of LCTLs.

Practicing spoken Icelandic in Iceland may be more difficult for L2 learners than one may think

B. Bédi[1]

[1]University of Iceland, Iceland

In order to investigate the nature of learners' practicing spoken language skills in Iceland and gather information about their expectations from a language learning game for Icelandic, Virtual Reykjavik, a small survey (Bédi et al., 2017) was conducted at the University of Iceland. Random sampling method (Creswell, 2009) was selected and the following group of participants was addressed: L2 Learners of Icelandic at University of Iceland that are enrolled in the practical diploma and the BA programme for Icelandic for foreign students. Approximately 202 learners were addressed. The results from the survey indicated that learners expect to practice similar language skills in Virtual Reykjavik as in a traditional language classroom, however, in the application they expect more to practice cultural understanding, listening, and vocabulary. The learners also expected the agents to be funny, be able to tell a joke; there should be a speech recognition to enable learners to communicate with virtual characters that would take on the role of native speakers. This study sheds light on the need for having realistic agents in the game that can act as local people, be funny, but most of all enable learners to focus on speaking Icelandic without switching into English.

16:00 - 16:15

Using Moodle for language production in a PFL context: listening to students' voices

R.O.A. Parana[1]

[1]University of Jyväskylä, Finland

Learning management systems (LMSs) hold great potential to foster the development of language use by promoting meaningful language production and online interaction among learners (Stickler and Hampel, 2010). Nonetheless, such a potential is usually underexploited as, more often than not, LMSs serve solely as depositories for resources to be used for individual self-study or revision. It might be easy to point to teachers or course designers for not further exploring the many tools offered by most LMSs due to lack of familiarity with them or even disbelief in CALL; however, it is important to also look at how students react when they are given the opportunity to use such tools for language use and peer interaction. This presentation aims to discuss the experience of using Moodle, a LMS, at university level for promoting language use and student-student interaction in a Portuguese as a Foreign Language (PFL) context. An overview of the process of choosing tools and creating tasks will be discussed. In addition, students' reactions to the experience and their perspectives of the validity and value of using Moodle for the purposes aforementioned will be presented.

16:15 - 16:30

Learning and teaching Japanese. Technologies and platforms used at JYU Language Centre (Show & Tell)

P. Takala[1]

[1]University of Jyväskylä, Finland

This paper will present the experience of using the learning management system Moodle with Finnish university students learning Japanese. Learners of Japanese have access to a wide range of online resources. Modern IT devices and applications have considerably facilitated reading and writing of Japanese. The learning management system Moodle has proved to be a suitable platform for Japanese courses. I have filtered and adapted effective pedagogical materials according to learners' needs for each of the six courses I teach. My goal is to allocate course content so that it will meet students' individual needs in increasingly effective ways.

Papers session (RESEARCH)

15:30 - 16:00

Language education culture and practice under change at JAMK Language Centre

P. Pollari[1], T. Kotikoski[1]

[1]JAMK University of Applied Sciences, Finland

Universities of applied sciences in Finland are practically oriented educational institutions strongly connected to working life. Students study in field-specific groups with language and communication studies integrated with professional subjects. In Autumn 2017, JAMK Language Centre started experimenting with the implementation of language and communication studies in multidisciplinary student groups. There were administrative reasons behind the change as well as a pedagogical development aim.

The development of language and communication studies is the responsibility of JAMK Language Centre. Previously, various degree programs ordered their mandatory language studies (English for Working Life, Swedish for Working Life and Communication Skills for Working Life) from JAMK Language Centre once each year according to their curricula. With digitalization and the diversification of student groups, the previous model lacked functionality. Digitalization in education forces the reform of the teaching process. In addition, course demand has increased with the implementation of a summer semester. Increased administrative demands have created inflexibility and led to the overburdening of lecturers (JAMK´s staff well-being survey 2016).

To create flexibility in language and communication education and to improve language and communication teachers' working practices, a two-year project was started at JAMK in Autumn 2017. Students in Finnish degree programs began studying languages and communication in multidisciplinary groups. In practice, the students themselves select the courses most suitable for them. Degree programs no longer order field-specific courses; instead, the courses are more generic. Students have, however, the possibility of acquainting themselves with field-specific terminology when studying in multidisciplinary groups. Courses vary in length and mode of delivery (e.g. contact, online, blended). JAMK Language Centre will have offered 40 - 45 courses per language (English, Swedish, Finnish communication) by the end of the academic year 2017-2018. Online course mode of delivery in particular is gaining more popularity among students and requires increasing teacher input concerning pedagogical solutions of CALL.

The literature on the future needs for working life emphasizes working in networks and more complicated problem solving. Most real-life problems require multidisciplinary approach to solve them. Studying in a multidisciplinary group can be rewarding and can prepare students to understand other perspectives from other fields and disciplines. At the same time, group diversity can be challenging both for teachers and students.

This conference presentation introduces both the current context of language and communication education in Finnish universities of applied sciences and at JAMK. In a doctoral thesis begun in 2017 and currently under development, Tuula Kotikoski studies change at JAMK Language Centre. The first step of the research consists of a SWOT analysis (N=20 respondents) on the change in which the administrative staff as well as lecturers wrote about their concerns and expectations regarding the new system and teaching multidisciplinary groups. The change concerns all JAMK Language Centre staff; however, the thesis sample consists of lecturers teaching English for Working Life. The research focus is on their experience of the organizational and administrative change and how it affects their pedagogical views (e.g. the impact of digitalization on teaching) due to a paradigm shift.

GAMIFICATION AND ITS POTENTIAL FOR SECOND LANGUAGE ACQUISITION. LEARNER AND TEACHER EXPERIENCE IN A SIX-WEEK GAMIFIED COURSE FOR GFL.

B. Pardoel[1,2], S. Papadima-Sophocleous[1], A. Athanasiou[1]

[1]Cyprus University of Technology, Cyprus
[2]Pleincollege Nuenen, Netherlands

Students' motivation is one of the main challenges in Dutch education. As a relatively new approach in Second Language Acquisition (SLA), Gamification has the opportunity to engage and motivate today's students. This paper aims at examining students' learning attitude towards gamified language learning, in order to explore the educational potential of Gamification in teaching German as a Foreign Language by developing, implementing and evaluating a gamified, technology-assisted language course, and wishes to contribute to a better understanding of these principles in L2 education, especially when dealing with underage students at a pre-vocational secondary school. The participants use the open-source learning platform Moodle and its app Moodle Mobile. The course is based on SLA principles and draws from Vygotsky's social-constructivist theory (1978), as well as the theory of Self-Determination (Ryan & Deci, 2000), Csikszentmihályi's theory of Flow (1975) and theories about Game Design and Gamification, as discussed by various scholars (e.g. Boller & Kapp, 2017; Deterding, 2011; Sheldon, 2012).

Although the application of this concept in the area of education is promising, surprisingly few studies have examined the relationship between the use of game elements and SLA in the context of a pre-vocational secondary school. In a literature review studying 119 research papers on Gamification between the year 2000 and 2014, only 6% of the target population were students from secondary schools (Caponetto, Earp, & Ott, 2014). Between 2011 and 2014, Dicheva, Dichev, Agre and Angelova (2015) found only two out of thirty-two papers considering gamification for both primary and secondary education together. While some studies explore the possibilities Moodle offers for Gamification (for examples, see Pastor-Pina, Satorre-Cuerda, Molina-Carmona, Gallego-Durán & Llorens-Largo, 2015 or Somova & Gachkova, 2016), there is limited empirical evidence on experiments conducted on gamified courses accommodated by Moodle (Katsigiannakis & Karagiannidis, 2017) – let alone gamified SLA courses.

An action research was conducted to examine the learning attitude towards gamified language learning. In an explorative study, forty students from a Dutch pre-vocational secondary school enrolled in the six-week gamified technology assisted German A1 course, called MISSION BERLIN. The paper first presents the underlying theories in more detail before exploring how these theories can be translated into the design of tasks for MISSION BERLIN. Data collection methods include semi-structured focus group interviews with all students, an online survey and the data from the Moodle environment.

Results indicate that there are certain game elements that are more useful in a mobile Moodle environment than others, and that textual complexity, duration of the course and visual design of the Moodle platform influence the students' learning attitude.

An attempt is made to find a balance between learning and gameplay, as this seems to be a key success factor. The paper concludes with suggested improvements and final considerations for the implementation of a gamified course for SLA.

Perceptions of compulsory e-learning: examining student feedback through the lenses of task value, task characteristics, effort beliefs, and ability beliefs

N. Bovee[1]

[1]Kyushu Sangyo University, Japan

Although e-learning in various forms has been widely adopted in higher education, the motivational orientations of language learners in regards to e-learning use in compulsory educational contexts remain largely unknown. In this session, the presenter will describe and interpret the results of a qualitative study in which over 900 compulsory English language learners at a Japanese university were asked two simple open-ended questions: in regards to the e-learning component of the course, what did you think was good? What did you think was bad? Following an initial attempt to thematically analyze the data via a process of open coding, student comments were ultimately examined through the lens of established constructs of task value, task characteristics, effort beliefs, and ability beliefs.

The current study builds on two prior quantitative studies conducted at the same institution. In the first, learners who were amotivated by the e-learning program at the beginning of the course were found to be worse off in terms of self-efficacy and content valuation beliefs at the end of the course (Fryer, Bovee, & Nakao, 2014). In the second, teachers who emphasized the relevance and importance of e-learning to their students were found to have a broad positive impact on future motivations for studying online (Fryer & Bovee, 2016). The results of the current study shed further light on student perceptions of the e-learning program as well as how these perceptions may have been manifested in the prior studies.

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Fryer, L. K. & Bovee, H. N. (2016). Supporting students' motivation for e-learning: Teachers matter on and offline. The Internet and Higher Education. doi:10.1016/j.iheduc.2016.03.003

Papers session (RESEARCH)

15:30 - 16:00

Towards sustainable and large scale virtual exchanges in a university-wide context

M. Loftus[1], F. Blin[1], F. Vallentin[2]

[1]Dublin City University, Ireland
[2]SpeakShake, France

Telecollaboration enables learners in different geographical locations to be in virtual contact with each other by using online communication tools and web 2.0 applications (Guth and Helm, 2010). Its potential to foster intercultural engagement and improve language proficiency is immense, both in formal and informal settings. Fostering intercultural engagement and improving language proficiency is at the core of the recently launched DCU's Strategic Plan 2017-2022 (Strategic Goal 6 - Develop a global university) and of the broader Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026. It is within this context that we would like to explore the affordances (Blin 2016) offered by the online platform SpeakShake (http://www.speakshake.com) and to examine the extent to which it can potentially enable pedagogues and learners alike to future-proof online exchanges in both formal and informal settings. SpeakShake is an online platform for improving foreign language oral skills through structured and culturally-themed language exchanges (one-to-one video calls) between two native speakers (e-tandem language learning). It provides the learners with thousands of topics of conversation and other learning aids to assist their exchange with each bilingual conversation lasting 30 minutes (15 minutes in each language). Users can choose from various suggested cultural topics for discussion, with images, questions and key words to help them start their conversation and develop their vocabulary.

