

EUROCALL Conference 2019

"CALL and Complexity"

Book of abstracts

Louvain-la-Neuve, Belgium

28-31 August 2019



© European Association of Computer Assisted Language Learning, 2019.
Conference Chair: Fanny Meunier. Conference Co-chair: Julie Van de Vyver.
Programme Committee Chair: Sake Jager.
Book of abstracts: Serge Bibauw.
Typeset with L^AT_EX and KOMA-Script, in *Libertinus* 11pt, Raleway, and Iosevka.
Cover design by Frédéric Verolleman.

Bienvenue à EUROCALL 2019

à Louvain-la-Neuve !

This year we have set ourselves an agenda that focuses on CALL and Complexity. We will explore the intricacies and challenges associated with learning and teaching languages and cultures in increasingly complex contexts—not only in terms of the technologies involved!

We hope that this conference will provide yet another opportunity for mind expanding exchanges inspired by innovative research. Over 350 participants from 39 different countries will be contributing to presentations, workshops, symposia, and meetings and will be networking and socialising with colleagues and friends from different corners of the world.

We extend a particular warm welcome to the secondary school teachers who will join us on the first conference day. Their response to our attempt at reaching out to colleagues beyond our immediate constituency has been overwhelming and allows us to revive an initiative launched 10 years ago at the EUROCALL conference in Gandia.

We would also like to take this opportunity to express our gratitude to our keynote speakers and to our colleagues who contribute to our organisation throughout the year, during the run-up to our annual conference in particular. Your work on the local organising committee, the executive committee, as chairs and secretaries of the special interest groups, and as national reps is at the heart of EUROCALL.

At the pulse of all of it is Toni Patton, the EUROCALL Secretary. Thank you for keeping us on track!

A big “Thank you!” also to the team at Louvain-la Neuve who have done their utmost to accommodate the large number of attendees and to deal with the resulting “complexity” of the conference.

We are looking forward to spending time with you in Louvain-la-Neuve and to pushing the boundaries of our field—yet again—a bit further.

Mirjam Hauck
EUROCALL President

Fanny Meunier
Conference chair

Julie Van de Vyver
Conference co-chair

Contents

Welcome to EUROCALL 2019 in Louvain-la-Neuve!	iii
Keynotes	1
Task complexity and technology-mediated language learning: issues and possibilities <i>Andrea Révész</i>	3
Analyzing linguistic complexity – and then what? <i>Detmar Meurers</i>	4
Dealing with complex learning: opportunities offered by technology <i>Jan Elen</i>	5
Workshops	7
Wednesday 28 August, 09:00	9
Research methodology in CALL journals: “do.s” and “don’t.s” <i>Alex Boulton, Muriel Grosbois, Catherine Caws, Jozef Colpaert, Ana Gimeno-Sanz, Philip Hubbard, Ursula Stickler, Nobue Tanaka-Ellis</i>	9
Utilizing free, corpus-based wordlists and tools to teach vocabulary <i>Charles Browne</i>	10
Creating your own corpus-driven CALL materials from A-Z <i>Emily Sheepy, Clinton Hendry</i>	11
Open access versus vanity publishing: a complex case for trust <i>Karine Fenix, Sylvie Thouësny</i>	12
What is an LMOOC? The what, the how and the best practice <i>Elena Martín-Monje, Kate Borthwick</i>	13
Web 2.0, virtual reality and interactive videos in foreign language teaching and learning <i>Salvador Montaner-Villalba, Alice Gruber</i>	14
Language learning through gaming: Embracing changing platforms for learner interaction <i>Chris McGuirk, Susanna Nocchi</i>	15
Wednesday 28 August, 10:45	16
Designing e-interview research to address complexity in CALL <i>Joanna Pitura</i>	16
Let’s go to the MALL? Revisiting classroom activities and dynamics <i>Alexandra Simões Andrade</i>	17
PeerEval lets students speak more with simultaneous mini-talks <i>Thomas Robb</i>	18
Papers	19
Wednesday 28 August, 15:15	21
DDLizing your teaching : going beyond the use of concordance lines <i>Fanny Meunier</i>	21

Contents

A practical application of Content and Language Integrated Learning <i>Kent Andersen</i>	22
Using smartphone language learning application to encourage Chinese students' Willingness to Communicate: A Confucian Heritage Cultural perspective <i>Dan Zhao</i>	23
Understanding the complexities associated with conceptualising pedagogical scenarios for online multimodal interaction between two languages and cultures: a case of the clerking telecollaborative project <i>Oneil Madden, Anne-Laure Foucher</i>	24
Task design and autonomy: Results from a US-Germany telecollaboration <i>Carolin Fuchs</i>	26
Teaching presentation skills through reflective practice via video annotation software <i>Chad Cottam, Troy Rubesch</i>	27
Supporting CALL/MALL use for autonomous, out-of-class language learning <i>Louise Ohashi</i>	28
Wednesday 28 August, 15:45	29
Upper secondary students' experiences of formal instruction incorporating digital literacies <i>Jan Berggren</i>	29
Podcasting in a CLIL context: Giving teachers a voice <i>Julie Walaszczyk, Giac Zangara, Ciler Omer, Anne Falkenauer</i>	30
Learning intentionally and incidentally: A multiple case study of mobile dictionary in L2 vocabulary learning in the digital age <i>Danyang Zhang, Junjie Gavin Wu</i>	31
Second language learning in knowledge forums: An analysis of L2 acquisition of students participating in the Knowledge Building International Project <i>Marni Manegre, Mar Gutiérrez-Colón</i>	32
Integrating MosoTeach into task-based Business English reading activities <i>Qi Xu</i>	33
Learners' emotional response to a complex video-creation task <i>Alice Meurice, Véronique Henin, Marie Van Reet</i>	34
Cambridge First: Using Google Cardboards to prepare students for the speaking part <i>Alexandra Simões Andrade</i>	35
Wednesday 28 August, 16:45	36
MALL tools tried and tested <i>Bruce Lander, Valentina Morgana, Tim Knight, Jaime Selwood, Robert Gettings, Mari Yamauchi, Julie Van de Vyver, Carole Delforge</i>	36
Addressing the challenges of mainstreaming virtual exchange in both language and non-language disciplines <i>Sake Jager, Mirjam Hauck, Shannon Sauro</i>	39
Virtual Reality and 360 degree video applications to support foreign language learning <i>Anke Berns, Iván Ruiz-Rube, Miguél Mota-Macías, Juan Manuel Dodero, Edson Castro, Oona Ryynänen, Lissy Werner, Nina Rodríguez</i>	40
Shouting in space: Promoting oral reading fluency with Spaceteam ESL <i>Walcir Cardoso, David Waddington, Enos Kiforo, Anne-Marie Sénécal</i>	41
Learner attitudes towards Data-driven learning: the effect of teaching context <i>Luciana Forti</i>	42
Creating collaborative digital stories to promote community awareness <i>Bradley Irwin</i>	44
Piloting Netflix for intra-formal language learning <i>Antonie Alm</i>	45

Wednesday 28 August, 17:15	46
Complexity and tool selection for purposeful communication in telecollaborative encounters in primary and secondary education <i>Kristi Jauregi Ondarra</i>	46
Impact of Virtual Reality on speaking activities <i>Samar Kassim, Adam Stone, Neil Witkin</i>	47
Effect of gamification on foreign language anxiety and speaking achievement in second language acquisition <i>Nadia Azzouz Boudadi, Mar Gutiérrez-Colón</i>	48
Corpus consultation: Does it have to be perceived as complex? <i>Reka R. Jablonkai</i>	49
FanTALES: Managing the complexity of fanfiction-based multilingual interactive storytelling in the European classroom <i>Frederik Cornillie, Judith Buendgens-Kosten, Shannon Sauro, Joeri Van der Veken, Mark Turpin</i>	50
How to apply SLA principles in CALL? Lessons learnt from two case studies <i>Mariet Schiepers, Helena Van Nuffel</i>	51
Wednesday 28 August, 17:45	52
Instructional design for collaborative online international learning with smartphones <i>Yayoi Anzai</i>	52
Enhancing global citizenship through implementing VR 360 videos <i>Erin Frazier, Jennie Roloff Rothman</i>	53
Evaluating the effect of digital game tasks, inducing different levels of involvement load, on the acquisition new vocabulary items <i>Amin Rasti Behbahani, Maryam Shahbazi</i>	54
Using a multimodal corpus in EFL classrooms: Perspectives on learner attitude <i>Sara Aljohani</i>	55
Collaborative learning through story envisioning in virtual reality <i>Maryam Sadat Mirzaei, Qiang Zhang, Kourosh Meshgi, Toyoaki Nishida</i>	56
Bricolage ecologies of online, paper, and face-to-face technologies <i>Don Hinkelmann</i>	57
Thursday 29 August, 09:00	58
The TESOL Technology Standards: Challenges for CALL course integration <i>Philip Hubbard</i>	58
VE, warts and all: ‘catastrophes’, ‘disasters’ and failing better <i>Marta Giralt, Liam Murray, Silvia Benini</i>	59
Escape from Desolo: The safe way to bring sea dangers into classroom <i>Giouli Pappa, Salomi Papadima-Sophocleous</i>	60
Newly arrived students’ meaning making in CALL <i>Anna Hell</i>	61
It is a small world after all: Promoting digital literacy and closing the educational gap using a global project <i>Tal Levy</i>	62
A case study of Alexa for autonomous second language learning <i>Daniel Tang, Gilbert Dizon</i>	63
Syntactic complexity in L2 writing: Testing different measures across levels of formality <i>Tove Larsson, Henrik Kaatari</i>	64
Thursday 29 August, 09:30	65
Language students constructing “the engaged pupil” while designing a learning project for children <i>Riikka Tumelius, Leena Kuure</i>	65

Contents

Brazil and Colombia virtual exchange project: the Brazilian view <i>Claudia Beatriz Martins, Maristela Werner</i>	66
Students' perceptions about the use of digital badges in online English terminology course: A three-year study <i>Jun Iwata, Wang Shudong, John Clayton</i>	67
Digital learning as a bridge for Syrian refugee women teachers <i>Linda Bradley, Rima Bahous</i>	68
ReDesigning language learning through digitally-afforded, intercultural activities: The ReDesign project <i>Maria Avgousti, Stella Hadjistassou</i>	69
Instantaneous corrective feedback in the context of ASR-supported pronunciation training: does it work? <i>Natallia Liakina, Denis Liakin</i>	70
Automatic detection of discourse-organizing nouns <i>Irina Panteleeva, Olga Lyashevskay, Olga Vinogradova</i>	71
Thursday 29 August, 10:00	73
New technologies in professional development programmes: A time for action <i>Christina Nicole Giannikas</i>	73
Local and remote participation in a blended-learning writing course: Exploring webcasting, webinars, and net meetings <i>Diane Pilkinton-Pihko, Signe-Anita Lindgrén</i>	74
EFL learners' language learning and autonomy through digital gaming <i>Ching-fen Chang</i>	75
Social awareness in LMOOCs: Spanish for refugees and migrants <i>Elena Martín-Morje, M. Dolores Castrillo, Elena Barcena</i>	76
Can digital storytelling enhance learning motivation for EFL students with low proficiency and confidence in English? <i>Naoko Kasami</i>	77
Interactivity in dialogue-based CALL practice: effects on learners' perception and production <i>Serge Bibauw, Thomas François, Piet Desmet</i>	78
'That'-structures in L2 academic English with focus on phraseological complexity <i>Kateřina Vašků, Gabriela Brůhová, Markéta Malá</i>	80
Thursday 29 August, 11:00	81
The history of CALL: The upward march of progress? <i>John Gillespie</i>	81
Learning to design a mobile hunt on Actionbound: a complex task? <i>Julie Van de Vyver, Carole Delforge, Alice Meurice</i>	82
CALL integration in the curriculum: the case of a Brazilian university <i>Claudia Beatriz Martins, Rita de Cássia Marriott, Eglantine Guély Costa</i>	83
Learners' uses of online resources as cognitive tools: What complexity does it imply for language learning? <i>Morgane Domanchin</i>	84
Less Commonly Taught Languages Symposium <i>Monica Ward, Anna Kyppö</i>	85
Research trends of virtual reality environments for language learning from 2009 to 2018 <i>Xiaohan Yu, Lingyu Xu, Mengya Gao, Chunping Zheng</i>	86
The prediction of lexical competence in foreign language reading: a systematic synthesis <i>Anaïs Tack, Thomas François, Piet Desmet, Cédric Fairon</i>	87

Thursday 29 August, 11:30	88
The disruptive effect of technology on communication and meaning-making in the language classroom: a complex systems theory approach <i>Regine Hampel</i>	88
The eLANG project: A social-interactional approach to foster digital literacy in language teaching and learning of languages via real-world tasks <i>Marie-Josée Hamel, Catherine Caws</i>	89
One project, three perspectives: Online language learning development in Finnish higher education <i>Gabriela Barco, Jinhua Cheng, David Erent</i>	90
Using online modes of communication for task-based learning in the EFL classroom. Is it worth the bother? <i>Anthony Young</i>	91
Integrating a virtual reality application to simulate situated learning experiences in a foreign language course <i>Maria Christoforou, Eftychia Xerou, Salomi Papadima-Sophocleous</i>	92
Assessing vocabulary knowledge for learners of French as a foreign language: accounting for L1 variability to go beyond the CEFR scale <i>Nuria Gala, Catherine David, Anaïs Tack, Thomas François</i>	93
Thursday 29 August, 12:00	95
Introducing Post-connectivism as an approach to the challenges of digital convergence and complexity within CALL <i>Liam Murray, Marta Giralt, Silvia Benini</i>	95
Data-driven learning in ESP university settings in Romania: multiple corpus consultation approaches for academic writing support <i>Madalina Chitez, Loredana Bercuci</i>	96
CALL and the discord between Japanese and Foreign language teachers of English: Recommendations from the Japanese public schooling system <i>Michelle Lees, Andria Lorentzen, Ward Peeters</i>	97
Saudi University students' attitudes and practices in web-based synchronous speaking platform <i>Abdurazzag Alghammas</i>	98
Virtual reality participatory approach in foreign language learning and teacher training: Is there an added value? <i>Sabrina Priego, Meei-Ling Liaw</i>	99
A Franco-Irish project for the automatic identification of criterial features in learners of English <i>Nicolas Ballier, Thomas Gaillat, Manel Zarrouk, Andrew Simpkin, Manon Bouyé, Annanda Sousa, Bernardo Stearns</i>	100
Thursday 29 August, 15:15	101
IRIS: The database of instruments for research into second languages <i>Magali Paquot, Emma Marsden, Luke Plonsky, Sophie Thompson</i>	101
Hypal4MUST: A community-based web interface for translation teaching <i>Sylviane Granger, Marie-Aude Lefer, Adam Obrusnik</i>	102
Adding to the mix: Learning through live and vicarious participation in languages tutorials <i>Christine Pleines</i>	103
The feasibility of using the Bande à Part music application to aid French language learners: An application of the TAM <i>Ross Sundberg</i>	104
The impact of AI on ELT using flipped lesson instruction <i>Hiroyuki Obari, Steve Lambacher</i>	105

Contents

Fostering cultural competence awareness by engaging in intercultural dialogue: a telecollaboration partnership <i>Maria Villalobos-Buehner</i>	106
An ICALL approach to morphophonemic training for Irish using speech technology <i>Neasa Ní Chiaráin, Ailbhe Ní Chasaide</i>	107
Thursday 29 August, 15:45	108
Transdisciplinarity as a solution for the complex multidisciplinarity of CALL <i>Jozef Colpaert, Philip Hubbard</i>	108
Using LARA for learning Icelandic <i>Branislav Bédi, Cathy Chua, Hanieh Habibi, Ruth Martinez-Lopez, Manny Rayner</i>	109
The Video Assessment Module: Self, peer and teacher post-performance assessment for learning <i>Matthew Cotter, Don Hinkelmann</i>	110
'Make me feel English language part of my life': Using WhatsApp beyond the classroom <i>Jessica Mackay, Elsa Tragant</i>	111
Does MALL make a positive impact on Communicative Language Teaching? Results from a meta-analysis <i>Rupert Walsh</i>	112
Implementing EVE: Some preliminary findings <i>Marta Giralt, Margarita Vinagre</i>	113
The effects of learner characteristics and beliefs on usage of ASR-CALL systems <i>Gemma Artieda, Bindi Clements</i>	114
Thursday 29 August, 16:45	115
How do learners use an online multimedia language learning environment? An eye-tracking study <i>Isabeau Fievez, Maribel Montero-Perez, Frederik Cornillie, Piet Desmet</i>	115
On building L2 lexical performance profiles: from learner data to CALL tool <i>Marie-Josée Hamel</i>	116
Cultures in interaction and the culture of CMC in online intercultural exchange (OIE) using English and French <i>Amira Benabdellkader</i>	117
Avoiding the chaos of theory: Assemblage theory in technology enhanced language education <i>Blair Matthews</i>	118
A telecollaboration project in your hand: fostering students' engagement <i>Alberto Andujar</i>	119
WriteUp: towards a tailor-made annotation and feedback plugin to develop writing skills on Moodle <i>Céline Gouverneur, Sabrina Knorr</i>	120
Toward an online writing course for doctoral students <i>Christine Horton</i>	122
Thursday 29 August, 17:15	123
Screencasting and keylogging as pedagogical tools to enhance writing skill development <i>Gaëtanelle Gilquin</i>	123
Investigating criterial features of learner English and predicting CEFR levels in French learners of English <i>Thomas Gaillat, Nicolas Ballier, Manel Zarrouk, Andrew Simpkin, Manon Bouyé, Annanda Sousa, Bernardo Stearns</i>	124
Assessment of interculturality in online interaction: methodological considerations <i>Ana Kanareva-Dimitrovska</i>	126

Using Activity Theory to explore the affordances for L2 learning in design-based SLA theory-driven CALL research <i>Joanna Pitura</i>	127
A study on the effectiveness of the course “Professional Communication Skills” in computer-mediated communication: From the student’s perspective <i>Guanzhen Wu, Zhu Zhu, Li Cheng, Liu Dong</i>	128
Learners as teachers? An evaluation of peer interaction and correction in a German language MOOC <i>Hilary Thomas, Elisabeth Clifford, Susanne Winchester, Christine Pleines</i>	129
ColloCaid: a web-based text editor that assists writers with academic English collocations <i>Ana Frankenberg, Robert Lew, Jonathan Roberts, Geraint Rees, Nirwan Sharma, Butcher Peter</i>	130
 Friday 30 August, 09:00	 131
First contact with language corpora: Perspectives from students <i>Alex Boulton</i>	131
Negotiating for meaning in interaction: the differences between virtual exchanges and regular online activities <i>Laia Canals</i>	132
The shared course initiative: Addressing the complexities of LCTLs through inter-institutional collaboration <i>Christopher Kaiser, Stéphane Charitos</i>	133
CALL replication studies: getting to grips with complexity <i>Cornelia Tschichold</i>	134
The MO of MMOs: exploring the changing social landscape of gaming, and the role it plays in a future-centric language learning approach. <i>Chris McGuirk</i>	135
Online corrective feedback provision and accuracy development in EFL writing: coping with complexity <i>Muriel Grosbois, Cédric Sarré, Cédric Brudermann</i>	137
Peer evaluation and class presentations with SpeakingPhoto and PeerEval <i>Bruce Lander</i>	138
 Friday 30 August, 09:30	 139
Tasks that address the complexities of corpus consultation <i>Reka R. Jablonkai</i>	139
Computer mediated communication and Task-based learning for adolescent learners of Chinese as a Second Language in Ireland: systematic review and needs analysis <i>Mengdi Wang, Ciarán Bauer, Ann Devitt</i>	140
Assessing teachers’ readiness to online language teaching: Validating an online assessment instrument <i>Koen Van Gorp, Luca Giupponi</i>	141
Learner-adaptive partial and synchronized caption for L2 listening skill development <i>Maryam Sadat Mirzaei, Kourosh Meshgi</i>	142
Leveraging collaborative work for game-based language learning <i>Dirk Hansen, Ferran Suner Muñoz</i>	143
Online extensive reading as a predictor of standardized reading outcomes <i>Paul Lyddon, Brandon Kramer</i>	144
A blended learning approach with the Babbel app <i>Maren Pauli</i>	145

Contents

Friday 30 August, 10:00	146
Language awareness, motivation, and autonomy: the role of language corpora in EFL remedial classes	146
<i>Elisa Corino</i>	146
Digital communication landscapes: Exploring multimodality from students' What- sApp interactions in a virtual exchange project	147
<i>Pilar Concheiro, Joan-Tomás Pujolá, Olivia Espejel Nonell</i>	147
'So close, yet so different': Reflections on the multicultural course of Slavic languages	148
<i>Anna Kyppö</i>	148
Towards the design of an ICALL platform for beginner Mandarin Chinese learners in Ireland	149
<i>Hongfei Wang, Neasa Ní Chiaráin</i>	149
A child's perspective of the use of robotics in the early years of primary education: A pilot study	150
<i>Ann Devitt, Susan Nic Réamoinn</i>	150
Understanding the complexity of the context and the learner in the development of discourse markers through Mobile Assisted Language Use	151
<i>Christina Lyrigkou</i>	151
The use of Quizzlet to enhance vocabulary in the English language classroom	152
<i>Salvador Montaner-Villalba</i>	152
Friday 30 August, 11:00	153
Perspectives and trajectories of the language teacher in the 21st century	153
<i>Sarah Heiser, Ursula Stickler, Regine Hampel, Aline Germain-Rutherford, Banaf- sheh Karamifar, Martina Emke, Joseph Hopkins, Pauline Ernest</i>	153
A corpus-based context-sensitive reading tool for learners of English and Dutch	154
<i>Guy Deville, Laurence Dumortier, Jean-Roch Meurisse</i>	154
Data-Driven Learning: The impact of online concordancing as a revision tool on writ- ing performance of EFL learners	155
<i>Aysel Şahin Kızıl</i>	155
The effects of scripting and vocabulary knowledge on L2 learners' collaborative writ- ing	156
<i>Maribel Montero-Perez, Carmen Eggermont, Annelies Raes</i>	156
Language students orchestrating layered simultaneity during technology-mediated encounters with children	157
<i>Leena Kuure, Riikka Tumelius</i>	157
The (interim) results of the EU project 'Designing and Evaluating Innovative Mobile Pedagogies' (DEIMP)	158
<i>Ton Koenraad</i>	158
From Peanut Butter to Perusall and with Moodle in the middle: evolution of online tools for a faculty academic reading skills course	159
<i>Sylvia Goetze-Wake, Samantha Gouyette</i>	159
Friday 30 August, 11:30	160
Paradox of ubiquity of technology use in society and limited use in education	160
<i>Frances Shiobara</i>	160
Writing assistants: from word lists to NLP and artificial intelligence	161
<i>Serge Verlinde, Lieve De Wachter, An Laffut, Kristin Blanpain, Geert Peeters, Ken Sevenants, Margot D'Hertefelt</i>	161
Crowdsourcing corpus cleaning for language learning resource development	163
<i>Tanara Zingano Kuhn, Peter Dekker, Branislava Šandrih, Rina Zviel-Girshin, Špela Arhar Holdt, Tanneke Schoonheim</i>	163

Measuring syntactic complexity of spoken learner language: a survey of methods and approaches <i>Barbora Bulantová</i>	164
Supporting CALL Normalisation for Language Teacher Education through a MOOC (Massive Open Online Course)/Virtual Exchange (VE) Reflective Blend <i>Marina Orsini-Jones</i>	165
How can Duolingo work with your students? <i>Mari Yamauchi</i>	166
Not a language course (!): Teaching global leadership skills through a foreign language in a ubiquitous learning environment <i>Nobue Tanaka-Ellis, Sachiyo Sekiguchi</i>	167
Friday 30 August, 12:00	168
CALL for CLIL: Investigating the adoption of learning technology designed for CLIL Teachers. <i>Caoimhín Ó Dónaill, Ana Gimeno-Sanz</i>	168
SimpleApprenant: a platform to assist French L2 language learners to improve writing skills <i>Amalia Todirascu, Marion Cargill</i>	169
The effect of e-feedback on syntactic development in EASP students' writing <i>Blanka Pojslová</i>	170
Informal CALL: a discussion of L2 development measures and systemic complexity <i>Meryl Kusyk</i>	171
Capturing the effects of a long term telecollaboration practice in teacher education: a mixed method study <i>Tina Waldman, Efrat Harel, Gotz Schwab</i>	172
Tablets in Second Language Education: Learners' and Teachers' Perceptions <i>Amira Shouma, Walcir Cardoso</i>	173
Friday 30 August, 15:15	174
Speak, play, learn: introducing GRAAL, a narrative MALL software for EFL pronunciation teaching and learning <i>Zoe Broisson, Robin Guérin, Georgios Athanasopoulos</i>	174
MOOCs as environments for learning spoken academic vocabulary <i>Clinton Hendry, June Ruivivar</i>	175
National CALL solutions for complexity: Digitalization projects in Finnish higher education <i>Heidi Rontu, Pasi Puranen</i>	176
The long and winding road towards a diagnostic, task-based, digital language test <i>Goedele Vandommele</i>	177
From river to bank: The importance of sense-based graded word lists <i>David Alfter, Elena Volodina</i>	178
Virtual Exchange for Teacher Education: a focus on critical digital literacy <i>Zeynep Bilki, Müge Satar, Mirjam Hauck</i>	179
The role of socially-mediated alignment in the development of second language grammar and vocabulary: Comparing face-to-face and synchronous mobile-mediated communication <i>YeonJoo Jung</i>	180
Friday 30 August, 15:45	181
Mobile-assisted language learning and voice mapping in the development and design of the app Platzwit neu <i>Ikumi Waragai, Makoto Ishii, Andreas Meyer, Tatsuya Ohta, Yukiko Sato, Stefan Brückner, Shuichi Kurabayashi</i>	181

Contents

The use of data-driven learning in legal vocabulary learning of international law <i>Yi-ju (Ariel) Wu, Chi-Ting (Robert) Tsai, Tung-ying Huang, Zi-Yuan (Mickey) Liu</i>	182
Quality for online language courses <i>Kirsi Korkealehto</i>	183
Development of an online test to examine the relationship between size, recognition time and automaticity of L2 auditory and spoken vocabulary <i>Yutaka Yamauchi, Kay Husky, Aki Kunikoshi, Megumi Nishikawa</i>	184
An application for L2 free reading on the web and its usage in the classroom <i>Mircea Lungu, Jeroen van Engen</i>	185
Effects of a telecollaborative project on EFL teacher trainees' intercultural competence <i>Hsin-Chou Huang, Barbara Loranc-Paszylk</i>	186
Analysis of mobile and non-mobile interactions within collaborative activities <i>Peter Ilic</i>	187
Friday 30 August, 16:45	188
Complexity and CALL <i>Robert Godwin-Jones</i>	188
Designing for learning with your eyes open: the importance of the development of critical digital literacies <i>Teresa MacKinnon</i>	189
The importance of CALL to address the complexity of oral comprehension in interpreting : a didactic experiment in Saudi Arabia to improve the training of interpreters <i>Shua'a Al-Amri</i>	190
Critical cultural awareness and learning through digital environments <i>James Dunn</i>	191
Digital resources for very young Russian language learners: a post-integration educators' assessment <i>Gulnara Sadykova, Albina Kayumova, Alsu Vafina</i>	192
LMS-based e-learning ESP programme for gerontological nursing in collaboration among universities in Japan and Finland <i>Iwao Yamashita, Kari Vehamaskoski, Hannele Tiittanen, Etsuko Yokoyama, Marjo Palovaara</i>	193
Using and adapting a DBR approach to teaching EAP and digital literacy skills <i>Heejin Chang, Scott Windeatt</i>	194
Saturday 31 August, 09:30	195
Time to evaluate: The students' perspective of an online MA in CALL programme <i>Salomi Papadima-Sophocleous, Christina Nicole Giannikas</i>	195
Using virtual exchange in the language classroom: results <i>Eric Hagley, Matt Cotter, Thom Rawson</i>	196
Online speech: evaluating the effectiveness of speech recognition for language learners <i>Gary Ross</i>	197
Students discussing issues in different disciplines in webinars in foreign language <i>Tiina Männikkö, Kaisa Alanen</i>	198
Saturday 31 August, 10:00	199
The role of educational technologists in the provision of language courses in higher education: a case study <i>Christopher Allen, David Richardson</i>	199

Complexity and potential of synchronous computer-mediated corrective feedback: a study from Sri Lanka <i>W.A. Piyumi Udeshinee, Ola Knutsson, Chitra Jayathilake, Sirkku Männikkö Barbutiu</i>	200
Comparing computer-mediated peer corrective feedback of high and low-proficiency learners <i>Travis Past, Bradley DF Colpitts</i>	202
Enabling EFL digital literacy by implementing student use of NLP apps <i>Hsiang-ling Huang</i>	203
Assessing SLA in an online environment: opportunities and challenges <i>Goedele Vandommele</i>	204
Saturday 31 August, 11:00	205
An analysis of a corpus of Teacher Talk in the secondary-level EFL classroom: highlighting differences in modality and in the use of phrasal verbs <i>Eric Nicaise</i>	205
Learning languages inforMALLY: An investigation into the effectiveness of MALL and MALL apps <i>Talip Gonulal</i>	206
AWARL (Automated writing assistant for Russian learners) as a computer-assisted language learning tool <i>Olga Vinogradova, Elizaveta Ershova, Aleksandr Sergienko, Sophya Generalova</i>	207
Language students' sense making for agency in appropriating new practices of language teaching <i>Leena Kuure, Maritta Riekki</i>	208
The effects of an online learning management system on students' academic socialization: a qualitative study on a Chinese graduate course <i>Liu Dong, Li Cheng, Shixin Dong, Guanzhen Wu</i>	209
Saturday 31 August, 11:30	210
On-Demand Writing Frames: A latent potential of classroom corpus <i>Mei-Hua Chen, James Lu</i>	210
Digital stories: improving the process using smartphone technology <i>Jeremy White</i>	211
Joining the blocks together: an NLP pipeline for CALL development <i>Monica Ward</i>	212
Reflections on Skills for Business, a blended EAP course <i>Sarah Winspear</i>	213
Towards sustainable language learning in higher education: engagement through multimodal approach <i>Kirsi Korkealehto, Vera Leier</i>	214
Posters	215
Thursday 29 August, 12:30	217
Finnish readability classification <i>Nikolay Babakov, Nick Howell, Francis Tyers</i>	217
Can intelligent personal assistants be used to develop L2 listening and speaking skills? <i>Gilbert Dizon</i>	218
A case study on the usability of an Intelligent Personal Assistant for L2 learning <i>Benjamin Thanyawatpokin, Gilbert Dizon</i>	219
Annotated scientific text visualizer: Design, development and deployment <i>John Blake</i>	220

Contents

L2 text recommendation system for Russian language <i>Nikolay Babakov, Natalya Isupova, Enze Gong, Daria Ilyukhina, Oxana Chekmacheva, Anastasiya Bonch-Osmolovskaya, Olga Eremina</i>	221
A tool to assist learners of Chinese with the acquisition of lexical tone using real-time pitch tracking and prosody visualisation <i>Yizhi Huang, George Christodoulides, Bernard Harmegnies</i>	222
Integrating creative extensive reading activities into Xreading <i>Peter Harrold</i>	223
Going 99.9% digital: The highs and lows of a smartphone classroom! <i>Jaime Selwood</i>	224
Affordances for cultural adjustment of international students learning Chinese as a second language in a mobile-assisted learning environment <i>Shixin Dong, Li Cheng, Liu Dong, Guanzhen Wu</i>	225
A sociocultural analysis of identity negotiation in a joint project of intercultural communication using a mobile-assisted teaching approach <i>Li Cheng, Jigang Yao, Liu Dong, Shixin Dong, Guanzhen Wu</i>	226
Dynamics and complexity in academic socialization of engineering students in two universities using the mobile-learning technologies <i>Jigang Yao, Li Cheng, Liu Dong, Guanzhen Wu, Shixin Dong</i>	227
The impact of integrating learning records of a web e-portfolio application and mobile applications on L2 English vocabulary learning <i>Hiroya Tanaka, Akio Ohnishi, Ken Urano, Shinya Ozawa, Daisuke Nakanishi</i>	228
From extensive reading to fan fiction via digital storytelling: A small classroom project <i>Kazumichi Enokida</i>	229
Student perceptions of group writing processes and feedback <i>Kym Jolley</i>	230
In Kahoots: Learning vocabulary with learner-created quizzes <i>Paul Dickinson</i>	231
A workstation for an M-teacher (Advancing M-Learning in Russia) <i>Daria Timoshina</i>	232
The popularity of using Facebook in EFL and ESL writing classes <i>Joe Lauer</i>	233
Examining the conditions of using an English movie with subtitles <i>Toshiko Koyama, Takaaki Okura</i>	234
Student created media projects for peer grammar teaching in EFL <i>Carlee Arnett, Harriett Jernigan</i>	235
Effects of video-based formative practices on EFL learners' public speaking anxiety and language proficiency <i>Xiaohan Yu, Lili Wang, Yutong Lu, Chunping Zheng</i>	236
Testing L1 and FL writing with Internet access: effect on task complexity <i>Dea Jespersen, Sanne Larsen</i>	237
Designing tasks for developing complex language skills and cognitive competence in distance learning of Slovak as a Foreign Language <i>Michaela Mošáčová, Jana Výškrabková</i>	238
Friday 30 August, 12:30	239
Language exchanges on Facebook: Learners of L2 German and Japanese comment on the usefulness of social media for L2 learning <i>Axel Harting</i>	239
Asynchronous online peer judgments of intelligibility: Simple task, complex factors <i>Suzanne Yonesaka</i>	240
Impact of CMC on L2 learning demotivation: The case of Irish Chinese learners <i>Chang Zhang</i>	241

Practical Shadowing Activities in class with the reflection of CMC with Filipino teachers <i>Yasushi Tsubota, Yoshitaka Sugimoto, Sandra Healy, Kayoko Ito</i>	242
Learners' contacting behaviors in large-scale asynchronous computer-mediated communication and perception of their own learning <i>Tamao Araki, Kayo Yamamoto</i>	243
Supporting academic writing through expanded blended and flipped approaches: the student perspective <i>Signe-Anita Lindgrén, Diane Pilkinton-Pihko</i>	244
Literature circles online: self-directed peer interactions in text comprehension <i>Euan Bonner, Anna Twitchell</i>	245
GER–FIN–GER business-dictionary <i>Hans-Joachim Schulze</i>	246
Modeling Data-driven learning effects through the properties of the learning aims: a combined view of frequency and L1 congruency in collocations <i>Luciana Forti</i>	247
Vocabulary ordering in text-driven historical language instruction: Sequencing the Ancient Greek vocabulary of Homer and the New Testament <i>James Tauber</i>	249
A STANAG-based CALL for military personnel: materials for vocabulary learning and reading in English <i>Sayaka Kamio</i>	250
A slew of activities to explore quantity approximation in Dutch, English and French <i>Sylvie De Cock, Philippe Hiligsmann</i>	251
GLOBISH: Promoting digital literacy and closing the educational gap through the use of a global project <i>Tal Levy</i>	252
The use of digital media in the Russian language classroom: an empirical research project conducted in the German-speaking countries Austria, Germany and the region South Tyrol <i>Sonja Bacher</i>	253
Positive reinforcement: Keeping students on track within the flipped classroom <i>Thomas Goetz</i>	255
DaF-Tag-Seminar: a two day training seminar for university teachers of German language in Finland and the Baltic states <i>Hans-Joachim Schulze, Stefan Kuzay</i>	256
The application of badges to encourage greater extensive reading <i>Thomas Robb</i>	257
Competition to spur motivation to learn technical vocabulary <i>Shinichi Hashimoto</i>	258
Virtual reality in language learning from educators' perspective: Case study in a Saudi university <i>Hana Alhudaithy, Nigel Newbutt</i>	259
Effects of HVPT on perception and production of English fricatives by Japanese learners of English <i>Atsushi Iino</i>	260
Change of self-rated can-do statements during one academic semester <i>Shusaku Kida, Kazumichi Enokida, Shuichi Amano, Kunihiro Kusanagi, Mitsuhiro Morita, Atsushi Nakagawa, Tatsuya Sakaue, Yuka Takahashi</i>	261
Moodle and CEFR-informed, timed, extensive, EFL writing task management <i>Bob Gettings</i>	262

Contents

Topic Index

269

Keynotes

KEYNOTE

Task complexity and technology-mediated language learning: issues and possibilities

Andrea Révész

University College London

Wed 28 Aug
14:00–15:00
SOCR 10

Task complexity

In the past three decades, the field of task-based language teaching (TBLT) has generated substantial theoretical and empirical work on cognitive task complexity. The bulk of research on task complexity, however, has been conducted in face-to-face settings; less is known about the effects of task complexity on L2 use and development in technology-mediated environments. In this talk, I will explore how the cognitive complexity of technology-mediated tasks may influence L2 production and learning, and will offer suggestions how task complexity research may be extended in technology-mediated contexts to inform TBLT theory and practice.

Biography

Andrea Révész is an associate professor in applied linguistics at the UCL Institute of Education, University College London. Her main research interests lie at the interfaces of second language acquisition, instruction and assessment, with particular emphases on the roles of task, input, interaction, and individual differences in SLA. Currently, she is also working on projects investigating the cognitive processes underlying second language writing and reading performance. She serves as associate editor of the journal *Studies in Second Language Acquisition* and is Vice-President of the International Association for Task-based Language Teaching (TBLT).

Thu 29 Aug
14:00–15:00
SOCR 10

CAF
ICALL

KEYNOTE
Analyzing linguistic complexity — and then what?
Detmar Meurers
University of Tübingen

Linguistic complexity can be analyzed at all levels of the linguistic system, language use and human processing. Such analyses can provide empirically rich perspectives on second language development, especially given large scale data available through CALL systems. After illustrating this with EFCamDat data by 174,000 learners of the Englishtown system, we explore how we can turn from such post-hoc observations of development to CALL interventions aimed at fostering complexity development through adaptive input.

(The work is based on joint research with Xiaobin Chen, Dora Alexopoulou, Akira Murakami, and Marije Michel.)

Biography

Detmar Meurers is Professor of Computational Linguistics at the University of Tübingen, Germany and on the steering board of the LEAD Graduate School and Research Network in Empirical Educational Science there. As head of the ICALL-Research.com group, his work focuses on Intelligent Computer-Assisted Language Learning, and computational linguistic methods in Second Language Acquisition research and language teaching. He has published on intelligent language tutoring systems, automatic short answer assessment, the automatic analysis of learner corpora, and input enrichment and enhancement applications for language learners. He recently co-edited a special issue of the journal "Language Learning" on "Language learning research at the intersection of experimental, corpus-based and computational methods".

KEYNOTE

Dealing with complex learning: opportunities offered by technology

Jan Elen

KU Leuven

Fri 30 Aug
14:00–15:00
SOCR 10

Although complex learning goals are at the core of education. achieving such goals is difficult. Technology may help in two respects. First, as the result of technology of education, instructional design (I.D.) models may offer a framework to structure effective education for complex learning. Second, as technology for education and within the context of an I.D.-model, technological tools can be used to support students' learning activities.

Biography

Jan Elen is full professor at the KU Leuven, Center for Instructional Psychology and Technology. He was the head of the educational support office of the KU Leuven, coordinator of the expertise network School of Education of the Association KU Leuven, and vice-dean Education of the Faculty of Psychology and Educational Sciences. He is currently the academic leading the teacher education program in behavioural sciences. He has been the coordinator of the Special Interest Group on Instructional Design of the European Association for Research on Learning and Instruction and is the current editor-in-chief of 'Instructional Science'. His research mainly pertains to instructional design and higher education. He teaches courses on educational technology, the design of learning environments and didactics for behavioural sciences.

Workshops

Research methodology in CALL journals: “do.s” and “don’t.s”

Alex Boulton¹, Muriel Grosbois², Catherine Caws³, Jozef Colpaert⁴, Ana Gimeno-Sanz⁵, Philip Hubbard⁶, Ursula Stickler⁷, Nobue Tanaka-Ellis⁸

Wed 28 Aug
09:00–10:30
SOCR -242

Workshop

Research trends

¹ATILF, CNRS, Université de Lorraine

²Conservatoire National des Arts et Métiers

³University of Victoria

⁴Universiteit Antwerpen

⁵Universitat Politècnica de València

⁶Stanford University

⁷Open University

⁸Tokai University

Methodology is fundamental to the quality of the science we do in CALL research and publication. It is also one of the first things editors tend to look at in any new submission, and is often crucial in reviewers’ decisions – while other parts can be rewritten, a methodological flaw can undermine an entire study. However, researchers often receive little overt in-service support in methodology, which is expected to have been acquired during their master’s and doctoral programmes. The objective of this session is not to provide such training, but to give an overview and sensitise participants to some of the major issues in this hugely complex area from the perspective of editors of CALL journals.

Following on from the successful EUROCALL publishing workshops in Southampton 2017 and Jyväskylä 2019 which were dedicated to ReCALL alone, this session brings together editors from eight of the top journals in the field of CALL: *Alsic*, *CALICO Journal*, *Computer Assisted Language Learning*, *CALL-Electronic Journal*, *the EUROCALL Review*, *JALT-CALL Journal*, *Language Learning & Technology*, *ReCALL* and *System*.

Following a rapid overview of CALL journals and some factors to take into consideration when deciding where best to publish a given paper, the session will be largely geared towards a series of “do.s” and “don’t.s” selected by the participating editor of each journal covering a range of topics from design to instrument to analysis, with issues relating to population samples, ethics, questionnaires, discourse analysis, ecological/longitudinal data, lab/experimental data, descriptive statistics, NHST, effect sizes, etc.

The editors will draw on their respective experience and present concrete situations based around published and unpublished submissions to their journals, reviewers’ comments and editorial decisions. The session will finish with the participants being invited to ask questions of the entire panel and to share their own individual experiences of methodology issues during research or publication. A website will be created to allow participants access to any materials before, during or after the workshop.

While research and publication are avowedly human processes with considerable room for disagreement, the overall objective is a collaborative effort to improve practice and promote good science and quality publication in CALL.

Wed 28 Aug
09:00–10:30
SOCR 40

Workshop

Corpus

Utilizing free, corpus-based wordlists and tools to teach vocabulary

Charles Browne
Meiji Gakuin University

This presentation will introduce four free corpus-derived word lists that the presenter helped to create, and then move on to demonstrate a large number of free online tools and resources for helping to use these lists for teaching, learning, materials creation as well as research and analysis.

Published in 2013, the NGSL or New General Service List (Browne, Culligan & Phillips) is a list of core vocabulary words for EFL learners and is a major update of West's (1953) GSL. Based on a carefully selected 273 million word sample from the Cambridge English corpus, the 2800+ words of the NGSL offer between 90-92% coverage of most texts of general English. The NAWL or New Academic Word List (Browne, Culligan & Phillips, 2013) is derived from a 288 million word corpus of academic textbooks, lectures and texts from a wide range of sources. When combined with the NGSL, the NAWL's 960+ core academic words provide approximately 92% coverage for most academic texts. The TOEIC Service List (Browne & Culligan, 2016) is a brand new corpus-derived list of words which occur frequently on TOEIC exams. When combined with the NGSL, the TSL's 1000 word provide an astonishing 99% coverage of words that occur on TOEIC exams and TOEIC test-preparation materials. The Business Service List (Browne & Culligan, 2016) is based on a corpus of 64 million words of business texts, newspapers, journals and websites and when combined with the NGSL, the BSL's 1700 words provides approximately 97% coverage of most general business texts.

After giving a brief background on how the four lists were developed, this workshop will then go on to introduce and demonstrate the large and growing number of free online tools and resources we've developed to help teachers, students, researchers and content developers to better utilize these lists. Resources include interactive, gamified flashcards apps for smartphones, vocabulary diagnostic tests, utilization of popular, free online learning platforms, and a wide range of vocabulary profiling tools and text creation/simplification tools. Though not required, participants will probably enjoy the workshop more if they have a smartphone, tablet or computer with an internet connection.

Creating your own corpus-driven CALL materials from A-Z

Emily Sheepy, Clinton Hendry
Concordia University

Wed 28 Aug
10:45–12:15
SOCR 41

Workshop

Corpus

In this workshop, we will review strategies for creating and analyzing corpora using freely available corpus analysis software. Participants will explore resources and strategies in small groups and develop ideas on how to apply them within second language instruction and research.

Participants will gain hands-on experience exploring a corpus using three freely available tools: AntConc (Anthony, 2018), Langsbox (Lancaster University, 2019), and Lextutor (Cobb, 2019). We will demonstrate techniques using our publicly available Simple English Wikipedia (Hendry & Sheepy, 2017), which can be found on Lextutor.ca.

We will begin by reporting on our previous projects, the Simple English Wikipedia Corpus (2017) and the American Education Research Association (AERA) corpus (2019), as examples of corpora created using freely available text databases. These projects both collect examples of authentic language that can be used for both research and pedagogical purposes. We briefly introduce those two corpora below.

The Simple English Wikipedia Corpus was created in 2016 from the user-contributed online encyclopedia Simple English Wikipedia (SEW). The SEW was created using simplified language and intended to be an accessible reference for learners of English. We analyzed the vocabulary demands of the SEW using AntConc and Lextutor using vocabulary lists. We found that the vocabulary requirements of the SEW are similar to normal Wikipedia (Hendry & Sheepy, 2017).

The American Education Research Association (AERA) corpus was created in 2018 from the AERA open access repository, which collects conference papers submitted to the AERA annual conference. We used word lists such as the Academic Word List (Browne, Culligan, & Phillips, 2013) to assess the vocabulary requirements to read submissions in each division of the AERA annual conference.

For our workshop, we will first invite discussion of sources of authentic texts that participants could collect to build their own corpora. We will then demonstrate how to use the tools available on Lextutor to clean and compile a small corpus.

We will apply simple analytical techniques to the Simple English Wikipedia Corpus using AntConc to: generate frequency lists, determine the most frequent vocabulary items in a given corpus, and use stop lists on the AntConc website to remove function words, comparatively common items, and Academic Vocabulary in the form of the AWL.

Next, we will produce a vocabulary profile of the corpus using tools available on Lextutor, estimate its readability, and then compare two different texts from within the corpus to determine which vocabulary items they have in common.

Last, we will explore some of the tools available as part of Langsbox, such as the keyword tool, collocation, and colligation identification tools, to show how one can explore beyond vocabulary demands.

Participants will be invited to explore both the Simple English Wikipedia Corpus as well as their own creations. Each section will also include relevant research and examples for how to use these techniques in the classroom. The end of the workshop will be open for participants to share their own experiences and ideas of how to better use corpora for research and pedagogical purposes.

Wed 28 Aug
10:45–12:15
SOCR 43
Workshop

Research trends

Open access versus vanity publishing: a complex case for trust

Karine Fenix, Sylvie Thouësny
Research-publishing.net

The current shift to open access is not without concerns and challenges. As stated by Christopher May in 2010, more relevant than ever, “one of the key problems with the avalanche of information that is now available to us is assessing its reliability and authority”, thus underlining the question of trust. Indeed, there exists a black market economy of publishing scams, also referred to as vanity and/or predatory academic publishers, which are everything but genuine scholarly publishing organisations – although they may very much look like it.

Johnathon Clifford coined the phrase ‘vanity publishing’ in 1959 when two American companies were widely advertising throughout the UK an offer to publish individual poems in anthologies in exchange for money (<http://www.vanitypublishing.info/>). Nowadays, vanity and/or predatory academic publishers are companies that charge authors a fee for publishing their research, without giving much care to the content they are actually publishing.

Building on our workshops delivered in Cyprus (2016) and Southampton (2017), we will shed light on the different aspects and options in the publication world, with a particular focus on open access and open peer review, explaining what they are and why openness is becoming inevitable to address the question of ‘trust’. More specifically, we will take a look at behind-the-scenes of the modus operandi of publication, and explore what it implies in concrete terms for authors in order to not get caught in an unethical situation.

In this workshop, we share our experience and practice of virtual collaboration with researchers from all around the world while publishing edited books. In a general sense, virtual collaboration is described by Fan, Sia, and Zhao (2012) as “a process where more than one individual work together to achieve a common goal [...by means of] IT-enabled channels” (p. 3). With this in mind, virtual collaboration in research publication is most definitely relevant when working towards the quality assurance of any publication project. We also maintain that trust is the perfect defence against vanity and/or predatory academic publishing, and that, in order to gain trust, we need to move away from anonymity. In other words, we believe that an open dialogic review between publishers, editors, reviewers, and authors leads to accountability, fairness, and, equally important, politeness.

In the course of the workshop, which will be three hours in duration, participants will have plenty of opportunities to interact and reflect on the latest developments with respect to openness in publication. The aim is to build the participants’ knowledge and confidence when it comes to choosing the best possible avenue for their publications through the use of open discussion and group work. Attendees are invited to prepare questions in advance, ensuring we cover any doubts they might have had regarding the openness in and complexity of academic publishing.

REFERENCES

- Fan, S., Sia, C. L., & Zhao, J. L. (2012). Towards collaboration virtualization theory. *PACIS 2012 Proceedings* (pp. 1-8).
- May, C. (2010). Openness in academic publication: the question of trust, authority and reliability. *Prometheus*, 28(1), 91-94. <https://doi.org/10.1080/08109021003676417>

What is an LMOOC? The what, the how and the best practice

Wed 28 Aug
09:00–10:30
SOCR 20

Workshop

MOOC

Elena Martín-Monje¹, Kate Borthwick²

¹Universidad Nacional de Educación a Distancia

²University of Southampton

The purpose of the workshop (90 min.) is to bring together LMOOC practitioners and enthusiasts and organise a “show and tell” session. It will be suitable for experienced LMOOC practitioners and also for novices who wish to know more.

Since the creation of the LMOOC SIG we have realised that those of us who have designed an LMOOC or acted as tutors/facilitators/content curators have diverse ideas about the instructional design, multimedia resources and tools and about what makes language learning more effective in these online courses. This workshop is designed to bring out this experience and share good practice. It will be an opportunity to explore the nature of LMOOCs and to become part of a community of practice. All are welcome!

There are three main aims in this workshop:

- 1) To present examples of recent practice and some research in the creation of LMOOCs.
- 2) To share good practice, tips and ideas related to LMOOCs.
- 3) To build a database of good practice (using Google Forms) to help us understand the profile of LMOOC practitioners: Who are we? What languages are the most popular ones for LMOOCs? How do we organise our LMOOCs? What is our main focus? Etc.

The workshop will involve short presentations, hands-on demos of LMOOCs, group discussion around key themes related to LMOOCs. Speakers at this event include: Elena Martin Monje, Kate Borthwick and some other members from the LMOOC SIG attending the conference.

Wed 28 Aug
09:00–10:30
SOCR 23

Workshop

MALL

Gamification

Web 2.0, virtual reality and interactive videos in foreign language teaching and learning

Salvador Montaner-Villalba¹, Alice Gruber²

¹Consellería de Educación, Generalitat Valenciana

²Heilbronn University of Applied Sciences

This workshop aims to explore, on the one hand, the use of the web 2.0 and, in particular, social networks in foreign language learning and, on the other hand, how to use Virtual Reality and interactive videos in foreign language teaching and learning.

Salvador Montaner-Villalba will exploit some didactic applications of the social network Twitter in English as a foreign language at both Compulsory Secondary Education and A-level. In this part of the workshop, the speaker will offer ideas on how to use Twitter in order to enhance EFL written production, bearing in mind that learners need to become aware of the need to summarize ideas since Twitter only allows users to write short sentences.

Since the use of social networks has increased notably within the last decade, the founders of Twitter created an online platform or rather an LMS with an educational purpose. "Twiducate" will also be explained as part of this first session of the workshop.

Alice Gruber will focus on the use of interactive videos and virtual reality in the foreign language classroom. Participants will be shown examples of cartoon-like interactive videos for German and English learners which help them to practise their speaking skills in a fun way. Different options with regard to VR-use in foreign language learning class will be presented and discussed (e.g. Mondly, ImmerseMe). A concrete example of a VR-lesson for university language learners will be shown. The focus is on VR-use which can be implemented by language tutors easily. During the workshop, participants will develop and try out ideas for VR-scenarios for their own classroom. We will discuss possible relevant designs and scripts for our learners.

Language learning through gaming: Embracing changing platforms for learner interaction

Wed 28 Aug
10:45-12:15
SOCR 25

Workshop

Gamification

Chris McGuirk¹, Susanna Nocchi²

¹University of Central Lancashire

²Technological University Dublin

There has been substantial research looking at the benefits of video games for language learners, not only in terms of communication and telecollaboration, but also in terms of motivation, socialisation of language learning and pragmatic complexity. Going forward, as video game environments become more expansive and interactive, Pegrum's (2016) suggestion that learners tend to develop their understanding of technology at the same rate as technological development appears to be ever more accurate, and therefore as language educators, there is a pressing need to look at why students may prefer virtual learning spaces, and how this enthusiasm might be more appropriately embraced.

On that basis, this workshop offers an interesting insight into gamification from the perspective of the student. Conference delegates are invited to first take a stroll in the world of Minecraft, exploring how constructivist learning principles can be harnessed effectively using this construction-based, problem-solving game. This will be followed by exploring the social aspect of gamification, by travelling into a massive multi-player online gaming space and observing how and why students might interact within it.

Requirements

It is advisable for attendees to bring a laptop where possible, so they could join too if they wished.

Workshop schedule

- 0:00-0:10: Setting up IDs, access, logging in.
- 0:10-0:50: Tour of the Minecraft space.
- 0:50-1:30: Performing a language learning task.
- 1:30-1:40: Setting up IDs, access, logging in.
- 1:40-2:10: Tour of the MMORPG space
- 2:10-2:40: Performing a language learning task.
- 2:40-3:00: Discussion of educational potential

Wed 28 Aug
10:45–12:15
SOCR -242
Workshop

Research trends
MOOC

Designing e-interview research to address complexity in CALL

Joanna Pitura

Pedagogical University of Cracow

Research activity is needed to gain an insight into the new and complex realities of L2 learning in the digital age. Owing to the availability of online and mobile communication tools, research data can be collected anytime from study participants living worldwide (Salmons, 2015, p. xxvi), which offers remarkable opportunities for CALL researchers.

The aim of this session is to make workshop participants familiar with e-interview research design procedures, that can address complexity issues in CALL research and practice. Workshop participants will be guided through the process of e-interview study design and the session will cover the following aspects: (1) formulation of the purpose of the interview study, (2) adoption of pertinent theory, epistemology, methodology and method, (3) choice of online data collection methods, (4) reflection on the researcher's position, (5) selection of ICT tools, (6) plan of study participants recruitment and (7) discussion of ethical issues (Salmons, 2015; Creswell, 2003). By the end of this session, participants will have developed a blueprint for their own e-interview CALL study.

REFERENCES

- Creswell, J. W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches*. Second edition. Thousand Oaks: Sage Publications.
- Salmons, J. (2015). *Qualitative online interviews: Strategies, design, and skills*. Thousand Oaks: Sage Publications.

Let's go to the MALL? Revisiting classroom activities and dynamics

Alexandra Simões Andrade

Faculdade CNEC de Itaboraí

Wed 28 Aug

10:45–12:15

SOCR 40

Workshop

MALL

This workshop is the result of a series of meetings with English teachers from Rio de Janeiro, Brazil (that took place in late 2016 and throughout 2017) in order to conduct a Reflective Research regarding the use of Mobile Learning (ALLY, 2010) & (BEAL, 2017) in the English as a Foreign Language classroom in the country. At first, the surveyed teachers demonstrated lack of knowledge and/or interest as far as the use of technology in the classroom is concerned. Surprisingly for the researcher, most of the participants had either no idea of the concept of M-Learning or the benefits its use can generate when properly implemented in the (languages') classroom.

Therefore, a workshop was developed with the aim of introducing M-Learning to the groups of teachers aforementioned as an attempt to have them reflect upon their practices and the importance of using technology in the English classroom, especially taking into account the digital natives we come across in our classrooms on a daily basis. The participants were required to take their own devices with certain apps previously downloaded (QRCode Reader, Google Photos, Quizizz, Thinglink, amongst others). The researcher selected certain well-known activities and dynamics commonly used to help and facilitate the teaching-learning process, such as Jeopardy, Scavenger Hunt, and Paragraph Writing, and after reformulating them through the use of M-Learning carried them out with the teachers. As the results were extremely positive, the workshop was officially born and since then has constantly been reshaped, according to the latest trends, and presented to language teachers, as well as technology enthusiasts, throughout Brazil and parts of the world.

The main purpose is to present ideas and suggestions, having participants' active collaboration, in order to achieve innovation, creativity, and motivation in the English as a Foreign Language classroom. It goes without saying that contemporary education means transforming your teaching so that it becomes authentic and meaningful to both students and teachers. Participants are supposed to bring their own devices.

Wed 28 Aug
10:45–12:15
SOCR 23
Workshop

MALL
Gamification

PeerEval lets students speak more with simultaneous mini-talks

Thomas Robb
Kyoto Sangyo University

This free mobile app, developed by the presenter, allows students to evaluate the presentations or talks of their peers in real time, making it possible for groups of students to present simultaneously. The presenters can rotate among multiple groups to practice the same short talk multiple times. Before the class session, the teacher uploads the students' names and the evaluation criteria using a browser interface. The students download the PeerEval software onto their own mobile phone or access the html version, and evaluate their peers as they listen to the presentation. Afterwards, the teacher can download a report of all of the evaluations. Assuming sufficient WiFi receptivity, the audience will be asked to give short impromptu talks in groups of 3-5 for the listeners to evaluate using PeerEval.

This is a "workshop" since the audience will participate using the app, but requires only 30-45 minute slot.

Papers

DDLizing your teaching : going beyond the use of concordance lines

Fanny Meunier

UCLouvain

Wed 28 Aug

15:15–15:45

SOCR -242

Practice-oriented

Digital literacies

SLA

This presentation focuses on data-driven learning (DDL) and pleads for expanding the scope of tools and tasks currently used in DDL activities. Despite an evolution towards more computer-based (vs paper-based) practices in DDL over the years (Boulton & Cobb 2017) and the availability of more learner friendly corpus-search interfaces, I will argue that DDL has not yet taken a real digital turn. Tasks carried out on the basis of corpus-generated concordance lines are still one of the most common approaches used in DDL, and are almost exclusively based on written input - even if some of the texts are actually transcribed speech. In contrast, activities that include sound and videos are much less commonly used, which is a pity given the multimodal nature of today's communication and the known advantages of using various input types in SLA (Cho & Reinders 2013; Fatemipour & Moharamzadeh 2015).

I will present three concrete examples of digital tools and tasks - not initially created for DDL activities - that can easily be integrated in DDL activities and that lend themselves to work with younger learners, a particularly underrepresented target population in studies on DDL. One of the three tools presented is the Playphraseme app or web interface, a tool that can be used for oral input-based/enhanced DDL activities. Playphraseme allows users to search for an almost endless list of common phrases of the English language. By inserting a word, the user is presented with following words that are often used in 'phrases' linked to that word. Users are then presented with very short excerpts (often a couple of seconds) of recent video clips from films or series where the characters use that phrase. In the case of 'give me a' the user will get 137 occurrences of the phrase in videos. Among them, s/he will hear - and see - numerous examples of 'give me a break', 'give me a reason', 'give me a minute', 'give me a hand', 'give me a chance', 'give me a call', etc. in films or series like Breaking Bad, Sherlock Holmes, Game of Thrones, House, Big Bang Theory, and the like. Besides the funny and addictive nature of the app, it has numerous pedagogical advantages (including multimodality, links with real life activities - which may also prompt the use of the tool outside the classroom, and opportunities for the teacher to propose game like tasks.

I will also show how such new types of DDL/focus on form activities can be integrated in meaning-focused activities. The use of oral input is a real plus (Piske & Young-Scholten 2008), especially if it can be recycled in additional form- and/or meaning-focused input, output or interactional tasks. All the illustrations presented will hopefully prompt language teachers to DDLize their teaching in creative ways.

Wed 28 Aug
15:15–15:45
SOCR 40

Practice-oriented

Inclusion
OER
SLA

European project

A practical application of Content and Language Integrated Learning

Kent Andersen
Syddansk Erhvervsskole

The presentation will demonstrate how the Safety4El project (Safety4El KA202-2016-016), which is working on improving safety for electricians, has made use of CALL as part of the safety training.

Safety4El makes extensive use of a platform, Clilstore (being further developed by COOL KA2-2018-1-ES01-KA203-050474, a new EC co-funded project), which links all words in a text to dictionaries covering 118 languages, see example: <http://multidict.net/cs/4711>

It will be demonstrated how a teacher in a few minutes can create online units in the new Clilstore, see an example/ appetizer of how Clilstore has been used in a class <https://youtu.be/t9sAr6f2aLA>.

The presentation will share experiences learned from combining CLIL scaffolding as part of content teaching to cater for students (e.g. with an immigrant background) finding abstract vocabulary a barrier to understanding the content.

More information on:

Safety4El: www.safety4el.net

COOL: www.languages.dk

Clilstore: www.multidict.net

Using smartphone language learning application to encourage Chinese students' Willingness to Communicate: A Confucian Heritage Cultural perspective

Wed 28 Aug
15:15–15:45
SOCR 41

Research-oriented

MALL

Dan Zhao
University of Bath

Mobile assisted language learning (MALL) as a field of enquiry has drawn great attention due to its rapid development in recent years (Chinnery, 2006). Although much research has been done in examining the impact of using various forms of mobile devices, little attention was paid on the usage of smartphone application in different context, and how it may encourage learners with particular academic and cultural background (e.g. the Chinese students with Confucian Heritage Culture background). Chinese students are likely to show a high level of reticence and unwillingness to communicate in a foreign language, such as English (Hu, 2002). Many researchers argued that this unwillingness could be very strongly influenced by their Confucian Heritage Culture (CHC) background (Wang, 2013). Therefore, the present study aims to address the impact of the CHC on the language learning behaviours among Chinese university students through the application of a popular smartphone app: Hello Talk.

The study adopted a mixed-methods approach using questionnaires, log sheets and semi-structured interviews as data collection methods. 40 Chinese students (26 male, 14 female) aged 23-25 Studying Civil Engineering and English at a Chinese university were asked to use the proposed app for 15 consecutive days.

The preliminary findings of the study reveal that female participants generally engaged more in voice chat when using the app compared with male participants who choose text chat over the oral communication practise. According to the data collected from the log sheets, over half of the participants regardless their gender and university subjects mentioned a perception change in their Willingness to Communicate (WTC) in English. Interview data also support this finding. The participants also showed greater interest in learning and developing everyday life related English when using the app. Only two of them claimed that they were hoping to participate in more academic-oriented conversations. Overall, the preliminary results suggest that language learning applications such as Hello Talk could be an useful tool for Chinese university students to develop their WTC, however, the effect on WTC might differ according to gender and conversation topics.

REFERENCES

- Chinnery, G. M., 2006. Going to the MALL: Mobile assisted language learning. *Language Learning & Technology*, 10(1), 9–16. Retrieved from <http://llt.msu.edu/vol10num1/pdf/emerging.pdf>
- Hu, G. 2002. Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China. *Language Culture and Curriculum*, 15(2), 93-105.
- Wang, J., 2013. Confucian Heritage Cultural Background (CHCB) as a Descriptor for Chinese Learners: The Legitimacy. *Asian Social Science*, 9(10), pp.1-9.

Understanding the complexities associated with conceptualising pedagogical scenarios for online multimodal interaction between two languages and cultures: a case of the clerking telecollaborative project

Oneil Madden, Anne-Laure Foucher

University Clermont Auvergne

The complexity surrounding the design of collaborative pedagogical scenarios can allow foreign language learners to develop inter-cultural and linguistic skills, despite the many elements that must be considered when conceptualising telecollaborative projects. Our study aims at documenting research on multimodal inter-language and inter-cultural collaborative interactions thanks to pedagogical scenarios that encourage these interactions.

According to Nissen (2004) and Quintin (2005), the pedagogical scenario corresponds to a plan that outlines the expectations of and instructions for the learner. It includes the objectives of the project, prior and targeted skills, resources and tools made available for accomplishing proposed activities and tasks. Additionally, students know the types of interactions allowed as well as the extent of their freedom. Nissen (2006) also documented information on online communicative scenarios in the case of the FLODI* project.

Findings from numerous online intercultural exchanges have identified some of the complex elements that could have implications on the success of such a project. O'Dowd and Ritter (2006) established areas such as low participation and motivation, negative evaluations of the target culture, and failed opportunities for cross-cultural exchange. Helm (2015) highlighted aspects such as time difference and institutional schedules, technological difficulties or unpreparedness, and ineffective tasks or lack of funding. For his part, Kötter (2002) underlined the delays in asynchronous communication, while Kern (1996) noted challenges regarding mismatched language levels and difficulties in keeping students motivated. Belz (2001, 2002) and Belz and Müller-Hartmann (2002, 2003) have also cited the influence of social and institutional factors in the outcome of telecollaborative exchanges. It is, therefore, evident that the success of a telecollaborative project is dependent on several combined, interconnected factors, as failure in online communication is not attributed to any single factor.

To show the complexity related to the peculiarity of using two different languages and cultures, we relied on a Franco-Jamaican telecollaborative project which incorporated Facebook, Moodle, Skype and WhatsApp. ClerKing (Clermont-Kingston) took place in two phases between Applied Foreign Languages students of University Clermont Auvergne, and Modern Languages student of Shortwood Teachers' College. For phase one of the project, four communication platforms were used and the choice of language was imposed as well as the type of communication. For phase two, only one primary communication platform was used. No language was imposed and students had the liberty of choosing certain discussion topics.

We seek to identify and examine the different parameters of online pedagogical scenarios with a high level of granularity. The two scenarios will be compared.

Preliminary results from phase one of the project show that most students only used one communication platform; certain topics are more problematic to discuss in some cultures as they are more sensitive; and students with a weaker level in the foreign language studied mostly resorted to their native language to discuss the topics. For phase two, more cultural topics allowed for richer discussions; as no language was imposed, intercultural competences were developed as students engaged in a lot of negotiations in order make agreements to accomplish weekly activities.

REFERENCES

- Belz, J. A. (2001). Institutional and individual dimensions of transatlantic group work in network-based language teaching. *ReCALL*, 13(2), 129–147.
- Belz, J. A. (2002). Social dimensions of telecollaborative foreign language study. *Language Learning & Technology*, 6(1), 60–81. <http://llt.msu.edu/vol6num1/BELZ/default.html>

- Belz, J. A. & Müller-Hartmann, A. (2002). Deutsch-amerikanische Telekollaboration im Fremdsprachenunterricht - Lernende im Kreuzfeuer der institutionellen Zwänge. *Die Unterrichtspraxis/Teaching German*, 35(1), 68-78.
- Belz, J. A. & Müller-Hartmann, A. (2003). Teachers as intercultural learners: Negotiating German-American telecollaboration along the institutional fault line. *The Modern Language Journal*, 87(1), 71-89.
- Helm, F. (2015). The practices and challenges of telecollaboration in higher education in Europe. *Language Learning & Technology*, 19(2), 197–217. <http://llt.msu.edu/issues/june2015/helm.pdf>
- Kern, R. (1996). Computer-mediated communication: Using e-mail exchanges to explore personal histories in two cultures. In M. Warschauer (ed.), *Telecollaboration in foreign language learning* (pp. 105-119). Honolulu: University of Hawai'i Second Language Teaching and Curriculum Center.
- Kötter, M. (2002). *Tandem Learning on the Internet: Learner Interactions in Online Virtual Environments*. Frankfurt: Lang.
- Nissen E. (2006). Scénarios de communication en ligne dans des formations hybrides. *Le français dans le monde. Recherches et applications*, 40 (juillet 2006), p. 44-57.
- Nissen, E. (2004). Importance du scénario pédagogique dans l'apprentissage d'une langue étrangère en ligne. *Les Langues modernes* 4, 14-24.
- O'Dowd, R., & Ritter, M. (2006). Understanding and Working with 'Failed Communication' in Telecollaborative Exchanges. *CALICO Journal*, 23(3).
- Quintin, J. J. (2005). *Effet des modalités de tutorat et de scénarisation dans un dispositif de formation à distance*. Travail de fin d'études approfondies en Sciences de l'éducation. Université de Mons Hainaut.

Wed 28 Aug
15:15–15:45
SOCR 20

Develpmnt-oriented

CMC

Task design and autonomy: Results from a US-Germany telecollaboration

Carolin Fuchs

Northeastern University

This paper explores the impact of task design and tool use on learner autonomy in a higher education experiential learning context, as reflected in undergraduate students' participatory patterns and engagement in a U.S.-Germany telecollaboration.

The concept of learner autonomy, in the sense of a learner's degree of control of their learning or the ability to manage their own learning, has been of increasing interest in educational research (e.g., Benson, 2011), especially in the wake of evolving online technologies. Learners who set goals or plans, and who try to monitor or control their cognition and motivation in accordance with these plans, tend to do better in technology-mediated settings. Studies in online learning environments have found that different instructional formats merit different degrees of autonomy (e.g., Shearer, Gregg, Joo, & Graham, 2014). While a highly structured approach to course design does not necessarily result in deep interaction among participants, it has been argued that the latter is crucial for successful higher education and a reduction in transactional distance (Shearer, 2009; see also Moore, 1993). Supporting engagement and autonomy in language learning can be achieved by matching technology to task purposes, providing learner choice, supporting interaction, and providing the necessary training for learners. To this end, in this study, the structured yet open-ended nature of the task design in combination with a range of tools aimed to provide students with a high degree of self-direction. Participants involved 13 low-intermediate learners of German at a private research institution on the East Coast and 14 student teachers of English at a public university of education in Germany. Teams used social media tools (Google Hangouts, Google Docs, Google Sites, Padlet) to jointly perform increasingly complex theme-based tasks. These included analyzing parallel texts and clips on contemporary issues (e.g., diversity, inclusion, gun violence), synthesizing results, and negotiating, proposing, and publishing solutions. Interaction required a balanced use of both languages. This classroom-based study uses an ethnographic case study approach and triangulates data obtained from pre- and post-surveys, course artifacts (task products), and digital media exchanges. Findings indicate that while engagement in collaborative writing on Google Docs facilitated the task, participation in the synchronous chat (Google Hangouts) proved difficult for most teams. The paper concludes with recommendations for instructional design elements such as task structures, assessment, and learner support.

REFERENCES

- Benson, P. (2011). *Teaching and researching autonomy*, 2nd edition. London, UK: Longman.
- Moore, M. G. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance education* (pp. 22–38). New York, NY: Routledge.
- Shearer, R., Gregg, A., Joo, K. P., & Graham, K. (2014). Transactional Distance in MOOCs: A Critical Analysis of Dialogue, Structure, and Learner Autonomy. *Adult Education Research Conference*. Retrieved February 14, 2019 from: <http://newprairiepress.org/aerc/2014/papers/82>
- Shearer, R. (2009). Transactional distance and dialogue: An exploratory study to refine the theoretical construct of dialogue in online learning. (Doctoral dissertation). The Pennsylvania State University, State College, PA.

Teaching presentation skills through reflective practice via video annotation software

Chad Cottam, Troy Rubesch
Kwansei Gakuin University

Wed 28 Aug
15:15–15:45
SOCR 23

Develpmnt-oriented

MALL
Research trends
Gamification

Self-reflection, noticing, and motivation are fundamental and well-studied areas of SLA research. Recent technological affordances such as video software, used both inside and outside of the classroom, have created further opportunities for the application of these research areas into practical pedagogical solutions. The solutions essentially promote self-efficacy and increase intrinsic motivation; both key indicators of success in second language acquisition.

Previous research into the effectiveness of self-reflection and self-assessment through video feedback provided the impetus to explore the possibility of a system of self-assessment that was equally transparent and accessible for teacher input, yet focused on the development of students' self-efficacy and anxiety reduction.

This presentation will report on an ongoing project for development of a novel flipped classroom and software tool package being designed to assist in the training of Japanese science and technology undergraduate students learning English presentation skills.

By giving students access to an interactive and gamified set of challenges that serve as lessons and lesson supplements, teachers are able to clearly track student progress, identify key areas that need improvement, and provide students with the effective scaffolding to become confident presenters in their second language; all in a time-effective and time-efficient manner.

The researchers will present the findings of their latest study on self-reflection in the acquisition of presentation skills in English, and further give a demonstration of the video and software package in its current stage of development.

Wed 28 Aug
15:15–15:45
SOCR 25

Practice-oriented

MALL

Supporting CALL/MALL use for autonomous, out-of-class language learning

Louise Ohashi
Meiji University

In this digital age, language learners have greater access to learning materials than ever before, particularly if they are learning a widely spoken language such as English. The Internet offers tools that can be used to support learners at all stages of development, with many websites, apps and other resources created specifically for this purpose. In addition, learners can find effective ways to use tools that were not originally designed to support language acquisition.

This reflective practice session examines how English language learners at a Japanese university used CALL/MALL tools throughout an academic year. It focuses on 20 learners who took a self-directed learning course that was taught by the researcher, reporting on tools that the students used for autonomous, out-of-class learning activities. The results show that the students tended to use a limited number of CALL/MALL tools (zero to eight per student), with most continuing to use one or two preferred tools over time. This presentation introduces the tools they used throughout the academic year and draws on individual student's learning plans and reflective reports to provide insight into their experiences of using them. Furthermore, it introduces factors that led to students abandoning tools that they initially used or planned to use. In doing so, it considers factors that impacted upon students' motivation to work on their English skills outside of class as well as their motivation to use CALL/MALL tools for this.

The findings show evidence of learners effectively harnessing the affordances of CALL/MALL to work towards their language learning goals. However, they also highlight important roles for teachers in guiding learners towards manageable and motivating learning plans and assisting them to find tools that can help them to achieve their language learning goals. In some cases support proved to be adequate, but in others it was insufficient, so the session also examines the types of support that were offered during the self-directed learning course and reflects on how the course could be improved. While this study shares the experiences of only one teacher and a small group of students, it focuses on areas that are relevant to teachers and learners in a wide range of contexts. Therefore, educators who wish to support autonomous, out-of-class learning are encouraged to attend and consider whether the findings and recommendations can be of use in their own context.

Upper secondary students' experiences of formal instruction incorporating digital literacies

Jan Berggren
Kalmarsunds Gymnasieförnund

Wed 28 Aug
15:45–16:15
SOCR -242

Practice-oriented
Teacher education

This paper reports on a project which aims to analyse professional practice in technology-mediated formal instruction as described by Swedish upper secondary students, focusing on their learning of digital literacies. In so doing this project simultaneously highlights the complexity that follows learning languages in technology-mediated formal instruction.

