

d-001 10:40–11:25 Room 409

**Demystifying teachers' online roles: A pragmatic look at online practice***Tony Cripps (Ritsumeikan University)\**

CALL classrooms have become part of the Japanese university infrastructure, and many ESL teachers have had to learn how to teach with this technology. This paper examines the views of a small group of English teachers ( $n = 5$ ) at a Japanese university on fostering learner autonomy through a CALL project and their online roles. A multi-method approach was employed to gather the qualitative data and analysed using grounded theory. The teachers' views on online roles are discussed and compared with their online interaction. The results highlight the complexity of teachers' online roles. Practical recommendations for online pedagogy are given.

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\*My research interests include learner autonomy, CALL pedagogy and teachers' online roles. I am currently designing a cross-campus online resource center to help promote learner autonomy.

d-002 10:40–11:25 Room 410

**Mediation, materiality and affordances: Using multimodal online tools for language learning***Regine Hampel (The Open University)\**

Recent advances in communication technologies have resulted in increasingly multimodal environments, offering written and spoken language, images and gestures. Practitioners as well as researchers in language learning have been exploring the potential of such digital tools for fostering interaction and communication. On the basis of work carried out at the Open University on a number of virtual environments and their use in supporting language learning and teaching, this paper will examine the effects that the introduction of multimodal media is having on communication and interaction in the context of language education. Issues that will be addressed include social, affective and cultural aspects of online communication.

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\*Dr Regine Hampel is Senior Lecturer in Modern Languages at the Open University/UK. Her research explores theoretical and practical issues around the use of new technologies in language learning and teaching.

d-003 10:40–11:25 Room 411

### **The JKCE Project: Japanese and Korean EFL students communicating online**

*Christopher Chase (Seinan Gakuin University)\**

This presentation will provide an overview of the Japan-Korea Culture Exchange Project, started in the fall of 2003 to facilitate English language communication between university students living in Korea and Japan. Taking an approach consistent with the principles of communicative language teaching, project participants have been using CMC technologies to communicate with each other online, talking about their lives, interests and cultures.

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\*Christopher Chase is an Associate Professor teaching EFL courses at Seinan Gakuin University, in Fukuoka. Since 2004 he has been involved with an online project linking Korean and Japanese students.

d-004 10:40–11:25 Room 412

### **Glexamotion, an audiovisual comprehension learning experience**

*Akio Ohnishi (VERSION2 INC), Goh Kawai (Hokkaido University)\**

We developed a web-based learning system that shows video clips interspersed with instructor-designed questions, to which viewers must respond within a specific amount of time. Questions may be multiple choice, fill-in-the-blank, or verbal. If the viewer does not respond, the system records no response and continues playing the video. The time limit and the absence of replay encourage students to focus on the material in real-time. The conference presentation will include demonstrations of the abovementioned system, plus our voice bulletin board, telephone conversation simulator, and conversation recorder. We will show courseware examples and classroom video clips.

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\*Goh Kawai focuses on language processing technology integrated with linguistic knowledge. He develops online systems for peer-based pronunciation learning. More at <http://www.kawai.com/goh/>.

d-005 10:40–11:25 Room 413

**Voice blogs: An exploratory study of language learning***Yu-Chih Sun (National Chiao Tung University)\**

In this session, a study on voice blogs as a platform for language learners' extensive study of speaking skills will be presented. The results revealed that (1) students developed a complex process and used a wide variety of strategies to cope with blogging-related difficulties, (2) there was no significant difference in students' blog performance in terms of enunciation, complexity, fluency, and accuracy, (3) students perceived blogging to be multi-purposeful and a means of learning, of self-presentation, of information exchange, and of social networking, and (4) bloggers seemed to experience a two-way Hawthorne effect throughout the semester of blogging. The conclusion is that blogs can constitute a dynamic forum that fosters extensive practice, learning motivation, authorship, and development of learning strategies.

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\*Yu-Chih Sun is an associate professor working at National Chiao Tung University in Taiwan.

d-006 10:40–11:25 Room 414

**Automated evaluating of local coherence in EFL essays: An application of centering theory***Yongqing Wang (University of Queensland)\**

The study attempts to apply Centering Theory in developing a coherence analysing engine for EFL essays. The engine focuses on analysing local coherences in discourse segments (defined as natural paragraphs in the study) by detecting incoherent sentences through judging transition types between/among sentences. Five groups of human-expert-rated EFL essays at different English proficiency levels are used to verify the engine. Results show that the engine can significantly indicate the general quality of essays and suggest that the engine could work better with long passages than with short passages.

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\*School of Languages and Comparative Cultural Studies, University of Queensland, Australia

d-007 10:40–11:25 Room 502

**HumTV: New directions for broadcast media in the language classroom***Harold H. Hendricks (Brigham Young University)\*, Mel Smith (Brigham Young University)*

The Brigham Young University HumTV environment is a television record/transcode-on-demand application that allows faculty to easily schedule campus cable/satellite recordings, group recordings into course-specific “channels,” annotate the recordings with text, links, and images (cued to particular points in each recording), and disseminate these recordings to students through a variety of formats (Flash streaming, iTunes podcasts, direct download, etc.). With the increased availability of technology enhanced classrooms and the student desire for anytime-anywhere access to class materials, this is proving itself to be a very promising digital solution for faculty who wish to engage their students with broadcast media.

