Active Learning Through CALL

JALTCALL
2017

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Welcome!

From the site chair

Welcome to Ehime, Shikoku and to the 'Castle-Town' of Matsuyama. We are very pleased to be hosting this year's conference. First established in 1923 as Matsuyama School of Economics then later Matsuyama College of Commerce, this school obtained university status in 1949. The university has gone through several reforms since then to finally become what it is today with five undergraduate faculties, six departments as well as five graduate school courses. There are four main campuses with the most recent addition being Himata Campus, the site of this conference, which opened in April, 2016.

Himata Campus, our latest and one of the most talked-of facilities in town, is located directly below the town's most iconic landmark, Matsuyama Castle. The castle has a history dating back to 1603. Now, 414 years on, the castle still stands and remains a popular national tourist destination. Although rebuilt in 1854, the castle leaves a lasting impression on all visitors. The imposing view of the castle can be seen from almost all locations in the city and classrooms facing west on campus. Matsuyama University is also located in the historic Bunkyo district, or the district of literature, which is home to a total of five educational facilities (two universities, a high school, junior high school and primary school). This university includes the five main faculties of economics, business, law, pharmaceutics and humanities.

We are proud to be hosting this year's JALTCALL conference held for the first time in Shikoku. On behalf of Matsuyama University, I hope you enjoy your time here at the brand new Himata campus and hope you also find time to visit the castle during your stay.

Bruce Lander
Conference Site-Chair

From the conference co-chairs

On behalf of the conference team and the JALT CALL SIG officers, we would like to welcome all presenters, delegates, and sponsors to JALTCALL 2017 "Active Learning Through CALL." We are delighted to have the 24th Annual JALTCALL SIG Conference at Matsuyama University in lovely Matsuyama, Shikoku this year. We hope you will enjoy the wide variety of presentations focusing on different aspects of educational technology and how it

can encourage learners to take a more active role in their learning. We would like to thank all the presenters for investing so much time and effort into perfecting their presentations. Without their hard work, this conference would not be possible.

Due to unforeseen circumstances, our original Keynote Speaker, Leigh Graves Wolf is unable to attend our conference in person. She has, however, generously agreed to pre-record a presentation that will be shown on Saturday from 12:00 to 12:30. We are nonetheless privileged to have Hayo Reinders, Professor of Education at Unitec in New Zealand, as our new Keynote speaker this year. Professor Reinders is well known in the CALL community and his research through the years has focused on autonomy, technology, teacher education and out-of-class learning. He will be speaking about the Internet of Things and its potential impact on language teaching.

Douglas

Robert

We would also like to welcome Laurence Anthony, Professor of Applied Linguistics at Waseda University, as our Plenary Speaker. His main interests include corpus linguistics, educational technology, and English for Specific Purposes (ESP). He is internationally known for his amazing suite of freeware corpus tools, especially the concordancing and text analysis software AntConc. At this conference, he will be talking about Data-driven Learning and tools that help us to probe language at the rhetorical and discourse levels.

Our volunteer conference team has worked very hard to make this a most successful conference! We hope you have a chance to meet Bruce Lander, our Site Chair, and thank him for all the invaluable effort and energy he has put into organizing the venue. The on-site staff and student interns will try to ensure that everything goes smoothly. We would especially like to thank Matsuyama University for their generosity in providing us with these modern and impressive facilities.

We look forward to seeing you not only during the day at the conference but also at the Networking Reception that will be held after the Keynote Address on Saturday evening. This is a great place to talk to the presenters, meet the Keynote and Plenary speakers face to face, and expand your professional network.

Thank you for coming, and we hope you will enjoy all the presentations.

Douglas Jarrell and Robert Chartrand,
Conference Co-Chairs

Sponsors

CALL would like to thank the following for their generous sponsorship.

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JALT Sponsor: Matsuyama Chapter of JALT

Conference Team

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Pre-Conference Workshops	Paul Daniels
Handbook Editor	Tomonori Ono
Handbook Layout	Paul Mason
Networking Reception	Bruce Lander
Student Help Co-ordinator	Paul Daniels & Bruce Lander

JALTCALL 2017 is the result of the efforts, energies, and input of many people from around Japan and overseas. To the presenters, our commercial sponsors, attendees, and all who have helped, the conference team wants to give you a big THANK YOU!

The Japan Association for Language Teaching

JALT is a large, professional organization with many overseas members. The bi-monthly *The Language Teacher* and twice-yearly *JALT Journal* are two of the many benefits of joining. Further details and contact information are available at http://jalt.org.

Announcements

Live conference schedule

The live version of the conference schedule (http://member.jalt-call.org) provides a list of ongoing and upcoming sessions so you can see what's available at the moment. It is mobile-friendly and convenient, so check it out throughout the conference. You can also favorite presentations so that you can find them easily. You will need to be logged in to the member's site in order to use the live schedule.

Notes for presenters

There will be no PCs provided in any room at this year's conference. This is essentially a BYOD Conference.

Free WiFi is available throughout the weekend. See below for details.

Cables to projectors provided in presentation rooms are all HDMI connectors. If you do not have an HDMI port on your PC please bring a converter. The tech-desk will have several convertors for loan, but only a limited number.

Audio cable and speakers are provided in all presentation rooms.

Posters: Posters will be in room H2E. If you prepare an A1-size poster (594×841 mm), it can be attached to one of the whiteboards in the room using magnets or tape that we supply.

WiFi access

There are two possible WiFi connections available for this conference:

1. Ehime Free WiFi

This is a free city-wide WiFi connection with over 700 hotspot locations city-wide. For more information see here:

https://www.ehime-wifi.jp/en/

Note: There is no password for this service, therefore it may be insecure.

2. Eduroam

Eduroam is a Global Network of university WiFi institutions that logs on to your local institution via the Matsuyama University network. This network is very strong and reliable.

In order to use this system, your institution must already be a member of the global EDUROAM Network.

Japan-based delegates: For a list of Japanese participating universities on this Network see here:

   http://www.eduroam.jp/participants/siteinfo.html

   If your institute is listed you can connect to our WiFi with Eduroam. 日本語の使用者は：https://www.eduroam.jp

Foreign-based delegates: For a list of international participating institutions on this network find the country where you are based here:

   https://www.eduroam.org/where/

   If your institute is listed you can connect to our WiFi with Eduroam, if not then you're only option is "Ehime-Free-WiFi

Note: Log in with Eduroam before coming to Matsuyama and select "Eduroam" from your device on arrival. You will need an individual login and password for every device.

Twitter hashtag: #JALTCALL2017

Please help us share our conference with the Twitter-verse by using our hashtag #JALTCALL2017.

Lunch

There will be two university cafeterias open during the conference.

1. Le Repas ル・ルパ Restaurant
located directly on Himata Campus
Price: ¥650–¥850
Hours: 11:00–14:00 (LO 13:30)
Dishes: Pasta, curry, fried chicken, pizza etc.

2. La Noix ラ・ノワ
Located in the Publisher's Display Room at Himata Campus
Hot Drinks mostly, but with a small selection of bread and sandwiches
Hours: 9:00–17:00 Sat/Sun
See here for a sample of dishes on offer:
http://www.mcoop.com/food/top/food.html

Nearby eateries:
Irohaya Bakers across from main entrance
Udon – a 5min walk from campus (turn left out of campus)
Ramen noodles – 5min walk (turn right out of campus)
Konbini (Convenience Stores) – There are 4 within a short walk from campus, Lawson, 7-Eleven, Circle-K

Cloakroom

You may leave your suitcase and other belongings in the cloak-room, located in H3N. Please make sure you pick up your belongings at the end of the day. If you are attending the Networking Reception, please take your belongings with you. Belongings must not be left in the cloakroom overnight.

While we will do everything possible to safeguard your belongings, JALTCALL and Matsuyama University cannot be held responsible for any loss.

Networking reception

There will be an evening reception on Saturday, June 17th from 18:30–21:00.

Entry to the reception is free to all participants who pre-registered online.

The venue for this reception will be in the university's main cafeteria Carrefour (カルフール). This is a short 5-minute walk away from Himata campus.

There will be plenty of student conference staff to guide you all to this venue after Hayo Reinders's Keynote on Saturday in room H2A.

Reception venue: Carrefour

Souvenir kiosk

There will be a small kiosk selling local edible souvenirs on the Saturday and Sunday of the conference.

This kiosk will be situated in the "publishers' display" room on the ground floor of Himata campus.

This kiosk will be open from 10am – 4pm on Saturday and 10am – 2pm on Sunday.

Post-conference feedback survey

The JALTCALL 2017 Conference Team thanks you for your participation in this year's event. We request that you provide us with feedback on your impressions of the conference by completing the JALTCALL 2017 Post-conference Feedback Survey available at https://www.surveymonkey.com/r/JM5F3HY.The survey should take no more than 5 minutes to complete and will help the Conference Team to continually improve the CALL SIG's events. Your participation is greatly appreciated. Thank you.

Post-conference special issue of the *JALTCALL Journal*

The JALTCALL Conference does not produce a conference proceedings; however, we do produce a post-conference special edition of *The JALTCALL Journal* for our presenters to publish their papers. The deadline for submissions for this year's edition is July 31, 2017. Guidelines for authors and submission procedures are located on our website, http://journal.jaltcall.org/jcjguidelines.html. Direct your questions to the Journal Editor, Glenn Stockwell, at journal@jaltcall.org.

Featured Speakers

Keynote speaker

Hayo Reinders
*Unitec Institute of Technology,
Auckland, New Zealand*

Dr. Hayo Reinders (www.innovationinteaching.org) is Professor of Education at Unitec in New Zealand and TESOL Professor and Director of the doctoral programme at Anaheim University in the USA. Hayo's interests are in autonomy, technology, teacher education and out-of-class learning. He edits a book series for Palgrave Macmillan and is editor of the journal *Innovation in Language Learning and Teaching.* Some of his recent books are on digital games, innovation in language teaching in Japan and task-based language teaching & technology.

Plenary speakers

Laurence Anthony
Faculty of Science and Engineering, Waseda University, Japan

Laurence Anthony is Professor of Applied Linguistics at the Faculty of Science and Engineering, Waseda University, Japan. He is a former Director and the current coordinator of graduate school English in the Center for English Language Education in Science and Engineering (CELESE). His main interests are in corpus linguistics, educational technology, and English for Specific Purposes (ESP) program design and teaching methodologies. He received the National Prize of the Japan Association for English Corpus Studies (JAECS) in 2012 for his work in corpus software tools design, including the development of AntConc, AntWordProfiler, and AntMover.

Leigh Graves Wolf
College of Education, Michigan State University, USA

Leigh Graves Wolf is a teacher-scholar whose work centers around online education, emerging technologies and relationships mediated by and with technology. She has worked across the educational spectrum from K12 to Higher to further and lifelong. She has been a disc jockey, network administrator, teacher, instructional technologist and now professor. She believes passionately in collaboration and community and is currently the Assistant Director of the MSU Hub for Innovation in Learning & Technology, an academic specialist in the Dean's office in the MSU College of Education, and a fixed-term Associate Professor of Educational Technology at Michigan State University. For more information, please access Professor Wolf's Website.

Presentation Abstracts

Abstracts are listed in the order they appear in the schedule. Presentations are divided into the following categories: Keynote, Plenary, Paper Presentation, Show & Tell, Poster and Workshop. Sponsored presentations are identified as such. The room number is shown on the right.

Friday

Session 1

Friday 06:00 pm – 07:20 pm   H2A

Amanda Muller
Flinders University

Creating green-screen educational videos

`Workshop`

Session 2

07:40 pm – 09:00 pm   H2A

Thom Rawson
Nagasaki International University

Using Moodle to improve the language classroom

`Workshop`

Sponsored by Moodle Association of Japan

07:40 pm – 09:00 pm   H2E

Paul Daniels
Kochi University of Technology

Mobile technologies for language learning, an open-space session

`Workshop`

10:00 Saturday

Session 1

10:40

Saturday 10:00 am – 10:30 am   H3D
Bilal Qureshi
Seokyeong University

Helpers, not distracters: Online discussion boards

11:20

Paper

This study examines the effect of online discussion boards on EFL learners' motivation towards writing. The current study is part of a doctoral dissertation conducted on undergraduate EFL writing learners at a university in Korea. Data is collected (n=203) through an attitudinal survey and one-on-one interviews with randomly selected participants. Both the survey questionnaire and the interviews covered three important aspects of EFL writing learners' attitudes specifically: a) their feelings of autonomy, b) their writing improvement, c) enhancing their interpersonal skills. Data analysis suggested that EFL writing learners showed a positive attitude towards online discussion boards for the three categories mentioned. Following the findings given above, a few recommendations are made: (a) That an online interface (e.g. online discussion board) be introduced as an essential component of all EFL writing classes benefiting learners not only in providing pedagogical support through feedback to each other but also in forming a social community for interacting with each other in or outside of the classroom. (b) Learners ought to be encouraged to use their digital devices as a potential resource to enhance their learning. (c) Teachers should encourage learners to participate more in online discussion board communications in order to promote communicative language teaching (CLT).

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Saturday 10:00 am – 10:30 am   H3G
Rich Bailey
Tokai University (Shonan campus)

Quizlet Live: Hacks and tweaks for listening and speaking

Show and tell

4:10

Technology and "gamification" are increasingly popular concepts in language learning, and with almost 100% saturation of Internet-connected devices, there are many possibilities for BYOD (bring your own device) teaching to explore. After being

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introduced to Quizlet Live at JALTCALL 2017, for the last year I have focused on using the free, online, collaborative game from Quizlet, a flashcard-based, study tool (website and smartphone application). In Quizlet Live, teams of three to four students must communicate and negotiate with each other to correctly match a prompt (text, image or sound) with 12 possible answers. Each student's device screen has the same prompt but only three or four of the answers. During extensive use, I have observed students participating with extraordinary levels of motivation and intensity. Discussion with and written feedback from students have confirmed these observations. In this presentation, I will briefly introduce Quizlet Live and how I used it to introduce new content, review for tests, reward the class for positive behavior or outcomes, etc. I will share specific advice and suggestions based on my successes and failures, as well as compare it to similar quiz tools, Kahoot! and Socrative. However, the main focus will be on different hacks and tweaks of flashcard design and game dynamics to incorporate more speaking and listening of content into the game, taking it beyond just text recognition.

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Saturday 10:00 am – 10:30 am   H3E

Stuart Warrington
Nagoya University of Commerce & Business

2:10

The virtual events of English Language Teacher Associations: Where's the Active Learning?

`Paper`

2:50

As a means to provide new services and reach those who cannot afford to pay for and/or attend face-to-face events, more and more English language teacher associations are turning to the use of virtual events such as online conferences and seminars. However, successfully offering of such events has not come without its challenges. Indeed, according to Pilson (as cited in Green, 2015), English language teacher associations are still behind in terms of technological planning and preparation in this area. What is more, the virtual events they offer appear to only succeed in encouraging many of those who join them to be passive attendees rather than active learners (cf. LaBorie & Stone, 2015). To this end, this presentation will examine this current predicament with virtual events offered by English language teacher associations and some of the underlying reasons for it. Thereafter, attention will be turned to what can be done to improve these events so that active learning, as a learner-centred strategy widely promoted in ELT, is ultimately exemplified within them.

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Saturday 10:00 am – 10:30 am   H3H

Stephen Lambacher, James Pagel and Hisayo Kikuchi
Aoyama Gakuin University

ELT instructor attitudes and practices of CALL and MALL

`Paper`

Has the adoption of CALL and MALL in L2 classrooms significantly changed the role of the teacher? Does the incorporation of these technologies benefit the learner or simply satisfy the instructor's need to be up to speed? This presentation attempts to answer these questions and others by reporting on the final stage of a two-year project regarding student and instructor attitudes and usage patterns of computers and mobile devices in L2 learning. The focus of this study is on instructor attitudes and adoption patterns of CALL and MALL technologies in L2 learning. We attempt to achieve this goal, in part, by targeting a survey during a two year period to English language instructors at our university and at others around Japan, the Asia Pacific Rim, and Europe. We also seek to ascertain what the most popular CALL and MALL applications being used are and whether they are having a positive effect both in and out of the classroom. Additionally, we assess instructors' attitudes toward language teaching pedagogical changes implemented at our university, as we move toward more communicative-based classes held in CALL classrooms. The survey results are also discussed in light of emerging theories of autonomous learning and second language motivation.

Saturday 10:00 am – 10:30 am   H3F

Goh Kawai
Hokkaido University

Proficiency of college freshmen can change substantially within an 8-week period

`Paper`

Since 2006, our incoming freshmen (approximately 2550 each year) have taken the same proficiency test during their 1st week of school. Mean scores and variance have remained constant over the last 11 years. In week 9, freshmen take TOEFL-ITP (http://www.ets.org/toefl_itp). Mean scores have steadily risen, while variance has fluctuated somewhat. There is no correlation between week 1 and week 9 scores (r=0.5). Prima facie, one

10:00

would expect strong correlation between scores obtained at 8-week intervals.