The current project seeks to address the need for further development of students learning of digital literacies making use of laptops in their education. In all 40 students, attending both vocational and academic programmes, were interviewed. They were asked to give their reflective experiences of formal instruction and their own participation and learning in technology-mediated contexts on upper secondary level. Categorising activities described in these interviews making use of the framework of digital literacies by Dudeney, Hockly and Pegrum (2013) a result obtained is the almost total lack of focus on connections. In more detail, participatory, intercultural and network literacy preparing students for a digitalised world communicating across various cultural contexts outside the boundaries of their own schools are rarely or never skills focused in their upper secondary courses. However, many of the students say they would value developing these skills preparing them for social inclusion in a digitalised, globalised world.

Additionally, results obtained in the analysis indicate a need for further enhancement of students' use of search engines and services as well as their critical awareness processing not only written but also spoken information on the internet. Students express a need for teachers and students to discuss in common the functionality and limitations of technology-mediated search tools and to critically consider information in technology-mediated contexts.

From a theoretical point of view Bourdieu's (1986) concept of embodied capital has been utilised in the analysis. This brings to the fore knowledge and skills, in this case digital literacies, of importance to the individual adapting to changing demands in continued education, working life as well as civic participation in the dominant culture. Consequently, this study reveals a lack of embodied capital in students, in terms of certain digital literacies, which upper secondary school has to cater for strengthening students' access to communication in formal digital contexts, contributing to students' subsequent chances in life.

Thus, in this project we have indicated digital literacies as well as relevant aspects of them, which could help teachers in technologically well-resourced upper secondary schools enhance their practise. In so doing we do not offer a one-method-solution, rather we urge upper secondary teachers to consider our results and adapt their methods to their students and the cultural and social context they are situated in.

Wed 28 Aug
15:45–16:15
SOCR 40

Practice-oriented

MALL
OER
Teacher education

Podcasting in a CLIL context: Giving teachers a voice

Julie Walaszczyk, Giac Zangara, Ciler Omer, Anne Falkenauer
University of Mons

Within the framework of internationalisation at home, the university's centre for modern languages has been offering pedagogical assistance and language support to teaching staff across the faculties for the past three years. Many efforts have been made to raise awareness of the benefits of the CLIL methodology (as established by Marsh, 2000), in terms of learning outcomes and teaching experiences. The organisation of workshops, seminars and individual coaching sessions, together with the design of interactive online modules, has certainly contributed to better equipping content teachers for the international classroom and, therefore, ensures the quality of content teaching in English. Although some individual initiatives and joint projects have been successfully implemented through the use of technology in and outside the classroom, there is still some strong resistance to CLIL. The main reasons for this include the lack of time for preparation and lesson planning, the absence of a clear institutional strategy and its direct impact on the internationalisation of the curriculum (Leask, 2015), and, to a larger extent, the misconceptions related to alternative, more student-centred, teaching approaches. Recently, the centre for modern languages has decided to launch an audio podcast programme to give language and content teachers the opportunity to voice their concerns about CLIL, as well as to establish a dialogue and to build cross-disciplinary bridges. The episodes address a wide array of topics, covering methodology, internationalisation, assessment, and the gender gap in STEM subjects, among others.

Over the past 20 years, audio podcasts have been widely used for educational purposes, such as recordings of lecture content, learner-generated summaries and other information provided to support mobile learning and teaching (Salmon, 2009). The list of possibilities for this simple yet highly versatile and flexible tool is endless. In a 21st century university, where countless technological innovations have re-shaped the way we learn, the audio podcast remains a powerful and reliable instrument to express views, engage in debate and share ideas. In addition to the obvious benefits of public speaking and articulating sometimes complex thoughts in a foreign language, podcasts can also lead to unexpected results. Their use encourages deep learning (Gnaur and Huttel, 2016), collaborative work, promotes inclusiveness, and fosters a sense of community. Equally, and perhaps more importantly, using podcasts gives pause for thought to educators, creating a space for reflexive practice.

In this paper, we will give a brief introduction of what the project entails and describe the context in which it was initiated. We will then present the strengths and limitations of using podcasts in a CLIL setting and reflect on the lessons to be learnt. On the basis of recorded extracts, we will illustrate some discourse analysis, in terms of purely linguistic production, but also teachers' takes on pedagogical challenges. Finally, we will present future considerations and other potential means of using podcasts for the professional development and training of university lecturers involved in CLIL activities.

Learning intentionally and incidentally: A multiple case study of mobile dictionary in L2 vocabulary learning in the digital age

Wed 28 Aug
15:45–16:15
SOCR 41

Research-oriented

MALL

Danyang Zhang¹, Junjie Gavin Wu²

¹University of Cambridge

²City University of Hong Kong

L2 vocabulary can be acquired intentionally and incidentally (Hulstijn, 2001), both in formal and informal settings. As L2 curricula currently available to classrooms do not often highlight a language student's learning interests and needs (Chen, Hsu, Li, & Peng, 2006), mobile technologies can help learners acquire L2 vocabulary (Hulstijn & Laufer, 2001), allowing them to maximize short periods of time (Sung, Chang & Liu, 2016).

Learning strategy, including using the dictionary to look up difficult words (Oxford, 1990), is a critical factor for success in vocabulary acquisition (Hatch & Brown, 1995). It is widely recognised that more attention should be given to strategies for L2 students in their informal mobile learning (Miller & Wu, 2018), but few studies have looked at language learners' natural and voluntary use mobile devices (Ma, 2017).

As mobile dictionaries have become popular L2 learning and referencing tools, Lin and Lin (2019) recommend that more MALL studies should focus on the use of mobile dictionaries in L2 vocabulary learning. This multiple case study focused primarily on the incidental and intentional L2 vocabulary learning process and progress of four Chinese EFL learners with different mobile dictionary user experiences and attitudes.

There were 14 target words (frequency level: K-7 or above) chosen from two reading passages. All four participants were at B2 level according to the Oxford Placement Test. They were asked to complete: 1) a pre-vocabulary test; 2) a reading comprehension task with the provision of mobile-based Longman Dictionary of Contemporary English (English-Chinese); 3) a self-report strategy questionnaire; 4) an immediate post-test; 5) a delayed post-test, and 6) a semi-structured interview. After that, the participants were given a list of the target words with the same information in the word entries, as well as an audio recording of correct pronunciation. In the ensuing 14 days, participants took charge of their vocabulary learning but were required to pay attention to every aspect of vocabulary knowledge in the word list. They were invited to a WeChat group to report daily on their progress, ask questions and give feedback. Finally, a vocabulary test was conducted to assess their intentional vocabulary learning outcomes. Also, data from the questionnaire, interview and WeChat chat history reflected participants' various dictionary strategies.

The findings showed the use of mobile dictionaries can benefit incidental vocabulary learning, especially in the short term. However, it is subject to how learners use the dictionary, including the number of words they look up and the variety of vocabulary knowledge to which they pay attention. Regarding intentional vocabulary learning, participants were active in the 14-day self-learning process, and the effectiveness of the two-week program was verified.

This study showcased how Chinese EFL learners use mobile dictionaries and the effectiveness in L2 intentional and incidental vocabulary learning. Results demonstrate that vocabulary can be acquired incidentally and intentionally (Hulstijn, 2001) and enhanced by repetition (Webb, 2007). Additionally, this study suggests future research and practice should consider the development of mobile dictionaries and the importance of learners' habits using dictionaries.

Wed 28 Aug
15:45–16:15
SOCR 43

Second language learning in knowledge forums: An analysis of L2 acquisition of students participating in the Knowledge Building International Project

Research-oriented
CMC

Marni Manegre, Mar Gutiérrez-Colón

Universitat Rovira i Virgili

The Knowledge Building International Project (KBIP) is based on the notion that students can learn collectively while working together in computer-assisted learning environments. Participating students collaborate and learn from each other because of their differing perspectives on a topic. While the majority of the research on KBIP focuses on the collective acquisition of knowledge based on the discussion of the topics in the forum, second language acquisition (SLA) has not been extensively studied.

This study presents the results of an experiment designed to determine whether the knowledge building method can facilitate foreign language acquisition. We examined how groups of Catalan students worked together on collaborative writing tasks in English on the topic of the UN Sustainable Goal, Climate Action. Both method triangulation and data triangulation were used in this study to collect and analyze the data. The students were observed throughout the study, and they were given a pre-questionnaire, which assessed their exposure to English outside the classroom, and a post-questionnaire, to assess their overall satisfaction with this method of learning.

The qualitative responses show that the students reported high levels of enjoyment learning in this matter and that they generally feel this method facilitated in improving their foreign language production. In conjunction with the qualitative data, quantitative data was collected through a pre-test and post-test, which were compared using both the t-statistic and Cohen's D. The pre- and post-tests were divided into four sections, which were grammar, vocabulary, long answer, and multiple choice. Both forced-choice and free-answer paradigms were used to eliminate a bias based on test-wiseness. The quantitative results show an increase overall in the performance of the foreign language, English. In particular, the analysis determined that the comprehension of the subject matter and writing abilities in the L2 showed an increase at high confidence levels.

Integrating MosoTeach into task-based Business English reading activities

Qi Xu

Guangdong University of Foreign Studies

Wed 28 Aug
15:45–16:15
SOCR 20

Develpmnt-oriented

MALL

The study was aimed at motivating university EFL students majoring in business English to read, and improving their English reading abilities. In order to increase the teaching and learning efficiency, MosoTeach, a free mobile learning management system developed in China, was integrated into the 16-week business English course in a Chinese university. The participants were a class of 26 business-English-major sophomores, who were Chinese native speakers and intermediate-advanced EFL learners with an average age of 19.

The task-based reading activities were undertaken in the following procedure. Each week, in the pre-task phase, the students were asked to carefully read one business-related article that was selected from The Economist and based on their interest and language proficiency. During the interactive task phase, all the students were assigned to finish one particular task with a partner, for instance, drawing a mindmap of the article structure, writing a summary, commenting on the business event, or sorting out the key vocabulary. They took turns to do different tasks every week. The weekly assignment was then submitted to MosoTeach platform, so all the students could check others' work. In the post-task phase, the teacher marked and provided feedback to students' homework on MosoTeach. Finally, in class, some pairs of students were randomly selected to present their homework, and then group discussions were carried out to give peer comments.

Data were collected from questionnaires, students' reflection journals, focus-group interviews, and reading proficiency tests. The findings show that the students were highly motivated to read Business English articles (92%) and complete task-based reading activities (78%). 85% of the students were (quite) willing to submit their homework via MosoTeach, saying that MosoTeach was a convenient and efficient online platform for learning, on which it was quite easy for the teacher to share all kinds of resources related to the tasks and offer timely feedback. It was found that 93% of the students considered teacher feedback useful for improving their reading ability.

Concerning students' reading ability, obvious improvements were found between pre- and post-study reading proficiency tests, with the average IELTS reading test score increasing from 5.5 ($SD=4.17$) to 6.5 ($SD=3.72$). In addition, 85% of the students regarded the weekly reading assignment useful to improve their business English reading abilities. The majority of the students agreed on the role of task-based reading activities in enhancing reading comprehension, improving reading fluency, and facilitating reading analysis. It was also reported to be helpful to enlarge their business knowledge scope.

It was therefore suggested that mobile learning management systems could be combined with task-based reading activities to motivate EFL learners to read and improve their reading abilities.

Wed 28 Aug
15:45–16:15
SOCR 23

Develpmnt-oriented

Task complexity

Learners' emotional response to a complex video-creation task

Alice Meurice, Véronique Henin, Marie Van Reet
UCLouvain

We are three teachers of English for specific purposes in higher education who have developed a project for our business students to co-create their own video document, exploring a business question.

Our intention is to determine whether our entire teaching sequence, and more specifically the use of information and communication technology (ICT) tools for the co-creation of problem-solving content allows the learners to experience enjoyment – vs. anxiety – in the process of second language acquisition (SLA).

Interest for the emotional aspects of language learning has been growing among researchers over the years (see for instance De Smet, Mettewie, Galand, Hiligsmann, & Van Mensel, 2018; Dewaele, 2005, Dewaele, 2015; MacIntyre & Gregersen, 2012; Oxford, 2015; Ross & Stracke, 2016). Two major concepts have been highlighted as being complimentary in the learners' experience of SLA, i.e. 'anxiety' and 'enjoyment'. Based on Dewaele et al.'s (2018: 3) conclusions, they are partially interrelated, but essentially separate dimensions, which leads them to the conclusion that they should be investigated simultaneously. We intend to make use of Dewaele and MacIntyre's (2014) foreign language enjoyment (FLE) scale to analyse the learners' emotional experience after completing this project. On the other hand, Romero's (2015) model suggests that the most advanced way of integrating technology in pedagogy consists in having the learners use ICT for the "participative co-creation of knowledge" [our translation]. To do so, the learners must be engaged in the understanding or solving of problems shared by the class, which is then considered as a learning community [our translation]. Such a use of technology therefore concurs with Puentedura's (2018) SAMR model, reaching the "Redefinition" level of an ICT task, as it "allows for the creation of new tasks, previously inconceivable".

The project will take place throughout the second semester of the 2018-2019 academic year and will involve ninety-four second-year management students aiming at a B2 level of proficiency in oral skills (CEFR, p. 26). The students are divided into four groups and taught by three different teachers. The majority of the work on the project will be done in class, and the students will be asked to work in groups of three or four on the creation of a video exploring a real-life business question of their choice. Each group will then have the entire class reflect upon their question during a thirty-minute activity including their video. By the end of the semester, all the videos will be compiled into a data bank, which the students will be prompted to browse with a view to discussing a new question during an oral examination. The learners will then be asked to complete a questionnaire in French, reflecting upon their enjoyment and anxiety throughout their experience.

The project has only just started at the time of writing, which is why preliminary findings will be presented at the EuroCall 2019 conference. Moreover, our intention is to replicate this study in a similar context, but also with younger groups of learners from primary and secondary education.

Cambridge First: Using Google Cardboards to prepare students for the speaking part

Alexandra Simões Andrade
Faculdade CNEC Itaboraí

Wed 28 Aug
15:45–16:15
SOCR 25

Practice-oriented
MALL
Gamification

Many students of English as a Foreign Language (FL) from private language schools in Brazil have been coming across International Certification exams, such as the Cambridge First (FCE) offered at the end of their course. It has happened due to constant partnerships between the schools and the University of Cambridge. Some language schools have been offering students the opportunity to take a final exam (developed and provided by the course itself that will give them a certificate of completion), as well as the Cambridge First so that they have the chance of receiving an international certification. This way, teachers working in this context, and specifically with these students, commonly called as "advanced-level students" or "students from the last levels," felt the need to (re)construct more interesting, dynamic and effective ways of working the different parts of such examinations. In the case of the Cambridge First, the test is distributed as follows: Written Part (consisting of 3 parts - Reading & Use of English, Writing and Listening), and Oral Part (consisting of 4 parts - Interview; Long Turn; Collaborative Task and Discussion). The main objective of this Reflective Practice is to discuss and reflect on some of the difficulties faced by teachers and students of the levels mentioned above, as well as to demonstrate some successful ideas that were developed and have been in use since 2017. The focus will rely on the 2nd part of the Oral test (Long Turn) when the candidates have 1 minute to develop their speech through the contrast between two images that are delivered to each of them associated with the answer of a question about their partner's images. This part was chosen due to the difficulties observed in a class of advanced level students who agreed to participate as a "pilot group" for the research. The teacher-researcher used Google Cardboards implementing the concept of Mobile Learning in the classroom (ALLY, 2010) & (BEAL, 2017), as well as making it easier for them to understand the task, improve their choice of vocabulary, hence obtaining better results.

Wed 28 Aug
16:45–18:15
SOCR -242

MALL

MALL SIG SYMPOSIUM **MALL tools tried and tested**

Bruce Lander¹, Valentina Morgana², Tim Knight³, Jaime Selwood⁴, Robert Gettings⁵, Mari Yamauchi⁶, Julie Van de Vyver⁷, Carole Delforge⁸

¹Matsuyama University

²Universitat Cattolica Sacro Cuore

³Shirayuri University

⁴Hiroshima University

⁵Hokusei Gakuen University

⁶Chiba University of Commerce

⁷UCLouvain

⁸UNamur

Wherever we look these days, our students seem 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. 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). 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.

If the complexity of such multi-tasking is something that is quite normal to our students, then why not cater to their needs and give them what they want in their language classes. We, in the Mobile Aided Language Learning SIG all agree that the ever-evolving mobile device that our students possess has amazing potential in their language learning endeavours. There are thousands of mobile apps and webtools to choose from these days, but which are good and which work well? This MALL SIG symposium aims to answer this simple question by introducing a selection of 7 mobile apps, or web-tools that have been tried, tested and approved by our expert instructors in 4 different countries. Each tool will be introduced, with key features highlighted before a brief demonstration of how each worked and succeeded in their teaching context.

The first of these tools is a voice recording application for mobile devices that allows users to add audio files to photos called SpeakingPhoto. The second, Moxtra is a more advanced collaboration tool that lets teachers create a workspace with their class. This workspace enables students to “collaborate on digital whiteboards, upload and annotate pictures and documents, record their voices over shared content, and complete homework assignments in individual threads with their teachers” (www.moxtra.com).

Showbie was used in an EFL writing class in Italy to compare teacher formative assessment in a digital format as opposed to regular pen and paper. ActionBound was used in a class outing to a local museum in Belgium by promoting users to communicate together in the target language while geocaching and answering questions set by the teacher about exhibits. Duolingo was used in Japan to garner enthusiasm and raise motivation in low level learners by increasing exposure to written and spoken English through awarding users badges and progress indicators. While another instructor used a supplementary tool produced by Pearson’s called MyMobileWorld to help complement the four-skills communication course textbook Firsthand in a flipped class approach. Finally, Clips, a tool that offers users the opportunity to record video using a variety of backgrounds will be introduced. Please come to this group symposium to find out more.

If you are interested in empirical research conducted with these apps, we invite you to attend paper presentations by a selection of our presenters at a later stage in the conference.

SpeakingPhoto — Bruce Lander

This presentation will introduce a free mobile app called SpeakingPhoto. This tool allows users to record voice over photos and is perfect as a substitute to class presentations which can take up time and be difficult to manage. SpeakingPhoto can help students who may not appear

confident in class when giving presentations by encouraging them to use mobile devices to speak the target language in a more comfortable environment. Recorded presentations can then be saved and uploaded to an LMS of your choice or sent via email. Students who were given the freedom to record in their own time and submit online showed a higher quality of presentation almost every time. In this presentation, this tool will be introduced, demonstrated and suggestions will be provided on it can be adopted to your teaching toolbox. For those interested in finding out further information this tool please come to “Peer Evaluation and Class Presentations with SpeakingPhoto and PeerEval” on day 2.

Showbie – Valentina Morgana

The study presented here aims to investigate the impact of a writing management app called Showbie on English in foreign language secondary students essay writing. It also aimed to explore how students and teachers used the app inside and outside the language classroom, and students’ attitudes towards the use of mobile based instructions and feedback. The sample of the study consisted of 43 EFL secondary students from Italy. The participants were divided into two groups: the iPad group and the pen and paper group. Data were collected through classroom observations, students’ written assignments on Showbie and interviews. The results provide patterns of use and show significant differences between the two groups mainly related to the potentialities of the Showbie app (e.g. immediate feedback). Learners find the app has helped them to improve their EFL writing skills, especially in the area of vocabulary range and the use of complex sentences.

Moxtra – Tim Knight

Moxtra is a tool made for collaboration in the business world, but which can be used effectively for collecting digital portfolios from students, and for facilitating the giving of feedback both directly from a teacher to a student, and between students. Available on all smartphones and computers, the free app and software is a smooth way for language learners to practise speaking and listening, especially in conjunction with visual aids they have made for presentations. Students can actively participate in the benefits of multi-media learning (Mayer, 2009) by sharing presentations beyond the classroom. It is especially useful for extending a presentation project outside class time when students have been unable to see everyone else’s presentations because they had made presentations in small groups rather than to the whole class. Thus, it is particularly beneficial when students need a confidence-building environment. In surveys, students indicated they enjoyed using the app as a way to practice speaking and learn collaboratively.

Clips – Jaime Selwood

Statistics provided by two leading app stores, Apple and Google Play, indicate that there are between 1.8 to 2.1 million apps available for download. Many of these target the education sector, but another factor that cannot be ignored is the gradual increase in price of language-learning apps. The presenter endeavoured to use an app that was free for the students, could offer useful language-learning skills whilst also not distracting from the main purpose of the course - to improve oral communication skills. This presentation will introduce a free video app produced by Apple - called Clips. Clips, offers users the opportunity to record video using a variety of backgrounds for effect, with the added advantage of any spoken word transcribed and displayed on the screen. This presentation will detail how the Clips app was used, provide both student and teacher feedback and offer some conclusions as to the benefits and drawbacks of using such a tool.

MyMobileWorld – Bob Gettings

MyMobileWorld is a Moodle-based online site “optimized for mobile devices” integrated with the Pearson’s student textbook series “English Firsthand”. It is particularly useful in “flipping”

the classroom. This presentation will look at some of the design problems of integrating a textbook with an online format that intentionally closely follows the textbook. Students had the option of using either smartphones or desktops to complete MyMobileWorld activities both during and after class. Students were surveyed about their patterns of use and their preferences for desktops or smartphones after ten weeks of use. This presentation will attempt to answer questions such as “How did you feel this tool facilitated your EFL learning?”, “Which device works best for each activity? and “What would you like to see changed?” This presentation might be of interest for teachers who are thinking of using MyMobileWorld in their classrooms or for content developers who are considering creating parallel, online mobile materials for a textbook.

Duolingo — Mari Yamauchi

This presentation discusses how effectively Duolingo can work for multi-level language classes, based on a case study using Duolingo in Spring 2019. Students were given an assignment every week to study and open at least two new Skills. Lessons to be covered varied from student to student, and were not directly linked to class work. The Activity Log, available in Duolingo for Schools, shows that the number of days students study with Duolingo and the number of lessons covered vary widely after just 4 assignments. In this presentation the presenter will display the activity log, which helps assess the implementation of skills and levels within the software to compare higher and lower achievers in their levels of satisfaction, degrees of utilization, and student preferences of the inductive approach taken by Duolingo. This short presentation will also discuss how assignments were managed via Google Classroom, and how they were (indirectly) linked to coursework.

Actionbound — Julie Van de Vyver & Carole Delforge

During this MALL SIG symposium, we will present a mobile hunt created on the Actionbound App called “Missie Hergé”. The game focuses on L2 reading strategies and was designed by pre-service language teachers with the help of a research team. It was created for young learners of Dutch at a beginner level and will show one potential use of the app for language learning. The one-hour mobile activity takes the learners through the eight rooms of the Hergé Museum and addresses various daily life topics. It has become an OER as it is available to any user of the Actionbound app who visits the museum. This short presentation will allow participants to discover some features of the tool and to get a glimpse of our pedagogical choices both in terms of language learning and ICT integration in the learning process. The research and development talk “Learning to design a mobile hunt on Actionbound: a complex task?” later during the conference (p. 82) will further discuss this research project.

Addressing the challenges of mainstreaming virtual exchange in both language and non-language disciplines

Sake Jager¹, Mirjam Hauck², Shannon Sauro³

¹University of Groningen

²Open University

³Malmö University

Wed 28 Aug
16:45–17:15
SOCR 40

Develpmnt-oriented

CMC

European project

Virtual exchange, also known as telecollaboration, is a long-established pedagogical practice in language related disciplines (O'Dowd, 2018). However, it also represents a pedagogical approach in non-language related disciplines where the development of intercultural competence, problem-based learning and international perspectives are valued such as business, history, and health among other areas (Jager, Kurek & O'Rourke, 2016; O'Dowd, 2016). Much as in language related fields, however, virtual exchange remains under-utilized in non-language related departments across universities. The ongoing Erasmus+ project “EVOLVE” (Evidence-Validated Online Learning through Virtual Exchange), therefore, sets out to mainstream virtual exchange in higher education through the training and evaluation of virtual exchange partnerships.

A lingering challenge faced, however, concerns providing training, support and evaluation of virtual exchange practices in different disciplines where the focus is on the development of specific disciplinary skills and knowledge and not on language or intercultural skills.

This presentation begins with a brief overview of the EVOLVE project and reports on the project's initial stages and outputs. This includes the results of a baseline study of knowledge and perceptions of virtual exchange among university stakeholders, the results of a survey of existing virtual exchange practices at focal institutions, and analysis of the experiences of the first round of training provided to university instructors who participated in EVOLVE's online training co-laboratory in virtual exchange, with a particular emphasis on challenges and solutions that arose in concurrently training both language and non-language educators in virtual exchange.

REFERENCES

- Jager, S., Kurek, M., & O'Rourke, B. (2016). New directions in telecollaborative research and practice: introduction. In S. Jager, M. Kurek & B. O'Rourke (Eds), *New directions in telecollaborative research and practice: selected papers from the second conference on telecollaboration in higher education* (pp. 1-15). Research-publishing.net. [https://doi.org/10.14705/rpnet.2016.486](https://doi.org/10.14705/rpnet.2016.telecollab2016.486)
- O'Dowd, R. (2018). From telecollaboration to virtual exchange: state-of-the-art and the role of UNICollaboration in moving forward. *Journal of Virtual Exchange*, 1, 1-23. Research-publishing.net. <https://doi.org/10.14705/rpnet.2018.jve.1>
- O'Dowd, R. (2016). Emerging trends and new directions in telecollaborative learning. *CALICO Journal*, 33(3), 291-310. <https://doi.org/10.1558/CJ.V33I3.30747>

Wed 28 Aug
16:45–17:15
SOCR 41

Develpmnt-oriented

MALL

Virtual Reality and 360 degree video applications to support foreign language learning

Anke Berns, Iván Ruiz-Rube, Miguél Mota-Macías, Juan Manuel Dodero, Edson Castro, Oona Ryyynänen, Lissy Werner, Nina Rodríguez

University of Cádiz

The increasing rise and availability of new technologies, especially in the area of MALL, has created new challenges in Foreign Language Learning. One of the main challenges for software developers and MALL designers remains however, to create learning environments that provide students with multiple opportunities for language immersion even beyond the classroom. In recent years, 360° videos combined with virtual reality (VR) techniques have been used to recreate immersive environments, allowing its users to experience and interact directly with its content and environment. Unlike traditional video recordings, which usually provide a very restrictive perspective of an object, person or environment, 360° videos provide users with full spherical views. In the current paper, the authors share their recent experience with the design of a 360° video application (app). The app provides German language learners from the A1 level (CEFR) with an immersive learning environment that allows them to interact with the environment and its content, while practising, at the same time, different aspects related with language learning (listening, speaking, vocabulary). The purpose of the study is to explore the possibilities of 360° video applications for creating immersive environments in which students can strengthen their language competencies by means of real world-like situations.

Shouting in space: Promoting oral reading fluency with Spaceteam ESL

Walcir Cardoso¹, David Waddington¹, Enos Kiforo², Anne-Marie Sénécal¹

¹Concordia University; Centre for the Study of Learning and Performance

²Aga Khan Academy; Centre for the Study of Learning and Performance

Wed 28 Aug
16:45–17:15
SOCR 43

Research-oriented

MALL

Gamification

For the development of reading fluency, Nation (2009) recommends that learners: (1) engage in proficiency appropriate “speed reading” activities (e.g., repeated and pair reading); (2) feel motivated to read; (3) read intensively; and (4) engage in activities in the other skills (e.g., speaking, listening). However, because of the constraints that afflict the second language (L2) classroom (e.g., lack of time, focus on the teaching of new language features – see Collins & Munoz, 2016 and Nation, 2009 respectively), these recommendations are difficult to pursue. One way of mitigating these limitations is via out-of-class learning. Digital games such as Spaceteam ESL have the potential to address these constraints and, at the same time, promote all of Nation’s (2009) recommendations.

Spaceteam ESL (Waddington & Cardoso, 2017) is a free multiplayer and team-building digital “shouting game” for mobile devices, in which players pilot a spaceship by controlling a panel with knobs and dials listed with English words (organized by levels, based on word frequency and pronunciation complexity). To keep the spaceship afloat, players must complete tasks by giving (speaking) and receiving (listening) time-sensitive orders that require the manipulation of the knobs and dials on their screen (e.g., “Activate yellow door”, requiring team members to switch a “yellow door” knob). If successful, each team continues to the next level of increasingly difficult gameplay (see Grimshaw & Cardoso, 2018 or visit spaceteamesl.ca for details).

This study examined the affordances of Spaceteam ESL as a tool to promote oral/read-aloud fluency (a type of reading fluency; Rasplica & Cummings, 2013) among ESL learners in a Kenyan context. It addressed the following research question: Can Spaceteam ESL improve L2 learners’ read-aloud fluency in English? To investigate students’ improvement in this type of fluency, a mixed-methods approach to data collection and analysis was adopted consisting of both quantitative (using a pre/posttest design to examine participants’ fluency development) and qualitative data (focus group discussions). 86 adolescent EFL students from three public schools in Mombasa (Kenya) were recruited to play Spaceteam ESL for a period of three weeks, as part of extracurricular (after class) activities. A control group performed other language-related types of activities. All participants were pretested (audio recorded) on their ability to read aloud the following tasks: (1) 10 phrases extracted from the game; (2) 10 equivalent non-game sentences; and (3) one 128-word anecdote. At the end of the study, the students were post-tested with the same pretest instruments (modified to avoid testing effects) and participated in focus group discussions ($n=58$) that aimed to probe learners’ perceptions of the experience. Preliminary ANOVA results indicate that students benefited from the game-based treatment, particularly in the read-aloud activities that emulated the sentences used in Spaceteam ESL. Similarly, participants stated that they perceived improvements in their ability to read faster (one of the characteristics of fluent reading – Nation, 2009), and in their phonemic awareness (spelling-sound correspondences). Our study sheds light on the effects of multi-skill games such as Spaceteam ESL on the development of reading fluency in L2 education.

Learner attitudes towards Data-driven learning: the effect of teaching context

Luciana Forti

University for Foreigners of Perugia

The possible uses of corpus data in second language pedagogy are numerous (Boulton, 2017; Boulton & Cobb, 2017). Indirectly, they can inform the identification of learning aims, the development of assessment tools and pedagogically oriented lexicography, while directly, they are employed in the classroom in the form of what is known as Data-driven learning (DDL) (Leech, 1997).

This paper investigates the implications of using DDL in different teaching contexts, drawing on two dimensions of variability: the difference in L1 background (Chinese vs. French) and the difference in language learning setting (second language vs. foreign language). The paper, in fact, compares a sample of Chinese speaking learners of Italian from the University for Foreigners of Perugia (Italy) and a sample of French speaking learners of Italian from the Université catholique de Louvain (Belgium). The data used to inform the DDL activities is concordance data extracted from the Perugia Corpus (PEC), a reference corpus for Italian (Spina, 2014), and was presented to the students as a list of entries printed on paper in a centred KWIC format. Both the Chinese-speaking and French-speaking learners were exposed to the same pedagogical materials.

The learning aim was focused on verb-collocations, which are indicated by both corpus-based and psycholinguistic evidence as syntagmatic units playing a central role in language acquisition, processing and use (Bestgen & Granger, 2014; Hoey, 2005; Siyanova-Chanturia, 2013; Wray, 2013), as well representing the largest category of collocation in a reference corpus of Italian (Spina, 2016). The study involves an approach to DDL that is based on guided-discovery procedures and collaborative work among peers, while often being immersed in a gamified setting.

The analysed data was collected through an end-of-course student questionnaire, divided into 8 likert-scale items and 4 open-ended questions. The likert-scale items were worded either positively or negatively in order to avoid students marking only one side of the scale, and the scale itself was made of 6 points in order to avoid a neutral central point, thus guiding the learners to choose an option (Dörnyei, 2010). The items aimed to elicit learner attitudes related to the pattern-hunting activities based, as well as reactions to the gamified environment they were set in. In the open-ended questions, the learners were invited to provide ideas and suggestions in relation to the DDL lessons, and also to indicate what they enjoyed the most and the least. All groups of students in both universities were attending a pre-intermediate Italian language course, and came from a variety of Faculty courses.

A number of differences between the two groups are observed in relation to how DDL was operationalised pedagogically. This reveals a particular sensitivity of the teaching context in relation to the effectiveness of DDL. The similarities and differences found in the two groups will be discussed in light of the current literature that is available for both DDL and CALL as a whole.

REFERENCES

- Bestgen, Y., & Granger, S. (2014). Quantifying the development of phraseological competence in L2 English writing: An automated approach. *Journal of Second Language Writing*, 26, 28–41.
- Boulton, A. (2017). Research Timeline. *Corpora in language teaching and learning*. *Language Teaching*, 50(4), 483–506.
- Boulton, A., & Cobb, T. (2017). Corpus use in language learning: A meta-analysis. *Language Learning*, 67(2), 348–393.
- Dörnyei, Z., & (with Taguchi, T. (2010). *Questionnaires in Second Language Research. Construction, Administration, and Processing*. (2nd ed.). New York - London: Routledge.

- Hoey, M. (2005). *Lexical priming: a new theory of words and language*. London; New York: Routledge.
- Leech, G. (1997). Teaching and language corpora: A convergence. In A. Wichmann, S. Fligelstone, T. McEnery, & G. Knowles (Eds.), *Teaching and Language Corpora*. Harlow: Addison Wesley Longman.
- Siyanova-Chanturia, A. (2013). Eye-tracking and ERPs in multi-word expression research. A state-of-the-art review of the method and findings. *The Mental Lexicon*, 8(2), 245–268.
- Spina, S. (2014). Il Perugia Corpus: una risorsa di riferimento per l’italiano. Composizione, annotazione e valutazione. In *Proceedings of the First Italian Conference on Computational Linguistics CLiC-it 2014 & the Fourth International Workshop EVALITA 2014litica* (Vol. 1, pp. 354–359). Pisa: Pisa University Press.
- Spina, S. (2016). Learner corpus research and phraseology in Italian as a second language: The case of the DICCI-A, a learner dictionary of Italian collocations. In B. Sanromán Vilas (Ed.), *Collocations Cross-Linguistically. Corpora, Dictionaries and Language Teaching* (Mémoires de la Société Néophilologique de Helsinki C) (pp. 219–244). Helsinki: Société Néophilologique.
- Wray, A. (2013). Formulaic language. *Language Teaching*, 46(3), 316–334.

Wed 28 Aug
16:45–17:15
SOCR 23

Develpmnt-oriented

Inclusion
MALL
Research trends

Creating collaborative digital stories to promote community awareness

Bradley Irwin

Nihon University

Although digital storytelling is not a new pedagogic approach to language teaching and learning, recent advances in mobile device technology have made it much more accessible to educators and learners alike. This presentation will detail a case study conducted to explore the feasibility of using participants' mobile devices to create engaging digital stories about the cultural assets and areas of interest of a rural university town in eastern Shizuoka. Eighty-three first year undergraduate students participated in a mixed method, exploratory case study which combined classroom and fieldwork observations, survey data, and in-depth interviews to analyze their opinions and perceptions of using their devices to create digital stories. The data results were also used to assess the extent to which the project contributed to language learning, collaborative practices, and the enhancement of participants' community awareness. The findings showed that students created interesting and entertaining digital stories using mobile devices, met (and in some cases vastly exceed) language learning goals, and that community awareness increased significantly. This presentation will serve as a guide for experienced and inexperienced educators alike who are interested in incorporating elements of single mobile device digital storytelling into their teaching practice.

Piloting Netflix for intra-formal language learning

Antonie Alm

University of Otago

Wed 28 Aug

16:45–17:15

SOCR 25

Practice-oriented

Research trends

Foreign language movies have long been a popular resource in language education. The emergence of Netflix' Global TV-network, available in 190 countries and in 17 languages, however, has not only made foreign films more accessible. Second language (L2) students who enjoy TV-series in their native language may well also look up similar programmes in other languages. It is this possible predisposition to engage in L2 entertainment that lays a new foundation for alternative language learning approaches.

In this presentation, I will introduce and investigate the concept of “intra-formal language learning”. The term intra-formal describes the interdependent nature of informal (self-initiated and out-of-class) and formal (classroom-bound) learning. Intra-formal language learning draws on prior informal L2 exposure, raises the learners' metacognitive awareness and prepares them for more significant subsequent informal L2 engagement.

My presentation reports on a pilot study conducted with 12 intermediate level German language students who watched self-selected German TV series in their own time. The participants were introduced to German TV series on Netflix and on other media services providers. In addition, strategies for one-way listening were discussed in class. For three weeks, students described and commented on each other's viewing experiences in their weekly blogs. In a final report, participants reflected on their affective and cognitive engagement with their TV series.

The participants' blog entries (28), comments (35) and final reports (12) were thematically analysed and form the basis of a discussion on intra-formal language learning. Preliminary findings indicate that previous informal exposure to Netflix series (in both English and German) positively impacted on the participants' willingness to engage in extensive out-of-class listening. The learning experience in the formal context in turn positively affected planned informal L2 series watching after the completion of the language course.

Wed 28 Aug
17:15–17:45
SOCR 40

Develpmnt-oriented

CMC
European project

Complexity and tool selection for purposeful communication in telecollaborative encounters in primary and secondary education

Kristi Jauregi Ondarra
Utrecht University

When organising telecollaboration encounters at primary or secondary schools, specially technological and organisational complexity alongside pedagogical issues play an essential role in the degree of success of the exchanges. Within the TeCoLa project pilot experiences have been organised using innovative but “simple” technologies like Padlet or Voki to more demanding and complex ones like 3D Virtual Worlds in Open Sim. The European Erasmus+ project TeCoLa (2016-2019) promotes gamified telecollaboration to enhance purposeful communication in foreign languages in secondary schools throughout Europe. Pilots have been carried out also at primary education. Within the project special attention is given to adequate tool selection according to specific teaching contexts at schools, meaningful task development to facilitate authentic communication in the target language and intercultural experience awareness raising and competence development of learners.

In this session we present the results of three cases:

(1) A low-threshold telecollaboration exchange using asynchronous communication using vlogs in Padlet.

(2) A mixed approach using different tools (Padlet and the opensource video-communication environment Big Blue Button) for diverse communication purposes to strengthen face-to-face international exchanges through telecollaboration.

(3) A more demanding and complex exchange using Virtual Worlds for synchronous communication.

Different sources of data are being gathered (recordings, surveys and interviews) in order to have a deeper understanding of the factors that determine successful telecollaboration exchanges at primary and secondary education.

Impact of Virtual Reality on speaking activities

Samar Kassim, Adam Stone, Neil Witkin
Kyushu Sangyo University

Wed 28 Aug
17:15–17:45
SOCR 41

Develpmnt-oriented

Gamification

Online technologies have provided learners with a wealth of resources which have enabled them to “socialize beyond real-time and place and to make meaningful use of their target language” (Jabbari, et al., 2015). As an emerging online technology, Virtual Reality may afford language learners similar benefits. The use of Virtual Reality (VR) in the language classroom has been found to reduce distractions and offer a level of immersion which helps students make real-world connections between the subject matter and their own lives (Bonner & Reinders, 2018; Gadelha, 2018). Research has also shown that students who interact online through language activities may experience a reduction in social anxiety, and an increase in participation levels (Roed, 2003).

There is currently a dearth of research into VR use and its effects on speaking in the language learning classroom. Therefore, this qualitative study attempts to bridge this gap by examining the impact that VR as a medium for speaking activities, has on student attitudes and speaking abilities. The participants in this study are first and second-year students enrolled in English language courses at a private Japanese university. Their CEFR levels range from A2 to B1. Students record, transcribe and evaluate their own pair conversations through face to face interactions as well as through VR. In this fashion, face to face conversational experiences are compared with those held through VR. This study utilizes teacher observations, student questionnaires, and student interviews to examine the differences between face to face student interactions and VR interactions.

The purpose of this presentation is to examine the effects of VR use on student speaking abilities and attitudes. Comparisons between face to face and VR-based speaking activities shall be discussed. The process of integrating VR speaking activities into an English language classroom with students in a Japanese university context will also be described.

REFERENCES

- Bonner, E., & Reinders, H. (2018). Augmented and Virtual Reality in The Language Classroom: Practical Ideas. *Teaching English with Technology*, 18(3), 33-53.
- Gadelha, R. (2018). Revolutionizing Education: The promise of virtual reality. *Childhood Education*, 94(1), 40-43.
- Jabbari, N., Boriack, A., Barahona, E., Padron, Y., & Waxman, H. (2015). The Benefits of Using Social Media Environments with English Language Learners. In Society for Information Technology & Teacher Education International Conference (pp. 2382-2386). Association for the Advancement of Computing in Education (AACE).
- Roed, J. (2003). Language Learner Behaviour in a Virtual Environment. *Computer Assisted Language Learning*, 16(2-3), 155-172.

Wed 28 Aug
17:15–17:45
SOCR 43

Research-oriented

CAF

Effect of gamification on foreign language anxiety and speaking achievement in second language acquisition

Nadia Azzouz Boudadi¹, Mar Gutiérrez-Colón²

¹Universitat d'Andorra

²Universitat Rovira i Virgili

Within the European Higher Education Area framework (EHEA), promoting multilingualism and internationalisation is one of the key challenges in the 21st century for higher education institutions. At the University of Andorra (UdA), improving English proficiency among undergraduate students and faculty has become one its key strategies for internationalisation. Besides increasing levels in compulsory language courses and delivering English-medium instruction, we are also conducting research on enhancing Second Language Acquisition (SLA) through motivational techniques such as Gamification. As a fairly new field of research within Computer-Assisted Language Learning (CALL), Gamification seems to be an attractive strategy for researchers and educators who are keen on exploring its potential in education (Majuri, J.; Koivisto, J.; Hamari, 2018). Our work is particularly focussed on the effects of game elements on student's speaking fluency, in non-game contexts (Deterding et al., 2011) like second language (L2) courses. Considering that Foreign Language Anxiety (FLA) can strongly hinder L2 production (E. K. Horwitz, 2010), we analysed this psychological construct as a key variable. This paper reports the results of a pilot study, in which we gamified a half-yearly English course (level B1) taken by 1st year undergraduate students at the UdA. The research included a comparative study between a treatment group who completed a gamified course on Moodle and a control group who did the very same tasks without Gamification. A mixed methodology was used to measure both affective and cognitive variables (FLA, academic motivation and speaking fluency). Quantitative data was collected through pre-tests and post-tests, combining the Foreign Language Anxiety Scale (Horwitz, 2001) and the Academic Motivation Scale (Vallerand et al., 1992). Speaking achievement was measured in pre, middle, and post-tests, by analysing fluency achievement scores (Llanes & Muñoz, 2009). We then complemented the results with qualitative data gathered from individual semi-structured interviews with students, before and after the course. The detailed results of the study will be presented in this conference.

Corpus consultation: Does it have to be perceived as complex?

Reka R. Jablonkai

University of Bath

Wed 28 Aug

17:15–17:45

SOCR 20

Research-oriented

Corpus

There is a growing body of literature that investigates the application and effectiveness of direct corpus consultation in language teaching and learning in the form of data-driven learning (DDL) classroom activities and workshops (Bridle, 2018; Charles, 2018; Chen & Flowerdew, 2018; Flowerdew, 2015). Although several studies have established the benefits and effectiveness of DDL (e.g. Boulton & Cobb, 2017), direct corpus consultation has not yet become part of widely-used teaching practices (Gilquin & Granger, 2010; Mizumoto & Chujo, 2016). In search for a better understanding of the reasons for this, several studies investigated how learner characteristics influence the perception of and attitude to online DDL (Bridle, 2018; Mizumoto & Chujo, 2016). These studies are based on the assumption that learners with particular learner characteristics might benefit from direct corpus use more than others (Mizumoto & Chujo, 2016; Jablonkai & Cebron, 2017). Most studies that attempted to determine what these learner characteristics are focused on the relationship between learning styles and DDL (Bridle, 2018; Mizumoto & Chujo, 2016). Furthermore, most of these studies were conducted in an English as a Foreign Language context (e.g. Flowerdew, 2015; Chen & Flowerdew, 2018). The present paper reports on a study conducted in an English as a Second Language context, at the pre-sessional course of a UK university. The aim of the study was to investigate the relationship between perceived ease of use and usefulness of corpus consultation and students' learning style. Students (N=32) were given two 1.5-hour workshops with tasks designed to demonstrate learners how they can autonomously consult an online, freely available corpus analysis tool: www.wordandphrase.info. Students gave feedback immediately after the workshops in the form of a short questionnaire with Likert scale items and an open-ended question about the ease of use and the usefulness of corpora for English language learning. At the same time an adapted learning style questionnaire was administered (Cohen, Oxford, & Chi, 2009). Preliminary findings suggest that students found the corpus useful and they did not perceive the corpus analysis tool difficult to use which is in contrast to findings of many of the previous studies where the majority of students found direct corpus consultation complex and difficult (e.g. Jablonkai & Cebron, 2017). The paper will also discuss preliminary findings relating to students' perception of and attitude to corpora in relation to their learning styles.

Wed 28 Aug
17:15–17:45
SOCR 23

Develpmnt-oriented

Digital literacies
Task complexity
European project

FanTALES: Managing the complexity of fanfiction-based multilingual interactive storytelling in the European classroom

Frederik Cornillie¹, Judith Buendgens-Kosten², Shannon Sauro³, Joeri Van der Veken⁴, Mark Turpin⁵

¹KU Leuven; imec

²Goethe University Frankfurt

³Malmö University

⁴Sint-Jozefscollege Aalst; KU Leuven

⁵Georg-Forster-Gesamtschule Woerrstadt

In the digital wilds, i.e. online affinity spaces (Gee, 2004) that are independent of formal educational contexts (Sauro & Zourou, 2019), practices are thriving where (popular) stories are told, retold (e.g. adapted or remixed), and experienced interactively. Key examples are fanfiction writing, a form of creative writing that transforms popular media in some way (Duffett, 2013), and the development of interactive fiction, a form of non-linear narrative that verges on the world of gaming (Ford, 2016). Such technology-mediated storytelling practices create opportunities for learning languages through creative writing projects, currently underexploited in formal educational settings. In addition, storytelling can help foster empathy and understanding of context and culture – in particular in such diverse settings as online affinity spaces – as well as an appreciation of and critical reflection on languages other than the main language of the story text. When embracing this idea in the increasingly diverse European classroom, language learners can utilize their full multilingual repertoire (national, native or heritage languages) when collaboratively creating storytelling artefacts in a common language (e.g. English) that is enriched with other languages (English+).

The Erasmus+ project FanTALES therefore sets out to leverage the digital ‘in-the-wild’ creative writing practices of fanfiction and interactive fiction, and infuses it with multilingual task design, for the 21st century European classroom. It develops teaching and learning activities that engage secondary school learners in Belgium, Germany and Sweden in collaborative multilingual interactive storytelling projects based on popular media. The project also incorporates telecollaboration between the partner schools.

This talk zooms in on the complexities that arise when transplanting digital storytelling practices from informal to formal learning contexts, and when implementing such storytelling projects in the classroom. Starting from the complexity inherent in the ambitions of FanTALES, it provides an overview of the materials that are intended to scaffold the creative writing process (thereby reducing the complexity) and assess the complex outcomes (i.e. multilingual interactive fan fiction, written by learners of English, Dutch, Swedish and German). Subsequently, the talk reports on the implementation of technology-mediated storytelling projects in English+ in secondary schools in the involved partner countries, drawing on observations in classrooms, focus groups with learners, teacher interviews, and samples of student writing.

REFERENCES

- Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. New York: Bloomsbury.
- Ford, M. (2016). *Writing Interactive Fiction with Twine*. Indianapolis: Que Publishing.
- Gee, James Paul (2004). *Situated Language and Learning: A Critique of Traditional Schooling*. New York: Routledge.
- Sauro, S., & Zourou, K. (2019). What are the digital wilds? *Language Learning & Technology*, 23(1), 1–7.

How to apply SLA principles in CALL? Lessons learnt from two case studies

Mariet Schiepers, Helena Van Nuffel
Centre for Language and Education, KU Leuven

Wed 28 Aug
17:15–17:45
SOCR 25

Practice-oriented

MALL
SLA
Teacher education

Empirical research has shown that any online SLA program must not only meet the principles of effective online course design (Nielsen and González-Lloret, 2010) but also comply with the principles of effectively instructed SLA (Doughty and Long, 2003; Ellis and Shintani, 2014). Another consistent insight into the field of technology-mediated language learning is that teachers should rethink and adapt their teaching practice to the new possibilities these technologies bring (Chapelle & Sauro, 2017). A similar idea is present in the SAMR model (Puentedura, 2010) which states that the use of technology in educational contexts should open up new possibilities and should allow for the creation of new tasks that were previously inconceivable.

In this paper we will discuss how we brought together these three principles in the design of two technology-rich environments for language learning. The first is NedBox, an online platform which aims to offer adult learners of Dutch as a second language (DSL) online practice opportunities in a fun, non-academic way during their leisure time. We will explain how the principles were translated into a set of key identifying features in order to compose a dynamic, learner-driven online environment (Schiepers et al, 2015) in which learners can choose and perform meaningful tasks, tailored to their needs and interests, based on appealing and authentic online input; in which they are provided with online support and in which they get immediate online feedback. The second case study is a blended approach to workplace language learning. In this case we conducted field experiments with technology-mediated tasks as an enrichment of the language learning process in five different workplaces. Additional practice opportunities were created by the use of social media, language skills were practised during virtual classes and interaction was stimulated by tasks offered on a learning management system (LMS).

We will explain how, for each case study, we departed from a needs analysis in order to determine the added value of using technology in the language learning process and in order to design new, previously inconceivable tasks that meet the needs of the learners as closely as possible and that integrate the principles of effective online course design and effectively instructed SLA. Quantitative (questionnaires) as well as qualitative research (observations of teachers and learners and in-depth interviews) show that CALL can be very powerful, provided that you take into account certain conditions in terms of the learner (with a special focus on the low-educated and low-literate learner), the teacher, the didactic approach and the tools used. We will finish with a critical reflection upon the challenges that still remain in the field of CALL and technology-mediated language learning.

Wed 28 Aug
17:45–18:15
SOCR 40

Develpmnt-oriented

CMC
MALL

Instructional design for collaborative online international learning with smartphones

Yayoi Anzai
International Christian University

The purpose of this study is to explore the potentiality and the issues for Collaborative Online International Learning (COIL) when smartphones are used as a main device.

Collaborative Online International Learning, COIL, can be a good option to enhance English as a foreign language (EFL) students' awareness about English as a Lingua Franca, and deepen their learning about the subject matter through presentation and discussion with the students overseas. By taking advantage of Internet technologies, now EFL teachers and the students can interact and collaborate online globally. However, there are some obstacles to carry out COIL. They are, for example, how to design technological learning environment, how to find partners overseas, how to manage time difference and class schedule to conduct synchronous online learning, and how to design pilot lessons for the students. This study is a case study to get over these issues, aiming at the instructional design that every teacher can try when he/she wants.

The instruction was designed based on small step method. The COIL took place in a class called Cyber Communication at a Japanese university in Tokyo. The purpose of this class was to promote understanding about distance education. To realize authentic learning experience, the instruction was designed following these small steps. First, the teacher gave the lecture about Distance Learning, and the students read research articles in the field and had discussion. During this process, the students experienced online international learning at a personal level twice using their smartphones: the first time was with an Australian student living in Sydney, and the second time with a Mexican student living in the USA. After building these foundations, the students developed one month project to hold COIL with a group of 16 American students in the southern part of the USA. They decided to do two English presentations: one is about Massive Open Online Courses (MOOCs), and the other is about survey results about Japanese university students' life. After sufficient preparation for the presentations, they held a COIL using their smartphones and laptop computers with the American group in December 2018. The whole session took about one hour. After the COIL, they had discussion in class and wrote a reflection paper.

As a result, it is found that COIL can enhance students' motivation and gives them meaningful authentic international learning experience. By integrating students' smartphones, not totally depending on school owned devices such as a conferencing system, tablets or a CALL, this case could develop instructional design that every teacher can try when he/she wants. Moreover, significant differences were identified between smartphones and laptop computers when used for COIL. There are strength and weakness for each device. Currently, most university students have smartphones everywhere they go. How we can integrate smartphones needs to be explored to be further.

Enhancing global citizenship through implementing VR 360 videos

Erin Frazier, Jennie Roloff Rothman

Kanda University of International Studies

Wed 28 Aug

17:45–18:15

SOCR 41

Develpmnt-oriented

MALL

Gamification

Teaching for global citizenship in the 21st century is a necessity as the world becomes increasingly intertwined. Cates (1999) identifies language teachers as uniquely suited to do this since global issues and the perspectives of those around the world can easily be incorporated into foreign language classrooms. However, many global issues such as climate change, refugee crises, and economic inequality are abstract, hard-to-digest concepts for students who have yet to experience the world beyond the classroom. Through the incorporation of VR 360 video, learners can develop deeper, more meaningful connections to issues since research has dubbed VR an “empathy machine”(Alsever, 2015). This paper outlines how Google Cardboard and YouTube VR 360 video can be used in a foreign language classroom to elicit deeper understanding of and deeper connection with global issues by reducing abstraction. It will introduce a variety of subjects for which VR 360 videos have been created and describe classroom activities which use them to develop critical thinking, discussion, debate, listening, and writing skills.

Evaluating the effect of digital game tasks, inducing different levels of involvement load, on the acquisition new vocabulary items

Amin Rasti Behbahani¹, Maryam Shahbazi²

¹University of Jyväskylä

²University of Shiraz

This study investigates the effect of digital game-based vocabulary learning tasks, inducing different levels of involvement load (ILH), on the acquisition of new vocabulary items. Involvement load hypothesis (Hulstijn & Laufer, 2001) and entertainment (Jackson, Dempsey, & McNamara, 2012), like what digital games offer, are discussed as the contributing factors in learning new words. Reynolds (2014) found that components of ILH were present in digital game tasks and they could play a defining role in participants' vocabulary acquisition. Therefore, evaluating the effect of digital game tasks, inducing different levels of involvement load, on the acquisition of new words seems necessary and promising.

In so doing, in a pre-test, treatment, post-test design, 30 Persian speakers, both males (14 participants) and females (16), 13 to 15 years old, were randomly selected for this study. Homogeneity of the selected participants was tested by the Vocabulary Size Test, which revealed scores ranging between 2700 and 3300. The participants were randomly assigned to three experimental groups, 10 each, namely, A, B, and C. An adventure commercial game was employed for this study. A prefabricated game guide was also downloaded from the game publisher's website. The game guide was modified by selecting 20 target words, which were presented in bold and controlled for their frequency not to exceed more than 2 times through the game guide. Moreover, the game guide was modified to induce three different levels of involvement load. The group A digital game task induced the lowest level of involvement load (index 7), while the group B's induced the mediocre (Index 9), and group C's induced the highest levels of involvement load (Index 12). The digital game tasks' levels of involvement load were measured by the Technique Feature Analysis (Nation & Webb, 2010). The participants, in each group, first sat for both receptive and productive pre-tests. A day after that, they completed their digital game task by reading the game guides and playing the digital game. 3 weeks later, the receptive and productive post-tests were administered. They played the game in pairs. In each group, two pairs were selected randomly for eliciting concurrent think-aloud data. The selected think-aloud pairs' voice was recorded during the main task performance, and their actions were filmed to study the process of vocabulary acquisition more closely.

The results enforced the previous findings and confirmed the positive effect of the digital game on vocabulary learning. Furthermore, the results added that the digital game was also effective on the acquisition of the aspects of word knowledge like productive, receptive, recognition, and recall. Moreover, it was found that Reynold's prediction was also true. The group C participants (index 12) outperformed the other groups in the 3-week delayed both receptive and productive post-tests. However, surprisingly, the group A (index 7) outperformed the group B (Index 9) in the 3-week delayed post-tests, which is a controversial finding in regards to the premise of ILH. The think-aloud data revealed that strategy selection, and task structure were the probable reasons for the group B poor performance.

Using a multimodal corpus in EFL classrooms: Perspectives on learner attitude

Sara Aljohani
University of Limerick

Wed 28 Aug
17:45–18:15
SOCR 20

Research-oriented
Corpus

Despite the recognition of the multiple affordances of multimodal corpora in capturing the complex and dynamic nature of real-life communication (Blache et al. 2009; Knight 2011), their use in ESL/EFL classrooms is still limited. Informed by the body of related literature and by research on pedagogic corpora (Kohn et al. 2009; Pérez-Parede 2010), this research investigates learners' attitudes towards using a pedagogic and context-specific corpus to raise their awareness of spoken academic discourse. In particular, This research examines the attitude of the participants towards a web-based multimodal corpus of TED Talks (MCOTT) use, and the potential influence of participants' profiles on their attitudes. Participants were intermediate and upper-intermediate EFL learners ($n = 103$) enrolled in the foundation year of their tertiary education and sought to improve their academic presentation skills. Data were gathered through two questionnaires (i.e. learner profile and learner attitude questionnaires), interviews, and classroom observations, and were analysed both quantitatively and qualitatively. To investigate learners' attitudes, this paper explored questionnaire results relating to participants' perceived usefulness, perceived ease of use, perceived behavioural control, affective attitude, and future intentions. Generally, participants indicated positive attitudes towards the MCOTT, and no major issues of concerns were reported. Observation and interview data helped to extend the understanding of participants' attitudes through highlighting reasons for participants' appreciation of MCOTT and TED Talks, as well as offering need-based recommendations for improving the corpus. To determine the possible influence of participants' profiles on their attitudes, this paper examined the correlation between participants' profiles (motivation, oral skills, autonomy and ICT competence) and their attitudes to MCOTT use. Results indicated that there was a positive correlation between all four profile related variables and participants' attitudes. Finally, while findings revealed the positive attitudes of the participants, questions are raised regarding whether the content of the corpus (i.e. TED) had a significant impact on participants' attitudes.

Collaborative learning through story envisioning in virtual reality

Maryam Sadat Mirzaei¹, Qiang Zhang², Kourosh Meshgi², Toyoaki Nishida²

¹RIKEN AIP; Kyoto University

²Kyoto University

Storytelling has been found as an effective language practice that promotes learners' literacy skills, motivation, creativity, communication skill, and critical thinking. Developments in multimedia technologies have led to the emergence of digital storytelling which provides learners with accessible tools to create multimodal stories. Such platforms have been increasingly utilized in CALL domain and have been enriched by the development of tools that made learning through storytelling a practical reality. Digital storytelling has been supported by studies that explore the effectiveness of visual learning and storytelling in developing fluency and communicative competency.

We developed a story envisioning platform that allows for collaborative content creation in a virtual reality environment by utilizing avatars, animations, objects, and backgrounds. Our story envisioning platform provides a shared virtual space that promotes collaborative interaction for story construction, which involve a high degree of learner input and control. It is based on synthetic evidential study that allows the learners to perform as actors and to play the role of characters to create the story. To this end, it uses the state-of-the-art technologies for projecting learners' verbal and non-verbal behavior into their representative avatars in virtual world. Further, it allows for text input and scene creation by the learner to generate the story. The learner can choose between an array of pre-made assets as well as inputting the story script to be (semi-automatically) converted into story elements and timeline using NLP.

This platform can be utilized to (i) create personalized stories to be shared with others, (ii) collaborate with peers to generate an integral story, (iii) expand the storyline by building on top of each other's stories, (iv) work on disjoint parts of a story in a group and integrate them together, and (v) work in different groups to make multiple stories for a given situation. It reinforces self-expression, practical knowledge use, and conceptual development by providing personally meaningful practice and feeling of being included. Using this platform, learners are engaged in meaning construction and content generation and are encouraged to collaborate not only to generate the stories, but also to play the roles in their stories, to traverse back and forth in the storyline, to navigate between branches of the story, and to expand/revise those branches. Learners can switch between first person and third person views to experience the story from different perspectives. The platform supports content and language integrated learning as well as situated and experiential learning, where learners are immersed in a virtual situation and interact to generate the content using a second language.

Preliminary analysis with learners revealed that the story envisioning platform is an effective medium to promote learner collaboration, peer support, negotiation, opinion exchange, critical thinking, and cultural exchange. Furthermore, learners found this platform as a powerful tool to express their ideas, visualize their thoughts, and revise/expand their stories. This platform brings an interesting and intense language practice that encourages the learner to actively participate in the learning process and is anticipated to promote learners' competencies through collaborative learning.

Bricolage ecologies of online, paper, and face-to-face technologies

Don Hinkelmann
Sapporo Gakuin University

Wed 28 Aug
17:45–18:15
SOCR 25

Practice-oriented
Digital literacies
OER
Research trends

Bricolage is the art of improvisation, integration, and configuration of a multitude of educational tools, timings, groupings, spaces and media into a blended learning ecology. Teachers, mostly unconsciously, meld these configurations to create a language learning environment. No two learning environments are the same, yet with scientific and electronic tool-centric presumptions, researchers attempt to draw generalized best-of-practice conclusions for CALL that focus on hardware devices and software programs that make up a small portion of the ecology. This presentation counters scientific-thinking by documenting classroom ecologies that blend human/machine, online/face-to-face processes within a comprehensive framework. Its research design draws on longitudinal case studies in two university EFL programs using action research and classroom ethnographic approaches. While computers and other electronic devices have been the centre of attention of CALL research, blended learning programs are more concerned with the process of learning and configuring an ecosystem of activities, particularly focusing on synchronous classroom activity and "flipped" asynchronous activity. Blended learning evolves from the fields of collaborative learning, experiential learning, and facilitation, which have identified these face-to-face processes as "participative technologies".

This study examines the roots of blended learning through dual site studies in Japan, examining the practice of university foreign language programs. Although ethnography often serves as a means of triangulation in a mixed method study (Nunan & Bailey, 2009), this approach has three additional aims: 1) to gain insights from personal longitudinal data (a reflexive aim), 2) to produce insights on the meaning of technology (an interpretive aim), and 3) to build an alternative narrative that challenges current theory and practice in CALL (an interventionist aim). This eight-year strategy intends to overcome the temptation of 'snapshot research'—examining a temporary 'innovation' rather than systematically examining longitudinal change (Benson & Nunan, 2005). To examine this professional practice, data collection used teaching journals, photos and videos of an action research team and insider studies of institutional and classroom ethnography. By using three post-modern interpretive frameworks (critical theory of technology, actor-network theory, ecological perspectives), thematic results showed that device-centric research was unable to cope with the complexity of blended language learning, and that a multi-dimensional metaphor of technology was required. Participants will co-analyze three classroom lessons in a configured blended environment, to illustrate how an ecological view can reveal greater insights into the actual bricolage of innovation in second language classrooms.

Thu 29 Aug
09:00–09:30
SOCR -242

Teacher education

TEACHERED SIG SYMPOSIUM
The TESOL Technology Standards: Challenges for CALL course integration

Philip Hubbard
Stanford University

In 2008, TESOL released its Technology Standards Framework for Teachers and Learners [1], followed three years later by a full volume on the topic (Healey et al., 2011). This initiative was driven by the fact that language teacher education and professional development options incorporating technology were either executed independently of any standards or forced to rely on general technology in education standards such as those from the International Society of Technology in Education (www.iste.org).

Although scholars have discussed ways standards can be incorporated (Arnold & Ducate, 2015) and how they are covered to some degree in existing methodology textbooks (Arnold 2013), few studies have discussed the challenges in integrating them into a CALL course (Kessler 2016). This talk describes how the TESOL Standards were introduced into an annually-taught CALL seminar and how feedback from student comments led to a restructuring of the course for this year. A focus of the study is the “can do” statements in Healey et al. (2011), a set of checklists based on the performance indicators from the original framework.

Initially used toward the end of the course to help students recognize remaining gaps in their CALL proficiency, the statements were moved to the first unit of the class in 2019 so that students could identify areas of relative strengths and weaknesses from the beginning and focus especially on bolstering proficiency in weaker areas that they deemed relevant. Work with classes in previous years had made it clear that some of the Standards were difficult for teacher candidates not actively teaching yet to meet. These were acknowledged so that when students in the class went through the statements, those without current or recent teaching experience could skip them. Similarly, the wording of some of these “can do” statements had been perceived as ambiguous and so the instructor requested feedback from students on how to clarify them. Comments from class participants is presented regarding their impressions of the new class format and the proposed improvements. The EUROCALL audience is provided with access to the course website so that they can see how the integration has been accomplished.

[1] https://www.tesol.org/docs/default-source/books/bk_technologystandards_framework_721.pdf

VE, warts and all: 'catastrophes', 'disasters' and failing better

Marta Giralt, Liam Murray, Silvia Benini
University of Limerick

Thu 29 Aug
09:00–09:30
SOCR 40

Develpmnt-oriented

CMC

This paper reports on a virtual exchange that took place in the context of EVE – Erasmus + Virtual Exchange – as defined in 2016 by the European commissioner Navracsics: “I want to set up Erasmus+ Virtual Exchanges to connect young people inside and outside EU and help build intercultural understanding”. As shown in numerous research studies, online virtual exchanges help and enhance the development of intercultural awareness and intercultural learning (Kinginger and Belz, 2005; Guth & Helm, 2010) when in a context of foreign languages. Conversely, another approach to virtual exchanges is a “service-provider approach”, where a non-profit organization provides academic content, online discussions and engagement in collaborative research (O’Dowd, 2018) all through the medium of English as a lingua franca with the aim to promote intercultural awareness and develop employability skills such as critical thinking, cross-cultural communication, team-work, collaboration, and media literacy.

Our study is based on the implementation of EVE (as offered by Sharing Perspectives Foundation) with language students (n=80) taking a core module as part of their BA in Applied Languages, entitled “Language Technology”. In the continuum that moves from a more instrumental conception of languages to a recognition of the cultural and intercultural elements as part of language teaching, we included EVE as a compulsory component of this module. The online exchanges lasted for 10 weeks and required 2 hours of weekly virtual contact outside the class time and a reflective assignment at the end of the semester. This constituted 60% of the overall module assessment.

The data gathered for this study emerged from a final survey distributed to all participants, the final reflective assignments and several focus groups. The methodology used to conduct the research is a mixed-method approach. Descriptive statistics were used to analyse quantitative data whilst a thematic analysis was applied to the reflective assignments and focus groups.

The results suggest several key issues that need to be addressed: initial perception of the students of the VE as a major challenge; development of intercultural awareness and soft skills not explicitly declared by the participants; (mis-)perceptions of external reward of the official badge; willingness of the participants to be actively involved in the topics during the sessions (e.g. helping a Syrian student find a scholarship, creating a Facebook group); and student voices concerning the use of English as lingua franca for this type of intercultural virtual exchanges. Our conclusions relate some solutions drawn from initial failures in the overall process and self-realisations that may occur during the final reflective period of the exercise.

REFERENCES

- Kinginger, C. & Belz, J. (2005). Sociocultural perspectives on pragmatic development in foreign language learning: Case studies from telecollaboration and study abroad. *Intercultural Pragmatics*, 2, 369-421.
- Guth, S., & Helm, F. (eds) (2010). *Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century*. Bern: Peter Lang
- O'Dowd, R. (2018) From telecollaboration to virtual exchange: state-of-the-art and the role of UNICollaboration in moving forward, *Journal of Virtual Exchange*, V.1, pp. 1-23.

Thu 29 Aug
09:00–09:30
SOCR 41

Develpmnt-oriented

Gamification

Escape from Desolo: The safe way to bring sea dangers into classroom

Giouli Pappa, Salomi Papadima-Sophocleous
Cyprus University of Technology

Formal education systems are increasingly under pressure to respond and adapt to rapid technological innovation. It becomes thus imperative that the integration of technologies in formal settings should be accompanied by pedagogical approaches that facilitate learning processes in a more engaging and effective way. Over recent years, considerable interest has been devoted to the pursuit of learning through and with Serious Games (SGs) since their ‘edutainment’ nature offers the potential to facilitate both informal and formal learning. Despite the ongoing expanding enthusiasm for inserting SGs into formal education, there are a number of challenges faced by language practitioners to take up wider SGs into their learning practices. Such challenges include time constraints of language practitioners’ existing curricula and cost of either creating or utilizing products ‘as is’, namely commercial off-the-shelf (COTS) products. While SGs design aligned with learning objectives feed directly into learner’s motivation and/or engagement, there are doubts on the extent a serious game may supplement traditional teaching methods or successfully teach academic context.

To this end, this paper presents the adaptation of a commercial off-the-shelf SG in formal education, after its initial game design assessment. Informed by the Relevance, Embedding, Transfer, Adaption, Immersion, and Naturalisation (RETAIN) Model framework developed by Glenda A. et al, for assessing each serious game and game design, Escape from Desolo SG was selected. Its strong relevance between the academic content of safety at sea and the fantasy/story content in a way that supports the learners’ needs and learning styles were the primary reasons that Escape From Desolo was utilized over four weeks within the context of the Cyprus University of Technology ESP (English for Shipping) classroom. In Escape from Desolo, the educational content is at the heart of the gameplay, ie.it is presented in an endogenous manner. This means that there is no interruption of the flow of the game while there is progressive constructive feedback with hints of possible solutions. While in games this concept fosters creativity and inventiveness, it does not always fit well within traditional classroom practices. To this end, an adaptation to the game flow was created in order to suit the needs of teaching and learning. The game was implemented as a plenary in-class learning/ instructional activity for about twenty-thirty minutes, after teacher-led instructions. The time allocated was necessary for creating game levels that do not really exist within the game. Thus, the game was implemented as an opportunity for experiential learning (or learning by doing). This form of anchored instruction provides the opportunity to learn from previous knowledge or answers, in a step-by-step manner. The aim of this practice-oriented adaptation was to showcase game-based practice in formal settings, focusing on specific implementation strategies. It further aimed to contribute to the limited research in the areas of ESP teaching including the use of new technologies with concrete empirical examples. Although this article focuses on English for Shipping, the researchers hope that this practicum may be applied in different ESP contexts for future studies.

Newly arrived students' meaning making in CALL

Anna Hell
Malmö University

Thu 29 Aug
09:00–09:30
SOCR 42

Research-oriented

Inclusion
SLA

Migration is an important aspect in contemporary European society and must be taken into consideration in education and teaching. Digital technology plays an increasingly important role and creates opportunities for communicating and expressing oneself independently of place and locality (Arnaut, Karrebæk, & Spotti, 2016; Blommaert, 2014). Malmö, Sweden's third largest city, which is the arena for this study, has received the highest number of refugees granted residence permits between 2005-2017 (Malmö Stad, 2018). At the same time, the use of digital artefacts has increased in schools and in 2016, most Malmö students received their own technical tools, typically a Chromebook.

The purpose of this study is to explore how newly arrived young students, when working with the subject Swedish as a second language (SVA), gives the opportunity to create meaning, communicate and express themselves using digital technology in the classroom.

Socio-linguistic superdiversity, a theoretical perspective for understanding communication and meaning making in environments arising from migration, often with digital technology as a vital resource, provides a lens through which to examine newly arrived students' meaning making in this digitally rich context, including time and space (Jacquemet, 2015; Canagarajah, 2018).

The following questions were central:

- What does digital technology mean for the understanding of time and space in the work with SVA?
- How can consideration of time and space create opportunities for the newly arrived students in computer-assisted language learning?

The empirical part of this study is based on interviews with teachers, ethnographic participant, and non-participant observations in classes in SVA where digital technology was used in teaching in three primary school classrooms. In the qualitative data analysis, the material was interpreted through Alvesson and Kärreman's (2012) five interpretation principles.

The analysis focused on experiences and incidents in three different primary school classrooms representing the first three grades.

The results show that connecting to time and space can be a great opportunity for newly arrived students in the work with computer assisted language learning. There are also significant gains when students create their own virtual worlds with the help of images. Newly arrived students could express themselves and create richer stories. The connection between the words and the images became clearer, and without hierarchical relationship.

REFERENCES

- Alvesson, M., & Kärreman, D. (2012). *Kreativ metod: skapa och lösa mysterier* (Malmö). Liber.
- Arnaut, K., Karrebæk, M., & Spotti, M. (2016). Engaging superdiversity: The Poesis-Infrastructures Nexus and Language Practices in Combinatorial Spaces. In K. Arnaut & J. Blommaert (Eds.), *Engaging superdiversity: recombining spaces, times and language practices*. (pp. 3–24). Bristol: Multilingual Matters.
- Blommaert, J. (2014). Infrastructures of superdiversity: Conviviality and language in an Antwerp neighborhood. *European Journal of Cultural Studies*, 17(4), 431–451.
- Canagarajah, S. (2018). Translingual Practice as Spatial Repertoires: Expanding the Paradigm beyond Structuralist Orientations. *Applied Linguistics*, 39(1), 31–54.
- Jacquemet, M. (2015). Asylum and superdiversity: The search for denotational accuracy during asylum hearings. *Language Sciences*, 44, 72–81.
- Malmö Stad. (2018). Storstädernas mottagande 2005-2017. Retrieved December 7, 2018, from <https://malmo.se/Kommun-politik/Fakta-och-statistik/Migration/Mottagande-i-Sverige-och-Malmo.html>

Thu 29 Aug
09:00–09:30
SOCR 20

Practice-oriented

Corpus
MALL

It is a small world after all: Promoting digital literacy and closing the educational gap using a global project

Tal Levy

Ruppin Academic Center

In an increasingly connected world in which English is the dominant language, teaching EAP must adapt itself to global changes, including the use of online tools and materials, in order to meet students' needs. Research attests to the advantages of student-centered, project-based learning (PBL), which encourages the creation of independent, highly motivated learners.

Our pre-academic students range in level of proficiency and ability. The lowest proficiency level course is comprised of a mixture of students who have not mastered the basics of EFL. A third are immigrants or first-generation students from Ethiopian origin for whom English is a third language.

Through the 100 People Project (100people.org), an outstanding international resource for generating student interest and serious project work, students examine problems and search for solutions. This project introduces them to a broader global context – one that will increasingly affect their lives as students, professionals, and global citizens. All this is done while harnessing cutting-edge technology to motivate research, creativity, communication, collaboration, and learning.

By the end of the academic year, our students are able to read articles on global issues, to summarize their content in writing, and to speak briefly about the problems and their possible solutions. I will speak about the project which our students conduct throughout the academic year, and the achieved outcomes.

REFERENCES

- Eshet-Alkali, Y. & Amichai-Hamburger, Y. (2004). Experiments in Digital Literacy. *Cyber Psychology & Behavior*, 7(4), 421-429.
- Peacock, M. (2013). Forward. In Innovations in learning technologies for English language teaching (G. Motteram, Ed.). British Council, p. 2. Retrieved from: http://www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf
- Warschauer, M. (2007). The paradoxical future of digital learning. *Learning Inquiry*, 1, 41-49.