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\*Currently Supervisor of the Humanities Learning Resource Center at BYU, Mr. Hendricks has been involved with computer assisted instruction and interactive video since 1973.

d-008 10:40–11:25 Room 503

**Language teaching with IMI lab: Technology for developing and underdeveloped countries***Indra Charismiadi*

The presenter will discuss a language lab called IMI (Interactive Multimedia Instructions) where the presenter is the chairman of the project. IMI lab was designed and assembled in Indonesia as an attempt to catch up with the rest of world in using CALL.

d-009 11:30–12:15 Room 409

**Collaborative CALL strategy training for teachers and learners***Howard Pomann (Union County College)\*, Philip Hubbard (Stanford University)*

This presentation reports on a five-year project at a US community college involving a collaborative CALL training model for teachers and students to develop and implement strategies to meet students' language learning goals and assist them in becoming independent learners. It highlights the various stages and challenges in the training process as well as the faculty's experiences with CALL from the learner's perspective. Implementation and results of the experience are given with excerpts from a faculty discussion board and comments from training workshops. Handouts with a summary of results, including reflection forms and suggested strategies, will be distributed.

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\*Prof. Howard Pomann is Director of the ESL program at Union County College. He has published articles and directed numerous grants to train faculty and integrate CALL into ESL curricula.

d-010 11:30–12:15 Room 410

**Developing courseware to preserve, disseminate and empower “small” languages: The case of modern Greek***Frieda Charalabopoulou (Institute for Language and Speech Processing)\*, George Carayannis*

Protecting a less-spoken language mainly entails developing the language technology that is needed for an even participation in the Information Society. The language technologies that must be available for the dynamic presence of “small” languages (such as Modern Greek) in the Information Society include — among others — advanced multimedia modules for language learning. In this paper, we shall present the “filoglossia+” courseware for learning Modern Greek, which combines current trends in L2 learning based on recent SLA findings with sophisticated language technologies to facilitate the acquisition of the Greek phonetics. The courseware currently employs English and Chinese as support languages.

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\*Frieda Charalabopoulou is a researcher at the Institute for Language and Speech Processing. Her interests include the design, development and evaluation of e-learning environments and self-learning within the CALL framework.

d-011 11:30-12:15 Room 411

### **French Online: The natural bridge between classroom and distance learners**

*Bonnie L. Youngs (Carnegie Mellon University)\*, Marc Siskin (Carnegie Mellon University)*

As the millennial generation matures and adult learners adjust to the computer environment, opportunities for online courses will continue to grow. In building French Online at Carnegie Mellon University, developers stressed that the course design follow pedagogical practices for excellent language teaching and learning, and that it be a tool for instructors. During this presentation, we will introduce French Online's (1) format, curriculum, and methodology; (2) method of delivery and technical requirements; (3) delivery options for the instructors; (4) division of responsibilities between the instructor and the students; (5) status on the variety of uses/users; (6) research programs on users.

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\*Dr. Bonnie L. Youngs is Teaching Professor of French and Francophone Studies in the Department of Modern Languages at Carnegie Mellon University. Her research focuses on the application of Second Language Acquisition and Applied Linguistics theories to CALL.

d-012 11:30-12:15 Room 412

### **Using multimedia projects to integrate language and culture**

*Sharon Scinicariello (University of Richmond)\**

User-friendly tools for multimedia production provide language learners with new opportunities to demonstrate and enhance their language skills as they construct cultural knowledge. This paper reflects on the use of multimedia projects, including digital video and enhanced podcasts, to address the learning objectives of advanced cultural studies courses. After a brief discussion of project design and implementation, examples taken from several courses are used to address the assessment of student performance. The paper concludes by reflecting upon the impact of these projects not only on student learning but also on the curricula of which these courses are a part.

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\*Sharon Scinicariello is the Director of the Multimedia Language Laboratory at the University of Richmond, Virginia, where she is also a member of the Department of Modern Literatures and Cultures.

d-013 11:30–12:15 Room 413

**Corpus-assisted creative writing:  
Adding a monolingual corpus to an  
intermediate language learners'  
reference resource toolkit**

*Claire Kennedy (Griffith University)\*,  
Tiziana Miceli (Griffith University)*

In this presentation we outline our approach to introducing students of Italian in Australia to the use of a monolingual corpus, and discuss case studies of three students' experiences of the extension of their reference resource toolkit that this 'corpus apprenticeship' entails. We outline the principal outcomes of this investigation: first, a definition of corpus consultation literacy for our learning context, which includes not only the ability to use the corpus effectively but also the command of a set of principles concerning reference resource use in general; and second, some refinements to our approach for the future.

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\*Dr Claire Kennedy is Cassamarca Senior Lecturer in Italian Studies at Griffith University in Brisbane, where she teaches in Italian language and contemporary history. Her current research projects in CALL involve the use of corpora and of mobile phones in language learning.

d-014 11:30–12:15 Room 414

**Can the intelligent use of half-open  
questions, based on approximate  
string matching, improve the  
effectiveness of CALL environments?**

*Piet Desmet (K.U. Leuven Campus  
Kortrijk), Bert Wylín (K.U. Leuven  
Campus Kortrijk)*

This paper researches the use of half-open questions in CALL environments. The half-open questions are based on performing correction algorithms, based on refined approximate string matching principles. The use of these half-open questions offers several advantages such as a broader range of language learning activities which allow for tasks of a higher cognitive complexity, allowing for training of more advanced language learning skills. This makes CALL environments more suitable for use by intermediate and advanced language learners. Moreover, our findings also allow to make the transfer from e-learning to e-testing environments.

d-015 11:30–12:15 Room 502

**Improving grammar in 6 minutes: An online Grammar Challenge***Catherine Chapman (BBC Learning English)\*, Paul Scott (BBC Learning English)*

