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GLoCALL 2015 International Conference

KAMALL · APACALL · PacCALL

Globalization and Localization in Computer-Assisted Language Learning

Pai Chai University, Daejeon, Korea

12-14 November 2015

Hosted by

Korea Association of Multimedia-Assisted Language Learning
Korea Institute for Curriculum and Evaluation (KICE)
Pai Chai University Humanity Research Institute

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Welcome from the President of Pai Chai University

Ladies and Gentleman, Distinguished Guests!

It is a great honor to host the GLoCALL 2015 International Conference at Pai Chai University. On behalf of our school, I would like to extend my warmest welcome to everyone here today. The theme of this conference, "Globalization and Localization in Computer-Assisted Language Learning", is very interesting and stimulating, and I hope this conference will provide all of you with very useful and up-to-date information.

I think GLoCALL shares the same principles with SMART Pai Chai strategies in that we expect great things form the advancement of technology. The development of computer technology will help facilitate learning significantly.

With the advances in technology, numerous studies have reported the effectiveness of using the computer for developing second or foreign language skills. In the future, computer technology is expected to have an even greater impact on teaching foreign languages in the classroom and we will witness dramatic changes in the ways we teach foreign languages.

In order to further develop KAMALL and GLoCALL, I ask all of you for your continuous attention and contribution. Lastly, I would like to thank all of you for joining this conference and wish you good health and great progress in your academic paths.

Thank you very much.

Young-ho Kim, Ph.D.
President, Pai Chai University

Welcome from the President of KAMALL

Distinguished guests, Presidents of sister organizations, former presidents and all members of KAMALL.

Today, it is our great honor to host the GloCALL 2015 international conference here at Pai Chai University. This year's conference is very special to us since we have joined with APACALL and PacALL, which are now all wrapped under the umbrella of GLoCALL. This organization stands for Globalization and Localization in Computer-Assisted Language Learning.

KAMALL and GLoCALL both aim to share knowledge, research and experience on how to use technology in order to enhance language learning to explore how technology can be adapted to better meet the local needs of students and teachers, while at the same time providing global perspectives on computer-assisted language learning (CALL); We will work together to bring technology within the reach of local teachers who wish to develop their professionalism in Computer-Assisted Language Learning. As you all accept now, young generations cannot imagine learning in general without their technological stimulation, hence the inevitability of Multimedia-Assisted Language Learning.

Along with sharing goals, our theme of this year's conference is "Globalization and Localization in Computer-Assisted Language Learning" I believe that this theme can provide us with a precious opportunity to reflect on the "state of art" not just in language learning, but learning in general. I hope today's program will stimulate discussion on how language learners can more effectively and efficiently develop their language proficiency with the assistance of technology.

This program on CALL will be highlighted by world-renowned keynote, plenary and featured speakers from here and abroad including Prof. Agnes Kukulska-Hulme from the Institute of Educational Technology, Prof. Thomas Hobb from the University of Montreal, Prof. Jeong-Bae Son from the University of South Queensland and Prof. Inn-Chull Choi from Korea University. I would like to give my profound gratitude to all the former presidents and board members for their dedication to KAMALL. I also would like to express my sincere appreciation to presidents of our sister organizations who attended today despite of their busy schedules. I also appreciate the presence of our own president from Pai Chai, Young-ho Kim, who attended this opening ceremony early this morning in order to give his congratulatory speech.

My final but most valuable thanks are extended to the staff members of the conference committee for organizing this conference with such enthusiasm and commitment: the Conference Chair Prof. Sang-Min Lee, General Secretary Prof. Daehyeon Nam, International Commiittee Chair Prof. Myungjeong Ha, Site Chairs Prof. Young-Joo Jeon and Young-Woo Cho, and Program Chair Prof. Jang-Ho Lee and Proceedings Chair Prof. Seo Young Yoon, and many other committee members and students who deserve our special thanks. Without their support and dedication, this conference would not be possible. I also appreciate the many organizations which have generously supported us in order to make this conference possible including the National Research Foundation of Korea, Korea Institute for Curriculum and Evaluation, English Mou Mou, Credu, Neuro Science, and other numerous sponsors that helped us be here today. Without their wealth of expertise, shared dedication to the growth of our community and dedication to this event today, a gathering like this would not be possible. It is through their combined effort that we are able to come together and share and develop as educators toward the benefit of all those we serve.