A case study of Alexa for autonomous second language learning

Daniel Tang¹, Gilbert Dizon²

¹Otemae University

²Himeji Dokkyo University

Thu 29 Aug
09:00–09:30
SOCR 23

Research-oriented

ICALL

The usage of intelligent personal assistants (IPAs) such as Alexa, Siri, and Google Assistant has increased over the past several years due to the ubiquity of smartphones and the growing popularity of smart speakers. Some studies have examined the use of IPAs or virtual assistants for L2 learning, and the findings suggest that language students enjoy interacting with them and find IPAs useful for language learning (Dizon, 2017; Moussalli & Cardoso, 2016; Underwood, 2017). With that said, current research has yet to examine the use of virtual assistants for autonomous language learning. Thus, the presenters conducted a small pilot study involving two Japanese university EFL students to gauge the effectiveness of IPAs in this regard. The case study had two primary goals: (1) to assess the L2 students' views of virtual assistants for autonomous language learning and (2) to understand how, and to what extent, the learners interacted with the target IPA. The case study lasted four weeks, with each participant using the Echo Dot and its companion IPA, Alexa, in their respective homes. The participants' attitudes towards Alexa were measured via a survey consisting of 12 Likert-type items and four open-ended writing questions. The Likert-type questions examined three variables (usefulness, effectiveness, and satisfaction), and were adapted from a technology acceptance model-based survey developed by Chen (2013) on Mobile Assisted Language Learning. The written questions were adapted from Lee's (2001) study on L2 blogging and autonomous language learning. Participant usage data of Alexa was collected via the Alexa app, which provided information on the frequency of usage as well as the specific commands given to the virtual assistant.

Results from the survey indicated that the students had favorable views towards Alexa for autonomous language learning, particularly when it came to perceived usefulness and satisfaction. Based on an analysis of the written data according to a framework developed by Hubbard (2009), three themes were identified: (1) better access to dialogue in the L2, (2) improved learning efficiency through indirect pronunciation feedback, and (3) enhanced learning effectiveness through a promotion of self-awareness of gaps in the L2. In terms of the learner usage data, it was found that the students did not interact with the IPA frequently. However, when they did interact with the virtual assistant, an average of 15.8 commands were given. Two types of commands were most frequently used by the students: ones related to English music as well as commands related to getting to know Alexa. The findings from this study demonstrate that while L2 students may view IPAs as useful for autonomous language learning, they may not take advantage of them to study the target language. The results also highlight the need for more research on the use of virtual assistants like Alexa for autonomous language learning, as they may be beneficial for EFL students who have few opportunities to use the L2 in a productive and meaningful way.

Thu 29 Aug
09:00–09:30
SOCR 25

Research-oriented
Corpus

Syntactic complexity in L2 writing: Testing different measures across levels of formality

Tove Larsson¹, Henrik Kaatari²

¹UCLouvain

²University of Gävle

While syntactic complexity is often used to measure linguistic development in second-language (L2) writing (e.g. Housen & Simoens, 2016), it has also been found to be correlated with formality, as formal, academic texts tend to be characterized by elaborate and diverse language. This paper aims to investigate the relative importance of measures of syntactic complexity and to what extent these are correlated to test previous claims of (in)formality in relation to T-units, as outlined below.

T-units (i.e. an independent clause with any accompanying subordinate clauses) is an oft-used unit of measure in SLA and ELT research; however, the applicability of this unit may vary with level of formality (cf. Nicolau & Sukamto, 2018). As student writers, in particular learners, are often described as being overly informal (e.g. Altenberg & Tapper, 1998), this may have methodological implications for studies of complexity in L2 writing. Based on the assumption that registers can be used as reference points on a scale from informal to formal (Larsson & Kaatari, forthcoming), the present study maps out the distribution of 14 complexity measures (e.g. phrasal sophistication, subordination and sentence complexity; see, e.g., Lu, 2017) across four registers (academic prose, popular science, news and fiction) and in non-native and native-speaker student data. The following research questions are investigated:

- What is the relative importance of these complexity measures for predicting formality, and, based on this, are the student texts at an appropriate level of formality?
- To what extent does the correlation between measures based on T-units vs. clauses differ across level of formality, and what implications may this have for SLA theory and ELT teaching?

The study uses data from one expert corpus, BNC-15, two learner corpora, ALEC and VESPA, and one native-speaker student corpora, BAWE. Through the use of inferential statistics (e.g. Conditional Inference Trees and Random Forests), we show that the degree of phrasal sophistication (especially when based on T-units) best predicts register. The student texts exhibit many features that are associated with the non-academic registers (e.g. shorter clause length), which might offer some support for the claim that student writers tend to be somewhat informal in their writing. Furthermore, the correlation between measures based on T-units vs. clauses proved to be less strong in the formal registers than in the less formal registers, which stresses the importance of taking level of formality into consideration in studies of syntactic complexity in L2 writing.

REFERENCES

- Larsson, T., & Kaatari, H. (forthcoming)
- Altenberg, B., & Tapper, M. (1998). The use of adverbial connectors in advanced Swedish learners' written English. In S. Granger (Ed.), *Learner English on computer* (pp. 80–93). London: Longman.
- Housen, A., & Simoens, H. (2016). Cognitive perspectives on difficulty and complexity in L2 acquisition. *Studies in Second Language Acquisition*, 38, 163–175.
- Lu, X. (2017). Automated measurement of syntactic complexity in corpus-based L2 writing research and implications for writing. *Language Testing*, 34(4), 493–511.
- Nicolau, M.F.S., & Sukamto, K.E. (2018). Written vs spoken narratives by Indonesian ESL young learners: A case study. *Journal of Language and Literature*, 18(2), 125–136.

Language students constructing "the engaged pupil" while designing a learning project for children

Riikka Tumelius, Leena Kuure

University of Oulu

Thu 29 Aug
09:30–10:00
SOCR -242

Teacher education

Sociocultural and ecological perspectives prevalent in modern curricula highlight the importance of pedagogic designs that allow learners' active engagement in meaningful activities, and, consequently, the growth of their semiotic budget and agency (Van Lier, 2000, 2007). The availability of digital media and tools complicate the configurations of communication and collaboration in networks of social actors. The borderlines between schooling and free time are also overlapping and blurring. In the context of language teacher education, this means that the nature of language pedagogy and the profession of language teacher should be reconsidered. In the flux of change, language students who are becoming language teachers in the future need to see their future work in a new light in relation to their earlier experiences of language education primarily based in the classroom with the language textbook as a central point of focus.

This study sheds light on how the target of "the engaged pupil" is negotiated and constructed together among language students during an online language learning project that they have designed and implemented for schoolchildren in connection with their studies for the Master's degree. An important site for meaning-making is the course teacher's office where synchronous online meetings with the schoolchildren are administered. In the course of the work, many situationally arising issues are negotiated but also topics of broader relevance for pedagogy. The students approximate pupils' engagement and possible actions in their classrooms in distant locations using the exchanges in online chats as well as other forums for interaction during the learning project as reference points. The negotiations show how preliminary assumptions concerning the pupils' language capacity start to dissolve, thus broadening the view of language learning towards a more multimodal, socio-semiotic and interactional understanding (Norris, 2004; Van Lier, 2000). In the post-project reflection papers, the language students describe their feelings of excitement, satisfaction and amazement to see how the activities that they had designed themselves were taken into use by the pupils. The study relies on nexus analysis as the research strategy as it allows for considering multiple perspectives of temporality and spatiality: how the participants carry their past experiences, accustomed practices and understandings, how the interaction is organised between participants, and how the discourses in place reflect the past at the same time projecting the future (Scollon & Scollon, 2004). The research materials include video recordings from sessions in the teacher's office connected with schools at distance locations, documentation from project spaces online (chat logs, discussion forums, various exercises), reflective texts from the students as well as observations.

REFERENCES

- Scollon, R., & Scollon, S. W. (2004). *Nexus analysis. Discourse and the emerging Internet*. London: Routledge.
- Van Lier, L. (2000). From input to affordance: Social interactive learning from an ecological perspective. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 245-260). Oxford: Oxford University Press.
- Van Lier, L. (2007) Action-based Teaching, Autonomy and Identity. *Innovation in Language Learning and Teaching*, 1(1), 46-65, DOI: 10.2167/illt42.0

Thu 29 Aug
09:30–10:00
SOCR 40

Practice-oriented

CMC
Teacher education

Brazil and Colombia virtual exchange project: the Brazilian view

Claudia Beatriz Martins, Maristela Werner
Universidade Tecnológica Federal do Paraná

Teacher education for CALL is a challenging area. There are many unanswered questions on how should future language teachers be prepared for using technology in their practice. What should be taught? What duration/quantity? One course? Or should it be spread across all course subjects? Studies show that language teachers are graduating with little or no formal training on the use of technology in language teaching. However, there is evidence that language teachers with technological skills are the ones that educational institutions request the most. The market wants qualified teachers in CALL, but teacher training courses are not meeting the demand. Besides that, language teachers need to be equipped with knowledge and skills not only about new technologies. They also must have foreign language competence, for example. One way of helping these future teachers to develop some of these skills is telecollaboration or, using the umbrella term, virtual exchange. Research has shown the important contributions that this kind of activity can make to the language learning process. By taking part in it students will be exposed to online collaborative approaches to learning and teaching, will have semi-authentic experiences of communicating in the foreign language as well as focus on the pedagogical and technical applications of new technologies. If we want them to be innovative when they become teachers, first they themselves need to have this kind of experience during their studies.

Based on this, we started a telecollaborative project between a Brazilian and a Colombian university by the end of 2018. The participants were pre-service English teachers. The project had two purposes: a pedagogical one - to show student-teachers how they can develop their communication skills in English in a collaborative way by sharing information with other student-teachers from a different culture - and a technological one - to put future teachers in contact with some technological tools. To guide our project we used documents from the EVALUATE project as well as other authors from the CALL area. In this presentation we will report the preliminary results of the study that we conducted to analyze the effects of this virtual exchange project on the participants from the two countries. A survey was conducted with both the professors in charge and the student-teachers from both countries.

This presentation has three parts: (1) we will briefly describe the context and the participants; (2) we will focus on the project itself: the first steps, the tasks, etc.; (3) we will report the preliminary results and our view (Brazilian) of the whole process/project. There are many barriers and problems that still make telecollaboration be on the periphery in higher education. Nevertheless, our final goal is to have a long-term project involving other professors from other disciplines from our course and partners from other countries. This is the starting point to try to raise awareness in our teaching community as well as in the Latin American colleagues of the advantages of telecollaboration. By sharing these results here we aim to engage others from the FL community.

Students' perceptions about the use of digital badges in online English terminology course: A three-year study

Jun Iwata¹, Wang Shudong², John Clayton³

¹Shimane University

²Shiamane University

³Institute for Indigenous Innovation

Thu 29 Aug
09:30–10:00
SOCR 41

Develpmnt-oriented

Gamification

With the emergence of open network technologies and learner-centered online learning environment, there are increasing opportunities for learners to choose online courses which suit their needs, levels and interests, and take the courses at their own pace. A fundamental criterion for the success of this learner-centered learning environment is the ability of learners to make the appropriate connections between their existing skills or knowledge and expected skills or knowledge. Also, for successful online learning, learners need to be self-motivated and self-directed (Iwata, et al, 2016). In this respect, 'digital badges', electronic icons awarded to individuals that represent achievement of skills, evidence of experiences, or professional accomplishments, are expected to function not only as valid indicators of accomplishment, skill and knowledge, but also as useful tools for motivational and reward purposes (Clayton, 2012).

We created a Moodle-based Medical English Terminology course using the Moodle 'Badges' function in 2016. The objectives of the use of the function were firstly to give our students a holistic view of their learning achievements via earned 'digital badges' and secondly to help the students with their autonomous study.

The purpose of this paper is to describe our students' perceptions of implementation of digital badges in a Moodle-based Medical English terminology course they took in 2016, 2017 and 2018. Students' perceptions were obtained through post-course survey instruments consisting of selected questions. The response rates were 100% (102/102) in 2016, 97.0% (99/102) in 2017 and 98.0% (100/102) in 2018. At baseline, a majority of students, 88.2% in 2016, 95.0% in 2017, 86.0% in 2018, found this course helped them improve their medical English vocabulary. With regards to the expected function of digital badges as an indicator of students' achievements, the survey results revealed that most of the students, 67.6%, 74.7% and 74.7% respectively, found the badge assessment system was helpful in checking their achievements. As for learner motivation, the results showed that about two-thirds of the students, 63.7%, 68.7%, 60.0% respectively, found the earning digital badges had a positive effect in their learner motivation. The results also showed that the majority of students, 87.2 %, 93.0% and 85.0% respectively, were satisfied with their study through this course.

The initial findings from the survey on students' perceptions of their study through the course indicate that as a whole, majority of the students were satisfied with their terminology study through this course and the use of badges was appreciated among students as an indicator of their study. As for the function as a motivator, about two-thirds of the students in each year found that earning badges motivated them with their study.

Investigation through three-year survey results on students' perceptions of the use of digital badges suggests that digital badge system allows learners to create a holistic view of their achievements through a pictorial display of earned badges and this digital reward system shows potential to help learners to study autonomously.

Thu 29 Aug
09:30–10:00
SOCR 42

Research-oriented

Inclusion

Digital learning as a bridge for Syrian refugee women teachers

Linda Bradley¹, Rima Bahous²

¹University of Gothenburg

²Lebanese American University

The increasing migration from the Middle East has left remarkable consequences on a range of areas, such as infrastructure, demography and education. This has resulted in a massive escape of Syrians to neighboring countries such as Turkey and Lebanon, with a sizable number also entering European countries, for instance Germany and Sweden. The complexity of the situation around teaching and learning has no less also affected the large number of Syrian women teachers, who are at present struggling to participate in the labor market in the host countries. For the teachers, one important aspect is staying updated on digital means of learning within their profession.

The presentation gives an account of our research around the situation of Syrian refugee women teachers settled in Lebanon and Sweden. The project is a cross-cultural collaboration between universities in Sweden and Lebanon, addressing research in migration and digital learning. Our research provides input on communities of practice of Syrian refugee women teachers' educational and professional backgrounds, training, and digital literacy. In both countries, training programs are offered for these newly arrived teachers, enabling them moving forward in their careers.

The purpose of our research is to investigate how Syrian refugee women teachers are using technology in their teaching profession and vocational training. The objective is also to explore their digital and mobile literacy and to what extent the teachers are developing their vocational abilities in getting more career-oriented training in their areas of education, and enhancing their language skills. A qualitative method approach was applied where we conducted interviews with twenty women in both Lebanon and Sweden, all teachers from Syria with a refugee background.

Our results show that the Syrian refugee women teachers have learned to incorporate digital and mobile technology for both orientation and further education to obtain their goal of proceeding with their professions in the new country. The teachers hold duel-roles in that of teachers and learners simultaneously. In other words, teachers became learners in the new country, which was quite a transition from the teaching role in their home country. This transformation requires efforts to proceed, which is evident throughout our results. As a consequence of migrating, some teachers have also renegotiated their views of their future career choices.

The overall results show that all Syrian refugee women teachers have used digital technology in terms of mobile applications in their own teaching and learning process. In addition, all of them have utilized different technologies in their teaching sessions. Most of them have shown that the training programs they have joined in Sweden or Lebanon are beneficial in strengthening and developing their teaching and learning skills as well as their language-learning competency. Almost half of them have used different language learning resources to make their skills more compatible.

ReDesigning language learning through digitally-afforded, intercultural activities: The ReDesign project

Maria Avgousti, Stella Hadjistassou
University of Cyprus

Thu 29 Aug
09:30–10:00
SOCR 20

Research-oriented
MALL

According to the Horizon Report (2018), significant developments in educational technology that are poised to have an impact on the assessment and planning of HE institutions over the next five-year period 2018-2022, include Artificial Intelligence, Virtual Reality, and Augmented Reality. Currently, HE educators today have to serve a multifunctional role and are expected to employ up-to-date technological tools in their teaching. Digital literacy and the role of educator, however, still remain a challenge in HE institutions (see Horizon Report, 2018). Additionally, more often than not, innovative, digital tools are integrated into curricula without solid, pedagogical, tailored language learning foundations. A lot of studies have confirmed the learning benefits of AR applications in language learning and teaching as a lot of different aspects of AR-based educational scenarios are amenable to language learning and intercultural communication (Godwin-Jones, 2016). As a point in case, AR and QR codes have been used in language learning (e.g., Liu, 2009; Seedhouse et al., 2014) and in contexts that promote cultural learning (e.g., Yeh & Kessler, 2015).

The ReDesign platform, which has been devised as part of the three-year-long EU-funded ReDesign project, integrated AR and QR codes in pedagogical ways that promote collaboration among institutional partners across Europe. Joint courses between two universities, the University of Cyprus and the University of Hull, took place where AR was used to create a disruptive student scenario and methods to deal with such disruptive behaviour, an alien scenario with cultural implications and representations, and Vygotsky's ZPD concept where students are invited to explore its pedagogical potential.

The research questions of this study are: 1) What are the main pedagogical foundations upon which language learning scenarios in Applied Linguistics have been designed?, 2) What are the aims and objectives of each AR-based pedagogical scenario?, 3) In what ways have students implemented AR-based pedagogical scenarios? Language learners are placed in multimodal environments where they take on an active role as they get immersed in intercultural communication through pedagogically-designed, AR-afforded, online curricula.

Thu 29 Aug
09:30–10:00
SOCR 23

Research-oriented
ICALL

Instantaneous corrective feedback in the context of ASR-supported pronunciation training: does it work?

Natallia Liakina¹, Denis Liakin²

¹McGill University

²Concordia University

Pronunciation has a direct impact on the effectiveness of the communication of L2 learners. However, many of them have difficulties with perception and fail to master the suprasegmental and articulatory features of L2, even once they have reached an advanced level (Baker & Smith 2010; Levy & Strange 2008; Strange 2011). Instructors, along with students, consistently express interest in techniques and strategies for correcting pronunciation and are looking for accessible, and affordable tools in order to make up for the lack of pronunciation resources and to overcome traditional language classroom constraints such as insufficient time, and limited opportunities for output and individualized corrective feedback (CF) (Neri et al., 2013; Collins & Munoz, 2016). Recently, Web 2.0 and mobile applications have become an endless source of new technological tools that integrate Automatic Speech Recognition (ASR). Their use in learning environments has led to a growing interest by researchers whose studies demonstrate the effectiveness of these new tools in relation to acquiring L2 pronunciation, to developing oral proficiency in general, and to providing instantaneous individualized feedback (Strik et al. 2009, 2012; Cucchiarini & Strik, 2013, Liakin et al. 2015, 2017). In this presentation, we will first examine different types of implicit and explicit CF that ASR-based applications can provide and will discuss their impact on the acquisition of L2 pronunciation in light of SLA findings (Lyster 1998, 2004; Ellis et al., 2006; Lee & Lyster, 2016 among others). Second, we will report the results of our action research on the use of three different ASR-based tools in two university-level French pronunciation courses, with specific reference to learners' perceptions of the utility of different types of automatic corrective feedback provided by these applications. To conclude, we will offer avenues of discussion and practical suggestions for the effective and sensible integration of ASR-based applications in the teaching and learning of L2 pronunciation, in and beyond the classroom.

Automatic detection of discourse-organizing nouns

Irina Panteleeva, Olga Lyashevskay, Olga Vinogradova

National Research University Higher School of Economics

Thu 29 Aug
09:30–10:00
SOCR 25

Research-oriented

Corpus
CAF

Discourse features are well attested as a measure of second language acquisition (McNamara et al. 2010). In this paper we want to focus on one particular feature of discourse-organizing means, namely, shell nouns – semantically unspecific, abstract nouns that have an organizational function in the discourse and maintain its coherence (Tåqvist 2016). For us the research question is to evaluate the role of these words in measuring text complexity.

Two different approaches are presented in (Kolhatkar & Zinsmeister 2013, Kolhatkar & Hirst 2014). The first one is based on machine learning models (candidate-ranking models (Denis & Baldridge 2008) that are trained on data automatically parsed by rules. The algorithm presented by (Kolhatkar & Hirst 2014) is motivated with lexico-syntactic study by (Schmid 2000). After parsing the input sentence, the tool finds the noun phrase and on the basis of rules detects whether or not the discourse-organizing noun is there. The accuracy of first approach is in the range from 0.35 to 0.72, the second – 0.62 to 0.83, depending on the noun. These two approaches are limited to extracting only a few nouns.

In our research we compare different machine learning models provided in the scikit-learn package (Hackeling 2017). As a training data we used dataset (Simonjetz & Roussel 2016). They proposed the reliable annotation of the Europarl Corpus (Koehn, 2005). We selected 993 sentences in English in which each candidate word was annotated either as a shell noun or not. To evaluate our model, we used data from the publicly available corpus REALEC (Russian Error-Annotated English Learner Corpus), see (Vinogradova 2016; Vinogradova et al. 2017). We selected 300 sentences and annotated them basing on rules that were presented in (Schmid 2000; Kolhatkar & Hirst 2014). Our training data includes 50 different discourse-organizing nouns, and the testing data, 35.

We distinguish only those words that can be shell nouns. After that our task has narrowed down to binary classification. As features we have chosen the context window size of 8 words, lemmas, dependency relation types, parts of speech (4 on the right and 4 on the left) and the presence of a pronoun that. The analysis was provided with UDPipe dependency parser (Straka 2017). The model Support Vector Classifier (SVC) showed the best accuracy – 0.78 (precision – 0.68, recall – 0.82).

As a measure of the development of writing skills, the use of discourse-organizing nouns can potentially affect the score of an essay written by learners of English. We checked this hypothesis analyzing 258 essays from REALEC. Each essay was evaluated by experts on a 10-point scale. With these grades we divided all essays into two groups: “best”, “nonbest”. Our experiment showed that the feature “number of shell nouns” is a statistically significant criterion (Student’s t-test, p-value = 0.04).

The results could be applied in the automatic tools for assessment of the English learners’ academic essays or used in some modes of computer-assisted language learning.

REFERENCES

- Denis, P. & Baldridge, J. (2008). Specialized models and ranking for coreference resolution. In Proceedings of the 2008 Conference on Empirical Methods in Natural Language Processing, pages 660–669, Honolulu, Hawaii, October. Association for Computational Linguistics.
- Hackeling, G. (2017). Mastering Machine Learning with scikit-learn. Packt Publishing Ltd, 2017.
- Koehn, P. (2005). Europarl: A parallel corpus for statistical machine translation. In MT Summit X, volume 5, pages 79–86.
- Kolhatkar, V. & Hirst, G. (2014). Resolving Shell Nouns. Proceedings of the 2014 Conference on Empirical Methods in Natural Language Processing (EMNLP), pages 499–510, October 25–29, 2014, Doha, Qatar, Association for Computational Linguistics.

- Kolhatkar, V. & Zinsmeister, H. (2013). Interpreting Anaphoric Shell Nouns using Antecedents of Cataphoric Shell Nouns as Training Data. Proceedings of the 2013 Conference on Empirical Methods in Natural Language Processing, pages 300–310, Seattle, Washington, USA, 18-21 October 2013. 2013 Association for Computational Linguistics.
- McNamara, D. S., Louwerse, M. M., McCarthy, P. M., & Graesser, A. C. (2010). Coh-Metrix: Capturing Linguistic Features of Cohesion. *Discourse Processes*, 47(4), 292-330. <https://doi.org/10.1080/01638530902959943>
- Schmid, H.-J. (2000). English Abstract Nouns As Conceptual Shells: From Corpus to Cognition. *Topics in English Linguistics* 34. Mouton de Gruyter, Berlin.
- Simonjettz, F. & Roussel, A. (2016). Crosslinguistic Annotation of German and English Shell Noun Complexes, In Proceedings of the 13th Conference on Natural Language Processing (KONVENS 2016).
- Straka, M. (2017). CoNLL 2017 shared task - UDPipe baseline models and supplementary materials. LINDAT/CLARIN digital library at the Institute of Formal and Applied Linguistics, Charles University.
- Tåqvist, M.-K. (2016) “Another thing”: Discourse-organising nouns in advanced learner English. (Doctoral dissertation), Karlstad University, Karlstad.
- Vinogradova, O. (2016). The role and applications of expert error annotation in a corpus of English learner texts. In Computational Linguistics and Intellectual Technologies. Proceedings of Dialog 2016, volume 15, pages 740–751.
- Vinogradova, O., Lyashevskaya, O., & Panteleeva, I. M. (2017). Multi-level Student Essay Feedback in a Learner Corpus. In Proceedings of the International Conference «Dialogue 2017», Moscow, May 31–June 3, 2017.

New technologies in professional development programmes: A time for action

Thu 29 Aug

10:00–10:30

SOCR -242

Teacher education

Christina Nicole Giannikas

Cyprus University of Technology

The deployment of teacher education programmes has always been a challenge for teacher educators. Changes to come in language education are to exceed our wildest expectations, which means that practitioners, teacher trainers and researchers need to be well-informed and prepared. The argument is based on the research surrounding the nature of expertise, the content of Professional Development (PD) programmes that focus on CALL. Developed from the literature that synthesizes the research, the presenter will overlay conceptions of teacher education onto the context of CALL. There will be a discussion based on outcomes of the literature review concentrating on definitions and examples of PD models based on CALL, an analysis of the type of knowledge, and the model's correspondence with research on effective learning and PD. The presentation will conclude with a call for a research base that will examine the impacts of technology-infused PD models, as they relate to teacher learning.

Thu 29 Aug
10:00–10:30
SOCR 40

Practice-oriented

CMC

Local and remote participation in a blended-learning writing course: Exploring webcasting, webinars, and net meetings

Diane Pilkinton-Pihko, Signe-Anita Lindgrén
Aalto University

Requests from doctoral students for increased online options in writing courses led us to implement a new course design, one that targets local and remote participation. The old design required attending workshops aimed at helping students improve their writing for scientific publication. The problem with the old design is that some students could not attend due to logistics (e.g. living abroad). The course development was funded by the university as part of a strategic plan for more online teaching. The main challenge is to design a writing course that allows local and remote participants to discuss their texts and give peer feedback. In this paper, we introduce Phases 1 to 3 and our thinking behind it. We also report the findings and share our experiences.

In Phase 1, we delivered live workshops via webcasting, which proved unsatisfactory. Basically, the functionality of webcasting was too limited: it allows Q & A with chatting or polling, both of which are unidirectional. While peers could exchange texts and comments via email, this option does not allow oral discussion. It also requires two teachers: one to run the workshop and one to handle the technology. Although we are both experienced teachers with good technical skills, we encountered numerous problems, including dead batteries and lag time.

In Phase 2, we shifted from webcasting to webinars (i.e. pre-recorded lectures) as part of a flipped classroom approach. This change included applying micro-learning, which encouraged producing short videos of lectures that had previously been delivered face-to-face. The approach encourages a learning process involving focused activities in short timeframes. To complement the flipped classroom, we held face-to-face meetings aimed at enhancing learning. Meeting face-to-face meant either coming to the class or connecting remotely via Adobe Connect Pro. This communication tool, however, was cumbersome and students needed to exchange texts via email. Although we view the flipped approach with webinars as an improvement over webcasting, we were not altogether satisfied with this change. We felt we had lost much of the natural contact that occurs when delivering face-to-face lectures.

Therefore, in Phase 3, we decided to explore further via a hybrid course with a dual function: half flipped and half not flipped while allowing local and remote participation. To accommodate this participation, the teacher used Zoom net meetings in the classroom for face-to-face activities. In Zoom breakout rooms, peers shared their screens and annotated each other's texts, eliminating email. The breakout-room groups had various compositions: mixed local and remote, remote only, or local only (i.e., in class). The local-only groups discussed their work without Zoom and then re-join to report back. To study the experiences in this hybrid course with dual functionality, we gathered anonymous data in spring 2019 from roughly thirty course participants, who voluntarily agreed to complete an e-questionnaire.

Developing this course has been a learning journey with benefits for the present and the future. This presentation is informative regarding pedagogical approaches and technological choices. Further developments will follow based on student feedback and our experiences.

EFL learners' language learning and autonomy through digital gaming

Ching-fen Chang

National Chiao Tung University

Thu 29 Aug
10:00–10:30
SOCR 41

Develpmnt-oriented

Gamification

In the past decades, the rapid proliferation of digital games in a wide range of types and genres has been developed and has drawn much attention not only in entertainment but also in social, professional, and educational domains (Reinhardt & Sykes, 2014). The ludic engagement in digital gameplay also demonstrates great potential in second language teaching and learning (Reinhardt & Thorne, 2016). While numerous benefits and the potential of digital games for language development have been named, their roles and value in language teaching and learning are still questionable (Ito, et al., 2010). In recent years, with the advance in network-based learning and the online community, renewed interest has been aroused to explore how digital games can effectively promote deep learning in autonomous contexts. Although abundant studies have been conducted in various areas, there are notable gaps in our understanding of games and second language (L2) teaching and learning in structured-classroom or out-of-school contexts (e.g. Chik, 2011; 2014; Reinhardt and Sykes, 2014).

This paper reports an on-going project exploring how playing digital games out-of-school may provide unintentional language learning opportunities for EFL college students from the perspective of learner autonomy. Chik (2011) conceptualized learner autonomy in digital gaming as “naturalistic self-directed learning on the continuum of self-managed language learning” (p. 40). A longitudinal and qualitative case study was conducted to explore how four EFL university students managed their autonomy in their digital gameplay at their leisure time. Four students were recruited because they had long engaged in digital games before data collection. The data collection lasted for eight months. Four types of data sources were collected: (1) four interviews with each participant, (2) bi-weekly logs recording each participant's gameplay, (3) interactive logs with other players, and (4) a think-aloud protocol with individual participants' videorecorded gameplay. A theoretical framework proposed by Benson (2011) and Chik (2014) which explores learner autonomy from five dimension—location, formality, pedagogy, locus of control, and trajectory, was adopted to analyze the four participants' gameplay and autonomy.

Preliminary results revealed that although none of the participants intended to learn English while playing games, they learned English from the registers and paratext situated in the games. Nevertheless, the effect of digital gaming on the four participants' language learning varied, heavily relying on the affordance of the games played and their engagement in their gaming. Furthermore, all of the participants demonstrated considerable autonomy in their gameplay. To learn how to play, they sought help from various resources, including dictionary, YouTube, game-related websites and communities, and even their own social network. Pedagogical implications are provided to help EFL teachers understand EFL learner's language learning and their autonomy in the gaming process.

Thu 29 Aug
10:00–10:30
SOCR 42

Practice-oriented

Inclusion
OER

Social awareness in LMOOCs: Spanish for refugees and migrants

Elena Martín-Monje, M. Dolores Castrillo, Elena Barcena
Universidad Nacional de Educación a Distancia

This year's EuroCALL conference has "CALL and complexity" as the thematic thread. Anyone working on CALL (Computer Assisted Language Learning) is aware of how complex it is to teach a language in technology-enhanced contexts, particularly when the learners are in an underprivileged situation due to social, economic or political circumstances.

The European MOONLITE project (Massive, Open, Online courses eNhancing LInguistic and Transversal skills for social inclusion and Employability, <https://moonliteproject.eu>) aims at exploring how Language MOOCs (LMOOCs) can help displaced people, refugees and migrants, acquire linguistics skills to integrate in the host community. As part of the work undertaken here, a set of criteria have been identified that characterize inclusive MOOCs in different domains (e.g., linguistic, cultural, methodological, technological, political, ethical) (Read, Sedano & Bárcena, 2018). Furthermore, course recognition and accreditation for those who successfully complete the LMOOC need to be free of charge and grant 1 ECTS (European Credit Transfer System) to help this population take a step into Higher Education, thus providing a bridge between informal and formal education.

A number of LMOOCs have subsequently been developed as a proof of concept, the first edition of which is underway. "Open Doors: Spanish for immediate needs I" is the first course of this series and covers the communicative situations that migrants and refugees face when they move to Spain, whether as a middle or a final destination. The course is inspired by the CLIL (Content Language Integrated Learning) methodology (Mehisto, Marsh & Frigols, 2008). It is also inclusive in the sense that a group of refugees and migrants actively participated in its design process, which started with a Design Thinking (Dorst, 2011) episode where its fundamental contents and their sequential order were established. The whole D&D process was undertaken in five stages. Firstly, we identified a set of criteria to be met by inclusive MOOCs. Secondly, we contacted local NGOs and support associations involved in Spanish teaching to displaced people, both to profile the target group and perform a needs analysis. Thirdly, the group of collaborators, which consisted of teachers and volunteer refugees, selected the course topic, the course contents and their relative order. Fourthly, we worked out the microstructure of the LMOOC modules collaboratively with the refugee teachers, taking into account the nature of these learning objects and the resources and tools available in UNED's MOOC platform. Fifthly, the teachers developed the course materials and wrote a number of video scripts, which are the key resources of the course and prompt many of the subsequent learning activities. All the agents participated as actors in the videos, which were recorded in UNED's studios.

This paper presents the key features of this pioneer inclusive LMOOC and the analysis of the data collected in its first edition. The slightly different results achieved in comparison to those of previous LMOOCs (e.g., Barcena et al., 2014) reveal that we could have targeted at last the vulnerable social groups that we have been aiming at since the MOOC program was launched in UNED in 2012.

Can digital storytelling enhance learning motivation for EFL students with low proficiency and confidence in English?

Naoko Kasami

J. F. Oberlin University

Thu 29 Aug
10:00–10:30
SOCR 20

Research-oriented

Digital literacies
Research trends

The purpose of this study was to investigate the impact of digital storytelling assignments on English learning motivation of non-English major students with low proficiency and confidence in English in Japan.

Numerous researchers have studied ways to find better solutions to improve English education in Japan. However, it is often said that many Japanese students have had little experience in using English in real situations, and are likely to be afraid of making mistakes when they use English because some of them have studied English for tests and university entrance examinations. According to Sawyer (2007), motivation for learning English of non-English major Japanese students often changes in dramatic ways during the course of their studies. There are many Japanese people who say that they are not good at English. Johnson (2013) reported that low linguistic self-confidence had a negative influence on English learning motivation of non-English major students in Japan. However, as recent research and many websites are written in English, it is necessary to communicate and cooperate with people from different countries using English. By enhancing their English skills, students would improve their chances and broaden their experiences. Today, Information and Communications Technology (ICT) can be used for increasing student-centred learning and student motivation (Mullamaa, 2010). Many researchers and educators have studied digital storytelling in language learning (Castaneda, 2013; Abdel-Hack & Helwa, 2014; Oskoz, 2016) and digital storytelling assignments can enhance Japanese students' motivation for English learning (Kasami 2017).

This study focused on students who have low English proficiency and confidence in using English, and examined the impact of storytelling and digital storytelling assignments on learner motivation. The participants were non-English major students in four courses of "Information English". Each course was 15 weeks long and was held in the spring and fall terms of 2018. The study goal was to acquire skills and knowledge to present ideas and messages effectively with the use of ICT and English. Three (pre-, midterm- and post-) questionnaires were employed to collect the necessary data. The results of the three questionnaires and two tests were received from 65 students. From the data, this research focused on 27 students who lacked confidence in English due to a low English proficiency. In this research, the impact of the assignments was analysed in terms of motivation for learning based on Keller's ARCS model.

The results showed that most students enhanced their motivation for learning. Many students enjoyed expressing themselves in English. In particular, the digital storytelling assignments enhanced their confidence in English learning. The research results have significant implications for future instructional design with ICT in English as a Foreign Language (EFL) education for students with low proficiency and confidence in English.

Thu 29 Aug
10:00–10:30
SOCR 23

Research-oriented
ICALL
SLA

Interactivity in dialogue-based CALL practice: effects on learners' perception and production

Serge Bibauw¹, Thomas François², Piet Desmet³

¹KU Leuven; UCLouvain; Universidad Central del Ecuador

²UCLouvain

³KU Leuven; imec

Dialogue-based computer-assisted language learning (CALL) allows a learner to practice an L2 by discussing with a computer. By offering a fully controllable meaning-focused learning environment, it also allows to conduct research on the effectiveness of different modalities of interaction (Bibauw et al, 2019). In this study, we evaluate the differences in perception and production within a conversational practice with a fully interactive task-based dialogue system, in comparison with an equivalent “static” dialogue completion task.

Interactive learning activities are often assumed to generate more learning outcomes than non-interactive ones (Chi, 2009). We know that negotiation of meaning and interactionally modified output are beneficial for language learning (Mackey, 2012). Is it possible however that, at identical input and output opportunities, the level of interactivity offered by a conversational activity affects the learners perceptions and their production? In other words, is the effort needed to develop a dynamic dialogue system paying off in comparison with a more classical dialogue completion exercise?

In a randomised controlled experiment, 159 teenage learners of French used two versions of a dialogue-based CALL game at school. In the treatment, participants had to maintain several task-based conversations with in-game characters. Both conditions presented the same input and had the same output opportunities, as the dialogues and instructions were identical, but the difference lied in the interactivity of the conversational practice: in the (dynamic) “dialogue system” group, the system-controlled interlocutor answered dynamically to each participant, while in the (static) “dialogue completion” group, all answers from the interlocutor were visible from the start of the activity, leaving blanks for the learner to write his own responses.

The participants’ acceptance of the system, in terms of perceived ease-of-use and perceived usefulness (Davis, 1989), perceived authenticity of the task (Behizadeh & Engelhard, 2014) and perceived interactivity were evaluated in a post-treatment questionnaire. Their production inside the system was also logged in details and measured quantitatively, among other things, in terms of lexical complexity.

Qualitative observations during the intervention evidenced a clear motivational advantage for the dynamic version of the dialogue. The absence of feedback in the static version was particularly detrimental to the perceived interactivity and ease-of-use of the system. Regarding in-task production, preliminary results reveal that the interactive group produced much more text during the same amount of time ($M_{\text{words}} + 48\%, p < .001$) and wrote longer messages ($M_{\text{words/msg}} + 19\%, p < .001$). These findings put in evidence the importance of truly interactive production activities and the inherent limitations of dialogue completion exercises. For tutorial CALL, they also show the necessity of developing interactive dialogue systems to allow for autonomous conversational practice of the L2.

REFERENCES

- Behizadeh, N., & Engelhard, G. (2014). Development and validation of a scale to measure perceived authenticity in writing. *Assessing Writing*, 21, 18–36. <https://doi.org/10.1016/j.asw.2014.02.001>
- Bibauw, S., François, T., & Desmet, P. (2019). Discussing with a computer to practice a foreign language: Research synthesis and conceptual framework of dialogue-based CALL. *Computer Assisted Language Learning*, 0(0), 1–51. <https://doi.org/10.1080/09588221.2018.1535508>
- Chi, M. T. H. (2009). Active-Constructive-Interactive: A conceptual framework for differentiating learning activities. *Topics in Cognitive Science*, 1(1), 73–105. <https://doi.org/10.1111/j.1756-8765.2008.01005.x>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Mackey, A. (2012). *Input, interaction and corrective feedback in L2 learning*. Oxford: Oxford University Press.

Thu 29 Aug
10:00–10:30
SOCR 25

Research-oriented

Corpus
CAF

'That'-structures in L2 academic English with focus on phraseological complexity

Kateřina Vašků, Gabriela Brůhová, Markéta Malá
Charles University

The present paper explores the use of patterns with the conjunction that by Czech advanced learners of academic English. The analysis is based on two corpora: a corpus of novice academic writing VESPA-CZ (106 600 tokens) and an L1 corpus of thematically congruent papers published in academic journals (235 000 tokens). The aim of the study is to identify in which aspects that-clusters differ in the two corpora, focusing on field-specific clusters, i.e. the linguistic devices specific to academic writing. The hypothesis is that there will be greater diversity and sophistication of patterns in L1.

Previous research has described two major components of linguistic complexity: lexical and grammatical complexity (cf. Bulté & Housen 2012) with two main dimensions: breadth (diversity of linguistic devices) and depth (sophistication of linguistic devices based on overall frequency of the structure). In addition to lexical and grammatical complexity, the present study views phraseological complexity as a crucial component of the overall linguistic complexity of a text, especially when assessing complexity of advanced learners' texts (cf. Paquot 2019).

In the analysis, we first retrieve n-grams containing that (2-4-grams) from both corpora, and subsequently identify relevant phraseological units, classify them according to their function and then focus on their diversity and sophistication comparing the two corpora. The main classes identified in the corpora are:

1. the N that with focusing function (referred to as focus formulas with shell nouns, cf. Tárnyiková 2018): the fact that, the idea that, the thing that, the knowledge that, etc.
2. V that with reporting function: suggest that, argue that, claim that, etc.
3. it is ADJ that with evaluative function: it is clear that, it is apparent that, etc.

The results of the pilot study show that in accordance with expectations based on Granger (1998), type-token ratio for selected classes is higher for native speakers, one of the most prominent teddy-bears (cf. Hasselgren 1994) of advanced L2 writers being the structure the fact that (with 40 instances per 100 000 words of the L2 corpus, and 20 instances per 100 000 words of the L1 corpus). On the other hand, L1 has more diversity and sophistication of nominal clusters (e.g. clusters with reporting function insistence that and assertion that, which don't have any counterparts in the L2 corpus). The study also shows that phraseological complexity subsumes other dimensions of language production: for example, verbal clusters with reporting function can also be analysed in terms of lexical complexity and accuracy.

REFERENCES

- Bulté, B., & Housen, A. (2012). Defining and operationalising L2 complexity. Amsterdam/Philadelphia, PA: John Benjamins, 21-46.
- Hasselgren, A. (1994). Lexical teddy bears and advanced learners: A study into the ways Norwegian students cope with English vocabulary. *International Journal of Applied Linguistics*, 4(2), 237-258.
- Paquot, M. (2019). The phraseological dimension in interlanguage complexity research. *Second Language Research*, 35(1), 121-145.
- Tárnyiková, J. (2018). Constructions with shell nouns in English: their dual role in information packaging. *Caplletra. Revista Internacional de Filología*, (64), 205-225.

The history of CALL: The upward march of progress?

John Gillespie
University of Ulster

Thu 29 Aug
11:00–11:30
SOCR -242

Research-oriented

Research trends
Teacher education

This paper is part of a series examining CALL as an academic discipline. The author has published and presented widely in CALL research over many years, and is a reviewer for the main CALL journals.

Drawing on thirty+ years of involvement, a critical overview will examine how CALL has developed, is developing and should develop in future. The research questions will focus on:

- the consideration (or otherwise) of the progress of CALL research,
- the evaluation of historical research articles/chapters/books on CALL history that have appeared in the leading CALL journals and other outlets.
- the analysis of the nature and role of CALL Associations, their international spread and their networking role
- the role of Research Agencies, both governmental and other, in the development of CALL projects.
- the influence of CALL on language education
- the influence of the technological progress of the information society on CALL
- the future prospects of CALL as a teaching and research area.

The aim will be to provide a succinct overview of trends up to the present and to consider possibilities for the future and to encourage a greater level of attention to CALL history.

REFERENCES

- Nina Garrett, 'The Reinvention of Different Kinds of Wheels', CALICO Journal, 25(3), pp 385-386.
- Phil Hubbard 'Twenty-Five Years of Theory in the CALICO Journal', CALICO Journal, 25(3), pp 387-399.
- Jack Burston 'Twenty years of MALL project implementation: A Meta-analysis of Learning Outcomes' ReCALL, 27 (1) pp. 4-20.

Thu 29 Aug
11:00–11:30
SOCR 40

Learning to design a mobile hunt on Actionbound: a complex task?

Julie Van de Vyver¹, Carole Delforge², Alice Meurice¹

¹UCLouvain

²UNamur

Develpmnt-oriented

Digital literacies

MALL

Teacher education

In the framework of a government project funded by the Belgian French-speaking Community, our group of researchers in foreign language teaching and digital literacies from various Higher Education institutions has designed a study that aims at analysing the use of the Actionbound mobile app in language learning.

Our research consisted in having a mobile hunt designed by 10 language student teachers within the framework of a second year course on foreign language teaching. The game was then implemented with 5th grade primary school pupils during their visit of the Hergé Museum in Louvain-la-Neuve, Belgium. These two steps allowed us to analyse the use of the app from the perspective of not only the players but also the creators of the game.

This paper intends to answer the two following research questions:

1. What is the impact of the mobile hunt and the techno-pedagogical guidance on the student teachers' perceptions of the use of technology in a pedagogical context?
2. What is the impact of the mobile hunt on the pupils' attitudes towards the activity and on the development of their L2 reading strategies?

The project was first introduced to the group of students by one of the researchers to let them discover the tool but also to raise their awareness on the various levels of integration of technology in education. The students were asked to create a paper and a mobile hunt on L2 reading strategies for A1 young learners of Dutch in the Hergé Museum and were accompanied throughout the process. In the museum, one group of pupils performed the hunt on paper. The other group played the game on the mobile app after having discovered Actionbound through a "demo" hunt.

Different types of data were collected from the student teachers and the pupils throughout the study. A post-questionnaire was distributed to the student teachers to investigate their perception of the use of Actionbound, and the integration of technology in the language classroom. As for the pupils, they filled in a short survey right after the hunt to evaluate the activity in the Hergé Museum and took a test on L2 reading strategies a few days later.

A qualitative analysis of the students' data allowed to establish digital profiles based on Niess et al's (2009) TPACK developmental model, thereby situating each student teacher in the digital integration process, and more precisely in the integration of Actionbound. Further analyses of our data suggest that integrating technology and content when designing a pedagogical activity is a complex task. Support and guidance from teacher trainers could therefore be recommended in order to propose a pertinent integration of technologies in the language classroom. Furthermore, the question items linked to the attitudes towards the activity in the student teachers' questionnaire will offer some insight into the advantages and disadvantages of the mobile hunt. Eventually, some pedagogical implications will be suggested concerning the development of reading strategies by young learners.

CALL integration in the curriculum: the case of a Brazilian university

Claudia Beatriz Martins, Rita de Cássia Marriott, Eglantine Guély Costa

Universidade Tecnológica Federal do Paraná

Thu 29 Aug

11:00–11:30

SOCR 41

Practice-oriented

Teacher education

The preparation of pre-service language teachers for the use of technology in their future practice is a growing concern in the CALL area. The first studies started in the 1980s and have intensified in such a way that it is now a subfield within CALL. However, research shows that pre-service training is sporadic with most future teachers still receiving little or no formal preparation. When this happens the courses tend to use outdated technologies and/or technology is treated in a haphazard way. In general, pre-service education for CALL is limited and questionable. In Brazil, the situation is not different. Studies show that the training of pre-service language teachers for the use of technology is precarious and there is a lack of public policies to make this training feasible. Among the several challenges that trainers and administrators need to address when creating these courses one of the most important is what exactly should be taught. Besides, future teachers need to be equipped with knowledge and skills not only about new technologies. There are other priorities and concerns involved. This leads to another question about training in CALL: the quantity / duration of that particular implementation. Is a discipline in a four-year course, for example, enough? Or should CALL be spread across all course subjects? The lack of human and technological resources and of support in most institutions is also commonplace. Consequently, the development of a new undergraduate course for future language teachers that integrates technology in its curriculum is an overwhelming task. But one that was undertaken at UTFPR, a technological university in Brazil. The course, which was developed between 2013 and 2016, started in the second semester of 2016 and is now in its 7th semester. Thus, the objective of this presentation is to report the results of a study that analysed the role of technology in the curriculum of this newly implemented English Language and Literature course. We used Posner's (2004) curriculum analysis framework that consists of four sets of components: the curriculum documentation and origins, the curriculum proper, the curriculum in use, and the curriculum critique. Document analysis on the course creation and its syllabi was carried out. A survey was also conducted with key participants in the development of the program and with the professors who have already worked with technology-oriented disciplines. Data was collected via a questionnaire (with open and closed questions) and analysed qualitatively. This presentation has three parts: first we will introduce the context and the participants; then the results and finally we will share our conclusions and some suggestions. Our objective is to contribute to the body of ideas and knowledge about better ways or strategies of implementing technology integration in higher education, mainly in the CALL area.

Thu 29 Aug
11:00–11:30
SOCR 42

Research-oriented
CMC
Task complexity

Learners' uses of online resources as cognitive tools: What complexity does it imply for language learning?

Morgane Domanchin
Université Lyon 2 Lumière

The development of web 2.0 tools in recent years has gradually led to the pervasive presence of computers in our lives, encouraging ‘ubiquitous computing’ (Cope and Kalantzis 2008). As a part of our habit, searching for information has helped us developing new intuitive skills through the use of ‘cognitive tools’, supporting, guiding and extending users’ thinking process (Derry 1990). As both mental and computational devices, these cognitive tools

have the potential of ‘activat[ing] cognitive and metacognitive learning strategies’ (Jonassen 1981). While learning a foreign language with a desktop videoconferencing device (now DVC), the use of cognitive tools allows to relate new information to prior knowledge (Wittrock, 1974) as part of knowledge construction.

Researches in CALL have shown the benefits of task design when applied to second language acquisition (Satar and Wigham 2017), especially through the sociocognitive theory. In a context of a ‘SCMC telecollaboration project’ (Akiyama & Cunningham 2018) the Internet allows to connect distant participants together in order to practice genuine use of the L2. Yet when facing comprehension difficulties, learners have no choice but to retrieve to their linguistic and computing skills in order to avoid disrupting the conversation flow. This paper thus seeks at accounting for learner’s use of online resources, as cognitive tools, when interacting with a teacher-trainee. We refer by ‘online resources’ any online websites that is not explicitly designed for the purpose of language learning, such as online dictionaries (Google Translate) or wikis (Wikipedia). Our presentation aims at answering to the following research questions: To what extent can we consider online resources as beneficial for the pedagogical interaction? What complexity does it imply for language learning?

Indeed, searching for information while interacting with a distant interlocutor at the same time requires complex multitasking abilities which result in ‘polyfocalisation of attention’ (Jones 2004) between several opened windows that may impact language learning.

Screen captures illustrating such behaviours will be taken from the Cultura project which connected for a semester (from September-December 2014) 24 French teacher-trainees from the Lyon 2 University (Lyon, France) with 16 students from the MIT (Boston, USA) learning French. The participants first chatted on the Cultura platform then 3 DVC sessions were offered in order to meet. Our paper will only take into account the online interactions that took place on Google Hangout.

Based on multimodal analyses (Norris 2016) the first part of our presentation will show five samples of learner’s use of online resources in which we will justify their characteristics and context of uses as mediated means to support language learning acquisition. Then our second part will focus on the conceptualisation of a learner’s use of Google Translate. From the emergence of the learner’s linguistic need felt throughout the interaction to the lexical item search, we will be discussing factors contributing to an item’s introduction or non-introduction within the pedagogical interaction.

This overall presentation aims at relating for learner’s complex mediated actions that may not be considered by CALL research. These actions are part of learning strategies illustrating learner’s online autonomy.

Less Commonly Taught Languages Symposium

Monica Ward¹, Anna Kyppö²

¹Dublin City University

²University of Jyväskylä

Thu 29 Aug
11:00–12:30
SOCR 20

Inclusion
Research trends

The theme of EUROCALL 2019 is ‘CALL and complexity’ and is aimed at exploring the complexity related to language learning. We would like to expand this analysis to Less Commonly Taught Languages (LCTLs).

Participants of the symposium may share information on the additional complexity in the Less Commonly Taught Languages context including teaching, pedagogical, motivational and resource development complexities. It can be difficult to find suitable teachers for Less Commonly Taught language and several researchers in the LCTL space have looked at approaches to providing professional development to LCTL speakers to help them to become LCTL teachers. Pedagogical strategies for the Most Commonly Taught Languages (e.g. English, French, German and Spanish) have been developed over time, but for many LCTLs, pedagogical strategies may be relatively new, may have fossilised over time or may not have been updated to take in account the new possibilities offered by CALL.

Motivation is a key component of learning any language and it may be even more important in the LCTL learning context where the ‘utilitarian’ value of learning the language may be not as obvious or delayed. Several LCTL researchers have investigated how to foster and maintain learner motivation and how technology can facilitate this. The lack of co-learners can add an extra layer of complexity to the LCTL learning ecosystem. Learners may struggle to practice their new language with other learners or even native speakers (who would prefer to practice their L2 with the learner). The (related) challenge of teaching LCTLs when student enrolment is small is another issue that must be addressed and this symposium explores some solutions in this regard.

CALL development is challenging and developing resources for LCTL can be even more complex. There are generally less suitably qualified people available to contribute to the development of CALL resources and for some less well documented languages, there may be linguistic differences to be navigated. In some cases, there may be even very basic problems (e.g. how to use a ‘standard’ keyboard to type in the language) to be overcome. It is not that these problems are insurmountable, but rather that they place extra obstacles in the way of LCTL learners.

Note that the understanding of the term ‘Less Commonly Taught Languages’ is open to several interpretations which can include Less Commonly Spoken Languages, Minority Languages, Endangered Languages and languages that may be more widely spoken but are not widely taught in a particular context. In a European context, this could include European languages that are commonly spoken in their native country but may have very few learners outside of that country. In other parts of the world, it could also refer to languages outside of the Most Commonly Taught Languages.

Thu 29 Aug
11:00–11:30
SOCR 23

Research-oriented

Gamification

Research trends of virtual reality environments for language learning from 2009 to 2018

Xiaohan Yu, Lingyu Xu, Mengya Gao, Chunping Zheng
Beijing University of Posts and Telecommunications

Multi-user Virtual Reality Environments (MUVEs) have been noted as effective learning space for promoting learners' language acquisition and academic performance. This paper reviewed a total of 42 empirical studies published in the Language Learning & Technology, ReCALL, Computer-assisted Language Learning, System, CALICO Journal and Computers & Education in the past ten years, from 2009 to 2018 about the application of virtual realities to language education. A coding framework for systematic review was formulated and a number of interesting findings were revealed based on the content analyses of the general publication information, research methodologies, research themes, and promises and challenges of MUVEs. As for the general research trend, Second Life is the main type of MUVEs adopted by a sizable amount of studies, and English is most frequently studied target language. Scholars in Taiwan are fairly productive in the field of applying MUVEs to language learning, and higher education settings are the main research context for a large body of the reviewed publications. Based on the data regarding the research methods of these publications, this review shows that a majority of the studies employed the mixed research method and only a few articles adopted pure quantitative or qualitative method. Multiple data sources were employed and further analysed with varying approaches of statistical analysis. The main research themes of the reviewed studies include affordances of MUVEs for improving learners' linguistic and non-linguistic knowledge and skills, learner characteristics in MUVEs, teachers' role and teacher development in MUVEs, the nature of interactions in MUVEs, designing features of language-learning tasks in MUVEs and design and development of MUVEs for language learning. Finally, the potential, promises and pitfalls of MUVEs were summarized. Implications and suggestions for future pedagogical innovations were discussed at the end. Drawing upon the synthesized research findings, we claim that MUVEs have become a burgeoning research area with handsome potential for innovating language education. However, there are still a number of challenges need be addressed for better facilitating language learning.

The prediction of lexical competence in foreign language reading: a systematic synthesis

Anaïs Tack¹, Thomas François², Piet Desmet³, Cédrick Fairon²

¹UCLouvain; KU Leuven

²UCLouvain

³KU Leuven

Thu 29 Aug
11:00–11:30
SOCR 25

Research-oriented

ICALL

The prediction of a learner's lexical competence when reading in a foreign language is an issue that has attracted the attention of research in intelligent CALL. Indeed, estimating a learner's receptive vocabulary knowledge can be considered a valuable proxy for assessing the complexity of the input given to the learner. Knowing whether the input exceeds the learner's level of competence is needed to assess the appropriateness of the learning material, which can, for instance, be achieved through an automatic identification of complex words in a text (Paetzold & Specia, 2016; Yimam et al., 2018).

However, no literature review appears to exist that brings together the body of evidence to date. Our contribution therefore aims to provide a synthesis of literature on the topic, combining studies in SLA, CALL and NLP. The review will be guided by the following research question: How has the construct of lexical competence in foreign language reading been (a) defined, (b) operationalized, and (c) statistically modeled as a criterion/dependent variable?

In order to answer our main objective, a systematic review methodology was used. We started the review with preliminary searches on a pool of 7 related literature reviews and 28 known and potentially relevant studies. These trial searches were carried out to extract relevant keywords and to identify a common search strategy that achieved a high coverage of more than 90% on known references. Final database searches were then conducted in Web of Science (SSCI, A&HCI, CPCI-SSH, BKCI-SSH, ESCI, Inspec), in ProQuest (Central, ERIC, LISA, LLBA, MLA, PAO, PsycARTICLES, PsycINFO), and in ACL Anthology and yielded a total of 2,209 records matching the search criteria after duplicate removal.

The large collection of identified records was then screened for relevance on titles and abstracts. Irrelevant and peripheral studies were excluded based on a detailed set of inclusion/exclusion criteria defined on the level of the population (i.e., foreign language learners), on the level of the concept (i.e., lexical competence in reading), and on the level of the methodology (i.e., assessment of a criterion/dependent variable). After title and abstract reviewing, a total of 354 studies were assessed for eligibility through full-text reviewing and 138 studies were selected for inclusion in the synthesis.

From the selected studies, categorical data was extracted, coded and analyzed in view of a qualitative interpretation. In our presentation, we wish to outline a comparison in terms of the extent of the targeted population, the types of online and offline measurements used to measure lexical competence in reading, as well as a taxonomy of predictor variables used to date.

Thu 29 Aug
11:30–12:00
SOCR -242

The disruptive effect of technology on communication and meaning-making in the language classroom: a complex systems theory approach

Research-oriented

Research trends

Regine Hampel

The Open University

The new digital media have the potential to transform education (Säljö 1999; Wertsch 2002), particularly in the context of language learning and teaching. Although technology is embedded in students' lives today, there is an assumption by many educators that its use is inconsequential, an assumption that has been critiqued (e.g. Levy 2000; Hampel 2003; Thorne 2003) but that persists. So how can we ensure that our language learning and teaching practices realize this potential and encourage a new learning ecology?

To attempt an answer to this question, I will be using complex systems theory as a useful heuristic for framing this presentation, conceptualizing the language classroom (in the widest sense) as an ecosystem consisting of different interacting parts and thus allowing for a focus on the changes that language education has undergone over the past decades as a result of the introduction of new technologies. As Widdowson (1978) stated, 'language is an instrument of communication' (p. 77), and language education is all about developing 'the ability to communicate' (p. ix). Thus my aim is to try and understand how these new digital technologies are impacting on communication and meaning-making in language learning and teaching and what the implications are.

Today, communication continues to be seen both as an aim and an instrument of language learning, but other tools that teachers and learners use have changed. The 21st century notion of a language classroom is very different compared to 40 years ago, with new online environments playing a central role in allowing learners to develop this ability to communicate. Sociocultural theory provides an appropriate approach to examine this, reflecting the belief that learning is socially, culturally, institutionally, and historically situated (Vygotsky 1978; Wertsch 1991), that it is a social process which has to do with how people appropriate and master tools (including language and technology) in a given culture. And to take account of the fact that technology-supported meaning-making is increasingly multimodal, I am drawing on the theory of multimodal communication (Kress & Van Leeuwen 2001; Jewitt 2014).

A number of recent studies will be presented to provide evidence for the disruptive effect of the new media on traditional language learning approaches and settings and for a resulting phase shift that is reshaping language education in terms of communication modes, interaction patterns, and the positioning of the language learner in relation to the world. Although Larsen-Freeman and Cameron (2008) employ complex systems theory to explore various areas in applied linguistics (including language learning and teaching), the use of digital technologies does not feature. So I will be making use of the 'what if' questions which they pose at the beginning of their book and apply them to the context of using the new digital media for language learning and teaching. This will allow me to highlight what the implications of this phase shift is (1) for teachers and institutions to support learners interacting and communicating successfully in online environments, (2) for policy makers, and (3) for research and researchers.

The eLANG project: A social-interactional approach to foster digital literacy in language teaching and learning of languages via real-world tasks

Thu 29 Aug
11:30–12:00
SOCR 40

Develpmnt-oriented
Digital literacies
OER
Teacher education
European project

Marie-Josée Hamel¹, Catherine Caws²

¹University of Ottawa

²University of Victoria

eLANG is a project funded by the European Commission of Modern Languages (ECML) which fits within a wider ECLM programme entitled “Languages at the Heart of Learning”. The project gathers a team of CALL specialists from France (C. Ollivier, U. Réunion), Ireland (C. Jeanneau, U. Limerick), Greece (K. Zourou), Austria (U. Szigeti-Hoffman, U. Salzburg) and Canada (M.-J. Hamel, U. Ottawa & C. Caws, U. Victoria). The aim of the project is to provide training in digital literacy to empower language teachers to:

- foster the integration of digital technology in specific educational contexts and approaches,
- assist learners in a critical use of online resources and tools, leading to a greater autonomy in language practice/learning.

To achieve this goal, the eLANG team has elaborated a pedagogical framework on digital literacy for the teaching and learning of languages, as well as developed online resources and delivered training sessions for language teachers in Europe, the Indian Ocean and Canada.

The proposed framework (cf. Ollivier et al, 2018) views digital literacy as resulting from the intersection of three main sets of competences within an ethical and critical framework: technology literacy, meaning-making literacy and interaction literacy (Gilster, 1997; Eshet-Alkalai & Chajut, 2009; Beetham, 2015; Dudeney & Hockly, 2016). In line with the CEFR (Council of Europe, 2001), , the framework considers learners as language users and social agents. It advocates for an action-based approach to language pedagogy that allows learners to experience different aspects of digital literacy - as digital consumers (i.e. passive users) and as digital agents (i.e. active users). In that context, it promotes the use of ‘real-world’ tasks to develop such a digital literacy and as a result, increase language learning/use autonomy (Holec, 1993; Little, 1991; Portine, 1998). Real-word tasks (Ollivier, 2009) are herein understood as tasks fostering social interactions with language users (as opposed to language learners) beyond the educational world (Pierzak, 2007). They bear a dual authenticity: situational (i.e. the tasks) and interactional (i.e. the social-interactions). In addition to overcoming the limitation of the classroom, real-world tasks aim to promote learner motivation, empowerment and authorship (Kramsch, A'Ness, & Lam, 2000; Sharpe, Beetham, & Freitas, 2010).

The online resources developed for the eLANG project are a set of modules that operationalize this framework. Gathered in a Moodle site, they offer teachers training in understanding and designing various types of tasks aiming at supporting the development of language learners' digital literacy: real-world tasks, ‘rehearsal’ tasks as well as tasks focusing on more specific linguistics skills. Teachers are invited to contribute to the Moodle with real-world tasks that they have created during the eLANG workshops.

In our presentation, we will elaborate on the eLANG pedagogical framework and demonstrate some of the online resources developed for and by language teachers who have participated to eLANG training sessions so far.

Thu 29 Aug
11:30–12:00
SOCR 41

Practice-oriented

Teacher education

One project, three perspectives: Online language learning development in Finnish higher education

Gabriela Barco, Jinhua Cheng, David Erent
Aalto University

Keeping up with the times, and because their students' needs have been changing in recent years, many Language Centres in Finland have been developing new online solutions for language learning in higher education. The state-funded project Kielivarannon vahvistamisen korkeakouluissa ('Reinforcing language availability in higher education institutions'), or KiVAKO, launched in September 2018, aims to create new learning pathways for less widely studied languages in Finland by developing cooperation both at a national and a regional level. This oral presentation is a description of such study paths, in Chinese, French and Portuguese, with a focus on the necessary professional developments this project implies for the teachers involved.

Although all three languages belong to the same project, the Chinese, French and Portuguese development teams face very different challenges. Chinese is a growing language in Finland, but resources are limited. The two-person Chinese team will have to design a set of courses that fulfil the needs of a large number of students while still allowing them to provide the necessary guidance and feedback. Their current priority is to acquire the adequate digital skills to update pre-existing materials and implement new technologies and virtual classroom applications such as online quizzes and videos. The key objective is to adapt the existing courses to a larger public and to a more open platform.

With eleven members, the French team will aim to produce a comprehensive study path from A0 to B2. However, enrolments into French courses have been declining in recent years. The digital approach will have to support student retention by offering more flexibility and by catering to a variety of preferences and needs. In higher levels, the courses will encourage students to approach learning as a social activity through co-learning and collaboration, with a strong focus on working-life skills and interdisciplinary communication. This in turn will involve a shift in the teachers' role and require the development of a new skillset on their part.

Like Chinese, Portuguese is a growing language in Finland. However, it is not always possible to provide contact-teaching as potential students are scattered around the country and it is even difficult to find a teacher in some Finnish cities. The KiVAKO Portuguese team, composed of two teachers, is therefore developing an online course from the very beginning. Available online material for Finnish students is almost nonexistent. The architecture, the contents, the scheduling and the materials have to be designed from scratch by the team, with the students' needs as a priority.

In spite of those differences, the three teams, along with the Estonian, German, Italian, Japanese, Korean, Russian, Spanish and Finnish Sign Language teams, will share the same opportunities: testing new teaching tools, sharing best practices and ensuring the transition from educators to facilitators and co-learners.

Using online modes of communication for task-based learning in the EFL classroom. Is it worth the bother?

Anthony Young
Aichi University

Thu 29 Aug
11:30–12:00
SOCR 42

Research-oriented
CMC

The facilitation of interaction through task-based language teaching is an effective way of promoting SLA (Ellis, 2003; Nunan, 2004). From an interactionist perspective however, its value in computer-mediated contexts is still not clear. Overall, synchronous CMC research has offered some compelling evidence that interactional features found in face-to-face contexts, can and do occur in SCMC environments (Blake, 2000; Jepson, 2005; Pellettieri, 2000; Warschauer, 1996). However, it is still not possible to say with any certainty yet how task design may impact on learner outcomes differently from face-to-face interaction, or whether or not a case should be put forward for the utilization of SCMC technology in the EFL classroom.

This presentation will start by offering an argument for the need to further investigate the possible relationship between task design and communication mode. It will then provide an overview and preliminary findings of an ongoing mixed methods research project currently being undertaken at a university in Japan. Consisting of 90 first-year students attending three communicative English courses, the aim of this presentation will be to provide some early qualitative and quantitative insight on how different task designs (dictagloss, problem solving, opinion exchange) and communication modes (text chat, voice chat, f2f) can possibly impact on the interactions between learners and their willingness to use online communication in the EFL classroom. It is hoped that the findings of this project will shed light on how and when SCMC technology may be better utilized to assist learning in the EFL classroom in the near future.

Thu 29 Aug
11:30–12:00
SOCR 23

Research-oriented

Gamification

Integrating a virtual reality application to simulate situated learning experiences in a foreign language course

Maria Christoforou, Eftychia Xerou, Salomi Papadima-Sophocleous
Cyprus University of Technology

Immersion can enhance student engagement and transform the classroom into a real-world setting (Dede, 2009). The potential of Virtual Reality to induce authentic learning contexts has prompted educators around the world to integrate virtual worlds into the lessons, establishing a safe pedagogical platform to facilitate the achievement of learning goals (Sue Deuchar & Carolyn Nodder, 2003). Being immersed in contextualised situations of the language students are trying to learn optimises learning, enabling students to practise and successfully transition themselves from a more formal educational setting to a more informal one. The pedagogical potentiality of Virtual Reality provides the means of enabling constructivist places of learning (Butler & Neff, 2015). This paper aims to show how a Virtual Reality application has been applied and exploited as a tool to effectively aid students' knowledge construction in an Italian course. The course used for the purposes of the study is Italian I (A1) offered by the Cyprus University of Technology. The VR application Mondly is used to maximise interactivity and aid learners in proactively experience empirical conversations that emulate authentic everyday contexts: ordering at a restaurant, meeting someone on a train, and checking into a hotel. Mondly employs the usage of chatbots, represented by digital characters, which reinforce the dynamic and interactive learning process through common phrases for the learner to choose from. The present study adopts a quasi-experimental design to evaluate the impact of the VR application Mondly to supplement Italian learning for undergraduate students and incorporate digital material for promoting contextualised learning. An experimental group is subjected to learning through Mondly whereas the control group is subjected to conventional lectures utilising the same material as the experimental group. Potential findings of the study include the enhancement of the realistic experience of the learner through digital immersion in authentic contexts as well as the incorporation of Virtual Reality in other foreign language courses at the Cyprus University of Technology and elsewhere.

Assessing vocabulary knowledge for learners of French as a foreign language: accounting for L1 variability to go beyond the CEFR scale

Nuria Gala¹, Catherine David¹, Anaïs Tack², Thomas François³

Thu 29 Aug
11:30–12:00
SOCR 25

Research-oriented

¹Aix Marseille Université, LPL

²UCLouvain; KU Leuven; FNRS

³UCLouvain

Corpus

CAF

Providing reading materials for language learners adapted to their proficiency level is fundamental. For nearly twenty years in Europe, the CEFR framework (Council of Europe, 2001) is being used as a reference for harmonizing language teaching, learning and assessment (Fulcher, 2004). The success of the framework is often explained with several factors: “many decades of work based on the ‘action-oriented approach’ (...) positive wording of the level descriptors and its non-compulsory nature with a structure open to multimodality and adaptations” (Figueras, 2012). Yet the proficiency scale that comes with the CEFR has not been without criticisms (on the intuitive teacher judgements of the scale, on the relevance and validity of the level descriptors, on the inadequacy to consider individual differences and variability among learners (Hulstijn, 2007; Fulcher, 2010)). It is a fact, though, that the CEFR scale has staked out its place in Europe and beyond, thus providing a common ground for language pedagogy.

In this communication, our concern will be focused on the impact of the CEFR levels as regards to vocabulary complexity assessment, complexity being understood here as difficulty in word recognition and meaning identification in reading tasks. Our work aims at identifying variability among the CEFR levels according to feedback from learners of French. Like Tack and collaborators (Tack et al., 2016), we will use a graded lexical resource for French as a foreign language (FFL), FLELex (François et al., 2014), to identify the words in a text that are difficult to understand by intermediate non-native speakers of French (from A2 to B1, the learners come from a wide range of countries, they will be tested with a placement test from ADCUEFE – the association of university centers teaching FFL in France). A comparison of the expectations provided by FLELex as regards lexical knowledge with the annotations provided by the learners (they will annotate known / unknown words in authentic texts) will be analyzed as regards to different variables, specially the mother tongue (language family type), the number of months/years learning French in a non-French speaking country and the number of months/years learning it in immersion. This analysis will try to explain discrepancies in lexical knowledge between learners based on their background, especially their mother tongue.

Our contribution will propose balanced CEFR grades to the FLELex resource according to the results obtained regarding the effect of the variability of learner’s background. More generally, we will discuss issues in lexical acquisition as regards to the CEFR levels.

REFERENCES

- Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.
- Figueras, N. (2012). The impact of the CEFR. *ELT Journal*, 66(4), 477–485. <https://doi.org/10.1093/elt/ccs037>
- François, T., Gala, N., Watrin, P., & Fairon, C. (2014). FLELex: A graded lexical resource for French foreign learners. *Proceedings of the Ninth International Conference on Language Resources and Evaluation (LREC- 2014)*, 3766–3773. http://www.lrec-conf.org/proceedings/lrec2014/pdf/1108_Paper.pdf
- Fulcher, G. (2004). Deluded by artifices? The Common European Framework and harmonization. *Language Assessment Quarterly*, 1(4), 253–266. https://doi.org/10.1207/s15434311laq0104_4
- Fulcher, G. (2010). The reification of the Common European Framework of Reference (CEFR) and effect-driven testing. *Advances in Research on Language Acquisition and Teaching: Selected Papers. Proceedings of the 14th International Conference of Applied Linguistics*, 15–26.

Hulstijn, J. H. (2007). The Shaky Ground Beneath the CEFR: Quantitative and Qualitative Dimensions of Language Proficiency 1. *The Modern Language Journal*, 91(4), 663–667. https://doi.org/10.1111/j.1540-4781.2007.00627_5.x

Tack, A., François, T., Ligozat, A.-L., & Fairon, C. (2016). Evaluating lexical simplification and vocabulary knowledge for learners of French: Possibilities of using the FLELex resource. Proceedings of the Tenth International Conference on Language Resources and Evaluation (LREC 2016), 230–236. <https://www.aclweb.org/anthology/L16-1035>

Introducing Post-connectivism as an approach to the challenges of digital convergence and complexity within CALL

Liam Murray, Marta Giralt, Silvia Benini
University of Limerick

Thu 29 Aug
12:00–12:30
SOCR -242

Research-oriented
Digital literacies
Teacher education

After many long years of advocating for the integration of CALL into Higher Education and proselytising our neo-Luddite colleagues along the way, the CALL community now faces the almost counter-intuitive challenge of the near-ubiquitous and heavy use of mobile technology in our education systems and indeed, in our social lives. The challenge (and responsibility) we face is one of advocating for the critical and agentive use of apps and mobile technology within our current technology-enhanced pedagogical practices (Murray, Giralt & Benini, in review).

The forces of technology may well be reinventing learning (Abrahamson, 2015) and what it means to be human. Yet, technology in the form of Social Media (SM) and the language/s used therein are reinventing how humans interact with and learn from one another (Authors, 2018). They are producing their own “ecological complexity” (Chambers & Bax, 2006, p. 477) within CALL. We need to focus on the many unanswered questions about these heterogeneous and polymorphous correlations between SM and language learning (Thorne, 2018). Such a focus will need to cover interdisciplinary areas such as Second Language Acquisition, critical digital literacies, mental health, attention, brain reward systems and social connection/dis-connection. CALL is inherently interdisciplinary and may therefore encompass these areas. The ultimate and necessary aim is to design, test and propose a new ground-breaking approach, leading perhaps to a defined theory for commonplace language learning in the digital age, one that we would call, Post-connectivism.

Various forms of CALL have, in many contexts, become normalised (Bax, 2003). However, the challenge remains one of maintaining sustainable CALL development (Blin, Jalkanen, & Taalas, 2016, p. 235) and “addressing the present and future needs of language learners and teachers”. We have closely followed Hubbard and Levy’s (2016, p. 36) directions on CALL theory ensembles and also strongly believe that: “theory can play a role in illuminating teachers’ and learners’ experiences and in pointing the way towards more promising tasks, applications and environments”. In stating that, this presentation explores these aforementioned challenges and responsibilities by extending these tasks, evaluating these apps and proposing a more critical and agentive CALL approach. This may well not only constitute a new classroom management skill and practice but also one that encompasses a mobile and ‘just in [every] time’ approach to managing one’s learning and teaching in the digital age.

REFERENCES

- Abrahamson, D. (2015). Reinventing learning: A design-research odyssey. *ZDM*, 47(6), 1013-1026.
- Bax, S. (2003). CALL - past, present and future. *System*, 31 13-28.
- Blin, F., Jalkanen, J., & Taalas, P. (2016). Sustainable CALL development. *The Routledge Handbook of Language Learning and Technology*, London and New York: Routledge, 223-238.
- Chambers, A., & Bax, S. (2006). Making CALL work: Towards normalisation. *System*, 34(4), 465-479.
- Levy, M., & Hubbard, P. (2016). Theory in computer-assisted language learning research and practice. In *The Routledge handbook of language learning and technology* (pp. 50-64): Routledge.
- Murray, L., Giralt, M. & Benini, S. (2018). Just how much of social media is enough? RTÉ Brainstorm. <http://hdl.handle.net/10344/6897>
- Thorne, S. (2018) In e-mail conversations with the authors on this topic.