Grammar Challenge is part of the BBC Learning English portfolio. It is a series of online 6-minute audio programmes, with visual support and practice activities, aimed at providing engaging opportunities for intermediate learners to improve their grammatical accuracy in an interactive, student-centred online environment. This paper traces the development of Grammar Challenge through conception, design, realization and evaluation, highlighting ways in which current thinking and practice was referred to and adapted to meet the needs of the learner within the constraints of the 6-minute audio / web format. The programme is available at: [http://www.bbc.co.uk/worldservice/learninenglish/grammar/grammar\\_challenge](http://www.bbc.co.uk/worldservice/learninenglish/grammar/grammar_challenge)

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\* Catherine Chapman (RSA Dip; M.Ed.) has taught on & managed EFL / EAP projects in a number of international settings. Her special interests include materials development as well as technology & language learning. She works as an ELT consultant and writer for BBC Learning English.

d-016 11:30–12:00 Room 503

**International sharing of learning content and its metadata in language education***Tsuneo Yamada (National Institute of Multimedia Education)\**

Under the limitations of human and financial resources, sharing and reuse of digital learning content is one of the effective and sustainable solutions to assure the quality of e-learning or technology-enhanced learning. In order to search for and discover content efficiently, some organizations are tagging metadata and building cross-institutional search mechanisms with domestic and/or overseas repositories. However, the use of metadata is still in the primitive stage and any advanced search which can be adapted to various contexts has not been realized. In this study, the metadata systems which several organizations have developed for language education are compared, and several critical factors for the advanced search are discussed.

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\*Professor and President's Advisor, National Institute of Multimedia Education (NIME); Adjunct Professor, Dept. of Cyber Society and Culture, Graduate University of Advanced Studies (SOKENDAI)

d-017 13:45–14:30 Room 409

**The use of ICTs in foreign language teaching: The challenges of a teachers' education program**

*Claudia Beatriz Monte Jorge Martins (Universidade Tecnológica Federal do Paraná)\*, Carla Barsotti (Universidade Tecnológica Federal do Paraná)*

This presentation will be offering data collected from teachers who attended the Foreign Language Teaching Specialization Course at UTFPR – Federal University of Technology in Brazil. The main objectives of the research were to investigate the teachers' profiles and also their ICTs knowledge, experiences and skills development. The results which will be presented may provide course developers with insights for improving teacher education programs.

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\*Claudia (Msc in Production Engineering-Media and Knowledge) has taught EFL at language and private schools for over 20 years. She also gives training courses on technology to other FL teachers.

d-018 13:45–14:30 Room 410

**Using CALL and computerized dictionaries to maximize vocabulary and language learning**

*John Paul Loucky (Seinan JoGakuin University)\**

I will share a concrete CMS application for improving online readability to help maximize language and vocabulary learning in over 100 languages. My examples will include the use of this innovative CALL system with both low level Japanese non-English majors and with advanced Chinese and Japanese students engaged in a collaborative writing Distance Education project. Research background with include sharing my published papers in the field of Computerized Dictionaries, Improving Online Readability, and Extensive Reading Online (ie, US Engineering Encyclopedia, 2007; Swedish Digital Handbook, 2008; Japan JALT CALL multiple presentations and proceedings articles; JALT Extensive Reading Forum articles, etc).

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\*John Paul Loucky has taught EFL 20+ years in Japan. L2 Reading and vocabulary researcher. Homepage [www.CALL4All.us](http://www.CALL4All.us) provides worldwide clearinghouse of CALL organizations and Virtual Encyclopedia of language education sites.

d-019 13:45-14:30 Room 411

**Bridging the world's ESL students:  
Oceans apart, learning together***Nathan Strenge (Tokai University /  
Yamagata High School)\**

A post-graduate will present a new, secure website that houses an interactive student-driven ESL curriculum developed through, amongst others, ACT-R, Situated Cognition, and Cognitive Constructive learning theories. This curriculum can be used by independent students, or projected onto overhead screens for groups. From the beginning of students' ESL careers, they have the opportunity to meet other international students via the final activity for each topic studied in the interactive, printable chapters. Bridging the world, oral and/or group presentations have the opportunity to be video-recorded, stored digitally and viewed privately by other schools and students studying via the same curriculum.

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\*Native English Teacher. Founder of IStudyEnglishOnline.com. Experience teaching ESL in Chile and Japan. MEd. in Instructional Technology from American Intercontinental University. BA in English from Montana State University. TEFL Bridge Linguatic, Santiago Chile.

d-020 13:45-14:30 Room 412

**Narrated video slideshows: An  
efficient way to integrate video  
production into language classes***Sergio Mazzarelli (Kwassui Women's  
College)\**

Narrated video slideshows can be created in little time and with minimal equipment (camera phones, a computer, and a microphone) and can easily be shared over the Internet, thanks to Web 2.0 applications. They are much easier and cheaper to produce than moving image videos. The presenter will report on various projects in which students at a college in Japan created slideshows with English narration and uploaded them to YouTube. This kind of activity is very motivating for learners and can also provide the basis for successful international exchanges.

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\*Dr. Sergio Mazzarelli has been teaching English in Japan for eleven years. He is particularly interested in the use of video produced by students and shared over the Internet as a means to enhance language learning.

d-021 13:45–14:30 Room 413

**Teaching to the test with technology***Bernard Susser (Doshisha Women's College)\**

This paper describes a CALL course that prepares students for the TOEFL iBT independent writing question. After a short review of the literature on the effectiveness and ethicality of such courses, I describe the setting (curriculum) and goals of the course, explain how CALL activities function to achieve these goals, and review the results. Specific technologies used include word processing under simulated test conditions, email, and concordancing. The key element is developing “data-driven motivation” by providing students with analytic data about their essays (number of words, number of unique words, type/token ratio, etc.) using online text analyzers.