This paper will report on a pilot project designed to explore the feasibility of providing the university community with sustainable (Blin, Taalas & Jalkanen, 2016) online opportunities to develop and maintain their language spoken skills both within and outside a language curriculum. DCU staff, students, and alumni were given free and unlimited access for a period of six months to French 'classes' on the SpeakShake platform. In addition, SpeakShake was integrated in the French syllabus for large groups (100+) of first and second year students. Following a brief discussion of the challenges that arise from the university and national strategic goals with regards to the development of intercultural and language competence, we will outline the educational, technological and language affordances offered by the platform and explore to what extent they have been realised by users. We will identify and discuss emerging sustainability issues. The presentation will conclude by proposing some recommendations for the large scale deployment of virtual exchanges in a university-wide context.

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Guth, S. & Helm, F. (Eds.) (2010). Telecollaboration 2.0.Language, Literacies and Intercultural Learning in the 21st Century. Bern: Peter Lang.

16:00 - 16:30

Practices, beliefs, challenges, and prospects of E-learning at a Saudi university: English teachers' perspectives

S. Alzahrani[1]

[1]Umm AlQura University, Saudi Arabia

With the revolution of technology in the last century, technology is now available everywhere and is incorporated in many aspects of our life. Educational field is one of the areas which benefit from the proliferated use of digital technologies. Language teaching and learning is not an exception as technology can be used by teachers and learners for different purposes, e.g. finding information about language, interaction, and consumption of target language… etc (Stanley, 2013). In the last decade, E-learning in higher education has seen dramatic development not only in the developed, but also in the developing countries (Mbati and Minnaar, 2015). Policy makers in Saudi Arabia have established the E-learning strategic plan and have set the protocols for E-learning use (Alshahrani and Alshehri, 2012). However, the implementation of E-learning in the Saudi universities seems to be not very effective as compared to the massive funds provided to technology by the Ministry of Education (Naveed, 2017).

This research aims to examine the practices of university English language teachers in E-learning and to explore their beliefs and perspectives on the challenges and prospects of E-learning in their institution. This study is an exploratory study which adopts a pragmatic paradigm and a mixed method approach to inquiry. A survey design and a phenomenological design are used in this research to explore the lived experiences, the beliefs, and the views of teachers of English language at Umm AlQura University in Saudi Arabia in relation to the challenges and prospects of E-learning implementation. It uses both quantitative data taken from a closed-ended survey and qualitative data taken from a focus group with ten university English language teachers and six one-to-one interviews. Those teachers teach English for specific purposes (ESP i.e. medical purposes) in a country where English is used as a foreign language.

The research seeks to find answers to four research questions asking about the university English language teachers' practices of E-learning in their teaching, their beliefs, and their perspectives on the challenges and prospects of the implementation of E-learning in their institution. Findings of this study is expected to identify limited practices of E-learning by the university English language teachers and to report several challenges facing the implementation of E-learning in the university. Knowing the existing excessive efforts made by the deanship of E-learning and Education and the huge investments in technology in the current university and the Ministry of Education, it is expected that the participants will be positive in relation to their prospects for E-learning in that institution and in Saudi Arabia in general. The study will certainly come out with a few recommendations for the authorities in the university to consider in their ongoing plans for successful implementation of e-learning.

16:30 - 17:00

Investigating low- and non-literate adult learner behaviour in an online initial literacy training environment by exploring log files

E. Malessa[1]

[1]University of Jyväskylä, Finland

The purpose of this dissertation study was to investigate the learner behaviour of low- and non-literate adult second language (L2) learners in a computer-assisted language learning (CALL) context. The study's participants, adult immigrants from Iraq, Somalia, Egypt and Syria, were learning to read for the first time as adults in their L2, Finnish. The research focus of this small-scale study was on the learning process of establishing phoneme-grapheme connections and developing decoding and recognition skills necessary for initial reading development.

Log file data were chosen as log file analysis enables in-depth exploration of both student production and the process of learning. Automatically created log files are an accurate and precise, yet currently underemployed research tool to investigate learners' behaviour. The log file data employed in this study were provided by The 'Digital Literacy Instructor' (DigLin), a 'Lifelong Learning Programme' (LLP) Multilateral Project running from 2013-2015, see www.diglin.eu. This European project created an online literacy training system for four European languages (Dutch, English, German and Finnish) to enhance literacy training for low-educated adult second language (LESLLA) learners, see www.leslla.org.

Findings revealed that learners employ a huge variety of strategies to practise with the 'Digital Literacy Instructor'. The results revealed further that this special group of L2 learners did not always do what they were expected to do. The log file data provided insightful information about actual computer-user interactions and as a result, accurate empirical evidence on learner engagement, learner preference, performance and productivity. Based on the results CALL is seen as a viable solution for facilitating initial late literacy development as online literacy training systems such as DigLin enhance the individual learning process.

Papers session (RESEARCH)

15:30 - 16:00

Where are they now? Sustainability and open practices in pre- and in-service CALL teacher education

S. Whyte[1, 2]

[1]Université Côte d'Azur, France
[2]UMR7320 Bases, Corpus, Langage, France

With the maturation of the open educational resources (OER) and open educational practices (OEP) movement, the question of sustainability in teacher education is critical (COL, 2017). In CALL teacher education programmes, much effort is directed at helping new practitioners a) identify resources appropriate to their own teaching contexts, and b) design and implement activities appropriate to the techno-pedagogical affordances of the modern foreign language (MFL) classroom. The same is true of in-service workshops and teacher development projects, and in both cases, open practices may be encouraged to improve uptake and adoption of new practices (Zourou 2016). But what do we know of the effectiveness and durability of such training? Previous research highlights a number of challenges even in short-term initiatives, and Reinhardt (2016) suggests that "sustainability may depend on whether teachers perceive and practice agency in all the processes involved."

Teachers arguably have greatest agency when making their own pedagogical choices as qualified professionals in their own classrooms. Thorne illustrates the advantages of exploring autonomous or "wild" language learning practices to exploit their potential for "rewilding" the language classroom (Little & Thorne 2017: 26). Similarly, practitioners who have completed formal teacher preparation programmes may be viewed as teachers "in the wild," and investigating how their classroom practice evolves can help us evaluate our training programmes, as well as adapt to changes now occurring in schools. This approach is consonant with current "post-transmissive and post-directive approaches" in CALL teacher education, where educators are "influenced strongly by notions of independent and self-directed learning, and critical and reflective engagement" (Farr 2010: 621).

The present paper thus seeks to address issues of sustainable practice and teacher agency through an investigation of engagement with open CALL practices outside formal teacher preparation programmes. It focuses on previous participants in CALL courses and workshops conducted by the author over the past 5-8 years in both pre- and in-service contexts. Pre-service training was conducted in graduate courses for future secondary school MFL teachers at a French university. In-service teachers at primary, secondary, and tertiary level were involved in occasional workshops, webinars or longer teacher development projects on CALL integration and/or open educational resources and practices in several European countries.

The research questions concern these teachers' current use of CALL and OEP, in particular
1. What kinds of practices and resources do language teachers typically use?
2. What factors seem to influence teacher adoption of specific practices?
3. What challenges and opportunities do these language teachers identify?

Data are collected via questionnaires addressed to some 300 MFL practitioners, plus semi-structured interviews with selected respondents. The aim is to a) document the current practices of these teachers regarding CALL and OEP in their own teaching contexts, and b) interpret results with respect to background information on attitudes and institutional constraints. By uncovering practices and networks which develop in the absence of specific pressure or support for pedagogical change, the study examines the longer-term

impact of professional development initiatives and draws lessons for future CALL teacher education.

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Who's got talent? Comparing TTS systems for phonetic accuracy and usability

J. Grimshaw[1], T. Bione[1], W. Cardoso[1]

[1]Concordia University, Canada

Second language (L2) researchers have explored the pedagogical capabilities of text-to-speech synthesizers (TTS) for their potential to enhance the acquisition of writing (Kirstein, 2006), vocabulary and reading (Proctor, Dalton, & Grisham, 2007), and pronunciation (Liakin, Cardoso, & Liakina, 2017; Soler-Urzua, 2011). In addition, recent formal evaluations (Bione, 2017; Cardoso, Smith, & Garcia Fuentes, 2015) have attested that TTS technology has now advanced to the point where students perceive little difference between synthetic speech and the human voice, which suggests that synthetic speech is ready for pedagogical use. The amount of freely available TTS technology is also promising (Karakaş, 2017), as students and teachers can have access to these versatile tools from any (static or mobile) device. However, faced with a plethora of available options, users may find difficult to choose the most appropriate TTS system to use, particularly in terms of voice quality and user-friendliness. Additionally, as these technologies are constantly evolving, there is a need to continuously examine the software to determine which systems will best suit language L2 learners' needs, interests, and technical abilities.

To accomplish this goal, the current study examines a set of 10 TTS systems in terms of their accuracy and usability. TTS systems were selected based on their cost (free/low-cost), availability across platforms (e.g., via an Internet browser and a mobile device), popularity (e.g., high ratings on application stores such as Google Play or the App Store), and their ability to offer a minimum of two different English-speaking voices (to offer phonetic variation, as recommended by proponents of High-Variability Phonetic Training; e.g., Logan, Lively & Pisoni, 1991; Wong, 2014). To evaluate the selected TTS systems, a phonetic analysis was carried out by two raters (one native, one non-native) for a series of recordings from two voices offered by each of the TTS systems based on the criteria set by John and Cardoso (2017): a) intonation group identification through pause analysis to examine word and sentence stress (i.e., salient word or syllable identification based on pitch, movement, amplitude); b) segmental content analysis with attention to problematic vowel and consonant contrast, and related connected speech phenomena (e.g., /t/ palatalization in "meet you"). Usability was evaluated by the same two judges based on ratings of the software's capabilities in terms of ease of access, interface, and general user-friendliness, using a 6-point Likert scale.

The results of this study recommend the most phonetically accurate and user-friendly TTS systems for use by learners, discuss the current state and future directions for TTS use both inside and outside the foreign language classroom, and offer guidance for how TTS can assist in the learning of a second/foreign language.