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We found that scores change considerably in a brief period due to the following reasons. Many students cram for 3 to 6 months before taking the entrance exam. After taking the exam, some students stop studying, while other students continue. Scores of the former group fall because 3 to 6 months are too brief for language skills to stabilize. Scores of the latter group rise or hold steady, and tend to be retained because of the increased time on task. The size of the latter group has grown steadily over the last 11 years, resulting in higher mean scores for TOEFL-ITP.

11:20

The course objectives are to (a) acquire skills in autonomous learning and time management, (b) establish a foundation for further English language learning, and (c) increase motivation, and plan language learning. Anonymous online surveys taken at weeks 6, 11, and 15 indicate that students judge objective (b) as being met, but not (a) or (c). For (c), we particularly wish to encourage low-performing ELLs, because their scores may improve within a brief period.

12:00

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Saturday 10:00 am – 10:30 am   H3A

Walter Tsushima
University of Fukui

2:10

How an e-learning course can help intermediate level english students reach fluency

Show and tell

2:50

E-learning is gaining momentum as English language curriculum developers and instructors recognize the benefits of incorporating educational technologies into their programs. However, suggestions for selecting and using educational technologies are often not articulated or integrated within curricula. Rather, the implementation and use of technologies is left to the discretion of individual instructors.

3:30

The aim of this presentation is to introduce a new, innovating e-learning platform called, EnglishREACT and provide considerations for planning and including e-learning as an intentional element of English language curricula.

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EnglishREACT was developed to facilitate natural language learning through "comprehensible input" (Krashen, 1981). Research shows that comprehensible input methods are more effective than traditional methods, such as grammar study, drills and speaking practice, for example. Another property of natural language learning is that speech emerges naturally from listening. Research shows that speech is not a skill that is

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10:00 consciously practiced or taught. English learning is an unconscious process, and while it's happening, students are often not aware that it is happening. English fluency frequently occurs from listening alone (Crawford, 1992).

10:40 Using the EnglishREACT e-learning platform, students will discover how to learn with their ears, not their eyes. They will learn how to learn grammar naturally without the "rules" and learn how to speak and react to questions with speed and accuracy. The platform also introduces a unique way to learn vocabulary for increased retention.

11:20

Saturday 10:00 am – 11:10 am   H2B

Charles Browne
Meiji Gakuin University

12:00

High frequency vocabulary lists & the free online tools to exploit them

Workshop

1:30 This presentation will introduce four free corpus-derived word lists that the presenter helped to create as well as 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.

2:10 The New General Service List (NGSL) is a list of core vocabulary words for EFL learners. 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 New Academic Word List (NAWL) is derived from a 288 million word corpus of academic textbooks,

2:50 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 (TSL) is a corpus-derived list of words which occur frequently on TOEIC exams. When combined with

3:30 the NGSL, the TSL's 1000 word provide 99% coverage of words that occur on TOEIC exams and TOEIC test-preparation materials. The Business English List (BSL) 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

4:10 provides approximately 97% coverage of most general business texts.

This workshop will introduce the lists, then demonstrate the large and growing number of free online tools for utilizing them such as flashcards, diagnostic tests, games, vocabulary profil-

5:00 ing, text creation tools, and more.

10:00

10:40

Saturday 10:00 am – 11:10 am   H2D

Josh Wilson
Kansai Gaidai University

Bluff, trick, and lie: teaching communication strategies using One Night Ultimate Werewolf

Workshop

11:20

12:00

One of the most difficult challenges facing speaking-focused classes is providing activities that force students to speak quickly and react to others rapidly. Even when students are motivated to speak small group discussions can slow to a crawl, losing energy and focus as engagement levels drop. Not so when playing One Night Ultimate Werewolf. This five-minute, hidden-role, social deduction game challenges players to discover their partners' identities and reveal the werewolves lurking amongst the villagers. In the process learners exercise communication muscles they've hardly used before as they bluff, suspect, accuse, lie to, and interrogate each other. Games end with surprise and laughter as identities are revealed, and then it's time for another round. Just make sure to have a few extra sets of the game ready for those students who will want to play outside of class!

1:30

In this workshop participants will be taught the rules of One Night, play a few rounds, then discuss how the game can be used in communication courses. Fifteen minutes at the end of the session will be devoted to open discussion of using board games in the classroom. The app used to guide the game is free, and card templates, rules handouts, and vocabulary worksheets for One Night Ultimate Werewolf will be provided.

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Saturday 10:00 am – 11:10 am   H2C

Paul Goldberg, Thom Rawson
Xreading

3:30

When online extensive reading is successful... and when it is not

Workshop

4:10

With the recent advent of online resources such as Xreading, ER-Central, Panda Books, and digital libraries by various publishers such as Oxford University Press and Macmillan, online extensive reading is becoming more and more common. This is a positive development because online extensive reading can provide many benefits for second language learners. The primary benefit is that students can easily get access to graded content. Students only need to have a computer or mobile device, which

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are now ubiquitous. Other benefits on an online system include access to resources such as audio narrations, quizzes, activities, and book ratings. Additionally, compared to print books, digital options tend to be significantly less expensive, and in some cases free. For these reasons, educators often feel that an online

10:40

library is the ideal solution for their extensive reading program. However, online extensive reading does not fit all situations. The degree of its success is determined by numerous factors such as how it is introduced to students, how it is implemented, and perhaps most surprisingly, the physical attributes of the

11:20

campus, including the location of the library and wifi coverage. In this workshop, the presenter who developed an online extensive reading system, will explain, using qualitative and quantitative feedback from teachers and students, why a digital option may or may not be appropriate in different situations.

12:00

Session 2

Saturday 10:40 am – 11:10 am   H3D

Neil McClelland
University of Kitakyushu

1:30

Teaching academic writing skills through blended learning for undergraduate EFL learners

Paper

2:10

Teaching effective academic writing skills in undergraduate students presents an ongoing challenge for English teachers faced with limited contact hours. This paper presents an attempt to meet this challenge using out-of-class assignments supported by the Moodle Online Learning Management System (LMS). By

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providing clearly written explanations, detailed marking rubrics, and personalized feedback, it was possible to see substantive improvements in three important aspects of students' written submissions: (1) Summary and paraphrasing; (2) Critical analysis; and (3) Organization and presentation. In addition to

3:30

building related IT skills in the students, the online LMS was also beneficial in reducing the gap between in-class and out-of-class learning activities. By making the course available on both personal computers and mobile devices the LMS was found to provide a powerful resource that was easily accessible 24/7 to

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both the students and the teacher. In what is intended to be a highly practical demonstration, the presenter will outline and explain the various online materials provided to the students in the form of written explanations, marking rubrics, and standalone video tutorials that constitute the academic writing com-

5:00

ponent of a two-semester critical thinking course delivered in English to undergraduate students at one university in Japan.

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Saturday 10:40 am – 11:10 am   H3F

Hiroyuki Obari
Aoyama Gakuin University

10:40

The effects of flipped learning on teaching EFL with ICT and mobiles

`Paper`

11:20

Flipped learning (FL) is now also gaining in popularity within L2 learning circles more than ever before through the utilization of a variety of mobile technologies. "Flipping" the classroom is both a pedagogical approach and a theoretical framework rooted in the constructivist and problem-based theories of learning. The study began in April 2016 and ended in January

12:00

2017, targeting 26 undergraduates to find out the effectiveness of a flipped learning program incorporating ICT and mobile technologies. The participants were required to complete the course using the emerging technologies and flipped learning materials with their PCs, iPads, and smartphones. The flipped

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learning activities of this study included the following: (1) students spent extensive time watching the TED Talks with iPads or a smartphone during their commuting hours and later wrote a 300-word summary of one lecture per week; (2) students created PowerPoint presentations and presented the summaries; (3)

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students used the online program ATR CALL Brix during their free time with the use of ICT and mobile device; and (4) students made special movies about world religions and presented in the class, etc. The students were administered TOEIC as a pre-test in April 2016 and again as a post-test in January 2017. The

2:50

TOEIC pre- and post-training results (n=26) indicated that the program had assisted the students in improving their overall English proficiency during the 10-month training period from a mean score of 620 (SD: 126) to 774 (SD: 106) with a statistically significant difference at a 1% level.

3:30

Saturday 10:40 am – 11:10 am   H3H

Benjamin Thanyawatpokin
Himeji Dokkyo University

4:10

Handheld single-player video games for extramural language learning – a qualitative analysis

`Paper`

5:00

In recent years, video games have emerged as an alternative method of CALL. In fact, researchers such as Gee (2007) have

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stated games can enable language learning through situated dialogue and vocabulary coupled with immersion in the game world. Sykes and Reinhardt (2013) also discussed the viability of video games promoting language learning inside and outside the classroom. However, qualitative studies in the field have been few. The presentation will examine students who used video games outside the classroom to supplement English language learning. Emphasis will be placed on student experiences playing the game framed against their self-perceived comprehension of the content. The study took data from 15 Japanese university students in their first and second year majoring in English communication. The students were of low-intermediate English level. Participants volunteered to play an English-localized handheld single-player video game, Pokemon Y, for 10 weeks. The students maintained a game diary, writing an entry once a week about their experiences with the game. Periodic interviews were also used to also gauge responses to the game. According to the data, participants felt increasingly able to comprehend dialogue and goals set forth by the game. This was attributed to repetition of messages and prolonged gameplay sessions. Vocabulary, which may have otherwise been skimmed over, were learned through animations and graphics on screen. However, this was only seen when the game was played consistently. Students who were unable to consistently play the game lost motivation to continue and self-perceived comprehension of content dropped as well.

Saturday 10:40 am – 11:10 am   H3G
Scott Webber
Ehime University

Robots, mindstorm and English: Teaching English through programming

Show and tell

The use of robots is becoming more common in today's society. Not only are robots being used in manufacturing vehicles, but also as hotel receptionists. To help students understand the logic behind the inner workings of a robot within an English learning environment. I have created lessons that engage students in exploring this area of learning to enhance their group problem solving skills. During this show and tell presentation, I will discuss and show the types of lessons I give my students using a Lego Mindstorm EV3 robot focusing on listening comprehension, vocabulary, and then speaking. The lessons are designed for low intermediate learners and above to experience hands-on learning outside of their typical English classroom

10:00

environment. For example, the one lesson I give my students is to have them write a program that will make the robot move forward a set distance, stop and then return to its original destination. The students will work in small groups to complete the task and I will guide them in solving the problem when needed. During the session, I will go into more detail.

10:40

Saturday 10:40 am – 11:10 am   H3A

11:20

Ryan Barnes
Nagoya Gakuin University

Using spectrographic visual feedback in Praat to teach pronunciation

Show and tell

12:00

Praat (Boersma & Weenink, 2017) is a freely available software program used in analysis of speech in phonetics. Spectrographic visual feedback is a visual representation of speech sounds and can be used for self-diagnosing speech utterances. Although the software is very powerful and has a bit of a learning curve,

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there are many intuitive features that can be implemented in a language-learning environment, both by students and by practitioners.

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This show and tell will demonstrate how students can use Praat to record their own utterances and analyze them using the spectrogram, giving them an extra tool for self-evaluation and autonomy "in a field that has had to rely on native listener judgments traditionally" (Wilson, 2008, p. 115). Additionally, participants will have a chance to experiment with spectrographic visual feedback as a learning and teaching tool.

2:50

Saturday 10:40 am – 11:10 am   H3B

Gary Ross and Glen Norris
Kanazawa University / Ishikawa Prefectural University

3:30

Online speech: a demonstration and analysis of speaking with the computer

Show and tell

4:10

Online speech recognition allows students to practice conversations using a PC or mobile device. This represents a major development in how we can implement speaking practice and will have a significant impact on teaching speaking skills, especially in conjunction with the flipped classroom. This talk will demonstrate a system open to anyone to use including attendees,

5:00

developed by one of the presenters, where students can roleplay and drill hundreds of conversations using voices of almost

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nationality, but also where such conversations are automatically graded and analyzed. The system also allows scaffolding by varying the speed of speech.

Since the system was first developed, it is now in use in several universities, and this talk will also demonstrate the system in

10:40

use at Ishikawa Prefectural University, and present an analysis of the effectiveness of the system based on well over 1,000,000 graded utterances. Particularly, it will look at the effectiveness of the grading system, technical issues involved in getting students started, plus an analysis of student attitudes and motiva-

11:20

tions when speaking online.

As the system is open (http://bloxi.jp/), attendees are welcome to join and try out the system themselves during the presentation, and are of course welcome to use the system within their institution after the conference is over.

12:00

Session 3

Saturday 11:20 am – 11:50 am   H3A
<div align="right">

John Brine
University of Aizu
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1:30

Active learning in computer science with student-produced video

`Paper`

2:10

Recent research on language learning outside of the traditional classroom context (Nunan & Richards, 2014) supports our use of student-produced video to increase student motivation and engagement with learning. An increasing synthesis of language teaching with content-based instruction also informs our work.

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Leading up to the current research, our computer science and engineering students have created interview videos during study abroad courses and improved their OPIc speaking scores (Brine et al, 2015). Now, in a recent development, computer science graduate students are creating thesis projects in English

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based on engineering problems during the continuing revitalization after the 2011 earthquake in Northern Japan. A key goal in Fukushima has been to educate students to become global leaders capable of guiding ongoing revitalization efforts and to interact with international teams in English. Using action re-

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search methods (Kemmis et al, 2014), our project guided groups of graduate students to consider shortcomings of solutions to problems after the earthquake, and to use student-produced video in English to propose improvements. This process is a precursor to thesis writing and presentations in English. The

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main topics of this presentation on student-produced video will be instructional design, technologies, and evaluation from an

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action research perspective. Further, revisions and improvements to the approach will be considered. Student-produced video has several potential benefits for students, course administration and program change in a foreign language context. We believe that student-produced video has wide applicability for second language learners in many content areas as CALL moves toward content-based instruction (Gimeno-Sanz, 2015).

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Saturday 11:20 am – 11:50 am

H3C

Rosa Huiju Chen
The Language Center, National I-Lan University

Learning together apart: Exploring learners' engagement in a simulated conference call task.

12:00

Paper

Given that having ability to organize and lead conference calls with global professional partners has been a common workplace challenge, the reinforcement of learners' oral communication and social interaction should be primarily considered within the domain of Business English teaching and learning, both in- and out-of-classroom. Moreover, advanced online learning technology has allowed multi-sided communicative options for user engagement and interactivity. This study aims at exploring the feasibility of implementing a group video chat task outside the classroom across schools to promote social interaction, learner engagement and online collaborative language learning. Participants were 61 undergraduate EFL students enrolled in Workplace English courses from two colleges in Taiwan. Provided with a conference call scenario with pedagogical goals, each participant was randomly assigned into small groups (3 to 5 members). Three constructs including task performance, learning engagement, and level of collaboration were measured using analysis of questionnaire and focus group interview data. Results show that participants with higher level engagement had superior task performance and better perceived satisfaction. Furthermore, it was evidenced that participants with well-developed social skills (like conveying one's ideas clearly and having the confidence to start the task) tend to properly handle time management or technological problems before the actual conference scheduled time, mapping exactly to real-life workplace communication tasks. These findings suggest that simulated conference calls had been able to reinforce language class content and to provide more opinions for learning and internalizing skills beyond the campus boundary. Finally, suggestions for materials and pedagogical implications will be discussed.

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Saturday 11:20 am – 11:50 am

H3D

Jonathan Lynch
Azabu University

Student reactions to online Skype-based English conversation lessons

Paper

Real-time online language lessons conducted via Skype have been offered commercially in Japan for several years. More recently, increasing numbers of universities have started utilizing these services to provide oral language training and oral practice opportunities for their students. Typically, the instructors are Asian non-native speakers of English with near native-speaker English proficiency. Such services have the potential to improve speaking skills, and may also be desirable in terms of accessibility and cost-effectiveness. The fact that the instructors are Asian non-native speakers (albeit with a very high level of English proficiency) connects the development of such services with the emerging concept of "Asian English," where English education is no longer dominated by Anglo-Saxon cultures, and effective teaching and learning are conducted within Asia by Asian people. This new method allows for lesson materials and content that may more closely reflect Asian cultures, values and social norms, rather than being based in Western customs. For students aiming to undertake study tours within Asia during their university years, as well as for students hoping to find employment in an international context in Asia after graduation, the tuition provided may be particularly suitable. The main goal of this paper is to report on the implementation of such a program at Azabu University and present the results of two feedback surveys conducted among users. Particular focus will be placed on the reactions of students to the novel tuition mode and their opinions regarding the concept of Asian English.