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\*Bernard Susser's research interests include computers and writing, evaluation of CALL materials, and cross-cultural communication.

d-022 13:45–14:30 Room 414

**Integration of ICT for effective learning, teaching and assessment***Debbie Corder (Auckland University of Technology)\**

So-called emerging technologies such as wikis, blogs and e-portfolios are becoming familiar learning and teaching tools. Social networking websites such as Facebook, and VLEs such as Second Life are also being explored for their educational potential for language learning. This presentation discusses examples of how technologies have been integrated into Japanese courses to achieve desired learning outcomes. It will show how, with holistic assessment approaches, they are used as effective tools to assess the more complex learning outcomes ie development of competencies. It also discusses initial explorations of the potential of Second Life for language learning and intercultural competence.

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\*Debbie Corder lectures in Japanese and intercultural competence. Her research interests include CALL and autonomous learning, blended and online learning. She has co-developed and trialled an e-portfolio and is evaluating the potential of SecondLife.

d-023 13:45–14:30 Room 502

**Mobile learning for Italian: Extending and refining the approach**

*Claire Kennedy (Griffith University),  
Mike Levy (Griffith University)\**

This project builds upon the results of a project on Italian vocabulary learning via mobile SMS conducted by the presenters in 2004 (Levy & Kennedy, 2005). It focuses on vocabulary learning at beginner level in a first semester Italian course. SMS messaging was used to consolidate vocabulary in pre-defined and specific lexical fields. Survey and interview data were collected over a 6-week period during the project and at its completion. This presentation describes the pedagogical framework, the message content and the delivery strategies that were trialled, as well as student feedback on the task design, material content and effectiveness that emerged from the data. A particular emphasis is given to a discussion of individual differences and the advantages of using SMS messaging as a push technology in language learning.

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\*Dr Mike Levy is Head of School and Associate Professor of Languages and Linguistics at Griffith University. He is the Chair of the Conference Planning Committee for WorldCALL 2008. Mike's most recent book is CALL Dimensions, co-authored with Glenn Stockwell (Erlbaum, 2006).

d-024 13:45–14:30 Room 503

**New models of college English teaching: integrating CALL in China**

*Jinguo Mo (Southeast University)*

In the past ten years, with the rapid development of educational technology, tertiary English (called College English in China) has been experiencing a great reform in China. As a result, some new teaching models integrating CALL appear. The appearance of these models shows the transformation of Chinese college English teachers' teaching notion as well as the determination of the highest authority of educational administration in China to reform college English teaching.

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d-025 14:35-15:20 Room 409

**Help shape TESOL's new technology standards***Philip Hubbard (Stanford University)\*,  
Greg Kessler (Ohio University)*

International TESOL (Teachers of English to Speakers of Other Languages) is currently developing standards related to using digital technology in language teaching. The Standards are designed to clarify appropriate uses of and best practices in CALL in diverse settings around the world. We will present highlights from the Teacher and the Learner Standards and ask for participant feedback. Participants will be invited to work individually or in small groups with a template to create vignettes based on their own situations that exemplify how the Standards can be applied. The presenters are members of the TESOL Technology Standards Task Force.

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\*Phil Hubbard is Senior Lecturer in Linguistics and Director of the English for Foreign Students Program at Stanford University, USA. He has been presented and published widely in CALL over the past 25 years.

d-026 14:35-15:20 Room 410

**Development of a multimodal SNS system for use in language education***Hiroki Ishizuka (Tokai University)\*,  
Kibler Ronald (Tokai University), Ryuichi  
Yorozuya (Hokkaido University of  
Education)*

We have developed a unique web-based tool with which teachers of English can freely share and exchange information with asynchronous and synchronous methods. Newly uploaded materials are daily added to CELE-NET, the platform and database for elementary school teachers, and members can freely download and use them in class. Because of the mutual merit of the system a great many elementary school teachers have registered to CELE-NET and are now taking full advantage of the database as both users and contributors. This presentation will show the detailed functions of the tool and the effectiveness of using the tool for education.

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\*Hiroki Ishizuka, Associate Professor of Tokai University, is researching on the application of ICT to education. He has been developing the system with the cooperation of Dr. Yorozuya of Hokkaido University of Education.

d-027 14:35–15:20 Room 411

**Facilitating collaborative language learning in a multicultural distance class over broadband networks: Learner awareness to cross-cultural understanding**

*Yuri Nishihori (Hokkaido University)\**

The development of broadband networks made it possible for us to send all phases of voice, image and text data, simultaneously and inexpensively, facilitating language classes in a global setting. Our project investigates the effectiveness of CSCL (Computer Support for Collaborative Learning) in facilitating multicultural language learning. This paper discusses different pedagogical effects concerning learner awareness and the usefulness of this type of distance class and multicultural understanding. The analysis was based on the two kinds of data, leading us to the conclusion that interactive online collaborative activities effectively impacted students' understanding of the meaningfulness of multicultural language learning.