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Testing the reliability of the NGSLT (New General Service List Test) in order to better evaluate Japanese university students' written receptive vocabulary levels

P. Nadasdy[1], K. Aizawa[1], T. Iso[1]

[1]Tokyo Denki University, Japan

The NGSLT (New General Service List Test) was designed as a diagnostic test to measure students' written receptive knowledge (Bennett & Stoeckel, 2013). This test battery was developed based upon the New General Service List, which makes it appealing to EFL teachers in Japan. However, the reliability and validity of the test battery has not been verified yet. The purpose of this study was (1) to see whether and to what degree the test accurately and reliably measures students' vocabulary knowledge, and (2) to find if there are any discrepancies between the scores of this test and those of extraneous standards.

The original monolingual NGSLT (EE) and a bilingual version (EJ) of the same test were adapted into computerized tests and administered to 98 Japanese learners of English at roughly A2 level. The EJ was essentially a copy of the EE except that the target words were followed by Japanese equivalents. Aside from the two versions of the NGSLT, a series of translation tasks (TR) were given, where the participants were asked to translate the same target words that appeared in the NGSLT. The participants also took a TOEIC test as an English proficiency measure.

The results showed that the mean scores of the EJ was statistically significantly higher than the EE. Furthermore, the differences in average scores between the EE and EJ across five frequency bands were also significant with the participants performing better on the EJ. It was also discovered that the correlations between the TOEIC score and EE or EJ version of the NGSLT were rather weak (r = .31 and .37, respectively).

Taken together, these results suggested that the participants had difficulty figuring out the meanings of the target words in the EE even with the contextual information. Given the fact that the participants were given the translation of the target words, it was apparent that the participants did not understand in what sense the target words were used in the sample sentences in the original version of the NGSLT. Without resolving this issue, it was not clear what the NGSLT measured: The test was supposed to measure the vocabulary knowledge while the meanings of the target words were not clear to the test takers.

In addition, the lack of stronger correlation between both versions of the NGSLT and the proficiency test implied a threat to the validity of the NGSLT, at least when the test takers are similar to the participants in the current study. Admitting that the results could have been different with participants with higher English proficiency, further verification of the NGSLT is needed.

12:30 - 14:00 |

Poster session

12:30 - 14:00

Towards a Virtual Gaeltacht: Designing an immersive, online environment for overseas Irish language students.

R. Connolly[1]

[1]National University of Ireland, Galway, Ireland

While the number of native Irish speakers in Ireland continues to decrease, overseas interest in the language steadily grows. However, there exists few resources online whereby overseas students can communicate, collaborate and create with fellow Irish language learners in a fully-immersive, online setting. This research aims to develop a substantive online space whereby Irish language skills can be developed and enriched amongst a community of language students and specialists worldwide, namely through the use of online collaborative tools, digital storytelling and augmented reality.

The website Gaeltacht.net will be an example of a language learning social network site (LLSNS) and an online community specifically aimed at encouraging collaboration between language learners. It will bring together opportunities for students to receive structured tutorials, collaborate and communicate with fellow learners, an approach that aligns with the community-of- practice theory. Here, the users of Gaeltacht.net will have a shared domain of interest of Irish language learning, and uploading their reflections and contributions will promote mutual engagement, as users collectively engage in discussion to achieve their goals.

Gaeltacht.net will include the app AR LÍNE (Augmented Reality for Learning Irish Networks Everywhere). This app uses ARIS (Augmented Reality for Interactive Storytelling) to allow players to complete quests, collect items, and talk to virtual characters, all while exploring the world around them in the target language.

A mixed methods approach is being taken in pursuit of this research project, implementing both qualitative and quantitative research methods. The main methodology used is Design Based Research (DBR), as this has been proven to be a successful methodology for innovative learning environments, often including new educational technologies.

Task graph based Task-oriented Dialogue System using Dialogue Map for Second Language Learning

O. Kwon[1], Y. Kim[1], Y. Lee[1]

[1]Electronics and Telecommunications Research Institute, South Korea

Speech dialogue system technology is a good tool to use in Computer-Assisted second Language Learning (CALL). Through dialogue with the system, we expect to improve learners' second language skills. The dialogue system technology is divided into a task-oriented dialogue system for specific tasks and a chat-based conversation system that can chat regardless of the topic. The dialogue system suitable for CALL can be viewed as a task-oriented dialogue system because it is necessary to be able to have a conversation with the subject in a specific situation. Most task-oriented dialogue systems are implemented as slot-filling dialogue modelling. A simple slot-filling dialogue is not suitable for language learning because a slot-filling dialogue consists of only simple request and response pairs.

In this paper, we propose a task graph based dialogue model that enables topic conversation in various situations. The model consists of task nodes and directed edges which are connections between them. Each node represents a sub-subject and directed edges indicate the dialogue flow. Each node is implemented with information state dialogue modeling as well as slot-filling to enable complex dialogue. To perform a conversation in each node, we need to define intents and entities and construct them with real data. The modelling is very difficult for language educators to implement directly. We supposed dialogue map to express the node with dialogue scripts in order to facilitate the construction of such dialogue modeling knowledge. It is automatically transformed to the knowledge of the dialogue model.

We implemented a dialogue system for English and Korean language learning with two dialogue maps, respectively. In experiments, although the turn success rates are low (78.1% in English and 78.76% in Korean), the task success rates are 90.83% in English and 99.17% in Korean. The proposed system enables learners to communicate successfully despite their mistakes.

12:30 - 14:00

What a Kahoot! Using an Online Student Response System for Ongoing Assessment

P. Harrold[1]

[1]Kyushu Sangyo University, Japan

Online Student Response Systems offer a quick an easy way to collect and collate students' answers in class from their device or cellphone, and allow the teacher to provide immediate feedback. This presentation will share efforts to transition from a weekly paper based vocabulary quiz to using the Online Student Response System Kahoot, as an alternative for ongoing assessment on a Listening and Speaking program at a Japanese university. It will explain how to create various question types, such as picture matching, translation, and gap fill. As well as how the data collected on student responses can be used for both ongoing assessment and informing and enhancing future review activities. Furthermore, it will summarise the advantages found and possible drawbacks to this approach. Finally, it will share data on the students' reactions and preferences when compared to the traditional paper based format.

Future-proofing CALL: Developing digital literacy for In-service English Language Teachers

X. Nguyen[1]

[1]University of Eastern Finland, Finland

In today's participatory culture, digital literacy empowering one to acquire various capabilities required across a range of future scenarios is no longer a luxury, but a necessity (Robertson, 2008) and an entitlement for teachers (Payton & Hague, 2010), whose job is to graduate digitally literate multilingual citizens. Further, due to the growing opportunities and challenges in the teaching of English language (Levy, 2012), teachers' continuing professional development, especially in the aspect of digital literacy is a must (Hockly, 2013) for future-proof CALL practices. In Finland, tremendous endeavour has been made in response to the national approach to Media Education with such research projects as Information and Communication Technologies in School's Everyday Life Project 2008—2010 (University of Helsinki), OPTEK – Educational Technology in School's Everyday Life Research Project (University of Jyväskylä), and PREP 21 – Preparing teacher students for the 21st century learning practices 2014-2017 (a collaboration of three universities). And yet, most of these research work and programmes have mainly and in some cases, merely focused on preparing prospective teachers for digitally inclusive future work (Søby, 2015). A review of literature reveals no systematic investigation elaborated in the development of digital literacy for in-service Finnish teachers who play the key roles in this mission. With these purposes, a multiple case study into the digital literacy professional development of university English language teachers has been developed. In this presentation, I intend to offer an overview of this research in progress. First, I will provide a picture of English language teachers' digital literacy and technology-focused professional development, to justify for my research rationale, significance as well as research aims and questions. I also illustrate a specification of planned methodology and methods of data collection as well as data analysis for further understanding the teachers' current digital literacy and their professional development practices.

Correx: a solution for marking written copies handed back as assignments in Moodle

C. Restrepo Zea[1], T. Herman[2]

[1]UNIL, Switzerland
[2]University of Lausanne, Switzerland

Teachers in "Academic Writing" have encountered major problems when they must do a thorough and detailed correction in numerous written documents. Neither a "red pen" and paper system nor Word's track changes are satisfactory: comments are hard to read, space where to write long comments is lacking, minor and major writing problems are not sorted out, etc. In many cases, this conundrum can become even more complex, when various evaluators intervene in the assessment process. After a first careful reading by advanced students, the corrections are refined by the teacher. At the University of Lausanne, a project named Correx has been created in order to use ICT technology to solve the convolutedness of text annotations. Based on the Moodle assignment activity, the solution takes the shape of a customizable toolbar. The toolbar holds the different annotations that the teacher needs to make. These can be grouped in various axes determined by the teacher (for example spelling, style, content, etc.) and are linked to specific actions such as word or sentence highlighting, paragraph commenting, stamping. In order to gain in coherence and efficiency, the different evaluators can browse a database of the most frequent comments to select the one that applies to the situation. They can of course also write their own comment, adapt the selected one or transform the comment into a question for the student. The length of the comments is no more problematic since they appear in boxes, which can be shortened according to the available space.

A major issue of the project was also to improve the reception of the feedback by students. Too often, they feel overwhelmed when a copy full of "red ink" is handed back to them. It is difficult for them to distinguish between major and minor mistakes when corrections are not put in perspective. Therefore, one goal of Correx was also to provide students with a visualization tool for their work. Henceforth, they can filter teachers' comments:

- by axis (spelling, style, content, etc.): to sort out the detected problems and identify their nature,
- by type (question or remark): to directly answer to the teachers' questions,
- by processing status: they can indeed attribute a status to each comment (not processed, ok, not ok).

Both teachers and students can download a pdf of the annotated paper at any time. This entails all the annotations, comments and student's answers rearranged in a A4 readable way.

After one year of usage, students and evaluators are satisfied with this new tool for various reasons. It is easy to use, it eases the process of text annotation, the reception of the feedback is greatly improved and it allows for discussion on specific questions. Correx can be quite interesting for all teachers who need to grade a paper and the potential of this tool seems quite interesting to be exposed during this Eurocall Conference.