Today's conference is truly international. This weekend we will feature presentations by more than 130 speakers from diverse countries. This conference is also meaningful since it joins with APACALL and PacCALL, marking the beginning for the global journal of our association. I would like to welcome you all again to our GLoCALL 2015 international conference and hope all of you can have a fruitful and valuable experience and enjoy the events we have prepared to the end of the conference.

Chang-in Lee, Ph.D.
President, KAMALL

Welcome from the President of APACALL

Welcome to GLoCALL 2015!

It is my great pleasure to bring you this ninth joint conference of APACALL & PacCALL.

The GLoCALL Conference aims to share knowledge, research and experience on how to use computer technology to make language learning more effective and pleasant; to explore how the technology can be adapted to better meet the local needs of students and teachers, while at the same time providing global perspectives on computer-assisted language learning (CALL); and to bring the technology within the reach of local teachers who wish to develop their professionalism in CALL.

This year we have closely collaborated with Korea Association of Multimedia-Assisted Language Learning (KAMALL) for the conference, which will provide you again with great opportunities to exchange information on CALL; feel the value of professional engagement with CALL; and explore research and practice in CALL. You will be able to enhance your knowledge of current and emerging pedagogies and technologies and build up personal and professional networks locally and globally.

I would like to thank our international and local committee members for their dedication to the organisation of the conference, presenters for their contributions to the conference program and other participants for their support for this special event.

I sincerely hope that you all enjoy the conference and find your attendance at the conference truly rewarding.

Jeong-Bae Son, Ph.D.
President, APACALL (www.apacall.org)
Co-Chair, GLoCALL 2015 (glocall.org)

Welcome from the President of PacCALL

Thank you for joining us at our Ninth International Conference at Pai Chai University, Daejeon, Korea. This year we are honored in having this opportunity to organize a joint conference with KAMALL (Korea Association of Multimedia-Assisted Language Learning) and we would like to warmly welcome you to our family of avid advocators of the use of Technology in Language Teaching and Learning.

We are pleased to inform you that you will have a wide range of papers to choose from. We have seven/eight concurrent sessions going on most of the same time so you will definitely be spoilt for choice!

As usual, we are offering a diverse program (which includes plenary papers, concurrent papers, workshops, posters and colloquium talks) that will keep you involved and occupied, and at the same time will stimulate your mental faculties and quench your thirst for more knowledge on CALL. You can also look forward to a conference dinner on the first day of the conference, an occasion where we can unwind and mingle with fellow participants, and at the same time enjoy good Korean food and entertainment provided by our wonderful host.

I would like to take this opportunity to thank our joint organizer, KAMALL, under the able leadership of Professor Dr. Chang-in Lee and her superbly efficient team for their full support and cooperation in helping us put together this momentous event. I would also like to personally thank all presenters who have regularly supported us. I went through the list of names and was delighted to see names of people that I have known for more than twenty years who are still faithfully attending our conferences. Thank you for your unswerving support. I also saw many new names too and I hope you will stay and be members of our ever-growing family and in the process join us in our efforts to promote the cause of CALL and MALL in the Asia Pacific Region.

My special thanks and gratitude to my dear friend and co-chair Jeong-Bae Son (whom we fondly called J-B) for taking on the bulk of the responsibility this year and for his tireless effort in assuring that everything is on time, a feat that I am sure I will not be able to beat when I am at the helm of next year's conference. My thanks also to the GLoCALL team who works closely with J-B this year. Finally, my deep appreciation to the plenary speakers Prof. Inn-Chull Choi, Prof. Agnes Kukulska-Hulme, Prof. Thomas Cobb and Prof. Jeong-Bae Son for graciously finding time to come and share their expertise and experiences on CALL with us.