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\*Vice Director & Professor, Information Initiative Center, and Professor at the Graduate School of International Media, Communication and Tourism Studies, Hokkaido University, Japan

d-028 14:35–15:20 Room 412

**Phonics rhymes**

*Mike Canevari (MY ENGLISH), Ryuji Tabuchi (Mint Applications)*

Teaching phonics in Japan has had its problems when put to practical use. Students who are raised in an English speaking environment can easily associate the sounds with the alphabet letters; however, other students, who lack the early years exposure to these sounds, find it difficult to recall them. These students need a better method in teaching those foreign sounds which lead to reading. We have developed a program that uses phonics in a blend of vowels and consonants. This sight-reading approach is set in a rhythmical cadence for the students to practice with. We would like to present the result of our program.

d-029 14:35–15:20 Room 413

**Metacognitively enhanced writing courseware: Kagoshima Academic Writing Space**

*Robert J. Fouser (Kagoshima University)\*, Kikuko Shiina (Chiba University), Takashi Yamanoue (Kagoshima University)*

In this paper, we report on the pilot stage of development of CALL courseware, entitled “Kagoshima Academic Writing Space,” for introductory academic writing courses. The paper reports on the following three stages of development: (1) theoretical background; (2) technical and organizational design; and (3) results of pilot studies in the fall of 2007 and the spring of 2008. The courseware may be used as self-study material, in-class material, or in combination with other materials. It is also packaged in two versions: a web version and an offline USB version, both of which use Moodle and MediaWiki as primary platforms with specialized plugins, such as WordNet and WebLEAP.

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\*Robert J. Fouser teaches Korean at Kagoshima University. He has also developed and implemented various approaches to using Moodle, including the use of cell phones to access Moodle. His current research focuses on the development of a Web and USB learning tool for academic writing.

d-030 14:35–15:20 Room 414

**Giving useful feedback on free text open-question activities with NLP**

*Bert Wylin (K.U. Leuven)\*, Eddy Demeersseman (K.U. Leuven), Piet Desmet (K.U. Leuven)*

Many free text open question correction algorithms focus on error detection and labeling. This paper reports about an experiment with an open question activity that provides useful learning feedback both on matched and missing keywords in students’ answers. The feedback reports on the content of the student’s answer, not only on the language errors. NLP techniques were used to maximize student’s input variation and to reduce the number of unrecognized keywords. Furthermore, with big student groups (+500), the system showed that feedback variation stabilizes at 50 to 70 student’s answers, which allows for open questions to be used in a real-time test environment.

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\*Bert Wylin is researcher in the field of computer assisted (language) learning and gaming in education. In 2001 he founded a university spin-off for educational multimedia products and services.

d-031 14:35–15:20 Room 502

### **Learning on the move: Applying podcasting technologies to foreign language learning**

*Wai Meng Chan (National University of Singapore)\**

This presentation focuses on a project to study the use of podcasting technologies to create supplementary podcast lessons for a German language course for beginners. It will report on the context of a project, its objectives, and the pedagogical considerations behind the design of podcasts. It will also discuss the results of the analysis of quantitative and qualitative data collected to (1) investigate students' previous experience with podcasting and podcast-based learning; (2) gain an overview of their patterns of use pertaining to the German podcasts; (3) ascertain their perceptions of the design and usefulness of the podcasts; and (4) solicit suggestions for the design of future podcasts.

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\*Dr. Wai Meng Chan is Associate Professor and Director of the Centre for Language Studies at the National University of Singapore. His research currently focuses on learner autonomy, metacognition and CALL.

d-032 14:35–15:20 Room 503

### **CALL in Turkey: Past, present and future**

*Sedat Akayoglu (Middle East Technical University), Ferit Kilickaya (Middle East Technical University)\**

The use of computers in Turkey started during the 1960s firstly in governmental institutions in Turkey and later in private sectors. Starting from 1985 and through 1990s, computers were introduced to other schools and new laboratories were established. The current situation in Turkey, especially from the point of CALL, can be best described as “We have the hardware, we have the software, but we lack the humanware” (Warshauer, 2002). This paper deals with CALL in Turkey with reference to the brief history of use of computers, qualitative and empirical studies on CALL in Turkey and the importance of training language teachers.

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\*Ferit Kilickaya is a doctoral candidate in the Department of Foreign Language Education at Middle East Technical University, Turkey. He holds a master's degree in English Language Teaching. His interests include computer-assisted language learning and testing, and educational technology.

d-033 15:25–15:55 Room 409

**Practical information on CALL for language teacher training**

*Tadayoshi Kaya (Gakushuin Women's College)\*, Akiyo Mineuchi (Rissho University), Takashi Shimada (Rissho University)*

The necessity of teacher education in CALL has been discussed in recent years. Along with this trend, the present project aims to explore questionnaire data collected from language teachers, and investigate how to improve teacher education in CALL. In order to better inform language teachers of available technologies and CALL techniques, professionals from multiple disciplines considered how to provide information about CALL to language teachers. An interactive informational website was created for language teachers to retrieve research-based CALL advice, obtain materials, share practical teaching ideas, and ask technical questions. Details of the project will be presented and explained.

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\*Tadayoshi Kaya (Ph.D. in Applied Linguistics, Northern Arizona University) is a lecturer at Gakushuin Women's College, Tokyo.

d-034 15:25–15:55 Room 410

**Intermediate online English: An example of self-access courseware development**

*Ana Gimeno-Sanz (Universidad Politécnic de Valencia)\**

The recent proliferation of web-enhanced language learning environments led the author to initiate an R & D project, known as Proyecto InGenio, to establish the theoretical background on which to base the creation of a pedagogically sound online dedicated CALL authoring shell. This language-independent tool, which includes templates that integrate video, graphics, audio and text, allows language teachers from around the world to design and publish materials to suit their students' particular needs. Besides having designed the authoring shell, a "content manager" has also been developed to allow language specialists to create a database from which to select materials. In addition, a Language Learning Environment offering courseware for learners of English for Specific Purposes has also been produced.