Thu 29 Aug
12:00–12:30
SOCR 40

Research-oriented

Corpus

Data-driven learning in ESP university settings in Romania: multiple corpus consultation approaches for academic writing support

Madalina Chitez, Loredana Bercuci

West University of Timisoara

Corpora are valuable technology-supported learning resources to be used by the autonomous language learners or during teacher-guided lessons. This study explores the potential of corpus consultation approaches for the improvement of the ESP students' academic writing skills. We investigated the effects of three types of data-driven learning (DDL) activities in a sample group of 17 first-year students majoring in Geography for Tourism at a Romanian university, consisting of writing tasks supported by: a native-speaker corpus (NSC), a learner corpus (LC) and a web-based corpus (WBC). The research methodology involves the combination of quantitative and qualitative data, extracted from pre- and post-intervention corpus analyses, with the results of a learner-satisfaction questionnaire. The findings indicate a significant differentiation in the complexity of the lexico-grammatical features used by learners in consequent intervention stages and a better integration of L2-related academic writing strategies into their written productions. The study yields first conclusions on the integration of computer-processed language databases in DDL strategies for ESP learners in the Romanian university context.

CALL and the discord between Japanese and Foreign language teachers of English: Recommendations from the Japanese public schooling system

Michelle Lees, Andria Lorentzen, Ward Peeters

Kanda University of International Studies

Thu 29 Aug
12:00–12:30
SOCR 41

Develpm't-oriented

Teacher education

Although there are policies in place to promote technology in education, and policies to promote English education in Japan, they are not always implemented to the fullest. Especially the ways in which the principles of CALL are utilised, the role of CALL in the classroom, as well as its integration and utilisation highly depend on the attitudes and personal experiences of teachers. The present paper brings together two research projects that investigate the current landscape of technology in Japanese EFL education in order to gain deeper insights pertaining to how and why technology is used in a non-English speaking monolingual public schooling system. The purpose of these mixed-methods studies was to identify the factors pertaining to the role of CALL in EFL classes involving both Japanese teachers and foreign language teachers of English.

The data analysis was based on the responses of 102 participants which included 49 Japanese public school teachers (Japanese Teacher of English; JTEs) and 55 English L1 Assistant Language Teachers (ALTs) from the Japan Exchange and Teaching (JET) Programme. Participants were located in different regions of Japan. Questionnaires were developed to investigate participants' attitudes and experiences toward available technology in their daily teaching practice. These questionnaires were distributed both in person and online to collect quantitative and qualitative data on this topic.

Even though Japan is often considered a country with cutting edge technology, the proper integration and use of technological tools in EFL classes lags behind. The research revealed that factors pertaining to age, support, training and time were significant to this issue. Questionnaire data show that JTEs have a positive attitude toward technology, but due to external factors such as lack of time, training and experience, are unable and, therefore, reluctant to utilise the available technology in their classrooms to the fullest.

Almost all JTEs and ALTs believe that technology is useful, and indicate that they would like to increase technology usage. Availability and rates varied wildly from school to school and from teacher to teacher. The survey also showed that JTEs and ALTs use technology differently, and that they categorise their level of comfort based on different types of technology. Furthermore, in addition to the need for applied training, proper collaboration between JTEs and ALTs on this issue is lacking.

This study has formulated recommendations to increase suitable training for both groups of teachers in this monolingual public schooling system. Recommendations include spreading awareness about available technologies and how to use them in EFL contexts, building bridges between JTEs and ALTs when it comes to knowledge and experience in the field of CALL, and devote time and space to teacher and assistant development in order to let available technology take its proper role in the EFL classroom. In the end, this paper proposes that policy makers everywhere give consideration toward the realities teachers face in their daily practice if they are to meet the goals and objectives these policies prescribe.

Thu 29 Aug
12:00–12:30
SOCR 42

Research-oriented

CMC

Saudi University students' attitudes and practices in web-based synchronous speaking platform

Abdurazzag Alghammas
Qassim University

Driven by interaction hypothesis (Long, 1983), this study investigated the perspectives of 40 male intermediate-level EFL students majoring in English towards English accents (namely, American and British), the reasons of holding such perspectives, and which English accent is easier for effective communication. Also, the study explored students' preference to online speaking in a synchronous computer-mediated communication (SCMC) website known as Cambly. Students were granted free access to the Cambly website to have live interaction with native English speakers. Each student talked for 15 minutes with an American interlocutor and 15 minutes with a British one. Given the opportunity for students to speak with native English speakers, the researcher tried to recognize the common topics that students had in their conversations. A mixed-method approach using a web-based survey and open-ended questions were used to collect data. The key findings revealed that students not only enjoyed the SCMC conversation, but also it helped them improve speaking skills. What is more, SCMC allowed students to choose the topic of conversation and negotiate the meaning with native speakers in a lengthy talk. Interestingly, students preferred American accents to British one, and ,in terms of communication, they feel comfortable understanding American speakers to British speakers. The study concluded with several suggestions for future research studies.

Virtual reality participatory approach in foreign language learning and teacher training: Is there an added value?

Sabrina Priego¹, Meei-Ling Liaw²

¹Université Laval

²National Taichung University of Education

Thu 29 Aug
12:00–12:30
SOCR 23

Research-oriented

CMC

Teacher education

Gamification

Previous literature on virtual reality (VR) has shown that its introduction to foreign language (FL) instruction allows students to truly experience the culture while at the same time exposing them to a range of linguistic data (Blyth, 2018; Lloyd, Rogerson & Stead, 2017; Shih, 2015). In particular, these studies argue that unlike other forms of multimedia that can be utilized in the language classroom, VR allows students to hear the sounds, come into contact with the language in use, explore the environment, and interact with the culture. However, the effectiveness of these new technological applications should be interpreted within contextualized learning situations. In addition, little is known about the knowledge and skills teachers need to acquire to provide effective task-based instruction in VR and the type of teacher training that best prepares instructors for such an endeavor. This presentation will describe a 360-degree VR project that involved a group of Taiwanese students taking an English Oral Training course and a group of Canadian students taking a Computer Applications course as a part of the requirement for obtaining a teaching degree. Using a 360-degree camera and applications, the Canadian pre-service teachers designed oral English language teaching materials and met on the VR environment with the Taiwanese students. To find out whether there is an added value in incorporating a VR project and the possibilities they offer for foreign language learning and teacher training programs, especially in the contexts of intercultural communication and collaborative design of personal learning environments, the researchers collected data from participants' created VR environments, online communication, and reflective reports. Findings of the study will be shared along the discussion of the EFL learners and pre-service teachers' reactions to the 360-degree VR participatory approach to language and intercultural learning. Pedagogical suggestions will be provided.

REFERENCES

- Blyth, C. (2018). Immersive technologies and language learning. *Foreign Language Annals*, 51, 225-232.
- Lloyd, A., Rogerson, S., & Stead, G. (2017). Imagining the potential for using virtual reality technologies in language learning. In M. Carrier, R.M. Damerow, & K.M. Bailey (Eds.), *Digital language learning and teaching: Research, theory and practice* (pp. 222-234). New York: Routledge.
- Shih, Y.-C. (2015). A virtual walk through London: Culture learning through a cultural immersion experience. *Computer Assisted Language Learning*, 28(5), 407-428.

Thu 29 Aug
12:00–12:30
SOCR 25

Research-oriented
Corpus
ICALL
European project

A Franco-Irish project for the automatic identification of criterial features in learners of English

Nicolas Ballier¹, Thomas Gaillat², Manel Zarrouk³, Andrew Simpkin³, Manon Bouyé⁴, Annanda Sousa³, Bernardo Stearns³

¹University of Paris

²University of Rennes 1

³NUI Galway

⁴University of Paris-Diderot

This paper presents a Franco-Irish project funded by the European union through the French Partenariat Hubert Currien / Irish Research Council scheme. It aims to investigate criterial features in learner English and to build a proof-of-concept system for language level assessment.

For individuals, learning a language requires regular assessments for both learners and teachers so as to focus on specific areas to train upon. For institutions, there is a growing demand to group learners homogeneously to set adequate teaching objectives. These two requirements rely on language assessment tests whose design and organization are labour intensive and thus costly. Currently, language centres rely on instructors to design and manually correct tests. Alternatively, they use specifically designed short-context, rule-based on-line exercises (Alderson and Huhta 2005) in which a set of specific language errors are used as a paradigm for level assignment. Providing a reliable and neutral assessment system of free-speech texts is required to answer the needs from language certification providers and educational institutions as well as for learners.

Our proposal is a supervised learning approach designed to assign levels of the Common European Framework of Reference for Languages (CEFR) to free-speech texts, which, to the best of our knowledge, is novel. The model relies on error-independent and multi-dimensional feature representations (Crossley et al. 2011; Hawkins and Filipović 2012; Pilán and Volodina 2018; Kim and Crossley 2018; Khushik and Huhta 2019). Our starting point is past research on classification methods of learner levels based on metrics (Ballier and Gaillat 2016; Arnold et al. 2018; Lissón and Ballier 2019). We are currently evaluating the relevance of CTAP (Chen and Meurers 2016) and TAALES (Kyle, Crossley, and Berger 2018) computationally-generated metrics to classify learner texts into 6 levels. Our investigation uses the French component of the EFCAMDAT corpus (Geertzen, Alexopoulou, and Korhonen 2013). In-house features are currently being tested to analyse learner production, especially a pos-tag ratio approach and a word embedding approach. Our theoretical stance could be called the ‘micro-system paradigm’: we assume that we can analyse learners’ progressions (and complex learning curves) by investigating their lexicons through various metrics and their grammatical competencies through their uses of the micro-systems of English (tense, aspect, modality, articles, complex nominals).

The French team is made up of corpus linguists creating datasets enriched with various levels of annotation (from morphology to syntax, with strong emphasis on lexical and syntactic complexity). The Irish team contributes with computational semantics (and word embeddings), ensemble statistical modelling and data visualisation methods to ensure system robustness and efficiency. This comprehensive approach in the analysis of the evolution of learners’ linguistic systems, intertwines qualitative linguistic aspects with robust NLP and statistical analyses. Future developments include the potential contribution of learner metrics for ICALL Systems and how to aggregate corpus-based knowledge to learner analytics. We would love to have feedback from the community as to our different preliminary results to be presented at the conference, especially ideas as to the potential interface with automatic scoring.

IRIS: The database of instruments for research into second languages

Magali Paquot¹, Emma Marsden², Luke Plonsky³, Sophie Thompson²

¹FNRS; UCLouvain

²University of York

³Northern Arizona University

Thu 29 Aug
15:15–15:45
SOCR -242

Research-oriented

Corpus

OER

Research trends

SLA

IRIS is at the forefront of the open science movement. It is an open, highly searchable repository, holding materials and data used for research into language learning and teaching. IRIS holds more than 1,500 materials. These include different kinds of tests for a wide range of language features in a variety of languages, such as, grammaticality judgement tests, elicited imitation tasks, teaching intervention activities, questionnaires, software scripts, sound and video files, among many more types of materials. IRIS now also hosts 73 sets of data from all types of studies, such as written production data from an investigation into the use of Twitter by language students (Kelly, 2019) and test scores from a computerised adaptive testing study (Mizumoto, Sasao, & Webb).

The areas of research covered by IRIS encompass all the subdomains of research in the language sciences and language education. This includes a large number of materials that are highly relevant for investigating computer assisted language learning and complexity, the conference themes. For example, 67 entries are specifically tagged with the label computer assisted language learning, 33 with task-based, 73 interaction, 53 attitude and motivation questionnaires, 45 with complexity.

The main purposes of IRIS, in line with those of open science more generally, are to improve the quality, systematicity, validity and reliability of research, as well as facilitate the research process and reduce re-invention of the wheel (Marsden, Mackey, & Plonsky, 2016). This is important because, for example, only about 1 in 400 published articles in the field of second language research are replication studies. Findings are more likely to be replicated when materials were shared or authors overlap (Marsden, Morgan-Short, Thompson & Abugaber, 2018). Yet, very low proportions of materials are available to facilitate replication and improve its quality.

Support for IRIS is considerable, 36 top journals in the field support IRIS by encouraging their authors to share materials and data through the repository, as do national and international professional associations such as The American Association for Applied Linguistics, The British Association for Applied Linguistics and International Association of Teachers of English as a Foreign Language (IATEFL). A number of journals are currently awarding Open Science Badges to articles with open materials or data. However, this endeavour towards increased transparency requires a more concerted effort from across the field. Only 1 in 6 articles have materials uploaded on IRIS, and although the percentage of materials available on IRIS has increased over the last 5 years, (12% in 2013, 23% in 2017) much still needs to be done (Marsden, Thompson & Laflair, in progress). By embracing open access and transparency as a field, we can overcome the lack of replication studies on language learning and teaching research and extend the generalizability of findings to different settings, demographics, target languages, modalities, and research areas. This paper seeks to advance these efforts and to further argue for the place and value for IRIS—and materials sharing, more generally, in the CALL community.

Thu 29 Aug
15:15–15:45
SOCR 40

Develpmnt-oriented

Corpus

Hypal4MUST: A community-based web interface for translation teaching

Sylviane Granger, Marie-Aude Lefer, Adam Obrusnik
UCLouvain

One of the tasks that translation teachers are called upon to carry out on a regular basis is the preparation, processing and annotation of translation exercises. This task involves the following workflow: identification of suitable source texts (STs); submission of the texts to students; collection and annotation of the students' translations (also called 'target texts' or TTs); return of the annotated translations to the students. These activities are, notoriously, highly time-consuming and provide very little return on investment, as the teachers' and students' work is scattered and essentially lost. Surprisingly, while computer-aided translation tools such as SDL Trados Studio are ever-present in translator training, especially at master's level, technology is largely absent from the workflow mentioned above. A recent project, called Multilingual Student Translation (MUST)[1], aims to remedy this deficit by providing a web-based environment which allows translation teachers to share source texts and turn student translations into a rich searchable database. The Hypal4MUST interface, based on the Hypal tool (Obrusnik 2014), is a user-friendly tool for the collection, alignment and linguistic annotation of student translations. The student-teacher interactions take place via two seamlessly interconnected parts of the software: the teacher interface and the student interface. One particularly noteworthy feature of the teacher interface is the source text database, a collaborative repository of STs where teachers can submit their own STs and/or choose existing ones from the shared database. The ST database is a perfect example of "community sourcing", i.e. the cumulative development of resources resulting from the active participation of virtual community members (Branzov 2016). Another key feature is the semi-automatic alignment and subsequent concordancing of the translations, which allows teachers, for example, to visualize how different students have translated the same ST segment. As regards translation correction, the standardized Translation Annotation System integrated into Hypal4MUST guarantees a high degree of comparability across translation tasks and across teachers, and gives teachers the possibility of drawing up profiles of common translation and language errors produced by individual learners or learner populations. The MUST community currently includes 34 partner teams from 17 countries. The database contains 110 STs, representing both general and specialized language, and 1,100+ student translations, representing 20 language pairs, together with rich metadata. TTs, for instance, contain source-text-, translation-task- and student-related metadata. As the interface is used by teachers and students a rich learner translation corpus is effortlessly created and keeps growing. It currently contains 425,000+ TT tokens. Such a corpus is a most valuable resource for translator training, which teachers can use, for example, to design exercises that are tailored to their students' attested difficulties (see e.g. Espunya 2014).

[1] <https://uclouvain.be/en/research-institutes/ilc/cecl/must.html>

REFERENCES

- Branzov, T. (2016). Community-sourcing in virtual societies. *Serdica Journal of Computing* 10 (3-4), 263-284.
- Espunya, A. (2014). The UPF learner translation corpus as a resource for translator training. *Language Resources and Evaluation* 48(1), 33-43.
- Obrusnik, A. (2014). Hypal: A User-Friendly Tool for Automatic Parallel Text Alignment and Error Tagging. Eleventh International Conference Teaching and Language Corpora, Lancaster, 67-69.

Adding to the mix: Learning through live and vicarious participation in languages tutorials

Christine Pleines
The Open University

Thu 29 Aug
15:15–15:45
SOCR 41

Research-oriented
Research trends
SLA

Online environments offer opportunities for interaction and collaboration, which are especially pertinent to distance language learners who may have little face-to-face contact with their tutors or peers (Levy and Stockwell 2006, Felix 2006, Hampel 2006, 2014, Balaman and Sert 2017, Sun 2018). Although a distinction is usually made between synchronous and asynchronous tools, all online communication can easily be recorded and subsequently accessed by learners in their own time. For example, at the Open University, synchronous small group tutorials for languages are sometimes recorded and made available to students on the module.

Considering that tutorials are aimed at promoting language learning and cultural understanding through active participation and interactive use of the target language, it is not immediately obvious how learners can benefit from listening to the event in retrospect. Drawing on the concepts of vicarious participation (Bandura 1971, 1986, Ohta 2001, Lee 2005, Mayes 2015, Ellis 2015) and learner agency (Bandura 2006, Vitanova 2015) this paper examines how distance language learners work with recorded tutorials and explores perceived benefits for language learning and motivation.

Using a socio-cognitive perspective the enquiry links the results of a mixed method study to current theories of language learning. User statistics of live attendance and recording views are analysed in relation to demographic data and assessment results of students on four large modules across different languages and levels ($N=977$). A thematic analysis of 13 semi-structured interviews reveals motivators and barriers to accessing either live or recorded tutorials. Learners report overlapping and complementary benefits of face-to-face, live online and recorded sessions, and describe how a mix of different tuition modes may support their learning.

Recordings of interactive group tutorials provided structure and guidance and gave language students access to more voices and wider perspectives. Crucially, they allowed learners to seek out and process input in their own time to benefit their learning. Far from seeing indirect participation as a substitute for live attendance, the participants in this enquiry used recordings precisely because they find tutorials so central to their studies. Recordings helped make the ephemeral interactions in tutorials more permanent (Rabold 2008) and thereby increased their potential for learning.

The study gives prominence to the discussion of learning opportunities afforded through vicarious participation, which is relevant to educational practice in formal and informal learning settings. For example, lecture-casts, now widely used in higher education, may benefit from including a student perspective, while recordings of small-group tutorials could be used as a ‘scalable’ resource in MOOCs. Overall, language educators may want to consider whether tutorial recordings are an underexploited resource in contexts where extending opportunities for accessing real interaction is a priority.

Thu 29 Aug
15:15–15:45
SOCR 42

Research-oriented

MALL

The feasibility of using the Bande à Part music application to aid French language learners: An application of the TAM

Ross Sundberg
Concordia University

This pilot study reports users' perceptions of a music application designed for learners of French. Thirteen participants from various L1 backgrounds took part. The technology acceptance model (TAM) was adopted to investigate users' perceptions of the app's usability and potential for L2 learning. TAM's two constructs, perceived usefulness, perceived ease of use, and one added construct, perceived enjoyment, formed the main predictors of users' intentions to continue using the app. Survey results show that the mean scores for the predictors were: perceived usefulness = 4.27/6, perceived ease of use = 3.88/6, and perceived enjoyment = 3.95/6 and that 10 of 13 participants intend to continue using the app. A logistic regression was performed to assess the degree to which these three predictors affect users' intentions to use the app, $\chi^2(1) = 8.69$, $p = .003$, with perceived usefulness being the only predictor to affect the model. The analysis predicts who intends to continue using the app with 84% accuracy. As an underpowered pilot study, further interpretation of the regression is limited. Demographic and motivational factors were not associated with the main predictors. Qualitative data suggests that the app enhances users' ability to notice targeted forms in the musical input (e.g., liaison, gender) and—corroborating the quantitative data—suggests that users' find the features in the app useful. However, several comments from participants indicate the ease of use could be improved (e.g., improved mobile device access).

Considering the quantitative and qualitative results together, this preliminary analysis suggests that two of constructs, perceived ease of use and perceived enjoyment, could be more robust. Both have mean scores below 4/6 and have comments relating to their improvement. In particular, perceived enjoyment should include additional questions not only related to the content of the app but the use of the system.

The impact of AI on ELT using flipped lesson instruction

Hiroyuki Obari, Steve Lambacher

Aoyama Gakuin University

Thu 29 Aug

15:15–15:45

SOCR 20

Practice-oriented

ICALL

MALL

A constructivist approach to flipped learning can encourage students by activating their brains to create new knowledge and reflect more deeply and consistently on their language learning activities. The focus of this study is on assessing the use of the AI speakers Google Home Mini and Amazon Echo Dot as part of a training program with flipped learning, to help ascertain their effectiveness in improving the English language skills of native Japanese university students. The participants of the study were twenty-four native speakers of Japanese, all third-year students studying at a private university in Tokyo. Carried out over four months from September 2018 to January 2019, the technologies utilized in the study included Google Home mini, ATR CALL Brix, Facebook, Line, and other online materials. The emphasis of the training was on helping the students to better understand various key international issues. A pre- and post-test evaluation of the study was conducted to examine its overall effectiveness using the above technologies in improving the TOEIC scores of the target group of Japanese students. The students were divided into eight separate groups, with half of the groups using Google home mini and the half using the Amazon echo dot. The students were required to study English for four months with the help of the AI speakers and to document their experiences in writing, at times recording their thoughts using a smartphone. At the end of the program, the students of all eight groups gave a presentation of their impressions of the flipped lesson training using the AI speakers, with the overall indicating the training had a positive effect on their English language skills. The pre- and post-training TOEIC results also indicated the flipped learning program had assisted the students in improving their English proficiency during the 4-month training period with the help of the AI speakers, especially their listening comprehension. Additionally, a post-course questionnaire revealed the students were greatly impressed by the use of AI speakers as a part of their daily routine to study English and that it significantly impacted their perspective on how to study English.

Thu 29 Aug
15:15–15:45
SOCR 23

Research-oriented

CMC

Fostering cultural competence awareness by engaging in intercultural dialogue: a telecollaboration partnership

Maria Villalobos-Buehner
Rider University

This study measured changes in cultural awareness levels between two groups of students in their third semester of a Spanish class after collaborating via Skype with a group of English language learners from a Colombian university. During a semester one group met seven times to discuss a variety of cultural topics such as health care, gastronomy, friendships, etc. The control group addressed the same issues by examining them among members of the class. Both groups answered a pre and post-self-awareness questionnaire. Mixed factorial ANOVA results showed significant differences between the two groups. There was no change in scores from pretest to posttest for the control group, but scores in the trained group increased significantly. Students' from the treatment group shows substantial gains in skills, knowledge, and awareness of themselves in their interactions with others.

An ICALL approach to morphophonemic training for Irish using speech technology

Neasa Ní Chiaráin, Ailbhe Ní Chasaide
Trinity College Dublin

Thu 29 Aug
15:15–15:45
SOCR 25

Develpmnt-oriented
ICALL

A key benefit in intelligent CALL is that it allows complex linguistic phenomena to be incorporated into digital learning platforms, either for the autonomous learner or to complement classroom teaching. The present paper describes an experiment using the iCALL platform, An Scéalaí, ('the Storyteller') (Ní Chiaráin and Ní Chasaide, 2018). This platform incorporates text-to-speech synthesis as a core functionality. In its current stage of development it allows the learner to: compose a story; see corrections highlighted in colour of specific targeted errors and correct accordingly; listen to the corrected text read aloud synthetically in order to hear any further undetected errors; record his/her voice reading the final text with a view to pronunciation awareness. The specific task we focus on here concerns the phonological contrasts of palatalised and velarised consonants of Irish, e.g. leon [l̪ o: n̪] ('lion') and lón [l̪̄ o: n̪] ('lunch'), which are orthographically signaled by use of preceding/following front/back vowels respectively. Thus, a basic spelling rule of Irish is that intervocalic consonants require consistent preceding/following signaling of consonant quality (Ní Chasaide, 1999). In its current stage, An Scéalaí identifies where the spelling rule is contravened and signals this by colour coding of the 'wrong' vowel letters, allowing learners to correct such errors. A central feature of An Scéalaí is that the learner then listens to the corrected text and identifies aurally errors that were not visually obvious.

The present experiment focuses on a task with two levels. Firstly, learners work with the basic phonological contrast and with the inbuilt NLP tool that identifies where the spelling rule is contravened. The second level deals with the more complex case where the phonological contrast is crucial to specific grammatical functions, in this instance noun number and case (e.g. number: bád [d̪̄] (singular)/báid [d̪] (plural); case: lón [n̪] (nominative) lóin [n̪̄] (genitive)). The NLP tool to detect this type of error has not been implemented into the platform yet, and this experiment is a first step to ascertain to what degree this class of error is amenable to correction by ear alone.

The experiment described here took place as part of an intensive week long language learning course for third level learners of Irish (CEFR level B1/C2). Learners were first introduced to An Scéalaí and given some background on the morphophonemics of Irish, a feature of the language they would intuitively be familiar with but which is often not explicitly taught. To ascertain the baseline for individual learners, a translation exercise, designed specifically to elicit certain key contrasts, was carried out. Subsequently there was an explicit elaboration of the phonological and morphophonological rules to ensure that students focused specifically on this aspect. A number of writing tasks were then set and carried out over six days where, although the content was left to the individual, the likelihood of needing certain constructs was purposefully manipulated. The results of the experiment are reported with indications of where future NLP inclusions can be incorporated to enhance the tool for such complex phenomena.

Transdisciplinarity as a solution for the complex multidisciplinarity of CALL

Jozef Colpaert¹, Philip Hubbard²

¹Universiteit Antwerpen

²Stanford University

Research-oriented

Research trends

The conference theme “CALL and complexity” seems to focus on the complexity of related aspects such as language, tasks and learning. In this presentation, we will tackle the inherent complexity of CALL itself. The main challenge for CALL is that it draws from multiple disciplines (Levy, 1997; Levy & Stockwell, 2006). Due to this multidisciplinarity, CALL has typically imported directly from other disciplines rather than building its own concepts, methods, language, and knowledge. Although some CALL studies have employed an interdisciplinary approach—more cohesive in principle than a multidisciplinary one—such an approach entails additional challenges and becomes exponentially more complex as more disciplines are involved and considered.

We propose an alternative approach to dealing with the complexity of combining various disciplinary inputs that has been gaining ground in SLA/applied linguistics (e.g., Douglas Fir Group, 2016)—transdisciplinarity. A relatively recent notion, transdisciplinarity emerged as an almost metaphysical concept (Nicolescu’s 2002 Manifesto) and has begun to permeate fields such as the health sciences as a way to cross borders between actors involved.

We provide our own definition of transdisciplinarity (Colpaert, 2014, 2018; Colpaert & Hubbard, 2019) as “the ontological co-creation of knowledge constructs on a higher, boundary-transcending, level of abstraction.” These constructs can be models, concepts, objects, methods, metaphors, images and even frameworks. They can be conceived in two kinds of boundary-crossing activities: a/ between disciplines (linguistics, pedagogy, psychology, technology,...) and between actors involved (learner, teacher, parent, developer, provider, policy maker,...), or in any combination thereof.

In this presentation we will focus on the first type. We distinguish two levels: the activity level and the conceptual level. The activity level is the level where researchers and developers normally work in their own habitat: software engineering, instructional design, language pedagogy, content authoring. The conceptual level is the level where they co-create new knowledge constructs on a higher level of abstraction, transcending the boundaries between them. These constructs can then be instantiated back on the activity level as concrete discipline- or actor-specific elements. We will show how this can be put into practice using examples from recent research: Educational Engineering as instructional design method, Design of Multimodal Language Learning Environments, Task Design, Pronunciation Training, Open Data, Contextualisation of the Learning process and Adaptive Testing.

Finally we will explain why we are convinced that this transdisciplinary approach can put CALL on the map as a respected and respectable discipline with its own theoretical foundations.

Using LARA for learning Icelandic

Branislav Bédi¹, Cathy Chua², Hanieh Habibi³, Ruth Martinez-Lopez⁴, Manny Rayner³

¹The Árni Magnússon Institute for Icelandic Studies

²Independent Researcher

³University of Geneva

⁴University of Samara

Thu 29 Aug

15:45–16:15

SOCR 40

Develpmnt-oriented

Corpus

We present a brief overview of LARA (Learning and Reading Assistant), a tool we are in the early stages of developing. LARA builds on the early example of Johns's Data-Driven Learning (Johns, 2002) and the Reading Strategy (Oxford, 1990), and consists of a set of scripts that can be used to semi-automatically mark up text in a hyperlinked form designed to support learning by reading in an L2. The content-creator prepares a LARA resource using online tools which help them efficiently divide up the source text into short segments, tag individual words by their associated headwords, record audio for segments and for individual words, and add translations for headwords. Each learner has an individual history which represents their reading progress. The LARA scripts create a set of personalised hyperlinked concordance pages for the learner; pages list examples showing where each word has previously occurred in the learner's logged reading experience. When the learner accesses marked-up LARA text, they can click on any word to display its associated personalised concordance, mouseover the word to get recorded audio and a translation, access online linguistic resources associated with a word, or listen to recorded audio for the segment in which the word occurs. In general, the assumption is that preparation of LARA texts is distributed and crowdsourced, with multiple content-creators, usually language teachers, posting content on different servers and adding entries to a global register which indexes the content to make it available to learners. We will present initial studies where we have used LARA texts as ancillary teaching aids for low intermediate L2 learners of Icelandic. The source texts consist of stories taken from primary school readers, and the marked-up LARA resources are freely available for online access. We will describe the resources we have created for both languages and the methodology of prototypical testing. Two groups will be tested in each language. The participants will be L2 adult learners between 20–40 years old, men and women. The approximate number of participants per group will be around 20. Icelandic will have a heterogeneous group of learners coming from Asia, Europe, Middle East, and the Americas. Both groups will use LARA with its current functionalities in computers, however, the focus group in a classroom setting and the control group outside of the classroom. The testing will consist of two parts. The first part will focus on the general user experience of the tool including its current functionalities. The second part will consist of investigating the learning effect. This will be done based a pre- and a post questionnaire addressing the understanding of vocabulary and grammar. Understanding the reading of text will be part of the post test. Feedback from learners will be analysed and presented at the conference.

Thu 29 Aug
15:45–16:15
SOCR 41

The Video Assessment Module: Self, peer and teacher post-performance assessment for learning

Matthew Cotter¹, Don Hinkelmann²

¹Hokusei Gakuen Junior College

²Sapporo Gakuin University

Research-oriented

MALL

Research trends

Assessing student presentations can be made more reliable with video-recording and post-performance rating. Further, self-assessment and peer-assessment can aid in the learning process by students when using specific, easy-to-understand rubrics. This presentation documents an eight-year action research study into video-recorded performance assessment using a free, open-source Moodle module developed by Sapporo Gakuin University. The Video Assessment Module (VAM) allows teachers to use simple digital cameras for recording English presentations which are then uploaded to the module. Students are trained, in English as a second language, to use specific rubrics to rate themselves and their peers with qualitative and quantitative criteria. Although rubrics have been used effectively on paper for self-reflection and peer assessment, this Video Assessment Module reduces management time for teachers to a minimum. For students, out-of-class time can be spent assessing online asynchronously without time pressure. In 2016, a whole-class live assessment mode was added so that students can watch a presentation while assessing in real time using iPads or other mobile devices. This follows a blending learning approach, which combines synchronous and asynchronous assessment techniques. Qualitative and quantitative results of this long-term study will be reported in this presentation. In addition, the teaching team will show how they developed the module and applied it to a public speaking class for communication students in a Japanese university EFL program. The open source module will be demonstrated with sample rubrics and screenshots to show how teachers can solve logistical issues that previously prevented widespread use of video in student evaluation.

'Make me feel English language part of my life': Using WhatsApp beyond the classroom

Jessica Mackay, Elsa Tragant
Universitat de Barcelona

Thu 29 Aug
15:45–16:15
SOCR 42

Research-oriented
MALL

The growth of technology in availability and use has been very fast over the past few years so that more and more students have informal exposure to English on a regular basis, very often through mobile technology. Yet it is less often the case that language teachers are active in promoting the use of technological resources for language learning among their students (Van Praag and Santiago Sánchez, 2015). This would explain why there is more research that aims at quantifying out-of-class English language learning through surveys (i.e., Lai, Zhu and Gong, 2015) than reports on actual classroom experiences like for example mobile chatting (i.e., Castrillo, Martín Monje and Bárcena, 2014).

The present collaborative study actually reports on the interactions that were produced when a language teacher at a university language school created a WhatsApp group for one of her classes. The study aims at describing what happened in the more than 700 messages that were produced in the course of an intensive summer course. We will be looking at how much participation there was, what WhatsApp was used for, how its use evolved in time, what language tasks were more and less popular as well as how much attention was paid to form. We will conclude with some practical reflections stemming from this experience in further engaging students with English beyond the classroom.

REFERENCES

- Castrillo, M. D., Martín-Monje E. and Bárcena E. 2014. Mobile-based chatting for meaning negotiation in foreign language learning. Proceedings from the 10th International conference of Mobile Learning, pp. 49-58.
- Lai C., Zhu W. and Gong G. 2015. Understanding the quality of out-of-class English learning. *TESOL Quarterly* 49(2), 278-307.
- Van Praag, B. and Santiago Sánchez H. 2015. Mobile technology in second language classrooms. Insights into its uses, pedagogical implications, and teacher beliefs. *ReCALL* 27(3), 288-303.

Thu 29 Aug
15:45–16:15
SOCR 20

Research-oriented

MALL

Does MALL make a positive impact on Communicative Language Teaching? Results from a meta-analysis

Rupert Walsh
University of Portsmouth

Mobile Assisted Language Learning (or MALL) has become a major player in language education in recent years and has expanded the learning environment through ubiquitous and informal learning, whilst simultaneously introducing new learning possibilities in various new technological affordances. It has, also, provided new dynamism within many classroom-based teaching programmes. Prominent voices in the language teaching sector, though, have expressed concern that MALL practices need to be developed in accordance with suitable pedagogical principles (e.g. Burston, 2017). One of the main pedagogical developments in past decades has been an aspiration to make language teaching “communicative” through learning that is contextually situated, personalised, interactive and allowing for learner autonomy (Ellis, 2001).

Much research has now been conducted that focusses on attempts to incorporate MALL within this type of communicative learning environment. However, individual research papers tend to lack integration with other similar research; as a consequence, strongly supported themes in the field have been slow to emerge. Through the employment of a meta-analysis, the present study aims to address this lack through synthesising findings of available research in order to establish how effective MALL is as a positive learning force within communicative language learning classrooms. A number of potential indicators were analysed, including improvements in the language level of students, student motivation, student satisfaction, the impact on the teacher and the facilitation of a communicative environment according to commonly acknowledged principles of a communicative approach.

The procedure used for the study first established precise criteria from which to choose studies to be included in the analysis; these criteria were based upon the indicators listed above, and determined if studies had occurred in classrooms that facilitated a communicative approach. Then, locations where published research may be disseminated were searched. Finally, studies with a focus matching the criteria were selected, tested for rigour and then analysed, with effect sizes being produced for the stated indicators where data allowed.

This presentation will outline initial findings from the study. These findings suggest that MALL is highly beneficial for student motivation, for student satisfaction and in facilitating a communicative environment. They also indicate that a student’s language level will likely benefit from a communicative approach that is mobile assisted, but with some key reservations and potential hindrances. The impact on the teacher returned both positive and negative results.

In conclusion, this presentation will demonstrate that, based upon a rich analysis of numerous studies, there are clear benefits from incorporating MALL into a communicative language teaching programme, and it will therefore be argued that situated language teaching providers should consider the promotion of mobile assisted tasks as an effective communicative classroom tool. It will also highlight barriers to the effectiveness of MALL within such settings. Particularly with these barriers in mind, this presentation will end by considering the research that may still be required to bring further clarity for the field.

Implementing EVE: Some preliminary findings

Marta Giralt¹, Margarita Vinagre²

¹University of Limerick

²Universidad Autónoma de Madrid

Thu 29 Aug
15:45–16:15
SOCR 23

Develpmnt-oriented

CMC

Most of today's very young learners, the representatives of iGeneration, have used the Internet since their babyhood; they are generally comfortable with technology and they are able to make use of it in the classroom. Some of the digital resources specifically focus on developing language skills of young children learning their second language or heritage language. This conference presentation will exam one of such open-access resources, Live Fairytales™, aimed at supporting the acquisition of the Russian language and culture by very young learners (aged 3-5) living in multiethnic regions of the Russian Federation and abroad. Launched in 2017, this online school has been successfully integrated into the curricula of 9 experimental sites located in predominantly Tatar language areas in the Republic of Tatarstan of Russia.

The presentation will focus on the results of a post-integration survey ($N = 23$) that explored kindergarten teachers' assessment of Live Fairytales™ as a teaching and learning tool. We were interested in educators' evaluation of the resource's multimodal features, as well as their assessment of learning outcomes and students' engagement.

The study demonstrated that educators found Live Fairytales™ to be a high-quality tool that enabled them to support children's Russian language and culture acquisition. Audio materials, visuals, interactive tasks and digital characters were ranked as most effective features, followed by a scoring system and cultural components. Most teachers reported that Live Fairytales™ assisted children in acquiring new words and phrases, practicing correct pronunciation and enriching their knowledge about Russian culture. Study participants also demonstrated their satisfaction with students' engagement. Over 90% of teachers fully agreed or agreed with the statements "The students show excitement for Live Fairytales", "The students focus on the task given", "The students actively participate in learning activities". In their responses for an open-ended question, educators praised Live Fairytales™ and similar interactive multimodal resources for supporting language acquisition describing them as tools that arouse learners' curiosity, help the teacher make the class more engaging and dynamic and facilitate cooperation between learners. However, some educators insisted on combining the use of digital resources with in-session physical activity breaks (with music or songs).

While participants of the survey were unanimous in their positive view over the potential benefits of open resources for children such as Live Fairytales™, 17% of them also lamented about the lack of adequate training and expressed the need for having an access to external support.

The study results provide important insights of practicing teachers who utilize computer and mobile technologies with very young Russian language learners, helping us to understand what they value in digital resources as teaching and learning tools. Russian language teachers from multiethnic areas of Russia and abroad will learn about one of the best open-access resources for their young learners. In terms of CALL design, teachers' input may serve as a guide and inspiration for building new high-quality digital resources for children.

REFERENCES

Живые сказки (2018). Retrieved February 12, 2019 from <https://skazki.pushkininstitute.ru/>

Thu 29 Aug
15:45–16:15
SOCR 25

Develpmnt-oriented

ICALL

The effects of learner characteristics and beliefs on usage of ASR-CALL systems

Gemma Artieda, Bindi Clements
Wall Street English

Computer Assisted Language Learning (CALL) has seen a rise in recent years of software applications that use Automatic Speech Recognition (ASR) to provide pronunciation feedback for language learners. ASR-CALL systems process large amounts of natural language data to provide immediate and individual feedback on the pronunciation accuracy of recorded learner utterances. In order for ASR-CALL systems to be implemented successfully and become effective tools for pronunciation training, understanding learner beliefs and perceptions about pronunciation and technology is key. While recent studies have investigated levels of learner satisfaction and engagement with ASR-CALL systems, little research has been done to date which investigates specific learner characteristics and beliefs which affect learner usage of ASR-CALL systems.

Wall Street English (WSE) currently has over 180,000 learners in 28 countries, and provides adult learners with a bespoke, blended-learning programme where students complete self-study interactive multimedia lessons before attending teacher-led classes. WSE have built activities within the multimedia self-study component of the course that allow students to record phrases and receive word-level ASR-driven feedback on pronunciation accuracy. For the current study, all students enrolled in selected WSE centres in China, Vietnam, Saudi Arabia and Italy had the opportunity over a four week period to complete these CALL-ASR activities. Students were able to retry each phrase a number of times in order to improve their pronunciation, received ASR-driven feedback on each retry, and were provided with a model audio with which to compare their own recorded attempts. The data presented in this study is drawn from three sources: an analysis of the anonymised study data from the 2,867 students from the countries mentioned above; survey data from 485 of these students; and individual qualitative interviews with 58 of these students.

Overall, high numbers of students reported that activities with ASR helped them to improve their pronunciation. However, the study found significant differences in usage of the product features across the four countries, with students from Vietnam and China using more retries than Saudi Arabia, and students from Italy using fewest retries. Similarly, students from China, Vietnam and Saudi Arabia more frequently listened to model audios to compare to their own recordings than students from Italy. Significant differences between age groups and dominant L1 groups regarding beliefs both about the likely benefits of using ASR for improving pronunciation were also revealed. A series of Kruskal-Wallis tests between dominant L1, age and extra-curricular activities and student's beliefs and perceptions on learning pronunciation using ASR revealed significant group differences between dominant L1 and student's beliefs and perceptions using ASR and between age groups and student's beliefs and perceptions using ASR. No differences were found between extra curricular activities and student's beliefs and perceptions on learning pronunciation using ASR.

This study points to the importance of taking into account regional differences when designing software, and suggests that successful learner engagement with CALL-ASR applications will depend not only on the effectiveness of the technology itself, but also on learner beliefs and perceptions regarding the possibility of improving their pronunciation.

How do learners use an online multimedia language learning environment? An eye-tracking study

Isabeau Fievez, Maribel Montero-Perez, Frederik Cornillie, Piet Desmet
KU Leuven

Thu 29 Aug
16:45–17:15
SOCR -242

Research-oriented
MALL

In the past decades, a lot of language learning environments have been created offering viewing and reading activities based on authentic materials with help options to support the learning process. While research has shown that those activities may stimulate language learning (Chun & Plass, 1996; Winke, Gass, & Sydorenko, 2010), and that some studies looked at users' behaviour in CALL activities (e.g. Pujola, 2002), almost no study has investigated how learners use such language learning environment with eye-tracking data. Nonetheless, knowing how they interact with it and link it to their performance would help improve their learning process and therefore their learning gains.

Consequently, an experiment was conducted guided by the following research questions: how do learners use on-line language learning environment and its help options, how do they allocate their attention to the different contents of the platform (i.e. text- and video-material, exercises, help options) in terms of eye movements, and can we link their attention to their performance on the platform?

To address these questions, 25 learners of Dutch following Dutch courses in job centres were recruited for the study. The treatment consisted in using NedBox, a language learning platform for learners of Dutch made of authentic text- and video-materials accompanied by exercises (e.g. comprehension, vocabulary and grammar) for 40 minutes. All participants saw the same video/text materials and exercises, but were free to explore them however they wanted. After the treatment, they were tested on their general vocabulary knowledge and a subgroup of participants filled out a questionnaire that aimed to measure perceived usefulness of the help options. In order to analyse learners' use of the platform, we registered participants' eye-movements while they were working in the environment. The following eye metrics were used to measure attention in the areas of interest (i.e. video/text, exercises, help options): total fixation duration, revisits, average fixation duration and dwell time. In addition, we used screen recordings to study their actual use of the help options, and their performance on the exercises.

A preliminary analysis of the screen recording data demonstrates that 4 help options out of 5 (i.e. 'hint', 'subtitles', 'definitions' and 'solution') were used less than 20% of the time, even though participants claimed finding them useful in the questionnaire (Fischer, 2007). The eye-tracking data shows that the exercises were significantly longer fixated than the text- and video-materials and that videos got significantly more revisits than texts. The data also reveal two different exercise completion behaviours: (1) watch/read the whole video/text and then complete the exercises, (2) switch attention between the exercises and the video/text when needed. However, the two behaviours do not seem to lead to significant different outcomes on the exercises. Eye-movement data will help us to further determine learners' precise focus of attention on the different areas of interest. In the paper presentation, we will discuss the findings of the eye-movement data and screen recordings in light of previous research (e.g. Arron, 2016) on help options use in multimedia learning environments.

Thu 29 Aug
16:45–17:15
SOCR 40

Develpmnt-oriented

Corpus
ICALL
CAF

On building L2 lexical performance profiles: from learner data to CALL tool

Marie-Josée Hamel

University of Ottawa

The focus of our research is vocabulary use by L2 learners and how corpus tools can reveal lexical richness in their written productions whilst providing measures of lexical complexity (cf. Norris & Ortega, 2009; Bulté & Housen, 2012; Lindqvist, Gudmundson & Bardel, 2013; Cobb & Horst, 2015).

Our goal is to build L2 performance profiles and use these to adapt CALL materials and pedagogical interventions. Building such profiles involves being able to keep traces and compare aspects of learners' individual performance and learning trajectories, across tasks and over time, with themselves and their peers, according to various variables, such as complexity, accuracy and fluency (CAF) variables. Ideally, such profiles would also take into account a conjunction of external (e.g. characteristics of the pedagogical situation) and internal factors (e.g. prior knowledge and learning objectives of the learner) which determine the nature of the learning being carried out (Pochard, 1994:33). The targeted outcome of our research is a CALL tool for language teachers, termed MyAnnotator (Hamel, 2017), an error annotator which integrates some lexical complexity measures to support L2 lexical performance diagnosis.

In a recent study (Hamel, submitted), we investigated dimensions of L2 performance related to lexical complexity in L2 French learner corpora. We used lexical measures made available by NLP-driven corpus tools (Lextutor.com; WordSmith tools – Scott, 2016; Stanford POS tagger – Toutanova et al. 2003) to explore lexical complexity variables in the learners' texts. We examined in particular indicators of lexical diversity, density, and sophistication operationalised as type-token, content-function, and low-high frequent words' ratios in our study. Our results shed light on aspects of the learners' L2 lexical performance, namely in relation to the 'landmarks' these indicators of lexical complexity produced and were used to compare the individual performances of 'above, around and below average' learners. We made pedagogical recommendations with regards to how to best read and reuse such results.

In our presentation, we will discuss L2 performance and lexical complexity in the light of these empirical results and will demonstrate our CALL tool in development: its error annotation functions and the lexical complexity analyses it can so far produce. We will contrast MyAnnotator's features to those of similar L2 lexical performance analysis tools. We will make recommendations for further improvements.

Cultures in interaction and the culture of CMC in online intercultural exchange (OIE) using English and French

Amira Benabdelkader

University of Southampton

Thu 29 Aug
16:45–17:15
SOCR 41

Research-oriented

CMC

Technology has offered, and in a certain extent, altered the modes and channels of communication. Synchronous communication is no more restricted to the physical presence of interlocutors nor to the face-to-face communication dynamics. That is, a new culture of communication has been introduced through computer-mediated communication (CMC). The field of language teaching and learning has taken advantage of the affordances of the online communicative tools. Nowadays, CMC facilitates collaboration between individuals and partnerships between educational institutions through projects of online intercultural exchanges, also called telecollaboration, epals, etc., in order to improve the quality of teaching and learning and ensure the openness to different cultures and languages.

This paper looks at how language(s) learners/users navigate with their cultures in the online environment, its affordances and different channels of communication in order to (co-) construct and negotiate meaning and most importantly maintain communication. It aims at unfolding the different patterns the speakers create in order to accommodate their communicative purposes with their peers and achieve understanding. It also explores the different machineries that govern the interaction.

The corpus presented in this paper, four video-recorded conversations (one hour each), is derived from an online intercultural exchange (OIE) that took place on Skype between language learners of English and/or French over a period of four months. The pairs comprise the following speakers' constellations: a L1S of French with a L1S of English, and a L1S of English with an Algerian (L2/LF of French and English). To assure equity in the use of languages, I scheduled two sessions every week, one in English and the second in French. This design is inspired by the task-design approach but does not totally conform to. In other words, communicators and prior to their conversations were given culture-related topics along with some guidelines in order to mitigate and encourage one-hour long conversations for each language over the period of four months. The 'your culture' phrase had been utilised in those guidelines in order to encourage both speakers and listeners who are involved in the interactions to describe, explicate, compare and contrast 'their' culture with their peer.

Being analysed thematically and by means of some principles of conversation analysis, the findings reveal, on the one hand, that these language(s) learners exploit the online space through using not only the audio-visual modes, i.e. speaking and listening channels and producing non-verbal cues. Texting and sending multimodal content like pictures and links have been incorporated. Those practices have emerged out of the communicative needs and purposes especially when describing cultural specific celebrations, in instances of non- or mis-understanding and in cases of linguistic deficiency. On the other hand, the speakers show different tendencies with regards to how they shape their conversations. That is, some of them navigate their cultures, interests and hobbies and could make from this OIE a site for socialisation, co-construction of knowledge and discovery of shared spaces. For others, OIE has been conceived as a platform to share and negotiate their (cultural) knowledge.

Thu 29 Aug
16:45–17:15
SOCR 42

Avoiding the chaos of theory: Assemblage theory in technology enhanced language education

Blair Matthews

University of St Andrews

Research-oriented

Research trends

Teacher education

Educational theories are important in technology enhanced language learning as they provide us with "a foundation for intelligent and reasoned strategy selection" (Ertmer and Newby, 2010) and are "useful for evaluating the quality of technologies for language learning" (Chappelle 2016).

However, educational theories are not objective facts that transcend human subjectivity – they are a product of inquiry that are constructed by way of debate. The more accepted the idea is tells us less about the precise nature of language learning and more about the strength of the structures, networks and institutions that put the theories into practice and make them intelligible. According to Latour (1977) this social construction of theory opens the door to pseudoscience, alternative facts or an 'anything goes' relativism.

In particular to the theories of technology enhanced language learning, there are a number of problems with the application of theory into educational practice. One problem is that there are so many theories, most of which lack a strong empirical basis. Another issue is a tendency for theory to oversimplify complex processes. Third, there are inconsistencies between the interpretation and application of theories in different studies, making research impossible to compare precisely. This makes it extremely difficult to unpick the mechanisms of technology enhanced language learning. How can we know what exactly works?

The purpose of this talk is to develop an account of technology enhanced language education that recognises the complexity of the system in which it is situated. First, I argue that language education is embedded in a complex social world, made up of connections between people and objects that build up to make vast, interconnected systems. Tensions and contradictions within and between these systems make it impossible for theory to have predictive qualities. Then, I will draw on Assemblage theory (primarily de Landa, 2016, but also Deleuze and Guattari, 1977, Latour, 1987 and Callon, 2001) in order to explore the connections between people and technology that make up technology enhanced language education.

Finally, I argue for a better understanding of the construction of learning theories in teacher education, in order for teachers and instructional designers to be better able to make choices about theories that inform their work.

A telecollaboration project in your hand: fostering students' engagement

Alberto Andujar

University of Almería

Thu 29 Aug

16:45–17:15

SOCR 20

Research-oriented

CMC

This investigation explored the possibilities offered by the WebRTC (Web Real-time communication) protocol and P2P communication to develop a telecollaboration project from a mobile device. The mobile application Jitsi Meet providing access to WebRTC was used to connect participants from a Spanish and a North American University. Students' engagement in the eTandem project as well as their perceptions about the interaction and its potential to foster language development were analysed. Both teachers in charge of the project at their respective universities made use of a pre-existing knowledge survey and an end-of-course engagement scale. Furthermore, students' progress in the platform was tracked through the use of a log to account for the exchanges taking place in the application. Task design consisted of information exchange and information gap activities and participants in each university had different aims during the online exchange. This was due to the fact that participants were enrolled in different courses. Spanish students were taking a phonetics module while American participants were taking a course about Spanish culture. Hence, participants were trained so as to be prepared to answer possible questions that may arise during the interaction. A minimum of two exchanges per week was set by both teachers in order to guarantee the language exchange, however there was no minimum time requirement in the app once the interaction started. A timetable to group participants was provided by the teachers to make sure the components of the dyads changed over time. In order to exploit the ubiquitous characteristics of mobile devices, there was no specific time or place to start the exchange. Participants made use of WhatsApp application to arrange a time for the interaction at their convenience. By sharing a link through the app, students accessed a private room in Jitsi meet where the face-to-face real-time interaction took place. Results indicated high levels of engagement in both groups of participants and the application was regarded as a positive environment to foster language development. Pedagogical implications as well as drawbacks encountered during the process are also presented.

Thu 29 Aug
16:45–17:15
SOCR 23

Develpmnt-oriented

OER

WriteUp: towards a tailor-made annotation and feedback plugin to develop writing skills on Moodle

Céline Gouverneur, Sabrina Knorr

Institut des langues vivantes, UCLouvain

One of the main challenges of corrective feedback in writing is the complexity of the error annotation mode. Many teachers find it difficult to strike a happy medium between paper-based and automated writing evaluation (AWE).

The aim of our presentation will be twofold. First, we will showcase WriteUp, an online annotation system developed at the University of Louvain, with a view to providing instructors and learners with an adaptive tool suitable both for formative and assessment use. We shall then discuss a number of pedagogical issues inherent in writing evaluation and address the challenges of developing the most efficient set of error tags.

The presentation will also focus on the results of a qualitative survey on university professors' and students' expectations about writing mistakes annotation.

Although computer-assisted error annotation has gradually gained ground among raters (Chan 2018), our survey has shown that teachers and learners tend to struggle with several limitations of this method, like time management and the inability to provide and receive detailed feedback.

The emergence and development of automated writing evaluation (AWE) software in recent years (Hegelheimer et al. 2016) represent an important milestone in the field of writing assessment. While these tools greatly facilitate the teacher's task, they still suffer from serious drawbacks, mainly in terms of flexibility and adaptability to instructors' and students' actual needs (Cotos 2012).

WriteUp aims to overcome these weaknesses to provide teachers and learners with a tailor-made and adaptive annotation interface. From a technical point of view, WriteUp will be fully integrated into the assignment module of the Moodle learning management system, which will make it easily accessible to the whole academic community.

From a pedagogical perspective, WriteUp takes into account key issues regarding error annotation and correction. By contrast to AWE, this versatile tool makes significant room for teacher intervention and appreciation. Teachers will for example be able to focus on level-specific (Thewissen 2015) or context-related (Cotos 2012) mistakes, but also lend only little weight to or even disregard any error type which they might consider less relevant to a particular task. Students will receive positive, guiding or corrective colour-coded feedback, in the form of interactive or multimedia links. The use of explicit error tags will also familiarise them with metalanguage, which has been shown to enhance learning when focusing on form (Barsturkmen et al. 2002). In formative writing instruction, learners will have the possibility to submit improved versions while avoiding 'instant-death mistakes', i.e. mistakes which are no longer tolerated as students develop greater writing skills. Individual and group statistics will help learners monitor their progress and enable teachers to opt for pedagogical approaches best suited to their students' needs.

REFERENCES

- Basturkmen, H., S. Loewen, and R. Ellis (2002) 'Metalanguage in Focus on Form in the Communicative Classroom'. *Language Awareness* 11 (1): 1-13.
- Chan, S. (2018) 'Paper-based versus computer-based writing assessment: divergent, equivalent or complementary?' *Assessing Writing* (36): 1-2.
- Cotos, E. (2012) 'Towards Effective Integration and Positive Impact of Automated Writing Evaluation in L2 Writing'. In Kessler G., Oskoz, A. and Elola, I. (Eds) (2012) *Technology Across Writing Contexts and Tasks*. CALICO Monographs Series Volume 10. Texas, USA.
- Hegelheimer, V., Dursun, A. and Li, Z. (2016) 'Automated Writing Evaluation in Language Teaching: Theory, Development and Application'. *CALICO Journal* 33 (1): i-v.

Thewissen, J. (2015) Accuracy across Proficiency Levels. A Learner Corpus Approach. Presses universitaires de Louvain, Louvain-la-Neuve, Belgium.

Thu 29 Aug
16:45–17:15
SOCR 25

Research-oriented

Teacher education

Toward an online writing course for doctoral students

Christine Horton
Tampere University

The growing recognition of high quality PhD research as playing a key role in the development of Europe as an innovative and competitive knowledge-based economy places increasing pressure on European doctoral programmes to support student writing (EUA-CDE 2019). Whether they are satisfying degree requirements or pursuing a position in a competitive job market, most doctoral students find it necessary to publish during their candidature (Lee & Kamler 2008; Cotterall 2011). Although supervisors and programmes offer support for students to develop the scholarly skills they will use throughout their degree and into their professional career, many students struggle with academic literacy skills and identify writing for publication as the area in which they require further training (Caffarella & Barnett 2000). In response to this need, many institutions offer further pedagogical support for writing through courses and workshops, offered mainly on campus and in face-to-face sessions. However, external constraints (work and family obligations, among others) often prevent doctoral students from accessing these resources, and consequently exclude them from learning the "high stakes" writing skills needed to present their research and to gain credibility in the academic community (Kamler & Thompson 2006; Casanave & Hubbard 1992).

In this presentation, I examine online learning as a potential pedagogy for supporting doctoral writing for publication in a university course for doctoral students. Starting from the position that online learning can support a multi-dimensional online learning environment suitable for the development of higher-order learning and collegiality relevant for doctoral learning, I draw on an understanding of digital pedagogy as dialogic social interaction (Robertson 2019; Barber et al 2015). Using this approach that accounts for the construction of a scholarly community through digital engagement, I explore the ways in which technologies such as online tools, corpus-aided language learning, and online writing groups can support doctoral training. The need for digital pedagogies that facilitate doctoral education attends to the ongoing challenge of facilitating growth in doctoral education, an issue that "matters for Europe more than ever before" (EUA-CDE 2018).

REFERENCES

- Barber, W., King, S., & Buchanan, S. (2015). Problem Based Learning and Authentic Assessment in Digital Pedagogy: Embracing the Role of Collaborative Communities. *Electronic Journal of e-Learning*, 13(2), 59-67.
- Caffarella, RS, & Barnett, BG (2000). Teaching doctoral students to become scholarly writers: The importance of giving and receiving critiques. *Studies in Higher Education*, 25, 39–52.
- Casanave, C.P., & Hubbard, P. (1992). The writing assignments and writing problems of doctoral students: Faculty perceptions, pedagogical issues, and needed research. *English for Specific Purposes*, 11(1), 33-49.
- Cotterall, S. (2011). Doctoral students: Where's the pedagogy? *Teaching in Higher Education*, 16(4), 413-425.
- Kamler, B. & Thomson, P. (2006). *Helping doctoral students write: Pedagogies for supervision*. London: Routledge.
- Lee, A., & Kamler, B. (2008). Bringing pedagogy to doctoral publishing. *Teaching in Higher Education*, 13(5), 511–523.
- Robertson, S. L. (2019). Interactive Digital Instruction: Pedagogy of the 21st Century Classroom. In *Handbook of Research on Promoting Higher-Order Skills and Global Competencies in Life and Work* (pp. 166-180). IGI Global.

Screencasting and keylogging as pedagogical tools to enhance writing skill development

Gaëtanelle Gilquin

UCLouvain

Thu 29 Aug
17:15–17:45
SOCR -242

Practice-oriented
Corpus
Research trends

The value of videotaping for pedagogical purposes has long been recognized in matters related to speech (Fukkink et al. 2011). By videotaping a spoken interaction and showing the video to the interactants, for example, one can make them aware of their own behaviour and, eventually, help them improve their interaction skills. Thanks to technological developments, it has also become possible to record writing as it takes place on a computer. Both the screen can be captured ('screencasting') and the keys struck on the keyboard ('keylogging'). These technologies have successfully been used to gain insights into the writing process (Séror 2013). In this presentation, it will be shown that screencasts and keylog files can also be used as pedagogical tools, as suggested recently by some scholars like Ranalli et al. (2018).

Within the frame of the PROCEED (PROcess Corpus of English in EDucation) project, university EFL students are required to write an essay in a computer lab at least twice a year. While they write the text, their screen and keyboard activity is recorded by means of OBS (for screencasting) and Inputlog (for keylogging; Leijten & Van Waes 2013). This material will serve as a basis for a pedagogical intervention. Students who volunteer will receive their screencast video and will be asked to watch it and answer a questionnaire aimed at eliciting their reactions and getting them to notice features of their writing behaviour. Each of these students will then be invited for an interview, where some of the issues mentioned in the questionnaire will be further discussed. During the interview, students will also be presented with the process graph produced for their text by Inputlog, which includes visual information about pausing time, revision behaviour and use of external resources. They will be shown a similar graph from a highly proficient writer and will be encouraged to compare the two graphs and to identify winning strategies. At the end of the interview, students will be asked to fill in another questionnaire whereby they will evaluate their perceived usefulness of the pedagogical intervention. The answers to the questionnaires will be analysed and complemented with elements from the interviews. It is expected that, by becoming observers of their own writing behaviour, learners will be more aware of aspects of it that could be improved. If this is confirmed, screencasting and keylogging could be adopted by teachers as useful pedagogical tools to improve their students' writing skills.

REFERENCES

- Fukkink, R.G., Trienekens, N., & Kramer, L.J.C. (2011). Video feedback in education and training: Putting learning in the picture. *Educational Psychological Review* 23: 45–63.
- Leijten, M. & Van Waes, L. (2013). Keystroke logging in writing research: Using Inputlog to analyze and visualize writing processes. *Written Communication* 30(3): 358–392.
- Ranalli, J., Feng, H.-H., & Chukharev-Hudilainen, E. (2018). Exploring the potential of process-tracing technologies to support assessment for learning of L2 writing. *Assessing Writing* 36: 77–89.
- Séror, J. (2013). Screen capture technology: A digital window into students' writing processes. *Canadian Journal of Learning and Technology* 39(3): 1–16.

Investigating criterial features of learner English and predicting CEFR levels in French learners of English

Thomas Gaillat¹, Nicolas Ballier², Manel Zarrouk³, Andrew Simpkin³, Manon Bouyé², Annanda Sousa³, Bernardo Stearns³

¹University of Rennes 1

²University of Paris-Diderot

³NUI Galway

This paper presents a project that aims to investigate criterial features in learner English and to build a proof-of-concept system for language level assessment in English. For individuals, learning a language requires regular assessments for both learners and teachers to focus on specific areas to train upon. For institutions, there is a growing demand to group learners homogeneously in order to set adequate teaching objectives and methods. These two requirements rely on language assessment tests whose design and organization are labour intensive and thus costly. Currently, language centres rely on instructors to design and manually correct tests. Alternatively, they use specifically designed short-context and rule-based on-line exercises in which a set of specific language errors are used as a paradigm for level assignment. Providing a reliable and neutral assessment system of entire texts or transcripts is required to answer the needs from language certification providers and educational institutions as well as for learners.

Automatic Scoring Systems (ASS) can provide an answer to this need. However, many have been developed by applying rule-based approaches and rely on much debated error taxonomies as the sole criterion for assessment. Other types of features can be used to assess levels (Crossley et al. 2011; Hawkins and Filipović 2012; Pilán and Volodina 2018; Kim and Crossley 2018; Khushik and Huhta 2019). Today, various tools support the construction of more comprehensive text representations including syntactic, semantic and pragmatic features (Lu 2014; Chen and Meurers 2016; Kyle, Crossley, and Berger 2018). Machine Learning (ML) techniques make it possible to analyse representations of high dimensionalities.

Our proposal is a supervised learning approach designed to assign levels of the Common European Framework of Reference for Languages (CEFR) to free-speech texts, which, to the best of our knowledge is novel. The model relies on error-independent and multi-dimensional feature representations of written essays. We use state-of-the-art tools (Lu 2010, 2012) and findings in Second Language Acquisition and Learner Corpus Research (Ellis 1994; Díaz-Negrillo, Ballier, and Thompson 2013; Granger, Gilquin, and Meunier 2015) to identify criterial features in learner essays (Tono 2013; Hawkins and Filipović 2012). Our experimental setup uses the EFCAMDAT learner corpus (Geertzen, Alexopoulou, and Korhonen 2013). Features include readability and complexity metrics used in the domain of text mining and NLP as well as frequency-based POS patterns. The system output consists in a CEFR category for each submitted text. The dataset comprises 41,626 learner texts randomly split into a 90% training and a 10% test set, making sure to keep the same proportion of each learner level. We train a partial least squares discriminant model for the six levels. Preliminary results show a 0.67 accuracy. Recall rates across classes show a dropping performance within the B and C levels. This drop is illustrated in the confusion matrix in Figure 1.

Classifying learners across the six levels requires further developments. Other features and different statistical methods need to be tested to improve classification results. We also aim to apply model explanation methods to identify criterial features to specific levels.

REFERENCES

- Chen, Xiaobin, and Detmar Meurers. 2016. “Characterizing Text Difficulty with Word Frequencies.” *Proceedings of the 11th Workshop on Innovative Use of NLP for Building Educational Applications*, 84–94.
- Crossley, Scott A., Tom Salsbury, Danielle S. McNamara, and Scott Jarvis. 2011. “Predicting Lexical Proficiency in Language Learner Texts Using Computational Indices.” *Language Testing* 28 (4): 561–80.

- Díaz-Negrillo, Ana, Nicolas Ballier, and Paul Thompson, eds. 2013. *Automatic treatment and analysis of learner corpus data*. Studies in Corpus Linguistics 59. Amsterdam, Pays-Bas, Etats-Unis: John Benjamins Publishing Co.
- Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford, United Kingdom: Oxford University Press.
- Geertzen, Jeroen, Theodora Alexopoulou, and Anna Korhonen. 2013. "Automatic Linguistic Annotation of Large Scale L2 Databases: The EF-Cambridge Open Language Database (EFCam-Dat)." In *Proceedings of the 31st Second Language Research Forum*, edited by R. T. Miller, K. I. Martin, C. M. Eddington, A. Henery, N. Miguel, A. Tseng, A. Tuninetti, and D. Walter. Carnegie Mellon: Cascadilla Press.
- Granger, Sylviane, Gaëtanelle Gilquin, and Fanny Meunier, eds. 2015. *The Cambridge Handbook of Learner Corpus Research*. Cambridge: Cambridge University Press.
- Hawkins, John A., and Luna Filipović. 2012. *Criterial Features in L2 English: Specifying the Reference Levels of the Common European Framework*. United Kingdom: Cambridge University Press.
- Khushik, Ghulam Abbas, and Ari Huhta. 2019. "Investigating Syntactic Complexity in EFL Learners' Writing across Common European Framework of Reference Levels A1, A2, and B1." *Applied Linguistics* amy064.
- Kim, Minkyung, and Scott A. Crossley. 2018. "Modeling Second Language Writing Quality: A Structural Equation Investigation of Lexical, Syntactic, and Cohesive Features in Source-Based and Independent Writing." *Assessing Writing* 37: 39–56. <https://doi.org/10.1016/j.asw.2018.03.002>.
- Kyle, Kristopher, Scott Crossley, and Cynthia Berger. 2018. "The Tool for the Automatic Analysis of Lexical Sophistication (TAALES): Version 2.0." *Behavior Research Methods* 50 (3): 1030–46.
- Lu, Xiaofei. 2010. "Automatic Analysis of Syntactic Complexity in Second Language Writing." *International Journal of Corpus Linguistics* 15 (4): 474–496.
- Lu, Xiaofei. 2012. "The Relationship of Lexical Richness to the Quality of ESL Learners' Oral Narratives." *The Modern Language Journal* 96 (2): 190–208.
- Lu, Xiaofei. 2014. *Computational Methods for Corpus Annotation and Analysis*. Dordrecht: Springer.
- Pilán, Ildikó, and Elena Volodina. 2018. "Investigating the Importance of Linguistic Complexity Features across Different Datasets Related to Language Learning." In *Proceedings of the Workshop on Linguistic Complexity and Natural Language Processing*, 49–58. Santa Fe, New-Mexico: Association for Computational Linguistics.
- Tono, Yukio. 2013. "Automatic Extraction of L2 Criterial Lexicogrammatical Features across Pseudo-Longitudinal Learner Corpora: Using Edit Distance and Variability-Based Neighbour Clustering." In *L2 Vocabulary Acquisition, Knowledge and Use: New Perspectives on Assessment and Corpus Analysis*, edited by Camilla Bardel, Christina Lindqvist, and Batia Laufer, 149–176. Eurosla Monographs Series 2. The European Second Language Association.

Thu 29 Aug
17:15–17:45
SOCR 41

Research-oriented

CMC

Assessment of interculturality in online interaction: methodological considerations

Ana Kanareva-Dimitrovska
Aarhus University

Despite the growing interest in technology-mediated language learning and more particularly telecollaboration since the 2000s, few studies actually address the question of assessment of interculturality in interaction. Here we consider intercultural communicative competence (ICC) in online intercultural exolinguist exchanges in foreign language education. This work examines the methodological issues in tracing evidence of ICC in online exchanges. In particular, we explore the possibilities and limitations of methods for analyzing ICC occurrences from a corpus of written online exchanges that occur among Danish students of French and francophone students of Danish.

First, the study aims to trace evidences of different dimensions of the ICC in the students' verbal data. Then, we attempt to identify intercultural learning moments in the interaction. The focus is on perspective taking/perspective shifting ability, which we believe is a key performance that can reveal the ICC in action.

Inspired by postmodern thoughts and criticisms addressed to Byram's model (1997), along with Kramsch's (1993) concept of third space/third culture and Holliday's (Holliday et al., 2010) guidelines on identity, othering and representation, we adapted Byram's (2000) and Devin's (2009) guidelines for evaluation of the ICC to our context of technology-mediated intercultural encounters. The analysis consists of (i) exemplification of ICC categories and subcategories; (ii) counting of all ICC evidences; (iii) reconstruction of intercultural learning moments and co-construction of perspective taking/perspective shift capacity. By looking for complementarity of these three methods, recommendations for the methodology of tracing evidences of ICC in technology-mediated communication are proposed.

Regarding the didactic intervention, a framework for intercultural learning is proposed. This framework is based less on the knowledge of specific cultures than on reflexivity, that is on (i) analysis and interpreting skills, and on (ii) critical reflection on language, identity and interactions between individuals and groups.

REFERENCES

- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M. (2000). Assessing intercultural competence in language teaching. *Sprogforum*, vol. 18, no. 6, p. 8-13.
- Dervin F. (2009). Transcending the culturalist impasse in stays abroad: Helping mobile students to appreciate diverse diversities. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 119-141.
- Holliday, A., Hyde, M., & Kullman, J. (2010). Introduction: Defining concepts. In A. Holliday, M. Hyde, & J. Kullman (Eds.), *Intercultural communication: An advanced resource book for students* (pp. 1-49). London: Routledge.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.

Using Activity Theory to explore the affordances for L2 learning in design-based SLA theory-driven CALL research

Joanna Pitura

Pedagogical University of Cracow

Thu 29 Aug
17:15–17:45
SOCR 42

Research-oriented

Research trends
SLA

Using Activity Theory to explore the affordances for L2 learning in design-based SLA theory-driven CALL research

New technologies have been recognised as having potential for improving L2 learning and, as a result, many technology-mediated L2 learning activities and environments have come into being. Importantly, in order to make claims about their usefulness or effectiveness, it is essential to have an understanding of L2 learning activities in these designs.

Adopting design-based research (DBR) methodology (Barab, 2014; Rodríguez, 2017), and applying SLA principles to design and investigate new learning activities and environments, emerge as well-suited for developing CALL theory and practice. Specifically, studying the affordances (Gibson, 1977) inherent in theory-driven designs can be of special significance to design-based CALL researchers. This is because knowledge is needed with regard to the possibilities that designed L2 environments provide or enable and whether these possibilities are noticeable for L2 learners. In so doing, Activity Theory (Engeström, 1987, 2011) can be applied as an analytic framework for investigating affordances in these SLA-informed technology-mediated L2 activities, environments or tools.

The purpose of this presentation is to demonstrate how Activity Theory was used in a design-based CALL research study conducted by the author to explore the affordances in a course designed to improve L2 speaking skills in a group of Polish students of English philology. It is hoped that some insight will be provided into how Activity Theory can be employed in design-based CALL research as a tool allowing to create and understand innovative theory-inspired L2 learning designs in modern classrooms.

REFERENCES

- Barab, S. (2014). Design-Based Research: A Methodological Toolkit for Engineering Change. In R. K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (2nd ed, pp. 151-170). New York: Cambridge University Press.
- Engeström, Y. (1987). Learning by expanding: An activity-theoretical approach to developmental research. Helsinki: Orienta-Konsultit Oy.
- Engeström, Y. (2011). From design experiments to formative interventions. *Theory & Psychology*, 21(5), 598-628. doi: 10.1177/0959354311419252
- Gibson, J. J. (1977). The theory of affordances. In R.E. Shaw and J. Bransford (Eds.), *Perceiving, Acting and Knowing* (pp. 67-82). Hillsdale, NJ: Erlbaum.
- Rodríguez, J. C. (2017). Design-based Research. In C. A. Chapelle & S. Sauro (Eds.), *The Handbook of Technology and Second Language Teaching and Learning* (pp. 364-377). Hoboken, NJ: Wiley Blackwell.

Thu 29 Aug
17:15–17:45
SOCR 20

Research-oriented
CMC

A study on the effectiveness of the course “Professional Communication Skills” in computer-mediated communication: From the student’s perspective

Guanzhen Wu, Zhu Zhu, Li Cheng, Liu Dong
Beijing University of Posts and Telecommunications

With the development of communication technology and network technology in recent years, computer-mediated communication (CMC) which supports synchronous and asynchronous communication has been widely accepted in second language learning and cultural learning. People are able to improve their language skills with others, no longer restricted to face-to-face or written communication, but by video, text, even virtual reality in distance through the computer. These technologies show the potential of long-distance face-to-face interaction which can be applied to language education replacing the traditional classroom education. In this research, the researchers used the case study and comparative analysis approach to explore the effectiveness of the course “Professional Communication Skills” assisted by CMC. The participants were two classes (124 students) who attended the course: one being the experimental group and the other the control group. These two classes have the similar grades and performance at the time they took the course. With the experimental group supported by CMC and the control group in a traditional classroom, this 3-month study (March to June of 2018) investigated how the two groups of engineering students finished the coursework and what outcomes they had made. The experimental group participated in the classroom supported by video conferences while the control group attended the class in the traditional face-to-face classroom. Both groups were asked to hand in three video course assignments and perform an academic oral presentation in the final class session. The experimental group used the Virtual Studio System to finish the coursework and do the rehearsal the presentation. The control group, on the other hand, used the ordinary classroom to finish their assignments. All the assignments were evaluated. The researchers found that at the beginning of the experiment, the experimental group processed more slowly than the control group because they were not familiar with the new class form. However, they quickly caught up and overtook the control group. And the final mark of the experimental group was 2 points higher in average than the control group. The results showed that the experimental group supported by CMC was significantly more motivated and made more progress than the control group. What’s more, eight-seven percent of the students said that CMC benefited them in communication, improve information and knowledge sharing and enhance their abilities of autonomous study. Findings may be of help in the field of learning and teaching in CMC.