With that, I would like to wish you all a memorable and an enjoyable conference.

Thang Siew Ming, Ph.D.
President, PacCALL (www.paccall.org)
Co-Chair, GLoCALL 2015 (www.glocall.org)

Program Overview

Thursday, 12 November 2015	
Pre-Conference Workshops (Appenzeller Hall A115)	
14:00 – 15:00	Mobile pedagogy for English language teaching
15:10 – 16:10	Strong texts for weak learners
16:20 – 17:20	Activity design in CALL

Friday, 13 November 2015	
Conference Day 1 (International Exchange Hall G114)	
8:30 – 9:15	Registration
9:15 – 9:40	Opening Ceremony
9:40 – 10:30	Plenary Session #1
10:30 – 10:50	Tea Break
10:55 – 11:30	Concurrent Session #1
11:35 – 12:10	Concurrent Session #2
12:15 – 13:15	Lunch
12:50 – 13:15	Poster Sessions
13:20 – 14:10	Plenary Session #2
14:10 – 14:30	Tea Break
14:35 – 15:10	Concurrent Session #3
15:15 – 15:50	Concurrent Session #4
15:55 – 16:30	Concurrent Session #5
16:35 – 17:10	Concurrent Session #6
17:15 – 17:35	APACALL & PacCALL Annual General Meetings
18:30 – 20:30	Conference Dinner

Saturday, 14 November 2015	
Conference Day 2 (International Exchange Hall G401)	
8:30 – 9:00	Registration
9:00 – 9:10	Welcome & Housekeeping
9:10 – 10:00	Plenary Session #3
10:00 – 10:20	Tea Break
10:25 – 11:00	Concurrent Session #7
11:05 – 11:40	Concurrent Session #8
11:45 – 12:20	Concurrent Session #9
12:25 – 13:25	Lunch
13:30 – 14:20	Plenary Session #4
14:20 – 14:40	Tea Break
14:45 – 15:20	Concurrent Session #10
15:25 – 16:00	Concurrent Session #11
16:05 – 16:40	Concurrent Session #12
16:45 – 17:10	Colloquium
17:10 – 17:30	Closing Ceremony

GLoCALL 2015 @ Daejeon	
Thursday, November 12, 2015	
Pre-Conference Workshops	
14:00 ~ 15:00	Mobile pedagogy for English language teaching by Agnes Kukulska-Hulme
15:10 ~ 16:10	Strong texts for weak learners by Thomas Cobb
16:20 ~ 17:20	Activity design in CALL by Jeong-Bae Son