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\*Ana Gimeno is professor of EFL at the Department of Applied Linguistics, Head of the CAMILLE R&D Group and Director of the Linguistic Support Office - Universidad Politécnic de Valencia (Spain). She is also President of EUROCALL.

d-035 15:25–15:55 Room 411

**Learner training through online community***Rachel M Lange (United Arab Emirates University)\**

In this presentation, the author will describe a project using a discussion forum for students to share ideas about learning. It took place in the United Arab Emirates, as part of a first year developmental program. The goal of the project was to create an online space where students could receive guidance from one other and their peers on how to succeed in the University. The presenter will discuss the issues and challenges involved in setting up such a resource in this context and how it compares to similar projects in the region and other areas of the world.

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\*Rachel Lange received her Masters in Applied Linguistics at the University of Pittsburgh. She now serves as Learning Resources Coordinator for UGRU at United Arab Emirates University.

d-036 15:25–15:55 Room 412

**Effects of rhythmic pronunciation practice with animated materials focusing on English prosody***Hideyuki Sonobe (Aichi Sangyo University)\*, Makoto Ueda (Aichi Sangyo University), Shigeru Yamane (Kansai University)*

Some of the prosodic features of spoken English are subject to influence by the phonetic characteristics of the speaker's mother tongue, and Japanese EFL learners tend to apply Japanese rhythm (syllable-timed rhythm) when speaking English (Sugito, 1996). We posted our original animated materials on the Web using the software "Flash" in order to give visual and audio information to Japanese EFL learners. The letters of these materials change in colors and sizes, and rhythmic sound effects are added to represent the stress and duration patterns of native speakers' utterances so that learners can easily understand the English rhythm visually. From this experiment, high correlations between duration, pitch ranges, and intelligibility scores will be reported.

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\*Hideyuki Sonobe is a graduate student, at Kansai University, and his major current concern is to make teaching materials, on the web, focusing on English rhythm.

d-037 15:25–15:55 Room 413

**Writing through CMC modes: Three case studies of integrating CMC in EFL writing courses**

*Ching-Fen Chang (National Chiao Tung University)\**

This paper aims to report the efficacy of integrating computer-mediated communication (CMC) in EFL writing based on three case studies. The first case study explores that online discussion in pro-con debate and problem-solving formats may foster students' critical thinking more than free discussion format. The second one demonstrates that writing through CMC may raise students' awareness of using appropriate genres for various communicative communities. The last case study reveals that peer revision through CMC and face-to-face discussion may provide more holistic feedback in writing process than through only one discussion mode. Pedagogical suggestions under different contexts are provided.

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\*I am an assistant professor in the TESOL Master's at National Chiao Tung University in Taiwan. My research interests include computer-mediated communication and L2 writing, and sociocultural theory and CALL.

d-038 15:25–15:55 Room 414

**The online collaborative evaluation of the practice of shadowing**

*Nobuhiro Kumai (Gakushuin University)\**

It has been suggested that “shadowing practice” is effective for bottom-up listening and somewhat for speaking. However, when it comes to the evaluation of students' performance, it can be difficult for the instructors to do so because of the limitation of time and space. This is where an online peer evaluation system comes in. For this purpose, Wimba Voicetools and Moodle are used for collaborative evaluation of student's individual shadowing practice. In this way students are evaluated by other students online. In this research study, students' perception of this combination is explored by using the teacher's observations and student questionnaires.

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\*Professor at Foreign Language Teaching & Research Centre at Gakushuin University, Tokyo, Japan.

d-039 15:25-15:55 Room 503

**Blended learning of Japanese between Tokyo and Taipei***Kaoru Fujimoto (Tokyo Metropolitan University)\**

There are still many issues to be solved regarding the use of CALL. In particular, for a teacher and learners whose mother tongues differ, it is not easy to teach or learn a foreign language starting from the basics though e-learning. In this case, between Tokyo and Taipei, Japanese teachers remotely taught basic Japanese to Taiwanese learners through blended learning. We will demonstrate how these courses were managed and, based on the evaluation questionnaire that the learners filled out, how well the learners liked the classes or how stressed they were. We also will discuss future opportunities for language education using computer and Internet technologies.

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\*Ph.D. student at the Graduate School of Humanities, Tokyo Metropolitan University. Research Assistant, The Open University of Japan (The University of the Air)

d-040 16:35-17:20 Room 409

**Utilizing ICT to enhance teacher collegiality***Hiroko Suzuki (Tokai University)\*, Peter J. Collins (Tokai University)*

It is challenging for teachers to understand how the efficiency of student learning is enhanced through increased teacher collegiality. The presenters will introduce how an e-learning system has supported teachers engaged in a secondary education action research project to reflect on how their collaborative efforts have impacted student motivation and autonomy. After describing the design and outlining the functions of the system, they will then share quantitative and narrative data demonstrating how the teachers were empowered to articulate and reflect on their shared intentions of redefining learning, promoting student autonomy and advancing their own teaching practices.

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\*Suzuki Hiroko is a professor at the Research Institute of Educational Development (RIED). Her interest fields are Education and Cognitive Psychology. She provides training courses for English high school teachers

d-041 16:35–17:20 Room 410

**Machine translation websites:  
Communication tools but an  
impediment to communicative  
competence**

*Peter Ruthven-Stuart (Future University  
– Hakodate)\**

This presentation describes the results and implications of experiments to discover to what extent people could distinguish between texts that had been created entirely by translation software and texts written by Japanese learners of English. On average, respondents misidentified almost 40% of the texts. One of the main conclusions drawn from the results is the possibility that new technologies being developed to assist communication may impede the acquisition of language skills. Even now, students are able to use free translation web sites to 'assist' them with language tasks, and many of their teachers are unable to recognize this.