Saturday 11:20 am – 11:50 am

H3E

Man-Lin Hung
Department of English, National Taiwan Normal University

The effect of taking photos with authentic content creation on vocabulary learning

Paper

In recent years, there has been a growing interest in blending authentic learning and mobile-assisted language learning

10:00

(MALL) into teaching practice. This paper aims to investigate the effect of photo-taking/sentence-making activity on English vocabulary learning from students' and teacher's perspectives.

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The participants comprised 29 senior high school students in Taiwan. Students were divided into groups of five and each group chose five difficult words of each unit on the textbook (20 chosen words in total). Students used cellphones to take photos of each word they chose and made one sentence using the target word to describe the picture. After the photo-taking activity, the teacher showed students-generated pictures and

11:20

example sentences on the power point slides during the vocabulary instruction. Data for this study were collected using questionnaires passed around in class for students and teacher's (researcher's) observation. Based on the statistics analysis, over half of the students reflected that photo-taking/sentence-making activity helped them better remember the words that they

12:00

had worked on. Besides, 20 out of 29 students had higher motivation for taking photos of the vocabulary. 19 students said that they would ensure the sentences they made were grammatically correct. Around 86 percent of the students said they had great

1:30

excitement to see their peers' work. From the teacher's observation, the photo-taking/sentence-making activity values students' learning outcome and enables the teacher to gain a thorough understanding of students' vocabulary knowledge when reading the sentences that they made.

2:10

Saturday 11:20 am – 11:50 am H3G

Anthony Brian Gallagher

Meijo University

2:50

Assisstive, disruptive and cosmetic technology in education

Paper

3:30

In a broad sense, assistive or adaptive technology (AT) is any device, piece of equipment or system that helps a person with a disability work around challenges so they can learn, communicate or simply function better. Understanding what AT is and how it works is the first step toward finding the right tools for students. By looking at definitions and examples of AT, I pro-

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pose a new definition of Disruptive Technology (DT) – based on Christensen "disruptor/disruptee" theory – and define the new term of "Cosmetic Technology (CT)". By developing a decision matrix based on the categorization of technologies and their user interfaces I hope to best guide instructors in implement-

5:00

ing the right technology for them and to also guide institutions

10:00

in their procurement decision by explaining the negative effects of CT and DT on teaching and learning.

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Saturday 11:20 am – 11:50 am   H3H
Ping-Jung Lee
National Taiwan Normal University

Effects of interactive subtitles on EFL learners' content comprehension and vocabulary learning

11:20

Paper

Interactive subtitles refer to traditional subtitles with individualized reader support options such as language selection, word definition, and sentence repetition. Videos with interactive subtitles can personalize language learners' experience and

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have the potential to become active learning tools. While past research has established subtitles as a comprehension aid, limited studies have examined the use of interactive subtitles as an acquisition device. This study aimed to investigate the acquisitional potency of interactive subtitles in enhancing Taiwanese

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EFL learners' comprehension and vocabulary learning.

To this end, eighteen English majors were recruited as participants. The control group was given a four-minute video with traditional English subtitles while the treatment group was provided the same video with interactive subtitles where they could

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click on any word for L1 (Chinese) definition. After watching the video twice, the participants' comprehension was examined through a multiple-choice test and their vocabulary gain and retention were assessed through the comparison of their performance on a pretest, immediate posttest, and delayed post-

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test. Moreover, the treatment group's perception of the interactive subtitles was explored through interviews. The findings showed that the treatment group significantly outperformed the control group in immediate vocabulary gain, yet such difference did not exhibit in vocabulary retention. The participants

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under both subtitle conditions performed equally well on the comprehension test. All participants found interactive subtitles beneficial to their learning and reported willingness to recommend the tools to other learners. The result suggested that interactive subtitles could serve as helpful self-learning tools to

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enhance EFL learners' vocabulary learning.

5:00

Saturday 11:20 am – 11:50 am

H3F

Linda K. Kadota
Matsuyama Shinonome College

Active reading with CALL

Show and tell

This presentation introduces ways technology can be used to motivate students to become actively engaged in reading, particularly in the study of poetry. The use of various multimedia elements (text, sound, video, animation, and graphics) in classroom activities provides a more meaningful context for students. Attendees will leave with a better understanding of how multimedia can not only enhance students' real-world reading skills but also aid in vocabulary acquisition.

Multimedia elements can be combined in ways that hold students' attention by stimulating multiple senses simultaneously. They are powerful tools to help students build analytical reading and writing skills, as well as confidence in their own abilities. A fundamental difference between multimedia based learning and the conventional system of learning is that in the conventional system, the book has basic material, which follows its own step-by-step structures, and the contents are accordingly structured. Multimedia provide a mode of learning that is interactive rather than linear. Teachers and learners can choose their own order of investigation. Interactive multimedia learning is like constructing a spider's web, with one idea linked to another, allowing choices in the learner's path. It is particularly useful in helping students break out of stale, established patterns of thinking in order to develop new ways of looking at things. This is a non-vetted sponsored presentation for the JALT Matsuyama chapter.

Saturday 11:20 am – 11:50 am

H3B

Gary Ross
Kanazawa University

Development of an open online English assessment test

Show and tell

The ability to assess students levels is an important goal for researchers, teachers, and institutions. However, at present, although there are online testing systems available often these are time-consuming and thus cannot be used effectively to assess students progress or to appropriately place them. Furthermore,

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many testing systems that are available online are prohibitively expensive meaning that researchers may spent a significant portion of their budget testing students.

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This presentation will demonstrate an online testing system currently in development by the presenter, but open for anyone to use. The key aspect of this system is that other instructors and researchers will be able to contribute questions which in turn will be used in tests. By assessing the difficulty of questions through a statistical analysis of the answers and any known in-

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formation about the students taking the test, an accurate system will be built up over time that will allow researchers and instructors to accurately and freely assess students of varying levels.

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At present the system works with grammar, usage, and listening questions, (i.e. any question that can be graded by multiple choice) but the ultimate goal will be to include a speaking element through speech analysis.

Attendees who bring laptops of mobile devices will be able to use and test the system during the presentation and in their institution after the conference.

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Saturday 11:20 am – 12:30 pm   H2B
Luc Gougeon
International Pacific University

2:10

Hacking the classroom: Building your own Wifi file server and other hacks.

`Workshop`

2:50

Using technology in the classroom is an essential 21st century skills for our students and a great way to help them learn English. Hacking the classroom helps teachers to circumvent some limitations. This presentation will be about a minimalist approach to using technology in a classroom.First, will learn how to use basic hacking skills to modify an inexpensive WIFI router and

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turn it into a simple personal file sharing devices. Secondly we will see how to use multiple free applications to survey or evaluate our students by using their own devices. Thirdly, we will explore how to use a simple paper card and an image recognition software to instantly quiz a whole classroom and get the result

4:10

instantly. These technologies were all tested and tried in the context of a university classroom and could be used in many different settings. The idea is to let technology be an unobtrusive tool which support our pedagogy and not the other way around. Feel free to bring your own devices to try all these applications.

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Saturday 11:20 am – 12:30 pm — **H2D**

David Campbell
Obihiro University of Agriculture and Veterinary Medicine

The power of combining the Moodle activity completion and restrict access settings

`Workshop`

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There are many elements of Moodle that are under utilized and the activity completion and restrict access settings are two examples. Combining these two features allows the instructor to guide students through activities in a course based on the conditions set by the instructor. These conditions can be as simple as opening a quiz after the students follow a link to a website before a certain date and time, while preventing the ones who don't complete the requirements in the specified time frame. This workshop will go over the activity completion settings for several modules as well look at how this feature can be combined with the restrict access setting, especially the restriction sets, to show and hide activities. It will also look at how to use the label resource with these two features to hide "easter eggs" for the students in the course. Participants in this workshop should have some experience using Moodle 2.7 or higher and be familiar with using the page and url resource features as well as using activities such as the quiz, choice, feedback or forum. Hopefully, after completing this workshop the participants will will have a better idea on how to make their courses more interactive.

2:50   **Video Plenary**

Saturday 12:00 pm – 12:30 pm — **H2A**

Leigh Graves Wolf
Michigan State University

3:30

Design thinking: Going from practice to theory and theory to practice

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Design Thinking is a term increasingly popular in academic settings. Design thinking is an iterative process used to solve complex and wicked problems which engages all stakeholders in the process. In this keynote, participants will engage in a design thinking exercise which will help provide an active, embodied and common experience around design thinking. We will then explore examples of design thinking initiatives in broad (university or organization wide) and discrete (classroom) contexts.

10:00   Finally, we will learn ways to adapt and implement design thinking strategies into individual contexts.

Session 4

10:40   Saturday 1:30 pm – 2:00 pm   H3A

Hideto D. Harashima and Thom Rawson and Mari Yamauchi
Maebashi Institute of Technology

11:20

Dynamic course sharing between LMSs using LTI

Show and tell

12:00   The trend of online learning in the 21st century is continuing to move toward more openness and sharing, which is represented by the growing number of MOOCs, OCWs, and OERs. Online course sharing for LMSs is also popular, but the courses are usually in an online repository, which requires both downloading and uploaded. Desiring a more dynamic and direct sharing of online courses, the presenters made use of LTI or Learning Tools Interoperability, the IMS Global Consortium standard for **1:30**   tool sharing. Configuring a TOEIC preparation and discussion course in a central server, students of different universities in Japan joined the course remotely from their own institutional LMSs. The LTI course functioned as one learning object or link in each respective remote course from which students directly **2:10**   connected to the target course. The course included a pre-survey on technology learning, vocabulary practice, quizzes, discussions, and a post-survey to measure learning perception changes. The progression was controlled by conditional settings in the course. The grades earned for the total course was **2:50**   automatically sent to the grade book of respective local course. Changes in grades were dynamically seen between the central course and the local course. An analysis on the two surveys revealed how the students' perceptions changed over the time. Course sharing through LTI was tested as functional between **3:30**   different LMSs such as Moodle and Blackboard or Moodle and edX, and we believe it has a great potential for the future of LMS learning.

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Saturday 1:30 pm – 2:00 pm   H3E

Shyne Ching Ong
Hin Hua High School

The effectiveness of the implementation of Longman English Interactive Program (LEI2)

Paper

While Longman Interactive 2 (LEI2) Program has been used to help students improve listening and speaking skills in Hin Hua High School for years, its effectiveness is not formally evaluated. This study aims to contribute to the literature by examining the effectiveness of LEI2 in improving the listening and speaking skills of Junior Middle One students and the utilization of the program in the classroom. The study looked into four elements of the program, which are listening, speaking, grammar and reading. A document analysis was conducted by comparing the aforementioned elements of the program to the coursebook. In addition, two sets of questionnaires were distributed to seven teachers and twenty students to find out their perception about LEI2. Two students and two teachers were also selected for interviews. The results show that though there are similarities found in both LEI2 and the course book, the program may be underexploited by the teachers. Despite the fact that LEI2 claims to hone students' listening and speaking skills, most students find the listening and grammar section more helpful. The speaking section was thought to be less effective due to its pedagogical design. In summary, the findings of this research show that there are several issues with regard to the implementation of the program that needs to be looked into by the school management. The recommendations include establishing a stronger link between LEI2 and the course book and setting up extra speaking tasks in order to achieve greater effectiveness and utilization of LEI2.

Saturday 1:30 pm – 2:00 pm   H3F

Susari Nugraheni
Queen's University Belfast

Blendspace, Socrative, and Padlet to teach reading for Budi Mulia Dua students

Paper

In Indonesia, even though they are not yet widely used, computers have started to become an alternative tool in the activity of teaching. By using technology, it is hoped to create a more

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effective pedagogical environment. Therefore, this study examines the use of Blendspace, Socrative, and Padlet in teaching Reading for L2 in Budi Mulia Dua Senior High School. These three platforms are user-friendly applications, available online. The aim of this research is to explore the scope of these platforms in facilitating the students' learning of English. Thus, mixed methods were used in the research methodology. Action research was used in the qualitative approach and experimental research was employed in the quantitative approach. The findings show that the applications enhance students' motivation and curiosity in learning English. It was found that by using Socrative 72.0% of students in the Advanced Class obtained a good score, while for the Low Level Class, it was only 46.2%. At the same time, Blendspace creates an effective learning process. Blended learning happens in this activity because students can independently look back on the lesson outside of the class. Teaching becomes noticeably more effective with the up-loading of audio-visual materials on Blendspace. A similar effect of dynamic teaching occurs in Padlet. The results also point out that, even though there are some drawbacks, such as bad Wi-Fi connections and the distraction of opening other website, the benefit of the platforms in the form of direct evaluation and live interaction create an enjoyable atmosphere at class.

Saturday 1:30 pm – 2:00 pm

Jun-Jie Tseng, Yuh-Show Cheng, Hsi-Nan Yeh
National Taiwan Normal University

H3G

Tracking the development of technological pedagogical content knowledge among online English teachers

Paper

Technological pedagogical content knowledge (TPACK) involves teachers to incorporate technologies into the teaching of subject matter content via proper pedagogical strategies. The process of integrating three domains of core knowledge (technology, pedagogy, and content) is complex; more research is needed to examine how a transition from the three knowledge bases in isolation to their intersections is made. The present study thus intended to investigate how online English teachers enacted these components of knowledge over time in the context of web conferencing teaching and to identify how the context affected web conferencing teaching.

Six pre-service teachers were recruited to participate in this study. Each of them taught two-to-three distance EFL students via web conferencing technology once a week, 45 minutes per

10:00 session, for 15 weeks. After each teaching session, the teachers discussed how to design online teaching materials and improve online teaching. The data regarding TPACK development were collected through audio-recorded post-teaching discussions among the teachers. Based on quantitative content analysis,

10:40 TPACK development was determined by calculating the number of particular knowledge components enacted in the beginning, the middle, and the end of the semester. In the corresponding periods, the data about contextual factors were respectively collected through three focus-group interviews and inductively

11:20 analyzed for theme development.

The presenter will report on findings and relate them to the literature. Pedagogical implications will be discussed as well. It is intended that the present study can shed light on the patterns of TPACK development and the impacts of the context on

12:00 TPACK development.

Saturday 1:30 pm – 2:00 pm

H3H

Cory J. Koby
Miyagi Gakuin Women's University

1:30

High performance Extensive Reading – yes they can!

Paper

2:10 Extensive Reading (ER) is a well known and widely practised approach to L2 education (Waring, 2011). This presentation will describe the methods and approaches followed by one ER practitioner responsible for establishing and managing an ER program for all English majors at one Japanese university.

2:50 With an ambitious minimum reading threshold set at 415,000 words, and an ultimate goal of reading over 1,000,000 words over the two years, the presenter created a program intended to cultivate and nurture L2 readers – scaffolding the development process right from the beginner (extensive) reader level.

3:30 Based on Furukawa's (2006) method, the program makes use of the Start with Simple Stories (SSS) approach which requires all students, regardless of ability, to follow a structured reading path of prescribed reading volumes, at yomiyasusa reading levels established by Furukawa's Scientific Education Group (SEG). Over the course of this 4-semester program, additional

4:10 classroom activities have been introduced including, amongst others: timed reading, speed reading, reading aloud, class readers, group discussion, book reviews and recommendations. A Learner Management System (LMS) designed specifically for

5:00 ER, Xreading, is being used, which also offers access to a digital library of graded readers, supplementing the classroom and

10:00

school libraries of graded readers. This LMS strengthens the validity of student ER activity by administering short comprehension quizzes, as well as providing program administrators with useful data. Presentation attendees will gain a greater understanding of the methods and LMS the presenter employed which resulted in all 140 participants successfully meeting or exceeding the program targets.

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Saturday 1:30 pm – 2:40 pm

H2C

11:20

Daniel Hougham
Hiroshima University

Using Quizlet to promote active learning (and real fun!)

12:00

Workshop

Quizlet can certainly enable learners to take a more active role both inside and outside the classroom. The first part of this workshop presentation will answer the question of why use Quizlet and it will give an overview of how to use Quizlet. The presenter will demonstrate how Quizlet's "auto-define" and "add image" functions can enable learners to make their own well-designed digital word cards quickly and easily. We will do a step-by-step walk-through demonstrating how learners can be encouraged and trained to use Paul Nation's word card strategy using a Quizlet set. The second part of the workshop will feature a collaborative team-based learning game called Quizlet Live which will involve attendees working together to correctly match a Quizlet set's terms and definitions. After playing a game of Quizlet Live, we will discuss how this in-class game can help to promote active learning inside and outside the classroom. The presenter will share the results of a questionnaire survey he conducted in several post-secondary institutions, highlighting the overwhelmingly positive feelings Quizlet Live can generate among students. Attendees can expect to take away an understanding of why use Quizlet, how to use it, and how Quizlet Live can encourage active learning (and be really fun!).