Learners as teachers? An evaluation of peer interaction and correction in a German language MOOC

Hilary Thomas, Elisabeth Clifford, Susanne Winchester, Christine Pleines
The Open University

Thu 29 Aug
17:15–17:45
SOCR 23

Develpmnt-oriented
MOOC

Peer corrective feedback is seen to have significant potential for language development (Sato & Lyster 2012, Sato & Ballinger 2016), and both the quality and quantity of feedback can affect the extent to which learners benefit. Factors that may contribute to the effectiveness of peer feedback in face-to-face and online contexts include learners' level of proficiency and their willingness to collaborate. These findings are highly relevant to LMOOCs, since their low ratio of educators to participants means there are limited opportunities for learning through teacher-initiated corrective feedback.

There has therefore been an increased interest in recent years in the role that learners themselves can play in supporting their peers in LMOOCs. However, peer correction can be particularly problematic in MOOCs given the very diverse starting levels of participants, the challenges of creating a group dynamic within such a large, heterogeneous group and the wide-ranging and often conflicting approaches participants have to learning, correcting others and receiving correction.

Previous studies into LMOOCs have evaluated peer support (Bárkányi, 2018) and peer feedback, both in specific peer-assessed tasks (Martín-Monje et al, 2013), and in discussions. Barcena et al (2015) assessed the largely positive effects of peer interaction in discussion forums. They also identified particularly active participants whom they term “E-leading students”.

Following on from such research, this enquiry uses a mixed-methods approach for investigating learner engagement in two runs of a German LMOOC at Level A2 ('Post-beginners'), looking specifically at peer correction and learner-initiated focus on form. The FutureLearn platform provides access to extensive analytic data of learners, as well as generic course surveys which show that although many learners join to “learn from the expertise of other learners”, by the end of the course they seem to place limited value on peer interaction. In addition to the generic surveys, some participants completed tailor-made questionnaires, both pre- and post-course ($n = 511 / n = 44$), in which they further report on their attitudes to corrective feedback by educators or peers.

Significantly, our enquiry includes a detailed qualitative analysis of peer interaction in forum discussions. Contributions were counted and categorized as peer correction (lexical or grammatical), study support, social engagement or technical support. One particularly active learner, whom we used as a case-study of an “E-leading student”, was found to be fostering a positive peer climate by encouraging interactions and engaging extensively in error correction and feedback to fellow participants.

Initial findings from all data sets were subsequently used to design questions for online focus groups which explore how and why learners engage, and which identify both motivators and barriers to peer correction.

Learner training can enhance the acceptance and effectiveness of peer correction (Sato & Ballinger 2016), and Phelp (2016) believes that the supporting role of teachers is currently under-researched. Findings from this project can be used to develop techniques that promote constructive interaction, feedback and error correction. These strategies will be useful to both participants and educators on LMOOCs.

Thu 29 Aug
17:15–17:45
SOCR 25

Develpmnt-oriented

Corpus

ColloCaid: a web-based text editor that assists writers with academic English collocations

Ana Frankenberg¹, Robert Lew², Jonathan Roberts³, Geraint Rees¹, Nirwan Sharma³, Butcher Peter³

¹University of Surrey

²Adam Mickiewicz University in Poznań

³Bangor University

Research has shown that less experienced users of academic English have a limited repertoire of collocations which they are effortlessly able to retrieve from memory (Frankenberg-Garcia 2018a). Indeed, collocations like REACH+conclusion and DEEPLY+entrenched are among the most frequent look-ups among novice users of written academic English (Granger and Paquot 2017; Yoon 2016). To find the collocates they need, writers can use dictionaries like the Oxford Learner's Dictionary of Academic English (Lea 2014) or the Longman Collocations Dictionary and Thesaurus (Mayor 2013), which includes the Academic Collocations List developed by Ackermann and Chen (2013). Writers familiar with corpora can also consult the academic sections of open-access general English corpora like the BNC (Davies 2004) and COCA (Davies 2008), or corpora of good quality student papers like BAWE (Nesi 2011) and MICUSP (Romer and Swales 2010), or even tools like the Flax Library, which automatically extracts collocations from BAWE. Another very promising resource is LEAD (Granger and Paquot 2015, 2017), a dedicated web-based tool developed at the University of Louvain to help students and researchers with phraseological patterning in academic English.

While there is no doubt about the value of references such as these, writers may not know where or how to look up collocations (Frankenberg-Garcia 2011), or may not be sufficiently aware of the lexical shortcomings of their emerging texts so as to trigger the need to seek assistance from external resources (Frankenberg-Garcia 2014, Laufer 2011). Even when users of academic English do realize they need help, looking up collocations in the middle of an essay, research article or similarly demanding writing task can interrupt their thoughts and distract them from getting their ideas down on paper (Yoon 2016).

To address this challenge, we are developing ColloCaid, a web-based text editor that assists writers with academic English collocations as they write (Frankenberg-Garcia 2018b, Frankenberg-Garcia et al. 2019; Lew et al. 2018). Unlike predictive text, ColloCaid does not autocomplete sentences, but rather encourages writers to look up collocations that express their intended meanings. If preferred, ColloCaid can also be used to check the collocations of existing drafts.

In the first part of this paper, we describe how we compiled the lexicographic database behind ColloCaid using existing academic word lists, corpora and lexical analysis software, and we explain how we have integrated collocation cues into a text editor on the basis of previous research on writing and dictionary use. We then give a demo of our open-access prototype, and conclude the paper by inviting EuroCALL participants to try out a Beta version of ColloCaid so as to feed back to our team while development is still in progress.

First contact with language corpora: Perspectives from students

Alex Boulton

ATILF, CNRS, Université de Lorraine

Fri 30 Aug
09:00–09:30
SOCR -242*Research-oriented*

Corpus

This symposium presents four innovative pieces of work that describe various approaches to engaging a range of language learner types in the exploitation of corpora via a variety of readily accessible tools.

In his research paper entitled, “First contact with language corpora: Perspectives from students”, Alex Boulton describes a course in corpus linguistics, part of a master’s degree in English, in which the students were required to compile a corpus of at least 20k words for analysis using AntConc. This presentation focuses on the ‘personal feedback’ section in 127 research papers received from 2013 to 2018 where students outlined their experiences and described how they came to define their topic, and their views on the process of getting to grips with corpus linguistics, which was new and very different from their existing skill set.

Fri 30 Aug
09:00–09:30
SOCR 40

Research-oriented

CMC

Negotiating for meaning in interaction: the differences between virtual exchanges and regular online activities

Laia Canals

Universitat Oberta de Catalunya

Several studies in computer-mediated communication (CMC) have used the interactionist paradigm to prove the role that negotiation of meaning in learner-to-learner interaction activities play in L2 development (Yanguas, 2010; Sauro, 2011; Mackey, 2012; Bueno-Alastuey, 2013; Loewen & Isbell, 2017). Specifically, in meaning negotiation episodes allow for comprehensible input, corrective feedback and the modified output (Ziegler, 2016) to occur, which along with the ability to direct learners attention to form are beneficial for L2 development (Smith, 2004). In addition, research on CMC has increasingly focused on the importance of voice-based (rather than or in addition to text-based) CMC modalities to develop oral communication skills (Guth & Maio, 2011; Yanguas, 2012). The development of oral communication skills is also one of the main learning goals/outcomes of virtual exchanges (VE). Therefore, it is necessary to conduct more research that establishes connections between oral collaborative interactive tasks carried out as part of a VE and those carried out in other online settings. The differences may lie in the types of learners pairings, motivation to carry out the tasks, communicative intent, and the amount and quality of meaning negotiation occurring during interaction.

The present research sets out to explore the interactional nature of oral CMC tasks carried out in two types of learner dyads in terms of their likelihood to foster negotiation for meaning during language related episodes (LRE). In particular, qualitative and quantitative data analyses of these conversations will reveal how native speakers (NS) in NS-NS dyads in a VE oral collaborative interactive task modify their speech using collocations, negotiations, and clarifications to make it comprehensible to their interlocutors during LREs (Doughty & Long, 2003: p.59) and compare how this differs in non-NS dyads conducting the same tasks online.

Eighteen Spanish learners of English and twenty English learners of Spanish carried out two oral communicative task as part of a virtual exchange between two universities, one in Spain and the other one in Canada via a video-conferencing tool. Another group of learners formed by 18 dyads of Spanish-speakers learning English at the Spanish university conducted the same tasks online using the same procedure. In all cases, the tasks were part of the regular language course mandatory assessed activities and counted towards the students final grade. Data was transcribed, LREs were identified and quantified for each dyad and compared with the total number of turns to establish density measures which allowed to compare the two groups and the two tasks.

Preliminary findings point to significant differences in the shape and amount of meaning negotiation occurring during LREs in each group. While the VE participants exhibit more clarifications, modify their speech more often, and provide more feedback in their L1, the outcomes and resolutions of the LREs in non-NS dyads lead to higher amounts of comprehensible input and modified output. Results will help us determine the best conditions under which oral collaborative tasks can be carried out in online teaching settings and VE which will have an impact in establishing more effective virtual mobilities between institutions.

The shared course initiative: Addressing the complexities of LCTLs through inter-institutional collaboration

Christopher Kaiser, Stéphane Charitos
Columbia University

Since 2012, the Shared Course Initiative (SCI) has used high definition videoconferencing to share instruction in twenty-one commonly taught languages (LCTLs) at Columbia, Cornell, and Yale. This inter-institutional collaboration was established to address the ongoing programmatic issues facing Less Commonly Taught Languages (LCTLs) at all three schools, which included the loss of program funding, the instability of enrollments, and difficulty in maintaining sufficient numbers of students for upper-level classes.

Today, the SCI is not just a solution geared toward sustaining the less commonly taught languages; it has grown into a community of practice that advocates for and advances the provision of LCTLs at our three universities, and provides a welcoming yet focused community of practice for both teachers and students engaged in the pedagogy and learning of these languages.

This presentation will examine several areas of complexity that will be the topic of this symposium through the lens of our programmatic experience. We will discuss how the guided, multi-semester process of adaptation to the distance environment can be used as an opportunity for pedagogical development of instructors in ways that extend beyond just these new classroom practices. By bringing together instructors of languages that are typically isolated and siloed in different departments, the SCI creates the opportunity for greater collaboration, not just in assimilating new pedagogical practices, but also in the creation of materials.

The presentation will then turn to look at the student experience in the Shared Course Initiative, and will suggest that students are able to surmount the complexities of learning in relative isolation by finding new ways to connect to peers at nearby universities, thus increasing motivation. The student affordances of the SCI format include the use of digital communication tools both inside and outside of class, as well as engagement with the diverse language communities of New York City, to which a Yale or Cornell student would not typically have access. Another aspect of complexity that we will briefly mention is that students in these classes typically have multilingual backgrounds, which can lead to mixed classes, which may prove difficult for instructors to manage.

Finally, the presentation will close with a discussion of some of most urgent areas of complexity in the US LCTL landscape, which include the loss of enrollments in recent years across all languages, as well as a lack of awareness of the value of language learning, especially with respect to the less commonly taught languages. One solution to these challenges is through high-quality, programmatic distance collaborations between universities that bring together often-fragmented LCTL offerings into a more coherent whole. To implement this solution on a greater scale, a broader awareness of the rationale and mechanisms of successful collaboration must be made available. To further this end, the presentation will close with a brief discussion of an upcoming book, which will formalize the experiences of the SCI and provide detailed, actionable strategies for developing distance collaboration across institutions in the Less Commonly Taught Languages.

Fri 30 Aug
09:00–09:30
SOCR 41

Developmt-oriented

CMC
Teacher education

Fri 30 Aug
09:00–09:30
SOCR 42

Develpmnt-oriented

CAF

CALL replication studies: getting to grips with complexity

Cornelia Tschichold

Swansea University

Calls for replication studies are becoming increasingly frequent (Smith & Schulze 2013, Plonsky 2015, Marsden et al. 2018). In the field of CALL, replications crossing the boundary from “traditional” (non-CALL) SLA studies into CALL have been criticized as being problematic to some extent (Chun 2012), but the field of CALL has now reached sufficient maturity to offer numerous studies that lend themselves to replication, even if the technology used for teaching continues to evolve. Realistic and successful replications rely on transparency in terms of data, results, and methodology. While the former are usually assumed to be a prerequisite for publication, the latter can be somewhat underspecified, a fact that becomes very noticeable when a study is considered for replication. Two published studies in the area of vocabulary CALL will be discussed in this light: Franciosi et al. (2016) and Kim & Kim (2012).

Alzahrani (2017) is a replication of Franciosi et al. (2016), confirming the findings with a markedly different learner group. Franciosi et al. (2016) compared the short- and long-term word gains after a session of playing the simulation game Third World Farmer (in addition to practicing the 29 target words using Quizlet) to the gains after using only Quizlet, where the total time on task remained the same for both groups. The learners (n=162) were Japanese university students. The replication used the same methodology, a slightly modified list of target words, and younger, female Saudi participants (n=196). The replication was based on the clear description and the open data in the original paper, and needed only modest, principled modifications.

Kim & Kim (2012) compared vocabulary learning across three different screen sizes, using a sample of 135 Korean ESL students. Their task was to learn thirty words, with or without pictorial annotations. The “web-based self-instruction programme” (p. 65) is not specified any further, nor are the words. This provides the opportunity to choose the learning materials and the software for an approximate replication. (Results of this replication experiment will be available by May.) While such an underspecified methodology is less likely to strengthen the validity and reliability of research results in our field, it can still provide a good training opportunity for students to learn about methodology in CALL.

REFERENCES

- Alzahrani (2017). Effect of Using Simulation Game on Vocabulary Retention of Saudi Secondary EFL Learners. Unpublished MA Dissertation, Swansea.
- Chun (2012). “Replication studies in CALL research”. *Calico*, 29(4), 591.
- Franciosi, Yagi, Tomoshige, Ye (2016). “The Effect of a Simple Simulation Game on Long-Term Vocabulary Retention”. *Calico* 33 (3) 355-379.
- Kim & Kim (2012). “Effect of screen size on multimedia vocabulary learning”. *British Journal of Educational Technology*, 43(1), 62-70.
- Marsden, Morgan-Short, Thompson & Abugaber (2018). “Replication in second language research: Narrative and systematic reviews and recommendations for the field”. *Language Learning*, 68(2), 321-391.
- Plonsky (2015). “Quantitative considerations for improving replicability in CALL and applied linguistics”. *CALICO*. 32 (2) 232-244.
- Smith & Schulze (2013). “Thirty years of the CALICO Journal—Replicate, replicate, replicate”. *CALICO*, 30 (1) i-iv.

The MO of MMOs: exploring the changing social landscape of gaming, and the role it plays in a future-centric language learning approach.

Chris McGuirk

University of York/University of Central Lancashire

Fri 30 Aug
09:00–09:30
SOCR 20

Research-oriented

Inclusion
Gamification

The rise of the Massive Multiplayer Online Role-Playing Game (MMORPG) has arguably presented both new affordances and challenges of technology for what researchers once referred to as the ‘digital native’ (Prensky, 2001). As technology changes, so too might the person who interacts with the technology; as Pegrum (2016, p. 10) hypothesises, language learners, being digital natives themselves, may be developing alongside the technology, at an unprecedented rate, possibly leaving language teaching approaches struggling to keep pace.

However, one thing often cited as a disadvantage is the suggestion that gaming may be detrimental to the process of acquiring social skills, and foster addiction to playing video games. This is disputed by a considerable number of sources (see Wood, 2008; Charlton and Danforth, 2007), who argue that the factors offered as evidence of addiction could be more easily described as evidence of heightened engagement with a game, and therefore may simply be indicators of normal gameplay enjoyment. Furthermore, Lenhart et al. (2008) challenged the question of stunted social skill acquisition, demonstrating in their findings that many of the teenage gamers they researched seemed to be gaining increased social and civic awareness due to playing video games.

In fact, the bank of research into using video games, specifically MMORPGs, as a way of enhancing the sociocultural aspects of language learning has been growing over the past few years. Notable authors on the subject (Peterson, 2011; Eklund, 2012; Zhong, 2011) all appear to suggest that some learners benefit from social interaction in a gaming space more than they ever would in a class. Moreover, the motivation for learners to interact with an MMORPG could be different, with a perceptible shift from more integrative motivational self constructs (e.g., Dörnyei, 2009; Kramsch, 2009) to extrinsic motivation, brought about by rewards, bonuses and levelling up within a game. This construct draws upon Ryan and Deci’s (2000) thoughts on self-determination, but also implies a collaborative, directed motivational current (see Muir and Dörnyei, 2013) where language learners may naturally integrate themselves into a team and co-create a lingua franca, with a view to achieving targets within the game.

The author’s proposed research is a mixed methods study to explore motivational constructs within an MMORPG and look at how the language that learners use might evolve to assimilate into the social space an MMORPG creates. This talk details the nature of the study, which will inquire into a relatively unresearched area of Computer-Assisted Language Learning (CALL), the research design itself, and, if successful, possible applications of an MMORPG as a language learning tool, in a world where technology has made CALL approaches more complex, and yet, more accessible.

REFERENCES

- Charlton, J. P., & Danforth, I. D. (2007). Distinguishing addiction and high engagement in the context of online game playing. *Computers in Human Behavior*, 23(3), 1531-1548.
- Dörnyei, Z. (2009). The L2 motivational self system. *Motivation, language identity and the L2 self*, 36(3), 9-11.
- Eklund, L. (2012). *The Sociality of Gaming: A mixed methods approach to understanding digital gaming as a social leisure activity* (Doctoral dissertation, Acta Universitatis Stockholmiensis).
- Kramsch, C. J. (2009). *The multilingual subject: What foreign language learners say about their experience and why it matters*. Oxford University Press.
- Lenhart, A., Kahne, J., Middaugh, E., Macgill, A. R., Evans, C., & Vitak, J. (2008). Teens, Video Games, and Civics: Teens’ Gaming Experiences Are Diverse and Include Significant Social Interaction and Civic Engagement. Pew internet & American life project.
- Muir, C., & Dörnyei, Z. (2013). Directed motivational currents: Using vision to create effective motivational pathways. *Studies in Second Language Learning and Teaching*, 3(3), 357-375.

- Pegrum, M. (2016). Languages and literacies for digital lives. *Technology-Enhanced Language Learning for Specialized Domains*, 9-22.
- Peterson, M. (2011). Digital gaming and second language development&58; Japanese learners interactions in a MMORPG. *Digital Culture & Education*, 3(1), 56-73.
- Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the horizon*, 9(5), 1-6.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68-78.
- Wood, R. T. (2008). Problems with the concept of video game “addiction”: Some case study examples. *International Journal of Mental Health and Addiction*, 6(2), 169-178.
- Zhong, Z. J. (2011). The effects of collective MMORPG (Massively Multiplayer Online Role-Playing Games) play on gamers’ online and offline social capital. *Computers in human behavior*, 27(6), 2352-2363.

Online corrective feedback provision and accuracy development in EFL writing: coping with complexity

Muriel Grosbois¹, Cédric Sarré², Cédric Brudermann³

¹Conservatoire National des Arts et Métiers

²Sorbonne Université, School of Education

³Sorbonne Université, College of Science and Engineering

Fri 30 Aug
09:00–09:30
SOCR 23

Research-oriented

CAF

This presentation aims to report on a longitudinal study conducted at Sorbonne Université in the context of the reorganisation of the language classes offered to specialists of disciplines other than languages. An experimental blended learning English as a Foreign Language (EFL) course was set up and administered to a cohort of B1 students ($n = 93$) during the academic year 2015-2016. Throughout the course, students had to complete a number of online aural and written tasks, which raised questions as to the type of corrective feedback (CF) to be implemented to foster accuracy in EFL writing. As CF (also called negative feedback) can be provided to learners in different ways (focused or unfocused, direct or indirect), it is the subject of major controversies in SLA research (Ferris, 1999; Truscott, 1996). Indeed, although its usefulness is now well documented (Ashwell, 2000; Bitchener, Young & Cameron, 2005; Chandler, 2003; Sheen, 2007; Ellis et al., 2008), research hasn't managed to show so far which CF type is the most effective in order to foster writing accuracy.

In line with Bitchener & Knoch (2009), we therefore believe that more empirical evidence is needed to investigate the optimal conditions for effective feedback, even more so in the case of virtual learning environments which offer new opportunities to complement current CF strategies (Heift and Hegelheimer 2017). In this respect, different types of corrective feedback were provided to various groups of students ($n = 7$) on their written productions over two semesters (24 weeks) in order to analyse and compare the relative effectiveness of the different CF strategies under study. The study rationale includes (1) six treatment groups which received different online CF types (different combinations of focused/unfocused and direct/indirect feedback with or without metalinguistic comments on error types, with or without extra computer-mediated micro-tasks) and (2) one control group which received no CF. We adopted a pretest-treatment-posttest design where the participants' first writing tasks served as pretest and their last writing tasks as posttest. Treatment consisted in the repeated provision of the same CF type for a given group over two semesters.

The UCLEE (Université Catholique de Louvain Error Editor) error-tagging system (Dagneaux et al., 1998) was used to tag the participants' errors and track the evolution of the number of errors made by participants and a performance comparison in terms of accuracy development between the study participants' first and last writing tasks was carried out. We were able to compare the effects of the different types of online CF under study on the development of the participants' writing accuracy and to identify which CF strategy was the most effective.

After introducing the context and theoretical framework of the study, the results will be presented, thus contributing to the discussion on the effectiveness of various CF strategies to foster EFL writing accuracy in blended learning environments.

Fri 30 Aug
09:00–09:30
SOCR 25

Peer evaluation and class presentations with SpeakingPhoto and PeerEval

Bruce Lander

Matsuyama University

Research-oriented

Digital literacies

MALL

Teacher education

Assigning in-class presentations is something that many a foreign language instructor, if not all, have done at some stage in their career. Brooks and Wilson state that class presentations are an “effective tool for improving students’ communicative competence” (p.199, 2015). Although class presentations can provide students with excellent opportunities to speak in the target language in front of peers, under a pressured setting, such assignments also have drawbacks. King (2002) declares that one of the major issues in assigning class presentations is speech anxiety and speaking in front of others. In many cases, normally competent speakers of English are known to freeze up during class presentations which can negatively affect their grades and not reflect their true ability. A second issue that is often encountered during oral presentation times is what do other students do when they have completed their presentation, or are waiting for their turn?

This paper presentation will introduce two smartphone, or mobile based apps that were used when assessing in-class oral presentations in a communication based foreign language class. The first tool, SpeakingPhoto is a free mobile based app for iOS and Android that allows users to record their voice over a photo of their selection. The tool is simple, intuitive and easy to use. SpeakingPhoto can be adopted into any foreign language programme where the instructor has assigned oral presentations, but in this case as homework. The second tool, PeerEval is another mobile based webtool that allows users to create simple rubrics that allow students to evaluate their peers during class presentation times. According to Otoshi and Heffernan, “peer assessment is considered an important activity to develop students’ learning and facilitate autonomy among learners” (p.65, 2008). King (2002) declares that one of the major issues in assigning class presentations is speech anxiety. Introducing multiple apps, or web-based tools into your curriculum can help to alleviate such issues. Both tools provide the modern day language instructor with new and innovative ways of supporting the tradition of class presentations with mobile devices.

SpeakingPhoto can help students who may not appear confident in class when giving presentations by encouraging students to use their mobile device to speak the target language in a more comfortable environment. Recorded presentations can then be saved and uploaded to an LMS of your choice or sent via email. Students who were given the freedom to record in their own time and submit online showed a higher quality of presentation almost every time. PeerEval on the other hand, can help with collaborative learning by having students actively evaluate their peers and learn more from each other during in-class presentations. In this presentation, both these tools will be introduced, demonstrated and suggestions will be provided on how both can be adopted to your teaching toolbox.

REFERENCES

- King, J. (2002). Preparing EFL learners for oral presentations
- Otoshi, J., & Heffernan, N. (2008). Factors predicting effective oral presentations in EFL classrooms.
- Brooks, G., & Wilson, J. (2015). Using oral presentations to improve students’ English language skills.

CORPUSCALL SYMPOSIUM
Tasks that address the complexities of corpus consultation

Reka R. Jablonkai
University of Bath

Fri 30 Aug
09:30–10:00
SOCR -242

Research-oriented
Corpus

Reka Jablonkai will present her work on “Tasks that address the complexities of corpus consultation”. Exploring the assumption that the complexities of online and offline corpus tools account for why direct corpus consultation has failed to become part of widely-used teaching practices, this paper presents a sequence of tasks that were designed to familiarise learners with the type of searches they can carry out with the help of an online, freely available corpus analysis tool: www.wordandphrase.info. The tasks were designed to gradually increase the complexity of searches from noticing patterns of individual lexical items to searches for error correction.

Fri 30 Aug
09:30–10:00
SOCR 40

Research-oriented
CMC

Computer mediated communication and Task-based learning for adolescent learners of Chinese as a Second Language in Ireland: systematic review and needs analysis

Mengdi Wang, Ciarán Bauer, Ann Devitt

Trinity College Dublin

An increasing number of young people in Ireland express strong interest in learning Mandarin Chinese and its culture. On the policy level, Ireland's new strategy for foreign language education, Languages Connect, identifies the establishment of Mandarin Chinese as a curricular language as a key goal for the coming years to address a major future skills needs in the country. While the introduction of Chinese as a curricular language in Ireland faces a number of challenges (e.g. a shortage of qualified teachers, learning resources, etc.), it also provides a unique opportunity to generate innovative solutions to these challenges.

This paper presents the findings of the first phase of a Design-Based Research (DBR) project to develop a computer-mediated task-based collaborative initiative for adolescent learners of Chinese in the Irish post-primary school system. The overall objective of the project is to draw on the most recent advances in CALL and TBLT to design a collaborative task-based environment that optimises opportunities for adolescent learners of Chinese in an Irish educational context to use their developing language resources meaningfully and creatively. The first phase assesses the current state of the art in CMC and TBLT for Chinese language learning in a systematic literature review and conducts a user needs analysis for Chinese learning in the Irish post-primary context.

The systematic literature review follows the Cochrane review methodology to address the following research question: 1)what features of collaborative tasks provide an optimum means of developing Irish adolescent learners' communicative competence in Chinese; 2)what CMC platform provides the most suitable environment for conducting such tasks with young learners; 3)does CMC with native speaker peers enhance learners' communicative and intercultural competence.

The phases of the review are as follows: 1) define search criteria for the academic databases (in this case ERIC, Academic Search Complete and SCOPUS) as an iterative process 2) title and abstract screening according to fixed inclusion/exclusion criteria; 3) full text screening for selection; 4) qualitative synthesis of findings with respect to the research question. This review focuses on peer-reviewed publications from 2008 to 2018 on the topic of CMC and TBLT for Chinese as a second language. The initial search resulted in 411 papers which was reduced to 136 papers during title and abstract screening. The full text screening and qualitative data extraction is currently underway.

The user needs analysis was conducted with the project's children's advisory group (CAG) of Chinese adolescent learners in an Irish post-primary school. The CAG will be consulted at regular intervals through the DBR project to maximise student voice in the design and implementation of the project. It applies Design Thinking methodologies to generate ideas around the needs of learners and possibilities for learning Chinese in the context of a post-primary school in Ireland .

This paper will present the findings of the systematic review and the user needs analysis and synthesise the two to identify key design principles for the DBR intervention phase.

Assessing teachers' readiness to online language teaching: Validating an online assessment instrument

Koen Van Gorp, Luca Giupponi
Michigan State University

Fri 30 Aug
09:30–10:00
SOCR 41

Develpmnt-oriented
Teacher education

In response to demands to find innovative ways to share language instruction across institutions of higher education in the United States, the Less Commonly Taught Languages (LCTL) Partnership at Michigan State University (MSU) and the LCTL Collaborative Partners at the University of Chicago (UC) are developing LCTL courses (as Open Educational Resources and/or fully online) to be offered to students across multiple institutions. As the initiatives were underway, it became clear that LCTL instructors' familiarity with online teaching ranged widely. This is not at all surprising, especially considering that most LCTL instructors have never participated in any kind of online learning experience - let alone taught online.

As a response to this finding, the UC Language Center began to develop an assessment instrument to evaluate language instructors' readiness for teaching in diverse online contexts. The assessment instrument, called the Online Language Teaching (OLT) Readiness Assessment, is based on a framework for online language teaching skills by Compton (2009). Compton (2009) proposed a comprehensive framework for online language teaching skills in terms of technology, pedagogy, and evaluation, with three different levels across a continuum of expertise. What makes this instrument unique is that it does not only focus on technology, but also addresses language pedagogy, and identifies areas for professional development.

In a first phase, the instrument was piloted with a small group of both in-service and pre-service language instructors at the University of Chicago, and follow-up focus group interviews provided insight into the underlying rationale of the instructors' self-assessments. In a next phase, UC collaborated with MSU to revise and update the construct and refine the tool, integrating aspects that have emerged in the practice of OLT since the development of Compton's framework, such as familiarity with accessibility concerns. In addition, the feedback to test takers was made more accessible and useful with the addition of a holistic score and test-taker profile, which includes recommendations for next steps in terms of professional development.

In spring 2019, the revised assessment will be administered to a larger group of LCTL instructors in the Big Ten Academic Alliance (BTAA), an academic consortium of 14 large institutions of higher education in the U.S.A. Reliability and factor analyses will be used to examine the internal consistency of the revised assessment and to establish meaningful teacher profiles. A survey will gauge the perceived usefulness of the assessment and feedback for each participant. In addition, follow-up focus group interviews will be organized to allow for more in-depth qualitative analysis on the tool's perceived usefulness. Quantitative and qualitative data will be triangulated to examine the validity of the instrument, following an argument-based approach.

This presentation will focus on the development of and response to the revised assessment of teachers' readiness for online language teaching. Based on the pilot and survey data, and focus group interviews data, the validation evidence, usefulness and fit-for-purpose of the instrument and the feedback will be discussed.

Fri 30 Aug
09:30–10:00
SOCR 42

Develpmnt-oriented

Corpus
ICALL

Learner-adaptive partial and synchronized caption for L2 listening skill development

Maryam Sadat Mirzaei¹, Kourosh Meshgi²

¹RIKEN AIP; Kyoto University

²Kyoto University

Many studies in the domain of second language learning have been focusing on the development of listening skill, by introducing different strategies or tools that assist language learners, especially when it comes to listening to authentic materials. One effective tool that is popular among L2 listeners is captioning, which facilitates listening comprehension by providing the text along with the audio/video. However, when using the full caption, learners, especially beginners, struggle with cognitive load, split attention, and attending to caption text as well as other modes of input simultaneously.

To address such issues, we proposed partial and synchronized caption (PSC) as a tool to provide selective text in the caption to lower textual density, decrease learners' dependence on the caption, and encourage more listening than reading. In PSC, to facilitate text-to-speech mapping, the text is synchronized to the audio in word-level. The selection of words to appear in the caption is based on word and speech difficulty level. The former considers different factors such as word frequency and specificity as found by L2 listening studies, whereas the latter incorporates the use of automatic speech recognition system to detect difficult speech segments that lead to ASR errors (e.g. breached boundaries, speech rate).

The main difficulty lies in selecting the words to appear in the caption for the learners of different proficiency levels. While full caption may bring too much text that sometimes negatively affects the comprehension, the partial caption may provide a little amount of text to beginners, or still too much text for highly-advanced learners. To alleviate this problem, it is necessary to have a personalized partial captioning system that considers individual requirements, proficiency levels, and listening difficulties to tailor the word selection procedure. A plausible solution is to make an interactive environment where learners can interact with the system by providing feedback on the generated caption, more specifically on the selected words by the system. Meanwhile, the system should be able to learn from learners' feedback to provide a better and more satisfactory output, which is tailored to the needs of the learner.

We proposed a machine learning approach that uses learner's feedback on-the-fly to adapt the word selection criteria of PSC to the ever-changing user preferences and video stream. To this end, we asked the learners to mark the hidden words that they wanted to see in PSC and the shown words that were easy for them. The system is then trained based on the learner's feedback and adapts its word selection accordingly.

Analyzing the feedback from learners revealed that some learners may need additional factors to be considered when generating PSC (e.g., speech disfluencies) and others gradually adapt to the listening material (e.g. getting used to the vocabulary and speech rate of the speaker), hence no longer need some words in the caption. System evaluation revealed that our approach is successful in providing a tailored caption to the listeners of different levels, while the effectiveness of the system depends on the amount of feedback each learner provide.

Leveraging collaborative work for game-based language learning

Dirk Hansen, Ferran Suner Munoz
UCLouvain

Fri 30 Aug
09:30–10:00
SOCR 20

Research-oriented

MALL
Task complexity
Gamification

Over the past few years, language teaching has progressively evolved from teacher-generated classroom settings to more complex, learner-generated learning scenarios, allowing learners to explore authentic contents, work collaboratively and create sophisticated and socially relevant products (Van den Branden, 2006). Although these processes are best suited to foster language learning, increase learner engagement and support the acquisition of competences such as critical thinking, democratic competence, etc., they also pose major challenges both to teachers and learners with regard to the interaction in collaborative work. Even if learners are presented with instructions on how to work collaboratively, the interaction in the group remains at a very basic level and leads to rote learning (Vogel et al., 2017). Whereas the benefits of such learning scenarios in terms of motivation, engagement, etc., have been receiving much attention, previous research has neglected to provide efficient ways to properly manage classroom interaction and thus enhance the learning outcomes.

Against this backdrop, the present paper aims to lay out the potential of so-called cooperation scripts as a mean to leverage collaborative work and classroom interaction in complex learning scenarios. In fact, so-called social cooperation scripts have been proven to be highly effective at the initial learning stages, since they provide learners with prompts that help to regulate social roles and actions in the group and thus promote meaningful learning (Vogel et al. 2017). However, language pedagogy research has been slow in accepting these findings. In order to fill this gap, an intervention study with a single factor experimental design was conducted with learners of German in secondary schools. A control group performed tasks related to a game-based learning scenario which consisted in creating and playing a digital scavenger hunt; the experimental group performed the same game-based learning scenario but used cooperation scripts to structure the interaction and the construction of shared knowledge that is required for collaborative work. Learning outcomes were tested by means of a language proficiency test before and after the treatment. In addition, learner's task engagement was measured by using already validated testing instruments (Philp & Duchesne, 2016). In this context, task engagement was defined as a state of increased attention that is reflected in different dimensions of learner's beliefs and task responsiveness (cf. Lambert et al., 2016). Overall, the results show that the use of cooperation scripts offers an intriguing venue for making collaborative work more efficient and pave the way for further research in this field.

REFERENCES

- Lambert, Craig, Jenefer Philp & Sachiko Nakamura. 2016. Learner-generated content and engagement in second language task performance. *Language Teaching Research* 21, 665-680.
- Philp, Jenefer & Susan Duchesne. 2016. Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics* 36, 50-72.
- Van den Branden, Kris. 2006. Introduction: Task-based language teaching in a nutshell. In: Kris Van den Branden (Ed.), *Task-based language education: from theory to practice*, 1-16. Cambridge: Cambridge University.
- Vogel, Freydis, Christof Wecker, Ingo Kollar & Frank Fischer. 2017. Socio-Cognitive Scaffolding with Computer-Supported Collaboration Scripts: a Meta-Analysis. *Educational Psychology Review* 29, 477–511.

Fri 30 Aug
09:30–10:00
SOCR 23

Research-oriented

SLA

Online extensive reading as a predictor of standardized reading outcomes

Paul Lyddon¹, Brandon Kramer²

¹University of Shizuoka

²Osaka Jogakuin University; Junior College

Extensive reading (ER) has been linked to greater reading comprehension through increased reading fluency (Beglar, Hunt, & Kite, 2011; McLean & Rouault, 2017). Yet as these benefits take time to become manifest, teachers and students may not always consider ER to be worth the effort.

One thing many teachers and students do value, however, is high standardized test scores, which can be an asset in job hunting and, thus, a powerful motivation for learning. One popular standardized measure of L2 English skills is the Test of English for International Communication (TOEIC®) Listening and Reading Test, the average scores on the latter subsection of which are consistently much lower for test takers worldwide, no doubt in part because it demands sufficiently fluent reading to even complete all the required reading passages, to say nothing of fully comprehending them.

Given the attested benefits of ER, the present study hypothesized a positive relationship with TOEIC reading performance. Although other researchers have previously sought to establish such a connection, the robustness of their findings has generally suffered from limitations in sample size and/or methodology. The 784 participants in the present study were part of four separate annual cohorts of first-year students at a single tertiary school in Japan. These learners had all taken a TOEIC Institutional Program (IP) pretest and were enrolled in Xreading, an online ER system that greatly facilitated both administration and measurement of the treatment. Though participation in the ER program was compulsory as part of final course grades, the ER software allowed the learners to individually select digital books according to their comfort level and awarded them a word count for successfully completing a short multiple-choice quiz at the end of each book. The researchers measured the degree of association between these word counts and post-treatment TOEIC reading scores through a series of linear regressions with the influences of pretest scores removed.

Despite a slight decrease in shared variance after the TOEIC format changes of May 2016, every analysis showed a clear pattern of at least one TOEIC reading score point per 10,000 words read. While this effect size is arguably small, it amounts to 9 points for 15 hours of effort per semester for learners who followed the minimum program recommendation of 100 words per minute for 60 minutes per week over a 15-week term. By way of comparison, professional language school estimates of focused study hours required for learners of similar English proficiency to raise their TOEIC score by the same number of points (e.g., Prolingua Executive Language Services, 2000) are closer to 20. In other words, ER may not only be a less intensive way of improving reading scores but a more efficient one as well. While correlation does not guarantee causation, these findings offer a promising new avenue of research into the potential benefits of ER. The presentation will conclude with suggestions as to how ER might best be implemented to ensure optimal results.

A blended learning approach with the Babbel app

Maren Pauli

Lesson Nine GmbH / Babbel

Fri 30 Aug
09:30–10:00
SOCR 25

Research-oriented

MALL

Blended learning approaches have become more and more popular (Nicky Hockly; Blended Learning, ELT Journal, Volume 72, Issue 1, 16 January 2018, Pages 97–101). Leading a team responsible for creating content for a language learning app, I'd like to present an independent study in which our app was assessed in a blended learning approach together with a traditional classroom setting in Sweden.

The study was conducted in Gothenburg, where L2 Swedish learners used the Babbel app to complement their participation in integration language classes. For the case study, an experimental group and a control group were randomly selected from among 52 participants in an SFI evening course. The experimental group used Babbel during 12 weeks in parallel with their SFI course, which ran during one term. The first group was asked to use Babbel regularly and for short periods of time during their 12-week integration course, and afterwards the two groups were compared. The presentation will give insights into the demographics of the participants and how the success was defined and tested. There were pre- and post tests conducted independently by a research team of the University of Gothenburg.

The overall result was that both groups improved their language skills, while the experimental group, which used the app additionally to the classroom, improved their skills more, especially in the fields of vocabulary, pronunciation, intonation and flow. Since the participants came from different countries, they had different native languages, and most of them used the Babbel app with English as display language. Detailed results will be shown during the presentation.

Fri 30 Aug
10:00–10:30
SOCR -242

Research-oriented

Corpus

CORPUSCALL SYMPOSIUM

Language awareness, motivation, and autonomy: the role of language corpora in EFL remedial classes

Elisa Corino

University

Elisa Corino's presentation, "Language awareness, motivation, and autonomy: the role of language corpora in EFL remedial classes" begins with an examination of the oft-reported regret that corpus-based learning activities are mostly absent in general TEFL classes in secondary education, despite the massive growth of the literature on uses and benefits of corpora for language learning. Where they are found, they involve some relatively superficial questions which do not really involve and intrigue the student in a process of active discovery. In response to this, a group of MA foreign languages students trained in data-driven learning and e-learning, worked with three groups of first-year high school students. Worksheets and online activities were designed to develop grammar competence. These and the adaptive activities will be presented as a model of successful corpus-based e-learning practices, and the effects on the students' overall performances will be discussed.

Digital communication landscapes: Exploring multimodality from students' WhatsApp interactions in a virtual exchange project

Pilar Concheiro¹, Joan-Tomás Pujolá², Olivia Espejel Nonell²

¹University of Iceland

²University of Barcelona

Fri 30 Aug
10:00–10:30
SOCR 40

Research-oriented

CMC

Using words alone is simply not enough to express meaning in contemporary societies (Cope et al., 2011:84). The incorporation of multimodal communication (Kress & Theo Van Leeuwen, 2001; Kress, 2010; Jewitt, Bezemer & O'Halloran, 2016) in language learning allows students to expand their textual landscapes towards more creative and innovating ways of building meaning (Ifenthaler & Schweinbenz, 2016). In virtual exchanges different communication channels, such as the smartphone application for instant messaging WhatsApp, can be used to create a learning space where different affordances as text, audiovisual and kineticicons (images, animated gifs, emoticons, emojis) are used in combination to foster communication and interaction (Lyons, 2018). The kineticicons conventions vary between types of computer-mediated communication (e.g., Facebook messenger, the instant messaging most popular in Iceland, and WhatsApp) and languages (Biesswanger, 2007; Lyons, 2018; Ogradnig, 2017). Moreover, the use of WhatsApp can contribute to develop a social atmosphere, "creating dialogue and encouraging sharing among students" (Bouhnik & Deshen, 2014).

The virtual exchange project called Telecollaboration HI-UB presented in this study took place during 2019 spring semester. The participants were 22 Spanish pre-service teachers from the University of Barcelona and 11 students of Spanish as a foreign language at the University of Iceland. During the project WhatsApp was used as a means of communication among the participants with different communication purposes: logistic, pedagogical, social and emotional. The main objective of this study, thus, is to analyze how the multimodal dialogue (Jovanovic & Van Leeuwen, 2018) generated in WhatsApp contributed to develop Icelandic students' communicative competence and how pre-service teachers made the most out of this application for task design and as a pedagogical tool.

A qualitative approach was applied in this study to identify the multimodal features of their WhatsApp interactions. Data were gathered from the conversations held among the students from both universities. Moreover, Icelandic students' reflections about their improvement of communicative digital competence and pre-service teachers' perceptions on how the WhatsApp environment was used from a pedagogical point of view were also analysed.

Results reveal that the digital communication landscape in WhatsApp had a positive affective influence on the participants' interactions along the project and

generated an enriched environment with the following outcome: according to the Icelandic students, the multimodal conversations contributed not only to improve their linguistic knowledge, but also their iconic literacy and their intercultural cyberpragmatic competence (Yus, 2018). Likewise, the pre-service teachers explored the possibilities of WhatsApp as a learning and teaching space and as a digital context to generate social cohesion.

Fri 30 Aug
10:00–10:30
SOCR 41

Practice-oriented

MALL
Teacher education

'So close, yet so different': Reflections on the multicultural course of Slavic languages

Anna Kyppö

University of Jyväskylä

Complexity related to learning languages may be expanded to learning the languages belonging to the same language family, for example, Slavic languages. This paper offers some reflections on the interdisciplinary, blended course on Slavic languages and cultures offered by the Jyväskylä University Language Centre. The course provides basic information about all Slavic languages including some Slavic micro languages, such as, Kashubian, Carpathian Rusyn or Upper and Lower Sorbian. One of the main learning outcomes is to get familiar with Slavic languages through searching for the similarities and differences of closely related languages and to acquire basic knowledge about the history and culture of Slavic nations. The course is implemented in a multicultural learning environment. Course content is designed by the teacher, however, basic information about common features of individual languages is presented by the members of different Slavic language groups. Moreover, students have a unique opportunity to get familiar with the history and culture of different Slavic nations from the presenters' viewpoint, what results in the enhancement of learners' critical thinking. The concept of mutual intelligibility of Slavic languages, a relationship between languages, in which speakers of different Slavic languages can understand each other without special effort, is tested in practice. Students' personal participation in multilingual and multicultural learning activities (synchronous learning, Hrastinski 2008) results in the increase of learners' motivation to learn and explore Slavic languages, while their cognitive participation (asynchronous learning, Hrastinski 2008) is more reflective and thus more appropriate for the complex exchange of information about various issues related to the concept of cultural identity - sensitivity and appreciation of the history, values, experiences, and lifestyles of Slavic people. The course of this format may well be recommended for learning the less commonly taught or spoken languages, since it offers the basic information about linguistic and cultural milieus and has a significant impact on the increase of learners' multilingual and multicultural awareness.

REFERENCES

- Hrastinsky, S. 2008. Asynchronous & Synchronous E-Learning. *EDUCAUSE Quarterly* 4, 51-55.

Towards the design of an iCALL platform for beginner Mandarin Chinese learners in Ireland

Hongfei Wang, Neasa Ní Chiaráin

School of Linguistic, Speech and Communication Sciences, Trinity College Dublin

Fri 30 Aug
10:00–10:30
SOCR 42

Develpmnt-oriented

ICALL

The teaching of Chinese as a Foreign Language (CFL) in Irish post-primary education faces several complexities, and the uptake of the subject has been relatively low. The first major obstacle is the shortage of qualified CFL teachers as required by the Irish educational policy (Zhang and Wang, 2018). Irish CFL teachers have difficulty with the Chinese tones and Chinese native speakers have difficulty with the English phonological system. A second major obstacle is that the majority of CFL learners have little or no exposure to a Chinese language environment and therefore lack any opportunity to communicate in Chinese outside designated class hours. It is within this context that we present exploratory research into developing appropriate ad hoc iCALL solutions to address two complex issues with regard to the teaching/learning of spoken Chinese at beginner level in Irish post-primary schools.

Issue 1: Chinese pronunciation

Since Chinese uses pitch to distinguish word meaning (and Irish ab initio learners have no experience with this), we propose creating a gamified visualisation tool that would recognise learners' utterances and display the fundamental frequency (f_0) patterns produced. These contours will then be compared to productions made by native speakers. Pronunciation is one aspect of CFL learning that requires countless hours of repetitive practice, a task which teenage learners may find boring. A basic visualisation tool would serve as a useful mechanism both in terms of raising learner awareness of the tones and of encouraging learners to pursue this repetitive task. This tool will be incorporated into a spoken dialogue system (see below) so that feedback on the task would be provided to learners in a genuinely interactive and 'fun' way.

Issue 2: insufficient opportunity to practice spoken Chinese in Ireland

Arranging face-to-face bilingual exchanges for groups of young learners presents many challenges and may not always be optimal for ab initio learners. Beginner learners require material to be presented in a gradual and structured way, ensuring authenticity of the language being used. Building on previous work on the use of spoken dialogue systems (SDS) in the teaching/learning of Irish (Ní Chiaráin and Ní Chasaide, 2016), we propose creating a limited domain conversational SDS, which is in line with the CFL curriculum, as a virtual bilingual partner. This will simulate an authentic communicative environment in which Irish learners can practise spoken Chinese.

A major consideration in the planning of these solutions is that they enable learners to gain immediate individual feedback from the system. Lack of instantaneous personalised feedback can lead to reduced levels of self-confidence and lead to CFL learning demotivation (Zhang, forthcoming). A qualitative needs analysis in the form of semi-structured interviews has been conducted with 10 CFL teachers in Irish schools. This research is the first step in ascertaining teachers' opinions on the proposed iCALL platform and their willingness to use such technology. Results are encouraging, indicating a positive attitude and a willingness to test the new developments with students as they come on stream.

Fri 30 Aug
10:00–10:30
SOCR 20

Research-oriented

Gamification

A child's perspective of the use of robotics in the early years of primary education: A pilot study

Ann Devitt, Susan Nic Réamoinn
Trinity College Dublin

This pilot study looks at the use of robotics for language development in the early childhood classroom in Ireland. The introduction of The Digital Strategy in 2015 in Ireland (Department of Education and Skills) encourages teachers to integrate ICT and computational thinking strategies into their classroom. One tool being used to develop and support this strategy is robotics. Robotics has been used to support computational thinking in Mathematics and Literacy in Irish classrooms.

This study involved one mainstream class at early primary and their use of robotics to develop their second language learning in Irish. The children in this study are age between 6-7 years and the robot used is a bee-shaped robot, called Bee-Bot. This study focuses on how the child's engagement with a robotics activity in their classroom and what their perspectives are on how the robot helped them use their second language.

A central focus of the study is to explore and capture the child's voice as the child's perspective is considered integral to their language development. The paper addresses the following questions a) do robots motivate children to learn a new language; b) do children enjoy using robotics for language learning; and c) how can educators effectively integrate robotics into a language lesson. The theoretical framework for this study is grounded in both Piaget's (1954) constructivism and Papert's (1980) constructionism. Adding to the child's language learning experience through a more tangible method of robotics offers the child a more real world environment to develop and explore their new language through technology (Bers et al, 2014). This theoretical framework is supported by the Primary Language Curriculum in integrating Irish across the curriculum in an active and meaningful way (NCCA, 2015).

The study will attempt to clarify how robots are a motivator for children to learn language, how children enjoy the process of using robotics for language learning and how effectively educators can incorporate robotics into language activities. It is envisaged that greater insight will be gained from an analysis of the data collected in particular the focus group with the children. It is expected that children will enjoy the activity with the robotics and that they use the target language being taught as part of the activity.

Understanding the complexity of the context and the learner in the development of discourse markers through Mobile Assisted Language Use

Christina Lyrigkou
The Open University

Fri 30 Aug
10:00–10:30
SOCR 23

Research-oriented
MALL

The omnipresence of the internet and smartphone applications in the everyday lives of many language learners is an undisputed reality. This out-of-class L2 contact without the primary objective of language learning has been documented in the study of the Online Informal Learning of English (Sockett, 2014) and Mobile Assisted Language Use (Jarvis, 2018). Research has reported positive correlations between engaging in online leisure activities (e.g. streaming TV series, playing digital games, using social media) and L2 English proficiency (Cole & Vanderplank, 2016; Kusyk, 2017; Jurkovič, 2019). The focus has been on lexicogrammatical knowledge and the skills of reading, listening and writing, but there is still little evidence regarding how personalised, informal L2 contact through technology can be associated with the skill of speaking, and, more specifically, with learners' use of pragmatic features in oral production. Moreover, the learner, as a complex individual, along with the various daily contexts of his L2 use, have not been studied in depth and with relation to one another.

The proposed presentation will report on the findings of the initial stages of a longitudinal PhD study, which tracked the use of discourse markers (DMs) in the spoken production of 57 adolescent learners of English in Greece over one school year. Speaking activities were used to collect data on the frequency, range and functions of learners' DM use, while classroom observations, analysis of instructional material, questionnaires and semi-structured interviews with the participants and their teachers were employed to gain insight into learners' individual differences and the nature of the contexts of their L2 use.

The findings showed that among participants who demonstrated the same levels of oral proficiency, notable differences were found in terms of the frequency, range and functions of the DMs they employed. Data analysis indicated that the differences might be explained by participants' nature of their ever changing L2 practices in various contexts, and their stated views about their L2 speaker identities. Learners who made varied use of DMs reported that along with seizing opportunities to speak in the classroom, they regularly engaged in personalised, oral communication with L2 speakers around the world through smartphone applications (WhatsApp, Snapchat), driven by their desire to interact with peers successfully in different registers. Understanding how individual and contextual factors are related to and dynamically interact with DM use over time shaping learner development can inform the instruction of L2 pragmatics and the design of materials for second language speaking.

REFERENCES

- Cole, J., & Vanderplank, R. (2016). Comparing autonomous and class-based learners in Brazil: Evidence for the present-day advantages of informal, out-of-class learning. *System*, 61, 31–42.
- Jarvis, H. (2018). Computers and learner autonomy: trends and issues. *ELT Research Papers* 12-02, British Council.
- Jurkovič, V. (2019). Online informal learning of English through smartphones in Slovenia, *System*, 80, 27-37.
- Kusyk, M. (2017). The development of complexity, accuracy & fluency in L2 written production through informal participation in online activities. *CALICO*, 34(1), 75-96.
- Sockett, G. (2014). *The Online Informal Learning of English*. London: Palgrave MacMillan.

Fri 30 Aug
10:00–10:30
SOCR 25

Research-oriented

MALL

The use of Quizzlet to enhance vocabulary in the English language classroom

Salvador Montaner-Villalba

Universidad Nacional de Educación a Distancia

This study deals with the major aim of foreign language learning and teaching: vocabulary acquisition. The latest trends of teaching as well as the huge advance of technology allow teachers to utilize online and mobile applications in a rather wide range.

At this paper, we aim at verifying whether students from a state Spanish school and, in particular, a Compulsory Secondary Education school improved their level of EFL vocabulary through quizzlet by the end of the academic year. This research is thus framed within the context of both Mobile-Assisted Language Learning (henceforth, MALL) and Gamification within the foreign language learning process. Since there is not much empiric research on the use of MALL and Gamification in EFL at Compulsory Secondary Education, this research could be worthwhile and interesting.

This paper proves the idea of using quizzlet, as a language learning app, to complement traditional non-university level courses of English as a foreign language and, as said above, at Secondary Education. These types of apps use adaptive learning technologies, which can adjust the activities to the level of each student.

In this research, quizzlet was utilized as part of the program of studies in one English as a foreign language course, an elementary English course. Learners, who participated in this experiment, had A2 level of English, according to the Common European Framework of Reference for Languages (henceforth, CEFR), after having made the initial test. These learners were studying 4th academic year at Compulsory Secondary Education during the year 2017-2018. As for the sample, one group of 24 students participated in the study, being the treatment group. Learners were aged approximately between 14 and 15 years. This experiment took place at a state secondary education school in Valencia, Spain.

Having identified some difficulty by students in learning EFL vocabulary, two research questions were established. From these research questions, these two starting hypotheses were set up: 1. The use of quizzlet determines positively that learners improve their level of EFL vocabulary, and 2. Utilizing quizzlet augments learners' motivation. The research method chosen was Action-Research. Therefore, quantitative data were used to analyze the obtained outcomes of this research. These EFL learners underwent a pretest and a posttest to assess their acquisition of the assigned vocabulary lessons which were extracted from their syllabus.

After using quizzlet for vocabulary learning for a year, the experimental group participants prove a relevant improvement in vocabulary posttest. Students enjoyed using quizzlet in its mobile version because of various features, such as its ease of access on a mobile device, its gamified aspect, and the various tasks which are available. Results were thus satisfactory. Then, this research might be useful to other scholars as well as teachers to make further research on learning EFL vocabulary through quizzlet. Accordingly, this study acknowledges and recommends using this app at both primary education as well as secondary education.

Perspectives and trajectories of the language teacher in the 21st century

Sarah Heiser¹, Ursula Stickler¹, Regine Hampel¹, Aline Germain-Rutherford², Banafsheh Karamifar², Martina Emke¹, Joseph Hopkins³, Pauline Ernest³

¹Open University

²University of Ottawa

³Universitat Oberta de Catalunya

Fri 30 Aug
11:00–11:30
SOCR -242

Developmt-oriented

Teacher education

Transformed by information and communication technology (ICT), the formal and informal opportunities for language learning have become more global, and also, increasingly, for language teaching. This begs the question whether language teacher training has been keeping up with these developments, and whether current and language teachers across the globe have access to appropriate pre- and in-service training. To find out more about this, we have formed an international research network with participants from five continents and 15 countries, Perspectives and Trajectories of the Language Teacher in the 21st Century (TPLang21).

The network brings together not only wide-ranging examples of good practice but also a variety of research methods and approaches, thus leading to new insights into the role that ICT plays in language teaching in the 21st century and how the ‘ideal’ language teacher is conceptualized today.

In the first instance, our investigations have focused on the availability of ICT-related professional development. This session will present initial results from a questionnaire survey and follow-up interviews carried out in six languages across 15 countries. It will also introduce a model of institutional collaboration between researchers in language teacher training and development that focuses on sharing and drawing on each other’s expertise and experience.

Fri 30 Aug
11:00–11:30
SOCR 40

Develpmnt-oriented

Corpus
OER

A corpus-based context-sensitive reading tool for learners of English and Dutch

Guy Deville, Laurence Dumortier, Jean-Roch Meurisse
UNamur

CoBRA (Corpus-Based Reading Assistant) is an interactive tool helping French-speaking learners read texts in English and Dutch. CoBRA has 2 components: (1) a centralized manager that handles lexicon edition, text tagging and concordances generation and (2) a client interactive text viewer dedicated to learners that can be configured by instructors. This viewer loads texts from the remote manager through API calls.

The text viewer is integrated into WebCampus (UNamur Moodle instance) through a dedicated plugin that can be downloaded for a collaborative usage by all language instructors and learners using a Moodle LMS.

Each CoBRA text enables users to click and get the French translation of each word or expression in its original reading context. Translations are illustrated by examples extracted from very large aligned bilingual corpora covering everyday language and specialized domains such as law, politics, economics, science and technology, computer science, art, and history. These context-sensitive examples can be filtered according to the specialty field of the target audience.

Learners can create and export (in an excel table format) a personal glossary that is generated from one or more texts, avoiding the pitfall of manually making unsupervised and out of context vocabulary lists. The CoBRA glossary is compatible with mobile vocabulary applications such as Quizlet(C). CoBRA is a configurable tool which currently has more than 1500 texts available for approximately 6000 learners at various levels and fields of study, in various learning environments (traditional classroom instruction, blended learning, self-study).

The CoBRA manager includes a tagging engine that marks up and disambiguates source texts in a semi-automated way using a lexicon of about 20,000 entries per language pair. The task of editors in this labeling phase consists in validating automated tagging, adding missing entries to the lexicon and, in the worst case, correcting erroneous choices by simple mouse clicks.

An additional useful feature (currently under validation for English) of the CoBRA dictionary is the flagging of more than 8000 entries from A1 to C1 levels according to the CEFR (Common European Framework of Reference for Languages). This valuable add-on takes full advantage of the structure of the CoBRA dictionary where each polysemous term or expression is subject to a distinct entry based on its particular meaning. This distinguishes the CoBRA dictionary from most existing equivalent resources which generally itemize the various meanings (or translations) of a term within its single entry, and where complex entries are included in the entries of the main lemmas that constitute them. The added value of the CoBRA dictionary entries (that rely on the meaning rather than the form of a term or expression) makes it possible to associate a CEFR level to a full CoBRA text and to validate the adequacy of this text with regard to an expected course level from a content perspective.

The authors will give a demo of the CoBRA reading tool as well as the module in charge of the tagging of a CoBRA text.

Data-Driven Learning: The impact of online concordancing as a revision tool on writing performance of EFL learners

Aysel Şahin Kızıl
Firat University

Fri 30 Aug
11:00–11:30
SOCR 41

Research-oriented
Corpus

The use of corpus tools has become an increasingly common practice in language teaching, boosting data driven learning (DDL) which is considered to be influential in aiding learners to overcome a range of linguistic problems. Within a direct DDL approach, this study aims at exploring the impact of corpus consultation on learners' writing performance in English as a foreign language (EFL). Assigned in an experimental and a control group, 31 tertiary level EFL students participated in the study. Data was collected through pre-tests and post-tests. Writing performance of the experimental group that utilized BNCweb during revision stage of their writing process was compared with that of control group which relied on dictionaries and reference books for revision. Using SPSS 22.0, writing performance of each group was analysed in terms of fluency determined through the average number of words per writing, accuracy determined through the proportional weight of error-free T-units and complexity measured through average number of clauses per T-units. Findings are discussed in connection with pedagogical implications.

Fri 30 Aug
11:00–11:30
SOCR 42

Research-oriented

CAF

The effects of scripting and vocabulary knowledge on L2 learners' collaborative writing

Maribel Montero-Perez, Carmen Eggermont, Annelies Raes
KU Leuven

Numerous studies have addressed L2 collaborative writing processes. So far, however, it remains unclear what the role of scaffolding tools is in improving the quality of collaboration and writing. Scripting, that is, helping learners to organize collaboration, has been identified as an interesting support tool in research on computer-supported collaborative learning (see Vogel, Wecker, Kollar, & Fischer, 2016 for a meta-analysis). Yet, research on the use of these scripts in L2 learning is scarce. One exception is Strobl (2015), who studied scripts in terms of collaboration intensity and efficiency. Yet, its impact on L2 writing performance remains unclear. In order to address this gap, the goal of this study was to investigate the effect of a collaboration script on L2 learners' collaborative writing process and performance. In addition, this study also investigated the role of learners' prior vocabulary knowledge (at the group and individual level) for their writing quality.

Seventy-six Dutch-speaking students of Economics, who were enrolled in a L2 French course, participated in the study during regular classroom hours. Participants were randomly assigned to a group of maximum six students. Groups who were tested during the first week of the experiment were part of the control group. The other half received a collaboration script (scripting group). The script consisted of six roles, i.e., responsibilities that had to be divided over the group members. For instance, a participant who took up the role "grammar" was in charge of the grammatical accuracy of the text. All students worked in the collaboration room on campus, which means that each group had one large screen at their disposal to project their individual screen.

At the beginning of the session, participants completed a 120-item frequency-based multiple choice French vocabulary knowledge test. Next, students were asked to write a coherent text that describes a graph on the evolution of trade balances for four countries over the past 20 years. Data collection included three types of data sources: quantitative data (complexity measures and rating of texts), video recordings of four groups, and questionnaires on group processes and self-evaluation reports. In order to analyze the writing product, we compared the texts of both groups in terms of complexity (measured in terms of N words per T-unit), accuracy (lexicon and grammar) and fluency. We also investigated the lexical profile and lexical diversity of the texts using lextutor.ca (Cobb, n.d.). In addition, texts were scored by two human raters with regard to content, grammar, lexicon, style, and structure.

Findings indicate that the groups performed equally well with regard to complexity and grammar but the scripting group outperformed the control group on measures related to lexis. It was also found that the vocabulary knowledge at the group level correlated positively with the lexical accuracy of the text. No significant differences were found for self-reported quality of collaboration between both groups.

Language students orchestrating layered simultaneity during technology-mediated encounters with children

Leena Kuure, Riikka Tumelius
University of Oulu

Fri 30 Aug
11:00–11:30
SOCR 20

Research-oriented
CMC
Teacher education

This study sheds light on the complexity of aspects that arose as objects for learning (Blin & Jalkanen, 2014) for university students while they were planning and putting into practice an online learning project for 11–12-year-olds in two schools. The students, whose previous experience from language learning and teaching was mainly from classroom contexts, were facing new situations where participants from distributed locations were engaging in shared activities. The environment for collaboration was technology-rich, characterised by the layered simultaneity (Blommaert, 2005) of numerous practices such as instant messaging, chatting, negotiating, guiding and problem-solving among others. The students were dealing with hybrid spaces, the mixture of the physical and the digital (Ryberg, Davidsen & Hodgson, 2016). The sites of engagement (Jones, 2005) involved different degrees of temporal intensity and modal density (Norris, 2004). Jones (2005, 2010) suggests that distributing and attracting attention in such complex sites of engagement are managed through cognitive and social frameworks, which he calls attention structures following Lanham (1993).

The analysis drawing on a mediated discourse perspective and nexus analysis (Scollon & Scollon, 2004) focuses on how spatially and temporally more or less distant interactions and discourses intertwine in situ in the various events where the language students and their course teacher in one location orchestrate the activities at hand, and the children in their school locations are engaging in the online work assuming more agency than expected. The pedagogic design allows an active approach from all participants and, hence, numerous unexpected situations arise when the language students need to quickly take action to ensure the flow of ongoing activities.

REFERENCES

- Blin, F., & Jalkanen, J. (2014). Designing for language learning: agency and languaging in hybrid environments. *Apples – Journal of Applied Language Studies*, 8(1), 140–170. Retrieved from <http://apples.jyu.fi/ArticleFile/download/433>
- Blommaert, J. (2005). Discourse: A critical introduction. Cambridge: Cambridge University Press.
- Jones, R.H. (2005). Sites of engagement as sites of attention: time, space and culture in electronic discourse. In S. Norris & R.H. Jones (Eds.), *Discourse in action: Introducing Mediated Discourse Analysis* (pp. 141–154). London: Routledge.
- Jones, R. (2010) Cyberspace and physical space: Attention structures in computer mediated communication. In A. Jaworski & C. Thurlow (Eds.), *Semiotic landscapes: Text, space and globalization* (pp. 151–167). London: Continuum.
- Lanham, R.A. (1993). *The electronic world: Democracy, technology and the Arts*. Chicago: The University of Chicago Press.
- Norris, S. (2004). Analyzing multimodal interaction: A methodological framework. London: Routledge.
- Scollon, R., & Scollon, S. W. (2004). *Nexus analysis. Discourse and the emerging Internet*. London: Routledge.

Fri 30 Aug
11:00–11:30
SOCR 23

Develpmnt-oriented

MALL
Teacher education
European project

The (interim) results of the EU project 'Designing and Evaluating Innovative Mobile Pedagogies' (DEIMP)

Ton Koenraad
TELLConsult

In this paper we present key outputs and interim results of the EU project 'Designing and Evaluating Innovative Mobile Pedagogies' (DEIMP 2017-2020) that could contribute both to implementing m-learning in (language) teacher education (Burden & Kearney, 2018) and to enhancing the innovative quality of current and future practices using mobile devices in schools.

The project is an R&D-oriented partnerships between university based teacher educators, school teachers and school leaders in 7 countries in order to research the concepts of innovative & disruptive design for mobile learning by means of action research on m-learning scenarios implemented in primary, secondary and higher education contexts.

In addition to a scoping study on the current state of m-learning a key output is a mobile app to support the development and evaluation of innovative mobile learning scenarios in a variety of disciplines.

We will also describe the strategies used to promote the project's impact including the involvement of a transnational network of associated partner schools in the validation of the proposed design guidelines and the piloting of the app and related MOOC (Zuiker et al.).

The project builds on a preceding project 'Mobilising and Transforming Teacher Educators' Pedagogies project (MTTEP, 2014-2017) also coordinated by the University of Hull, with results including the Mobile Learning Toolkit and its iPAC model to support educators in better understanding how to design learning scenarios which genuinely exploit the unique pedagogical affordances of mobile technologies (Schuck, Kearney & Burden, 2017; Burden & Kearney, 2018).

We conclude by briefly reflecting on how the general pedagogical framework for mobile learning presented relates to discipline-specific approaches such as the framework for mobile assisted language teaching and learning and the principles for mobile assisted language learning (MALL) proposed by Kukulska-Hulme et al.(2015) and Stockwell & Hubbard (2013) respectively.

From Peanut Butter to Perusall and with Moodle in the middle: evolution of online tools for a faculty academic reading skills course

Sylvia Goetze-Wake¹, Samantha Gouyette²

¹University of Lausanne Language Centre

²Universitiy of Lausanne Language Centre

Fri 30 Aug
11:00–11:30
SOCR 25

Practice-oriented

Task complexity

In the current internationalized academic context, students require a variety of academic skills in English to complete their studies. University language centres are often asked to respond to this challenge by developing language modules in collaboration with specific faculties. Content must be meaningful and relevant, but delivered within limited time constraints.

This presentation will discuss the issues faced in the development of a one-semester, academic reading skills module created for Masters students in Nursing Sciences by the University of Lausanne Language Centre. Students in the course “Understand and analyse academic articles in nursing sciences in English” are of mixed levels of English, ranging from A2-B2, and may be in either first or second year of their Masters’ programme. In addition to the inherent challenges of such a heterogeneous group was the difference in experience with scientific reading and methodology in general.

The questions, which arose in early stages of the course planning, were as follows: Which skills should be prioritized? Should the focus be on language, reading strategies or scientific methodology? What material could be used? How could thirteen 90-minute

sessions be used most effectively to provide progress and skills to students “thrown into” an environment of academic reading comprehension in English?

A collaborative online environment proved useful in supporting students’ work both autonomously and collectively, strengthening and building on skills developed in the weekly face-to-face lessons. Initially, PBworks was used as a wikispace in which to collaborate and reflect. Online discussions with forums to co-write article summaries further evolved within an institutional Moodle structure. Individual and collective wikis were also used for various tasks. The introduction of Perusall provided an additional tool which was enthusiastically welcomed by students but presented its own challenges.

Throughout the evolution of this course structure over five years, the teacher’s role has been largely that of a facilitator, clarifying misunderstandings and promoting discussion. Online tools have given the course a “blended learning” element, making it possible to devote class time to discovering reading strategies, developing key language, and discussing the articles which were read. Course satisfaction has been high, with dropouts related to the MA workload, not the English course.

Benefits and drawbacks of the three main online tools used (PBworks, Moodle and Perusall) will be outlined, with potential for wider use of this experience for other specific or general needs. The adventure continues and ideas and discussion will be welcome.

Fri 30 Aug
11:30–12:00
SOCR -242

Research-oriented
Teacher education

Paradox of ubiquity of technology use in society and limited use in education

Frances Shiobara
Kobe Shoin Women's University

Over the past decades digital technology has become ubiquitous in society in general; people use digital technology for communication, entertainment and research. As digital technology has had such a profound effect on every aspect of society, it might be expected that it would also impact education. Yet despite commentators and organizations, such as the OECD stating that technology is the only way to expand access to knowledge, allowing access to materials beyond textbooks, and enabling collaboration and new styles of inquiry-based pedagogy, the impact of digital technology has been limited in education. In addition, massive investments in technology have been made by schools and universities around the world, but there does not seem to have been a corresponding improvement in learning and standardized test scores.

This research looked into the apparent paradox between the extent of digital technology use in daily life compared to its use in education. To do this the attitudes of teachers to technology at a university in Japan were investigated through qualitative methodology. As a highly developed country with good technological infrastructure Japan is an interesting location to see how decisions to use technology are made, even when hardware and fast reliable networking systems are readily available. Based on semi-structured interviews with teachers and students in a Japanese university this paper examines perceptions of technology in order to investigate the potential for educational technology to improve language learning. The data was examined using Grounded Theory to produce a theory of technology use in language learning. The results showed that fear of loss of control was a major factor in the decision of whether or not to use digital technology by teaching faculty. This fear was caused mainly by two factors. Firstly, lack of reliability of technology can cause teachers to feel that they will lose control of the classroom. When technology breaks down the teachers are unable to teach effectively and may appear lacking in competence, which affects their professional appearance. In addition, many teachers feel that students know more than they do about technology and are reluctant to show their lack of expertise to students. Secondly, lack of training and faculty development left teachers feeling that they did not know what technology was available to them. There was also a lack of knowledge of the procedures to follow when the technology did not work.

This paper examines the complex relationship between technology and teachers, in order to see if and how technology might be used more effectively. Based on these findings the presenter will offer suggestions as to how digital technology can be implemented in such a way that teachers maintain control of their classroom, and can be supported in their technology use.

This research adds to the field of CALL by showing that by giving teachers more control, technology will be more effectively incorporated in education.

Writing assistants: from word lists to NLP and artificial intelligence

Serge Verlinde, Lieve De Wachter, An Laffut, Kristin Blanpain, Geert Peeters, Ken Sevenants,
Margot D'Hertefelt
Leuven Language Institute, KU Leuven

Fri 30 Aug
11:30–12:00
SOCR 40

Develpmnt-oriented

ICALL

As noted in Strobl e.a. (2019), increased attention to writing support along with technological progress have driven the development of a new generation of writing assistants. The writing assistants that we have developed for (academic) English, Dutch (Dutch as a foreign language, general Dutch and academic Dutch) and Afrikaans exemplify this evolution. Our writing assistants

- are web-based applications (similar to, e.g., WriteAway), while other writing assistants are available as an app (e.g. Writefull), a software package (e.g. SWAN) or as an add-in for a word processor (e.g. ProWritingAid);
- offer immediate feedback, which allows users to improve and/or enrich their text;
- support the writing process.

Our writing assistants thus serve the following three functions (Tarp e.a. 2017, Ziyuan 2012):

- correction: by flagging mistakes (as do spell and grammar checkers, such as Grammarly, as well as applications for word combinations, such as HARenES);
- detection: by highlighting words or phrases that may need to be improved (e.g. overly long sentences, recurring patterns);
- prediction: by providing suggestions to enrich the text (as does, e.g., ColloCaid).

In terms of the typology proposed by Allen, Jacovina and McNamara (2016), the ILT writing assistants belong to the category of Automated Writing Evaluation tools, with a number of additional features of Intelligent Tutoring Systems, such as more individualised feedback.

While presenting our writing assistants, we aim to show that in order to develop a high-quality application, an interdisciplinary approach is required. Our writing assistants are mainly based on lexicographical data and data from corpus analyses, but we have also integrated NLP techniques, with further opportunities offered by word embeddings and AI-based language models. In the presentation, we will illustrate how we have used each of these building blocks on the basis of a number of specific examples.

REFERENCES

- Allen, L., Jacovina, M. and McNamara, D. (2016) Computer-based writing instruction. In C. A. MacArthur, S. Graham and J. Fitzgerald (Eds.) *Handbook of writing research*. New York, NY: Guilford. 316–329.
- Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A. and Rapp, C. (2019) Digital support for academic writing: A review of technologies and pedagogies. *Computers & Education*, 131: 33–48.
- Tarp, S., Fisker, K. and Sepstrup, P. (2017) L2 writing assistants and context-aware dictionaries: New challenges to lexicography. *Lexikos*, 27: 494–521.
- Ziyuan, Y. (2012). Breaking the language barrier: a game-changing approach. (<https://sites.google.com/site/yaoziyuan/publications/books/breaking-the-language-barrier-a-gamechanging-approach>)

SOFTWARE

ColloCaid: <http://www.collocaid.uk/>

Dutch writing assistant: <https://schrijfassistant.be>. The other writing assistants are licenced products.

Grammarly: <https://www.grammarly.com/>

HARenEs: <http://harenes.taln.upf.edu/CakeHARenEs/check>

ProWritingAid: <https://prowritingaid.com/art/372/Getting-Started-with-ProWritingAid-s-MS-Word-Add-in.aspx>

spaCy: <https://spacy.io/>
SWAN: <http://cs.joensuu.fi/swan/>
WriteAway: <http://writeaway.nlpweb.org/>
Writefull: <https://writefullapp.com/>

Crowdsourcing corpus cleaning for language learning resource development

Tanara Zingano Kuhn¹, Peter Dekker², Branislava Šandrih³, Rina Zviel-Girshin⁴, Špela Arhar Holdt⁵, Tanneke Schoonheim⁶

¹CELGA-ILTEC, University of Coimbra

²Dutch Language Institute

³University of Belgrade, Faculty of Philology

⁴Ruppin Academic Center, Israel

⁵University of Ljubljana

⁶Instituut voor de Nederlandse Taal

Fri 30 Aug
11:30–12:00
SOCR 41

Research-oriented

Corpus
ICALL

Web corpora are valuable sources for the development of language learning material. However, the data may contain inappropriate or even offensive language, thus requiring data checking and filtering before pedagogical use. One automatically-created language learning resource that is based on pre-checked corpora is Sketch Engine for Language Learning (SkeLL; <https://skell.sketchengine.co.uk/>), where texts containing so-called PARSNIPs (Politics - Alcohol - Racism - Sex - Narcotics - Isms - Pork) (Kilgarriff et al., 2014) have been excluded from the corpora. In previous projects, filtering of such sensitive words (and by extent, content) was done automatically by using predefined seedwords. However, this approach removes a great deal of data in a somewhat non-controlled way, while on the other hand many inappropriate sentences remain unidentified.