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\*Peter Ruthven-Stuart has been blending technology into his teaching since 1997. He has been using Moodle since 2003, and is especially interested in how ICTs can foster autonomous learning.

d-042 16:35–17:20 Room 411

**Telecollaborative learning with  
interaction journals**

*Karin Vogt (University of Education  
Karlsruhe)\*, Keiko Miyake (University of  
Kitakyushu)*

Telecollaborative projects have been in the focus of research for a while, mostly using qualitative research methods and instruments that were to explore the success or failure of the communication situation and the development of intercultural competence. Rarely do these studies consider the learners' perspective. The purpose of the study is to present research results that used interaction journals as ethnographic and reflective instruments to trace the development (or lack thereof) of intercultural competence from the learners' perspective. It is also to explore the potential of interaction journals as teaching and learning tool.

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\*Prof. Dr. Karin Vogt is a teacher trainer at the University of Education in Karlsruhe /Germany. Her research interests include among others telecollaboration in the foreign language classroom and in teacher education.

d-043 16:35-17:20 Room 412

**Interactivity and authentic media in CALL***James Pusack (University of Iowa), Sue Otto (University of Iowa)\**

What do we mean by “interactivity?” What kinds of interactivity can we expect with 21st-century CALL technology? What tools do we need to successfully exploit authentic media for language learning and teaching at all levels? In this session the presenters will attempt to answer these questions as they explore the concept of interactivity, discuss the current state of technologies for CALL, and present recently developed Flash-based tools for creating CALL lessons with authentic streaming video and websites. Examples of student CALL development projects will be given in Japanese, Chinese, Korean, ESL, German, and Spanish.

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\*Sue Otto is Director of the Language Media Center and Adjunct Associate Professor of Spanish. For many years she has devoted her efforts to CALL authoring tools and multimedia software.

d-044 16:35-17:20 Room 413

**Modeling language learners’ knowledge state: What are language students’ free written productions telling us?***Sylvie Thouësny (Dublin City University)\*, Françoise Blin (Dublin City University)*

Learner models enable intelligent tutoring systems to analyse language learner input. A diagnostic element provides the system with information about the learner’s knowledge state, and the information is normally collected via answers to pre-defined written production types. However storing information from free written productions is more complex. This paper argues that identifying correct as well as incorrect forms provides us with a better insight into the learners’ knowledge state. It explains how an analysis of tagged corpora can assist in the discrimination between errors and mistakes. The results of a preliminary analysis focusing on morpho-syntactic errors are then presented and discussed.

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\* Sylvie Thouësny received a B.Sc. in computational linguistics and a B.A. in German literature. Ph.D. student at the Dublin City University, her areas of focus include language learner modeling and feedback.

d-045 16:35-17:20 Room 414

**Screening, calibration, content adaptation and technology upgrade of the national language exam: The multidisciplinary S-Alto project**

*Bert Wylin (K.U.Leuven)\*, Piet Desmet (K.U.Leuven), Sara Gysen (K.U. Leuven)*

This paper reports on a scientific screening, adaptation and extension of the national language exam for federal employees in Belgium. The complete overhaul of the exam included the integration of state-of-the-art technology (Edumatic), psychometric (IRT) analysis and methodology and the introduction of a contemporary vision on language learning and language testing, in line with the Common European Framework for Languages (CEFL). This included adding items for skills testing, reading comprehension and listening comprehension (audio and video). The final itembanking and testing system is a highly performing, self-adapting system that includes dynamic metadata that constantly monitor the quality of the itembank.

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\*Bert Wylin is a researcher in the field of computer assisted (language) learning and gaming in education. In 2001 he founded a university spin-off for educational multimedia products and services.

d-046 16:35-17:20 Room 502

**Developing and delivering content-based instruction through the Internet**

*Hiroko Sato (Rice University)\*, Hajime Kumahata (Rice University)*

This presentation will show not only how this hands-on course, Nano Japanese, is taught using technology but also how students engage and collaborate in developing their course content as part of their research in science and technology. Using a wiki, students actively participate in creating a technical dictionary and contribute short essays on their research, accessible via a database both in Japanese and in English. Flash video enables delivery of contents with synchronized caption, or also known as video karaoke. Students also present their individual composition on Digital FlipBook, and ExTemplate software is used to assess the student retention.

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\*Hiroko Sato, Senior Lecturer of Japanese, teaches at Rice University. She has presented her works at ACTFL, IALLT, etc, and received numerous teaching grants. She is also President of JTAT.

d-047 16:35–17:20 Room 503

**Film clips as source material in the foreign language classroom***Mark Kaiser (UC Berkeley), Chris Palmatier (UC Berkeley)*

In this session we will demonstrate a newly created, searchable database of foreign language film clips. The clips, ranging in length from 30 seconds to 4 minutes, have been tagged for descriptive features (culture, discourse, linguistic) and language (words used in the dialog). Instructors are able to search the database, review clips, and order those that they want to make available to their students. We describe potential pedagogical applications of film clips in class and as homework, as well as problematize both decontextualization of the clip and the use of film clips as models of authentic speech.