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Saturday 1:30 pm – 2:40 pm H2B

Guy Cihi
Lexxica – DMP

How to increase your students' TOEIC and TOEFL scores with WordEngine

Corpus analysis reveals one third of all words in all parts of TOEIC and TOEFL are infrequent in general English usage. That's right, every TOEIC and TOEFL test includes hundreds of low-frequency words that are not covered in any traditional EFL/ESL study materials. It is important to understand that these tests must recycle the same low frequency words in their 'more difficult questions' in order to maintain overall scoring reliability. Your students can quickly learn these specific low-frequency words, and use that knowledge to not only score higher but also improve their four-skills proficiency and general sense of satisfaction with English. This workshop will cover how to start a WordEngine program at your school; how to effectively motivate students to complete their weekly self study goals (aka homework), and how to integrate their individual vocabulary progress into your classroom and grading. The WordEngine high-speed vocabulary system operates on all mobile devices and computers and costs just 975 yen per student, per semester. Make WordEngine part of your overall strategy for success.

Session 5

Saturday 2:10 pm – 2:40 pm H3C

Eric Cheng
The Education University of Hong Kong

Active learning with five collaborative learning tools

Paper

This paper reports a case study of developing pre-service teachers' language teaching skills by applying a set of eLearning tools in a Lesson Study approach. Supporting the sustainable development of language teaching skills of pre-service teachers in our knowledge society is a critical issue in teacher education. The study integrated e-learning activities, eLearning tools and collaborative action research in a Lesson Study course to develop pre-service teachers instructional design skills for language teaching.

10:00

This study adopted an experimental design. The eLearning tools included Zotero for supporting effective citation, Google Alert for retrieving resources, Google Drive for documents storing and co-editing, Prezi for effective presentation and EverNote for note-taking were introduced to the experimental

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group. The Lesson Study course provides 30 pre-service teachers with a different degree of opportunities to carry out instructional design, lesson implementation for language teaching and reflection through e-learning and collaborative action research activities assigned during the on-line lessons and after class dis-

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cussion. Another Lesson Study course with 30 participants was selected as a control group. A Solomon four group quasi-experimental research design was used to collect data.

Results showed that the injection of e-learning activities using the tools in the Lesson Study course had an impact on most

12:00

of the pre-service teachers in terms of nurturing their competencies on instructional design and assessment strategies for language. Discussion, cooperative learning, task-based learning and modelling were identified as effective teaching strategies that integrated with the eLearning tools for developing pre-

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server teachers with instructional design.

Saturday 2:10 pm – 2:40 pm   H3A

Andrew Blyth
HelloSpace.Me

2:10

10 things (and reasons) for teachers to blog

Sponsored Show and tell

2:50

The blogosphere can be daunting to the uninitiated because of an uncertainty of how to participate. There are many reasons to take up blogging personally; however, this workshop focuses on the education-related and career benefits for teachers (Bruder, 2013). Additionally, there is a push by academics like Lupton,

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Mewburn, and Thompson (2017) for researchers to meaningfully engage with online communities via blogs. For teachers, blogging has many benefits including promoting learner autonomy (Schwienhorst, 2011), blended learning with the use of multimedia (Beatty, 2010; Walker & White, 2013), and using the blog as a centralised learning resource and textbook substitute

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(Stanley, 2013). Furthermore, blogs are often cited as a means for professional development where the writing process assists in reflective teaching practice (Murugaiah, Azman, Ya'acob, & Thang, 2010; and Walker & White, 2013); also, for communication with colleagues and/or parents. Importantly, blogs are

5:00

used in creating and managing an online reputation that can assist in career development (Lupton et al, 2017). Also discussed

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is practical information on best blog platforms to use, the types of blog posts to write, simple writing templates to use, how to make content attractive and grow a readership, ethical considerations for educators (Blyth, 2015), among other topics. The presentation will end with a blog topic brainstorming session to help teachers get started. Participants do not need to bring or use any devices.

11:20

Saturday 2:10 pm – 2:40 pm H3B

Stephen Henneberry
University of Shimane

Digital evaluation of analog work

Show and tell

12:00

1:30

2:10

This presentation looks at different workflows for processing handwritten student work, whether in essay, journal, or worksheet form, using digital tools. Such workflows allow for students to maintain possession of their work for review and portfolio building while also allowing the teacher to maintain a similar portfolio for assessment and feedback. The workflows discussed will include use of cell phones, iPads, Apple Pencil, portable scanners, and more. There are far too many apps, online sharing tools, and other methods to allow for any definitive solutions to be offered, but the pros and cons of some free and paid solutions will be discussed. This methodology is an evolving work-in-progress, so all questions, suggestions, and solutions are welcome during this show and tell.

2:50

Saturday 2:10 pm – 2:40 pm H3D

Sandra Healy
Kyoto Institute of Technology

Digital collaboration in active learning

3:30

Paper

This presentation examines how incorporating Skype sessions in the classroom in collaboration with an online English conversation school based in the Philippines engaged students actively in the learning process in their compulsory English classes. Several classes of first year Japanese students at a national university in Japan undertook four Skype sessions over the period of one semester. For each Skype session a general topic was provided a few weeks before the actual session for example 'Filipino Culture'. The students then worked in groups to discuss, prepare and practice for the sessions over 2 or 3 classes. In the Skype sessions the students took turns presenting in their groups to the

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10:00 teachers in the Philippines using iPad minis. The Filipino teachers provided some individual feedback and engaged the whole group in short interactive sessions based on their presentations. Multiple evaluation methods were used for the sessions including focused essays to encourage the students to reflect on their

10:40 experiences. The results of the evaluations and focused essays show that the Skype sessions encouraged the students to be active participants in the classroom and had a positive impact on their motivation and levels of language anxiety.

11:20

Saturday 2:10 pm – 2:40 pm H3E

Peter Ilic
Tokyo University of Foreign Studies

12:00
Mobile active learning patterns of access

Paper

1:30 When considering the freedom of communication in terms of time and space that mobile technology provides, educators need to understand how this ever-present communications platform can be exploited to enhance Active Learning. Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem-solving that promote analysis, synthesis, and evaluation of class content. This presentation in-

2:10 troduces research on the use of mobile phones as a support for Active Learning activities in a Japanese university class. The activity consisted of student collection of material outside of the classroom then discussion through a Moodle content manage-

2:50 ment system. The research design was a year-long exploratory multiple case study approach integrating both qualitative and quantitative data analysis. The results indicate a clear difference in the pattern of access to the Moodle site by mobile phones and computers over the year. A detailed description of the usage patterns, student opinions, and supporting data will be presented. This presentation may be of interest to curriculum

3:30 designers and educators in general.

Saturday 2:10 pm – 2:40 pm H3H

Amanda Muller
4:10 *Flinders University*

Advantages and practicalities of green screen videos

Paper

5:00 Learning is often best achieved through multimedia materials rather than text-based materials. The term 'multimedia'

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incorporates a range of forms, including simpler audio files, images, animations, and hypertext, and more sophisticated methods of combining assets into a single space using options such as a game, simulation, app, or interactive video. This talk will focus on the practicalities of producing green-screen recordings and their usefulness for educational videos (via chromakeying). The advantage of green screen recording is that they allow a greater range of personalisation and contextualisation. These have been shown to improve learning and motivation, and they can encourage, support, and motivate students to engage in speaking tasks. The talk will also address the speaker's experience with the production of a suite of green-screen videos for nursing students, which were made to model good spoken explanations (which form a core part of nursing student activities). Other good educational applications, such as encouraging students to make their own green-screen videos, will also be discussed.

Session 6

1:30

Saturday 2:50 pm – 3:20 pm   H3A

Tim Knight
Shirayuri University

Working round LMS imperfections to run a writing course from a tablet

2:10

`Show and tell`

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The presenter will focus on the challenge met when integrating the use of a cloud-based Learning Management System (LMS) into the management of an academic writing course. Seduced by the undoubted benefits of using the LMS Schoology, largely through its fully-fledged mobile app, at first the presenter did not appreciate the scale of its imperfections when marking students' papers and returning them from a tablet. Students opening their work on a computer were often confused by the teacher's markings on their work 'moving'; that is, not appearing where they should have done. However, working in a blended learning environment, the presenter took on board student comments both in class and in response to surveys, and worked out a way to largely surmount the problem. The problem, student comments, and how the use of screenshots saved the situation, will be fully reported. With so many Learning Management Systems to choose from, the challenge for teachers with little or no institutional support and/or little technological expertise is to choose the most suitable one. For managing an academic writing university course, the presenter has found Schoology to have clear benefits for teacher and students. The key benefit

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has been to help meet what Paul Kei Matsuda (2012) calls "one of the most important writing strategies...to divide and conquer – make the task into smaller chunks so that you can actually manage them." Another has been its dedicated apps for both iOS and Android mobile device systems.

10:40

Saturday 2:50 pm – 3:20 pm   H3B

Rich Bailey

Tokai University (Shonan campus)

11:20

Speaking homework using Google Drive on smart phones

Show and tell

12:00

As technology has advanced over time, the options for speaking homework have multiplied and improved from cassette tapes to uploading to the Internet. However, there are still equipment and logistical issues that discourage teachers and students from exploring the full potential. Teachers are understandably reluctant to commit to something new that is potentially complicated and time consuming. As part of ongoing exploration in how mobile technology can more easily and effectively improve language teaching and learning, this presentation will examine the use of smartphones and Google Drive (a free, file storage and synchronization service) to create, gather and assess audio recordings. Based on using this system to assign weekly- and biweekly-speaking homework in four university English classes over two semesters (a total of 120 students), the presenter will discuss the requirements and logistics of creating the system, introducing it to the students, managing and improving the process, and assessing the results. The presenter will also address related issues such as Internet security, privacy, and student concerns about data usage, as well as discuss other possible options for the same process (Dropbox and Send to Dropbox). Attendees will leave with a thorough understanding of the pros and cons of this system and with the knowledge to implement it in their own classrooms.

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Saturday 2:50 pm – 3:20 pm

H3C

Ian Brown
Matsuyama University

Active learning for any level with animation and comics online

Show and tell

CALL is full of activities for higher-level students. However, when it comes to lower-levels, finding relevant, appropriate active activities is far more challenging. Teachers become disillusioned with activities beyond their students' level. This presentation will introduce four Web 2.0 websites ideal for active learning creating interesting, motivating activities suitable and stimulating for any level student. All four websites provide simple, intuitive templates allowing students to simply create professional looking output, whilst concentrating on the primary task of creating short action dialogue stories or presentations in English. Output can vary from text balloons, text to speech, to recorded voice. 'Make Beliefs Comix' allows students to create traditional 3 or 4 pane comics. 'Dvolver' creates short animations with dialogue bubbles and background music. 'Go Animate' allows the creation of even more complex and varied animation movies with text to speech output. Finally, 'Voki' creates animated avatars with output choices including recorded voice. Finished projects are saved as web links that can easily be shared in the class in various way for viewing and comment by all class members. These four CALL activities promote active learning and enhance student motivation and satisfaction, create a sense of community, and extend learning beyond the classroom. The presenter will provide examples and task ideas, as well as practical advice on different ways to use these sites, gleaned from over 10 years' experience with such tasks. CALL can be a reality for any level learner's active learning with these four vibrant Web activities.

Saturday 2:50 pm – 3:20 pm

H3D

Malcolm Swanson
Seinan Jogakuin University

Creating a walled garden SNS for active language learning

Show and tell

Running class activities that rely on students using Facebook, Twitter, or other social networking services can be a minefield.

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Issues of privacy, problems with supervision, and the question-able right of teachers to require students to use these services are all potential conflict areas. However, SNS-related activities offer the potential for keeping learners actively engaged both in and out of the classroom. In this presentation, I will dem-

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onstrate ELGG, an open source social networking system that is free, easily installed, and which enables teachers to create a "walled garden" – an online area that is only accessible by class members. Using ELGG, teachers can set up class environments within which students can communicate, maintain blogs, build

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portfolios, create study groups, and work on projects.

This presentation will demonstrate these features, along with examples of how I have used this SNS to digitally promote active learning in my classrooms. Attendees will have an oppor-tunity to log onto an ELGG installation and try out these fea-

12:00

tures for themselves.

Saturday 2:50 pm – 3:20 pm   H3E

Chao-Jung Ko

1:30

Sun Yat-sen University

Effectiveness of an online individualized writing system

`Show and tell`

2:10

Some researchers (Ferris, 1995; Ferris, 2006; Hedgcock & Lefkowitz, 1994; Komura, 1999; Roberts, 1999; Ferris & Roberts, 2001) have reported that learners want, expect, and value teach-ers' feedback on their errors in writing. However, the issue of how teachers' feedback should be given has been an ongoing

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debate. Among them, cognitive styles researchers proposed if feedback can be provided in a way that matches learners' senso-ry preference, learners' error corrections may be more effective. Based on this assumption, a writing system has been developed in this study to provide EFL learners with individual feedback in

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ways that suit learners' sensory preference.

This pilot study, adopting a case study approach, involved 4 EFL students of a Taiwanese university. Through an online writ-ing system, they submitted 4 drafts during two-month time, corrected errors made in those drafts based on feedback re-

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ceived from an instructor, and then resubmitted the corrected versions of those drafts. Data of this study was collected from learners' VARK questionnaire, online written works and inter-view transcriptions. The findings were used to support the sys-tem improvement and see if/how the system was beneficial to

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the learners' error correction. The introduction of the system and the supported findings will be reported in this presentation.

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Saturday 2:50 pm – 3:20 pm   H3F

Jones Brent
Konan University, Hirao School of Management

Support structures for promoting active learning in CLIL programs

`Show and tell`

Content-focused language teaching approaches such as Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) continue to gain both recognition and credibility. At the same time, we hear of the struggles that EFL/ESL teachers have with implementation. In this interactive talk, the presenter shares some of the challenges he has faced with balancing the content and language sides of CLIL, as well as some of the strategies and digital tools he and colleagues have adopted or adapted to deal with these challenges. This talk builds on past presentations at JALTCALL in that the work of L. Dee Fink (2003) in the area of Significant Learning Experiences provides the underlying support structure we envision for these types of ESL/EFL programs that have a content focus. Specifically, we will explore how specific educational technologies map onto his course design framework in ways that encourage learners to take a more active role both inside and outside the classroom. Additionally, Fink's Taxonomy (foundational knowledge, application, integration, human dimension, caring and learning how to learn) are introduced as an easy-to-use rubric for assessing how well different digital or web-based technologies actually promote the acquisition of a new language. Participants will go away with several job aids to assist them in their own CLIL endeavors.

Saturday 2:50 pm – 3:20 pm   H3G

Myles O'Brien
Mie Prefectural College of Nursing (MCN)

An online system to practice spoken questions and answers

`Show and tell`

Giving an appropriate, grammatical response to a direct question often poses difficulties for students of English. The presentation includes an explanation and live demonstration of the presenter's online browser-based system for answering questions in a sensible way, in order to facilitate pattern practice. The user's input may be typed or spoken, and the response

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can be set to text only, simulated speech only (using the device's text-to-speech facility), or both. The user's spoken input is interpreted through Google's speech recognition function.

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The system is quite different from a chatbot in that it concentrates on producing correctly formed answers to a specific range of questions, using a limited vocabulary. Chatbots aim higher at more realistic conversation, and the responses can be amusing but inappropriate, or downright wrong, grammatically.

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The system is freely available for download, and comes with a default set of text files containing common vocabulary, classified into verbs, food, drink, places, male names, female names, etc. A teacher can edit the text files before uploading to a website for deployment. Also, users can check and edit the vocabulary contents to their own liking when using the system.

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The permitted question types are WH, Yes/No, and OR questions. So, for example, "What did Tom eat?" may give the response "He ate a pizza." "Where will Janice go?" may give "She'll go to Paris." Each verb entry in the vocabulary file should include sensible possible objects and/or categories, to allow a sensible random choice. Categories may be shared with other verbs.

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Saturday 2:50 pm – 3:20 pm   H3H
Darren Halliday
Macmillan LanguageHouse

2:10

Challenge, motivate, and collaborate in class with new DSB: Digital Student Book

`Sponsored Show and tell`

2:50

With the aim of improving the teaching experience and students' interaction with their English language learning materials, we are very happy to give you an overview of our brand-new digital component "DSB". The new digital offering for the Macmillan adult series, "Skillful" and "Breakthrough Plus", has now been upgraded to ensure both teachers and students can effectively integrate the activities and tools found in the page-faithful & digital version of the course book, into personalized learning experiences.