We propose a crowdsourcing approach to clean up corpora for developing SkELL for Portuguese, Dutch and Serbian. Here, we use samples of web corpora from the Sketch Engine corpus management system (Kilgarriff et al., 2004) as a basis, but our approach could be applied to any web corpus. We present sentences to a crowd, consisting of native speakers of those languages, through the PYBOSSA (<https://pybossa.com>) platform. The sentences are selected from a sample corpus and consist of potentially good and “bad” (inappropriate) sentences. The inappropriate sentences are included as ground truth for analysis. A feature from the Sketch Engine that we use in our approach is the Good Dictionary Examples (GDEX) function (Kilgarriff et al., 2008), which ranks the concordances in the corpus according to pre-defined criteria, with the best examples at the top of the list. Potentially good sentences are extracted from the corpus, with Sketch Engine GDEX filtering on, and then filtered using a blacklist of offensive and controversial words. Bad sentences are obtained from the corpus, without GDEX filtering, and then filtered using a short blacklist of offensive words, where the remainder is kept. In both cases, words in the corpus are matched to a blacklist, extended with synonyms extracted by computing word embeddings. After performing the crowdsourcing experiment, the contributor judgments can be fed to a Machine Learning classification model, later applied for the automatic cleanup of the remaining corpus. As can be seen, this approach puts forward some challenges of different nature. On the one hand, the efficiency of crowdsourcing for large-scale data processing needs to be evaluated. On the other hand, the crowdsourcing project has to be properly designed, so that not only valuable and reliable results can be collected, but the crowd also feels motivated to participate.

REFERENCES

- Kilgarriff, A., Baisa, V., Bušta, J., Jakubíček, M., Kovář, V., Michelfeit, J., ... & Suchomel, V. (2014). The Sketch Engine: ten years on. *Lexicography*, 1(1), 7-36.
- Kilgarriff, A., Rychlý, P., Smrz, P. & Tugwell, D. (2004). The Sketch Engine. In Proceedings of the XI EURALEX International Congress. Lorient.
- Kilgarriff, A., Husák, M., McAdam, K., Rundell, M., & Rychlý, P. (2008). GDEX: Automatically finding good dictionary examples in a corpus. In Proceedings of the XIII EURALEX International Congress. Barcelona.

Fri 30 Aug
11:30–12:00
SOCR 42

Research-oriented

CAF

Measuring syntactic complexity of spoken learner language: a survey of methods and approaches

Barbora Bulantová
Charles University

The quality of spoken production is one of the principal indicators of language proficiency. The existing research on the topic has widely relied on the traditional four-skill model and its complexity-accuracy-fluency (CAF) equivalent. Complexity is typically operationalized with respect to several levels of language performance, ranging from syntactic and lexical to morphological and phonological. In the context of SLA, the syntactic dimension has for long been a topic of interest of many researchers. However, these studies have largely focused on the written mode of production, while spoken language has been somewhat neglected.

Axiomatic differences between written and spoken language do not permit identical procedures to be applied to the analysis of both. The first difficulty arises with the choice of measurement units: a unified principle of segmenting neither written nor transcribed spoken data has yet been established. The present study assesses three units (T-unit, C-unit, and AS-unit proposed by Foster et al., 2000) to determine the most suitable candidate for spoken text complexity analysis. Furthermore, several indices of three automatic software tools for analysis of written texts – Coh-metrix (Graesser et al., 2004), L2SCA (Lu, 2010), and TAASSC (Kyle, 2016) – are examined to ascertain to which extent they might be used to measure syntactic complexity of spoken production.

The study compares syntactic complexity of monological tasks of B2 ($n_1=10$) and C1 ($n_2=10$) EFL learners with Czech as their L1. The data derives from the LINDSEI corpus. The transcripts were divided according to the individual unit formats, and their syntactic complexity was computed using following measures: mean length of unit; clauses per unit; mean length of clause; subordinate clauses per clause. The gathered data were compared with the output provided by automatic tools.

The results of a pilot study conducted with 3 samples for each level of proficiency show AS-unit as the most convenient format of division. Although all measurements irrespective of the unit proved higher syntactic complexity in C1 learners, segmenting into AS-units considers the role of intonation, semantics, and syntactic structures typical of spoken language. Out of the three automatic tools, TAASSC appears to be the most efficient in measuring spoken data, provided that the sentence boundaries of written texts are substituted with AS-unit boundaries. TAASSC then provides separate measurements of all indices, which allows us to extract the results of measures convenient for spoken language analysis. The study is thus a methodological contribution to the development and application of computerised methods of spoken-language-complexity analysis.

REFERENCES

- Foster, P., Tonkyn, A., & Wigglesworth, G. (2000). Measuring spoken language: a unit for all reasons.
- Graesser, A. C., McNamara, D. S., Louwerse, M. M., & Cai, Z. (2004). Coh-Metrix: Analysis of text on cohesion and language. *Behavior Research Methods, Instruments, & Computers*, 36 (2), 193–202.
- Kyle, K. (2016). Measuring syntactic development in L2 writing: Fine grained indices of syntactic complexity and usage-based indices of syntactic sophistication (Doctoral Dissertation). Retrieved from http://scholarworks.gsu.edu/ales1_diss/35.
- Lu, X. (2010). Automatic analysis of syntactic complexity in second language writing. *International Journal of Corpus Linguistics*, 15(4), 474–496.

Supporting CALL Normalisation for Language Teacher Education through a MOOC (Massive Open Online Course)/Virtual Exchange (VE) Reflective Blend

Marina Orsini-Jones
Coventry University

Fri 30 Aug
11:30–12:00
SOCR 20

Research-oriented
CMC
Teacher education
MOOC

Using Stephen Bax's seminal work on normalisation in CALL as a starting point, this paper examines the literature around this topic in the context of second language teacher education. It illustrates how existing language teacher education manuals and theoretical textbooks can reinforce the perception of CALL and e-learning as a separate chapter in language learning and teaching, an optional 'add on'. It is argued that it should not be so in 2019.

Blended learning approaches can support both in-service and pre-service teachers towards embracing CALL in their practice, to help them dispel their fear of technology. Students do not just learn 'about CALL' or 'about e-learning', they are asked to actively engage with 'live' e-learning environments in multi-layered blended setting. A blended setting is recommended because the safety of the face-to-face classroom can support the scaffolding of CALL normalisation.

The paper will discuss the research outcomes of BMELTET (Blending MOOCs into English Language Teacher Education with Telecollaboration), a holistic project where students enrolled on both BA and MA English Teacher Education programmes in the UK, The Netherlands, China and Spain were asked to enrol on a MOOC related to language teacher education while doing a face-to-face course on similar topics. At the same time they engaged in Virtual Exchange (VE) reflections with peers from distant locations through a Virtual Learning Environment. They were encouraged to engage in active auto-ethnographical reflection to document their e-learning journey, while at the same time engaging in reflection with others on the topics studied. Their active reflection on CALL happened: face-to-face in class, face-to-face 'virtual' via VoIP tools, in distance mode via both the MOOC discussion forums and the Virtual Learning Environment forums. They therefore had multiple opportunities to reflect on how technology could be integrated into their future curricula in action, while engaging with said platforms; on action, after having engaged with them and for action, planning to integrate them into their future practice (Schön,1983; Mann & Walsh, 2017). The data was collected via pre-and post-project Online Surveys and focus groups. The surveys included both Likert-style questions and open ended ones. The students' exchanges on the VLE were also analysis and grouped thematically.

Students benefitted from this holistic approach and appeared to review their beliefs about e-learning and technology in language education after having engaged with BMELTET. The research carried out on this project illustrates that digital literacy, digital infrastructure, language policy, intercultural contextual factors and teachers' beliefs can create barriers towards the normalisation of CALL.

However, BMELTET appeared to play a role in the enhancement of students' awareness of e-learning integration into teaching and learning. Teacher cognition, triggered by active learning with a MOOC/VE blend, can be empowering for ELT practitioners, can help them develop critical digital literacy and thus support them in taking forward the normalisation of CALL in their own language learning and teaching settings.

Fri 30 Aug
11:30–12:00
SOCR 23

Practice-oriented

MALL

How can Duolingo work with your students?

Mari Yamauchi
Chiba University of Commerce

Duolingo is one of the most well-known language-learning platforms with over 300 million active users. While many educators have tried it with their students, many others might be interested in using it in their teaching but still undecided or skeptical, as was the presenter before, about what knowledge and skills the students could learn with it, how they could do that, whether the learning is as effective as they say, and how it could be integrated as part of the course work. This presentation attempts to encourage those interested but undecided to actually give it a try both as a teacher and as a student.

First, a Duolingo for Schools account as a teacher allows you to create your Classroom(s) and check whole the course curriculum with sample lessons, which will help you to decide whether or not it could be suitable for your target group. It should be noted here that Duolingo lessons do not go beyond sentence level, so it would be plausible to assume that they could be more readily applicable for helping lower level learners, as suggested in previous studies (Munday 2016, Bodgan 2016). In the presentation, a pilot implementation of Duolingo as weekly assignments for a repeaters English course taught by the presenter will be briefly discussed to illustrate how successfully it could work for a multi-level class, allowing the teacher to provide regular exposure to English at a tailored level for each of those more or less demotivated learners.

Second, trying out a couple of language courses as a student will help you get the feel of the learning process with this app. Following an interesting “individual” case study (Bogdan, 2016), the presenter observes herself as the subject to see in what ways Duolingo could facilitate language learning and what aspects of Duolingo experience would help keep or increase the learner’s motivation. Some of her learning logs will be observed along with Bogdan’s to argue that Duolingo can facilitate learning by (i) encouraging spaced repetition (ii) giving a sense of achievement through “visible” improvements, and (iii) allowing for inductive or discovery learning. Spaced repetition makes learning efficient, a sense of achievement when you “see” your improvement helps increase intrinsic motivation, and the joy of discovery can also help greatly increase intrinsic motivation. Inductive learning can be too frustrating at the same time depending on your previous knowledge or tolerance for ambiguity, but there are resources (Tips) available with the browser version, and if it is used as part of the coursework the frustrating “mysteries” can be shared with the classmates as interesting discussion topics.

Comments and feedback from the audience are most welcome to start exploring possibilities of mobile-assisted language learning.

Not a language course (!): Teaching global leadership skills through a foreign language in a ubiquitous learning environment

Nobue Tanaka-Ellis¹, Sachiyō Sekiguchi²

¹Tokai University

²Meiji Gakuin University

Fri 30 Aug
11:30–12:00
SOCR 25

Practice-oriented

CAF

This paper reports on foreign language development in Japanese undergraduates enrolled in a global leadership course designed in response to the Japanese government's initiatives for cultivating young global leaders. The study was conducted at a mid-sized private university near Tokyo, who decided to set up a new course for this purpose. The biggest challenge for designing the curriculum was to improve students' English language skills without teaching the language. This was because the government states that high English proficiency is necessary for global leaders, whereas the university did not agree to fund another language course. In order to make language teaching invisible, the course was delivered in English and set up in a flipped, blended, and ubiquitous learning environment to provide more time for the students to learn the content. This complex environment was created to provide the arenas to teach authentic content, support student understanding, create opportunities to produce comprehensible output in English, and provide a quasi-multicultural environment. The materials used in the course were mainly from an existing MOOC website, which was reorganised using a mobile app, Handbook, to adjust the content level to suit the students' L2 levels. Handbook was used as the hub for accessing course materials for self-study, which enabled flipped and ubiquitous learning. In the physical classroom, students were required to engage in discussions or prepare short presentations related to the course materials, with the help of teaching assistants (TAs) who were exchange students from the U.S. One or two TAs were assigned to a group of 3 or 4 students to help them with discussions in English, and present opportunities for intercultural communication. For three years (2016 - 2018), this one-semester course (15 weeks, meeting once a week) was attended by 114 students in total.

The purpose of this study was twofold: 1) to see if there was any evidence of learning found in their oral output, and 2) to find out if their English skills improved over time without apparent English instructions. For the first part of the investigation, two interviews (2 minutes each) were conducted in weeks 4 and 15, asking about the key concepts from the course. The oral data collected from individual interviews was sorted into the following categories of learning evidence; 1) transfer of words, 2) transfer of phrases, 3) transfer of concepts, and 4) application of concepts. As for the second part of the investigation, CAF was used to see how their utterances changed in their interview data from Week 4 to Week 15. The results indicated that even with low proficient students, the evidence of learning was found; however, the students in the mid proficiency level showed huge differences in their utterances between the two interviews, especially in their vocabulary, concept application, and fluency. The outputs of the students with high proficiency varied, depending on their personalities as some of them were fluent without referring to any course related content. The paper concludes with some teaching implications for setting up a CLIL course.

Fri 30 Aug
12:00–12:30
SOCR -242

Research-oriented
Teacher education

CALL for CLIL: Investigating the adoption of learning technology designed for CLIL Teachers.

Caoimhín Ó Dónaill¹, Ana Gimeno-Sanz²

¹Ulster University

²Universitat Politècnica de València

Content and Language Integrated Learning (CLIL) was recognised as a teaching methodology by the Commission of European Communities in its 2003 Communication No. 449 on Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006. Since then, we have witnessed how CLIL has gradually gained traction to become a recognised methodology in all educational sectors, particularly in bilingual contexts. Much of the research conducted to date on CLIL has focussed on establishing a theoretical framework for CLIL, and on assessing its implementation in various educational settings (e.g. Coyle (2018); Dafouz, Moore, Nikula, Smit, U. Eds. (2016); and Marsh, Pérez Cañado, & Ráez Padilla (2015)). The current paper, however, will examine the extent to which particular CALL initiatives, specifically designed to support and facilitate the implementation of CLIL, have made a demonstrable impact on the professional practice of CLIL teachers and on the learning experience of their students. In analysing this impact, we will consider a range of salient factors, to include: learning technology design, training programmes and support materials, the establishment of communities of practice, user analytics, and user feedback. This research builds upon the authors' previous work in this area (Gimeno-Sanz, Ó Dónaill & Andersen 2014) and will inform future discussion on the role of CALL in CLIL.

REFERENCES

- Coyle, D. (2018) The Place of CLIL in (Bilingual) Education. *Theory Into Practice*, vol. 57, no. 3, pp. 166-176.
- Dafouz, E., Moore P., Nikula T., & Smit, U. Eds. (2016). Conceptualising Integration in CLIL and Multilingual Education.
- Gimeno-Sanz, A., Ó Dónaill, C. & Andersen, K. (2014) Supporting content and language integrated learning through technology. in CALL Design: Principles and Practice - Proceedings of the 2014 EUROCALL Conference, Groningen, The Netherlands. pp. 107-112.
- Marsh, D., Pérez Cañado, M., & Ráez Padilla, J. (2015). CLIL in action: Voices from the classroom.

SimpleApprenant: a platform to assist French L2 language learners to improve writing skills

Amalia Todirascu, Marion Cargill
LiLPa, Université de Strasbourg

Fri 30 Aug
12:00–12:30
SOCR 40

Develpmnt-oriented
ICALL

We present SimpleApprenant, a platform aiming to improve French L2 language learners' knowledge of verbal multiword expressions (MWEs). For this purpose, the platform provides exercises to learn the sense of MWEs, according to the user's CEFR level and to enhance writing abilities by correcting and transforming learners' productions. This platform integrates several NLP tools and resources.

Language learners have difficulties using MWEs, which are expressions proving statistical, syntactic or semantic idomaticity (Kim and Baldwin, 2010). Strong lexical preferences, syntactic constraints and non-compositional sense are properties of these expressions. For these reasons, the learners should know how to use them in proper contexts and use the correct syntactic and morphosyntactic constraints.

Existing on-line platforms for L2 learners (such as Language Muse) provide few specific lessons dealing with English MWEs. Few websites propose ranked exercices for French MWEs learning (Bonjour de France, Le Point du FLE). For French, the Base Lexicale du Français (Verlinde et al., 2006) or the DIRE Autrement (Hamel et al., 2007) represent rich morpho-syntactic and semantic features of the MWEs and some exercises, but these resources do not take into account the CEFR level of the target public. FLELex, a CEFR graded lexicon (François et al., 2014), contains mainly simple words and nominal expressions.

Thus, we propose a web platform where the CEFR level of the MWEs is manually and automatically annotated, with the help of a large French verbal MWEs database and with NLP tools. Manual annotation is based on reference books (Beacco, 2007). The automatic annotation is done by searching the MWEs and their variants in a large corpus of French textbooks, annotated in CEFR levels. The MWEs database has partially been extracted from the Lexique-Grammaire resource (Gross, 1994, Laporte, 2008) and represents MWEs' morphosyntactic and semantic information and their CEFR level.

Moreover, we propose some correction and improvement strategies for learners' texts, with the help of the Mind the Gap (Coavoux and Crabbe, 2017) parser. On the basis of learners' errors, we propose a set of correction and transformation rules.

With these features, the plateform proposes several scenarios providing learning by repetition or from errors. The learner registers by indicating their CEFR level. The first scenario selects a set of MWEs, their definitions and gap fill phrases according to the user's level. The user should match expressions with the right definition or the gap phrases and can repeat these exercices.

The second scenario aims to improve writing skills by proposing a list of MWEs to the user who should integrate these expressions in their text. In the last scenario, the user writes a text and then a module detecting simple errors, LanguageTool (Naber, 2003), proposes some correction suggestions. The modified text is parsed and the user can choose transformation or correction rules to check their text. Finally, the user can generate a list of MWEs formed with a noun or a verb to improve their vocabulary.

We present some evaluation issues of the NLP tools and the feedback provided by the learners.

Fri 30 Aug
12:00–12:30
SOCR 41

Research-oriented

Corpus
SLA

The effect of e-feedback on syntactic development in EASP students' writing

Blanka Pojslová
Masaryk University

Feedback plays an important role in education and is crucial for encouraging and consolidating learning (Brophy, 1981). It might also be a powerful tool for developing EFL learners' writing proficiency, which is supported mainly by socio-cultural theory. This theoretical framework assumes that learning is a social phenomenon and human intellectual capacities, language development including, are considered to be socially and culturally mediated within the Zone of Proximal Development (Lantolf & Thorne, 2006; Villamil & Guerrero, 2006; Vygotsky, 1978). The current study examines the effectiveness of asynchronous multi-draft e-feedback on syntactic development (Biber & Gray, 2011; Biber et al., 1999; Halliday & Martin, 1993/1996) in EASP students' writing using a corpus linguistic tools Synlex (Lu, 2010) and Coh-Metrix (McNamara, 2012). The study takes the form of a quasi-experiment with Pretest/Posttest Design where learner PreTest corpus is compared with learner Posttest corpus to measure the effect of treatment, which is the multi-draft e-feedback provision. The participants of the study were 33 homogeneous advanced learners of English for Academic and Specific Purposes at the Faculty of Economics and Administration. They were provided with multiple teacher feedback on their subsequent drafts while mastering the genre of a problem solution essay and developing their academic writing. After completing their final drafts of the pretest essays, they were asked to produce posttest problem solution essays. The pretest and posttest essays were compiled into two learner corpora which were analysed using measures that are theoretically motivated by previous research in corpus linguistics and systemic functional linguistics to identify a potential effect of the multi-draft e-feedback provision on syntactic developments between pretest and posttest learner corpora. The results indicate that the syntactic complexity in students' writing developed between the pretest and posttest writings.

Informal CALL: a discussion of L2 development measures and systemic complexity

Meryl Kusyk

Karlsruhe University of Education

Fri 30 Aug
12:00–12:30
SOCR 42

Research-oriented

Research trends
SLA
CAF

While much of CALL research deals with formal teaching and learning initiatives, this paper discusses aspects of CALL from an informal perspective. Digital language learning ‘in the wild’ has been the focus of a growing body of research (e.g. *Language Learning and Technology*, 2019; Dressman & Sadler, *in press*) and several subfields are dedicated to studying its particular nuances: Extramural English, Informal Digital Learning of English, Online Informal Learning of English. In this context, language users interact in and with the L2 through a variety of digital activities (reading, watching, listening, chatting, playing), though their primary intention is to use the language as a medium of communication or source of entertainment rather than to learn it as an object of study. Complexity is inherent in the informal language learning process as each L2 user constructs his or her own idiosyncratic L2 world and identity.

This talk discusses two kinds of complexity: on a methodological level, the term signifies a type of linguistic development measure used to track an L2 user’s language change over time; on a systemic level, the term refers to the complex dynamics of a process that involves variation, adaptation and the constant interplay of numerous variables. Specifically, this talk presents results from a study conducted on two non-native English speakers who participated in informal, online activities in English over a period of ten months. Both oral and written data were analysed with a total of 20 complexity, accuracy, fluency (CAF) measures. Several key points from the study will be discussed: the supportive and competitive relationships that exist between the CAF measures and the different informal activities in which the individuals participated, the supportive and competitive relationships that exist between the CAF measures themselves and the overall, systemic complexity revealed in each individual’s L2 development trajectories. These findings will then be discussed within the larger, more general CAF framework, with consideration for certain measures that may be particularly reliable and / or viable as well as those that were found in the present study to be less useful or appropriate. Finally, in light of this and other recent research, the place of complexity within the context of informal CALL will be addressed.

REFERENCES

- Dressman, M. & Sadler, R., editors. (*In press*). *The Handbook of Informal Language Learning*. West Sussex: Wiley.
- Language Learning and Technology*. (2019). Special issue: CALL in the Digital Wilds. Volume 23, Number 1. http://www.lltjournal.org/collection/col_10125_58892

Fri 30 Aug
12:00–12:30
SOCR 20

Research-oriented
CMC
Teacher education

Capturing the effects of a long term telecollaboration practice in teacher education: a mixed method study

Tina Waldman¹, Efrat Harel¹, Gotz Schwab²

¹Kibbutzim College of Education, Technology and the Arts

²Karlsruhe University of Education

This presentation reports on a telecollaboration practice which has taken place since 2015 between pre-service teachers of English as an International Language (EIL), studying in their respective institutions in Israel and Germany. Both partners in this collaboration come from countries where the need for a culturally relevant pedagogy is acutely felt as linguistic and ethnic diversity are a daily challenge for school teachers. In today's multicultural learning landscape, EIL teachers are expected to be specialists of the target language, to be experts in multi-modal online literacies so they can prepare their pupils to communicate in an increasingly digitally connected global society, and also to be sensitive to the cultural and linguistic positions of their pupils. This complex of competencies contribute to preparedness of globally knowledgeable language teachers with twenty-first century skills (Trilling and Fadel, 2012). Hence, pre-service teacher training in telecollaboration, a social and cultural approach to foreign language learning in an online environment with intercultural contact (O'Dowd, 2015, Helm and Guth, 2010), would appear to serve to develop such indispensable skills.

The process of the telecollaborations practice involves blended learning with extensive online contact and communication between Israeli and German student teachers with the aim of them getting to know each other personally before collaborating on a common goal of a final product. Lessons take place simultaneously in both institutions so that students are able to video conference during lesson time as well as collaborate using synchronous and asynchronous tools beyond the classroom.

We will present our research, a mixed method study, which uses varied types of data collection to capture different dimensions of the effect of telecollaboration on the pre-service teacher participants. Three data sets were collected from the Israeli (N 52) and German (N 48) students in order to answer two specific research questions:

1. Does participation in telecollaboration as part of teacher training develop intercultural competence?
2. Does participation in telecollaboration as part of teacher training develop technological pedagogical knowledge?

Participants were evaluated pre and post course by means of a Likert-type scale survey. T-tests revealed a significant difference in pre-post surveys for only one aspect of the survey. Similarly, conflicting evidence emerged from the qualitative data sets indicating that participants tended to overrate their intercultural competence and their technological pedagogical knowledge. Analysis of participant outcomes revealed that only half of them were able to apply their perceived expertise to materials and tasks they designed for teaching EIL to prospective pupil populations. Implications drawn from the findings will be discussed.

Tablets in Second Language Education: Learners' and Teachers' Perceptions

Amira Shouma, Walcir Cardoso
Concordia University

Fri 30 Aug
12:00–12:30
SOCR 23

Research-oriented
MALL
Research trends

This study explores the perceptions of English as Second Language (ESL) learners and teachers (occasionally referred to as “users”) on using tablets in their language classrooms, focusing on the device’s four inherent affordances: learnability, usability, motivation, and willingness to use the technology. Although previous research has investigated the pedagogical use of tablets in the domain of higher education (e.g., Morrison, Leah, Harvey, & Masters, 2015), elementary and secondary education (e.g., Kirsch & Bes Izuel, 2016), students with disabilities (e.g., Cumming & Rodriguez, 2013), and teacher training (e.g., Hopkins & Burden, 2015), there is little research exploring the perceptions of ESL students and even less involving their teachers (Cifuentes, Maxwell, & Bulu, 2011).

The four themes that guided our study are commonly found in most Mobile Assisted Language Learning (MALL) perception studies. What is known about users’ perceptions of MALL-based pedagogy (including tablet and non-tablet devices) is that students and their instructors view the use of these platforms positively. For instance, it has been acknowledged that the use of MALL-based pedagogy has the potential to enhance learning in the following ways: (1) it improves the overall learning experience, i.e., learnability (e.g., Diemer, Fernandez, & Streepey, 2013; Obari & Lambacher, 2015); (2) it increases learners’ level of comfort, i.e., usability (e.g., Altena, 2015; Itayem, 2014); (3) it boosts motivation (e.g., Cardoso, 2011; Huang, 2013), and (4) it increases students’ willingness to use the technology (e.g., Cardoso & Collins, 2016; Cumming & Rodriguez, 2013).

This study explores the perceptions of 45 young adult ESL learners and their 11 teachers on the use of tablets (predominantly Apple iPads) in their classrooms (Montreal, Canada). Based on quantitative and qualitative research paradigms, a mixed approach was used to collect and analyze the data. Learners’ and teachers’ surveys were adapted from Rossing, Miller, Cecil, and Stamper (2012) and Young (2016) respectively. A 5-point Likert scale (ranging from “strongly disagree” to “strongly agree”) was used to probe the participants’ perceptions of the four themes: (1) learnability (e.g., using iPads helps me improve my listening skills in English), (2) usability (e.g., I find it is easy for my students to use iPads in reading activities), (3) motivation (e.g., using iPads motivates me to read English texts), and (4) willingness to use tablets (e.g., I will use the iPad for teaching my classes in the future). To measure the four key themes quantitatively, the survey results were analyzed via descriptive statistics. Qualitative data were obtained through face-to-face interviews, which were subjected to a thematic analysis following Saldaña (2009). Our findings reveal positive perceptions from both ESL learners and their teachers on all four measures adopted (all above 3.4/5); these results were also corroborated by our thematic analysis of the interviews. The discussion will focus on the affordances of tablet-based technology, specifically its ability to enhance L2 pedagogy by increasing learning outcomes (learnability), improving ease of use (usability), motivating students to learn (motivation) and promoting the continuous use of the technology (willingness to use the technology).

Fri 30 Aug
15:15–15:45
SOCR -242

Develpmnt-oriented

MALL
SLA

Speak, play, learn: introducing GRAAL, a narrative MALL software for EFL pronunciation teaching and learning

Zoe Broisson¹, Robin Guérin¹, Georgios Athanasopoulos²

¹UCLouvain

²ICTEAM - ELEN; UCLouvain

Pronunciation is fundamental to second language acquisition and use, as it is an essential component of communicative competence and intelligible speech (Morley 1991). However, pronunciation is often neglected in L2 classrooms, and for many learners it does not improve with exposure to target language input alone (Thomson & Derwing 2014). A recent surge in research has pinpointed the potential of CALL software to support L2 pronunciation development, in formal and informal learning environments alike. While a number of existing commercialised applications integrate pedagogical materials on the topic of pronunciation, they have been shown to present several limitations including poor scaffolding of language content, insufficient feedback, inadequate visual integration and weak design elements (Bajorek 2017).

In this presentation, we make a first attempt at addressing the gap between research and product development. We introduce a working prototype of GRAAL, an evidence-based MALL pronunciation tool supported by speech processing technology and developed with user experience design considerations. GRAAL presents as an illustrated narrative that encourages practice by speaking and incorporates gamified productive and receptive activities. The different chapters of the story correspond to segmental as well as suprasegmental pronunciation foci, selected and hierarchised according to their importance for L2 speaker intelligibility, and validated by empirical research (e.g., McAndrews & Thomson 2017). Building upon the theoretical principles of the Noticing Hypothesis (Schmidt 1990) and Explicit Learning (Hulstijn 2005), the software provides explicit instructions written by experienced practitioners for every pronunciation focus. In each speaking episode, mispronunciations are detected and diagnosed using a Hidden Markov Model-based speech segmentation module developed specifically for the purpose of this application. The outcome of the speech analysis underlying each of GRAAL's activities is used to generate immediate targeted user feedback, including visual representations of the mouth configuration.

If at first glance GRAAL's features appear to account for most of the shortcomings identified in previous research, the effectiveness of this new tool remains to be empirically tested. In this first presentation of our application, we wish to outline the combination of theoretical and empirical considerations taken into account in its development, and present preliminary qualitative findings regarding its use by teachers and learners in formal and informal language learning contexts, obtained through a series of semi-formal interviews.

REFERENCES

- Bajorek, J. P. (2017). L2 Pronunciation Tools: The unrealized potential of prominent Computer-Assisted Language Learning software. *Issues and Trends in Educational Technology*, 5(2), 60-87.
- Hulstijn, J. H. (2005). Theoretical and empirical issues in the study of implicit and explicit second-language learning: Introduction. *Studies in Second Language Acquisition*, 27(2), 129-140.
- McAndrews, M. M. & Thomson, R.I. (2017). Establishing an empirical basis for priorities in pronunciation teaching. *Journal of Second Language Pronunciation*, 3(2), 267-287.
- Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25(1), 51-74.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129-158.
- Thomson, R. I & Derwing, T.M. (2014). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, 36(3), 326-344.

MOOCs as environments for learning spoken academic vocabulary

Clinton Hendry, June Ruivivar

Concordia University

Fri 30 Aug
15:15–15:45
SOCR 40

Research-oriented

Corpus

Research has revealed considerable lexical differences between written and spoken academic English (Biber et al., 2002). The Academic Spoken Word List (ASWL, Dang et al., 2017) was designed to prepare second and foreign language learners for English-medium academic study, arguing there is a need to distinguish written and spoken vocabulary requirements. Although the list has been validated across a number of corpora, the authors recognize the need to validate it across a variety of academic contexts.

The present study responds to this call by examining the ASWL's coverage of massive open online courses (MOOCs), an increasingly popular mode of instruction (Inside Higher Ed, 2018). Although MOOCs are primarily offered in English, many online students speak English as an additional language (Haber, 2014). Therefore, to be on par with in-person courses, English-language MOOCs must be accessible to learners of different proficiencies, and provide them with opportunities for further language development. In many ways, the spoken component of MOOCs resembles that of in-person courses, with video lectures making up most of the content. One notable difference is the lack of interactive elements such as classroom management and service encounters, which is characterized, among other things, by less technical vocabulary (Biber et al., 2002). This raises two questions. First, how accessible are MOOCs to students who have limited knowledge of academic English? Second, do MOOCs offer the same opportunities for incidental vocabulary learning observed in classroom tasks (e.g., Newton, 2013)?

The study addresses these questions by comparing the ASWL's coverage between the Michigan Corpus of Academic Spoken English (MICASE, Simpson et al., 2002) and a corpus of online courses from edX, a MOOC platform offering university-level courses from universities around the world. MICASE consists of 1.8 million words across various speech events, classified on a scale of interactivity from mostly monologic (e.g., presentations and speeches) to mostly interactive (e.g., advising and tutorials). Our MOOC corpus consists of video lectures, interviews, and live streaming sessions from 18 courses, totalling 733,431 words. Analysis was conducted using ANTCONC v3.4 (Anthony, 2018), which allows us to remove all instances of ASWL items and calculate ASWL coverage of both the MICASE and MOOC text compilations.

The ASWL saw 86% coverage of the MOOC corpus and 87% of MICASE, indicating that the ASWL is useful for learners in both in-person and online contexts. It also suggests that MOOCs' vocabulary requirements are comparable to that of real-world universities, and that online environments can offer opportunities for incidental learning of academic vocabulary at least at par with in-person courses. Further analysis shows similar coverage across different speech event types in MICASE, with coverage exceeding 90% for a variety of interactive (interviews and tutorials) and monologic tasks (campus tours and seminars). Therefore, the lack of interactivity does not appear to substantially affect MOOCs' lexical content and accessibility. Our discussion will consider implications for teaching vocabulary in an age where academic interaction increasingly takes place online, and for further research in the value of online contexts for vocabulary learning.

Fri 30 Aug
15:15–15:45
SOCR 41

Develpmnt-oriented

Digital literacies

National CALL solutions for complexity: Digitalization projects in Finnish higher education

Heidi Rontu, Pasi Puranen
Aalto University

Digitalisation has rapidly evolved into one of the main drivers of change in higher education (HE) in Finland. Language and communication studies are an integral, mandatory part of all (HE) degrees in Finland. This means that digitalisation has also become one of the main forces of change in the learning of language and communication.

For HE teachers digitalisation means a need to embrace new (digi)pedagogical thinking and ways of working (e.g. Juurakko-Paavola et al. 2018, Jalkanen & Taalas 2015, Laakkonen 2015, White 2015). For students similarly, digitalisation introduces new ways of learning, and brings about change to study methods and personal ICT skills. However, for many teachers and students the purpose and the benefits of digitalisation can be unclear, and can cover almost anything electronic or web based. Teachers need joint efforts to understand, apply and integrate digitalisation and its implementations in learning and teaching.

In our paper, we will present three different projects on digitalisation in higher education in Finland. The aim of the two of the national, government-funded projects is to create new multi-media online materials and a new e-learning and blended curriculum for the teaching and guidance. In the DIGIJOUJOU project (2017-2019) the aim is to implement flexible ways of study for the two national languages, Finnish and Swedish, and the KiVAKO project (2018-2020) will focus on foreign languages excluding English. At the same time, both projects will also focus on developing the (digi)pedagogical competences of language teachers.

The third project, 2DIGI, is a two-year project conducted by FINELC, the network of Finnish university language centers. This project was created after seeing a need in Finnish language centres to assist language teachers in their transition from an analogue world to a digital one. The focus is on how this transition can be managed pedagogically and offer teachers concrete help for themselves and their students.

These three projects focus on the development of the learning and teaching of languages and communication. The projects are a result of a substantial investment from the Finnish government, and the whole HE sector in Finland. There are altogether almost 160 teachers working together in building new digital learning paths in different languages. Prior to the initiation of the projects, a survey was conducted on the current status on teachers' and students' digital competence and understanding of digital literacy in language learning in HE. In the session, we will also present the data from this survey. The data shows interesting results in the implementations and perceptions of digital literacy. There is great variation both among teachers and among students as to how the learning of languages and communication can benefit from digital literacy and what are successful implementations of digital literacy.

The long and winding road towards a diagnostic, task-based, digital language test

Goedele Vandommele

KU Leuven

Fri 30 Aug
15:15–15:45
SOCR 42

Develpmnt-oriented

SLA

In 2017, the Center for Language and Education (KU Leuven, Belgium) was asked to develop a digital diagnostic language test for students at the start of secondary education. The ambition was to provide teachers with a deep insight into their new students' language skills, which in turn would enable them to adequately respond to students' language learning needs. Furthermore, the digital test aspired to guide schools in drawing up an effective language policy. A digital environment for test-taking, scoring, diagnostic and remedial information would reduce administrative burdens and assist in expanding school and teacher assessment practices.

Since the center already had extensive experience with task-based test development on paper, the challenge was to translate task-based principles to this digital environment. In this presentation we report on the search for (1) motivating reading and listening tasks, (2) suitable digital question formats and (3) ways to accurately report on learners' reading and listening skills, all within the restrictions imposed by the platform selected. A further concern was the diversity within the target group. How were the same tasks to be used to adequately measure the language of the very heterogeneous group of first-years in secondary education? Were all students sufficiently digitally literate?

In this paper, we present the results of (1) a qualitative think-aloud study with 10 students performing a subset of tasks; (2) a small-scale pilot study and (3) a standardization study among 3000 pupils and (4) a survey looking into test administrators' impressions.

Fri 30 Aug
15:15–15:45
SOCR 20

Research-oriented

Corpus
ICALL
Task complexity

From river to bank: The importance of sense-based graded word lists

David Alfter, Elena Volodina

University of Gothenburg

In the field of CALL and especially its sub-field ICALL (Intelligent CALL), graded resources, i.e. resources which (automatically) assign each item to a complexity level, are of tremendous importance when trying to match learners of different proficiency levels with items that they are supposed to understand. There is an extensive body of work on text complexity, a rather limited amount of work on sentence complexity and an even smaller amount of work on word-level complexity. In this paper, we focus on the latter.

Previous work on complexity analysis at the word-level has mostly ignored word senses so far, focusing on word forms instead (Alfter and Volodina, 2018; Gala et al., 2013; Gala et al., 2014), although some authors have noted that basing the complexity analysis on senses rather than forms might improve the overall quality (Gala et al., 2013). Recently, there has been some work that links together different resources some of which pertain to senses (Tack et al., 2018).

In this paper, we present a data-driven sense-based word list derived from a graded textbook corpus. The corpus is graded inasmuch as each textbook chapter indicates for which levels it is suitable according to the Common European Framework of Reference (CEFR) (Council of Europe, 2001). The corpus has been automatically pre-processed and tagged in such a way as to include senses for each token. Furthermore, the pre-processing pipeline tries to identify the most likely sense for each word in context. From this corpus, we derive a list of word senses as well as a distribution of each word sense across the different levels of the textbook chapters. Thus, for a sense like “bank” as in river bank, the resource lists how often it was observed in A1 textbooks, how often it was observed in A2 textbooks etc. We then assign each sense a target level, i.e. the CEFR level at which the word should be understandable by a learner of that level. Such a resource can improve the automatic generation of exercise items adapted to different learner levels.

REFERENCES

- Alfter, D., & Volodina, E. (2018). Towards Single Word Lexical Complexity Prediction. In Proceedings of the Thirteenth Workshop on Innovative Use of NLP for Building Educational Applications (pp. 79-88).
- Council of Europe. (2001). Common European Framework of Reference for Languages: learning, teaching, assessment. Cambridge University Press.
- Gala, N., François, T., & Fairon, C. (2013). Towards a French lexicon with difficulty measures: NLP helping to bridge the gap between traditional dictionaries and specialized lexicons. *E-lexicography in the 21st century: thinking outside the paper*, Tallin, Estonia.
- Gala, N., François, T., Bernhard, D., & Fairon, C. (2014, July). Un modèle pour prédire la complexité lexicale et graduer les mots. In *TALN'2014* (pp. 91-102).
- Tack, A., François, T., Desmet, P., & Fairon, C. (2018). NT2Lex: A CEFR-Graded Lexical Resource for Dutch as a Foreign Language Linked to Open Dutch WordNet. In *Proceedings of the Thirteenth Workshop on Innovative Use of NLP for Building Educational Applications* (pp. 137-146).

Virtual Exchange for Teacher Education: a focus on critical digital literacy

Zeynep Billki¹, Müge Satar², Mirjam Hauck³

¹TED University

²Newcastle University

³The Open University

Fri 30 Aug
15:15–15:45
SOCR 23

Research-oriented

CMC

Teacher education

Technology-enhanced learning environments provide language learners and teachers with “new kinds of social encounters, new kinds of communities, and new prospects for learning” (Kern, 2014, 340). However, such environments also require new skills, competences, and literacies for active participation in multicultural online communities. Following Guichon and Hauck (2011), we argue that such skills and literacies can be best developed through experiential modelling, whereby trainee teachers can observe, participate, and reflect on their own progress. Therefore, in order to facilitate critical digital literacy development of TESOL/ELT trainee teachers, we set up a virtual exchange between TED University, Turkey, and Newcastle University, UK, as part of the respective teacher training modules focusing on the integration of technologies in language learning and teaching. 46 trainee teachers participated in the project and completed three online tasks adapted from the UNICollaboration website <<http://uni-collaboration.eu>>. Prior to the exchanges, the teachers received training on virtual exchange provided by the EU-funded EVOLVE project <<https://evolve-erasmus.eu>>.

In this presentation, we will first introduce critical digital literacy as a key skill for future language teachers. We will then describe the virtual exchange, and how it was integrated into the teacher training modules in both countries, followed by a presentation of our findings. Data for this study comprise participants’ e-portfolio entries, multimodal intercultural synchronous interactions via videoconferencing (Zoom), as well as the digital artefacts produced individually (Padlet board posts), and collaboratively (posters using Google Slides).

Following Mark Brown’s understanding of critical digital literacy, we employ social semiotic (Bezemer & Kress, 2016), and thematic (Braun & Clarke, 2006) analysis of the data. We will present illustrative examples from our analyses of (1) e-portfolios to explore participant perceptions towards the exchange, (2) individually and collaboratively produced digital artefacts to evidence participants’ critical digital literacy, and (3) recordings of synchronous online interactions to demonstrate participants’ awareness of literacies required to effectively use the web technologies utilised in the exchange. We will conclude with pedagogical implications, ideas for future research, and potential for upscaling the exchange.

REFERENCES

- Bezemer, J. & Kress, G. (2016). *Multimodality, learning and communication: A social semiotic frame*. London: Routledge.
- Braun,V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Guichon, N., & Hauck, M. (2011). Teacher education research in CALL and CMC: More in demand than ever. *ReCALL* 23(3), 187–99.
- Kern, R. (2014). Technology as Pharmakon: The promise and perils of the Internet for foreign language education. *Modern Language Journal*, 98, 330–347.

Fri 30 Aug
15:15–15:45
SOCR 25

Research-oriented

MALL

The role of socially-mediated alignment in the development of second language grammar and vocabulary: Comparing face-to-face and synchronous mobile-mediated communication

YeonJoo Jung
Pusan National University

Linguistic alignment is a psycholinguistic phenomenon that causes speakers to adjust their language to those of their conversation partners for successful communication. Second language acquisition (SLA) research has suggested that linguistic alignment occurring while second language (L2) learners carry out collaborative tasks leads to L2 development, highlighting the benefits of using alignment activities (i.e., interactive activities designed to elicit alignment with target language patterns) for L2 learning (Trofimovich, 2016). Despite the notion that speakers linguistically align in conversational interaction happening in socially-situated contexts, previous studies have focused mainly on cognitive factors, and little is known about the role of social factors in L2 speakers' alignment behaviors during peer interaction. Furthermore, although research has suggested that linguistic alignment occurs in both written and spoken interaction between native speakers (Cleland & Pickering, 2006), empirical research concerning the occurrence of alignment in L2 written discourse is still underrepresented. With rapid advances in mobile technology, recent research has focused on the efficacy of mobile devices as a language educational tool, suggesting that interaction through text-chat applications available on smartphones (i.e., synchronous mobile-mediated communication [SMMC]) plays a beneficial role in L2 learning (Bozdoğan, 2015). However, virtually no research has implemented alignment tasks online using text-chat applications of smartphones.

To address the aforementioned research gaps, the current study examined the pedagogical benefits of alignment activities for the learning of L2 vocabulary and grammar during peer interaction across two different interactional contexts: face-to-face (FTF) and SMMC (mobile text-chat). This study further investigated whether social factors (i.e., L2 learners' perceptions of their interlocutor's language abilities) and individual differences in language aptitude and proficiency would modulate linguistic alignment effects and learning outcomes. Ninety-eight Korean college students participated in this study and were assigned to either the FTF or SMMC group. The target vocabulary items included 64 words unfamiliar to the participants, and the target structure was a relative clause in English. They completed two alignment activities in pairs, three measurement tests (pre-, post-, and delayed post-test), and perception questionnaires over four weeks. Participants' production of the target language features during the activities and measurement tests were analyzed for accuracy. Modality (FTF or SMC) and perception scores (responses to the perception questionnaires) were entered into Linear Mixed Effects models to determine whether these features were significant predictors of participants' production of the target language features.

Results indicated that alignment occurred at the structural and lexical levels in both FTF and SMMC modalities, and that structural alignment was facilitated significantly more in SMMC when compared to FTF. In addition, while language aptitude and proficiency were significantly associated with structural alignment driven learning, learners' perceptions did not show a significant impact on their alignment behaviors. Implications are discussed as to how interactive language activities can be carried out through smartphones between learners and how such activities support collaborative language learning.

Mobile-assisted language learning and voice mapping in the development and design of the app Platzwit neu

Ikumi Waragai¹, Makoto Ishii¹, Andreas Meyer¹, Tatsuya Ohta², Yukiko Sato¹, Stefan Brückner¹, Shuichi Kurabayashi¹

¹Keio University

²Nanzan University

Fri 30 Aug
15:45–16:15
SOCR -242

Develpmnt-oriented

MALL

One of the most important challenges in foreign language education is how to connect learnings acquired in the classroom with the daily lives of learners or with their learning outside the classroom. A software enabling learners to create their own learning environments, liberated from the bounds of time and space, and to adapt them to their individual daily routines, would create that kind of bridge. If we could transform locations from learners' everyday lives into learning spaces that can be designed and navigated by the learners themselves, it would lead to a significant expansion of the learning environment.

On the basis of this concept, we have developed Platzwit neu, a mobile web app that uses highly agile software. Through such functionality as GPS, visual text input, and acoustic text replay, this app allows users to transfer content learned in the classroom into the context of their individual daily lives. Utilizing a cloud system, the learners can create their own visual or acoustic texts based on the content learned in class and allocate them to any defined location (e.g., their current position or a position on the way to or from the classroom) for on-the-spot exposure.

Participants in the first application study were Japanese learners of German as a foreign language. The objective of the study was to observe how so-called "digital native" learners handle this app as well as how they make use of the different possibilities of learning and of creating their own learning, and to analyze which tendencies and individual differences in learning behaviors exist.

We will present initial findings from interviews with the participants and from the analysis of registered log data.

Fri 30 Aug
15:45–16:15
SOCR 40

Research-oriented
Corpus

The use of data-driven learning in legal vocabulary learning of international law

Yi-ju (Ariel) Wu¹, Chi-Ting (Robert) Tsai², Tung-ying Huang³, Zi-Yuan (Mickey) Liu⁴

¹Private Chinese Culture University

²National Taiwan University

³New York University

⁴University of Taipei

As English becomes the important lingua franca, legal English becomes one important branch in ESP. Legal vocabulary has received the most attention because of its close tie with legal reading (Gibbons, 2003), and high level of difficulty (Bhatia, Langton and Lung, 2006). Because of the promising results shown in DDL use in vocabulary learning, legal scholars (Breeze, 2017; Marín, 2014) and DDL researchers (Boulton, 2010, 2011) have called for the use of DDL in legal vocabulary learning. Data-Driven Learning (DDL), originated from Johns (1990), in which learners approach linguistic data and induce patterns, is effective in enhancing vocabulary knowledge in both comprehension task (Daskalovska, 2014) and production task (Vyatkina, 2016). Nevertheless, the understanding of using DDL in legal vocabulary is insufficient, as only few empirical studies explicitly examined the effect (Yunus and Awab, 2014). Moreover, although studies have shown that DDL use bring learning gains to vocabulary learning, research results are still inconclusive, as there are contradictory results found in various aspects, including whether DDL bring learning gains to both production and comprehension of vocabulary, whether the learning effects of DDL can be lasting until a few weeks after the treatment, and whether learners can infer the vocabulary meaning through DDL without assistance from dictionary. As a team-teaching project (Northcott, 2013) of a legal professor and an ESP scholar, this study aims at bridging gaps by examining how 60 International Law students from social science department in Taiwan learned 30 legal vocabularies in two different learning conditions. The first class, DIC group (traditional, deductive, English definition), will be provided English definition of the 30 target legal vocabulary which also displays the collocation/colligation pattern of it (the preposition of the target item such as *acquiesce “to”*) and conventional matching practices to strength the form-meaning connection. The second class, CONC group (paper-based DDL materials) is required to analyze three concordance lines adapted from three specialized legal corpora with teachers' editing. Participants' evaluation toward learning conditions, pattern inducing and meaning inferring process, and how the process and evaluation are related to their learning outcome were investigated. Data were obtained through (1) learners' performances: pretest, post-test and delayed post-test and (2) learners' attitude toward the instruction: 3 questionnaires from 60 students and interviews from 15 students out of two classes respectively. A mixed-method approach including quantitative statistics and qualitative analysis was used to evaluate learners' performance, attitude and use of concordance lines. The results showed that CONC group outperformed DIC group in both posttest and delayed posttest, and the difference in performance between two groups was sharper in the delayed posttest. Also, learners' evaluation toward the instruction was significantly higher in the CONC group. It is concluded that the concordance lines provided more context for learners to induce the meaning of legal vocabulary as ordinary vocabulary carrying specialized meanings in legal context (Nation, 2008). Also, the concordance lines providing more social contexts regarding how legal vocabulary is served as a medium for building identity and membership for International law students (Woodward-Kron, 2008).

Quality for online language courses

Kirsi Korkealehto
Häme University of Applied Sciences

Fri 30 Aug
15:45–16:15
SOCR 41

Developmt-oriented

Teacher education

Finnish universities of applied sciences are building a shared digital courses offering. The digital courses offering will enable open, year-round studying and more flexible specialisation and cross-studying opportunities between the educational institutions for the students, as well as a new way of matching work and studying to shorten studying times, make study paths more versatile and, ultimately, secure better employment. The new educational solutions meet with the competence needs of the future and ensure smooth digital study paths for students. The year-round digital courses offering will work under the name CampusOnline.fi.

Behind the changes that are visible to the students, digital pedagogy and teachers' competences are being developed via nation-wide coaching programme. The programme started early 2018 to ensure that the staff competence on digital pedagogy is up to date with the renewing operating culture and that the quality of the courses offered through CampusOnline.fi is consistent and as high as possible.

Language teachers take part in the coaching programme as a sub-group in which the coaching focuses on language specific topics. The coaching programme includes webinars, online meetings and face-to face meetings and workshops.

The coaching programme is based on a quality criteria for online implementations, which consists of 11 topics:

1. Target group and users
2. Learning objectives, learning process and pedagogical solutions
3. Assignments
4. Contents and materials
5. Tools
6. Interaction
7. Guidance and feedback
8. Evaluation
9. Development
10. Usability and visuals
11. Support services

The quality criteria is available online in several languages and it is free of charge. It can be used for organisation-wide development work as well as for self-assessment by teachers. The coaching programme engages participants to try out and experiment practical ways to use the quality criteria. In addition to the coaching programme, several Finnish universities of applied sciences have utilized the quality criteria in their internal quality development.

Fri 30 Aug
15:45–16:15
SOCR 42

Develpmnt-oriented

SLA

Development of an online test to examine the relationship between size, recognition time and automaticity of L2 auditory and spoken vocabulary

Yutaka Yamauchi¹, Kay Husky², Aki Kunikoshi³, Megumi Nishikawa⁴

¹Soka University

²Tokyo International University

³McRoberts B.V

⁴Tokai University

This study attempted to develop an online L2 vocabulary test and investigate the relationship between size, speed and automaticity of auditory and written vocabulary recognition, and L2 proficiency of test takers. Although a number of types of vocabulary tests have been developed so far, little research has been conducted to develop an online test which can measure size, speed and automaticity of auditory and written L2 vocabulary. In the development of an online test, a total of 42 test target words were randomly selected, six each from seven frequency levels based on the British National Corpus. A total of 44 EFL Japanese learners at different levels of proficiency measured by TOEIC participated in an experiment conducted to examine the validity of the test. The participants took the auditory test in which they selected the best meaning of the target word presented only in sounds. Then they took the written test where they chose the best meaning of the target word presented only in spelling on the monitor, without checking answers of the former test. The same words were used in both tests, but the presentation order of each word randomly changed. Vocabulary size was measured by the ratio of correct answers across the seven frequency levels. Recognition speed was assessed by the reaction time (RT) the test taker needed to select the best meaning out of four options from the time these options were presented on the computer. Recognition automaticity was evaluated by the coefficient of variation (CV) calculated by variance of RT divided by mean RT. In recent prior SLA research, CV has been reported to indicate how learners' language processing is automatized and decreases as learners' proficiency levels become higher (Lim and Godfroid, 2014). This is because their language processing changes from controlled to more automatized and variance decreases. Thus the online test in this study can measure size, recognition time and automaticity of L2 auditory and written vocabulary. The experimental results of the statistical analysis showed that the vocabulary size increased, while the RT and the CV significantly decreased, as the levels of participants went up. Thus the validity of the test was confirmed. The results also revealed that the mean of correct answers in the written test (65.4%) was significantly higher than that of the auditory test (58.9%). The correlation coefficient between auditory vocabulary and overall proficiency measured by TOEIC scores ($r=.72$) was higher than that between written vocabulary and TOEIC scores ($r=.61$). This implies auditory vocabulary is more difficult to acquire for Japanese learners but it reflects more accurately overall proficiency. Since more ambiguous factors are included in tackling auditory vocabulary tests, these results could be explained by the ambiguity tolerance theory claiming that more ambiguity-tolerant learners are more successful in language learning (Rehm, 2013). In the presentation a demonstration will be made to show how to use this online test and how its results (vocabulary size, recognition time and automaticity) are quickly given as feedback to test takers just after they finish the test.

An application for L2 free reading on the web and its usage in the classroom

Mircea Lungu¹, Jeroen van Engen²

¹IT University Copenhagen

²University of Groningen

Fri 30 Aug
15:45–16:15
SOCR 20

Research-oriented

ICALL

OER

Teacher education

Researchers have called for extensive reading in the L2 classroom (Grabe, 2009). One obvious source of extensive reading is the web where materials about any topic of interest can be found, and thus intrinsic motivation of every learning can be enhanced. However, allowing beginner and intermediate readers to browse the web in search for materials will inevitably lead them to texts which are too difficult resulting in them becoming demotivated. Since motivation is critical in L2 learning (Dörnyei, 1998) it would be ideal if the learner could find materials that are both on the right topic and at the right difficulty level.

In order to address this situation we present a web based application that supports learners in reading the texts that they like on topics that they care about at the appropriate difficulty level. To do this, our application searches and retrieves texts from the web (including news and blog sources) several times a day and for each text it computes a difficulty estimation in order to recommend texts of the appropriate difficulty and relevant topics to every learner. The reader web application (which is also available on mobile devices) supports several functionalities that ease the reading process including inline translations, and word pronunciation. Additionally, the web application offers vocabulary practice with interactive exercises that are based on words translated by the learners in their past readings together with the contexts in which these words have been found. Finally, a teacher dashboard presents information about student activity and learner progress.

Lungu et. al (2018) deployed the application with Dutch high school students learning French. The results show that both students and teachers are positive about the application, especially regarding the personalisation aspects that the system enables. Besides that we report on the way the application has been used in general and specific language courses (Dutch and English) at university level.

In the future we plan to integrate teacher-uploaded materials as well as adding a social component to the application by allowing discussions on the side of every text by the students in a given class.

REFERENCES

- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117–135.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.
- Lungu, M. F., van den Brand, L., Chirtoaca, D., & Avagyan, M. (2018, April). As We May Study: Towards the Web as a Personalized Language Textbook. In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems* (p. 338). ACM.

Fri 30 Aug
15:45–16:15
SOCR 23

Research-oriented
CMC
Teacher education

Effects of a telecollaborative project on EFL teacher trainees' intercultural competence

Hsin-Chou Huang¹, Barbara Loranc-Paszylk²

¹National Taiwan Ocean University

²University of Bielsko-Biała

Telecollaboration is the practice of engaging groups of students in structured online intercultural collaboration with global partners under the guidance of teachers (Helm, 2015; O'Dowd, 2015). The practice allows learners to use language for real communication and development of intercultural competence. In light of these benefits, this semester-long project aimed to improve pre-service teachers' professional knowledge of how to develop telecollaborative tasks that actually encourage intercultural exchange. It also investigated whether subjects improved their own intercultural competence during virtual exchanges, and whether they perceived telecollaboration to be useful.

Seventeen student teachers, six from a national university in Taiwan and eleven from a public university in Poland, were assigned to three cross-cultural groups. Each group had to communicate and complete four tasks, during which telecollaboration was made possible through Facebook Groups. The first task, on information exchange, involved sharing personal backgrounds. The second task, on comparison and analysis, consisted of discussions related to educational issues and similarities and differences between respective cultures. The third task, on product creation, required students to design a group video in which they summarized findings from the previous tasks. The final task invited participants to utilize technology to design skill-based lessons for their future students. During the course of completing the four tasks, participants from both Taiwan and Poland shared ideas, commented on each other's video productions and lesson plans, and responded to peers' posts.

Participants filled out post-task surveys and attended semi-structured interviews on their perceptions of the utility of the project. The pre- and post-cultural sensitivity questionnaires filled out at the beginning and end of the project were compared using a paired sampled t-test to examine any increase in intercultural competence. Results showed that students regarded this telecollaborative project as a useful gateway toward understanding teacher education in the partner country. Relying on actual practice at communicating using Facebook, video production, and collaborative lesson planning, the pre-service teachers learned to operate computer-mediated technological innovations, understand voices from different cultures, and refine strategies for working with others. Data from pre- and post-cultural sensitivity questionnaires also showed that participants increased knowledge of the target culture and gained awareness of differences and similarities between home and target cultures. Findings from this study will encourage use of technological advances in the classroom, and help prospective teachers innovate when training global citizens.

Analysis of mobile and non-mobile interactions within collaborative activities

Peter Ilic

University of Aizu

The dramatic impact of smartphone technology on society suggests the potential for a proportionate effect on education. This paper reflects an attempt to introduce smartphones into a blended-learning context and highlights several findings related to the interaction patterns of participants using both mobile and non-mobile devices in collaborative language education activities. The researcher employed a mixed method longitudinal exploratory multiple case study design. The study collected qualitative and quantitative data on learner interactions within a yearlong series of collaborative language learning activities in a blended-learning environment. The participants were studying English translation at a four-year private university in Tokyo, Japan.

This paper adds to the knowledge of employing mobile devices at the tertiary level for blended-learning collaborative activities by analyzing the interaction patterns of participants using several multivariate analysis techniques to identify features of the data. Interaction counts are made for all activities over a one-year period and analyzed to determine clusters of students based on the number of interactions. This data is then further analyzed using data of participant access for computer and mobile read and write counts using both PCA and Kernel-Based PCA to see the features captured in the first analysis within the space of the second and third. The latent features are then interpreted in light of educational literature to build on our current understanding of how participants communicate through technology for collaborative activities. This understanding will be valuable to educators struggling to incorporate the affordances of modern communication technology into their curriculum while avoiding the negative aspects. The discussion section includes a summary of the findings, limitations, and possibilities for furthering the study topic.

Fri 30 Aug
15:45–16:15
SOCR 25

Research-oriented

MALL

Teacher education

Complexity and CALL

Robert Godwin-Jones

Virginia Commonwealth University

The concept of complexity in SLA normally is combined with accuracy and fluency (CAF) as a framework for analyzing proficiency. I argue here that a different take on complexity can provide a useful metaphor for understanding L2 development, one that can in fact incorporate and contextualize the CAF model. I'm speaking of complexity theory (CT). Using an ecological model, CT studies the dynamic processes of change and emergent outcomes over time, tracing back how trajectories may have been affected by changes in and interactions among multiple variables and subsystems. Building on insights from chaos theory, CT posits that many phenomena in nature (and by extension in human society) are complex and unpredictable, with small changes in variables ("initial conditions") having surprising and disproportionate results. Larsen-Freeman (1997) did pioneering work applying CT to applied linguistics. She argued convincingly that language and language learning represent interconnected dynamic systems. Language learners don't follow linear learning paths, but rather their progress depends on a variety of interlocking variables. That is typically a fluid and uneven process; developmental trajectories will look different for each individual learner. That is particularly the case for informal language learning, in which learners "soft-assemble" and co-adapt from a wide variety of resources (artifacts, services, online groups) and learning contexts, leading to very divergent outcomes (Godwin-Jones, 2018). Such an approach does not ignore cognitive factors, but emphasizes the dynamics of the interplay between learner variables and the people, resources, and networks constituting the L2 learning system.

Viewing language learning from an CT perspective has a number of consequences for CALL research:

Emphasizing learning context. Viewing language learning from such an ecological perspective places equal importance on learner characteristics and the learning context and recognizes that the interaction of learner and environment is a constantly moving target, thus moving away from metaphors of linearity or mastery.

Questioning simple causality. Rather than looking for cause and effect, CT calls for identifying emerging patterns within a wide realm of possible trajectories, affected by shifting variables and interactions. From a CT perspective, CAF represents interrelated subsystems, with learners alternatively allocating primacy to one or another of those aspects of language development (Kuysk, 2017). CT helps to recognize and document such trade-off dynamics (Young & Sun, 2015).

Focusing on individuals. CT places primacy on documenting and describing individual learning histories over time and tracing successful trajectories back to see patterns of emergence - discovering different enabling, disrupting, or inhibiting learner behaviors and resource uses. Narrative, qualitative, and mixed method research approaches are best suited for analyzing learning histories. These can be aggregated to point to patterns and possible best practices, always keeping in mind how contextual dynamics can affect individual outcomes.

Drawing themes from data. CT approaches call for collecting rich data over time and using a grounded approach to discover themes as they emerge from the data, rather than starting with a pre-defined set of research questions. Purely quantitative approaches can be helpful in providing a broad overview, but may not uncover individual development patterns.

Designing for learning with your eyes open: the importance of the development of critical digital literacies

Teresa MacKinnon
University of Warwick

Fri 30 Aug
16:45–17:15
SOCR 40

Develpmnt-oriented

OER

John Dewey writes in Schools of To-Morrow, “Unless the mass of workers are to be blind cogs and pinions in the apparatus they employ, they must have some understanding of the physical and social facts behind and ahead of the material and appliances with which they are dealing.”

In this presentation, I will show how the complex nature of mediating learning through digital technologies merits greater understanding by practitioners and greater openness from the learning technologists who may support our work. As an open educational practitioner, I constantly negotiate contextual complexity arising from institutional technology choices, analysis of learner needs and the objectives of my work. Open educational practice in Higher Education, as defined by Cronin (2017), is “complex, personal, contextual and continuously negotiated.” Our practice is however limited by our knowledge of the workings of the tools we use, our choices may be result of pragmatic decisions over which we have little agency. In their investigation into the #Rhizo14 cMOOC, Bell et al. revealed that the use of a social media platform (Facebook) as a discussion space for participants failed to take into account the nature of the platform algorithms that support homogenisation of interactions. This in turn runs contrary to the rhizomatic aim of the course. They conclude “from a theoretical perspective Rhizomatic Learning is intended to encourage heterogeneity rather than convergence...” and they point to the need for greater digital literacy amongst those designing for learning with technology.

A critical appraisal of digital tools and how they work rather than a “solution oriented” decision making process would open our eyes to the realities of how the tools we use impact upon the learning we try to foster and give greater agency to practitioners and learners, preventing us from operating as “blind cogs”. However there is little training and support in this area and often little time allocated to nurturing a deeper understanding of digital tools. In Pedagogy of Indignation, Freire clearly articulates that agency is the understanding of one’s power in relation to another’s power, the balance of fairness and equity in order to avoid and resist oppression. Just as we need to reflect on how we teach and how we work with our learners, we also need to allocate time to understanding the tools we choose. Such agency in learning, described by Sean Michael Morris as “The agency to know, understand, and thereby be able to act upon, create, or resist one’s reality” is rarely a part of the student or practitioner experience, often the institutional focus is only upon adoption of tools which have been provided. The open education community could prove to be a helpful network to address these challenges.

Fri 30 Aug
16:45–17:15
SOCR 41

The importance of CALL to address the complexity of oral comprehension in interpreting : a didactic experiment in Saudi Arabia to improve the training of interpreters

Research-oriented

Task complexity

Shua'a Al-Amri

Université de Lorraine

The task of the interpreter is the immediate transposition of an oral speech from one language to another. It is considered complex because it involves the simultaneous mobilization of different skills, which are likely to interact. As Larsen-Freeman points out, "from a complexity theory perspective, the language-using patterns are dynamic and their use probabilistic. These dynamic language-using patterns are everywhere, at every level of language" (2008, p.80).

According to Interpretive Theory (TIT), interpretation is divided into three phases: comprehension, deverbalization and re-expression. We focus on the first phase, the process of understanding, a major step in the process of interpreting (Seleskovitch and Lederer 1984).

We will draw on Gile's models of effort to address the complexity of understanding. "The Effort models of interpreting are based on the idea that the mental operations that take place in it are consuming processing capacity" (Gile, 1995). Gile defines three groups of cognitive operations at work in simultaneous interpretation: listening and analysis, production of speech, short-term memory. Regarding the listening effort, Gile notes that understanding a speech is an act involving "multiple operations in a complex sequence" and uses the concept of "processing capacity" to explain the success or failure of the act of understanding.

Based on our doctoral research, we will see how CALL offers opportunities to address this complexity in teaching oral comprehension to interpreting students. As concluded by Soleimani (2014), "these processes (teaching and learning processes) can be simplified using CALL, since the properties of complex systems are coincided the characteristics of CALL curriculum."

Our thesis work focuses on the impact of implementing CALL in french oral comprehension courses. This research highlights the need to strengthen the development of oral comprehension skills in the process of teaching interpretation at the Faculty of Languages and Translation at King Saud University in Riyadh, Saudi Arabia.

We have seen that students have difficulty understanding the meaning of the oral, that might be due to the fact of reducing understanding to the lexical and grammatical aspects of the language, rather than taking into account the complexity of the comprehension process. So we created a device (LMS) that would fill the gaps in training. Crossing both student productions collected via the platform and questionnaires on digital practices we could measure an impact of our device on the professional skills of future interpreters and its reception according to the particular context of Saudi Arabia (Alshammari 2007).

REFERENCES

- Alshammri, M. (2007). Saudi English as Foreign Language learners' attitudes toward computer-assisted language learning. Doctoral dissertation. West Virginia University.
- Gile, D. (1995). Regards sur la recherche en interprétation de conférence. Presse Universitaire de Lille.
- Larsen-Freeman, D. Cameron, L. (2008). Complex systems and applied linguistics. Oxford University Press.
- Seleskovitch, D. et Lederer, M. (1984). Interpréter pour traduire. Paris: Didier érudition.
- Soleimani, Hassan; Farrokh Alaee, Farnaz. (2014). Complexity Theory and CALL Curriculum in Foreign Language Learning. International Journal of Applied Linguistics and English Literature, 3(3), 19-25.

Critical cultural awareness and learning through digital environments

James Dunn

Tokai University

Fri 30 Aug
16:45–17:15
SOCR 42

Develpmnt-oriented

Inclusion
Gamification

The cry for students with the cultural and linguistic skills sufficient to navigate the increasingly globalized society has grown over the past decade. With this in mind, Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has put forward a call for students to be developed as Global Human Resources capable of being a valuable member of society in multiple cultural contexts. This study was designed to collect and analyze data from allowing students access to peoples of other cultures in a virtual environment. Students engaged in directed communication in a supervised setting and performed tasks in a virtual space with other students from a variety of locations from around the world using an online virtual chat program. Student conversations were recorded, transcribed, and analyzed using the Framework of Reference for Pluralistic Approaches to Language and Cultures (FREPA) published by the European Center for Modern Languages to elucidate cultural communicative competence development over multiple sessions of directed communicative tasks. A questionnaire based on the The Global Perspectives Inventory (GPI) was also utilized to allow students to self-report their views of the intercultural interactions. In addition to directed communicative objectives, students were given the chance to engage in “word play” in a digital space created by the software to facilitate intercultural critical cultural awareness skills. Findings show that students were able to build critical cultural awareness through a virtual experience similar to that of interacting with peoples of other cultures face to face.

Fri 30 Aug
16:45–17:15
SOCR 20

Research-oriented

OER

Digital resources for very young Russian language learners: a post-integration educators' assessment

Gulnara Sadykova, Albina Kayumova, Alsu Vafina
Kazan Federal University

Most of today's very young learners, the representatives of iGeneration, have used the Internet since their babyhood; they are generally comfortable with technology and they are able to make use of it in the classroom. Some of the digital resources specifically focus on developing language skills of young children learning their second language or heritage language. This conference presentation will exam one of such open-access resources, Live Fairytales™, aimed at supporting the acquisition of the Russian language and culture by very young learners (aged 3-5) living in multiethnic regions of the Russian Federation and abroad. Launched in 2017, this online school has been successfully integrated into the curricula of 9 experimental sites located in predominantly Tatar language areas in the Republic of Tatarstan of Russia.

The presentation will focus on the results of a post-integration survey ($n = 23$) that explored kindergarten teachers' assessment of Live Fairytales™ as a teaching and learning tool. We were interested in educators' evaluation of the resource's multimodal features, as well as their assessment of learning outcomes and students' engagement.

The study demonstrated that educators found Live Fairytales™ to be a high-quality tool that enabled them to support children's Russian language and culture acquisition. Audio materials, visuals, interactive tasks and digital characters were ranked as most effective features, followed by a scoring system and cultural components. Most teachers reported that Live Fairytales™ assisted children in acquiring new words and phrases, practicing correct pronunciation and enriching their knowledge about Russian culture. Study participants also demonstrated their satisfaction with students' engagement. Over 90% of teachers fully agreed or agreed with the statements "The students show excitement for Live Fairytales", "The students focus on the task given", "The students actively participate in learning activities". In their responses for an open-ended question, educators praised Live Fairytales™ and similar interactive multimodal resources for supporting language acquisition describing them as tools that arouse learners' curiosity, help the teacher make the class more engaging and dynamic and facilitate cooperation between learners. However, some educators insisted on combining the use of digital resources with in-session physical activity breaks (with music or songs).

While participants of the survey were unanimous in their positive view over the potential benefits of open resources for children such as Live Fairytales™, 17% of them also lamented about the lack of adequate training and expressed the need for having an access to external support.

The study results provide important insights of practicing teachers who utilize computer and mobile technologies with very young Russian language learners, helping us to understand what they value in digital resources as teaching and learning tools. Russian language teachers from multiethnic areas of Russia and abroad will learn about one of the best open-access resources for their young learners. In terms of CALL design, teachers' input may serve as a guide and inspiration for building new high-quality digital resources for children.

REFERENCES

Живые сказки (2018). Retrieved February 12, 2019 from <https://skazki.pushkininstitute.ru/>

LMS-based e-learning ESP programme for gerontological nursing in collaboration among universities in Japan and Finland

Iwao Yamashita¹, Kari Vehamaskoski², Hannele Tiittanen³, Etsuko Yokoyama¹, Marjo Palovaara²

¹Juntendo University

²Jamk University of Applied Sciences

³Lahti University of Applied Sciences

Fri 30 Aug
16:45–17:15
SOCR 23

Practice-oriented

CMC

This presentation is going to report the LMS-based e-learning ESP project for nursing students which has been carried out in collaboration with the universities in Finland, which are actually Jamk University of Applied Sciences (Jamk) and Lahti University of Applied Sciences (Lamk). The project started in 2017 with the idea that those universities in both countries are expected to explore the possibility to introduce the idea of robotics and gerontechnology into the field of gerontological nursing and then to renovate the syllabus of geronological nursing. The main target of the project was to develop an international e-learning module on gerontological nursing for bachelor level students of those universities in order to cultivate their competence in ageing and technology and international competence for future tasks in international nursing profession. In Jamk and Lamk both nursing teachers and students attending international classes, where they have different national origins, have a high English proficiency to carry out classes in English, while in Japan nursing teachers and students don't always conduct and manage nursing classes in English. Nursing teachers in Japan need assistance from English teachers, which leads to the idea of ESP. This presentation aims first to give a brief overview of the whole e-learning system itself and then to delve into the detailed report based on the analysis of Japanese students' motivational and strategic changes on the meta-cognitive levels, the changes in English teacher's and nursing teacher's attitudes and the educational outcome of the project by referring to how nursing students studying in Japan and Finland exchange information in the web-based community provided by Optima Pro and how English teachers and nursing teachers cooperate each other and prepare for classes.

Fri 30 Aug
16:45–17:15
SOCR 25

Research-oriented
Digital literacies
Teacher education

Using and adapting a DBR approach to teaching EAP and digital literacy skills

Heejin Chang¹, Scott Windeatt²

¹University of Southern Queensland

²Newcastle University

As portable digital devices have increasingly begun to supplant traditional media for accessing and sharing information, reading and writing modes have changed – have had to change – and accordingly, becoming more fluid and more varied. Texts are read electronically, and mobile devices mean that reading and writing electronically are no longer confined to labs. For teaching and learning, course materials are now routinely delivered electronically, expanding both virtual and actual learning and teaching environments. One result of this change is that, as a learning interface, textbooks in digital format - e-textbooks (Hawkins, 2000) - have evolved along with tools and services available on the platforms used to deliver them, and on the devices used to access them.

However, students from Culturally and Linguistically Diverse (CALD) populations may then be required to deal with problems not only in using English and in adapting to unfamiliar academic contexts, but also to the technologies they are required to use to access and interact with the content of the courses they are studying. Because they need to read, view, respond to and produce digital texts in ubiquitous learning and teaching environments, students will need to improve their language skills while simultaneously mastering a range of academic digital literacy and multiliteracy skills (Walker, 2014; Walsh, 2010; Zheng, Yim, & Warschauer, 2017).

Technologies such as blogs, wikis, discussion forums, social networking sites and cloud-based writing tools for teaching and learning have been the subject of many studies (Kennedy & Levy, 2008; Johnson, 2008; Sun & Chang, 2012; Tan, 2017; Bikowski & Casal, 2018), but the project reported here is concerned principally with exploring the design and use of electronic textbooks or E-textbooks (Landoni, Wilson & Gibb, 2000; Rockinson-Szapkiw et al., 2013).

The study is concerned with a Moodle-based e-textbook created for an on-campus intensive academic writing course in an English for Academic Purposes (EAP) program in Australia. A design-based research (DBR) framework (Design-based Research Collective, 2003; Reeves, 2006) was used to create the e-textbook and investigate its role in the language learning experience of the course participants. The materials were prepared using guidelines adapted from Wilson and Landoni (2002). They were then used with 74 EAP CLAD students in three different classes over a period of ten weeks. Using a DBR approach the materials were designed, evaluated in use, adapted on the basis of the evaluation, then again used, evaluated and adapted in an iterative cycle.

A set of practical design ideas is provided to show how students can make most effective use of an e-textbook. However, data from the study, while confirming the role of research on language learning, EAP and multiliteracy skills in influencing the design of the the materials, also suggests the need to incorporate practical, pedagogical and affective considerations into the DBR framework, enhancing the effectiveness of this approach to materials design.