Telling the story, making the game: an exploratory project in game design for language learners

M. Stannard[1]

[1]Ludwig-Maximilians-Universität, Germany

Although a relatively young medium, digital games have begun to permeate societal discourse, becoming an increasingly present economic force and cultural influence (Castendyk et al. 2017). This has subsequently led to a growing conversation as to how this medium relates to various educational contexts. Within language education and digital games based language learning (DGBLL), digital games have commonly been positioned as language tutors (e.g. language games for drilling grammar/vocabulary) and learning environments (e.g. virtual worlds for virtual encounters) (Cornillie et al. 2012; Thomas 2012). What has been less prevalent is the positioning of learners as game designers in their own right, whereas learners work with language and technology productively in order to create their own game product. This is an understandable gap when considering that the toolkit of digital game development has traditionally been restricted to those with a substantial degree of technical resources and know-how. However, as advances in game editing software have significantly opened up the field to amatuer and independant game creators, game design tools are concurrently becoming more accessible for the educational context.

This poster presentation will detail an exploratory project in which two young learners of English were guided through the process of authoring their own narrative-driven digital games. This project was conceived of as an alternative to more established approaches to storytelling in the language classroom, whereas the learners created digital games as adaptations of popular fairy tales. In addition to detailing the game development process and providing snapshots of the final game products, the presentation will reflect on the challenges involved in transposing game design to the EFL context, as well as the potential that game design may hold for engaging with the digital literacies and language competencies of young learners.

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12:30 - 14:00

How they interact with different information from a movie?

T. Koyama[1], T. Koyama[1]

[1]Osaka Ohtani University, Japan

Recently, there has been growth in using eye tracking to study how users interact with different devices. This is an ongoing project to introduce an eye tracker. Using eye tracking enables us to explore how learners interact with different interfaces or obtain information of the teaching materials. Since we could estimate gaze direction, we investigated the differences in the point of gaze and eye movement between different levels of English proficiency when they see an English movie with English subtitles.

The participant of the pilot study was a Japanese university student majoring in Education. Her English proficiency was intermediate. A movie used in the study was "You've Got Mail"

First, the difference in the point of gaze of some scenes of the movie was investigated using Tobii Eye Tracker. Second, her comprehension of the movie scenes while watching was assessed. The eye movements have been recorded and compared.

The results of the eye tracking research can lead to changes in design of the interface. Based on the findings of the project, therefore, we would like to create the movie system to enhance EFL learners' motivation, and to support their comprehension of the English movies. We will propose how or where to show the English subtitles of movies.

12:30 - 14:00

Learners' satisfaction analysis of dialogue-based computer assisted language learning system

S. Choi[1], O. Kwon[1], Y. Kim[2]

[1]Electronics and Telecommunications Research Institute, South Korea
[2]ETRI, South Korea

This paper is about the learners' satisfaction analysis of dialogue-based computer assisted language learning system (afterwards, DB-CALL system). The DB-CALL system aims to allow learners to talk to the system in a foreign language (English, Korean) as if they were talking with a native speaker and to provide learning feedback that will grammatically correct spoken foreign language or recommend a better expression. Learners' satisfaction analysis was conducted on text-based DB-CALL system and mobile DB-CALL system. The satisfaction analysis of the text-based DB-CALL system was conducted by 20 learners. Learners talked with the dialogue system in text and described the learners' satisfaction about the effectiveness of the learning. The text-based DB-CALL system assumes that there is no speech recognition error. The satisfaction analysis of the mobile DB-CALL system was conducted by 36 learners. Learners talked with the dialogue system by voice during class time and described the learners' satisfaction about the effectiveness of the learning. Satisfaction analysis of the two DB-CALL systems was based on five-point Likert scales. The average satisfaction of the text-based DB-CALL system was 3.44 points. A factor that lowers overall satisfaction was the DB-CALL system's inability to respond appropriately to out-of-topic conversations (2.10 points). Therefore, it is expected that the learner's satisfaction with the whole DB-CALL system will be improved if the chat-bot system suitable for the topic is improved. The average satisfaction of the mobile DB-CALL system was 3.87 points. Specifically, the learners' satisfaction in class was 4.11 points, the content and service satisfaction was 4.14 points, and the speech recognition satisfaction was 3.36 points. Satisfaction with the speech recognition function is an improvement point. While most of the techniques described in the previous survey on satisfaction with MALL focus on the application of simple technologies such as looking up words or definitions, searching the web, taking notes, and playing language games, mobile DB-CALL system in this paper means the technology consisting of speech recognition, language understanding, dialogue management, computer-assisted language learning, language generation, and speech synthesis. If we improve the performance of our technology in the future, the overall learners' satisfaction level will be higher.

12:30 - 14:00

Addressing Current and Future Challenges in EAL Writing with Universal Design For Learning

P. Dickinson[1]

[1]Meijo University, Japan

Writing is an essential literacy skill that is crucial to meeting various social demands. It is also extremely difficult to master, especially in an additional language where many cultural and linguistic barriers to learning exist. While digital technology can help reduce these barriers, in order to make learning accessible to all learners in all contexts across time it needs to be used within a systematic yet flexible pedagogy. Universal Design for Learning (UDL), an instructional framework based on research in the learning sciences, has been advocated as an effective means of addressing learner diversity and reducing learning barriers, thus creating accessible learning environments for all learners. The theoretical basis of UDL is that learning barriers are best addressed through curricula and lessons that provide: (1) multiple means of engagement, (2) multiple means of representation, and (3) multiple means of action and expression. The UDL framework was created to enable educators to systematically anticipate and reduce or remove barriers to learning by implementing flexible goals, methods, materials, and assessments. In practice, UDL often makes extensive use of the affordances of digital technology. Although its success in enhancing L1 writing instruction has been reported, research of the use of UDL in English as an additional language (EAL) learning contexts is scarce. The current study addresses this gap by exploring the application of UDL to an English as a foreign language writing course at a Japanese university. This study describes how UDL informed the design and implementation of the course, and examines the learners' perceptions of the UDL-based teaching and learning. In addition to presenting the findings and their implications, this presentation will also discuss with specific examples how UDL can be used to make learning more inclusive and accessible not only in writing classrooms, but in all language learning contexts.

12:30 - 14:00

An intercultural study of classroom PC and smartphone usage preferences

K. Jolley[1], M. Donnellan[1]

[1]Kwansei Gakuin University, Japan

This presentation examines the results of a survey answered by Japanese and non-Japanese students regarding their preferences towards smartphones vs. computers for academic work. With the ubiquitous spread of smartphone usage across the globe it is unsurprising that they have made their way into classrooms and into research. Indeed, the possible pedagogical benefits of allowing and/or employing smartphone use in classrooms has been reported on by Anshari, Almunawar, Shahrill, Wicaksono and Huda (2017), Beasley, McCain, Millard, Pasley and Western (2016), and Halaweh (2017). In particular they report that smartphones can act in lieu of PCs when they are absent from the classroom, and thus enhance student learning and engagement. Furthermore, Anshari et al (2017) state students will continue to use and access their smartphones in their future professional lives, and thus such usage is reflective of their future careers. Therefore, it is argued that teachers and institutions should be more flexible about allowing use in the classroom. However, along with said benefits it has also been acknowledged that smartphone usage in the classroom can act as a distraction to learning as students cyberloaf (Gokcearslan, Mumcu, Haslaman and Cevik, 2016) by continuing their smartphone social media use and other non-classroom smartphone use in the classroom. Thus, prompting many institutions and instructors to restrict use of smartphones in class to differing degrees. Further research has investigated how students actually use their smartphones. Alfawareh and Jusoh (2014) found that whilst some students in Saudi Arabia utilize their smartphones for academic purposes, students did not fully utilize their academic potential. In contrast, Mohtar, Hassan, Hassan and Osman (2013) found that the smartphone has become essential to Malaysian students and their lives. However, what do students think? Which do they prefer to use in the classroom and for which tasks? With these questions in mind a survey was created to examine the issue from Japanese and non-Japanese students' perspectives and contrast the findings between the two groups. The survey investigated the students' preferences and opinions in regard to smartphone use vs. computer use for academic work, and their thoughts on teacher rules and restrictions. This presentation will first review pertinent literature on the topic, and then discuss the results of the survey. While the results did show some overlap in each group's usage between the Japanese and non-Japanese regarding smartphones vs. PC use in class, there were significant differences. Specifically, the survey results indicated the non-Japanese students felt more comfortable in using computers and specific software such as the Microsoft Office suite. These differences and their implications are then discussed. In concluding the presentation the presenters will discuss and offer suggestions for teachers wishing to ensure appropriate and optimal in-class smartphone usage.

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12:30 - 14:00

Applying Micro-credentials and Digital Badges to Online English Language Learning Courses

J. Iwata[1], S. Wang[1], J. Telloyan[1], L. Murphy[1], J. Clayton[2]

[1]Shimane University, Japan
[2]Waikato Institute of Technology, New Zealand

A variety of online language learning courses have been developed and used for enhancing language education at schools and colleges. To monitor student's individual performance, various measures have been used, such as allocated grades, credits earned, and activities completed. These specific measures are usually institutionally controlled, therefore, they have limited reach beyond the institution.

Information and communication technology (ICT) allows learners to demonstrate knowledge acquired and skills they have learned beyond their institution. This presents a unique challenge to education providers and requires them to pursue a new vision for providing infrastructure for individual learners to demonstrate their knowledge, skills and achievements online so that they are recognized and valued publicly.

The authors have undertaken a number of initiatives that investigate the framework firstly to help their learners find the courses which suit their needs, interests and levels and secondly to help create a holistic view of their learners' achievements through the display of earned "micro-credential", or "digital badge" collections (Clayton , Iwata and Saravanil, 2014). These collections were designed to enable learners to show their current capabilities and personal achievements not only to their teachers, but also to their peers and members of professional and social groups. The authors also expected that collecting badges would help learners become increasingly motivated to further study the online course.

This poster introduces the idea of applying "micro-credentials", often called "digital badges", to online English language learning courses for medical purposes and illustrates how these badges can be used as valid indicators of accomplishment, skill levels and knowledge of the learners. This poster outlines an approach to awarding digital badges to recognize, validate and reward learners who have taken a Moodle-based medical terminology course developed for Japanese medical students to learn 1,000 basic medical terms. It also shows the results of initial learner feedback indicating this approach helped learners demonstrate what they achieved though the course and helped motivate them toward further autonomous study.

In conclusion, the authors firstly argue that a micro-credential badge system would allow academic institutions to empower learners to create a holistic view of their achievements through the pictorial display of earned badges. They secondly argue that the collecting digital badges enables learners to signal personal achievement beyond their school. They also believe that further investigation is required into how the use of micro-credentials and badges helps motivate learners to study autonomously.

12:30 - 14:00

How much discipline-specific vocabulary is needed to participate in an education research conference?