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Session 7

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Saturday 3:30 pm – 4:00 pm H3H

Ivy Chu-Hui Lin and Goh Kawai
Hokkaido University

Activating receptive vocabulary along with their collocations through a blended learning task

Paper

11:20

Receptive vocabulary (RV) items of English language learners (ELLs) cause difficulties in language production (Nation 1990). Because task-induced writing actives vocabulary through need, search and evaluation (Laufer & Hulstijn, 2001), we involved 101 college freshmen ELLs in writing and saying passages in a blended learning environment to activate RV along with their collocations. We provided a 4-stage learning experience. (1) Instructors assign target RV items and their representative collocations in class. (2) ELLs write passages including target RV items along with collocations of their choice by using a forum on a learner management system (LMS) outside of class. (3) Instructors write feedback on collocation usage on the LMS forum. (4) ELLs say improved passages in class. To raise the awareness of limited word combinations, we showed ELLs the most common collocations for each RV. ELLs received and produced each RV multiple times via conversations in class and written interaction on the LMS forum. We measured the extent of RV activation by using a productive vocabulary level test (Laufer & Nation 1999) before and after the learning periods. Paired-difference tests revealed significant increases in mean scores. We found that RV activation faded over a period of approximately 9 weeks. Vocabulary production without collocations can hinder accurate interpretation (Granger, Paquot & Rayson, 2006). By contrast, because collocations reduce semantic ambiguity, ELLs can reliably convey their intent, and instructors can concentrate on correcting errors. The performance and competence errors we found may imply a deepening of language understanding (Ludeling & Hirschmann, 2015).

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Saturday 3:30 pm – 4:00 pm   H3A
Kai Fukushima and James York
Kotoba Miners

TBLT-inspired game design: Kotoba Miners

Show and tell

Research on digital game based language learning (DGBLL)
has exploded in the last decade. Massively Multiplayer Online
Games (MMOGs) are the most researched domain, which are
shown to be extremely effective in cultivating language skills
from both psycholinguistic and socially-informed perspectives
(for a meta-analysis see Peterson, 2016). Although we are not de-
veloping an MMO specifically, two key aspects of the genre may
be exploited for the design of a language learning video game:
quests and quests sequences.

Firstly, MMOG quests have been considered a parallel to tasks
(Sykes and Reinhardt, 2012). However, MMOG quests are gen-
erally single player endeavours which do not fully represent
communication tasks, particularly cooperative, information-
gap tasks which promote interaction between interlocutors
(Pica, et al. 1993). Secondly, the progression of videogames via
in-game tutorials and quest chains has been compared to goal
orientation and task sequences (Sykes, 2014). We are therefore
investigating how quests may be structured to guide learners
from simple pedagogic tasks to target communication tasks in
accordance with TBLT methodology.

In today's presentation we will introduce our TBLT-inspired
game which aims to promote cooperation and spoken interac-
tion between players. Initially, we will introduce the game's
overall structure, highlighting considerations to TBLT method-
ology in the design. Following, we will introduce how the game
was designed to promote interaction among players. This was
achieved by dividing information and roles between players.
Finally, technical considerations will be explored including vir-
tual world selection, and how we developed the game to guide
learner behaviour.

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Saturday 3:30 pm – 4:00 pm H3B

Chris Hastings and Josh Brunotte
Aichi Shukutoku University

Reducing study abroad anxiety through smartphone virtual reality

Show and tell

Students (especially those from largely ethnically homogenous and monolingual countries such as Japan) preparing to study abroad may experience considerable anxiety about the prospect of an unknown foreign environment. The negative consequences of this anxiety may take the form of overcompensation in preparation and study, avoidance of preparation and study, or even physical effects, such as illness. The presenters propose that recently developed smartphone virtual reality, such as Google Cardboard, is a practical and affordable technology that could help train students in problem-focused coping strategies aimed at reducing anxiety. This technology allows anyone with a smartphone and a compatible headset, through the use of freely available applications, to visit locations around the globe and inhabit them immersively with the ability to look freely in all directions. In this presentation, we will discuss a pilot study examining anxiety-reducing VR-based activities as well as other CALL activities, that allowed students to virtually visit their overseas campuses, city downtown districts, and homestay neighbourhoods. In particular, the presenters will talk about the rationale for the study, the activities and materials used in the study, and the data collection methods and results. Also, how these preparatory activities might reduce student anxiety prior to departure will also be explored. Finally, improvements for a larger scale study will be proposed. Attendees will be able to experience the VR activities for themselves. This presentation may be of particular interest to teachers or administrators who wish to use more active learning-based activities in preparing students to study abroad.

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Saturday 3:30 pm – 4:00 pm   H3C

Katherine Thornton
Otemon Gakuin University

Self-access centres for study abroad programmes: using online journals to encourage engagement

`Show and tell`

Encouraging students to engage in their learning actively by using self-access centres on a voluntary basis can be a challenge, both for centre administrators and class teachers who all want students to get maximum benefit from the facilities available. Different centres adopt different systems to promote engagement, which can generally be labelled as either "push" or "pull" (Croker & Ashurova, 2012). For example, some may adopt stamp card incentive systems with prizes for completed cards (pull), or require homework activities that can only be done in the centre (push).

This show and tell presentation will present an online journal system used through WebClass, the institution's learning management system, in which a class of students on a study abroad programme were asked to complete a short record of their activities at the university's self-access centre, E-CO. Both the class teacher and E-CO's learning advisor engaged with the students in written format in the journals, commenting on their entries and encouraging reflection and further usage of the facilities. The course ran for one year, with the study abroad experience at the end of the first semester. The effect of the journals on SAC usage in both semesters, an analysis of the comment interactions, and student reactions to the system from a class survey will be presented.

Croker, R., & Ashurova, U. (2012). Scaffolding students' initial self-access language centre experiences. *Studies in Self-Access Learning Journal, 3*(3), 237–253.

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Saturday 3:30 pm – 4:00 pm **H3D**

Matthew Love
Nagoya University of Commerce & Business

Designing an effective pedagogy through digital video production

Show and tell

The development, reduction in cost, access and portability of digital technologies over the last decade has given students a growing range of tools and applications to assist learning both in and outside the classroom. Coupled with these advancements, the quantity and quality of student-generated projects also continues to grow. One such area that engages students to deploy a wide range of communicative skills is the planning and creation of a digital video production. Nowadays, with the aid of smartphones, students can produce video almost instantaneously as a classroom activity or homework exercise, or plan a more detailed, extensive and elaborate film project on assignments. However, despite the excitement and a wealth of literature highlighting and supporting the many benefits of student engagement in digital video production, designing and developing a good pedagogical practice is still problematic. In this presentation, we will examine samples of first year university student video products that demonstrate the challenges of designing an effective pedagogy in a differentiated classroom setting. Reflecting on my own experiences and efforts to implement a pedagogical framework that utilises video production in various formations and formats, specifically for the procurement of oral production skills, I will discuss the process students undertook from planning to post-production, the tools and software they used, along with the presentation, exhibition and, how their work was evaluated. Finally, I will talk about changes I have made to my instruction and the effects they have had on improving the overall quality of student products.

Saturday 3:30 pm – 4:00 pm **H3F**

Neil Cowie and Keiko Sakui
Okayama University and Kobe Shoin Women's University

Digital projects, digital literacy and language learning: A Japanese university case study

Show and tell

The use of digital technology to create projects such as multimodal texts and digital stories is increasing rapidly in L1 settings.

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However, there are relatively few EFL studies showcasing such projects, especially within an existing language curriculum. In order to address this gap, the two presenters will describe a case study of how one EFL teacher in a Japanese university implemented a blended course which included the creation of digital

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projects as a learning outcome. Over a one semester 16-week course students in three classes (N=70) created, both individually and in collaboration with classmates, four three-minute multimedia slideshows which were uploaded and shared on YouTube. The slideshows included text, photographs and other

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visual items, video and audio. The two presenters independently analyzed data from participant observation, student surveys and interviews, and the projects themselves to provide evidence that a teacher and students with limited expertise in using technology can work together to create skillful and thoughtful mul-

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timedia slideshows in L2. The study is, therefore, one that may help other EFL teachers who wish to take advantage of the increasing availability of digital technology to combine language learning with digital literacy. In addition to highlighting the affordances and limitations of teaching with digital technology,

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issues of evolving teacher-student relations and teacher role and identity are discussed.

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Saturday 3:30 pm – 4:00 pm   H3G

Paul Daniels
Kochi University of Technology

A computerized speech assessment plugin for Moodle

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Show and tell

Speaking skills are often highly revered but at the same time are the most difficult skills for language learners to master. Speech anxiety can inhibit students from speaking. Time-intensive speech evaluation can deter instructors from allocating more

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time for formative speaking activities. To help alleviate these challenges, the presenter has been designing a speech assessment plugin for Moodle to aid in the administration and evaluation of online practice speaking tasks. This open-source plugin enables teachers to author online speaking assignments that

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can be automatically scored by the computer. Each speaking task can be fully customized by the teacher to include audio, text or image prompts. Student speech can be captured and saved to a Moodle course for human evaluation or it can be transcribed and scored using a built-in speech scoring algorithm.

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The recording, transcription and scoring of live speech takes place within the Chrome web browser and employs Google's

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Web Speech technology for the transcriptions. A variety of extensive and intensive speaking tasks will be demonstrated during the session.

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Posters

Saturday 4:10 pm – 4:40 pm   H2E

Paul Raine
J.F. Oberlin University

11:20

Apps 4 EFL: Creative commons data and web technologies for EFL

`Poster`

12:00

Apps 4 EFL is a free web-based language learning platform, which uses a variety of open web technologies to mold creative commons data into effective and engaging English language learning activities. Activities offered by the site include vocabulary tests, cloze tests, text-to-speech (TTS) dictation, speech recognition (ASR) for the improvement of pronunciation and fluency, real time language learning games, and video comprehension quizzes. The outcomes of these activities can can be easily tracked by teachers, and integrated into assessment procedures and grading rubrics.

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Saturday 4:10 pm – 4:40 pm   H2E

Cathrine-Mette Mork
Miyazaki International University

Read Theory for university EFL reading practice – perceptions on progress

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`Poster`

Read Theory (readtheory.org) is a free, online reading practice platform that supplies students with an extensive library of passages catered to individual levels. Learners are assessed on comprehension through a series of multiple choice questions and optional written responses. The system uses algorithms and Lexile (lexile.com) level information to initially place students in the initial reading level assessment and in subsequent reading practices. The questions are designed to improve critical thinking ability as well as an understanding of scope, structure, intention, memory, and vocabulary. Readers move up (or down) in level as they work through Read Theory and detailed answers and explanations after completion of a section are available. Teachers can create class accounts to manage student activity and allow them to view extensive reports giving insights into students' levels and progress. Although the

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platform is designed for American K12 readers, adhering to national benchmarks and specified by the Common Core State Standards (CCSS), the system was piloted for two freshmen EFL reading courses in a Japanese university over two semesters. As

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the structure of typical Read Theory sessions resembles that of the university's final exams for reading courses, it was hoped that the system would provide an opportunity to familiarize students with the exam format in addition to improving their reading skills and providing them with a tool for future self-directed learning. Questionnaires addressing student percep-

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tions were completed at the end of each semester, and student progress in the system was analyzed. Results are presented in this poster presentation.

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Saturday 4:10 pm – 4:40 pm   H2E

Yoko Hirata
Hokkai-Gakuen University

Helping Japanese students use online monolingual dictionaries

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`Poster`

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Looking up words in dictionaries is one of the key requirements for students in English classes in secondary schools. These students are often required to consult a paper-based English-Japanese bilingual dictionary, and then they move onto pocket electronic dictionaries. Different types of free online mono-lingual dictionaries are readily available through electronic devices (i.e., smartphones) and they help students easily con-sult synonyms, idioms, phrasal verbs and example sentences

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simultaneously. However, Japanese university students tend to avoid online monolingual dictionaries and stick to bilingual dictionaries and/or translation sites. Some students keep us-ing their own pocket electronic dictionaries even in computer rooms at universities. There appears to be very little research on

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how to assist Japanese students in becoming comfortable with and making the most of online monolingual dictionaries. This study outlines the results of a one-year project which was aimed at encouraging students to make use of online monolingual dictionaries in their English studies. It also examines the ben-efits and challenges Japanese university students encountered

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through the process of using them. The investigation is based on the data collected from students' questionnaires and inter-views. The findings indicate that students' prior educational experiences and instructor encouragement enormously influ-

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ence the successful utilization of online dictionaries. The find-ings also provide interesting insights into how computer-based

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language learning should be presented to students to maximize their overall English language learning experiences.

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Saturday 4:10 pm – 4:40 pm   H2E

Rachelle Meilleur
Kyoto University of Foreign Studies

Language trackers: Paper vs. digital

`Poster`

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Tracking language study is something that is not often done with language learners, yet it can be a very powerful tool when used for self-regulated language learning. First-year university students were asked to try digital and paper trackers over the course of a school year to record both required language study (homework) and independent language study. In the first semester, students used a simple digital tracker made with an online survey program which could be saved as an app on their smartphones, and in the second semester, they were asked to use a more comprehensive paper tracker. This poster will examine both the quantitative and qualitative results from the students' use of the trackers, including how well and how often the students used the trackers, the type of study they chose to record in their trackers, as well as their impressions of both the usefulness and ease of use of the trackers. Generally speaking, the results show positive engagement with both types of trackers, and digital trackers were used more frequently than the paper trackers. However, the overall consensus was that the paper trackers had a stronger effect on the students' language learning awareness and habits.

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Saturday 4:10 pm – 4:40 pm   H2E

Jaime Selwood
Hiroshima University

3:30

A smartphone classroom: The benefits of going 99.9% digital!

`Poster`

4:10

This presentation will detail the results from a three-year research programme carried out at a national university in Japan which aimed to analyse how successful mobile technology, specifically smartphones and mobile applications (apps) could be integrated to an English language-learning course. The research was centred on first and second year non-English majors who undertook a compulsory one-semester, 16-week English language course.

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Saturday

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The course used in the research project focused primarily on improving general English oral communication skills. Each class contained between 20 and 35 students, from different faculties within the university as well as from a broad range of language abilities and motivations. In each year of the research four courses were included as part of the study with a total of 294 students – all of them non-English native speakers.

The oral communication course attempted to create a successful synchronised language-learning environment that centred around five free and widely-available apps. Also as part of the research two courses in each year used a digital eTextbook that could be accessed via a mobile device, whilst the remaining two classes used the same textbook but only in a paper format.

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The presentation will conclude by highlighting the benefits and drawbacks of the research. Overall results indicated that students' attitude towards a smartphone-centred course improved significantly over the length of the course. By the end of the courses 84% of participants had a favourable attitude towards a digital smartphone-centred course.

A step by step guide of the research will also be provided.

1:30

Saturday 4:10 pm – 4:40 pm   H2E

Joe Lauer
Hiroshima University

2:10

The effectiveness of using Facebook to improve English writing abilities

`Poster`

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Three undergraduate classes in Japan and three in Spain, totaling about 50 students in each country, recently carried out a cross-culture writing exchange program using Facebook. The primary goal of the project was to increase the students' enjoyment of English, by giving them opportunities to use English in real on-line communication. This poster presentation will focus the linguistic output of the students: What types of Facebook writings did they produce? It was found that the Japanese students' most frequent grammar errors involved articles (the/a), while the Spanish students tended to use inappropriate vocabulary expressions. These results will be explained in detail along with the results of other similar Facebook projects.

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Saturday 4:10 pm – 4:40 pm   H2E

Lee Arnold

Learner Development SIG

Blogs as informal LMSs for class and course assignment contextualization and publication

`Poster`

While many universities in Japan have opted for LMSs (learning management systems) as online means for learners to access course information and content, as well as manage learning loads and goals, at least some Japanese university students have reported some dissatisfaction with LMSs in terms of access and ease of use. This presentation will demonstrate how a blog may take the place of an LMS where it may not provide ready access, or even exist, and provide a means for instructors to contextualize assignments and create opportunities to showcase and publish learner work.

Keynote

Saturday 5:00 pm – 6:10 pm   H2A

Hayo Reinders

Keynote Speaker

The Internet of things and its implications for language education & research

It is estimated that by 2020 there will be over 50 billion connected devices. This will go beyond cellphones and computers, to include objects such as cars, household appliances, and – as the technology improves – clothes, utensils and all manner of everyday items. What does this have to do with language education? As with computers and mobile technologies, the implications and uses of these developments for educators may not be obvious, but they are likely to be significant. In this talk I will describe the Internet of Things from a pedagogical point of view, give some examples of emerging implementations and research, and propose three areas of potential impact on our field clustered around affordances relating to mobility, augmentation and ubiquity. I will argue that these can facilitate the implementation of truly active learning and give some practical suggestions for language teachers in Japan.