GLoCALL 2015 @ Daejeon

Friday, November 13, 2015

8:30 ~ 9:15	Registration							
9:15 ~ 9:40	Opening Ceremony							
9:40 ~ 10:30	Plenary Session #1 (Chair: Chang-in Lee) Incorporation of a form-focused ICALL process-oriented tutoring system into teaching and testing of communicative English grammar Inn-Chull Choi							
10:30 ~ 10:50	**Tea Break**							
	Room 1 (G408)	Room 2 (G412)	Room 3 (G413)	Room 4 (G414)	Room 5 (P402)	Room 6 (P404)	Room 7 (P408)	Room 8 (P409)
Session Chair	Myoung-Jeong Ha	Kyong-Sook Song	Jeong Bum Ha	Ho Lee	Jang Ho Lee	Myung Soo Park	Su-Kyoung Mo	Seonmin Park
Moderator	Gyu Tae Jung	Kyoung Ja Ahn	Kwang Hyun Park	Jeong Mok Seo	Hoky Min	Kyung Sook Kim	Jae Myung Goo	Eung Kyung Sung
Concurrent Session 1 10:55 ~ 11:30	(109) The ICOSA Project - Creating interactive, integrated self-access English language exercises to enhance student learning while fostering inter-institutional collaboration -- Marc LeBane	(108) The Influence of a digital comic tool on writing anxiety and writing performance of Malaysian ESL learners -- Faustina Roberts & Lee Luan Ng	(149) Effects of peer- and self-evaluation of videos on Japanese EFL learners' oral performance -- Yasuko Okada, Takehiko Ito & Takafumi Sawaumi	(152) What does MALL enhance? - An examination of vocabulary recall and learner autonomy -- Takeshi Sato, Fumiko Murase, Tyler Burden	(144) Investigating visual attention of EFL learners in shadowing practice: An eye-tracking study -- Takashi Koizumi & Masatoshi Sugiura	(119) Fostering autonomous language learning through CALL -- Eucharia Donnery	(224) A study on implementing technology-assisted differentiated instruction in a multi-ability Korean college English class -- Su-kyung Mo	(170) Digital literacy: EAP students' awareness and use of digital technologies -- Jeong-Bae Son & Sang-Soon Park
Concurrent Session 2 11:35 ~ 12:10	(101) Language and cultural exchange online: Lessons learned from running a Chinese-Australian digital storytelling project -- Mark Pegrum, Grace Oakley, Cher Ping Lim, Xi Bei Xiong & Hanbing Yan	(111) Why we should employ an e-portfolio in EFL writing classroom assessment -- Suksan Suppasetseree & Jirayu Kongsuebchart	(171) Digital interview videos to support speaking skills for study abroad -- John Brine, Emiko Kaneko & Younghyon Heo	(173) Insights into the influence on social networking apps on Malaysian secondary school students: Impact on an ESL learning context -- Siew Ming Thang, Noorizah Mohd. Noor, Lay Shi Ng & Adzuhaidah M.Taha	(155) Freshman students' perception on the use of online plagiarism checkers in their English communication class -- Jeanne Flores-Purpura	(172) Virtual literature circles: Students' perceptions on its implementation in an ESL classroom -- Natalie Ann Gregory	(182) An advance organizer model with multimedia techniques to teach the English language -- Geeta Raut	(143) The benefits and implications of learning English through Facebook Groups from the perspectives of social capital formation and maintenance -- Neny Isharyanti
12:15 ~ 13:15	Lunch							
Poster Session 12:50 ~ 13:15	(134) A review of annotation technology research in computer-assisted language learning contexts -- Hsiu-Ting Hung, Wen-Chi Vivian Wu & Yu-Chuan Joni Chao	(227) An analysis of online dictionaries: The use of online English learners' dictionaries -- Jiyeon Han	(232) Listening through Storyline Online: When Pigasso Met Mootisse -- Yeonmi Choi	(233) Teaching English pronunciation of loanwords through smartphone-based blended learning -- Lisa MyoungNim Yoon				