C. Hendry[1], E. Sheepy[1]

[1]Concordia University, Canada

Last year, more than 15,000 academics attended went to the American Education Research Association (AERA) annual meeting and research conference in San Antonio, Texas. As one of the largest conferences in Education, the list of AERA attendees every year includes faculty and students from around the world, representing a multitude of fields. From a student perspective, there are few other better venues to present research than an academic conference, and this can present particular difficulties for ESL and EFL learners. Learners of academic English may miss opportunities for professional development if they struggle with the vocabulary one encounters in a conference setting.

In corpus linguistics, researchers have recommended that new learners focus their studies on vocabulary lists such as the General Service List (West, 1953), and the Academic Word List (Coxhead, 2000), which are lists of frequently occurring words. There are also discipline-specific word lists such as the Social Sciences Word List (Chanasattru & Tangkiengsirisin, 2016) which are based on the most frequent vocabulary observed in large corpora of texts from particular domains. The (see Nation & Kyongho, 1995 or Hyland & Tse, 2007 for examples of when discipline- specific vocabulary might be more useful than the GSL or AWL).

The body of research on language registers, for example, the type of language encountered on university campuses (Biber, 2006), paints a picture of how vocabulary use may vary across situations, places, or domains. Therefore for our research, we ask whether the GSL, AWL, or SSWL word lists are sufficient preparation to participate in academic discourse in education. To that end, we have created a corpus sampling approximately 10,000 words from conference abstracts submitted to each of the twelve AERA divisions (e.g., Administration, Organization, & Leadership, Curriculum Studies, Measurement & Research Methodology) from 2010 to 2017. With our AERA corpus, we will address whether knowledge of the GSL, AWL, and/or SSWL is sufficient preparation to comprehend AERA submissions participate in the AERA in general and by division. Further, we will analyze what vocabulary occurs frequently within the AERA corpus and how that list might be informed by the above corpora.

The goals of our research are to (1) estimate the coverage provided by the above lists in our corpus of AERA presentations proposal, and (2) to see if discipline- specific lists offer sufficient coverage for this register of academic English. That is, would studying these word lists in isolation or combination be sufficient to support participation in academic conferences like the AERA annual meeting? Our discussion highlights the pedagogical implications and limitations of our study and as well as provides a critical analysis of how word lists relate to their disciplines and domains.

Effects of web-based HVPT on EFL learners' recognition and production of L2 sounds

A. Iino[1], R. Thomson[2]

[1]Hosei Universtity, Japan
[2]Brock University, Canada

This study examines changes in L1 Japanese speakers' discrimination of English /l/, /r/, and /w/ over time using an the High Variability Phonetic Training (HVPT) paradigm (Thomson, 2012, 2017). HVPT trains language learners to perceive within category variation by utilizing variation in talkers and phonetic contexts in which target sounds are presented. HVPT has been proven effective in helping learners to distinguish L2 sounds that are confusing due to their similarity to L1 sounds (Munro & Derwing, 2006). This perceptual training approach has also led to improvements in learner production by way of better intelligibility scores (Bradlow, Akahane-Yamada, Pisoni, and Tohkura, 1999; Saito, 2015). While providing variability can be done manually by teachers who collect as many talker samples with different accents, computer assisted pronunciation training (CAPT) is more efficient because it can randomly present varying talker sound samples by using a central database, providing learners with large amount of listening practice. In this study, Thomson's (2012) English Accent Coach is used because it comprises thirty distinct talkers for each sound in each phonetic context and has been gamified to make it more interesting to learners.

Participants were two classes of Japanese freshman students in a university in Tokyo. A pre-test and post-test paradigm was adopted for a 10-week treatment period during the fall semester in 2017. The target sound training sessions were presented either in CV environments or CVC environments, while the test stimuli utilized 100 CV items consisting of three consonants randomly followed by a vowel such /li/, /ru/ or /wa/. The sound combinations were also randomized as were the thirty talkers' stimuli. In the first and the tenth week, the participants' production were recorded in a way that the participants reproduce a word and a non-word, embedding it in a the carrier phrase " Now I say _____ ." (Thomson, 2012)

The training sets consisted of 200 items in each of the two conditions. From Week 1 to 5, one class took the pretest and post-test of CV environment in class. In the other class, the participants took the pretest and post-test of CVC environment in class. In each of the classes they were given the assignment of practicing the training in HVPT three times a week and submit the feedbacks in PDF form. The researcher guided them to take the training only once a day, not doing it three times in a day.

Between Week 6 and 10, the two classes switched the test and the training environment. English Accent Coach could be accessed anywhere on the Internet since it is a web-based application, providing the feedback with correct percentage for each sound in the display and in the form of PDF file which allowed the participants to submit their work to the course management system, Sakai. The working records of each learners were also available for the researchers on the Internet.

The results of recognition tests showed that the HVPT training of CVC environment were much easier for the learner since the mean scores in the pretests were significantly higher in CVC test than CV test in both of the classes. The learners in the CVC condition made more improvement thank CV condition after 10 weeks. However, training in CV condition brought more effect sizes in both classes than the one in CVC condition. These results could mean that CVC condition were easier to recognize the sounds that confuse the learners because it provided more context for them to recognize correctly. In the CV condition, length and time of the stimuli were shorter, so the learner could have made more mistakes. Data of which phoneme/s among /l/, /r/ and /w/ were to be presented and discussed together with the written reaction of the participants to the training.

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12:30 - 14:00

Are email and Facebook for old people? Japanese junior college English majors' ICT & SNS preferences

B. Gettings[1]

[1]Hokusei Gakuen University, Japan

Which ICT skills and tools will remain sustainable in the future? Present students' ICT skills have evolved over the last ten years, since the introduction of smartphones, influenced by area, infrastructure, local culture, economics and the development of new ICT tools. Are students digital natives? Mobile natives? Other? Is there a difference in the computer and mobile tools that prefer in their personal and academic lives?

This presentation is a follow-up on research began with a 2017 preliminary series of interviews with thirty first and second year student junior college English majors on their ICT skills and preferences. Students preferred to use mobile apps in their personal lives and computers for academic purposes.

In the 2017 interviews, students preferred mobile apps in their personal lives and computers for academic purposes. Most students (28/30) started using smartphones in high school. Most students (29/30) reported using LINE, Twitter, Instagram or Youtube most often for personal communication or searching for information and entertainment. In particular, students reported low use of email and Facebook. One student responded, "Facebook os for older people!"

This presentation will report the results of a 2018 survey of first and second year English majors and non-majors use of ICT tools (designed considering student responses in the preliminary 2017 interviews) . What skills do Japanese students bring with them from high school? Which ICT tools, apps or software do they prefer and for what purposes? How would they rate their proficiency at using these ICT tools? Do they use these tools mostly for personal communication and information gathering or entertainment or do they also produce and share content as well?

The presentation will also survey the literature on digital natives to discover which ICT tools and skills have not been sustainable. Do students still use email, Facebook, Delicious or PDAs? How do they view their keyboarding skills? Do they face any difficulty in using the ICT tools that their teachers rely on for learning activities?

Finally, participants will be invited to to take part in an online survey about their views of their students' ICT and SNS preferences which will become a preliminary step towards the presenter's goal of widening the investigation beyond Japan.

12:30 - 14:00

Tracking Online Learning Behaviour in a Cross-Platform Web Application for Vocabulary Learning Courses

K. Enokida[1], K. Kusanagi[1], S. Kida[1], M. Morita[1], T. Sakaue[1]

[1]Hiroshima University, Japan

The present study aims to reveal EFL learners' online learning behaviour in a cross-platform web application for EFL vocabulary learning courses at a national university in Japan. These courses have been implemented by the presenters since 2011, targeting 1,000 first-year students at the university. They require the students to learn 3,000 words per semester (15 weeks) and 6,000 per year on a self-study basis. The materials are based on an essential vocabulary list, specially developed for the courses. The list consists of two levels (basic and advanced) of words that are used in daily communication as well as academic and business contexts. An original WBT (web-based training) system for vocabulary learning has been used for these courses to enable the students to learn the forms, meanings, and pronunciations of this large number of words in small steps and review them repeatedly. Detailed log data is stored in the server, so that it can be analysed to assess the students' online performance. The WBT system is being updated from the old, PC-only Adobe Flash-based version to the latest, cross-platform HTML5-based version.

In the present study, too, the students engaged in a self-access vocabulary list learning for an academic semester, but reflecting the current transition from the old to the new system, they were divided into the two groups based on the accessibility conditions: (a) a Flash-based application via PC and PC web browsers, and (b) a newly developed HTML5-based application that is optimized to mobile devices such as smartphones and tablets and is endowed with some optional functions promoting users' self-regulated learning (Enokida et al., 2017). The learning contents, learning processes, and the course evaluation systems were almost identical between these two groups.

This division has provided two data sets with which the online learning behaviour of the two groups can be compared. Although there has been a steady stream of studies that reported the impacts of two different CALL materials on students' usability feedback (e.g., a questionnaire survey) and learning outcomes (e.g., pre- and post- test scores), relatively few studies examined students' online learning behaviour itself. The present study, thus, extracted online learning log data of approximately 850 students over a year, and statistically compared the students' online learning behaviour between the two groups. The general trends of their online learning behaviour can be summarized as: (a) the total learning durations, the outcome, and learning efficiency are almost equivalent across the groups, and (b) the students with the latter application exhibited a relatively significant tendency of frequent, steady and periodical logins than the ones with the former. The analyses suggested that the cross-platform, mobile-optimized web application elicited the students' ability to regulate their everyday self-access online learning.

12:30 - 14:00

Physically Banned yet Virtually Connected at EUROCALL2017: How Technology Overcomes the Boundaries of Our Time

P. Mehran[1], I. Koguchi[1], H. Takemura[1]

[1]Osaka University, Japan

In the world that we live in now, exclusion is becoming legally permissible, and technology has the power to resist by making bridges and surpassing the offline borders in the online, borderless environment. In this presentation, I will share my visa story and the details of my UK visa denials which eventually banned me from attending EUROCALL 2017. Despite being denied, the EUROCALL team helped me overcome the political barriers and be part of EUROCALL 2017 with the help of technology. I will discuss how I was provided with opportunities for remote participation especially through Virtually Connecting, which is an open connected learning community that aims to facilitate virtual participation in academic conferences for those who cannot be physically present at conferences. I will also talk about other Open Educational Practices occurred at EUROCALL 2017, for example, tweeting and live broadcasting. I will further explain the differences I found between attending a conference onsite and online. Moreover, I will introduce the EUROCALL "Access and Inclusion" working group and the efforts that the committee is making to create more inclusive, diverse, and open educational opportunities. Finally, I would like to speak briefly about my PhD research project, titled Osaka University Global English Online (OUGEO), which I planned to present on at EUROCALL 2017.