9:30 Sunday

Posters

Sunday 9:30 am – 10:00 am
Parisa Mehran and Mehrasa Alizadeh
Osaka University

H2E

Osaka University Global English Online: The design and development phases

Poster

As part of a work in progress, this poster presentation focuses on the design and development phases of an online course of English for General Academic Purposes (EGAP), which has been referred to as Osaka University Global English Online. Initially, two mainstream models of instructional design for online course delivery – namely, ADDIE and SAM – will be briefly reviewed. The ADDIE model is a generic, systematic, linear, step-by-step process, known as waterfall model, which consists of five ordered phases: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. Unlike ADDIE's five giant sequential steps, SAM (Successive Approximation Model) is an iterative, cyclical, and agile approach to instructional design which tries to address the roadblocks in the way of instructional designers in repeated small steps. Following that, the intertwined design and development phases of the prospective online course will be explained in detail, which include the following: Assessing students' needs and technological skills, defining the course overall goal and learning objectives, determining online course technologies, requirements, accessibility, connectivity, and support system, developing course syllabus, instructional materials, tasks and activities, objective-based assessment, management strategies for team teaching, and formative and summative course evaluation. Copyright restrictions, the use of Open Educational Resources (OERs), as well as several e-learning authoring tools and their merits and demerits will also be discussed. Finally, issues related to quality assurance will be touched upon with reference to the Quality Matters Higher Education Rubric.

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Sunday 9:30 am – 10:00 am

Tsui-Lan Chen
Providence University

H2E

Using Facebook to enhance active learning in a freshman EFL composition class

Poster

The use of social media has become a trend for communication in this technology era. Facebook is the most popular networking site among college students and is considered indispensable for their life. With strategy and design, it can be utilized as an effective tool for language teaching to motivate students to learn actively. This presentation will demonstrate the strategic use of Facebook to enhance students' writing performance in a Freshman EFL Composition class, a two-semester course with 25 students. The methods of development used were narration, description and analysis. The strategies used for Facebook activities were word games, sharing of extensive readings, self-editing, group discussion, peer review and model writer competition. Students did all the pre-writing, writing, and after-writing tasks through Facebook. Reading, writing and thinking activities were incorporated, and, intrigued by the ideas from the activities, the students engaged in more writing. It was found that, through interactions on Facebook, the students were motivated to write and got to know their classmates better while the teacher discovered the students' different intelligences from their writing tasks. Using Facebook for an EFL Composition class thus turned out to be a positive, enlightening and rewarding experience for both EFL teaching and learning.

Sunday 9:30 am – 10:00 am

Ali Campbell
Tokyo University of Technology

H2E

Question attack: A rich, versatile, blended learning activity for speaking and listening

Poster

This presentation describes step-by-step an active learning methodology for implementation in any classroom with internet access and headphones, and at any level. It can be employed several times during a course and run in parallel to other learning activities. It rests on a skills-based theory by which students develop foreign language skills through putting them into practice. In this case, various controlled and semi-controlled

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speaking and listening tasks are combined in a blended environment. It has 5 steps. (1) It starts with a fun quiz based on a short set of seemingly random questions (general knowledge, personal, academic and colloquial) tailored to the students and posed by the teacher at natural speed. Students earn points for their team by calling out possible answers. (2) The focus changes to detailed listening where students decode an mp3 (recorded by the teacher) of the same questions at their own pace, and write them out, checking in pairs. (3) The teacher displays the questions on the screen for students to correct their errors. (4) Where necessary, the teacher checks comprehension, focuses on grammar or vocabulary, models and drills the phonology, and elicits improved versions of the answers. (5) Finally students work in pairs/groups and help each other – with or without text support – to re-produce not only the answers but the questions. The presenter has developed this activity over several years and describes options in implementing it. Recommended hardware for making professional recordings is proposed.

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Sunday 9:30 am – 10:00 am

H2E

Roger Palmer
Konan University, Hirao School of Management

Engaging students through video capture

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`Poster`

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Having students work together for group tasks, the kind of co-operative learning envisaged by researchers promoting Active Learning, is helpful in engaging language learners in classroom activities. Yet there are situations in which it is desirable to take students out of the group, such as when giving individual feedback for iBT TOEFL writing tasks. Time limitations, however, make this extremely challenging for most instructors. To address the problem, this poster displays a simple guide to the process of using video capture to help learners individually when face-to-face meeting time is at a premium. It also discusses several possible benefits of using this kind of approach. Instruction took place between semesters at a private university in Japan where non-English majors have to exceed an iBT TOEFL threshold to gain eligibility for overseas academic exchange. Though the writing section questions were identified as being predictable and fairly straightforward to teach, it appeared that students had performed poorly with these tasks in the past. Areas addressed in the poster include written prompts, text deconstruction, samples of student writing, applications of video capture to give personalized feedback, and further possible uses of video techniques. Results indicate that free software (for

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example, JING) can be used successfully by instructors to assist learners in their language development.

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Sunday 9:30 am – 10:00 am

H2E

Anthony Brian Gallagher

Meijo University

Assistive & disruptive technology in learning

Poster

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This small scale action research reports on student perceptions of their access to and use of technology during their 1st year at university. With a focus group of language students (n=131) who took a writing course and were required to produce word processed documents throughout, their opinions were sought as to

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the effectiveness of a Bring Your Own Device (BYOD) recommendation supplemented by university supplied devices. Students reported on their perceptions of technology both in class and outside of class, virtual learning environments, teacher feedback, and barriers to learning including both teacher and tech-

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nology issues.

Sunday 9:30 am – 10:00 am

H2E

David Campbell

1:30

Obihiro University of Agriculture and Veterinary Medicine

Students' awareness and usage of English predictive text on mobile devices

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Poster

This poster presents the results from the first stage of a study examining students' awareness of predictive text and its usage when writing in English on their mobile devices. A pre-survey was conducted at the beginning of the semester in April to

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gauge 190 first year students' awareness and usage of predictive text when writing in English and to identify those students who are familiar and proficient in using this feature. The students most comfortable with using it became trainers to assist students who said they were unaware of this feature or seldom used it. A post-survey will be done at the end of the semester in August to see if students' who received training increased their usage and if there was an change in their attitudes towards using their mobile device for doing writing assignments in English and writing in English in general after receiving training in using predictive text in English. The poster will also outline areas for further research such as whether using the predictive text

9:30 function increases students' awareness and understanding of collocations, articles and reduces spelling errors in addition decreasing the use of translation sites such as Google Translate and Webilo.

10:10 Session 1

Sunday 10:10 am – 10:40 am H3E

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Kasumi Yamazaki
The University of Toledo

JFL learners' active learning in a 3D virtual world: Outcomes & challenges

Paper

11:30

Due to the ongoing advancement of technology, the field of CALL has achieved great diversity in regards to not only the effective use of latest computer programs and digital artifacts, but also to the approaches and methods in which CALL research is conducted. Within the field of contemporary CALL, many scholars and practitioners examined the use of intricate systems such as 3D virtual worlds, MMORPG simulation games and virtual realities (VRs), providing a better understanding of the CALL environment in which language learning is nurtured. While there have been an increasing number of studies that claim successful pilot implementations of particular CALL systems, there are relatively few studies that focus on the participants' language learning outcomes with empirical evidence, especially in the context of Japanese as a Foreign Language (JFL) classrooms.

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Based on this background, this presentation will provide the latest results of the longitudinal study that examines the effectiveness of a semester-long (15-week) 3D virtual world-based Japanese curriculum within the context of JFL classrooms. Through a mixed-method case study approach, the present study collected eight sources of data from 22 university students and 16 game users (n=38) to evaluate the participants' communicative learning outcomes, perceptions and attitudes toward their participation in the 3D virtual world-based curriculum. Based on the statistical and qualitative analyses of data, the presentation will outline the overall outcomes and challenges of virtual world-based Japanese learning, as well identifying the pedagogical implications of the effective use of 3D virtual world for future studies.

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Sunday 10:10 am – 10:40 am H3A

Douglas Jarrell and Shudong Wang
Nagoya Women's University

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Mobile contents for elementary school English teachers

`Show and tell`

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Since 2011, Japanese elementary homeroom teachers, together with assistant language teachers (ALTs), have been responsible for English Activities in the 5th and 6th grades. According to a national survey by Japan's Ministry of Education (MEXT) carried out in 2015, only 5% of homeroom teachers have qualifications showing a sufficient English level to teach the language, and other surveys show that homeroom teachers lack confidence in their English ability. While MEXT does have training programs, their main focus is on pedagogy rather than on improving English skills. To help elementary school teachers and student teachers increase their exposure to English, the presenters have added special content to an existing free app called Mobile English. The content includes simple reading and listening exercises to prepare teachers and student teachers for English activities such as self-introductions and show and tell presentations. Materials also aim to increase pronunciation awareness by focusing on phonics for children. These materials are presently being used by students in a childhood education department at one university, but the presenters hope that the new contents of this app will eventually be used for self-study by the larger population of working elementary school teachers who do not have the benefit of classroom instruction.

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Sunday 10:10 am – 10:40 am H3H

Adrian Leis and Kenneth Brown
Miyagi University of Education

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Flipped learning: Does the teacher matter?

`Paper`

The flipped learning (FL) approach has received much attention in the field of second language acquisition over the past decade. In previous studies (e.g., AUTHOR, 2015), it was concluded that the FL approach was indeed effective in increasing the participants' English composition writing proficiency. However, in another study (AUTHOR, 2016), one participant commented that due to the instructor's efforts to create videos for the flipped classroom, she felt obliged to study harder. The author,

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therefore, expressed a need for researches investigating whether students in flipped classrooms using videos created by someone who was not their teacher would be just as motivated as the students who studied under the teacher who made the material.

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Taking the above research results into consideration, in this presentation, the authors discuss the findings of a quasi-experimental study of the FL approach with L2 learning motivation and composition writing proficiency of two groups of students being investigated. The presenters conclude that who teaches the class does not affect students' motivation in a FL environ-

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ment. Furthermore, the FL approach is effective in promoting active learning and language proficiency regardless of whether the students' teacher was the one creating the materials or not. Finally, the presenters propose the FL approach as an ideal way to increase the amount of individual instruction and peer

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coaching possible in the classroom, thus improving possibilities of discussions and compositions that encourage flexibility, creativity, problem solving, and decision making, key words in Granger and Dunlap's definition of active learning.

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Sunday 10:10 am – 10:40 am   H3B

Josh Wilson
Kansai Gaidai University

1:30

Tips and techniques for teaching with Google Drive and Google Docs

`Show and tell`

2:10

Google Drive is a powerful tool for the language classroom, freeing the teacher and students from the spatial and temporal constraints of paper. When used correctly the tools allow students to engage more completely with each other, the instructor, and the course materials, enabling students to be more active participants during and outside of class. This session will present practices for using Google Drive and its associated apps gar-

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nered from three years of use in university EFL classes with a focus on effective teaching, efficient feedback, and avoiding common pitfalls.

The following will be covered in the session: setting up class folders and course documents will be briefly introduced in the first section. The second section focuses on lessening student anxiety and onboarding users efficiently with three easy activities. The third section provides tips for using commenting functions and writing guides to efficiently assess and give feedback. The final section provides guidelines for using Google Docs and Slides for collaborative projects.

9:30

Sunday 10:10 am – 10:40 am   H3F

William Pellowe
Kindai University (Fukuoka Campus)

10:10

Teaching song rhyme patterns

`Show and tell`

10:50

Arguably, being able to recognize the rhyme patterns in songs is an important factor in appreciating music in English, yet many of the Japanese students in the presenter's "Music in English" course were initially unaware of the existence of rhymes in English songs. To help teach students about rhymes and rhyme patterns in songs, the presenter developed a series of short, interactive presentations to use in class. In this pre-

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sentation, participants will learn the reasons behind teaching students to understand rhyme and rhyme patterns, and experience an overview of some of the lessons from the students' point of view. Then, the participants will receive some pointers on how to make their own lesson materials in either Keynote

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or PowerPoint, including how to obtain, embed and trim audio and video clips, as well as useful techniques to make highlighting appear on text. This presentation will be useful to anyone who wants to use music lyrics in their class, and may provide novice users of presentation software with some new tools in

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their repertoire.

Sunday 10:10 am – 10:40 am   H3G

Branden Kirchmeyer

2:10

Sojo International Learning Center, Sojo University

Promoting self-access centers with Moodle

`Show and tell`

2:50

Self-access centers (SACs) provide real-world personalized learning environments to students who are motivated enough to use them. For students on the fence or indifferent about entering these brick-and-mortar spaces, enticement may be constructed through virtual exchanges with the physical environment via Moodle courses. This presentation reports on the development of a Moodle course designed to support students' discovery and usage of one such center at a small private university in southern Japan. Using pre-existing activities, a collection of quizzes was developed in order to help first- and second-year students enrolled in basic English communication courses learn about the SAC, its resources, and general best practices of self-guided learning. In one semester, students were required

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to complete at least four quizzes for a portion of their grade in their English courses, which were also supplemented with Moodle courses. In this presentation, the presenter will provide a brief overview of the online course layout and activity features,

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discuss implementation goals and challenges, and present several findings based on usage statistics and student survey responses. Goals and plans for further development of the course will also be discussed.

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Sunday 10:10 am – 10:40 am

H3C

Brett Milliner
Tamagawa University

11:30

Reading-while-listening to graded reader audiobooks on mobile devices

`Paper`

12:30

For Japanese and most other students studying English as a foreign language (EFL), they face limited opportunities to engage with English outside the classroom. Over the past decade, a popular approach to overcome this dearth of English input has been the implementation of extensive reading programs. More recently, publishers of graded readers have created audiovisual materials to accompany many of their graded reader titles, and online libraries such as Xreading (www.xreading.com) are mak-

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ing it easier for students to read or listen to graded readers on their personal mobile device. This experimental study is interested in the development of English language learners' listening skills. More specifically, how increased language input via extensive reading and reading while listening to electronic books/

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audiobooks affects listening skills. Changes in listening performance were compared among three groups of students (N=75) studying at a Japanese university, namely: (1) a treatment group who read 100,000 words of self-selected graded readers (n=21), (2) a treatment group who listened to over 100,000 words of

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self-selected graded reader audiobooks (n=29), and (3) a control group who did not receive any extra English input (n=25). Listening development was evaluated using TOEIC® and listening vocabulary size test (McLean, Kramer & Beglar, 2015) scores. Results indicated that students who received the reading-while-listening treatment achieved the largest increases in both measures of listening skill development.

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Sunday 10:10 am – 10:40 am　　　　　　　　　H3D

Masami YASUDA
ex Kwansei Gakuin University

10:10

How to make use of eBooks and audiobooks for EFL communicative activities

`Show and tell`

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An increasing number of language teachers are using ICT technologies in CALL. Blending reading and audio listening, in particular, has been a challenge for CALL. eBooks and audiobooks on mobile gadgets have rapidly become valuable for audio based self-study of a variety of reading resources. This paper reports on almost a decade-long action research of mine on adopting eBooks and audiobooks for Japanese EFL classes on a university level. Creating original eBooks and audiobooks is not impossible, but requires certain technical knowledge and consumes time and energy. More and more popular stories are being available in public domain and some are uploaded with human narration to designated servers and on YouTube channels. Using such resources, and preparing blank question form sheets for the class to exchange, I have succeeded in creating good pair work for meaningful communicative activities in remedial classes. I will introduce the rationale for the pilot projects and syllabus designs for audiobook based listening, reading and communication classes. I will share actual classroom-tested lesson plans with a summary of the students' evaluation of such online assignments.

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2:10　**Plenary**

Sunday 11:30 am – 12:30 pm　　　　　　　　　H2A

Laurence Anthony
Waseda University

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Enhancing the CALL experience through Data-Driven-Learning: From words to texts and beyond

Corpus data and tools have played an increasingly important role in English language teaching and learning research. Native speaker corpora, for example, can provide vocabulary experts with valuable information on word frequencies and distributions, and help inform classroom teachers on appropriate language use in general and specialized contexts. Learner corpora, on the other hand, can help teachers identify common second

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language learner problems and provide evidence of language growth and development. Nevertheless, the introduction of corpora and corpus tools into the classroom for direct use by learners as part of a Data-Driven Learning (DDL) approach is still a relatively uncommon practice. This is despite an increasing amount of empirical evidence showing that DDL is often more effective that traditional teaching methods. In this presentation, I will first briefly review the long history of research and practice that supports the DDL approach before highlighting some of its obvious weaknesses and limitations in a CALL context. Next, I will introduce some recent advances in corpus tools development that allow teachers and learners adopting the DDL approach to move beyond simple investigations of word and multi-word unit forms and functions. Some of these new tools allow us to probe language at the rhetorical and discourse level, and others allow us to see how people interact to create language. I will finish the presentation with some practical suggestions for integrating DDL into the CALL classroom and ideas for future CALL-based research projects that can inform and improve on current DDL practices.