13:20 ~ 14:10	Plenary Session #2 (Chair: Jeong-Bae Son) Running wild: Out-of-class mobile language learning Agnes Kukulska-Hulme						
14:10 ~ 14:30	**Tea Break**						
	Room 1 (G408)	Room 2 (G412)	Room 3 (G413)	Room 4 (G414)	Room 5 (P402)	Room 6 (P404)	Room 7 (P408)
Session Chair	Haedong Kim	Young-sook Ryoo	Jee Hwan Yoon	Myoung Hee Shin	Seonmin Huh	Hanki Jung	Kyeong Ouk Jeong
Moderator	Eunsook Shim	Chang Gyu Sung	Keun Huh	June Lee	Yong Shin Kim	Heejung Seo	Byung Ro Lim
Concurrent Session 3 14:35 ~ 15:10	(201) Enacting task designs in intercultural telecollaboration -- Myung-Jeong Ha	(117) Promoting learner autonomy for self-correction in ESP writing through task-induced load -- Manashi Gogoi Dutta	(180) The complexities of digital storytelling: Factors affecting performance and production -- Peter Gobel & Makimi Kano	(124) From zero to hero: Teacher as learner in a blended program -- Don Maybin & Eucharia Donnery	(141) Seeing and reading the city: Linguistic landscape and the language classroom -- Stephane Charitos & Stephen Welsh	(159) The Beeline for online: A study on the use of online surveys by college students and professors -- Edwina Bensal & Edna Miraflores	(127) Simulating natural vocabulary acquisition with concordancing: From toy to complete system in 20 years -- Tom Cobb
Concurrent Session 4 15:15 ~ 15:50	(140) Mapping the City: Map-based tools for language learning projects -- Stephen Welsh	(202) Using Google form for writing instruction -- Seonmin Park	(210) A study on error types represented in computer-based speaking and computer-based writing: Centered around Korean learners -- Gereltuya Munkh ochir & Chang-in Lee	(154) Designing Self Learning Video (SELVI) with meaningful chunks of text in blended learning instruction -- Aprilia Kristiana Tri Wahyuni & Agnes Siwi Purwaning Tyas	(113) A comparative study of acceptance and efficacy between mobile-phone and paperback dictionaries in vocabulary retention -- Jia Rui Hou	(123) Publisher created learning management systems for ESL/EFL: Overview and evaluation -- Michael Crawford	(205) A corpus-based genre analysis of abstracts in M.A. thesis and research articles related to computer assisted language learning -- Hee Yeon Kang & Chung Hyun Lee
Concurrent Session 5 15:55 ~ 16:30	(133) Online social interaction: More interculturally aware and autonomous learners? -- Pasi Puranen	(139) Evaluation of a Malaysian-Vietnamese online writing portal using CIPP model -- Kean Wah Lee, Jaclyn Xiang Reui Yau, Noraini Said, Sook Jhee Yoon & Choon Keong Tan	(223) The effect of coaching on self-directed English learning and speaking proficiency in blended learning -- Yong Ju Lee & Young Woo Cho	(221) Academic achievement of blended problem based instruction for university students in Korea -- Myeong-Hee Shin	(161) How the flipped-classroom method helps remedial-level students to complete a compulsory English course -- Syuhei Kimura	(150) Increasing CMS adoption: Using TAM locally to explore faculty views and usage in a campus-wide ELF program -- Brett Milliner & Travis Cote	(135) Publishing in CALL journals -- Glenn Stockwell & Jeong-Bae Son [Workshop]
Concurrent Session 6 16:35 ~ 17:10	(228) Collaborative and blended learning of world Englishes and cultures -- Kyong-Sook Song	(207) Blended learning for developing learners' rhetorical flexibility and language socialization in business writing -- Won Hee Yee & Chung Hyun Lee	(240) The development of a mobile-based English speaking performance assessment system for Korean EFL teachers and students -- Jee-Hwan Yun & Hunwoo Joo	(178) A tourism-themed online supplementary English courseware for ASEAN learners -- Roberto B. Figueroa Jr. & Myra Almodiel	(208) Korean flipped writing classes: Learning from doing -- Daniel Craig		
17:15 ~ 17:35	APACALL Annual General Meeting (Room 1)				PacCALL Annual General Meeting (Room 5)		
18:30 ~ 20:30	Conference Dinner						