Time to evaluate: The students' perspective of an online MA in CALL programme

Salomi Papadima-Sophocleous, Christina Nicole Giannikas
Cyprus University of Technology

Sat 31 Aug
09:30–10:00
SOCR -242

Practice-oriented
Teacher education

With the rapid development of technology, online instruction has emerged as an alternative mode of teaching and learning in Higher Education (HE). As millions of university students enrol in distance education, it has become critical to understand their experiences and perceptions of online education (Liu, 2012). According to the National Committee of Enquiry into Higher Education (2001), the HE system must respond to the needs of an increasingly heterogeneous and diverse generation of students, and actively work to offer choice to meet their demands. Therefore, in order to ensure the success of distance learning programmes, the needs of those involved must be identified (Henckell, Kilburn & Starrett, 2015). The present study evaluated an online MA in Computer Assisted Language Learning (CALL) programme from the viewpoint of 19 students who enrolled during a four-year period. Data were collected by means of an online survey containing the inventory of the MA programme. The investigation proposed a conceptual multi-dimensional e-learning evaluation model, rated by the students, focusing on 1) course content quality, 2) the mode of teaching and teaching methodology, 3) the instructors, 4) assessment methods, 5) learners' perspectives, and 6) feedback for module improvement. The findings of the study will offer important information on online Higher Education programmes. More specifically, the statistical analysis will demonstrate the learners' perceptions of their satisfaction with the online MA in CALL programme. Data and its discussion will offer a better understanding of students experiences and perceptions. Hopefully, the finding will include the identification of participants' needs identified by the students themselves. On the one hand, the findings will be valuable for the improvement of the MA in CALL programme. On the other hand, they will give useful insights into students' perceptions of such programmes to other researchers who are interested in the same area. The aim is to present the aspects and issues involved in the evaluation of online courses from the students' perspective, and shed light on the value the specific process has had on the MA in CALL programme. Subsequently, through the specific inquiry framework, the researchers will locate, suggest and share issues that may need further research.

Sat 31 Aug
09:30–10:00
SOCR 40

Develpmnt-oriented
CMC

Using virtual exchange in the language classroom: results

Eric Hagley¹, Matt Cotter², Thom Rawson³

¹Muroran Institute of Technology

²Hokusei Gakuen University Junior College

³Nagasaki International University

Language educators' goals should include the promotion of cultural understanding and improving the language skills of their students. However, in Japan and other non multi-cultural countries, EFL classrooms are places where students from the same language background interact, and it is not always easy to achieve those goals. The English students use in such classrooms does not have the immediacy it would have in an international setting. To overcome this problem, Virtual Exchange (VE) can be used. VE gives students virtual mobility, enabling them to participate in a global community, use English in real world communicative events and become more culturally acclimatized. Though there are many benefits to VE, it is often not easily accessible to teachers. The International Virtual Exchange Project (IVEProject) was created to alleviate this problem. It allows students to use the language they've learned in class, to interact with students from other countries. This presentation introduces the IVEProject which has had almost 14,000 students and 220 teachers from 15 countries and 50 institutions in South America, Asia, the Middle East and Europe participating in virtual exchanges over the last 3 years. Students interact online in English as a lingua franca using a Moodle platform. Each exchange is carried out over an 8-week period employing various tasks to encourage student interaction. The exchanges, sponsored by a Japanese government grant-in-aid for scientific research, are free of charge to participants. To assuage security concerns and improve connectivity a number of tools are used to connect students. These will be outlined. Finally, student language and inter-cultural development will be covered. For any who would like to join this free-of-charge exchange, information on how to will also be provided.

Online speech: evaluating the effectiveness of speech recognition for language learners

Gary Ross
Kanazawa University

Sat 31 Aug
09:30–10:00
SOCR 23

Developmt-oriented

ICALL
MALL

Speech Recognition (computerized listening) and Synthesis (computerized speech), generally shortened to Speech Recognition, is the most important interface development in technology, representing the final stage in human to device interaction. Technologies such as Siri promise to revolutionize our interactions with our devices. For the language learner, the ability to speak to a device that can simultaneously take on different genders and accents will enable learners to take control of their learning process, by both time and location shifting their practice while working at their own pace, providing learners with vastly more opportunities to practice speaking and receive immediate automated feedback.

Speech Recognition's power is that

- (i) students can practice speaking at any time and receive instant feedback
- (ii) every utterance can be stored as machine-readable text in a database allowing computer analysis of student patterns to discern common errors which can then be displayed to the instructor automatically.
- (iii) machine learning (artificial intelligence) techniques can analyze massive amounts of data to discover deeper spoken patterns and errors.

As the initial part of a 4-year cross-institutional research grant from the Japanese Government (Kakenhi), this paper will present (a) the challenges of setting up such a system for both desktop and mobile, (b) a pattern analysis of over 1,000,000 utterances using the system, (c) an analysis of the effectiveness of online speaking on student outcomes over 3 institutions, (d) student feedback and reactions on speaking to a machine.

The talk will also give a short demonstration of the system in use.

Sat 31 Aug
09:30–10:00
SOCR 25

Practice-oriented

MALL
SLA

Students discussing issues in different disciplines in webinars in foreign language

Tiina Männikkö¹, Kaisa Alanen²

¹University of Tampere

²University of Helsinki

In Finnish universities, all Finnish-speaking students study Swedish as a part of their degree. The goal of the studies is for students to be able to work independently in Swedish, at least at CEFR level B1 in one's own field. Because Swedish is the second official language in Finland, the students must study Language for Specific Purposes (LSP) communication and vocabulary to be able to communicate with experts in their own field and in other fields, as well as with non-professionals.

Swedish language teaching is often organized in multidisciplinary study groups consisting of students from several different fields. This means that students develop their own expert language vocabulary, yet practice communication in a group with students representing different disciplines. One key component of this group communication is peer feedback, which is an important working life skill and a significant facilitator of teamwork. However, its reputation among students is underappreciated; on the contrary, students do not appear to understand the importance of peer feedback for their learning (Barst et al 2011). This poses a challenge for teaching that focuses on practicing expert communication skills rather than basic language skills (e.g., grammar). Students must therefore practice field-specific vocabulary, communicate about their subjects with students from other fields, and also provide feedback on various subjects.

In our presentation, we examine how online webinars can help students to develop their field-specific communication and peer feedback skills. The analysis consists of the chat discussion in the two webinars, attended by about 35 students from different fields. In the task, students pre-film their presentations, upload them, and then attend a three-hour online webinar to discuss and offer content-specific feedback on their peers' presentations in an online chat. This webinar format allows for student differentiation, which supports students in multidisciplinary groups in their understanding of complex non-field specific information. Drawing on the pedagogical concept of student differentiation, we are interested in exploring how the chat discussions in the webinar format contribute to student understanding of expert communication from other fields. This analysis offers valuable insight into the ways in which online forums can help students to develop their peer feedback and expert communication skills.

REFERENCES

- Barst, JM, Brooks, A., Cempellin, L., & Kleinjan, B. (2011). Peer review across disciplines: Improving student performance in the honors humanities classroom. *Honors in Practice*, 7, 127-136

The role of educational technologists in the provision of language courses in higher education: a case study

Christopher Allen, David Richardson
Linnaeus University

Sat 31 Aug
10:00–10:30
SOCR -242

Research-oriented
Teacher education

In recent years, schools, municipalities and universities have made increasing use of the services of educational technologists and learning designers to assist teachers in the delivery of technology-based courses, using f2f, blended or purely online formats. The job of the educational technologist (henceforth ed tech) is to enhance learning through the development, analysis, design, implementation and evaluation of processes and tools involved in the provision of technology-based courses. This paper examines the type of training and support provided by three ed techs to language teaching staff within the arts and humanities faculty of a large university in southern Sweden. The faculty makes extensive use of Moodle as a VLE and also offers other advanced ICT tools such as the video conferencing system Zoom, Kaltura CaptureSpace for screencasting and facilities for streaming video; a media development unit for the production of more professional-quality materials is also at the service of academic staff. The faculty primarily serves not only trainee teachers on its campus undergraduate degree programmes but also provides online study modules to in-service teachers. This case study is based on in-depth interviews with the ed techs conducted during the academic year 2018-2019. The case study seeks to identify the main areas whether technical, pedagogical or otherwise in which ed techs support language teachers in the design and implementation of technology-based teaching. The paper also focuses on the extent to which identified deficiencies in ICT training among academics can be best remedied by ed techs and whether these perceived weaknesses are uniform across f2f, blended or online teaching contexts.

Sat 31 Aug
10:00–10:30
SOCR 40

Research-oriented

CMC

Complexity and potential of synchronous computer-mediated corrective feedback: a study from Sri Lanka

W.A. Piyumi Udehyneec¹, Ola Knutsson¹, Chitra Jayathilake², Sirkku Männikkö Barbutiu¹

¹Stockholm University

²Department of English and Linguistics, University of Sri Jayewardenepura

This paper discusses a qualitative study which was designed to examine the complexity and potential of using Synchronous Computer Mediated Corrective Feedback (SCMCF) for adult learners in English as a Second Language (ESL) classrooms in Sri Lanka.

Preponderance of research conducted on Corrective Feedback (CF) throughout the past few years has already established the significance of providing CF in second language (L2) learning processes (e.g. Li, 2010; Jayathilake, 2012; Jayathilake, 2013). Moreover, with the rapid development of technology, the term “classroom” may soon be obsolete, and today, Computer Mediated Communication (CMC) has become reasonably promising because of its interactive, social nature (Leow, 2015; Satar & Ozdener, 2008). Electronic discussions also make room for equal participation (Warschauer, 1996). Further, when establishing the presence of ‘noticing’ in language learning which is comprehensively discussed by Schmidt (1990), the most productive platform for language learning is a synchronous process which helps the learner to be exposed to and engaged in processing L2 data (e.g. Leow, 2015). In such contexts, SCMCF can be effective in providing a lower anxiety communicative environment for students who find oral production in the classroom stressful (Beauvois, 1998).

Although SCMCF has become a topic for many scholarly discussions, it is under-researched, especially in relation to L2 classroom contexts in developing countries where technology mediated teaching-learning processes are utilized to a minimum extent. In this regard, SCMCF remains virtually unresearched in Sri Lankan L2 contexts, except for a couple of preliminary explorations related to CMC. For instance, while Navaz & Sameem (2013) explore whether the Computer Assisted Language Learning (CALL) techniques are widely used in L2 classrooms in Sri Lanka, Gamage & Chapell (2013) posit that there is ‘potential’ for computer mediated learning such as ‘telecollaboration’ projects in primary education in Sri Lanka. However, according to the 2018 report of the Department of Census and Statistics in Sri Lanka, majority of the youth engaged in higher education are computer literate, but only some of the households own a computer or a laptop (Computer Literacy Statistics, 2018). Besides, Sri Lanka is a country where most of the ESL students find oral production in the classroom stressful because they seem to have a “love-hate relationship” with English language (Goonathilake, 1983). Thus, SCMCF in Sri Lankan L2 contexts warrants research.

This study was designed to be carried out in Sri Lanka to explore two main research questions: (1) What are the university teachers’ and learners’ perceptions on SCMCF? (2) Do universities in Sri Lanka have required learning conditions to provide SCMCF? The research tools employed were twofold: interviews and observations.

This is an ongoing research, and the data collected from five interviews (with teachers), two focused group interviews (with students) and an observation of one ESL classroom will be analyzed qualitatively using Affinity Diagram. Findings of the study will help future researchers to understand the complexity and potential of using SCMCF in developing countries and to investigate the generalizability of the existing research findings.

REFERENCES

Beauvois, M. H. (1998). Personality types and megabytes: student attitudes toward computer mediated communication (CMC) in the language. *The Canadian Modern Language Review*, 54(2), 198–217.

Department of Census and Statistics. (2018). Computer Literacy Statistics – 2018 (First six months) Retrieved from <http://www.statistics.gov.lk/education/ComputerLiteracy/ComputerLiteracy-2018Q1-Q2-final.pdf>

- Gamage, T. A. & Chappell, P. (2013). Exploring the potential to use Computer Assisted Language Learning (CALL). University of Sydney Papers in TESOL, 8, 57-98.
- Goonetilleke, D. C. R. A. (1983). Language planning in Sri Lanka. *Navasilu*, 5 , 13–18.
- Jayathilake, C. (2012). 'Negative Evidence and Second Language Acquisition,' VISTAS: Journal of Humanities & Social Sciences, OU, Sri Lanka.
- Jayathilake, C. (2013). Classroom Interactional Feedback in Second Language Acquisition, Saarbrucken (Deutschland/Germany): Scholar's Press.
- Leow, R. P. (2015). The changing L2 classroom, and where do we go from here? Explicit Learning in The L2 classroom (pp. 270-278). New York: Routledge
- Li, S. (2010). The Effectiveness of Corrective Feedback in SLA: A Meta-Analysis. *Language Learning*, 60 (2), 309-365. doi: 10.1111/j.1467-9922.2010.00561.x
- Navaz A. M. M. & Sameem A. M. M. (2013, July). Computer Assisted Language Learning: Perception and Practice of Undergraduate Students of South Eastern University of Sri Lanka. Proceedings of the Third International Symposium, Oluvil, Sri Lanka.
- Satar H. M. & Ozdener N. (2008). The Effects of Synchronous CMC on Speaking Proficiency and Anxiety: Text versus VoiceChat. *The Modern Language Journal*, 92(4), 595-613.
- Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11 (2), 129- 158.
- Warschauer, M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*, 13(2), 7-26.

Sat 31 Aug
10:00–10:30
SOCR 20

Develpmnt-oriented

SLA

Comparing computer-mediated peer corrective feedback of high and low-proficiency learners

Travis Past, Bradley DF Colpitts
Kwansei Gakuen University

This presentation will report on a study comparing the efficacy of computer-mediated peer corrective feedback (CF) among a group of high-proficiency ($n=11$) and a group of low-proficiency ($n=19$) postsecondary Japanese EFL students. They completed a 10-week process writing composition, during which the students were given explicit instruction in metalinguistic peer CF. They then received CF from their peers and instructors. The researchers conducted a quantitative analysis of compositions, and the students' perceptions of the process were elicited using qualitative surveys. The results corroborate previous studies which found low-proficiency learners lack the aptitude to engage in meaningful peer CF. However, the qualitative portion of the study found that both proficiency groups had largely positive views of the peer CF process, and revealed some interesting distinctions between the groups.

The presentation will provide an introduction to using cloud-based word processing platforms (Google Docs) to help guide students through the writing process. Through using a service like Google Docs, students can easily give comments and feedback to one another. Furthermore, there is a detailed revision history of the drafts and changes left on a document, which allows for teachers to track and assess writers. This presentation will cover not only the features of Google Docs, but also theoretical grounding of peer corrective feedback and the rewards and challenges in using it in the classroom.

Corrective feedback (CF) in the realm of English as a Second Language (ESL) and English as a Foreign Language (EFL) has been examined extensively in a range of cross-contextual and cross-cultural studies. CF is most often provided by the teacher, however, researchers have taken an interest in the efficacy of peer CF in both oral (Sato & Balinger, 2012) and written English (Ferris, 2003).

There is still debate as to how and in which contexts corrective feedback should be employed. While the benefits of providing peer CF – that which is done between two students – are obvious, researchers have argued that low proficiency English learners lack the linguistic competency to accurately monitor one another's work, and therefore cannot provide beneficial feedback (Sheen, 2007). However, current advances in Internet technology and cloud-based platforms have made it easier for learners to interact with each other and provide feedback on peers' work. Therefore, it is hypothesized that computer mediated corrective feedback can promote written peer CF in both high and low-level English learners.

Enabling EFL digital literacy by implementing student use of NLP apps

Hsiang-ling Huang
Taipei Medical University

Sat 31 Aug
10:00–10:30
SOCR 23

Develpmnt-oriented

ICALL
MALL

Mobile devices with Natural language processing (NLP) applications (apps) have dramatically increased the convenience of accessing information for EFL college students in language learning. In this study, some chosen NLP apps were applied to aid English as foreign language (EFL) learning by assigning tasks that adapt to students' interests, in order to motivate them to engage concurrently in physical activity in a real context. For example, Elsa (English Language Speech Assistant) is one of those employed artificial intelligent apps, offering professional coaching on pronunciation with series of exercises and teaching materials. This study employed Technology Acceptance Model as a theoretical framework to examine the factors related to Taiwanese EFL college students' behavioral intention to use mobile NLP learning resources. Data collected from the questionnaires of thirty-four EFL tertiary level college students were analyzed by using correlation analyses and regression. Results showed that the students' behavioral intentions had high positive correlations with NLP apps' compatibility, self-efficacy, perceived ease of use respectively.

Indeed, this study's findings emphasize the importance of authentic support for EFL speaking; namely, students' interests. The familiarity and fascination of students with real contexts can motivate them to communicate in English better and more frequently. Meanwhile, results of the pre- and post-tests revealed that the learners were able to make statistically significant gains. Moreover, a questionnaire administered by the researcher indicated that the students had positive perceptions of ELSA to improve their accents.

In this paper we provide an exploratory discovery about the state of the art in intelligent computer-assisted language learning, in terms of NLP apps. Tracing back to the previous literature, most of the CALL systems using NLP techniques just concentrate on syntax, few of them include semantic components, even less try to tackle the problem of pragmatics. The systematic training of cultural knowledge and social abilities is considered only rarely in the teaching and learning process. Technology is used quite experimentally this time as NLP techniques in order to enhance conversational fluency. Differences exist while webs or social text are in a written form of the spoken language, such as Urban language, Cyber language, and even Typos. Several questions are interesting and left for further discussion.

Sat 31 Aug
10:00–10:30
SOCR 25

Research-oriented

SLA

Assessing SLA in an online environment: opportunities and challenges

Goedele Vandommele

KU Leuven

An important aspect of language learning is appropriate feedback and assessment of language development (Ellis & Shintani, 2014). Task-based language assessment (TBLA) strives to assess appropriate and effective language use via tasks ‘that reflect the tasks and interactions that learners are expected to perform in real-life situations, within a particular domain’ (Van Gorp & Deygers, 2013). Authentic tasks and their development, therefore, are at the core of TBLA.

As the world is changing, so is authentic language use: in the 21st century, real-life communication often happens digitally. Assessing learner competence in a digital environment therefore might (more) accurately reflect temporary real-life communication than paper-and-pencil tasks.

Following this line of thought, this paper focuses on the opportunities and limitations offered for task-based assessment by the transition from a paper-and-pencil to a digital test. Central to the discussion is The Certificate of Dutch as a Foreign Language (CNaVT), a task-based standardized test in transition, and the data gathered and analyzed in the design and trialing phases of the new online test construction.

In this paper, we will present (a) different online tasks in a design and trial phase and (b) quantitative (survey) and qualitative (focus group conversation) information on the reception of these digital tasks by the various stakeholders of the CNaVT, all the while focusing on how online testing can reaffirm and/or challenge the traditional strengths of TBLA: does augmenting situational and interactional authenticity provides high content and face validity (Ross, 2012)? Specific attention will go to the possibilities and limitations of online testing for increasing learner autonomy and to stakeholders’ reactions to this increased learner autonomy.

An analysis of a corpus of Teacher Talk in the secondary-level EFL classroom: highlighting differences in modality and in the use of phrasal verbs

Eric Nicaise

Haute Ecole Louvain-en Hainaut

Sat 31 Aug
11:00–11:30
SOCR -242

Research-oriented
Corpus
Teacher education

Teacher Talk (TT) is a key aspect of English as a foreign language (EFL) lessons. Setting aside the wide range of listening materials available, the EFL teacher is in many instances the main model of English which students are exposed to throughout their time at secondary school. According to research, ‘teacher talking time’ still takes up an impressive 70% of classroom time in general (Cook, 2008; Meunier, 2012).

The talk will focus on two linguistic features of Teacher Talk used at secondary-level education in EFL classes: phrasal verbs and modal forms. In particular, it will investigate whether the use of these two linguistic features differs according to the two following contexts: English language classes where the teachers teach their native language, and EFL classes in the French-speaking part of Belgium, where francophone EFL teachers teach English. This investigation has been made possible through the exploration of the CONNEcT Corpus (an acronym for A Corpus of Native and Non-native EFL Classroom Teacher Talk). While still in the process of being expanded, the Corpus now amounts to over 200, 000 words.

After discussing the motives and rationale behind this study, the Corpus Linguistics and CADS approaches which were adopted to examine the use of phrasal verbs and modal forms in the teacher’s classroom speech will be presented.

Arguably, the classroom is the place where we need a lot of phrasal verbs, especially for giving instructions, e.g. take out your textbooks, let’s get down to work, hand in your homework. While it is possible to draw up a (far-from-exhaustive) list of the most common phrasals used for instruction-giving, the Corpus analysis indicates that they are also used extensively at other stages of the lesson.

Drawing from the Corpus findings, EFL teachers not only use modal verbs to express hypotheticality, they also resort to them to hedge their speech. In addition, the Corpus shows that hedging is even more frequently expressed through lexical modality (O’Keeffe et al., 2007), with, for example, adverbs like probably or possibly.

Following a quantitative analysis, both language areas will then be investigated within the context of two major classroom-based functions: language explanation and instruction giving.

The findings reveal considerable variation between the two sub-corpora of teacher talk: while the francophone English teachers tend to use their teacher talk to comment on these two language areas, the teachers whose mother tongue is English tend to incorporate them into their classroom speech as part of the target language that the students are learning.

Drawing on these findings, some implications for EFL teaching will be considered.

Sat 31 Aug
11:00–11:30
SOCR 40

Research-oriented

MALL

Learning languages inforMALLy: An investigation into the effectiveness of MALL and MALL apps

Talip Gonulal

Erzincan Binali Yildirim University

Recent years have witnessed an upsurge of interest in mobile-assisted language learning (MALL). Arguably, one of the important characteristics of MALL is that it can take language learning out of the classroom and provide sustained language practice by enabling anytime, anywhere language learning (Kukulska-Hulme, 2009; Kukulska-Hulme & Shiled, 2008). That is, contrary to more conventional and formal methods of learning, MALL provides opportunities for learning ‘out in the world’ (Brown, 2010). In light of MALL, several web services and applications such as Duolingo, Memrise, Babel, Busuu, and others were designed. Although there is a considerable body of research examining the potentials of MALL in language learning (Burston, 2015), relatively little research to date has focused on MALL end-users’ experiences. Therefore, the present study, part of a larger project, attempted to investigate language learners’ experiences in using MALL apps for informal language learning purposes as well as their opinions about the effectiveness of MALL. A comprehensive MALL survey designed and validated by the researcher (forthcoming) was used to collect the data. The survey consisted of three parts: (a) questions on demographic background and MALL use, (b) a 20-item attitudes toward MALL questionnaire, and (c) open-ended questions addressing language learners’ experiences with MALL apps. A total of 176 participants with prior MALL experiences took part in this study. Participants were recruited through online networks, websites, listservs and communities (e.g., Linguistlist listserv, Facebook, Instagram, surveycircle). Results showed that participants varied in their experiences of MALL use: 30% with less than one-month MALL experience, 24% one month to three months, 21% four months to six months, 14% seven months to one year, and 11% more than one year. Not surprisingly, smartphones were found to be the most commonly used mobile devices, followed by tablets. In addition, Duolingo appeared to be the most popular MALL app preferred by language learners. Majority of the participants found MALL apps highly effective, especially in learning vocabulary and basic features of the target language. Further, most participants reported that they began to use MALL apps simply because they offered more flexibility and spontaneity when it came to learning languages. However, several participants stated that although MALL could be a valuable learning aid, it could not fully replace the traditional, face-to-face, formal language learning. Further, one particular issue that most participants had when using MALL apps was that they found it quite hard to stay committed to the language learning process since their level of motivation tended to decrease over the time. Implications of the study for integrating MALL and MALL apps into formal language learning settings will be discussed and future research directions will be shared.

AWARL (Automated writing assistant for Russian learners) as a computer-assisted language learning tool

Olga Vinogradova, Elizaveta Ershova, Aleksandr Sergienko, Sophya Generalova
National Research University Higher School of Economics, Moscow

Sat 31 Aug
11:00–11:30
SOCR 20

Develpmnt-oriented

Corpus
ICALL
SLA

The goal of the current research is to develop and test the online/offline tool for automated identification of errors in writing production of Russian learners of English - AWARL (Automated Writing Assistant for Russian Learners), positioned as belonging to the class of computer-assisted language learning systems (cf. Meurers 2015: 537). We followed some of the principles stated in Meurers et al. 2010, Rosen et al. 2013, Feng et al. 2016.

Our decision was to specifically target errors made under the influence of interference with native Russian language. The existing systems of this kind were to our knowledge trained on native language. When researchers try to analyse learner data with those tools, they encounter difficulties (cf. Díaz Negrillo et al. 2010). Thus, for us there is a need for tools that will work with errors typical of written production of Russian learners of English.

The research was carried out in four stages:

Analysing the set of errors tagged caused by L1 interference. Russian university students' examination essays in learner corpus REALEC (Vinogradova 2016, Vinogradova et al. 2017) have expert annotations of the type of error with the option of stating the cause of error. All errors labelled by "Cause – L1 Interference" tag made up the preliminary pool of 776 sentences categorised into 14 classes ranging from the largest of 270 in the class of lexical errors to 120 erroneous uses of prepositions to just 7 sentences with mistakes in the use of determiners. 8 of those 14 classes were selected at this stage.

Extracting from the corpus data all contexts in which a specific error identified and selected at the first stage may occur.

Annotating and classifying erroneous uses among all occurrences in each context, and if the sent of sentences for any context had a significant number of correct uses, we defined the conditions under which the context loses its erroneous character. Further selection of the types of errors to be identified by AWARL resulted in the following list:

- spelling errors typical of Russian learners (68 out of 147)
- punctuation errors caused by interference with Russian rules (900 out of 35000)
- errors in the word order in direct and reported questions ((36 out of 344)
- errors in the position of not in the negative sentences (32 out of 184)
- errors in the position of adverbial modifier(s) relative to the predicate (14 out of 122)
- errors in the position of discourse-navigating adverbial modifiers (31+24 out of 601).

This stage of the research included making important choices for the following process of AWARL development, such as the choice of POS tagger and other instruments discussed in Rozovskaya & Roth 2010.

Finalising all the limitations and improving the program algorithms for the identification of suspicious sequences in the learner text; evaluating the performance of AWARL.

AWARL is developed for Russian learners who have to write an academic text in English, EFL teachers, and annotators and linguists working with a Russian learner corpus of English written texts.

Sat 31 Aug
11:00–11:30
SOCR 23

Research-oriented
Research trends
Teacher education

Language students' sense making for agency in appropriating new practices of language teaching

Leena Kuure, Maritta Riekki
University of Oulu

Changes in the technology-rich world require diverse, new types of expertise from teachers, who need to cope with the complex dynamics between what is familiar and what is still emerging. The traditional professional profile of language teachers is often seen as geared around teaching language and interaction in the classroom, increasingly with the support of digital resources. Meeting the challenges of digitalisation, language teachers are extending their activity domains gradually to new directions as well, e.g., design and guidance of language learning in spatio-temporally distributed sites of engagement (Jones, 2005). Such broadening of teacherhood is not always reflected in the programmes for language teacher education, however. Previous studies suggest that pedagogic change is a complex phenomenon, depending on the dynamics between different social actors, accustomed practices and discourses among others (see Scollon & Scollon, 2004; Van Lier, 2000). What has been shown to be particularly challenging is making sense of the object of learning/teaching in the transition of focus from language only to meaningful participation (Blin & Jalkanen, 2014).

This study sheds light on how language students, future foreign language teachers, are exploring new paths for language learning and teaching. The case context is a university course for English students who were engaged in preparing technology-enhanced activities and scenarios for a school in Finnish basic education. The research materials include reflection papers, artifacts, interviews and observation related to the design process in the course meetings and in the online workspace. The analysis drawing on nexus analysis (Scollon & Scollon, 2004) focuses on how the students were collaboratively constructing the learning activities and scenarios, on the one hand, and what kinds of motivations they were providing for their choices, on the other. Special attention is paid on the students growing agency in appropriating new practices of language teaching. The results provide implications for rethinking the scope and format of language teacher education.

REFERENCES

- Blin, F., & Jalkanen, J. (2014). Designing for language learning: agency and languaging in hybrid environments. *Apples – Journal of Applied Language Studies*, 8(1), 140–170. Retrieved from <http://apples.jyu.fi/ArticleFile/download/433>
- Jones, R.H. (2005). Sites of engagement as sites of attention: time, space and culture in electronic discourse. In S. Norris & R.H. Jones (Eds.), *Discourse in action: Introducing Mediated Discourse Analysis* (pp. 141–154). London: Routledge.
- Scollon, R., & Scollon, S. W. (2004). Nexus analysis. *Discourse and the emerging Internet*. London: Routledge.
- Van Lier, L. (2000). From input to affordance: Social interactive learning from an ecological perspective. In J. L. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 245–259). Oxford: Oxford University Press.

The effects of an online learning management system on students' academic socialization: a qualitative study on a Chinese graduate course

Liu Dong, Li Cheng, Shixin Dong, Guanzhen Wu
Beijing University of Posts and Telecommunications

Sat 31 Aug
11:00–11:30
SOCR 25

Research-oriented
MALL

In the past two decades, the emerging use of technology in higher education has brought about significant changes in the delivery of graduate courses in China. Learning management systems (LMS) employ the advanced technology to help to develop students' academic skills in and outside of the classroom. Blackboard platform, for example, is commonly used and increasingly adopted in higher education. What's more, blended learning which combines face-to-face instruction and online learning has received a growing attention among educators and scholars. Many platforms, like WeChat, have been useful tools for Chinese students to study and communicate. Guided by the theory of "Language Socialization", this qualitative study explored the situated learning experiences of four Year-1 graduate students while they were adapting to the new academic environment through the graduate course of "Second Language Acquisition". In this course, a WeChat supported Blackboard Learning System was used. The researchers followed four graduate students, two males and two females, for four months from September to December of 2018. The research questions were as follows: 1) As Year-1 graduate students, how do they adapt to the new environment of postgraduate education? 2) What aspects of the similarities or differences do they have? 3) What are the causes for these similarities and differences in the process of academic adaptation? Classroom observations, WeChat messages, student-teacher interactions on Blackboard and interviews were used for data collection. In all, 32-hours' classroom observation and 24-hours' interviews were recorded and encoded.

The researchers found that Blackboard and the WeChat platform were great tools for them to adapt to academic socialization. Moreover, the attitudes of participants' supervisors and the relationships among classmates influenced the way they behaved in academic settings. Furthermore, there were gender differences among the participants when encountering and dealing with problems of academic adaptation.

Results from these four case studies illustrated that academic adaptation was a complex sociocultural phenomenon in which students gradually became competent members of the academic community. Moreover, blended learning is of great help for them in adapting to a new environment and developing negotiating competence in their new academic communities. Students adapt to the new academic socialization with the help of the WeChat-assisted LMS. The research has provided new insights for research on the newcomers and teachers in graduate education.

Sat 31 Aug
11:30–12:00
SOCR -242

Develpmnt-oriented

Corpus

On-Demand Writing Frames: A latent potential of classroom corpus

Mei-Hua Chen¹, James Lu²

¹Department of Foreign Languages and Literature, Tunghai University

²Department of Mathematics and Computer Science, Emory University

Corpus-based L2 instruction has a natural affinity to genre pedagogy, particularly with the use of scaffolding such as writing frames. Developing pedagogically-sound writing frames can be challenging. Moreover, the rigidity of prefabricated frames may inhibit teachers from differentiated instruction and the more capable students from self-expression. A genre-related corpus such as restaurant reviews, on the other hand, contains a rich set of language patterns, from lexico-grammatical elements to discourse structures, and it has the potential to be used (and reused) in L2 writing instructions to dynamically and interactively scaffold writing frames for learners of different abilities and needs. The result of a corpus search may be seen as a window into larger, yet to be constructed writing frames, and their values to the learner are a function of her need, ability, and familiarity with the genre. A sentence that fascinates one learner for the way that it connects phrases may intrigue another learner for the phrases themselves. The promise of learners querying corpora and synthesizing writing frames, on-demand, sets the premise for the current project.

Many studies have explored the use of corpus in connection with L2 writings skills development, mostly with the view of the corpus as a valuable tool for revision and for mending language errors and imprecisions. The recent work of Kennedy and Miceli (K&M) offers a fresh perspective that aligns closer with our conception corpus as writing frame generator. Through a corpus apprenticeship, K&M seek to instill an “observe and borrow chunks” (OABC) mentality in L2 writers, manifested in two ways: pattern-hunting and pattern-refining. In pattern-hunting, text chunks in the corpus serve as idea generators, to prompt and to inspire. In pattern-refining, phrases in the corpus help the writer fine-tune and polish her text for lexico-grammatical accuracy and elegance. In both, texts of the corpus represent language models that the learner may adapt to organize, enrich, or to refine for her own composition. Modeling is a central idea of writing frame pedagogy. The piecemeal creation of models for L2 writing through open-ended corpus search is the brilliance of K&M we aim to exploit.

We extend the OABC process with a custom tool, CAPE: a text editor with an integrated concordancer backed by interchangeable genre-specific corpora. In CAPE, learners are able to blend seamlessly ordinary writing activities with operations for observe (search and browse) and borrow (copy-edit) language pieces from the corpus. Recent studies have pointed to the potential of personalized recommender systems for learning. Here, CAPE can be regarded as a personalized language (or thought) recommender system. After a brief description of CAPE, we present methods and results from several studies showing the benefits of CAPE-assisted compositions over different genres, including a compare and contrast essay. We conclude with a look to future studies under planning and possible limitations.

Digital stories: improving the process using smartphone technology

Jeremy White
Ritsumeikan University

Sat 31 Aug
11:30–12:00
SOCR 40

Research-oriented

MALL

With smartphone saturation at 100% amongst Japanese students, educators in Japan have been charged with finding new and innovative ways to bring this technology to the forefront of learning and ensure students are as engaged inside the classroom as they are outside. Today's smartphones are small and portable with large data storage capacities. In addition, they possess high-quality cameras, microphones, and visual displays. Smartphones work as a near perfect "all-in-one" device allowing users to conveniently access both the hardware and software necessary to accomplish advanced tasks, such as video editing, more efficiently and cheaply than was possible before their invention. For these reasons, activities such as digital storytelling can be more easily implemented in learning contexts in an effort to engage students in and out of the classroom. Digital stories have been used in classrooms around the world as a tool for students to present on a variety of topics in an innovative and engaging way. In Japan they have gained a foothold as an important task for students studying abroad, specifically to prepare and overcome the cultural shock of daily life in the country where they are studying. Yet, the finished product can sometimes be less than ideal due to the students' inexperience in making digital stories, inadequate instruction on what a digital story is and how to make them, as well as English-language issues. The presenter will at first outline some of the recent literature on digital stories, focusing on how their benefit in reducing anxiety and the effects of culture shock in the study abroad setting. Next the presenter will outline his own digital story making process highlighting the methods he uses to improve the quality of digital stories created on smartphones. These methods include the need for effective planning, basic training on how to take effective videos, and peer and teacher feedback. The presenter will go on to show the results of a paper-based anxiety survey and semi-structured interviews conducted with a group of Japanese university students undertaking a short-term study abroad experience in New Zealand. These results demonstrated the positive impact creating digital stories had on reducing anxiety and the effects of culture shock, while also acting as a means to improve group unity. The presenter will conclude by providing a model of how digital stories should be administered both inside and outside the classroom setting.

Sat 31 Aug
11:30–12:00
SOCR 20

Research-oriented

ICALL

Joining the blocks together: an NLP pipeline for CALL development

Monica Ward

Dublin City University

CALL is inherently complex endeavour. It is multi-, inter- and trans-disciplinary in nature (Colpaert, 2004, Ward, 2002). ICALL adds an extra layer of complexity to CALL. Natural Language Processing (NLP) involves using tools and techniques from Computational Linguistics (CL) and NLP in the language learning process. Often these tools and techniques are designed for tasks and purposes other than language learning and this makes their adaption and use in the CALL domain difficult. The main challenges arise from the fact that there may be both technical and cross-domain difficulties to be addressed. The technical difficulties arise from the fact that the NLP tools may focus on language from a specified domain or linguistic standard. The cross-domain difficulties relate to different foci and research aims between NLP and CALL researchers. Research that is focused on building a robust NLP tool might be different to one that is suitable for language learners. Another problem that can arise is that researchers from both domains may not really understand (or even fear?) the other domain. NLP researchers may shy away from working with language learning and language teachers may be afraid of the complexities of NLP.

Often, NLP tools will be built using already existing NLP tools (and automatically assume their existence). However, not all languages have the same level of resources as other well-resourced languages (e.g. English, German and French). This makes developing NLP resources for Less-Resourced Languages (LRLs). In the LRL context, researchers have to be creative in how they work. They may have to adapt resources from another language or build a resource from scratch. This may be time-consuming and complex. This makes the role of CALL researchers in the LRL context more challenging. They often have to work with less resources and be more creative in how they use them.

This paper reports on how several NLP tools were joined together to produce an NLP pipeline for a MALL resource for a LRL and Less Commonly Taught Language (LCTL). The tools included a tokeniser, a morphological analyser, a part-of-speech tagger and a tool which used knowledge of syntax to develop a sentence construction tool for learners. The tool enables learners to experiment with the syntax of the language and to build grammatically correct sentences in the language. Teachers can pre-build sample sentences, learners can experiment with free-form sentences or even build their own sample sentences for other learners. The MALL app can be used by learners of any age. It has been used by teachers and young learners and the feedback has been very positive. It would have taken fall longer and the app would not have been up to the same standard (if at all) if the CALL developers had to develop the resource from scratch. This research demonstrates the benefits of re-using existing NLP resources in a different domain and working with a trans-disciplinary team to develop useful and usable CALL resources.

Reflections on Skills for Business, a blended EAP course

Sarah Winspear

Sat 31 Aug
11:30–12:00
SOCR 23

Practice-oriented

OER

This presentation reflects on further developments in the implementation of the optional blended year-round course ‘Academic and Professional Skills for Business’ (Skills for Business / S4B, for short), which was first introduced to EuroCALL in 2018.

The developments in S4B are informed by usage data and feedback from students and staff, and the presentation will be of interest to those considering setting up & developing blended courses.

S4B was developed as new approaches were needed for the effective delivery of English for Academic Purposes (EAP) support, study skills and professional skills for the increasing number of international postgraduate students at Southampton Business School. The support was designed in collaboration with staff in the Business School, with the aim of increasing flexibility in learning to help students succeed in their studies and prepare for future employment.

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 (VLE), and to experiment with using Articulate Storyline to create interactive self-study resources.

Since 2017/18 ‘S4B’ has been hosted on a different platform, eFolio, which is an internal University WordPress VLE, and for this year, S4B has open access within the university. For 2019/20, we are considering moving S4B to an external WordPress site. In this presentation, I will comment on the rationale for these various platform changes, as they reflect considerations in learning design.

So how does S4B work? S4B is the ‘wrapper’ which enables students to choose how, and indeed whether, to participate in F2F sessions, such as workshops & lectures (booked via the S4B site), tutorials (booked via the S4B site, using the WordPress plug in ‘Bookly’), and self-study resources (many produced using Articulate Storyline). We work closely with Careers and Employability staff.

While S4B remains targeted at PGTs, any Business School student can participate in any S4B session, so sessions such as campus-based lectures and workshops that were previously only for PGTs can 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).

Furthermore, as awareness of S4B support increases, the EAP team increasingly deliver targeted language support attached to particular business modules, which is particularly effective in reaching a larger number of students.

The presentation thus describes the evolution of S4B, and provides insight into future developments through analysis of S4B usage data and feedback from students and staff. The presentation will be of interest to those considering setting up & developing blended courses.

Sat 31 Aug
11:30–12:00
SOCR 25

Towards sustainable language learning in higher education: engagement through multimodal approach

Kirsi Korkealehto¹, Vera Leier²

¹Häme University of Applied Sciences

²University of Canterbury, Christchurch

Develpmnt-oriented
Research trends

Finland must safeguard the Nordic welfare society and ensure high performance according to the Agenda 2030 goals, also in the future. Although one of our strength is in education, we cannot take good status as granted. Instead, we need to address education on improving students' skills for ensuring them better competences for working life.

Universities of applied sciences offer increasingly blended learning language courses where student engagement remains a challenge. Student engagement is crucial especially on e-learning courses where the risk to interrupt the studies is higher than in face-to-face teaching. Furthermore, oral language skills is the most needed language competence in the working life, therefore, it is essential to provide sufficient assignments to rehearse it. Furthermore, language learning should be sustainable in the sense that it focuses on development and is built on prior knowledge, it emphasizes learners' own motivation and provides learning opportunities for everybody.

This study investigates how a multimodal approach affects student engagement and spoken language skills. Additionally, the course in question aims to provide the students a sustainable online resource to rehearse and improve their language skills. Furthermore, the additional competence, i.e. digital literacy, the students acquire, is beneficial in their other studies and working life. The course design is based on multimodality, and the students' assignments were to be conducted as audio files, photos, videos and texts using educational technology applications. The theoretical framework includes multimodal learning and the notion of engagement.

The research was conducted and the data were collected by a 5-credit course for 1st-year business administration students ($N = 20$). The data includes students' learning diaries and a post-course online questionnaire. The diaries were analysed according to content analysis method.

The results indicate that the students perceived the multimodal task design engaging. In addition, students' active role in their learning, the Moodle discussions, weekly pair tasks via skype/WhatsApp, the positive and encouraging course atmosphere and the monthly face-to-face teaching sessions contributed positively to the student engagement. The multimodal learning activities were seen to foster collaboration and enhance positive and tolerant learning atmosphere, which in turn empowered the students to challenge themselves, as they did not focus on the correctness of their utterances, but concentrated on communication and passing the message. In addition, the students achieved positive learning results since especially their oral communication skills improved.

The study proposes recommendations on developing sustainable language learning in higher education using computer assisted language learning (CALL) and multimodal approach.

Posters

Finnish readability classification

Nikolay Babakov¹, Nick Howell¹, Francis Tyers²

¹National Research University Higher School of Economics
²Indiana University

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

CAF

Language learning includes various subtasks which can gradually increase language skills from beginner level to fluent speaker. One of the most important topics the foreign language learner should pay attention to is the real-life language experience. Except for face to face communication learner should consider reading various texts which meet his/her current language level. The problem of searching the required texts can waste much of learner's time. Such a problem gives a big field for language processing studies related to text complexity classification.

Most widespread languages have already been thoroughly studied from this point of view. However, there are some languages where there are not so many relevant studies. The language I have chosen for my research was Finnish. According to my knowledge, the only big work performed with the Finnish language from a complexity point of view so far was Revita. It is a very great tool which pays special attention to intermediate interaction with a student using exercises which are self-generated from the text which either has already been stored in the Revita system or has been uploaded by a student.

The main concern of my work is to create the model which can not only accurately evaluate text complexity of Finnish language but can also be applied to similar languages.

The training corpora has been collected from such websites as www.yle.fi , www.suomesta.ru, revita.cs.helsinki.fi, manybooks.net. The texts have been split up to A, B, C levels according to the knowledge of Finnish-speaking students. A is supposed to be basic level, B - the level which requires some language experience and C is for fluent speakers with big literature reading experience. A and B level include more than 150 texts(nearly 1million letters) each, while C being more easy to be found includes 65 big texts which have nearly 6 millions of letters.

My current model includes some common text features related to quantitative properties of words and sentences (word length, sentence length, syllable length etc) and grammatical properties (number of part of speech per words in a sentence). I also used UDPipe parser to perform grammatical analysis and my main idea was creating a vector which will accumulate all possible grammatical features per each part of speech in the text.

I have either one hot encoded grammatical properties of the words or simply used the absolute value which I received from corresponding lexical value calculation. For now, I have tried SVM which is an often used algorithm for such tasks and my current result is F1-score macro average of 5-fold cross validation 0.78 (+/- 0.14)

There are some plans for collecting more training data, adjusting preprocessing and choosing other machine learning algorithms which can provide higher accuracy.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

ICALL

Can intelligent personal assistants be used to develop L2 listening and speaking skills?

Gilbert Dizon
Himeji Dokkyo University

The growing popularity of smart speakers has led to an increased use of intelligent personal assistants (IPAs) such as Google Assistant and Alexa. These voice technologies are commonly used to complete daily tasks, e.g., setting timers, creating reminders, and searching for information. However, a recent report by Nielsen (2018) revealed that many users of smart speakers, more than two-thirds in fact, also regularly use them to chat for fun. This finding demonstrates that usage behaviors involving IPAs are changing and that they have the potential to be used a means for L2 interaction. While L2 research on the use of these types of voice technologies is limited, recent studies have resulted in positive findings (Dizon, 2017; Moussalli & Cardoso, 2016; Underwood, 2017). Nevertheless, to the best of the presenter's knowledge, no study has looked at the use of IPAs to develop L2 listening and speaking skills. Therefore, the presenter is conducting an ongoing study on the use of Alexa, an IPA developed by Amazon, and will present his findings in the presentation. The goal of the study is twofold: (1) to assess the effects of L2 interaction with Alexa on English listening and speaking skills and (2) to understand the students' views of using IPAs in a classroom environment for language learning.

Approximately 50 first- and second-year L2 English students at a Japanese university are taking part in the study. The study implements a mixed method quasi-experimental design, with the participants being divided into two groups: an experimental group which is taking part in a 10-week treatment consisting of 12 minutes of weekly Alexa interaction, and a control group which is not undergoing a treatment, but is made up of students taking the same course. Pre- and post-tests are being administered to determine if any significant gains in L2 listening and speaking have been made. The listening assessment is made up of a short audio passage from a North American-based EFL textbook followed by 12 multiple choice questions. The speaking test follows a similar procedure as the oral proficiency assessment developed by Payne and Whitney (2002). The students' responses in the speaking tests are being audio recorded and will be rated by two native English speakers according to a comprehensive scale (Payne & Whitney, 2002). Qualitative data concerning the students' attitudes towards IPAs for L2 learning is being obtained via a survey adopted from Huang, Huang, Huang, and Lin (2011). The L1 survey is comprised 10 Likert-type items. Eight of the items correspond to four technology acceptance model variables (perceived ease of use, perceived usefulness, attitudes towards use, and behavioral intention), while the remaining two items relate to students' preferences regarding using Alexa (individual use vs. in pairs). During the presentation, results of the study will be discussed, and the presenter will go over potential implications for L2 teaching and research.

A case study on the usability of an Intelligent Personal Assistant for L2 learning

Benjamin Thanyawatpokin¹, Gilbert Dizon²

¹Ritsumeikan University

²Himeji Dokkyo University

Thu 29 Aug

12:30–13:50

FOYER DU LAC, AULA

MAGNA

Poster

ICALL

Intelligent Personal Assistants (IPAs) have seen a recent surge in usage throughout the world with smart speakers such as Amazon Echo and Google Home being the most popular and affordable. The fact that users must speak to them to activate functions or input requests exposes certain affordances for foreign language learners. While initial studies involving IPAs for L2 learning have resulted in promising findings (Dizon, 2017; Moussalli & Cardoso, 2016; Underwood, 2017), there is still little known about how effective this method of interaction could be for language learning. This is especially evident when considering how well the current level of software can comprehend utterances by foreign language learners, as research suggests that there is a discrepancy between the level of L2 speech that automatic speech recognition (ASR) systems can understand versus human listeners (Derwing, Munro, & Carbonaro, 2000). The current study focused on intelligibility in recorded human-IPA interaction, L2 interaction with IPAs, and the correlation between vocabulary knowledge and intelligibility with IPAs. The same recordings were also analyzed by native-speaker raters for comparison. A total of 21 Japanese university learners in an EFL program participated. Each participant was asked to give nine commands to Alexa, an IPA made by Amazon, and intelligibility data was taken on how many times their commands were fully understood. A bilingual Vocabulary Size Test (VST) was also used to gather student vocabulary levels for an added layer of post-analysis. A one-way ANOVA was used to determine if there was a significant difference between what Alexa deemed fully intelligible versus human raters. Results from the test shows that there was indeed a significant difference in L2 intelligibility between the what the ASR-based software and the raters could understand. In addition, when controlling for vocabulary achievement, results from a one-way ANCOVA showed that students were able to improve the intelligibility of subsequent utterances, as measured by human raters, without any direct feedback from the IPA if they were misunderstood. Moreover, no correlation was found between intelligibility (both human and Alexa) and L2 vocabulary achievement, which contradicts results found in previous research and could hint at the level at which Alexa is currently able to comprehend utterances by English L2 language learners. These initial findings suggest that IPAs may indeed be a new avenue with which learners can practice their L2 pronunciation, however this may be due to the need to repeat an utterance if the system does not understand it the first time. While the study is still in initial stages, conclusions from the data suggest that IPAs could possibly be used as a viable alternative to face-to-face pronunciation practice. There is also evidence to suggest that IPAs could be used in an extramural sense for L2 pronunciation training.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
ICALL
SLA

Annotated scientific text visualizer: Design, development and deployment

John Blake
University of Aizu

This presentation details the design, development and deployment of an annotated scientific text visualizer. This interactive pedagogic tool aims to help novice writers with English as an additional language by visualizing prototypical language features and providing multimedia explanations on demand. This is the first interactive visualize tool for novice writers of computer science research articles. Students in the school of computer science at the University of Aizu are required to submit short research articles in order to graduate.

This is a particularly onerous challenge for Japanese students who may have had little exposure to formal written English and less exposure to scientific writing. Ideally, students can dedicate a significant amount of time to read research articles in their field of research, and acquire the tacit knowledge required to write their own research paper. However, given the severe time constraints that many students face, this is not a viable option. A key problem for teachers of the associated technical writing courses is providing suitable examples and advice for all students. For example, within the field of computer science, some students may write more theoretical papers that rely on mathematic proofs while other students may develop and evaluate software, making it difficult for class teachers.

Individualized learning can solve the problem of differing needs and differing wants. Students can select example research articles which are most relevant to the type of research they are engaged in. They can then select the language features that they want to better understand.

Four types of research articles were collected: practical, experimental, theoretical and empirical. By combining rule-based pattern matching and using JavaScript to control the behaviour of webpages users can receive individualized guidance on the prototypical language features in their respective type of research article. Technologies utilized in this project include ReactJS for the frontend and Google cloud server to house the annotated bank of research articles. Prototypes were developed and small-scale usability tests conducted.

The annotated text visualizer allows users to select four types of computer science articles (practical, theoretical, empirical and experimental) from a preloaded database of annotated articles. Users then select the language features to be visualized on demand. Users click toggle buttons to hide and reveal visualizations. When a button is clicked, a script is executed that searches the annotated text for particular combinations of characters. On matching, text can be highlighted, and explanations displayed. This pedagogic tool gives users the power to explore the form and function with visual, audio and video explanations.

Through exploring the visualizations and interacting with multimedia explanations (text, image, audio and video), user awareness of generic expectations is raised. This prototype tool is scalable and can be extended to deal with other scientific domains and different genres of writing.

L2 text recommendation system for Russian language

Nikolay Babakov, Natalya Isupova, Enze Gong, Daria Ilyukhina, Oxana Chekmacheva,
Anastasiya Bonch-Osmolovskaya, Olga Eremina
National Research University Higher School of Economics

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

ICALL
OER
CAF

Text recommendation is a very important task for foreign languages studying. We have implemented the model for the Russian language because we are native Russian speakers and we have a wide range of learners of Russian at our university who can evaluate the results and test our model for accuracy. But the principles of the recommendation process can serve as a background for the further studies for other languages.

Most of known text recommender systems relate to CEFR-like levels (A1, A2, B1, B2, C1, C2). If we evaluate a text thoroughly it will be clear that it contains a big amount of different features and our point of view is that if the main purpose is not just generalizing the text complexity to some understandable level but recommending the text to a student we should not reduce text features dimensionality. It is necessary to keep text complexity and store all features in a vector instead. This vector should include grammatical, lexical and some common text features, like average words/sentence length etc.

The first step of our recommendation system implementation is corpus processing using the model described above which gives us the collection of vectors storing text complexity information.

The second step is providing a language learner with the test which will map learner's knowledge to the vector which has the features similar to the ones which have been collected from texts analysis.

When both of these steps are finished the only thing left is to use cosine similarity to find the text-vector which is closest to the learner's knowledge vector.

The main accuracy metric which can be applied to this model is as follows. We ask a learner to pass the standard test which marks him/her with CEFR-like level and the test designed by us. After that, the learner is provided by two types of texts: one in accordance with corresponding CEFR level and another - picked by the model as the closest to learners knowledge. Both types of text are to be manually marked by the language learner in terms of unknown lexical, grammatical and syntactical units and answering text content related questions. The text which has less unfamiliar units and has more correctly answered content related questions is admitted to suit better for the student.

The results of such an approach turned out to be more detailed and personalized than the ones obtained by traditional CEFR based recommendation.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

ICALL
SLA

A tool to assist learners of Chinese with the acquisition of lexical tone using real-time pitch tracking and prosody visualisation

Yizhi Huang, George Christodoulides, Bernard Harmegnies
Université de Mons

Standard Chinese (SC) morphemes are exclusively monosyllabic, and each syllable carries a pitch contour from an inventory of four lexical tones, which distinguishes word meaning. It is therefore of utmost importance for learners of L2 SC to understand how to produce these tones correctly, not only in isolation, but also when combining multiple syllables into larger prosodic units. The acquisition of lexical tones poses major difficulties for SC learners: in some cases, their L1 is another tonal language (e.g. Asian languages, such as Thai, that has similar but different contrasts); in other cases, their L1 has lexical stress (e.g. Russian, Dutch, several African languages) but not tonal contrasts. French L1 learners have particular difficulties, as the use of pitch is entirely different in the prosodic system of their mother tongue.

With the rising popularity of SC in Europe and around the globe, it is necessary to improve the approaches to teaching the prosody of SC. In traditional pedagogy, the four lexical tones are taught firstly in their citation form: learners are asked to perceive and to produce the distinctive tonal contrast on each syllable correctly by repeating the productions of a native speaker, sometimes with the help of the graphic representations (e.g. pinyin).

In this contribution, we present a software tool to assist learners with the acquisition of SC prosody. Our system uses a real-time pitch tracking algorithm, in conjunction with pitch stylisation (Mertens 2004, Hirst 2012), to present to the learner a visualisation of the prosodic characteristics of their utterances. Learners can follow several exercises, in order to practice the production of lexical tones both in citation form (i.e. isolated syllables) and in context (i.e. longer utterances). The visual feedback can be customised. The goal of the system is to help L2 learners improve their perception and production of the SC lexical tones by combining audio input with accurate real-time visual feedback. We are experimenting with different types of feedback, such as stylised fundamental frequency (f_0) graphs, or graphs combining f_0 contours with intensity or temporal measures, and preliminary results on learner preferences will be presented at the conference.

REFERENCES

- Hirst, D.J. (2012) ProZed:A speech prosody analysis-by-synthesis tool for linguists. Proc. 6th International Conference on Speech Prosody, Shanghai, China, 22-25 May 2013, pp. 15-18.
- Mertens, P. (2004) The Prosogram: Semi-automatic transcription of prosody based on a tonal perception model. Proc. 2nd International Conference on Speech Prosody, March 23-26 2004, Nara, Japan, pp. 549-552.

Integrating creative extensive reading activities into Xreading

Peter Harrold

Kyushu Sangyo University

Thu 29 Aug

12:30–13:50

FOYER DU LAC, AULA

MAGNA

Poster

MALL

Digital literacies

Xreading provides students with access to an extensive virtual library of graded readers. Teachers can then keep track of which titles the students access, the total number of words they read, their reading speed, and also whether they completed post-reading quizzes. However, setting students word targets or quizzes to monitor progress can potentially be bypassed by students who wish to avoid reading regularly or prefer to leave everything until the end of the semester. Therefore, this presentation will share how the teacher integrated short creative post-reading tasks into the students weekly digital reading assignment in an attempt to ensure students were engaging with the stories and reading regularly.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
ICALL
MALL

Going 99.9% digital: The highs and lows of a smartphone classroom!

Jaime Selwood
Hiroshima University

A constant struggle for proponents of MALL is how to successfully integrate mobile technology into a language-learning environment when there remains both institutional and learner scepticism to the educational benefits of mobile technology. This presentation will detail the results from a four-year research project carried out at a national university in Japan which aimed to assess how successful mobile technology, specifically smartphones and mobile applications (apps), could be when fully integrated into an English language-learning course.

Despite smartphones ownership figures globally of 2.87 billion and significantly with the huge growth in access to the mobile Internet - it is projected that by the end of 2019 63.4% of webpages viewed globally will be accessed via a smartphone - there still remains a residual hostility towards embracing mobile devices as a key educational tool. Yet, as educators it seems irrevocable to not use technology that learners (and educators) own and interact with on a daily basis.

Therefore the research project described in this presentation is centred upon a university oral communication course that attempted to create a successful synchronised language-learning environment centred around easy-to-access mobile technology that could highlight the simplicity of MALL as a language-learning tool. By using five free and widely-available apps and a downloadable digital textbook that could easily be accessed via a smartphone, the research project monitored the positive and negative impact that MALL technology had within a language-learning course.

The research was centred upon first and second year non-English majors who undertook a compulsory one-semester, 16-week English language course. The 90-minute language course focused primarily on improving general English oral communication skills. Each class contained between 25 and 35 students from different faculties within the university as well as from a broad range of language abilities and motivations. In each year the research was carried out four courses were analysed as part of the study with a total of 402 students - all of them non-English natives.

The built-in advantage the research project had from the beginning was firstly the 100% ownership of smartphones by all students who took the oral communication course and secondly free WiFi access. This was significant as it did not require the purchasing of expensive technology by either the students or the university.

Significantly by the end of the synchronised smartphone course 81% of participants had a favourable attitude towards the integrated use of mobile technology. The presentation will conclude by highlighting both the benefits and drawbacks of using MALL technology and discussing the research project's future direction. A step-by-step guide on how to replicate and adapt the synchronised smartphone course will also be made available to download for conference participants.

Affordances for cultural adjustment of international students learning Chinese as a second language in a mobile-assisted learning environment

Shixin Dong, Li Cheng, Liu Dong, Guanzhen Wu
Beijing University of Posts and Telecommunications

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
MALL

With the advancement of technology, mobile learning has become an effective way of learning a second language. In the past 10 years, most researchers on international students' language learning in a mobile-assisted environment has focused on how to use mobiles to improve the language levels and communication skills of second language learners. Few studies have been found investigating the process of learners' cultural adjustment.

The purpose of the study is to understand the mobile-assisted learning situation of international students in China from the perspective of cultural adaptation. Explore the role of mobile devices in international students' cultural adaptation and make corresponding suggestions. Guided by the theory of "Acculturation" and "Cultural Shock" (Oberg), this study investigated eight international students learning Chinese as a second language in a university in Beijing. The research questions are as follows: 1) What are the characteristics of the international students' cultural adjustment in the mobile learning environment? 2) Are there any similarities or differences? 3) How does mobile learning help to improve the cultural adaptability of the international students?

The researchers followed eight international students for three months (from September to November of 2018) and collected all the online messages in the WeChat group for a total of 25,000 words. The participants were from Greece, South Korea, Russia, Japan, Kazakhstan, Indonesia, Uzbekistan, Venezuela, and their Chinese proficiency is at HSK level 5. Moreover, the researchers conduct eight 1-hour in-depth interviews with the participants. The interviews were conducted in the middle of each month from September to October 2018. All the interviews were transcribed, totaling more than 30,000 words. The researchers analyzed the data by the qualitative research software Atlas.ti, performed open coding for each meaning unit, integrated and merged the units and timely discussed the summarized topics with the interviewees and research groups to ensure accurate understanding and expressed the information transmitted by the interviewees.

Results showed that seven international students said they used mobile phones frequently in their daily lives, and six students made it clear that the use of mobile phones helped them adapt to the new environment. In addition, the researchers also found that the coincidence rate between "language learning", "family", "friends" and "mobile" are high through the coding interaction table. Therefore, the results indicated that in the mobile learning environment, international students use mobile phones for cultural adaptation frequently. Many students use mobile software to improve their Chinese level in order to better integrate into new environment. Moreover, they use their mobile phones to communicate with families and friends to gain social support for better cultural adaptation. Finally, the researchers found that in order to make international students better adapt to culture, they can use Chinese learning software more, carry out WeChat group discussions involving Chinese and foreign students, and improve the quality of relevant WeChat public accounts. It is hoped that this analysis will provide suggestions for international students in the new media era and provide new insights into the teaching of a second language.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster
MALL

A sociocultural analysis of identity negotiation in a joint project of intercultural communication using a mobile-assisted teaching approach

Li Cheng¹, Jigang Yao², Liu Dong¹, Shixin Dong¹, Guanzhen Wu¹

¹Beijing University of Posts and Telecommunications

²Beijing University of Technology

Previous studies in second language acquisition have demonstrated the importance of identity that links the learner and the larger social contexts. It is argued that the learner's desired and actual identities influence his/her motivation and involvement/resistance in the process of learning a second language (L2). More importantly, university students' ability to communicate effectively in print, in presentations, and in electronic media plays an important role in their success in academic tasks. However, there has been relatively little research that has compared the types of identity negotiation of university students with different cultural and academic backgrounds. Guided by the sociocultural theory, this study investigated identity negotiation of three groups of university students when they worked collaboratively to achieve social, intellectual and affective goals in the joint project of "Intercultural Communication". The participants were 7 Year-2 international students learning Chinese at a university in Beijing, 14 Year-2 engineering students and 14 Year-1 graduate students who were learning English at the same university. Despite of their cultural and academic backgrounds, all the three groups of students participated in the three-month project of "Intercultural Communication" which used a blended teaching mode integrating face-to-face instruction and a mobile-assisted autonomous learning platform. To be more specific, the students were expected to take two hours' face-to-face instruction every week, communicate with each other after class through a WeChat platform, work as a team to find out the cultural similarities and differences, synthesize the related academic sources and deliver L2 team presentations in the end. The researchers followed the participants for three months, i.e., from September to November of 2018. Data were mainly collected from classroom observations, students' online interactions on the WeChat platform, a 50-item questionnaire and 35 semi-structured interviews. A significant emergent feature of the study was that multiple identities were found in the participants' teamwork interactions. Moreover, identity negotiation took place across different cultural groups, across individuals and in different relations of power, both online and offline. The findings provide supporting evidence for the intertwined links between the leaner and the wider communities of practice. Pedagogical implications are then discussed.

Dynamics and complexity in academic socialization of engineering students in two universities using the mobile-learning technologies

Jigang Yao¹, Li Cheng², Liu Dong², Guanzhen Wu², Shixin Dong²

¹Beijing University of Technology

²Beijing University of Posts and Telecommunications

Thu 29 Aug

12:30–13:50

FOYER DU LAC, AULA

MAGNA

Poster

MALL

In the past ten years, mobile learning has received growing attention from teaching practitioners, educators and researchers. Using mobile devices people can learn across multiple contexts and through different social and content interactions. Moreover, learners can engage actively and meaningfully in learning activities at their time convenience. Guided by Vygotsky's notion of Zone of Proximal Development (ZPD), this study compared the learning experiences of engineering students in two universities in Beijing. Both universities offered similar mobile-assisted English-for-academic-purposes (EAP) courses. A total of 40 students with 20 from each university volunteered to participate in the study. The investigation lasted for 12 months, from June of 2017 to June of 2018. The focus was on how these students worked collaboratively to develop their professional knowledge, practical design skills and academic English skills. All the participants were enrolled in the spring 2017 EAP course in their respective university. They were concurrently taking other academic courses in various disciplines including engineering, technology and computer science. There were four major sources of data: (1) the feasibility reports and final reports of four "Design and Build" team projects, (2) students' teamwork interactions, both online and offline, (3) semi-structured interviews with the participants, and (4) a 50-item questionnaire. Results showed that the mobile-assisted teaching approach was effective in developing students' language skills and professional knowledge. Moreover, group dynamics and different patterns of meaning negotiation were identified in the two groups when they carried out the projects collaboratively. Furthermore, communication dynamics were closely related to the students' identities, both online and offline. It is concluded that the students developed their professional knowledge and academic English skills through scaffolding in ZPD.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
MALL

The impact of integrating learning records of a web e-portfolio application and mobile applications on L2 English vocabulary learning

Hiroya Tanaka¹, Akio Ohnishi², Ken Urano¹, Shinya Ozawa³, Daisuke Nakanishi³

¹Hokkai-Gakuen University

²Version 2 Inc.

³Hiroshima Shudo University

This research project aims to promote language learners' independent and continuous L2 vocabulary learning by integrating and compiling their learning records over time on multiple applications. It also enables the teachers to create an effective online vocabulary learning environment for learners. It is expected that the learning records will consequently reveal learners' actual behaviors and their vocabulary learning needs. The first and main system is a web e-portfolio application, Lexinote, which allows 1) teachers to feed vocabulary assignments in various forms to their learners and 2) learners to discover and choose the target words to study, rehearse, review, and store in their own e-portfolio. Lexinote is complemented with a mobile application, Lexinote Word Rehearsal, which provides learners with three-stage practice of the target words assigned by their teachers: yes-no recognition, L1-L2 mapping, and fill-in-the-blank multiple-choice task. Another mobile application, DoraCAT, is designed as a computer-adapted self-study tool that customizes each learner's vocabulary learning according to the learner's needs. It allows learners to diagnose their vocabulary knowledge, choose target words to learn, rehearse and memorize them, and review them to consolidate the knowledge. DoraCAT has a data set of 7,971 words at 19 difficulty levels from a Japanese nationwide English proficiency test, Eiken®, with example sentences both in text and in audio. The learning cycle on DoraCAT consists of three stages: the diagnostic test, the training mode, and the review mode. It adjusts the difficulty level of words according to the learner's response in the diagnostic test and suggests words to learn in the training mode accordingly. All of the learning records in these systems will be integrated and saved as e-portfolios on Lexinote. Both learners and teachers can see not only the words that are intentionally studied on each system but also the words that are unintentionally used in various assignments on Lexinote as e-portfolio. This poster introduces the main features of each application, reports the impact of integrating the learning records of different systems on EFL learners' perception of their vocabulary learning, and discusses how teachers, learners, and researchers benefit from this integrated e-learning solution.

From extensive reading to fan fiction via digital storytelling: A small classroom project

Kazumichi Enokida
Hiroshima University

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
MALL

Last year the presenter talked about his in-class project at a national university in Japan involving digital storytelling and extended reading. 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 were asked to write original fanfiction stories based on the books they read, and then create digital stories to share with their classmates. The project was successful in directing learners' attention to content-based language learning, while lowering technical hurdles by exploiting MALL (mobile devices) on a BYOD basis. This presentation is about the 2018 implementation following the success of the previous year. Due to the transition in the university's school calendar system, it had to be implemented in an extremely small class of four, including one exchange student. That enabled them to work on the project on an individual basis, while the project was based on group work in the previous year. The students were also asked to read the stories written by other classmates and discuss them in class, so the authors could improve their stories based on the suggestions from the classmates. Since all the written stories had been shared before digital stories were created, the students were able to better understand the digital stories. In this presentation, 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 students' self-reflection comments.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
MALL
OER

Student perceptions of group writing processes and feedback

Kym Jolley

Kwansei Gakuin University

This presentation investigates student perceptions of their group essay writing experiences and their receptivity to feedback under two separate conditions during the completion of two essay writing tasks. Both essays were completed in groups and required a first and final draft submission to their instructor. All students had access to laptop computers in their writing classrooms, and therefore the bulk of the writing was undertaken as groups within class time. All essays started with an outline completed in groups and submitted to the instructor for feedback and grading. The first draft was then completed with groups sitting at allocated tables equipped with a laptop computer for each group member. Students wrote their contributions separately using Microsoft Word while monitoring and checking each other's work as necessary and appropriate. Individual contributions created separately were then combined into one document, printed, and submitted for written feedback from the instructor. Each group then concluded their final draft, once again using Microsoft Word, with the written instructor feedback guiding their final submission. The second group essay was written using a Google Doc created for each group by the instructor and then shared with each member of that group. All group members once again sat together in class. However, under this condition all members completed their contributions on one document at the same time. After the first draft was submitted the instructor checked each group's work online and left feedback via Google Docs comments. Groups checked the feedback and worked together to complete their final draft by a set date. Upon completing both essays students were then invited to respond to a survey about their group writing experiences under both conditions. Results indicated that students preferred their group writing experience using Google Docs, finding it easier to write and submit as a group under this condition. Importantly, students also found it easier to understand and implement instructor feedback while working within Google Docs. Two separate surveys were utilized to gather the data for this study. First, students responded to a survey containing Likert scale items. Next, student volunteers from these classes were asked to answer a survey that included open-ended questions to better understand the results from the initial survey. This presentation will present the results of the surveys and then discuss the pedagogical implications of them. Finally, effective ways to implement in-class group essay writing using Google Docs will be examined for instructors wishing to undertake similar tasks in their writing classes.

In Kahoots: Learning vocabulary with learner-created quizzes

Paul Dickinson
Meijo University

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

MALL

Task complexity

Gamification

Game-based learning platforms such as Kahoot! have been found to promote learner engagement, enhance classroom dynamics and improve the overall learning experience (Licorish et al, 2018). At the same time, recent trends in mobile assisted language learning research indicate vocabulary is the most common area to integrate into digital mobile learning (Harrold, 2018). While Kahoot! is undoubtedly a popular tool for vocabulary review, learners' involvement is usually limited to using their devices to take teacher-created quizzes. However, as the platform enables users to generate quizzes with relative ease, there is an opportunity for learners to not only take, but also create vocabulary quizzes of their own – a more complex task that potentially results in deeper learning.

To explore this possibility, the present study examines the effects of learner-created Kahoot! quizzes on vocabulary learning in an English as a Foreign Language course at a university in Japan. Employing a quasi-experimental pretest-posttest design, an experimental group ($n = 16$) and a control group ($n = 17$) were formed from two intact classes of similar proficiency. During one 15-week semester each member of the experimental group created five Kahoot! quizzes of 10 multiple choice questions each, covering a total of 50 selected vocabulary items. Concurrently, instead of creating Kahoot! quizzes, the control group took five of the quizzes on the 50 items made by the other group. Analysis of the pre- and post-test results showed that while both groups improved, the experimental group made a significant improvement with a large effect size. This presentation reports on the study's findings and discusses issues involved in implementing learner-centered, technology-mediated tasks.

REFERENCES

- Harrold, P. (2018). Using online student response games for vocabulary review. *The JALT PanSIG Journal* 2017, 54–58.
- Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(9), 1–23.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
MALL
Teacher education

A workstation for an M-teacher (Advancing M-Learning in Russia)

Daria Timoshina

Herzen State Pedagogical University of Russia, Saint-Petersburg

Expansion of m-learning in Russia is still a matter of tomorrow in spite of the ever-growing number of mobile gadgets. The paper focuses on the factors that retard the use of mobiles for language learning both in class and at home. It also intends to find solutions that would enable an m-teacher to pick up and practice the new technology.

According to Russian Federation professional standards, an FL teacher is required to possess basic ICT competencies, apply ICT in the educational process as an activity tool and refer to online dictionaries in case of necessity.

Survey conducted among 131 foreign language teachers in Russia was an attempt to identify teachers' awareness of ICT possibilities in general and of m-learning in particular. The survey showed that despite the increasing number of mobile services for language learning, teachers' knowledge of the assistance they suggest is yet insufficient. The results of research pinpointed the main reasons preventing the use of m-technologies by teachers. The most significant is the lack of proper knowledge in the sphere and the lack of proper methodology and teaching technologies of mobile learning. It indicated that 93,6-% of the surveyed teachers experience difficulties with the use of mobile technologies in the course of their professional activities. It also highlighted a need for strategy to integrate mobile technologies in teaching, as well as a need for management support.

Based on the survey findings the paper presents work in progress aimed at developing a concept of an m-teacher workstation. It is supposed that a workstation as an environment for an FL teacher at a minimum must be equipped with: a proper mobile students' managing system, testing possibilities, audio and video recording options, instant messaging and file exchange service, information services (dictionaries, grammatical and lexical reference sources), access to machine translation system. It is assumed that the workstation will be a complex but handy, user-welcoming application, providing a convenient environment for an m-teacher and helping to meet the challenges Russian teachers have to face nowadays.

The popularity of using Facebook in EFL and ESL writing classes

Joe Lauer
Hiroshima University

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Inclusion

MALL

SLA

A comprehensive study in 2018-19 investigated whether university students and teachers in various countries find using Facebook in EFL and ESL classes enjoyable and useful for improving writing skills. The popularity and effectiveness of using Facebook in classes was measured in three ways: First, a review of the literature involving many countries summarized what other studies have found. Second, in an applied linguistics study, Facebook was utilized in five university writing classes in Japan, and each class was matched with a university class in either Peru, the United States, Taiwan, Indonesia, or Vietnam. In each class during one semester, students engaged in a “Cross-Cultural Discussion,” each week writing about various topics such as food, holidays, personal hobbies, and travel spots. At the end of the semester, their enthusiasm for the activity was measured by counting the number of words and entries which they had made during the semester. Third and finally, the popularity of using Facebook in the classes was measured by giving the approximately 200 students and five teachers in the various locations a questionnaire at the end of the project.

The review of the literature, the applied linguistics study, and the questionnaire all found that utilizing Facebook is a relatively popular activity in most ESL/EFL classes around the world. Almost all previous research has found that the main factor contributing to the success of the activity is the enthusiasm and support of teachers. Several longitudinal studies have also found that using Facebook in writing classes correlates with higher writing and grammar scores (e.g., Shih 2013, Al-Haj 2015, Suthiwartnarueput & Wasanasomsithi 2012, Faggosa 2015, Hussain et al. 2015, Shukor & Noordin 2014, El Fatah & Ahmed 2016, Sim & Pop 2014). But some studies have found mixed or even negative findings with respect to motivation (e.g., Ekoc, 2014; Bani-Hani et al., 2014, Selwyn, 2009).

In the applied linguistics study conducted by this researcher, it was found that among the non-English majors (all of the students in Japan), about 20% of students did not really like the activity, as they never or almost never made comments. Among those students in Japan who did make comments, the average student made 5.39 ($SD = 3.22$) entries during the 10 weeks, or about one entry per two weeks. Each entry averaged 60.27 words ($SD = 28.66$). Among the English majors and students in ESL situations (all of the students outside of Japan), the average student made 5.75 written entries ($SD = 3.78$), about the same as in Japan; but the length of each entry was about twice as long, averaging 117.25 words ($SD = 76.84$). The questionnaire found that majorities of students in every class and every country had generally positive attitudes toward the Facebook activity.