Session 2

Sunday 1:30 pm – 2:00 pm   H3B

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Gordon Bateson, Alex Vazhenin, John Brine
Kochi University of Technology

Using gamification to activate learners in an extensive reading and writing program

Show and tell

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This presentation will introduce the rationale, design, implementation and functionality of a gamified Moodle course that supports an extensive reading and writing course at a Japanese university. The course combines standard Moodle features with several open-source Moodle plugins, that were developed by the presenter, to heighten the motivation and engagement of the students. To this end, the course page is converted to a scorecard showing the grades for individual activities, grade categories and course total. The extensive reading program is administered using the Reader module, in which students accumulate book covers as trophies as they work toward their reading goal. Points for offline activities, such as the Reading Journal and Poster Presentations, are awarded via a newly developed graphical interface in which teachers first tap the numbers of points and then tap icons which represent the students to whom those points are to be awarded. The course also contains numerous help pages which are initially hidden, by use

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of Moodle conditional activities, and then revealed only if and when students need them. Finally, the presenter will show student feedback about the course, and plans will be outlined for enhancing the course further through the use of digital badges to recognize and reward Reading achievements.

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Sunday 1:30 pm – 2:00 pm   H3A

Louise Ohashi
Meiji University

10:50

Build English skills and increase motivation with short films

Show and tell

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This presentation shows how short films that are freely available on the Internet can be used to do activities that help students work on the four base skills (speaking, listening, reading and writing), assist with receptive and productive vocabulary development, and boost motivation. The films that will be introduced are all under four minutes in length and have no or very little spoken language. A range of activities will be introduced in the presentation, with audience members invited to actively participate in some of the demonstrations and discuss potential adaptations that can be done to foster learning in both classroom and out-of-class settings. The activities that will be introduced have been used by the presenter in university-level English classes in Japan. Informal feedback from students in class discussions and their English self-study reports suggest that the use of films had a positive impact, with students perceiving a wide range of learning benefits. Furthermore, they reported feeling motivated when using films in class, which prompted many of them to do self-selected tasks outside of class using films they had already seen or others that were recommended. This presentation introduces activities that can be adapted to suit a wide range of proficiency levels, but has less to offer for beginners so is recommended for teachers at high school level and above.

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Sunday 1:30 pm – 2:00 pm   H3D

Aya Yamasaki
Kanazawa Institute of Techonology

Utilizing English Central in a TOEIC® Listening & Reading Preparation Class

`Show and tell`

For students to become successful autonomous learners, it is crucial to extend language learning to activities outside of class. Online language learning applications are beneficial tools for students to immerse themselves in English outside of class because of their convenience and accessibility from smartphones and/or PCs. However, the inability to closely monitor students' online activity and progress frequently result in decreased student engagement and accountability. Students will often postpone their tasks until the end of a deadline or will simply fail to complete their assignments. To solve these problems, carefully selected online materials should be interesting and meaningful so that students can learn different language aspects from various contents. Teachers should be able to access students' progress to provide direct feedback, as well. English Central is an online language learning application which can help to motivate learners outside of class, improve pronunciation and listening comprehension, and allow teachers to check students' progress. This presentation will address how English Central was used in a 3-week intensive TOEIC® Listening & Reading (TLR) preparation class for non-English-major, Japanese university students. The presenter will evaluate the effects of English Central on both students' motivation and TLR test results. Further suggestions for future use of English Central in class, as well as the strengths and limitations of the application will be discussed.

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Sunday 1:30 pm – 2:00 pm   H3E

Tony Brunelli
Okayama Prefecture University

How making short videos brought my class back from the dead

`Show and tell`

This show and tell presentation discusses how active learning changed a conversation class without conversation into an engaging and fun learning experience. Teaching 2nd-year low proficiency learners for the first time, the presenter prepared what he thought was an interesting syllabus and class plan. However,

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when he was faced with unmotivated and almost completely unresponsive students in class he needed to revise his plan and find a way to stimulate language production. Starting with an overview of the first semester problem, the presenter will outline his trials and tribulations on his journey toward getting students to actively speak and participate in class by having them make short videos. The levels of motivation and English engagement increased as the teacher spent time with each individual small group, working together on the idea, the script, and the treatment. But the presenter discovered that the most valuable, beneficial, and significant element of the communication process did not come from the filming of the videos themselves, but came during the editing of the videos where students and teacher were able to discuss together the best way to piece together the videos. This provided a chance for students to present their creative ideas in a relaxed and rather stress-free environment. At the end of the semester, teacher and students discussed the project and it was evident that students felt their learning motivation had increased and that making videos improved their English language confidence and advanced their technological competence.

Sunday 1:30 pm – 2:00 pm   H3F

Kelly Rose

1:30

Hiroshima Bunkyo Women's University

Discovering Duolingo and the Duolingo English Test

Show and tell

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Perhaps you have heard about this highly publicized language learning app and wonder how to utilize it with your students. Duolingo offers a range of digital, cross platform language programs as well as an English language proficiency assessment. This session outlines two pilot programs, one using the free English language app and the other using the Duolingo English Test, conducted with a small group of university first year, low–intermediate proficiency English language learners. Qualitative survey results indicated a general improvement in various English language skills and, specifically with the Duolingo English Test, a higher motivation for practicing English speaking. This talk outlines the pilot programs' procedures and shares some benefits, drawbacks and recommendations for duplicating these programs in other settings. Portions from both language programs will also be demonstrated.

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Sunday 1:30 pm – 2:00 pm **H3H**

Chris Tempest
Sojo University

10:10

How not to set-up an international online exchange on Moodle

Show and tell

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Whilst advances in the Internet and technology have contributed greatly to language learning in recent years, exposure to authentic language encounter within a safe and controlled environment are hard to come by. The Moodle platform can be utilised to create a safe and controlled environment for students to study their target languages. This small scale project had a primary focus of facilitating communications and exchanges between a university in Japan and a university in the UK. The participants consisted of 32 students, 20 from Japan and 13 from the UK. This presentation aims to highlight some of the problems encountered when setting up and executing an online exchange between Japanese learners of English and English learners of Japanese. The project attempted to oversee online interactions between the two groups via activities on the Moodle platform and to encourage participation within a community and build relationships. However, due to problems on both sides of the project, the desired outcomes were not realised. Problems such as activity preparation, student and teacher participation and awareness, time management and scheduling, and teacher to teacher communication are to name but a few. This presentation will highlight the obstacles throughout the project, discuss possibilities why they occurred, outline future changes to avoid the same mistakes again and to make the audience aware of the potential pitfalls of undertaking similar projects.

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Sunday 1:30 pm – 2:00 pm **H3G**

Bob Brown
Eigo Live, LLC

Long-term natural language acquisition using interactive e-learning

Sponsored Show and tell

www.eigolive.jp is an interactive e-learning website that was developed based on neurological studies that prove the importance of stimulating students' Broca area of the brain to ensure long-term, natural language acquisition. This interactive system provides various situational listening, speaking, writing

9:30

and Q & A activities, without showing written text, that enable students to naturally acquire language skills. Students actively stimulate their Broca's area by listening, pronouncing, typing and choosing the correct answers to questions, without reading dialogs or scripts. Basic through Expert levels are available to

10:10

help students acquire general English skills or prepare for standardized tests such as Eiken, TOEIC and TOEFL. Short courses for professionals can also help prepare adults to use English for careers in transportation, hospitality, retail and business. The presentation will introduce the theory behind the development

10:50

of this system and demonstrate how the theory is put into practice to provide a convenient and effective learning tool for busy students.

11:30

Sunday 1:30 pm – 2:40 pm   H2B

**Blair Barr, Lee Arnold, Daniel Hougham,
Brett Milliner, David Gann**
Tamagawa University

12:30

Learner Development SIG forum: Language learners in the digital age

`Workshop`

1:30

This Learner Development SIG Forum at JALTCALL 2017 is an inclusive, participant-friendly event featuring ideas for integrating language learning technology in the classroom and beyond while maintaining the focus on the learner. In the computer- and mobile-assisted language learning classroom, it is easy to focus on computer applications as solely tools for teaching and easing the management of large groups of students.

2:10

However, with this focus, teachers can easily lose sight of the individuals adopting these tools as autonomous learners both inside and outside of the class. In this forum, timed rounds of interactive presentations about language learners engaging with CALL tools such as online tests, digital flashcards, blogs, and video-sharing websites will be followed by a discussion

2:50

circle. At this time, participants will be given an opportunity to reflect on the presentations while sharing their own research experiences, puzzles, and narratives about learner growth and language development through the use of technology.

Presentations:

Lee Arnold (*Seigakuin University*), Blogs as informal LMSs for class and course assignment contextualization and publication

9:30

Blair Barr & Brett Milliner (*Tamagawa University*), Online testing for learner feedback and development

10:10

David Gann (*Tokyo University of Science*), Card Trick Instructional Videos and Online Language Learning Resources for Rescuing a Dying Class

Daniel Hougham (*Hiroshima University*), Using Quizlet to promote learner development

10:50

Sunday 1:30 pm – 2:40 pm   2D

Guy Cihi
Lexxica – DMP

11:30

Gamification of vocabulary acquisition – Words & Monsters

Sponsored Workshop

12:30

Each day, 500 million people spend 60-90 minutes playing addictive mobile games on their portable devices. What can we learn from these popular mobile games to help us create more compelling learning materials and classroom experiences? This presentation will summarize the key mechanics of popular puzzle-action, role-play adventure games, and demonstrate

1:30

Paul Howard-Jones' findings on how and why specific types of game rewards increase the brain's production of dopamine, a neurotransmitter associated with motivation, emotional attachment, and long-term memory. Attendees will also experience Words & Monsters, a new mobile game that automatically

2:10

adjusts to each player's lexical needs and then teaches receptive comprehension of thousands of new high-frequency words over a very short time frame. The presentation will conclude with an open dialog about the advantages (and disadvantages) of gamifying language learning for students and teachers.

2:50   **Session 3**

Sunday 2:10 pm – 2:40 pm   H3H

Robert Swier
Kindai University

Focusing on tasks in virtual worlds: Mixing virtual and physical space

Paper

Interest in virtual worlds as arenas for language acquisition is increasing, however existing literature has largely focused on Second Life and similar platforms that by design present

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numerous obstacles to easy modification of the environment by novices. In this study, we present a sociocultural analysis of learner interaction in Minecraft, a platform that makes modification by novices exceptionally easy. We implemented five communicative tasks designed to encourage learner autonomy and meaningful interaction. Four of the tasks incorporated a concrete non-linguistic goal that necessitated communicating effectively to bridge a gap in information, and one task incorporated a decision-making activity. All tasks required the participants to take consequential action in the virtual environment. The participants included 14 students at a Japanese university, and data was collected over 13 sessions of 90-minutes each through chat transcripts, pre- and post-study questionnaires, and post-study semi-structured interviews. The analysis will examine the ways in which the interaction was influenced by the technological tools, theoretical framework, and physical environment. We will discuss the potential for interplay between real and virtual space, as the learners in this study were physically in the same room during data collection, and could see and hear each other directly while operating avatars in the virtual space. Evidence indicates that the virtual space provided a real-time extension, rather than replacement, of the physical learning space. Finally, we will highlight issues that practitioners may face when implementing mixed learning environments that include virtual spaces.

Sunday 2:10 pm – 2:40 pm   H3C

Keith Barrs
Hiroshima Shudo University

2:10

Corpus tools for research projects in the language classroom

Show and tell

2:50

This presentation gives details of corpus-based online tools which can be used to assist university students in the exploration, development, and writing of research projects. Focusing on English education in Japan, it will first be shown how Google Images can be used to explore the different meanings of the same word in Japanese and in English. This involves limiting Google searches to specific domains, such as google.com vs google.co.jp, and then searching in each domain with various scripts. This produces visual results which offer quick and interesting insights into how the same word can take on new, often pragmatic meanings in a new language setting. These findings can help generate areas of linguistic interest for individual research projects, such as investigating language contact, lexical

9:30

borrowing, and the linguistic landscape. Then it will be shown how the Corpus of Contemporary American English (COCA) can be used to further investigate these topics, taking the research into such areas as collocational behaviour and semantic prosody. Finally, it will be shown how the recently-released application Writefull, built around corpora derived from google books and google scholar, can be an excellent tool for helping students choose the most appropriate vocabulary and phrases when writing up their reports in academic English. This presentation will be useful for people wanting several quick, easy, and free tools to help enhance their students' undertaking of writing language-focused research reports.

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Sunday 2:10 pm – 2:40 pm   H3D

Jean Ware

Tokai University Fukuoka Junior College

Doing collaborative writing using Google Docs

Show and tell

12:30

1:30

Using Google Docs in a writing course enables students to quickly share their ideas with other students. This can develop a sense of community and shared experiences because everyone sees everyone else's sentences. Even shy students can participate without worrying about their pronunciation. Students can also learn from each other's mistakes. Using a topic-based writing text, the presenter's students wrote sentences in shared Google documents (G-Docs). Once students had completed their assigned sentences, the teacher added her sentences, and then corrected students' writing. The reasons for the corrections were explained as they were entered into the Google Doc. Students then used their corrected sentences to create final well-organized paragraphs. The presenter will (1) describe the process of setting up shared Google Docs, (2) show a "topic template" that was used in class, (2) tell how she used G-Docs in class, (3) present examples of student writing from her class, and (4) show an example of the corrections she made and discussed during class. Other classroom applications of G-Docs could include round-robin story writing, practicing grammar points, building vocabulary through bilingual dictionaries and sample sentences, and small group compositions.

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Sunday 2:10 pm – 2:40 pm   H3A

Oliver Rose
Kwansei Gakuin University

10:10

Innovation in digital sentence translation tasks

`Show and tell`

10:50

Despite the various unique affordances of sentence translation activities for language acquisition, they have been ignored by native speaker teachers in language teaching for many years. This is partly due to the fact that sentence translation activities are often somewhat impractical for teachers to set, oversee and correct. In this presentation, however, I will demonstrate several different apps and websites that can be used to give students sentence translation practice in more efficient, effective, and accountable ways. I will share curated resources on Quizlet covering a wide range of levels and grammar points, which can also be used with the PhraseBot app and www.apps4EFL.com for different kinds of practice of varying degrees of difficulty. These tasks can be offered as self-study resources or set for homework, with student usage and progress accountable to the teacher in various ways. I will also show how Google forms can be used for conveniently carrying out formative or summative testing using sentence translation tasks.

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Sunday 2:10 pm – 2:40 pm   H3B

Troy Rubesch
Otemon Gakuin University

2:10

Extending study abroad reflection with guided blogging through SNS

`Show and tell`

2:50

As the trend of sending Japanese undergraduates on study abroad programs increases, many universities have developed pre- and post-study abroad language and culture programs. These programs are designed to prepare students for the challenges of study abroad before they depart and to help them 'unpack' their experiences when they return. However, students may have little or no chance to document their learning while they are overseas.

The presenter will discuss a pilot project utilizing the Facebook platform to document and share students' language and cultural observations and reflections during their experience abroad. Throughout their time overseas, students were asked to write short blog-like Facebook posts on topics

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including: non-verbal communication; university life; manners, etiquette, and taboos; health; and perceptions of Japanese culture. Students were also encouraged to reply to each other's observations.

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These posts act as a valuable bridge between the students' pre- and post- study abroad courses in Japan creating a longitudinal record of their cultural assumptions and awareness before, during, and after their study abroad experience. This allows for a thorough analysis and discussion of cultural differences and the cross-cultural interactional strategies, skills, and

10:50

competencies they developed in their time abroad.

The presenter will share materials used in the course and discuss considerations for implementing study-abroad blogs.

11:30

Sunday 2:10 pm – 2:40 pm   H3F

Kazumichi Enokida
Hiroshima University

Visualizing original ESL podcasts with YouTube

12:30

Show and tell

The presenter has been involved in the development and delivery of weekly ESL audio podcasts for students at a national university in Japan since 2008. More than 700 programs have been published online for the past nine years, and they gener-

1:30

ally rank well in iTunes Store. The podcasting system has been based on the traditional RSS (Rich Site Summary) feeding, with which the subscribers can download the latest audio files, using aggregator software like iTunes. More than ten years after Stanley (2006) pointed out the potentials of podcasting for mo-

2:10

bile learning, there are more diverse ways of sharing information, such as Twitter, Facebook, and YouTube. It is expected that exploiting these popular media will help us reach wider audience more efficiently. In this presentation, the potentials of utilizing YouTube to deliver original audio-based ESL podcasts

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are reported on. The presenter started delivering these listening materials, converted to video clips by adding images to audio clips, on YouTube a year ago, and more than 50 programs have been published there. The new system was found highly beneficial: Not only does YouTube make it easier to spread the updates to users of different media and devices, the "Analytics" page provides statistical information that was hard to find in the traditional podcasting system involving RSS feeds, including the demographics of listeners and the popularity of each episode. The presenter will show the data from the past year and share some thoughts on the types of episodes listeners seem to be more attracted to.