Papers session (RESEARCH AND DEVELOPMENT)

9:30 - 10:00

Can 360 virtual reality tasks impact L2 willingness to communicate?

K. Papin[1,2]

[1]Université de Montréal (PhD student), Canada
[2]McGill University (Faculty Lecturer), Canada

Since communicative approach and task-based language teaching have placed communication at the centre of second language (L2) teaching (Ellis, 2003), researchers have pointed out that while some L2 learners with high linguistic skills are reluctant to initiate communication in L2, other learners, with less developed language skills, are eager to engage in conversations using the L2. This paradox can be linked to the concept of L2 willingness to communicate (WTC), defined as "a readiness to enter into discourse at a particular time with a specific person" (MacIntyre et al., 1998, p.547). The literature shows that L2 anxiety and L2 self-perceived communicative competence (SPCC) are respectively restraining and driving forces impacting L2 WTC. Researchers have suggested that the development of L2 WTC be made the ultimate goal of L2 teaching.

Empirical research indicates that computer mediated communication (CMC) has a positive effect on increasing L2 learners' WTC, by lowering language anxiety (Rakin et al., 2006) and increasing SPCC (Gonzalez-Lloret, 2017). One avenue for research that has not received careful attention is the pedagogical use of 360 virtual reality (360-VR), a promising medium for teachers hoping to increase their L2 students' WTC. 360-VR can be defined as an immersive digital environment relying on 360 photos/videos displayed on VR headsets. Due to its immersive and real-life nature, we hypothesize that 360-VR has the potential to provide learners with authentic simulations in order to lower their anxiety and consequently increase their SPCC, leading to increased WTC.

This study explores the potential of 360-VR as a tool to increase learners' L2 WTC by creating learning scenarios in which learners will have to complete 6 short everyday tasks in a virtual setting over a period of 3 months. Those tasks will be anchored in the reality of their learning environment: Montreal, a French speaking metropolis. The study takes place in a university setting, in elementary French as a Second Language classes. The participants are international students with low to moderate L2 WTC facing challenges to communicate in French outside the classroom. Mixed methodology will be used to observe the psycho-affective variables surrounding L2 WTC (anxiety and SPCC) following the introduction of 360 VR tasks. Participants will be asked to keep a journal during a period of 3 months in order to reflect on their learning and their willingness to communicate inside and outside the classroom. Also, after each virtual activity, students will be invited to share their personal reaction to the activity in focus groups. At the end of the 3-month period, they will fill out a survey in which they will be asked about their learning experience (using both quantitative scales and qualitative questionnaires) and their personal life experiences using French outside the classroom. Given the fact that 360 VR is still a technology in its infancy in L2 teaching, this research can be defined as a feasibility study. The results of the data analysis will also shed new light on good teaching practices regarding the integration of VR technologies in L2 task-based scenarios.

10:00 - 10:30

Language learning through conversation envisioning in virtual reality: A sociocultural approach

M.S. Mirzaei[1,2], Q. Zhang[1], S. van der Struijk[1], T. Nishida[1,2]

[1]Kyoto University, Japan
[2]RIKEN Center for Advanced Intelligence Project, Japan

This study proposes a new AI-enhanced platform for language learners to practice a target language (TL) through interactive collaboration with peers or the AI-agent in virtual reality, in order to disclose their thoughts, express their reasoning, and envision their conversations. This platform, virtual reality conversation envisioning (VRCE), is meant to allow language learners to fully share a contextual, immersive environment, simulated in VR, and to freely converse in this environment to fulfill a task. A series of bargaining scenarios have been regenerated in VR environments to make a gamified learning framework. With the first-person view, learners are allowed to practice the TL and converse with each other freely or with an AI-agent (with limited scope) to negotiate the price of items, socialize with the shopkeeper, or use other strategies to gain discounts. The platform supports recording, rewinding, and replaying learner collaborations and enables learners to review or revise their interactions on the fly. Learners can move back and forth through the branches of the conversation to revise their decisions (using the first-person view) or later review their interactions as meta-analyzers to discuss why the conversation went the way it did (using third-person view). A noteworthy feature of this framework is that it provides learners with user-friendly tools to envision their conversation when in the third-person view. Meanwhile, teachers are involved in providing the learners with effective scaffold when necessary. As a result, learners benefit from the teacher's scaffold and actively engage in the envisioning process to disclose their thoughts and explain the reasoning behind their decisions, hence improving their competencies by activities that elicit TL dialogues. These activities involve collaboration, assistance, and co-construction, such as negotiation for meaning, asking for clarification, and resolving misunderstandings that are conducive to the operation of zones of proximal development. With frequent instances of collaborative learning using the TL (e.g. explaining specific cultural points), this framework is anticipated to promote autonomous learning. Moreover, during the envisioning process, learners' interaction involves a high degree of learner input, as they actively engage in interpretations of the cultural aspects, hence improving their cross-cultural knowledge. Further, the game-like nature of our scenario is meant to provide high motivation and engagement for the learner to use the system. Such a platform would be significantly more intensive language practice than the features available in the traditional classroom.

Our preliminary experiments with the VRCE platform has received positive feedback for being an effective medium to raise learner collaboration and competencies by encouraging them to envision the conversation and clarify their messages. Preliminary results further confirmed the use of cultural notes as an effective means of raising the understanding of learners about cultural differences when communicating with their peers or the AI-agent using the TL, hence leading to smoother TL conversations.

Papers session (RESEARCH)

9:30 - 10:00

Integrating Digital Technology in an Intensive, Fully Online College Course for Japanese Beginning Learners: A Standards–based, Performance–driven Approach

E. Sato[1], J. Chen[2], S. Jourdain[1]

[1]StonyBrook University, United States
[2]Curtin University, Australia

With advances in educational technology, and in response to increasing financial pressures, many colleges are attempting to create online versions of their existing, traditional face–to–face (F2F) courses. However, there are difficulties in developing successful distance courses which vary depending on the subject. More than 25 years ago, Warriner–Burke (1990) listed a number of risks that distance courses face for teaching foreign languages, including some concerns that have since been mitigated such as the cost of video links; other issues, however, remain problematic today, notably the diminished human element that is essential for online language teaching. Another concern centers on how proficiency can best be assessed in the online environment (Blake, 2015; Lin & Warschauer, 2015; Lord, 2015). Nevertheless, less commonly taught languages (LCTLs) have been identified as candidates for distance courses due to an inability to find proficient teachers in a particular geographic area or in order to attain adequate student enrollment (Blake, 2013; van Deusen–Scholl, 2015). The development of distance learning courses for LCTLs, such as Japanese, Korean, and Chinese, faces additional pedagogical challenges because they have non–Roman characters, non–cognate vocabulary, and distinct structures and cultural norms (Nielson et. al., 2008). Furthermore, distance education itself is complex and diverse (White, 2003; 2006). Accordingly, existing distance courses for LCTLs have varied designs (see, for example, Kubota, 1999 and Yi & Majima, 1993 for satellite Japanese courses; see also Alosh, 2001 for Arabic and Acar, 2007 for Turkish), and there is ample room for exploring new, alternative designs.

This study documents the implementation of a fully online, elementary Japanese course at a university located in the Northeastern U.S. The curriculum was designed around the American Council on the Teaching of Foreign Languages's (ACTFL) World-Readiness Standards for Learning Languages (WRSLL)––Communication, Cultures, Connections, Comparisons, and Communities (commonly abbreviated as the 5Cs). It was also aligned with performance-driven assessments and task-supported, technology-enhanced principles for distance foreign language learning (Doughty & Long, 2003). Asynchronous and synchronous tools, such as Google Documents, VoiceThread, Google Hangouts, were incorporated to facilitate task delivery and reduce the virtual isolation of learners. A simulated Oral Proficiency Interview (OPI) was conducted for the online students in order to compare their oral performance with that of the face-to-face (F2F) cohort in the preceding semester. Data were collected qualitatively (learner journals, teacher observation, open–ended survey responses) and quantitatively (simulated OPI outcomes, closed–ended survey responses), following a mixed methods design (Creswell, 2014). Quantitative results show that online students outperformed their F2F counterparts in most of the OPI's scoring criteria (i.e., language function, communication strategies, comprehensibility, language control), with a statistically significant difference in the criterion of "communication strategies." Survey results indicate students' positive attitudes toward language gains and corroborate the qualitative results gleaned from student learning journals and survey responses: Students' sense of isolation was replaced by a sense of co-presence. We conclude that developing an online LCTL course, though challenging, is feasible and maximizes outcomes through the synergy of multimodal

digital platforms, and a standards-based, task-driven curriculum design.

10:00 - 10:30

Analysing students' perceptions of two modalities of online evaluation in an EFL learning context: Tutor assessment and Self-assessment

A. Martínez-Sáez[1], A. Sevilla-Pavón[2], A. Gimeno-Sanz[3]

[1]Universidad Politécnica de Madrid, Spain
[2]Universitat de València, Spain
[3]Universitat Politècnica de València, Spain

Instructors who decide to produce their own online learning materials search for the approaches and methods which are more likely to have positive effects on students' attitudes and motivation, two components which play a central role in language learning (Grzib-Schlosky, 2002). By so doing, important decisions have to be made regarding the type of assessment that will finally be implemented, since this has a noticeable effect in terms of the methodology, the approach and the attitude of all the actors involved (Goertler, 2011). This presentation highlights the contrast between the two main learning and assessment modalities offered to users by an upper-intermediate level English course (Author, 2015) and testing tool (Author, 2013), two online resources which are being used by undergraduate students of English as Foreign Language ever since these were published in 2011. This courseware was designed in an attempt to provide students and language teachers alike, enough flexibility to make informed choices between the various options available.

Upon designing the courseware, special attention was paid to the modalities known as tutor assessment, i.e. autonomous online learning process monitored by a lecturer, and self-assessment, i.e. autonomous online learning process in which students receive previously designed and automatic feedback so that the resulting resources could fulfil the highly demanding requirements and standards of an effective self-access online course (Levy & Stockwell, 2006; Author, 2009). These have also been the two learner assessment modalities that the instructors who are currently making use of the materials have been following over the past six years. After implementing these online resources, 95 students participated in a survey conducted during the validation stages. They were asked to rate and evaluate these learning and assessment modalities and to compare them with other learning scenarios in order to determine which option would best suit their needs and interests. In general terms, statistical analysis of the data showed that the students highly appreciated the freedom offered by these two autonomous alternatives to learn at their own pace. Moreover, an outstanding number welcomed features such as being able to self-assess their own progress and felt comfortable working in an online environment. Nevertheless, a significant number of learners also reported a preference for a hypothetical blended learning alternative combining the face-to-face (F2F) classroom component being assisted by a lecturer or tutor with an appropriate use of the online resources provided.