In this presentation, the makeup of the classes (average TOEIC scores, etc.), the set-up of the project, and the activities-responses from the students will be explained in detail. Members of the audience will have ample time to ask questions and express opinions.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Research trends

Examining the conditions of using an English movie with subtitles

Toshiko Koyama, Takaaki Okura

Osaka Ohtani University

Since the language itself does not cover all features of communication, we make the most use of a various kinds of information from movies when enjoying them. Using eye tracking information enables us to explore how learners interact with different interfaces or obtain information from movies.

We investigated and presented 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 at the last year's Eurocall. As the results, the false beginner seemed not to make use of the information from the English subtitles in order to understand the story of a movie. The student with the intermediate English level appeared to gain the enough information such as body language, gestures, and eye contact by actors in addition to the subtitles and the voices of the movie, on the contrary. We assumed that multiplexed information in a movie might distract learners' attention based on the findings.

Then, this ongoing project attempted to clarify how EFL learners utilize the given information such as a voice, a screen image, and subtitles from movies like the TED Talks.

The participants of the study were Japanese college students majoring in Education. Given both the results of in-class quizzes and a 45-item cloze test conducted in advance, their English proficiency levels ranged from intermediate to false-beginners. A movie used in the study was some presentations from the TED Talks.

The study was conducted in the three conditions, with English subtitles and voices, with English subtitles, and without English subtitles and voices. First, the differences in the point of gaze of some scenes of the movie in the three conditions were collected using the Tobii Eye Tracker, and then, their recorded eye movements have been compared. And then, their comprehension of each story of the presentations has been checked.

Based on the findings of the project, we would like to establish a learning model using English movies in class effectively.

Student created media projects for peer grammar teaching in EFL

Carlee Arnett¹, Harriett Jernigan²

¹University of California-Davis

²Hochschule Magdeburg-Stendal

Thu 29 Aug

12:30–13:50

FOYER DU LAC, AULA

MAGNA

Poster

SLA

Many language teachers have experimented with having students present a grammar point to their peers with the understanding that a person really learns something when they teach it. The practice of peer teaching also shows students that teaching is not the same as presenting (c.f. Bradford-Watts 2011). There is a large stream of research that focuses on peer editing in various environment and how this benefits L2 writing (cf. Rouhi & Azizian 2013). These studies are necessary and useful, but this paper addresses peer teaching from the perspective of the student. Specifically, we address how the range of technologies in use today in the foreign language classroom by instructors can be used beneficially by students for the purposes of peer teaching. There are studies on the use of animations and schematic diagrams to teach grammar, but often student production is in the treatment portion of the study and involves drawing on paper or the blackboard in order to work with the material (Roche & Suñer 2016). Again, these are impactful studies that have shown that the use of visuals and animations to teach grammar to be effective. Building on these studies, the question becomes can learners effectively use widely available technologies to create their own grammar lesson? This paper presents a qualitative analysis of a semester long project in which German students learning English at the B2 level created their own explanations of grammar points that they found difficult for their fellow students. From these projects, instructors can learn what students find difficult, how they understand and explain the concept and where they expect their peers to have difficulties. Instructors can also see which media forms students choose for themselves to provide interactional teaching. Learning what think, can help instructors teach grammar with more knowledge of how students understand (or don't) and what media they prefer. Instructors will always have the mandate to choose materials and content for most of the course, but it can be informative to let the students take the lead for one assignment. The current project asked students to choose a grammar point they found difficult and to choose a medium in which to present it. Students chose games, video, twitter and Instagram to teach their grammar point in unique, contemporary and interesting ways. In this paper, we highlight some of the unique presentations of grammar and align the students' work with current theories and best teaching practice of second language acquisition. More specifically, we provide the theoretical rationale for this type of project and show in the students' work how they work in the Zone of Proximal Development (Negueruela & Lantolf 2006), are student centered and engaging with the language in a playful manner.

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

SLA
Task complexity
CAF

Effects of video-based formative practices on EFL learners' public speaking anxiety and language proficiency

Xiaohan Yu, Lili Wang, Yutong Lu, Chunping Zheng
Beijing University of Posts and Telecommunications

This study explores the effects of video-based formative practices on easing English language learners' speaking-related anxiety and improving their target language proficiency in a blended language course at a comprehensive university in mainland China. Using a quasi-experimental research approach, 51 university students in a 16-week course of English as a Foreign Language (EFL) were randomly assigned into two-comparative groups, 25 in the self-assessment-initiated group and 26 in the peer-assessment-initiated group. For the self-assessment-initiated group, they were asked to complete the video-based self-assessment, peer-assessment, teacher-assessment, and video-based self-reflection for three individual public speaking tasks. For the peer-assessment-initiated group, students were required to complete the peer-assessment, video-based self-assessment, teacher-assessment, and video-based self-reflection for the same three individual public speaking tasks. The one-way ANCOVA analysis was conducted based on the data of learners' speaking-related anxiety, English language self-efficacy and public speaking competence in the pre- and post-tests. Results indicated that learners in the self-assessment-initiated group showed significantly lower public speaking anxiety compared with those in the peer-assessment-initiated group. Very interestingly but also on the contrary, learners in the peer-assessment-initiated group showed significantly higher public speaking competence compared with those in the self-assessment-initiated group. Moreover, no significant difference was revealed through learners' self-report language self-efficacy. Learners' reflective journals upon video-based self-reflection were also collected after three rounds of public speaking, and content analysis were used for further understanding the above findings. The qualitative data showed that self-assessment-initiated formative practices helped learners pay more attention to their delivery skills in the public speaking while peer-assessment-initiated formative practices may lead learners to further improve their appropriate use of language. Although learners reported their persistent efforts for improving their public speaking competence and managing their speaking-related anxiety, a majority of the students in both groups were still unconfident in their overall language proficiency. The study sheds light on the potential of different procedures of conducting formative assessment on alleviating learners' public speaking anxiety and improving their competence in public speaking. Related pedagogical implications were proposed at the end.

Testing L1 and FL writing with Internet access: effect on task complexity

Dea Jespersen, Sanne Larsen

University of Copenhagen

Thu 29 Aug

12:30–13:50

FOYER DU LAC, AULA

MAGNA

Poster

Task complexity

The development in modern technologies has led to new types of tests and assessments of new skills (Chapelle & Voss, 2016). Writing is a complex process which requires different skills and cognitive processes when writing in a digital environment with free access to sources (Åkerfeldt, 2014; Leijten, Van Waes, Schriver, & Hayes, 2014; Stapleton, 2012) compared to writing in a traditional setting. Trials with exams with internet access to assess lower-secondary school students' writing proficiency in Danish (L1), English (FL1) and French and German (FL2) have been well received by students and teachers in Denmark (DAMVAD, 2013; EVA Danmarks Evalueringssinstitut, 2016). However, we know little about how internet access affects L1 and FL writing proficiency and behaviour amongst the 15-year old test-takers. The Danish Ministry of Education has wished to incorporate digital information literacy in the traditional writing test by opening access to the internet for the full duration of the exam. To understand what the assessment of writing with internet access implies, my PhD explores the complexity of the task that the students have to solve through a study of their response processes. The project will be based on a mixed methods design using a crossed and nested design where two writing tasks in a paper-based and an IA version will be administered in L1, FL1 and FL2 to ninth-grade FL2 learners of French with a pilot study (N=6) and a main test (N=70). Data from task scores, window tracker logs, key-logs, follow-up recall interviews and student surveys will be used in the analysis. A pilot test will also include screencasting. The project will examine students' perception of the tasks both in terms of mode of delivery and task difficulty. It will shed light on students' use of strategies and digital tools at different writing proficiency levels and across languages (e.g. Do students with a lower writing proficiency use tools that have to do with lexis more often than proficient writers do? How do more proficient writers integrate facts and information found in sources in their texts?). The project also aims to provide a better understanding of how digital information literacy and writing interact (e.g. Can a less proficient writers use digital tools and strategies to compensate for language? Does internet access actually make the task more difficult for students of lower writing proficiency level because the digital environment adds a layer of complexity to an already complex task?).

Thu 29 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

Task complexity

Designing tasks for developing complex language skills and cognitive competence in distance learning of Slovak as a Foreign Language

Michaela Mošafová, Jana Výškrabková

Comenius University, Faculty of Arts, Studia Academica Slovaca

The Slovak language is one of the less commonly taught languages (LCTLs) and its learners worldwide have few options in terms of its study and practice. One of them, however, is the www.e-slovak.sk e-learning platform provided by the Studia Academica Slovaca center at the Comenius University Faculty of Arts in Bratislava, Slovakia. This article summarizes experience from two years of teaching Slovak in two tutored e-learning courses of e-slovak (levels A1 and A2). The article focuses mainly on the tasks contributing to the development of productive communication skills (speaking and writing). We explore to what extent various language learning tasks are efficient in terms of developing complex language skills and engaging students' cognitive skills in accordance with a revised take on Bloom's taxonomy of teaching objectives.

Language exchanges on Facebook: Learners of L2 German and Japanese comment on the usefulness of social media for L2 learning

Axel Harting

Hiroshima University

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

CMC

There is ample research pointing out the benefits of using social media such as Facebook for L2 learning. Not only do social networks offer opportunities for authentic interaction in the L2, but they may also increase learners' motivation by allowing them to engage more meaningfully, collaboratively and affectively in L2 learning.

Most of the research in this field focuses on the use of social media in educational environments. However, comparatively few studies have investigated how learners use social media privately for improving their L2 skills. Yet, there is evidence suggesting that learners make more use of the L2 within private interactions on social media than they do within teacher-controlled communication. Since the use of social media within pedagogical settings might entail social or ethical problems regarding students' as well as teachers' privacy, more research is needed to uncover how students can improve their L2 skills by using social networking privately.

Since social networks offer miscellaneous opportunities for learners to interact with native speakers of the target language, an online survey ($n=210$) has been carried out in order to investigate how Japanese learners of German and German learners of Japanese make use of the network Facebook for their L2 learning. The survey was carried out in May 2018 with the online application limesurvey and pursued the following questions:

- (1) What are learners' incentives of using Facebook for L2 learning?
- (2) What kind of activities / functions of the network do they use for L2 learning?
- (3) How do they rate the effectiveness of the network for L2 learning?
- (4) What difficulties or limitations do they notice?
- (5) Do Japanese learners of German and German learners of Japanese use the network differently?

As the results of the survey suggest, for most participants Facebook is a suitable tool for improving their L2 skills, because it enables them to establish or to maintain social contacts with native speakers, and to have authentic opportunities to express themselves in the L2. As particularly effective activities of the network participants mentioned: reading L2 posts on the newsfeed, writing one's own and commenting on friends' posts, as well as for writing private L2 messages. Most of the survey's participants noted an improvement of their reading and writing skills, as well as an increase of their vocabulary and cultural understanding. No significant differences were detected between the investigated German and Japanese learners.

The poster presentation will illustrate the survey's findings and highlight the potential and limitations of using Facebook for L2 learning. The results are intended to entice discussions how learners who are interested in improving their L2 skills by using Social Networking can be assisted most effectively in this pursuit.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

CMC

Asynchronous online peer judgments of intelligibility: Simple task, complex factors

Suzanne Yonesaka
Hokkai-Gakuen University

Receiving adequate pronunciation feedback is an ongoing challenge for L2 learners. Although instructors remain the most important source of corrective pronunciation feedback (Szyprz-Kozlowska, 2014), learners can also benefit from peer pronunciation feedback (Lord, 2008; Roccamo, 2015), particularly in a CMC environment that allows them to notice features (Gilakjani & Ahmadi, 2011). This poster introduces P-Check (Version2, 2015), a plug-in for Glexa, a proprietary php-based learning management system (LMS) with a strong multi-media focus. P-Check aggregates peer feedback on intelligibility (Derwing & Munro, 2005) during dictation and forced-choice judgment activities in which the hearer chooses which utterance was perceived. This poster explains the functions of P-Check and explores learner and language factors in perceived intelligibility judgments.

P-Check's original functions are: (1) Randomly delivering written prompts to learners, (2) Recording, (3) Randomly delivering recordings to other learners for assessment, (4) Collecting feedback on the quality of recording and on confidence in assessment, and (5) Providing teacher and learners with records of feedback. P-Check supports recognition, dialog, and dictation exercises. After piloting P-Check (Yonesaka, 2017), an additional function was added to allow the instructor to confirm the accuracy of student feedback: (6) Instructor performing P-Checks directly into the system. By comparing learner and instructor responses, feedback accuracy—the focus of the present study—could now be determined.

Participants (N=38) were same-L1 university students enrolled in a Practical English Phonetics course. The language targets were eight segmental contrasts: /b-v/, /s-θ/, singleton-/l-ɹ/, /l-ɹ/ clusters, /æ-ʌ/, /ɑ-ɒ/, /ɑ-ɔʊ/, and /i-ɪ/. After weekly pronunciation instruction, listening discrimination practice, and pronunciation practice, the participants used P-Check to provide peer feedback. Materials were 47 pairs of contrasting dialogs differing in one segmental feature, such as:

Dialog 1 A: He is a good leader. B: Everyone trusts him.

Dialog 2 A: He is a good reader. B: He loves books.

P-Check randomly presented one of the first lines onscreen for the learner to record, then delivered the recording randomly to the learner's peers. The peers listened to the recording and selected the appropriate response, thus making a judgment regarding the intelligibility of the target word. They also indicated whether they were confident in their judgment.

A total of 3451 perceived intelligibility judgments on 1203 recordings were made. The effect of learner factors (confidence, listening ability) and language factors (94 target words nested in 8 contrasts) were explored. Participants were more likely to be confident when rating utterances as intelligible than when rating utterances as unintelligible, and they were more likely to correctly identify intelligible utterances than unintelligible ones. The poster will present these results and suggest other sources of error in intelligibility judgments. In conclusion, even a "simple", narrowly-focused application such as P-Check reveals the complexity underlying L2 pronunciation learning. It is hoped that this poster will inspire developers to create a similar plug-in for open-source learning management systems.

Impact of CMC on L2 learning demotivation: The case of Irish Chinese learners

Chang Zhang

Trinity Centre for Asian Studies, Trinity College Dublin

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

CMC

The evolution of writing tools and methods has a significant impact on the teaching and learning of Chinese as a Foreign Language (CFL). In the context of Irish higher education, though handwriting is still the dominant method in teaching and learning written Chinese, more CFL learning programmes begin to implement Computer-Mediated Communication (CMC), especially among those in which learners study Chinese as a minor subject. In the early stage of learning, the implementation of CMC mainly refers to the use of pinyin (alphabetic phonetic symbols for Mandarin Chinese) input software to keyboard Chinese characters (logographic writing system of Chinese language). In the later stage of learning, it mainly refers to the use of translation engines to facilitate Chinese reading and writing. It is perceived that these methods could reduce learners' difficulty and anxiety in learning Chinese characters, which would further diminish their demotivation in CFL learning in general. However, such effects are not examined by empirical research.

The present research conducted two separate quantitative surveys to investigate the impact of CMC on CFL learners' demotivation. The first survey explores the influence of CMC on the demotivation of learning Chinese characters specifically, while the second one examines whether such implementation affects learners' CFL learning demotivation in general. The result of the first survey suggests that the implementation of CMC is beneficial in reducing learners' demotivation of learning Chinese characters from several perspectives (e.g., the contrast between pinyin and character learning, learners' reduced self-confidence, negative attitude towards character learning). However, such benefits could only be achieved if CMC is implemented in both teaching and assessment, while the teaching and learning pedagogy also needs to be adapted to cope with the new writing tool and method. In comparison, the second survey could not identify any statistical differences among learners who study written Chinese by handwriting, CMC or both. It appears that although the implementation of CMC is beneficial in reducing the demotivation in learning Chinese characters, it is less effective in dealing with the demotivation of learning the Chinese language in general. This contrast in research findings also indicates that learners' demotivation in learning the L2 and their demotivation in learning some specific elements of the L2 could be relatively detached.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster
CMC

Practical Shadowing Activities in class with the reflection of CMC with Filipino teachers

Yasushi Tsubota¹, Yoshitaka Sugimoto², Sandra Healy¹, Kayoko Ito³

¹Kyoto Institute of Technology

²Kyoto Prefectural Nanyo Senior High School

³Koyasan University

We are a team consisting of English teachers at junior high school, high school, and universities who are struggling to introduce CMC sessions with Filipino teachers effectively into their English communication classes. The introduction of the CMC activities is to simply boost the amount of time learners are able to communicate in English due to the lack of opportunities for learners of English as a foreign language. Various research has shown the positive effects of such practices on affective elements like foreign language anxiety. For the development of English speaking proficiency, there is still a lack of research. However, it is not easy to hold the CMC sessions in our institutions due to financial limitations and curriculum constraints and as a result, there are long intervals between sessions restricting the long term effects from those precious experiences.

To maximize the effects of those experiences, regular practice based on the reflections is helpful. So, we are trying to combine shadowing activities in regular classes and the CMC sessions. Instead of using the textbook material, we substitute those sentences with ones which they cannot perform smoothly in their CMC sessions. It is more practical for communication purpose since the sentences are personalized and based on their own experiences. We conducted several rounds of questionnaires on what they report have difficulty saying or what they want to say in the CMC sessions. Examples from 1st year students at junior high school are “It is because”, “It was a good time”, “I will perform better next time”. One of the surprising things is that the contraction it is not listed in English textbooks in junior high school, and the students are interested in this type of language as it is more authentic than the language presented in their textbooks. Other than proper nouns, which are unique to the task or topic, common words or expressions they would like to know are connecting words and greeting expressions. It’s important to remember that even when they know these expressions, they often cannot produce them instantly at the right time and need practice saying them. We are presently sorting and organizing the lists of words and expressions that the students have noted and we will show a detailed analysis of them in the presentation.

To implement shadowing practice effectively, we introduced and examined the data of shadowing practices in high school English classes. To maximize the effect, we use the following order: 1. Mumbling together; 2. Shadowing individually with tablets; 3. Checking their own understanding using the script individually and self-evaluation; 4. Shadowing and checking what they had difficulty saying in pairs and mutual evaluation; 5. Shadowing together. We adopt “prosody shadowing” for parts 1, 2, 4, and “content shadowing” for part 5 as suggested by Kadota (2018). We are now analyzing the evaluations and recordings. A detailed analysis and the linkage between shadowing practices and CMC sessions will be shown in the presentation.

Learners' contacting behaviors in large-scale asynchronous computer-mediated communication and perception of their own learning

Tamao Araki, Kayo Yamamoto
University of Miyazaki

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
CMC

In the environment of English as a Foreign Language (EFL), it is often not easy for one to have enough authentic opportunities to practice their English in their learning process. Although studying abroad is an effective option for learners in the EFL environment, the financial resource often limits the number of those who can get the actual chance to conduct their study in another country. In this context, programs utilizing computer-mediated communication (CMC) are often regarded as an alternative or supplemental to study abroad. Discussing the challenge for what they call “online intercultural exchange”, however, O’Dowd (2011) claims that it has remained an “add-on’ activity” and the program should be “an integrated or ‘normalized’ part of study programs and syllabi at university level”. In the context of Japanese universities, where it is normal that many students take English courses as required subjects, the “scalability” of the online exchange can be prominent when it is to be integrated into curricula and syllabi. In other words, an online exchange program conducted in Japanese universities should be able to accommodate many participants and provide some explicit learning outcomes when it is integrated into the existing curriculum. This study is a preliminary study on how the size of the participants and the ways of their participation could affect their own learning during a large-scale asynchronous computer-mediated communication (ACMC) program. The participation data from 6 rounds of a regular ACMC program held in 2011-2016 for university-level nursing students was used for the study. Each round was conducted for 4 months every year as part of a regular EFL course at a university in Japan with participants from several countries, one of which was Japan. The questionnaire about learner perception of their own learning was also conducted and only the data of the Japanese participants were used for the study. There were two cohorts of Japanese participants, each of which consisted of students of a different university and the data were analyzed separately for each of the two cohorts. The specific index used in the study includes (a) the number of all participants of the program; (b) the number of replies sent by Japanese participants to the other participants; (c) the Japanese participants’ perception of their own intercultural learning, among others. The average number of all the program participants of each round was 305.6 ($SD = 90.13$; an average of 79.8 from Japan). The Japanese participants wrote an average of 32.7 posts ($SD = 7.32$) during each round of the program. The cross comparisons of the index (a)-(b) showed tendencies that (i) the more participants a round had, the more posts each Japanese participant tend to write and that (ii) the more participants, the more highly rated on the (Japanese) participants’ intercultural learning. The qualitative data of the questionnaire are also examined to supplement the tendencies. These results would suggest that the size of the participants of an intercultural ACMC program could be crucial to secure the learners’ opportunity of learning in the program.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

CMC
Corpus

Supporting academic writing through expanded blended and flipped approaches: the student perspective

Signe-Anita Lindgrén, Diane Pilkinton-Pihko
Aalto University

To introduce more flexibility to the schedule and better cater for individual learning needs, we have introduced more online materials and guided self-study units to our English academic writing courses for Master thesis writers. In the proposed paper, we scrutinize student feedback from a course offered to students in the School of Art, Design and Architecture.

The feedback was collected in spring 2019 in three sets in each of three course-runs ($n = 60$): (i) reflections on the forms of working in-class locally (peer work, group mini-discussions, mini-lectures/introductions), in-class online, i.e. remotely (peer-work, mini-discussions, mini-lectures/introductions), and on their own in their own time, asynchronously (guided self-study assignments, various online materials). This feedback was gathered as part of a regular assignment, embedded in a larger reflection task; (ii) a questionnaire with 11 open-ended questions presented in a Word-document to be uploaded to the course learning platform; (iii) an anonymous online survey with 15 statements on a 4-point Likert scale, three statements on a 5-point rating scale, and eight open-ended questions. The first set was collected towards the end of course, the two other sets almost simultaneously at the end. At the start of the course, we also surveyed the students' attitudes to online courses and previous experiences of attending online -English language or other- courses.

In our analyses, we apply quantitative and qualitative methods and, for instance, explore and compare frequency lists and collocations based on the answers given to the open-ended questions.

In the proposed paper, we first present the outline of the course, the rationale for the course development, and the feedback sheets/questionnaires. We then focus on the feedback we received from the students.

Our presentation contributes to the discussion of integrating technologies in language classes, means of collecting feedback, and using student feedback and evaluations for further course development as well as for motivating future students to approach the course with a learning-beneficial mindset.

The course development was partly carried out as an A!OLE (Aalto University Online Learning) project.

Literature circles online: self-directed peer interactions in text comprehension

Euan Bonner, Anna Twitchell
Kanda University of International Studies

Many second language (L2) reading courses use commercially-available graded readers to develop L2 reading skills and fluency. It is common for instructors to plan and manage literature circles to help readers engage with a given text and to foster peer interaction that will deepen comprehension and develop critical discussion skills. However, when L2 readers encounter comprehension difficulties outside the classroom, there may be limited opportunities for those learners to seek help without consulting an instructor. To help connect readers outside classrooms, the presenters created an app for them to engage with their peers at any point during their reading experience. This app focuses on creating online spaces for learners to engage in text-specific literature circle discussions without the need for an instructor or classroom setting. It achieves this via an augmented reality system that recognises book covers and automatically directs learners to these aforementioned spaces. The presenters will first explain the current theory and practices behind the use of literature circles in reading classes, and how their mobile app has digitized this activity. Following this, they will share their current data collected through the app on the types and frequency of peer interactions that learners have engage in over the course of a single graded reader unit assigned in a university-level L2 reading course.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
CMC
MALL

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster
Corpus

GER-FIN-GER business-dictionary

Hans-Joachim Schulze
AALTO-University ESPOO, Language centre

My former colleagues Prof. emer. Liisa Tiittula and lecturer Outi Steuer decided many years ago, to make an online-business dictionary for learners and specialists of German business-language in Finland. After finding a suitable tool for this project, they started in the beginning of the 2000s and 2007 was the first version of GER-FIN ready to publish. In 2013 the whole project came to his end and they could publish GER-FIN-GER.

In 2016 Outi Steuer past away, so 2017 I joined the project and we decided to update the dictionary. Last year we started and during this year we hope to get it ready.

This online-dictionary is very special: it was the first online-dictionary in Finland, it is quite extensive, for most of the words we have example-sentences based on electronic text-corporas (which makes it easier for the users), no volume-restrictions and numerous links.

Many universities in Finland are offering this online-dictionary to their students for free.

With my poster I would like to introduce this project, especially to teachers for German language but also to all other teachers.

Modeling Data-driven learning effects through the properties of the learning aims: a combined view of frequency and L1 congruency in collocations

Luciana Forti

University for Foreigners of Perugia

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Corpus

Data-driven learning (DDL) is known as the language learning approach based on the direct use of corpus data in the classroom. The effects of the approach have been investigated in relation to a wide number of variables (Mizumoto & Chujo, 2015; Boulton & Cobb, 2017), but with only limited attention to the different properties characterising the learning aims in general, and collocations in particular (Lee, Warschauer, & Lee, 2018).

This poster presents a study seeking to analyse the role of DDL in collocation learning through a combination of variables: how does L1 congruency combined with frequency influence second language collocation learning, in the comparison between a DDL and a non-DDL pedagogical approach?

To address this question, we conducted a study in the context of Italian language courses held at the University for Foreigners of Perugia, Italy. The participants in the study were 123 Chinese students of Italian, divided into 8 classes. The study was based on a between-groups design, with 4 classes being exposed to control materials, and 4 classes being exposed to experimental materials. A set of 64 Italian verb + noun collocations was identified according to a combined learner corpus and reference corpus analysis (Spina, 2014, 2017), and categorised as congruent or incongruent with Chinese by two expert native Chinese speakers. The collocation set was then used to develop DDL and non-DDL pedagogical materials, which were integrated into eight 1-hour lessons taught over 8 weeks. It was also used to build a phraseological competence test to collect data at 4-week intervals. The last administration of the test took place four weeks after the end of the lessons, in order to investigate retention rates in both groups.

The collected data was analysed through mixed-effects modeling (Gries, 2013; Linck & Cummings, 2015) in order to build a predictive model of DDL effects, integrating learning patterns over time and the collocation properties of L1 congruency and frequency.

Preliminary findings indicate that incongruent collocation attract significantly higher predicted probabilities of accuracy in both conditions. U-shaped learning patterns emerge for both congruent and incongruent collocations, and in both DDL and non-DDL conditions, with the exception of incongruent collocations in the DDL condition: in this case, in fact, the pattern is linear, with the final data collection point exhibiting better predicted probabilities of accuracy, and thus, no loss in language gain compared to the previous data collection point. Overall, the preliminary findings suggest that frequency dominates over congruency in terms of influencing collocation learning over time, especially in relation to retention rates.

REFERENCES

- Biskup, D. (1992). L1 influence on learners' renderings of English collocations. In L. Arnaud & H. Béjoint (Eds.), *Vocabulary and applied linguistics* (pp. 85–93). London: Macmillan.
- Boers, F., & Webb, S. (2018). Teaching and learning collocation in adult second and foreign language learning. *Language Teaching*, 51(01), 77–89.
- Boulton, A., & Cobb, T. (2017). Corpus use in language learning: A meta-analysis. *Language Learning*, 67(2), 348–393.
- Choi, S. (2017). Processing and learning of enhanced English collocations: An eye movement study. *Language Teaching Research*, 21(3), 403–426.
- Durrant, P. (2014). Corpus frequency and second language learners' knowledge of collocations: A meta-analysis. *International Journal of Corpus Linguistics*, 19(4), 443–477.
- Gries, Stefan Th. (2013). 50-something years of work on collocations: What is or should be next *International Journal of Corpus Linguistics*, 18(1), 137–166.

- Gries, Stefan Thomas. (2013). *Statistics for linguistics with R: a practical introduction* (2nd revised edition). Berlin: De Gruyter Mouton.
- Lee, H., Warschauer, M., & Lee, J. H. (2018). The Effects of Corpus Use on Second Language Vocabulary Learning: A Multilevel Meta-analysis. *Applied Linguistics*.
- Linck, J. A., & Cummings, I. (2015). The Utility and Application of Mixed-Effects Models in Second Language Research: Mixed-Effects Models. *Language Learning*, 65(S1), 185–207.
- Mizumoto, A., & Chujo, K. (2015). A Meta-analysis of Data-driven Learning Approach in the Japanese EFL Classroom. *English Corpus Studies*, 22, 1–18.
- Pellicer-Sánchez, A. (2017). Learning L2 collocations incidentally from reading. *Language Teaching Research*, 21(3), 381–402.
- Spina, S. (2014). Il Perugia Corpus: una risorsa di riferimento per l’italiano. Composizione, annotazione e valutazione. In Proceedings of the First Italian Conference on Computational Linguistics CLiC-it 2014 & the Fourth International Workshop EVALITA 2014litica (Vol. 1, pp. 354–359). Pisa: Pisa University Press.
- Spina, S. (2017). Learner Corpus Research and the acquisition of Italian as a second language: the case of the Longitudinal Corpus of Chinese Learners of Italian (LoCCLI). Presented at the 4th Learner Corpus Research Conference. Eurac Research, Bolzano.
- Wolter, B., & Gyllstad, H. (2011). Collocational Links in the L2 Mental Lexicon and the Influence of L1 Intralexical Knowledge. *Applied Linguistics*, 32(4), 430–449.
- Wolter, B., & Yamashita, J. (2015). Processing collocations in a second language: A case of first language activation? *Applied Psycholinguistics*, 36(05), 1193–1221.
- Yamashita, J., & Jiang, N. (2010). L1 Influence on the Acquisition of L2 Collocations: Japanese ESL Users and EFL Learners Acquiring English Collocations. *TESOL Quarterly*, 44(4), 647–668.

Vocabulary ordering in text-driven historical language instruction: Sequencing the Ancient Greek vocabulary of Homer and the New Testament

James Tauber

Eldarion

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Corpus

Beginner-intermediate instruction in historical languages is often focused on achieving coverage of authentic text as soon as possible. Sometimes, particularly in the case of inductive approaches, real text is used from the outset. Vocabulary sequencing then, is heavily based on frequency within a subset of texts as well as the overall corpus available for the language.

Coverage is often reported in terms of proportion of text tokens with a known lemma. In the case of the Greek New Testament, this leads to statistics such as the most frequent 100 words accounting for 66% of the text. If, instead of individual word coverage, however, we consider the goal to be 95% coverage of the lemmas in, say, a verse, then learning the most frequent 100 words gives us coverage of only 0.6% of the text.

We make use of a lemmatised and syntactically parsed text of the Greek New Testament and of the Iliad and Odyssey of Homer to evaluate vocabulary coverage using different target granularities: individual words, phrases, clauses, sentences, and larger narrative units. We introduce a metric for evaluating vocabulary sequences relative to a choice of target granularity and coverage within those units.

Although a perfect optimal ordering based on this metric is computationally intractable (and equivalent to the well-known “traveling salesman problem”), we illustrate a number of algorithms that achieve results better than a mere frequency ordering. Intuitively this is because lower frequency items in a target unit may be introduced earlier in order to facilitate reading of that unit sooner.

Finally, we explore how other information such as morphology can be incorporated into the evaluation metric to more accurately model the information necessary to read a particular text and therefore how to better sequence the texts and the vocabulary within them.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Corpus
ICALL
MALL

A STANAG-based CALL for military personnel: materials for vocabulary learning and reading in English

Sayaka Kamio

National Defense Academy of Japan

A STANAG-based CALL for military personnel: materials for vocabulary learning and reading in English as second language

Introduction: This research presents the CALL materials designed to develop vocabulary size and reading proficiency specifically for military personnel who learn English as second language. As for the English proficiency in the military personnel, The North Atlantic Treaty Organization has established the standard of English proficiency level, which called as STANAG 6001. The STANAG 6001 sets definitions of four proficiencies (i.e. listening, reading, speaking, and writing) and achievement criteria (5 levels). Though the STANAG has showed the detail of learning goals, it has not provided the exact learning materials or tasks in order to achieve academic success. Rather, it is each nation's responsibility to develop the curriculum and course materials which meets needs and cultural background in each country. In order to develop English proficiency in Japanese cadets, this study develop the CALL material to study vocabulary and improve reading proficiency. **Method:** First, building the corpus of open sources (military related sources and general sources), the target vocabularies were extracted. Second, based on the assessment criteria of the STANAG 6001 and the extracted vocabulary, the sample tests of reading were developed, which were corresponding to intermediate levels in the STANAG 6001. Third, the validity and reliability of the sample tests were calculated. After that, the materials of learning vocabulary and reading were developed using authentic language sources. **Results and Discussion:** The target vocabularies ($N=1,000$) were extracted and sample tests and reading materials were developed. At the EUROCALL, the detail of the vocabulary, sample tests and reading materials will be presented. Pedagogical implication for practitioners and researchers will be also discussed.

A slew of activities to explore quantity approximation in Dutch, English and French

Sylvie De Cock¹, Philippe Hiligsmann²

¹Centre for English Corpus Linguistics, UCLouvain

²Valibel, UCLouvain

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Corpus
MALL

Quantity is one of the basic notions of human existence on a par with time and place. The expression of quantity can be precise, as in ‘there were 43 people at the reception yesterday’, or marked by imprecision or vagueness, as in ‘there were about 40 people at the reception yesterday’. As pointed out by McCarthy and Carter (2004) and Goossens (2014), quantity approximation performs several key pragmatic functions in (business and media) discourse (e.g. hyperbolic use, relational functions, distancing function when predicting and estimating quantities). Although the importance of vague language for (business) language students has been highlighted by Koester (2007), its treatment in English reference tools and language textbooks tends to be very limited (De Cock & Goossens 2012).

This poster sets out to present a Moodle self-study course that is currently being developed at the Université catholique de Louvain based on Goossens’s (2014) corpus-driven comparative study of quantity approximation in three languages frequently used in the workplace in Belgium, namely Dutch, English and French (e.g. ‘a slew of companies’, ‘up to 25,000 people’; ‘minstens een veertigtal locomotieven’, ‘een slordige 1000 euro’; ‘dépassent allégrement 10%’, ‘pas moins de 125 000 profils’). Findings from the study, which made use of both comparable and translation corpora of (business) news reporting, serve as the starting point for a whole range of activities designed to help students (1) decode and interpret expressions of quantity approximation, (2) extend their linguistic repertoire of linguistic devices expressing quantity approximation (including their typical collocational patterns and any relevant grammatical characteristics), and (3) explore translation equivalents in the three languages. In addition, the activities also provide bite-size and contextualised information about, for example, the various functions of quantity approximation and some of the preferred word classes used to approximate quantity in Dutch, English and French.

The Moodle course will be made available to students from a series of language and/or business oriented programmes including translation studies, modern languages, multilingual business communication, MBA, economics and international relations.

REFERENCES

- De Cock, S. and D. Goossens (2012) The treatment of quantity approximation in reference grammars and business English textbooks. Paper presented at the TaLC10 conference, Warsaw, 12–14 July 2012.
- Goossens, D. (2014) Quantity approximation in Business Language. A Contrastive, Corpus-driven Approach (Dutch, English, French). Unpublished PhD Thesis, Université catholique de Louvain.
- Koester, A. (2007) ‘About Twelve Thousand or So’: Vagueness in North American and UK Offices. In Cutting, J. (ed.) *Vague Language Explored*. New York: Palgrave Macmillan: 40–61.
- McCarthy, M. and Carter, R. (2004) ‘There’s Millions of Them’: Hyperbole in Everyday Conversation. *Journal of Pragmatics* 36(2): 149–84.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

Inclusion
MALL

GLOBISH: Promoting digital literacy and closing the educational gap through the use of a global project

Tal Levy
Ruppin Academic Center

In our pre-academic, college preparation course, in EAP, in addition to teaching English language proficiency, we are committed to teaching our students digital skills, since they will need to develop their digital literacy as future professionals. Among the most effective digital materials we use is the 100 People Project. This project focuses on ten global issues, which will affect the lives of all global citizens in the future, “Having digital literacy ...; includes a large variety of complex skills such as cognitive, motoric, sociological, and emotional” (Eshet-Alkali & Amichai-Hamburger, 2004: 421) that are necessary for the effective use of digital environments. According to Warschauer (2007), digital technologies have an immense impact on learning and literacy.

Technology is a key element to learners’ autonomy and mobile devices are not less important in this respect. In this teaching arena students are encouraged to use digital personal devices (DDPs).

As Peacock writes, “...teachers now adapt... empowering students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts.”

We have found that the focus on relevant global issues is extremely motivating. Our students gain proficiency in digital skills as well as the English language. The learning experience becomes more meaningful, as students are allowed to focus on their particular areas of interest and select their own reading materials in English.

REFERENCES

- Eshet-Alkali, Y. & Amichai-Hamburger, Y. (2004). Experiments in Digital Literacy. *CyberPsychology & Behavior*, 7(4), 421-429.
- Peacock, M. (2013). Forward. In *Innovations in learning technologies for English language teaching* (G. Motteram, Ed.). British Council, p. 2. Retrieved from: http://www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf
- Warschauer, M. (2007). The paradoxical future of digital learning. *Learning Inquiry*, 1, 41-49.

The use of digital media in the Russian language classroom: an empirical research project conducted in the German-speaking countries Austria, Germany and the region South Tyrol

Sonja Bacher
Innsbruck University

The present work-in-progress study concerns itself with issues of implementing digital media into the Russian language classroom at secondary schools in the German-speaking countries Austria, Germany and the region South Tyrol.

Although new communication technologies seem to be omnipresent in everyday life (cf. Feierabend et al. 2017: 52, Bos et al. 2016: 29, Biebighäuser 2013: 59) and school syllabi as well as educational decrees require foreign language teachers to implement digital media into their teaching (cf. BMB 2018, BMBF 2014), they have not yet been consistently employed in the foreign language classroom (cf. Feierabend et al. 2017: 53, Bos et al. 2016: 82, Biebighäuser et al. 2012: 7). According to Roche (cf. 2008: 60), the question is not whether or not digital media should be used but rather how they should be implemented to provide for an added value to the learning process.

Based on the above-said, this status-quo study aims at investigating the kinds and frequency of digital media employed and the specific purposes they are used for in the Russian language classroom. Furthermore, the current study is meant to examine the satisfaction level of Russian language teachers regarding the teacher training education received in the field of digital media and the media literacy of learners and teachers of Russian (cf. Vuorikari et al. 2016, Celot 2015). The fact that there are little empirical data available in this field regarding the school subject Russian underlines the importance of this status-quo analysis.

The research questions will be answered by triangulating qualitative and quantitative research methods (cf. Treumann 2005). On the one hand semi-structured teacher and learner interviews (cf. Reinders 2005, Mayer 2004) are being conducted, on the other online-questionnaires, primarily containing closed answer-formats, are being administered (cf. Raab-Steiner/Benesch 2012, Kirchhoff et al. 2010). Considering the specifics of each target group, namely secondary school teachers and learners of Russian aged 13-18, two different online-questionnaires and interview guidelines have been developed. The data gained from the questionnaires will be analysed by means of descriptive statistics (cf. Raab-Steiner/Benesch 2012) and those from the semi-structured interviews according to qualitative content analysis (cf. Mayring 2015, Mayring/Hurst 2005). The research design and preliminary results from the questionnaires and interviews will be presented by means of a poster.

REFERENCES

- Biebighäuser, Katrin et al. (eds.) (2012): Aufgaben 2.0: Konzepte, Materialien und Methoden für das Fremdsprachenlehren und -lernen mit digitalen Medien. Tübingen: Narr. (=Giessener Beiträge zur Fremdsprachendidaktik).
- Biebighäuser, Katrin (2013): „Fremdsprachenlernen in virtuellen Welten: Aufgabengestaltung in komplexen multimodalen Lernumgebungen.“ In: Fremdsprachen lehren und lernen 42, 2: 55-70.
- Bos Wilfried et al. (eds.) (2016): Schule digital – der Länderindikator 2016: Kompetenzen von Lehrpersonen der Sekundarstufe I im Umgang mit digitalen Medien im Bundesländervergleich. Münster & New York: Waxmann Verlag.
- Bundesministerium für Bildung (BMB) (ed.) (2018): AHS-Lehrplan für die modulare Oberstufe: Lebende Fremdsprache (Erste, Zweite). Wien. https://www.bmb.gv.at/schulen/unterricht/1p/1p-ahs_oberstufe.html (23/01/2019).
- Bundesministerium für Bildung und Frauen (BMBF) (ed.) (2014): Unterrichtsprinzip: Medienerziehung – Grundsatzverlass. https://www.bmbf.de/ministerium/rs/2012_04.pdf?61ed1f (23/01/2019).
- Celot, Paolo (2015): Assessing Media Literacy Levels and the European Commission Pilot Initiative. Brussels. <https://eavi.eu/wp-content/uploads/2017/08/assessing.pdf> (23/01/2019).

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

MALL
Teacher education

- Feierabend, Sabine et al. (2017): JIM-Studie: Jugend, Information, (Multi)Media. Basisuntersuchung zum Medienumgang 12 bis 19-jähriger in Deutschland. Stuttgart: mpfs (Medienpädagogischer Forschungsverbund Südwest).
- Kirchhoff, Sabine et al. (2010): Der Fragebogen: Datenbasis, Konstruktion und Auswertung. Opladen: Leske & Budrich. (=UTB für Wissenschaft Uni-Taschenbücher Sozialwissenschaften 2245).
- Mayer, Horst (2004): Interview und schriftliche Befragung: Entwicklung, Durchführung und Auswertung. München: Oldenbourg.
- Mayring, Philipp/Hurst, Alfred (2005): „Qualitative Inhaltsanalyse.“ In: Mikos, Lothar/Wegener, Claudia (eds.): Qualitative Medienforschung. Ein Handbuch. Konstanz & München: UVK Verlagsgesellschaft.
- Mayring, Philipp (2015): Qualitative Inhaltsanalyse: Grundlagen und Techniken. Weinheim & Basel: Beltz.
- Raab-Steiner, Elisabeth/Benesch, Michael (2012): Der Fragebogen: Von der Forschungsidee zur SPSS-Auswertung. Wien: Facultas. (=UTB Schlüsselkompetenzen 8406).
- Reinders, Heinz (2005): Qualitative Interviews mit Jugendlichen führen: Ein Leitfaden. München: Oldenbourg.
- Roche, Jörg (2008): Mediendidaktik Fremdsprachen. Ismaning: Hueber.
- Treumann, Klaus (2005): „Triangulation“. In: Mikos, Lothar/Wegener, Claudia (eds.): Qualitative Medienforschung: Ein Handbuch. Konstanz & München: UVK Verlagsgesellschaft.
- Vuorikari et al. (2016): DigComp 2.0. The Digital Competence Framework for Citizens. Strassburg: Council of Europe Publishing.

Positive reinforcement: Keeping students on track within the flipped classroom

Thomas Goetz

Hokusei Gakuen University

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Task complexity

Teacher education

When equipped with a comprehensive e-learning adjunct for required English as a Foreign Language courses, some teachers may initially take a "hands-off" attitude for monitoring student progress. Concurrently, students may calculate their grades without the e-learning component and conclude that non-participation is a workable option. With either of these two attitudes, apathy quickly sets in that can undermine curricular goals. Goetz 2018 shows what a favorable difference Readiness Quizzes make for both students and teachers. The process employed that turned Moodle laggards into students who were up to date with their out of class Moodle assignments is the focus for reflection in light of current practice. Students, all non-English majors fulfilling an academic requirement, were told at the beginning of the semester that access to midterm tests was contingent upon having completed all required Preparation and Review quizzes, carefully chained together in a gateway fashion. Normally, these tasks were to be done outside of class in accordance with a flipped learning approach. Within the first four or so class meetings, it was noticed that weekly participation to this end was not happening. By utilizing an already existing analog point system, students began at a set time receiving points for completing their Preparation and Review quizzes on time. Those who did not and those who were late were not rewarded. This was a favorable departure from a previous approach of naming and shaming Moodle laggards in class. It is argued that this introduction of a positive reinforcement schedule was a sufficient external motivator for most students in completing their work on time. It was also observed that the overall feeling in the class was more positive than negative. Simply having an elaborate e-learning component is no guarantee for full curricular participation. Incorporating other adjuncts into the aggregate, such as a reward system in this case, can make for a class milieu that is more likely to realize curricular goals and contribute to an atmosphere that is more positive for both the learner and the teacher.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

Teacher education

DaF-Tag-Seminar: a two day training seminar for university teachers of German language in Finland and the Baltic states

Hans-Joachim Schulze¹, Stefan Kuzay²

¹AALTO-University ESPOO, Language centre

²Swedish School of Economics HANKEN, Language centre

Since over 25 years the three leading universities for Economic Studies in Finland organize a seminar for teaching German for University language teachers. This cooperation is supported by the Goethe-Institute and the embassies of the German speaking countries. Each year about 40 participants from universities in Finland and the Baltic states attend to this event.

The two day seminar has two different sections: on Friday we have a so called "DACH"-day. This day is dedicated to one of the German speaking countries, Germany, Austria and Switzerland, represented by speakers from both the embassy and companies. In the evening a reception of the respective embassy gives opportunity to network. It is also a chance to meet those colleagues you see rarely, as they are working far off and to exchange experiences.

Saturday is dedicated to the pedagogic and didactic field. Topics are changing annually and the speakers for the seminar and workshop are invited from that country to which the preceding Friday has been dedicated. The seminar contains a theoretic introduction into the theme of the day, followed by workshops. Here the participants cooperate in groups and on different topics. This year's topic will be the use of smart phones, tablets and apps in teaching environments.

In our presentation we aim to introduce this concept of a seminar as an effective tool for teacher education and to report on the most important facts.

The application of badges to encourage greater extensive reading

Thomas Robb

Kyoto Sangyo University

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

OER

Gamification

MReader (<https://mreader.org>) is a free app for tracking students' extensive reading. It is currently being used in over 40 countries, in approximately 300 schools and 100,000 students.

Since its inception, it has had some gamified elements such as a "progress bar" and level promotions, but this year we have implemented further gamified elements based on "Candy Crush" that are planned to stimulate increased reading. To verify this, the number of quizzes taken and the total number of words will be compared to the cohorts of the previous two years.

On Candy Crush, one strategy that used to promote usage is to divide that users into small groups of 80-100 users in the same geographical area. Thus when a user competes, they have a much higher chance of rising to (or near) the top of the leaderboard. Thus, applied to MReader, single classes can be divided into 3-4 smaller groups, for example, which increases the chance for some of the students to succeed.

A variety of "challenges" which result in a badge award, can be created by the school MReader administrator for a period of a week, month or term such as:

- * Who can read the most books at "Level X" this month (or week)?
- * Who can read the most books in the same series and level?
- * Which group can get the greatest cumulative total?

Badges can also be awarded for those who reach or exceed specific targets:

- * Those who have passed 10 or more quizzes without any failures
- * Badge for the student with the highest words read in the previous week
- * Badge for the student with the current highest score
- * Badge for the students who have taken at least one quiz continuously every day
- * Badge for those who have increased their word count by at least 10,000 words in the previous week

We will report on the effectiveness of this scheme for a number of participating schools.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Gamification

Competition to spur motivation to learn technical vocabulary

Shinichi Hashimoto

University of Electro-Communications

Increasing motivation to study vocabulary can be an arduous task for teachers as well as students. One way to increase motivation is to use one of the many free software applications to study vocabulary such as Anki, Memrise, Vocabulary.com, bunpro, and Wanikani. However, even with a technological interface, studying vocabulary alone requires a high degree of self-motivation and determination. Over time, vocabulary building becomes more and more difficult as motivation and determination begin to wane. To address the issue of waning motivation, Quizlet Live is introduced in an ESP course for science and technology majors to add an element of competitiveness to encourage vocabulary learning. Quizlet Live, a component of the Quizlet vocabulary learning application, helps instructors organize students into small groups to compete with other groups in the class. The winning group is the fastest and most accurate at matching a vocabulary word with its definition. One round of the game only takes a few minutes to play, but through this competition, students are able to ascertain their level of mastery of the target vocabulary compared to other students in the class. This noticing effect provides an incentive for students to study in order to be more successful in future competitions. This poster explains the features of Quizlet Live and discusses the pedagogical implications of using it to encourage vocabulary learning. Anecdotal impressions from students about the activity are also reported.

Virtual reality in language learning from educators' perspective: Case study in a Saudi university

Hana Alhudaithy, Nigel Newbutt
University of the West of England

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA

Poster

Gamification

Higher-quality education and more effectively supported learning can be achieved through the use of efficient, effective, appropriate technology. The enhancement of the education system is the primary objective of educational technology (Sarkar, 2012). This case study explores how the higher education sector has adopted learning and communication technology, in particular virtual reality (VR), with regards to Saudi tutors' perceptions towards VR's and their influence on the teaching practice at the Languages and Translation Faculty at King Khalid University (KKU) in Saudi Arabia.

The majority of Western universities today have significantly invested in ICT in general. Therefore, as Alshayea (2012) points out, Saudi higher education standards and students' needs can be met through similar developments in Saudi Arabia. In order to successfully transform the Saudi higher education system, it is essential that the Saudi government looks to the West for inspiration (Alnahdi, 2014), whilst also embracing an approach to changing how the education system is planned that goes beyond simply updating the textbooks used in the classroom (Alfarani, 2016).

This study would adopt a mixed-method research design (quantitative and qualitative approaches) because it safeguards against the inherent limitations associated with the use of one or the other approach. Hence, it is an exclusively qualitative study that is, by definition, in-depth and can be supplemented with the broad and generalizable advantages of quantitative data to affirm reliability and validity and to counter its limitations (Cohen et al., 2011).

The preliminary questionnaire results suggested that most of the academic participants used one or more educational technology tools in their language classes. They also indicated that 96% of the study sample used technology in teaching and intended to continue using it in the future. A further point raised in the results was that there were many factors positively affecting

the use of VR among academic participants, such as ease of use, usefulness, student participation and motivation (Makura, 2014). While the focus group thematic analysis indicated that there were many factors limiting the use of VR in the classroom, in particular, among female lecturers at the languages faculty, including the need to use both traditional teaching methods and VR, since methods that work with some students would not work in the same way with others even in the same context. Other factors include the failure of teaching staff to progress from traditional ways of teaching to using VR, the lack of facilities, the lack of support especially for junior lecturers, the lack of female technicians to serve the female campus directly and finally, cultural issues like female privacy.

Naturally, for VR to be used to its full potential, lecturers and students must be aware of how effectively use VR before the focus is moved to resources. Training and resources need to be in place to ensure this can happen, something that the respondents agreed on, particularly regarding the availability of high-speed internet, immediate support, computers and tablets for lecturers and students.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

Research trends

Effects of HVPT on perception and production of English fricatives by Japanese learners of English

Atsushi Iino
Hosei University

The effectiveness of HVPT (high variability phonetic training) with a cloud based program "English Accent Coach" (EAC) (Thomson, 2017) on EFL Japanese learners' perception and production of North American English fricatives /f/, /v/, /θ/ was investigated. Two groups of participants were engaged in learning with the program in two syllable environment: target consonant + vowels (CV) and target consonant + vowels + consonant (CVC). The training sessions with EAC as perception training in forced-choice identification task was conducted for five weeks. The perception performance in EAC training and production performance in the form of recorded reading aloud for two groups of Japanese participants were measured before and after a 5-week training period using EAC. Recordings were made of both groups of learners' pre-/post training productions of the three fricatives included in sentence forms, which were evaluated by a group of native and Japanese listeners. The overall results confirmed that the perception performance of the participants improved after the HVPT training with EAC and that the training also had a positive effect on their production of the target fricatives.

Change of self-rated can-do statements during one academic semester

Shusaku Kida, Kazumichi Enokida, Shuichi Amano, Kunihiro Kusanagi, Mitsuhiro Morita,

Atsushi Nakagawa, Tatsuya Sakaue, Yuka Takahashi

Hiroshima University

Fri 30 Aug

12:30–13:50

FOYER DU LAC, AULA

MAGNA

Poster

OER

Can-Do Lists have been commonly utilized in foreign language teaching as an effective means of describing and assessing foreign/second language learners' proficiency. The Institute for Foreign Language Research and Education at Hiroshima University developed an original list called "Hiroshima University English Can-Do List" which aims not only to assess students' English proficiency but also to motivate their English learning.

The can-do list is developed as the following procedure: First, students took the Test of English for International Communication (TOEIC) Listening & Reading Test (TOEIC® L&R) and they were divided into eight proficiency bands according to their scores (200-, 300-, 400-, 500-, 600-, 700-, 800-, 900-). Then, they answered a can-do list questionnaire consisting of 100 items (15 items for Reading, 15 for Listening, 15 for Writing, 20 for Speaking, 15 for Interaction, and 20 for Function). The can-do list was established by linking the students' TOEIC scores and 100 questionnaire items.

The list was then implemented into the open-source e-portfolio system "Mahara" with our original plugin. In this e-portfolio system, students input their latest TOEIC scores and select the can-do statement items that they are willing to achieve in the future in the six categories (Reading, Writing, Speaking, Listening, Interaction, and Function). This plugin was designed to return the TOEIC scores to achieve the selected can-do statements, and suggest some learning materials that should help them achieve the given scores.

In our previous research, we conducted questionnaire surveys in which students evaluated the usefulness of the can-do list and the plugin for their English learning, and the results were quite positive. Our another previous research examined students' perception of suggested learning materials, and demonstrated that they perceived them useful and helpful for their English learning. However, the previous research did not examine the time course of students' selections of the can-do statements.

The present study, thus, conducted two can-do questionnaire surveys at the beginning and the end of one academic semester. The participants in this study were 158 Japanese university students who were enrolled in two liberal arts English courses focusing on English listening and writing during the semester. Data from 152 students with no missing data were analyzed. The results clearly demonstrated that their self-assessed can-do ratings become higher specifically in the categories of Writing and Function, but did not change in others. This result suggests that learning contents in courses may affect the students' can-do ratings.

Fri 30 Aug
12:30–13:50
FOYER DU LAC, AULA
MAGNA
Poster

OER

Moodle and CEFR-informed, timed, extensive, EFL writing task management

Bob Gettings
Hokusei Gakuen University

Most EFL writing training is intensive, with a focus on accuracy, editing and style. For example, students might learn how to write an academic essay, a thesis or business correspondence. Detailed feedback and grading by the teacher are also crucial. A great deal of traditional, tertiary academic or business writing training is focussed on communication at a B1 or higher CEFR level.

Extensive writing, like extensive reading, focuses on quantity, variety and fluency. Students write a lot, in a variety of genres about a multitude of topics in order to quickly express their ideas the best they can. Task completion and communication are crucial. Extensive writing does not emphasise accuracy, editing or grading.

Free writing, blogging, online exchanges or creative writing are examples of untimed extensive writing tasks where students work at their own pace to express themselves, usually focussing on one lengthy or continuing communication task. Timed extensive writing, on the other hand – focussed, brief writing tasks, usually from five to thirty minutes each – finds its extensiveness in the repetition of a multitude of shorter tasks. For example, instead of asking students to write one 250 word essay, they might be asked to complete five or ten, ten minute, timed, fifty word writing tasks.

Extensive writing de-emphasises grading so teacher, student and institutional attitudes towards the written word, and especially towards feedback and evaluation of the written word, have to change in order to make an extensive writing program successful. What are student attitudes towards extensive writing? What kind of assignments work best? What and how much feedback should be given? How should we evaluate extensive writing assignments? How can extensive writing be made effective by the presentation of tasks?

Short, extensive writing tasks are particularly appropriate at the CEFR A1 to B1 levels, for example (Council of Europe, 2001): writing a simple postcard or filling out forms (A1); writing short, simple messages related to requests or thanking someone (A2); and writing short, simple texts about familiar topics or personal experiences (B1). Designing and managing this multitude of short tasks presents a number of challenges to the teacher.

This poster presentation will explore the use of Moodle's Essay (auto grade) question format in managing and grading CEFR-informed (A1 to B1) EFL writing tasks. In particular, the creation of writing prompts that make use of the Moodle "Essay (auto grade)" question format will be emphasized. The auto grade function of the question type has particular advantages and drawbacks that the teacher should be aware of when designing effective writing prompts.

The presenter will share methods of creating writing prompts, giving feedback and evaluating student achievement managed with Moodle and Google Documents. Participants will be encouraged to test, download and share extensive writing instructional materials from the presenter's website.

REFERENCES

Council of Europe (2001). CEFR Self-Assessment Grid. Available at http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html

Author Index

- Al-Amri, Shua'a, 190
Alanen, Kaisa, 198
Alfter, David, 178
Alghammas, Abdurazzag, 98
Alhudaithy, Hana, 259
Aljohani, Sara, 55
Allen, Christopher, 199
Alm, Antonie, 45
Amano, Shuichi, 261
Andersen, Kent, 22
Andujar, Alberto, 119
Anzai, Yayoi, 52
Araki, Tamao, 243
Arhar Holdt, Špela, 163
Arnett, Carlee, 235
Artieda, Gemma, 114
Athanasopoulos, Georgios, 174
Avgousti, Maria, 69
Azzouz Boudadi, Nadia, 48
- Babakov, Nikolay, 217, 221
Bacher, Sonja, 253
Bahous, Rima, 68
Ballier, Nicolas, 100, 124
Barcena, Elena, 76
Barco, Gabriela, 90
Bauer, Ciarán, 140
Bédi, Branislav, 109
Benabdellah, Amira, 117
Benini, Silvia, 59, 95
Bercuci, Loredana, 96
Berggren, Jan, 29
Berns, Anke, 40
Bibauw, Serge, 78
Bilki, Zeynep, 179
Blake, John, 220
Blanpain, Kristin, 161
Bonch-Osmolovskaya, Anastasiya, 221
Bonner, Euan, 245
Borthwick, Kate, 13
Boulton, Alex, 9, 131
Bouyé, Manon, 100, 124
Bradley, Linda, 68
Broisson, Zoe, 174
Browne, Charles, 10
Brückner, Stefan, 181
- Brudermann, Cédric, 137
Bružová, Gabriela, 80
Buendgens-Kosten, Judith, 50
Bulantová, Barbora, 164
- Canals, Laia, 132
Cardoso, Walcir, 41, 173
Cargill, Marion, 169
Castrillo, M. Dolores, 76
Castro, Edson, 40
Caws, Catherine, 9, 89
Chang, Ching-fen, 75
Chang, Heejin, 194
Charitos, Stéphane, 133
Chekmacheva, Oxana, 221
Chen, Mei-Hua, 210
Cheng, Jinhua, 90
Cheng, Li, 128, 209, 225–227
Chitez, Madalina, 96
Christodoulides, George, 222
Christoforou, Maria, 92
Chua, Cathy, 109
Clayton, John, 67
Clements, Bindi, 114
Clifford, Elisabeth, 129
Colpaert, Jozef, 9, 108
Colpitts, Bradley DF, 202
Concheiro, Pilar, 147
Corino, Elisa, 146
Cornillie, Frederik, 50, 115
Cottam, Chad, 27
Cotter, Matt, 196
Cotter, Matthew, 110
- David, Catherine, 93
De Cock, Sylvie, 251
De Wachter, Lieve, 161
Dekker, Peter, 163
Delforge, Carole, 36, 82
Desmet, Piet, 78, 87, 115
Deville, Guy, 154
Devitt, Ann, 140, 150
D'Hertefelt, Margot, 161
Dickinson, Paul, 231
Dizon, Gilbert, 63, 218, 219
Dodero, Juan Manuel, 40
Domanchin, Morgane, 84

AUTHOR INDEX

- Dong, Liu, 128, 209, 225–227
Dong, Shixin, 209, 225–227
Dumortier, Laurence, 154
Dunn, James, 191

Eggermont, Carmen, 156
Elen, Jan, 5
Emke, Martina, 153
Enokida, Kazumichi, 229, 261
Eremina, Olga, 221
Erent, David, 90
Ernest, Pauline, 153
Ershova, Elizaveta, 207
Espejel Nonell, Olivia, 147

Fairon, Cédrick, 87
Falkenauer, Anne, 30
Fenix, Karine, 12
Fievez, Isabeau, 115
Forti, Luciana, 42, 247
Foucher, Anne-Laure, 24
François, Thomas, 78, 87, 93
Frankenberg, Ana, 130
Frazier, Erin, 53
Fuchs, Carolin, 26

Gaillat, Thomas, 100, 124
Gala, Nuria, 93
Gao, Mengya, 86
Generalova, Sophya, 207
Germain-Rutherford, Aline, 153
Gettings, Bob, 262
Gettings, Robert, 36
Giannikas, Christina Nicole, 73, 195
Gillespie, John, 81
Gilquin, Gaëtanelle, 123
Gimeno-Sanz, Ana, 9, 168
Giralt, Marta, 59, 95, 113
Giupponi, Luca, 141
Godwin-Jones, Robert, 188
Goetz, Thomas, 255
Goetze-Wake, Sylvia, 159
Gong, Enze, 221
Gonulal, Talip, 206
Gouverneur, Céline, 120
Gouyette, Samantha, 159
Granger, Sylviane, 102
Grosbois, Muriel, 9, 137
Gruber, Alice, 14
Guély Costa, Eglantine, 83
Guérin, Robin, 174
Gutiérrez-Colón, Mar, 32, 48

Habibi, Hanieh, 109
Hadjistassou, Stella, 69

Hagley, Eric, 196
Hamel, Marie-Josée, 89, 116
Hampel, Regine, 88, 153
Hansen, Dirk, 143
Harel, Efrat, 172
Harmegnies, Bernard, 222
Harrold, Peter, 223
Harting, Axel, 239
Hashimoto, Shinichi, 258
Hauck, Mirjam, 39, 179
Healy, Sandra, 242
Heiser, Sarah, 153
Hell, Anna, 61
Hendry, Clinton, 11, 175
Henin, Véronique, 34
Hiligsmaan, Philippe, 251
Hinkelmann, Don, 57, 110
Hopkins, Joseph, 153
Horton, Christine, 122
Howell, Nick, 217
Huang, Hsiang-ling, 203
Huang, Hsin-Chou, 186
Huang, Tung-ying, 182
Huang, Yizhi, 222
Hubbard, Philip, 9, 58, 108
Husky, Kay, 184

Iino, Atsushi, 260
Ilic, Peter, 187
Ilyukhina, Daria, 221
Irwin, Bradley, 44
Ishii, Makoto, 181
Isupova, Natalya, 221
Ito, Kayoko, 242
Iwata, Jun, 67

Jager, Sake, 39
Jauregi Ondarra, Kristi, 46
Jayathilake, Chitra, 200
Jernigan, Harriett, 235
Jespersen, Dea, 237
Jolley, Kym, 230
Jung, YeonJoo, 180

Kaatari, Henrik, 64
Kaiser, Christopher, 133
Kamio, Sayaka, 250
Kanareva-Dimitrovska, Ana, 126
Karamifar, Banafsheh, 153
Kasami, Naoko, 77
Kassim, Samar, 47
Kayumova, Albina, 192
Kida, Shusaku, 261
Kiforo, Enos, 41
Knight, Tim, 36

- Knorr, Sabrina, 120
 Knutsson, Ola, 200
 Koenraad, Ton, 158
 Korkealehto, Kirsi, 183, 214
 Koyama, Toshiko, 234
 Kramer, Brandon, 144
 Kunikoshi, Aki, 184
 Kurabayashi, Shuichi, 181
 Kusanagi, Kunihiro, 261
 Kusyk, Meryl, 171
 Kuure, Leena, 65, 157, 208
 Kuzay, Stefan, 256
 Kypöö, Anna, 85, 148
- Laffut, An, 161
 Lambacher, Steve, 105
 Lander, Bruce, 36, 138
 Larsen, Sanne, 237
 Larsson, Tove, 64
 Lauer, Joe, 233
 Lees, Michelle, 97
 Lefer, Marie-Aude, 102
 Leier, Vera, 214
 Levy, Tal, 62, 252
 Lew, Robert, 130
 Liakin, Denis, 70
 Liakina, Natallia, 70
 Liaw, Meei-Ling, 99
 Lindgrén, Signe-Anita, 74, 244
 Liu, Zi-Yuan (Mickey), 182
 Loranc-Paszylk, Barbara, 186
 Lorentzen, Andria, 97
 Lu, James, 210
 Lu, Yutong, 236
 Lungu, Mircea, 185
 Lyashevskay, Olga, 71
 Lyddon, Paul, 144
 Lyrigkou, Christina, 151
- Mackay, Jessica, 111
 MacKinnon, Teresa, 189
 Madden, Oneil, 24
 Malá, Markéta, 80
 Manegre, Marni, 32
 Männikkö Barbutiu, Sirkku, 200
 Männikkö, Tiina, 198
 Marriott, Rita de Cássia, 83
 Marsden, Emma, 101
 Martinez-Lopez, Ruth, 109
 Martín-Monje, Elena, 13, 76
 Martins, Claudia Beatriz, 66, 83
 Matthews, Blair, 118
 McGuirk, Chris, 15, 135
 Meshgi, Kourosh, 56, 142
 Meunier, Fanny, 21
- Meurers, Detmar, 4
 Meurice, Alice, 34, 82
 Meurisse, Jean-Roch, 154
 Meyer, Andreas, 181
 Mirzaei, Maryam Sadat, 56, 142
 Montaner-Villalba, Salvador, 14, 152
 Montero-Perez, Maribel, 115, 156
 Morgana, Valentina, 36
 Morita, Mitsuhiro, 261
 Mošaťová, Michaela, 238
 Mota-Macías, Miguél, 40
 Murray, Liam, 59, 95
- Nakagawa, Atsushi, 261
 Nakanishi, Daisuke, 228
 Newbutt, Nigel, 259
 Ní Chasaide, Ailbhe, 107
 Ní Chiaráin, Neasa, 107, 149
 Nic Réamoinn, Susan, 150
 Nicaise, Eric, 205
 Nishida, Toyoaki, 56
 Nishikawa, Megumi, 184
 Nocchi, Susanna, 15
- Ó Dónaill, Caoimhín, 168
 Obari, Hiroyuki, 105
 Obrusnik, Adam, 102
 Ohashi, Louise, 28
 Ohnishi, Akio, 228
 Ohta, Tatsuya, 181
 Okura, Takaaki, 234
 Omer, Ciler, 30
 Orsini-Jones, Marina, 165
 Ozawa, Shinya, 228
- Palovaara, Marjo, 193
 Panteleeva, Irina, 71
 Papadima-Sophocleous, Salomi, 60, 92, 195
 Pappa, Giouli, 60
 Paquot, Magali, 101
 Past, Travis, 202
 Pauli, Maren, 145
 Peeters, Geert, 161
 Peeters, Ward, 97
 Peter, Butcher, 130
 Pilkinton-Pihko, Diane, 74, 244
 Pitura, Joanna, 16, 127
 Pleines, Christine, 103, 129
 Plonsky, Luke, 101
 Pojslová, Blanka, 170
 Priego, Sabrina, 99
 Pujolá, Joan-Tomás, 147
 Puranen, Pasi, 176
- R. Jablonkai, Reka, 49, 139

AUTHOR INDEX

- Raes, Annelies, 156
Rasti Behbahani, Amin, 54
Rawson, Thom, 196
Rayner, Manny, 109
Rees, Geraint, 130
Révész, Andrea, 3
Richardson, David, 199
Riekki, Maritta, 208
Robb, Thomas, 18, 257
Roberts, Jonathan, 130
Rodríguez, Nina, 40
Roloff Rothman, Jennie, 53
Rontu, Heidi, 176
Ross, Gary, 197
Rubesch, Troy, 27
Ruivivar, June, 175
Ruiz-Rube, Iván, 40
Ryynänen, Oona, 40
- Sadykova, Gulnara, 192
Şahin Kızıl, Aysel, 155
Sakaue, Tatsuya, 261
Šandrih, Branislava, 163
Sarré, Cédric, 137
Satar, Müge, 179
Sato, Yukiko, 181
Sauro, Shannon, 39, 50
Schiepers, Mariet, 51
Schoonheim, Tanneke, 163
Schulze, Hans-Joachim, 246, 256
Schwab, Gotz, 172
Sekiguchi, Sachiyō, 167
Selwood, Jaime, 36, 224
Sénécal, Anne-Marie, 41
Sergienko, Aleksandr, 207
Sevenants, Ken, 161
Shahbazi, Maryam, 54
Sharma, Nirwan, 130
Sheepy, Emily, 11
Shiobara, Frances, 160
Shouma, Amira, 173
Shudong, Wang, 67
Simões Andrade, Alexandra, 17, 35
Simpkin, Andrew, 100, 124
Sousa, Annanda, 100, 124
Stearns, Bernardo, 100, 124
Stickler, Ursula, 9, 153
Stone, Adam, 47
Sugimoto, Yoshitaka, 242
Sundberg, Ross, 104
Suner Munoz, Ferran, 143
- Tack, Anaïs, 87, 93
Takahashi, Yuka, 261
Tanaka, Hiroya, 228
- Tanaka-Ellis, Nobue, 9, 167
Tang, Daniel, 63
Tauber, James, 249
Thanyawatpokin, Benjamin, 219
Thomas, Hilary, 129
Thompson, Sophie, 101
Thouësny, Sylvie, 12
Tiittanen, Hannele, 193
Timoshina, Daria, 232
Todirascu, Amalia, 169
Tragant, Elsa, 111
Tsai, Chi-Ting (Robert), 182
Tschichold, Cornelia, 134
Tsubota, Yasushi, 242
Tumelius, Riikka, 65, 157
Turpin, Mark, 50
Twitchell, Anna, 245
Tyers, Francis, 217
- Udehyne, W.A. Piyumi, 200
Urano, Ken, 228
- Vafina, Alsu, 192
Van de Vyver, Julie, 36, 82
Van der Veken, Joeri, 50
van Engen, Jeroen, 185
Van Gorp, Koen, 141
Van Nuffel, Helena, 51
Van Reet, Marie, 34
Vandommele, Goedele, 177, 204
Vašků, Kateřina, 80
Vehamaskoski, Kari, 193
Verlinde, Serge, 161
Villalobos-Buehner, Maria, 106
Vinagre, Margarita, 113
Vinogradova, Olga, 71, 207
Volodina, Elena, 178
Výškrabková, Jana, 238
- Waddington, David, 41
Walaszczuk, Julie, 30
Waldman, Tina, 172
Walsh, Rupert, 112
Wang, Hongfei, 149
Wang, Lili, 236
Wang, Mengdi, 140
Waragai, Ikumi, 181
Ward, Monica, 85, 212
Werner, Lissy, 40
Werner, Maristela, 66
White, Jeremy, 211
Winchester, Susanne, 129
Windeatt, Scott, 194
Winspear, Sarah, 213
Witkin, Neil, 47

AUTHOR INDEX

- Wu, Guanzhen, 128, 209, 225–227
Wu, Junjie Gavin, 31
Wu, Yi-ju (Ariel), 182
- Xerou, Eftychia, 92
Xu, Lingyu, 86
Xu, Qi, 33
- Yamamoto, Kayo, 243
Yamashita, Iwao, 193
Yamauchi, Mari, 36, 166
Yamauchi, Yutaka, 184
Yao, Jigang, 226, 227
Yokoyama, Etsuko, 193
- Yonesaka, Suzanne, 240
Young, Anthony, 91
Yu, Xiaohan, 86, 236
- Zangara, Giac, 30
Zarrouk, Manel, 100, 124
Zhang, Chang, 241
Zhang, Danyang, 31
Zhang, Qiang, 56
Zhao, Dan, 23
Zheng, Chunping, 86, 236
Zhu, Zhu, 128
Zingano Kuhn, Tanara, 163
Zviel-Girshin, Rina, 163

Topic Index

Thematic strands of the conference:

- CAF: Complexity, accuracy, fluency framework of proficiency in CALL.
- CMC: Computer-mediated communication and telecollaboration.
- CORPUS: Corpora and language learning.
- DIGITAL LITERACIES: Digital bi- and multi-literacies.
- GAMIFICATION: Digital game-based learning, virtual reality and gamification.
- ICALL: ‘Intelligent’ CALL and natural language processing applications in CALL.
- MALL: Mobile assisted language learning.
- OER: Open Educational Resources and practices.
- RESEARCH TRENDS: Research trends in CALL.
- SLA: SLA principles in CALL.
- TASK COMPLEXITY: Task complexity in CALL.
- TEACHER EDUCATION: Teacher education and professional development in CALL.

- CAF, 4, 48, 71, 80, 93, 116, 124, 134, 137, 156, 164, 167, 171, 217, 221, 236
- CMC, 24, 26, 32, 39, 46, 52, 59, 66, 74, 84, 91, 98, 99, 106, 113, 117, 119, 126, 128, 132, 133, 140, 147, 157, 165, 172, 179, 186, 193, 196, 200, 239–245
- Corpus, 10, 11, 42, 49, 55, 62, 64, 71, 80, 93, 96, 100–102, 109, 116, 123, 124, 130, 131, 139, 142, 146, 154, 155, 163, 170, 175, 178, 182, 205, 207, 210, 244, 246, 247, 249–251
- Digital literacies, 21, 50, 56, 57, 77, 82, 89, 95, 138, 176, 194, 223
- European project, 22, 39, 46, 50, 89, 100, 158
- Gamification, 14, 15, 18, 27, 35, 41, 47, 53, 54, 56, 60, 67, 75, 86, 92, 99, 135, 143, 150, 191, 231, 257–259
- ICALL, 4, 63, 70, 78, 87, 100, 105, 107, 114, 116, 124, 142, 149, 161, 163, 169, 178, 185, 197, 203, 207, 212, 218–222, 224, 250
- Inclusion, 22, 44, 61, 68, 76, 85, 135, 191, 233, 252
- MALL, 14, 17, 18, 23, 27, 28, 30, 31, 33, 35, 36, 40, 41, 44, 51–53, 62, 69, 82, 104, 105, 110–112, 115, 138, 143, 145, 148, 151, 152, 158, 166, 173, 174, 180, 181, 187, 197, 198, 203, 206, 209, 211, 223–233, 245, 250–253
- MOOC, 13, 16, 129, 165
- OER, 22, 30, 57, 76, 89, 101, 120, 154, 185, 189, 192, 213, 221, 230, 257, 261, 262
- Research trends, 9, 12, 16, 27, 44, 45, 57, 77, 81, 85, 88, 101, 103, 108, 110, 118, 123, 127, 171, 173, 188, 208, 214, 234, 260
- SLA, 21, 22, 51, 61, 78, 101, 103, 127, 144, 170, 171, 174, 177, 184, 198, 202, 204, 207, 220, 222, 233, 235, 236
- Task complexity, 3, 34, 50, 54, 84, 143, 159, 178, 190, 231, 236–238, 255
- Teacher education, 29, 30, 51, 58, 65, 66, 73, 81–83, 89, 90, 95, 97, 99, 118, 122, 133, 138, 141, 148, 153, 157, 158, 160, 165, 168, 172, 179, 183, 185–187, 194, 195, 199, 205, 208, 232, 253, 255, 256