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Session 4

Sunday 2:50 pm – 3:20 pm   H3B

Jeremy Eades, Euan Bonner and Daniel Worden
Kanda University of International Studies

Expectations and reality: Preliminary findings from a digital literacies survey

`Paper`

As digital devices become more common in the classroom, it's imperative that teachers not assume students' digital literacy skills when it comes to planning and creating coursework, even though many of the students entering tertiary institutions are considered "digital natives". This presentation will investigate and discuss the findings from an end-of-year survey of nearly 400 freshmen at a foreign languages university in which all incoming students are required to have an iPad. The survey is designed to assess basic iPad literacy skills gained over the first year of university, as well as other digital skills commonly used in the classroom including spreadsheet, slideshow and word processing skills, and digital collaboration skills through different social networks and cloud sharing apps. The presenters will discuss preliminary results, including which digital literacy skills are commonly learned and which require explicit instruction, as well as potential implications for classrooms using iPads, and future directions for the survey and further research.

Sunday 2:50 pm – 3:20 pm   H3C

Kurtis McDonald and Mayumi Asaba
Kobe College

Student perceptions of video-recorded group discussion and reflection tasks

`Paper`

Although the development of second language (L2) speaking ability is often a central goal of Japanese university English programs, the ephemeral nature of speech presents inherent challenges for both instructors and students to monitor output, notice weaknesses, and make improvements. Unlike L2 writing instruction, the ability to review and reflect on L2 spoken output is typically hindered by the lack of a tangible record of what was said and the opportunity for both students and instructors to reflect on how it may be improved. However, with greater access to technological tools for both capturing and sharing video recordings of in-class group discussions, it is now easier

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than ever to address these typical limitations through the use of technology-mediated task-based language teaching (TBLT). But what do students think about such tasks?

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This mixed method study was designed to reveal student perceptions of video-recorded group discussion and reflection tasks through data collected from survey responses, focus groups, and individual interviews. First, an overview of a year-long series of video-recorded 10-minute group discussion and reflection tasks employed in five sections of a required English Oral Communication class at a Japanese university will be pro-

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vided. Then, the survey results from 95 first-year students will be discussed alongside illustrative excerpts from the three focus group and four individual interviews. Although the findings suggest that students generally perceived the tasks as useful, challenging, and fun, a variety of factors were also identified

11:30

that students believed limited their improvement in speaking English and self-confidence for doing so.

12:30

Sunday 2:50 pm – 3:20 pm   H3E

Bruce Lander and Tetsuaki Miyoshi
Matsuyama University

Australian-Japanese multimodal e-Books for language and cultural exchange

1:30

`Paper`

The way the younger generation actively learn inside and outside the classroom is very much influenced by the multimodal technologies they are currently adopting. The younger genera-

2:10

tion of today seem to be continually immersed in technology. The way in which they telecommunicate with each other also seems to change each year. However, for the most part, foreign language students in Japan use their devices to communicate together and often not in the target language. If technology is involved there is a far greater potential for authentic language

2:50

learning exchange to occur with actual native speakers abroad.

This paper presentation will introduce a collaborative e-learning exchange project between high school students in Japan and Australia sponsored by the Australia-Japan Foundation. Students in Japan learning English, created 5 sets of multimodal digital stories introducing local and national cultural elements. Whereas students in Australia did the same, but in Japanese. All digital stories were exchanged every 2 months over the course of one academic year. Students in Australia provided feedback through an online wiki, whereas students in Japan did the same, but in Japanese. Student created eBooks were made with various forms of iPad apps including Comic Life,

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iMovie, PuppetPals, Tellagami and Book Creator for iPad. If you are interested in learning how to introduce more iPad apps that promote creativity and provide an excellent opportunity for language exchange with real, similar aged speakers, then please come to this presentation. Several samples of student created materials will be shown.

10:50

Sunday 2:50 pm – 3:20 pm H3F

Nobue Tanaka-Ellis and Sachiyo Sekiguchi
Tokai University

Flipped and blended to implement an effective learning environment for CLIL

Paper

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The rapid advancement of technology, especially in the past two decades, has had a dramatic effect and has transformed educational environments. This paper concerns one of the transformed learning environments for a Content and Language Integrated Learning (CLIL) course that teaches leadership skills through English at a university in Japan. The course was delivered in a highly complex environment, combining flipped-, blended-, and ubiquitous learning modes, in order to provide arenas to teach authentic content, support student understanding, and create opportunities to produce comprehensible output in the class. The students used tablets or smartphones to learn leadership skills from a commercially available MOOC course that was reorganised and uploaded to a mobile app called Handbook by the course coordinator to suit the students' L2 levels. Handbook was used as the hub for accessing course materials for self-study. The coordinator expected the students to go through the materials in the following sequence before attending each class: 1) notice [e.g., descriptions of weekly objectives and tasks]; 2) MOOC videos [with separate transcripts]; 3) core articles; 4) related articles; and 5) tasks [open-ended questions on the weekly objectives and short answers]. Student logs collected from Handbook were analysed to see what materials were accessed before, during, and after each class. The results indicated that this combination of learning modes supported learners with varying L2 levels, from intermediate to advanced, through both video and text-based study materials anytime and anywhere during the semester.

9:30

Sunday 2:50 pm – 3:20 pm H3G

Martin Meadows
Nayoro City University

10:10

Introducing the Moodle Reader to Japanese high school students

Paper

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This presentation reports on a project conducted in which the Moodle Reader was introduced to a third-year high school English class as an extra-point, active-learning option. Research objectives were to investigate whether an independent, (not very) extensive reading program could improve students' attitudes and motivations to reading in English and lead to measurable increases in reading speed and accuracy. A questionnaire concerning reading habits and attitudes towards reading in English was given to students before the program was introduced, and their attitudes and experiences with the Moodle Reader were queried with another questionnaire after the program ended. Reading speeds and accuracy were measured by timed reading tests both before and after the program and results analyzed to determine if any significant improvements were detectable.

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This presentation will discuss the significance of results and consider whether use of the Moodle Reader as a low-level extensive-reading activity in high school English classes can yield significant benefits for students.

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2:10 Sunday 2:50 pm – 3:20 pm H3H

Brian Teaman
Osaka Jogakuin University

Five years of tablets in the university classroom: What we've learned

2:50

Paper

Our University which includes 2 year and 4 year programs is now beginning the sixth year of all students having their own tablets. We were the first in Japan to have such a program and therefore have a lot of knowledge to offer those who are interested. The goal of this paper is to give a broad overview of all aspects of tablets in our classroom and what we have learned by doing it. It will describe how iPads were chosen and why. It will cover how they are being used in classrooms across the curriculum with a special focus on the English language classroom where they are the main source of material for all first year English

Sunday

9:30

classes. The paper will cover the use iBooks and how in-house books are being created and maintained. It will cover apps that are being used and the logistics of getting iPads set up for first year students. It will talk about the limited teacher training and the barriers to better training. It will give some suggestions for

10:10

training programs. It will present the methods and benefits of having access to the internet and what amounts to a language lab and bookshelf in every students' hands. This paper will be of interest to all who are interested in technology in the classroom, but especially for those who might be considering how to start a

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similar program or considering a more extensive use of tablets in the language classroom.

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Sunday 2:50 pm – 3:20 pm

H3D

Blair Barr
Tamagawa University

Building and learning together with Quizlet

`Show and tell`

12:30

Although digital flashcard technology has been with us for some time, Quizlet.com took this technology to a new level by introducing the interactive team game called Quizlet Live in 2016. In this game, learners can work together using their smartphones or other devices in a team race to identity target vocabulary.

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Although many teachers have caught on to the interactive benefits and motivational enthusiasm generated in the classroom with this tool, there are in fact several ways to get learners involved in the development of Quizlet flashcard sets to help deepen their own learning while supporting the learning of their

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peers. This presentation will demonstrate how to create flashcard sets containing translations, pictures, definitions, and gap sentences. In addition, the presenter will prepare some interactive demonstrations of the activities used over this past year that students have praised as both a valuable and engaging part

2:50

of their vocabulary learning experience. You will also be shown how to create class sets, edit those sets, interact with those sets, and ultimately play games with fellow participants using the sets you will create as a group. Bring your smartphones, tablets, or laptops, and prepare to engage with vocabulary and your fellow participants in an increasing popular and enjoyable way.

Schedule

Friday June 16th

Pre-conference workshops: 18:00-21:00
(Bring your own device.)

Saturday June 17th

09:00 – 17:00	Registration
10:00 – 10:30	Session 1
10:40 – 11:10	Session 2
11:20 – 11:50	Session 3
12:00 – 12:30	Video Plenary
12:30 – 13:30	Lunch
13:30 – 14:00	Session 4
14:10 – 14:40	Session 5
14:50 – 15:20	Session 6
15:30 – 16:00	Session 7
16:10 – 16:40	Posters
17:00 – 18:10	Keynote Address
18:30 – 21:00	Reception

Sunday June 18th

09:00 – 15:00	Registration
09:30 – 10:00	Posters
10:10 – 10:40	Session 1
10:50 – 11:20	AGM
11:30 – 12:30	Plenary
12:30 – 13:30	Lunch and JALT OGM
13:30 – 14:00	Session 2
14:10 – 14:40	Session 3
14:50 – 15:20	Session 4

Access

By air

On arrival at Matsuyama airport, look for signs for the Limousine Bus departure zone. Take the Limousine Bus to Matsuyama JR-eki. A 20-minute journey. ¥570.

From there, transfer to the tram line, destination Takasagocho (高砂町) or Teppocho (鉄炮町)

This is a further 15–20 minute journey.

Google Map directions:
    https://goo.gl/maps/EPyggY55jV32

Here is a slightly alternative route:
    https://goo.gl/maps/CXFy8PCPra22

By taxi

About ¥2,500

By rail

Access from JR Matsuyama station: Take the tram from the tram port in front of the station to Takasago-cho.

On alighting at Takasago-cho, it is a 6 min walk to the venue https://goo.gl/maps/BnH4Ez3wJt32

By highway bus

After alighting at Okaido (大街道) you can walk or take the tram. On foot its a very nice 20 min walk past the castle:
    https://goo.gl/maps/zjJ6URU5BWw

Take the city tram (21mins):
    https://goo.gl/maps/BnH4Ez3wJt32

After alighting at Shi-eki 市駅 take the tram using this route (27 mins):
    https://goo.gl/maps/k6g9a3ovvHK2

By car

There will be limited parking available for up to 20 cars during the conference. Please come to the university main entrance, temporarily park your car and come to the conference registration desk to obtain your guest-pass.
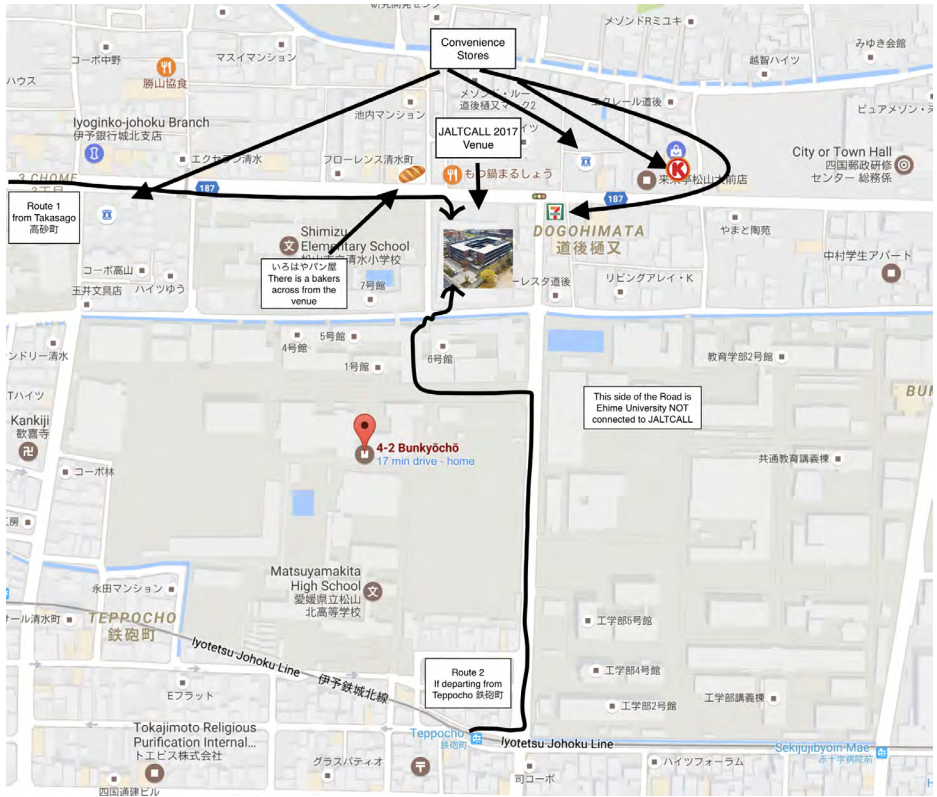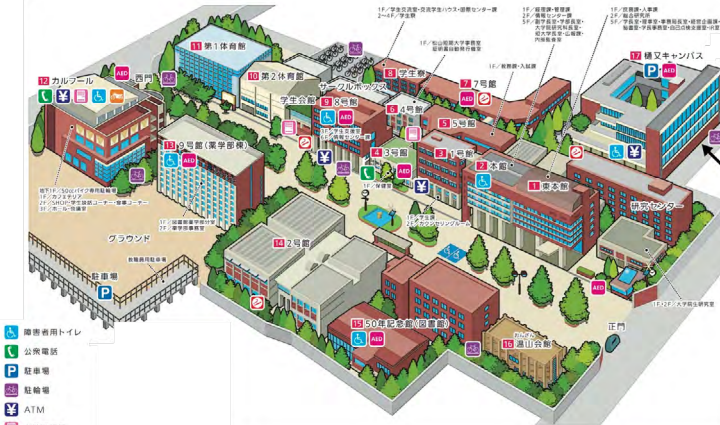
Campus Map

松山大学
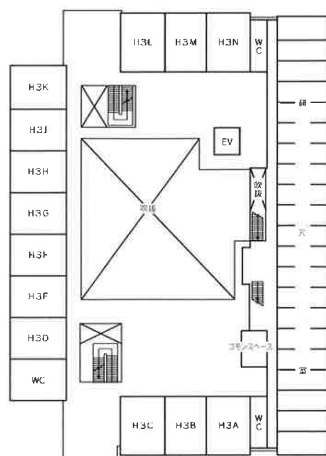Campus Map ｜文京キャンパス ■ Bunkyo Campus ■ 樋又キャンパス ■ Himata Campus

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JALTCALL 2017
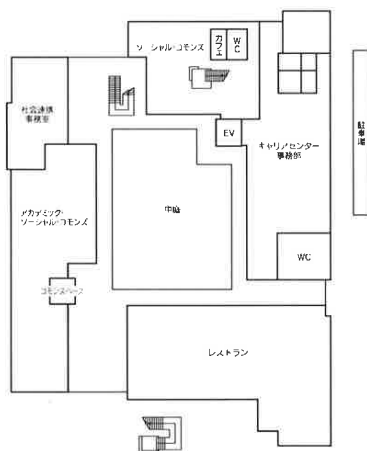Conference Venue
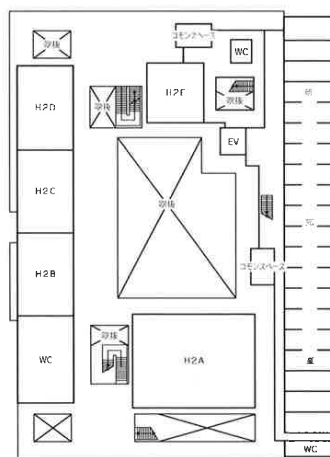
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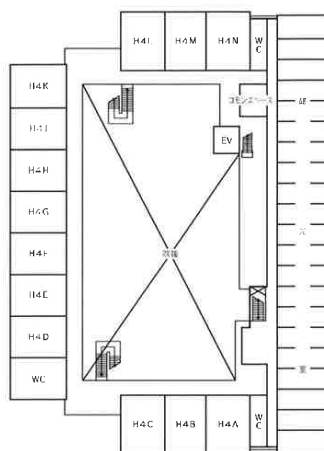
3rd Floor

4th Floor

1st Floor

2nd Floor