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Papers session (REFLECTIVE PRACTICE)

9:30 - 10:00

In Search of New Digital Pedagogy for the Learning of Languages in Higher Education

T. Juurakko-Paavola[1], H. Rontu[2]

[1]Häme University of Applied Sciences, Finland
[2]Aalto University, Finland

Digital literacy has rapidly developed into one of the main drivers of change in teaching and learning in higher education (HE). Education programmes and curriculums are fundamentally reformed to meet new digital needs and targets. As language and communication proficiency is an integral part of all (HE) degrees in Finland, digital literacy has also become the key factor of change in the learning of language and communication.

For HE teachers digital literacy means embracing new (digi)pedagogical thinking and ways of working (see e.g. Jalkanen & Taalas 2015, Laakkonen 2015, White 2015.). However, for many teachers digital literacy is unclear and can cover almost anything electronic or web based. Teachers need shared discussions and joint efforts to understand digital literacy and its implementations in learning and teaching.

In our presentation we will study how pedagogical thinking and digital literacy can develop in collaboration and as a result of working together. There is a national three-year (2017-2019) project on the development of the learning of Finnish and Swedish, with digital literacy and its implementations as one of the main targets. In the project there are altogether 52 teachers from 12 different Finnish universities and universities of applied sciences. The teachers form mixed workgroups with no two teachers coming from the same university. In this way the project gives a test platform for how teachers collaboratively work on pedagogical developments and how they integrate digital literacy in this. We will present on-going teacher development work in the project. In addition, we will present the results of a national survey on higher education teachers' digital literacy and competence; the survey was conducted as a starting point for the project and provides contrastive data to the targets of the project.

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A practitioner's perspective on embedding digital literacies into the foreign languages curriculum

S. Nocchi[1], O. Gabaudan[1]

[1]Dublin Institute of Technology, Ireland

Digital technology has radically changed the way we live, work, and communicate. In foreign language (FL) education, digital devices are used in many classrooms, from primary education onwards. Yet practitioners and researchers in the field agree that proficiency in using digital devices and digital literacy are two different competencies (Saffron Powell & Varga-Atkins, 2013; Johnston & Webber, 2013; Noh, 2017). Further, digital mediation changes our way of communicating and affects our meaning making and the kinds of relationship we have with others (Jones & Hafner, 2012). Digital literacies are conceptualised in this paper as "the individual and social skills needed to effectively interpret, manage, share and create meaning in the growing range of digital communication channels" (Dudeney, Hockly, & Pegrum, 2014). Digital literacies also involve the ability to adapt the affordances and constraints of the digital tools to different contexts and circumstances (Jones & Hafner, 2012). As an example of embedding DLs in pedagogically sound FL teaching practice, this paper focuses on a type of digital literacy, namely information literacy.

The paper presents an action research study designed to assess the embedding of information literacy activities conducted through the FL within the FL target language classroom. The activities were selected from the DigiLanguages portal (www.digilanguages.ie), an open education resource (OER) resulting from a collaboration between a number of Irish universities. This case study was designed around the introduction of information literacy in the Year 4 curriculum of two groups of undergraduate language students (French, Italian). The qualitative data resulting from the teachers' logs and the students questionnaires will be presented and discussed. Changes in lecturers' practices and students' learning will form the basis for a set of recommendations on the reuse of an OER for FL learning and teaching. Recommendations will also be given in relation to creating an effective learning environment for the introduction of DLs in the FL curriculum, as a module unit or as a stand alone module.

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Papers session (EUROPEAN PROJECTS)

9:30 - 10:00

European Network for the Combination of Language Learning and Crowdsourcing Techniques

V. Lyding[1], L. Nicolas[1], B. Bédi[2], K. Fort[3]

[1]Eurac Research, Italy
[2]University of Iceland, Iceland
[3]Sorbonne University, France

This contribution presents enetCollect, a large European network project, funded as COST Action until 2021. The project tackles the major European challenge to foster the language learning of all its citizens with their diversified cultural, educational, linguistic and socio-demographic backgrounds by combining the well-established domain of language learning with recent and successful crowdsourcing approach-es.

The current reality in Europe and worldwide shows that demands towards language learning are con-tinuously changing. Learner profiles are getting more diversified in terms of learners' language back-grounds, living environments, working realities and communicative needs. This calls for more adapted learning content to best serve the individual language learner, and increase the ecology of language learning. At the same time, the internet has opened up new possibility for the collaborative develop-ment, sharing and reuse of language learning offers via telecollaboration, as opposed to locally-bound classroom teaching.

EnetCollect aims to research and promote the possibilities that crowdsourcing can add to the domain of language learning by approaching the groundwork needed for the creation, in the long term, of lan-guage learning platforms, which integrate crowdsourcing approaches and can provide a sustainable solution to the increasingly complex demands on language learning. In order to tackle its ambition, enetCollect is joining forces of more than 100 researchers and practitioners from the domains of lan-guage learning, crowdsourcing and language-related domains, such as NLP and e-lexicography. They work towards innovative approaches for the production of online teaching materials by researching opportunities of crowdsourcing within learning environments, and blending learning with gamification.

In this presentation, the overall ambition of enetCollect with its short and long-term objectives will be introduced, and the expected impact for the language learning community will be discussed. Further-more, we will showcase intermediate results and raise attention of the EuroCALL audience to various possibilities for collaboration within this large-scale initiative.

Virtual Exchange Across Boundaries

S. Jager[1], M. Hauck[2], F. Helm[3], T. MacKinnon[4]

[1]University of Groningen, Netherlands
[2]The Open University, United Kingdom
[3]University of Padova, Italy
[4]Warwick University, United Kingdom

Intercultural exchange has always been an integral part of language learning. When students come into contact with other cultures they develop intercultural and linguistic competence as well as a range of soft skills that are key to preparing them for the knowledge society and a globally interdependent world. However, study abroad is not feasible for all students. Virtual exchange (VE), "technology-enabled, sustained, people to people education" which combines the breadth of digital technologies with the depth of intercultural dialogue offers students the opportunity to improve not only their foreign language and intercultural communication, but also their digital literacy skills. It is thus a means of providing international experience through online projects in contexts where there is little opportunity for mobility or study abroad.

There is currently a sustained push to support and develop VE across Europe and beyond. In 2018, the European Commission launched the Erasmus+ Virtual Exchange initiative for youth across Europe and the Southern Mediterranean to expand the reach and scope of the Erasmus+ programme via VE. This is one of several initiatives currently supporting online collaboration in higher education. In this contribution we will also present EVALUATE (Evaluating and Upscaling Telecollaborative Teacher Education) and EVOLVE (Evidence Based Online Learning through Virtual Exchange).

VE can take many forms, bringing students into contact with the diversity of people and contexts outside educational contexts, in combination with physical exchanges or not. It offers a way of putting into practice a vision of the learner as 'a social agent' by providing safe, constructive online environments where they can build on their pluricultural, plurilingual and digital repertoires. The challenge lies in addressing the issue of language and literacies and intercultural competence in such a way as to maximise these opportunities for critical engagement and avoid hegemonies.

EVE: https://europa.eu/youth/erasmusvirtual_en
EVALUATE: http://www.evaluateproject.eu/
EVOLVE: https://evolve-erasmus.eu/

11:00 - 12:00 | AG BEETA

Papers session (REFLECTIVE PRACTICE)

11:00 - 11:30

Multimodal technologies: Online tools for admissions screening of global student populations for international MA programmes

L. Lahtela[1], M. Konttinen[1]

[1]University of Jyväskylä, Finland

The University of Jyväskylä currently has 14 International Master's Degree Programmes (IMDP) taught in English and encompassing a range of students with varied education and linguistic backgrounds. Admission procedures entail the applicants submitting their results from validated language tests (e.g. TOEFL and IELTS), however, a continuing challenge for the programmes is the delayed graduation or even non-completion of students. Possible reasons for these issues are inadequate academic English skills of students and lack of readiness in terms of MA level studies (Final Report: Internal Evaluation of the International Master's Degree Programmes at the University of Jyväskylä, 2014; Murray & Nallaya, 2014). Therefore, two IMDPs, along with the Language Centre, decided to pilot a more thorough screening process to better determine the aptitude of potential students who could complete their studies by the end of the two-year programme. The two programmes participating in the pilot for the past three years have represented different faculties, Business and Economics as well as Education. Since during this process applicants were located throughout the globe, all candidates were tested through the support of multimodal technologies, allowing for flexibility for both those administering, and those taking the test (Dooey 22). The screening consisted of two parts, the first part including academic reading and writing and the second part focusing on listening, speaking and interaction. Both parts were assessed by the programmes as well as by the Language Centre English lecturers. Final feedback regarding the outcome for each applicant in terms of English skills and academic readiness was then communicated to the programmes, suggesting whether the individual would likely do well, possibly struggle or not be able to manage with studies. The results allowed for the programmes to make final determinations in regards to who would be accepted with the prospect for successful completion of the programme within a two-year timeframe. This ongoing pilot process has allowed for experimentation with various types of online tools in order to accommodate the screening of candidates around the world, thus eliminating the need for onsite assessment. The first year technological tools (university online platforms, Koppa and Moniviestin, and Skype/Adobe ConnectPro) were time consuming and inconvenient to use. However, the second year tools (Moodlerooms and Blackboard Collaborate) facilitated the screening process much better and allowed us to move forward with other aspects of the pilot, such as further cooperation with the programmes and interviewer training. This presentation will review the adaptation of the successful online tools used in the screening and provide insights into changing educational practices in respect to application procedures for a global student population.

Given means and motive, to what extent do students collaborate in online writing tasks that are designed to be collaborative?

P. Ruthven-Stuart[1], A. Smith[1]

[1]Future University Hakodate, Japan

Online virtual learning environments such as Moodle profess to be able to facilitate collaborative learning. Furthermore, the importance of collaboration and problem-solving have been identified as 21st century skills that people need to acquire in order to succeed in the modern workplace. So when students are given the means to collaborate by being placed in a collaborative environment such as Moodle, and are motivated to improve their collaborative skills by expectations placed on them by society, how and to what extent do students avail themselves of the opportunity to collaborate in online courses? This presentation attempts to answer this question by describing and evaluating students' interaction with their peers in online EFL collaborative writing tasks.