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d-048 17:25–18:10 Room 409

**Investigating technology integration into the English curriculum in German secondary schools with a focus on teachers' perspectives***Euline Cutrim Schmid (Paedagogische Hochschule Heidelberg)\**

This paper reports on some preliminary findings of a research project that sets out to design, implement and evaluate an in-service technology training programme, which focuses on the use of interactive whiteboard technology (IWB) as a tool for facilitating the integration of information technology into the English curriculum in German secondary schools. The study is being carried out in the form of seven in-depth longitudinal case studies with English teachers at different levels of technology expertise and teaching experience. The primary aim of the project is to investigate English teachers' motivations, pedagogical needs and developmental paths, as they integrate IWB technology into the curriculum.

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\*Euline Cutrim Schmid is an assistant professor of English and applied linguistics at the Pädagogische Hochschule Heidelberg in Germany. She has a Ph.D. in Linguistics from Lancaster University, U.K.

d-049 17:25–18:10 Room 410

**Factors affecting the integration of courseware into a communication course**

*Peter Ruthven-Stuart (Future University – Hakodate)\*, Charles Wiz (Future University – Hakodate), Michael Vallance (Future University – Hakodate), Dominic Bagenda (Future University – Hakodate)*

This presentation will report on a one-year experiment investigating the impact of implementing, administering, and integrating commercial off-the-shelf courseware into a first year university communication course. We will discuss how students' language skills were affected and compare them with a control group taught by the same teachers. We will also describe the specific factors that impacted on linguistic performance, such as students' study habits and attitudes towards English. Additionally, data on instructor attitudes and how technical and administrative issues affected implementation will be discussed. This presentation should be of interest to teachers, administrators, and researchers.

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\*Peter Ruthven-Stuart has been blending technology into his teaching since 1997. He has been using Moodle since 2003, and is especially interested in how ICTs can foster autonomous learning.

d-050 17:25–17:55 Room 411

**Learners' pragmatic development and its effect on the interpersonal relationships in a telecollaborative context**

*Keiko Kitade (Ritsumeikan University), Maiko Ikeda (University of Hawaii)*

This study examines learners' development in pragmatic competence and its effect on establishing interpersonal relationships through computer-mediated communication with native-speaking keypals. The exchanged text messages and the audio recorded peer oral interactions indicate that some of the modal aspects (i.e., transition in the use of communicative modalities from monologic to interactive ones) are more saliently noticed and incorporated into the learners' messages than the others (i.e., the usages of deontic and epistemic modal expressions). Despite individual differences, learners who employ more interactive sentence-ending expressions tend to receive more responses from their native-speaking keypals.

d-051 17:25-18:10 Room 412

### **Curriculum integration: Computer-based listening activities**

*Nathan Krug (Ritsumeikan University),  
Patrick Rates (Ritsumeikan University),  
Michael Shawback (Ritsumeikan  
University)\*, Mark Wright (Ritsumeikan  
University)*

One of the keys for successfully integrating CALL materials into a foreign language curriculum is focusing on materials that would be impossible, impractical, or inefficient in a standard classroom. The innovative self-grading listening activities presented here do just that. These level-adaptive CNN video-based activities, consisting of comprehension, cloze, and vocabulary exercises, are distributed to each of our 1200 students based on the students' score on their previous activities. Discussion here will center on designing CALL listening activities to be thought-provoking, intensely challenging, and bullet-proof in terms of dependable delivery and anti-cheating measures.

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

d-052 17:25-18:10 Room 413

### **Engaging collaborative writing through social networking**

*Vance Stevens (Petroleum Institute)\**

This presentation explains aggregation, tagging, and RSS with respect to filtering content online and describes how these were applied in a worldwide collaboration project involving student bloggers tagging their posts 'writingmatrix' and then using Technorati and Del.icio.us to identify each other's posts and explore mutual interests through social bookmarking. The presentation describes how the teachers learned the techniques and steps they took in helping students start blogging and tagging and gradually finding one another online. The presentation covers outcomes for students such as improved attitudes toward writing, and how others can start similar projects worldwide, or join existing ones.

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\*Vance Stevens is Computing Lecturer at the Petroleum Institute in Abu Dhabi. Formerly an ESL teacher and CALL coordinator, he moonlights as an online trainer and moderator of the Webheads community of practice

d-053 17:25–18:10 Room 414

### **An analysis of Japanese university English entrance exams using corpus-based tools**

*S. Kathleen Kitao (Doshisha Women's College)\*, Kenji Kitao (Doshisha University)*

Entrance exams are important in Japanese university education, and most have an English section, so it is useful to understand the characteristics of the language used. Corpus linguistics provides tools to analyze the difficulty level of reading passages, lexical difficulty, and so on. In this presentation, we will discuss research that we have done comparing the entrance examinations at four major private Japanese universities and examinations offered by a national organization. We will look at both how the entrance exams are different from and similar to one another and how the national examinations have changed over nearly two decades.

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\*S. Kathleen Kitao is a professor at Doshisha Women's College, Kyoto who has published numerous textbooks.

d-054 17:25–18:10 Room 502

### **Guiding the e-learner in foreign language and communication courses**

*Maija Tammelin (Helsinki School of Economics)\*, Berit Peltonen (Helsinki School of Economics), Pasi Puranen (Helsinki School of Economics)*

The purpose of our presentation is to present the results of the ongoing research that we have been conducting with the purpose of investigating, developing and implementing models and techniques of guidance and giving feedback to e-learners in our foreign language and communication courses in higher education. Combining theory with practice, we will argue for the importance of recognizing the role of guidance and providing feedback in e-learning. We will demonstrate through practical examples how e-learners can be guided and provided with feedback in blended and online environments in different types of foreign language and communication courses in higher education.

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\*The presenters are lecturers in business communication in English, Swedish and Spanish at the Department of Languages and Communication in the Helsinki School of Economics.