The focus of this action-research is four completely online university English language courses. Each of these courses is obligatory and comprise about 250 computer science majors. The courses contain various individual and group learning activities. The group activities are the required writing tasks that are carried out in randomly chosen mixed-ability groups of three. Depending on the course, students have to complete one to three group writing activities. When working in groups on the writing tasks, students go through a process of brainstorming, product creation, self and peer review, and submission of the final product. For each collaborative writing task, students first need to contact their group members. This initial contact is facilitated by a forum activity, which students can also use for further intra-group brainstorming and communication. The Moodle Workshop activity is used for group writing, and self and peer review. The last part of the writing process requires students to submit their final composition as a group via the Assignment module. Their work is then assessed by a teacher and all students who made a fair contribution receive the same grade.

The presenters will describe the settings of these Moodle activities in detail and their desired effect on students' learning and interaction with their group members. The audience will also learn how the Moodle group and grouping features, and the conditional activity settings have been harnessed to facilitate the collaborative writing tasks. The main focus of the presentation will be on the effectiveness of these activities in facilitating the collaborative process. We will describe both the extent and quality of collaboration. The metrics used to quantify the extent and quality of collaboration comprise student participation in the writing task forums, the quantity and quality of peer feedback in the Workshops, and the number of times they initiated the collaborative process. We will then describe the factors that appear to influence the extent and quality of collaboration. These factors include students' language skills, their attitudes towards the writing tasks, their self assessed ability to collaborate, their perception of the importance of being able to collaborate, and the design of the tasks. In conclusion, it is intended this reflective practice paper will provide some valuable insights into how collaborative learning can be successfully facilitated and maintained in large online courses.

Papers session (RESEARCH)

11:00 - 11:30

User experiences from children using a speech learning application: implications for designers of speech training applications for children

M. Uther[1], A. Smolander[2], K. Junttila[2], M. Kurimo[3], R. Karhila[3], S. Enarvi[3], S. Ylinen[2]

[1]University of Winchester, United Kingdom
[2]University of Helsinki, Finland
[3]Aalto university, Finland

We tested 72 native Finnish-speaking children aged between 8-12 years old at the end of their trial use of the English-language learning programme. We used measures that encompassed both affective reactions as well as questions tapping into the childrens' sense of pedagogical utility. We also tested their perception of sound quality and compared reactions of game and non-game-based versions of the application. Results showed that children expressed higher affective ratings for the game compared to non-game version of the application. Children also expressed a preference to play with a friend compared to playing alone or playing within a group. They found assessment of their speech useful although didn't necessarily enjoy hearing their own voices. The results are discussed in terms of the implications for UI design in learning applications for children.

Teachers as MALL Engineers: Adapting, modifying, and creating mobile materials

M. Barcomb[1], J. Grimshaw[1], W. Cardoso[1]

[1]Concordia University, Canada

It has been well documented that foreign language textbooks and other commercial materials provide limited opportunities for oral interaction with the target language (e.g., Howard & Major, 2004). Similarly, oral communication is often limited in the foreign language classroom (e.g., Celce-Murcia et al., 2011), and opportunities for oral practice are further reduced when learners experience a decrease in willingness to communicate when speaking in front of their peers (Baran-Lucarz, 2014). As class time is also limited in foreign language settings, it is important that learners have opportunities to interact with the target language outside of the classroom (Munoz & Collins, 2016). This decrease in opportunities to interact with authentic target language input both inside and outside the classroom is detrimental, as input is essential to learning a foreign language (Krashen, 1985). Mobile-assisted language learning (MALL) materials may provide a possible solution to this issue, as learners can interact with the target language on the go, regardless of restrictions of time and space (Miangah & Nezarat, 2012), and consequently increase opportunities to interact with the target language. One issue that remains problematic in the implementation of MALL is the development of materials, a demanding process that requires pre-screening an inexhaustible supply of customizable materials and determining how to make them relevant to the learning context. To help teachers determine the appropriate starting point for developing MALL materials in the foreign language classroom, they need to have an understanding of where to begin and how to balance their time and resources with the learning needs of their students.

The goal of this presentation is to therefore introduce a proposal for a framework for an approach to teacher involvement in the modification and/or creation of MALL materials, and discuss the role of the teacher in customizing and developing materials in order to render this demanding process less arduous. By developing or modifying MALL materials, teachers are able to not only control content (e.g., vocabulary), but also extend the classroom, thereby increasing interaction with the target language via customized resources. To this end, the presentation will provide: (1) a detailed overview of three levels of teacher involvement in customizing and developing MALL materials: Adapting, Modifying and Creating (Barcomb, Grimshaw, & Cardoso, 2017); (2) concrete examples of how TTS technology, when integrated into these resources, can increase target language interaction, based on Barcomb, Grimshaw, and Cardoso (2018); and (3) a thorough account of how these materials can be adapted, modified, and created. By engaging teachers in the development of MALL materials, not only can they gain control over the material they present to their students, but they can also become more actively involved in the research and development process.

Papers session (RESEARCH AND DEVELOPMENT)

11:00 - 11:30

An Scéalaí: Synthetic Voices for Autonomous Learning

N. Ni Chiarain[1], A. Ní Chasaide[1]

[1]Trinity College, Dublin, Ireland

The concept of autonomous learning has now gathered widespread acceptance in the area of second language learning (Reinders & Hubbard, 2013). Newly emerging speech-based technology can be incorporated into CALL practice as a theory-driven response to autonomous learning needs by providing learners with online tools to facilitate their language acquisition. This paper introduces a speech technology-based interactive iCALL platform for Irish, An Scéalaí ('The Storyteller'), which is currently being developed in the Centre for Language and Communication Studies, Trinity College, Dublin.

An Scéalaí is an online platform that promotes (1) creative text writing, with specific corrective feedback, using synthesised spoken playback as a further device for self-correction, and (2) spoken language production to raise awareness of ones own pronunciation. It is currently being piloted amongst student teachers whose goal is to teach various subjects through the medium of Irish in second level schools. These students are mainly second language learners and have, to date, reached varying levels of proficiency. Since they are no longer given formal Irish language classes, they have a particular need for autonomous learning platforms as well as an appreciation of how such a platform can benefit their own language development into the future.

The primary focus of the platform is to foster autonomous learning through encouraging (a) language use (b) self-directed learning and (c) opportunities to practice newly-acquired linguistic concepts in appropriate contexts. This approach represents a powerful technology-based instantiation of concepts proffered by Little (1991, 2007), who describes the essence of learner autonomy as the 'willing, proactive and reflective involvement in one's own learning'.

An Scéalaí is structured such that learners can register and populate their personal profiles. Once initial registration is completed, learners log in to their individual accounts and are directed to a blank text box to compose their own input (in the case of the pilot study, learners reflected on their language learning experience).

The system provides specific corrective feedback, allowing learners to correct their own text. This text is then sent to the Irish language speech synthesiser, www.abair.ie, which reads aloud the exact content. The hypothesis is that having their material read aloud, learners notice (hear) errors or omissions in their written input (Schmidt, 1990). Two examples of common errors that tend to be picked up this way are lenition (consonant weakening in specific grammatical contexts - *mo cara /*k a rˠ ə/ vs. mo chara /x a rˠ ə/ ('my friend')) and the use of the acute accent in the spelling of long (vs. short) vowels (fear /fʲ a rˠ/ ('man') vs. féar/fʲ eː rˠ/ ('grass')). Once corrected, the text is read aloud by the learner and critically compared to the 'native' synthetic productions. The system stores all input with timestamps, thereby keeping a record of learners' progress over time. By harnessing the benefits of speech technology, the system simultaneously develops the 'four skills', following the observation that "the dynamic of the (autonomy) classroom depends crucially on writing in order to speak and speaking in order to write" Little (2016).

11:30 - 12:00

Automatic Scaffolding for L2 Listeners by Leveraging Natural Language Processing

M.S. Mirzaei[1,2], K. Meshgi[2]

[1]RIKEN Center for Advanced Intelligence Project, Japan
[2]Kyoto University, Japan

Automatic Scaffolding for L2 Listeners by Leveraging Natural Language Processing

Second language (L2) listening is a sophisticated process given that the speech stream is transient and listeners need to go through perception, recognition, comprehension, meaning construction, ambiguity resolution, inferencing, etc. quickly before the next input stream is received, without being able to return to the earlier points. In this view, listeners are continuously subjected to handling a number of cognitive tasks on the fly, imposing a large working memory load.

To foster L2 listening and reduce cognitive load, we introduced a partial and synchronized captioning (PSC) system, which presents limited numbers of carefully-selected words/phrases (and hides others) in sync to the utterance of each word (word-level text-to-speech synchronization). The selection of words in PSC is based on factors that cause difficulty for L2 listeners, taken from background studies, and include word frequency, word specificity, and speech rate. In addition to these features, we used automatic speech recognition systems as a model of L2 learners and extracted errors that resembled L2 listener's mistakes to be integrated into PSC: minimal pairs, homophones, breached boundary phrases, and negative cases.

Experiments with L2 learners revealed that PSC can successfully detect listeners' difficulties, fostering L2 listening by presenting difficult words in the caption. However, participants commented that, although showing the difficult words would greatly assist them in mapping between the written and spoken form, hence recognizing known words, their lack of knowledge about named entities, technical (specificity feature) or infrequent words (frequency feature) would still prohibit them from constructing meaning and comprehending the material. As many language learners overemphasize the use of bottom-up strategies and word-by-word decoding, in such cases learner's attention is confined to the ambiguous segment, which inhibits him/her from moving forward to process the next input.

In this study, we propose the idea of augmenting partial and synchronized captions, by providing minimal assistance on the spot, when encountering low-frequency, technical, ambiguous or polysomic words, proper nouns, named entities, ambiguous references, or uncommon/multi-purpose abbreviations, with the purpose of facilitating meaning construction and disambiguation for L2 listeners in a glimpse. This assistance is provided in the form of context-matching synonyms, short definitions, named entity tags, or co-references for the detected ambiguous segments as they appear in the caption (e.g., big apple [=New York city] …). To this end, we used natural language processing techniques for parsing, analyzing, extracting information (such as dependencies, named entities) and resolving ambiguities (such as co-references and word sense) of the transcript. Next, using glosses, corpora, and semantic networks, we searched for suitable and context-specific hints for disambiguation and use that to augment PSC. We carefully controlled the display of selected words with accompanied hints so learners could read and process the input without split attention.

Preliminary results suggest that using augmented PSC has significantly assisted L2 listeners in disambiguating the content when listening on the fly, facilitating listening to authentic materials. Furthermore, augmented PSC has received positive learner feedback for providing necessary assistance to facilitate L2 listening.