GLoCALL 2015 @ Daejeon

Saturday, November 14, 2015

8:30 ~ 9:00	Registration						
9:00 ~ 9:10	Welcome & Housekeeping						
9:10 ~ 10:00	Plenary Session #3 (Chair: Thomas Robb) The future of Vocabprofiling Thomas Cobb						
10:00 ~ 10:20	**Tea Break**						
	Room 1 (G406)	Room 2 (G407)	Room 3 (G408)	Room 4 (G412)	Room 5 (G413)	Room 6 (G414)	Room 7 (G415)
Session Chair	Young Ah Gye	Young Mi Kim	Yoon Jung Cha	Myoung Jae Kang	Ben Garrido	Jinyoung Lee	Hyesook Kim
Moderator	Dan Craig	Namsook Jung	Eun Ju Park	Jiyoung Song	Juri Jang	Gyu Shik Jin	Jiyoung Nam
Concurrent Session 7 10:25 ~ 11:00	(164) Overview of MReader for online extensive reading quizzes -- Thomas Robb	(226) A study on using classting for English vocabulary learning and writing to elementary school students -- Chang-in Lee & Young-hae Hyeong	(160) The usage, problems, and features of electronic dictionaries as perceived by Korean students in the Philippines -- Edwina Bensal & Annie Kim Yubin	(112) Is a speed reading application useful and effective to improve reading? – An application tryout with iPad in a university EFL reading & writing class -- Kazunori Nozawa	(211) Effects of using mobile-assisted speaking exercises for TOEIC speaking preparation -- Gyoomi Kim	(175) Learner training in mobile language learning -- Glenn Stockwell	(239) Level-based flipped learning in English class -- Meena Do
Concurrent Session 8 11:05 ~ 11:40	(163) Analyzing reader corpora: Possible factors affecting learners' sense of "difficulty" in extensive reading -- Makimi Kano	(225) The use of smart phones for multimodal mobile writing practice: A case study -- Chaewon Lim	(177) An exploration of augmented reality applications on English communication for nurses in ASEAN -- Roberto B. Figueroa Jr., Boontip Siritarungsri, Rita Ramos, Premruetai Noimuenwai, Aree Cheevakasemsook, Pattaya Kaewsarn, Reinald Adrian Pugoy & Mark Harold Rivera	(212) Designing English reading materials based on reading strategies & types of reading -- Myung-Jai Kang	(213) A new rating interface for English speaking tests -- Dongkwang Shin	(176) Exploring the concept of 'assistance' in language learning -- Agnes Kukulska-Hulme	(234) Text reconstruction for flipped learning -- Myeonggi Jeong
Concurrent Session 9 11:45 ~ 12:20	(122) A self-paced extensive listening activity combining the Moodle Quiz and lesson modules using the grade condition and the restrict access features -- David Campbell	(217) Wiki-based collaborative writing in English writing classes and learners' perceptions -- Chihyun An	(153) Blending it with the Students: Navigational design for Chinese language learners on Moodle -- Marion Sadoux, Dorota Rczycka, Joaquin Lopez & Jones Mizuho	(238) Development of a CAT smart app for elementary English reading diagnostic tests -- Hong-gyu Choi	(214) The impact of voice journals on university students' speaking skills -- Seo Young Yoon	(218) Promoting socio-emotional English education based on GCED through a TELL program -- Sung Joon Cho	(209) No more computer lab: Flipping your CALL classroom -- Heyoung Kim
12:25 ~ 13:25	Lunch						

13:30 ~ 14:20	Plenary Session #4 (Chair: Siew Ming Thang) Computer-assisted language learning: A reality check Jeong-Bae Son						
14:20 ~ 14:40	**Tea Break**						
	Room 1 (G406)	Room 2 (G407)	Room 3 (G408)	Room 4 (G412)	Room 5 (G413)	Room 6 (G414)	Room 7 (G415)
Session Chair	Dong Gyu Kim	Seo Young Yoon	Mihwa Baek	Jeong Ryul Kim	Gyoomi Kim	Sooin Chun	Je-Young Lee
Moderator	Je Wha Choi	Myoung Sun Kim	Eun Jung Woo	Kyoung Jin Lim	Heyoung Kim	Josiah Wagoner	Dong Kwang Shin
Concurrent Session 10 14:45 ~ 15:20	(125) Extensive graded reading with engineering students - Effects and outcomes -- Eric Hagley	(231) Does the WASH work? Students' and teachers' perceptions -- Hoky Min, Yonghyo Park & Junsik Kim	(215) Paper-based verses mobile-based vocabulary learning on Korean EFL learners -- Yoonjung Cha & Hea-Suk Kim	(157) Integrating technology in EFL classrooms: A small-scale professional development collaborative model -- Etty Marjati Hoesein & Jeny Lekatompessy	(129) Enhancing mobile-assisted English grammar learning through usability testing -- Moonyoung Park & Maxim Mozgovoy	(216) DDL materials development for young EFL learners -- Sooin Chun	(156) Teaching English reading skills through software showing 1.5-second-chunks of text and/or sound -- Takane Yamaguchi, Akinobu Kanda, Eiichi Yubune, Ryuji Tabuchi & Kenichi Ohyama
Concurrent Session 11 15:25 ~ 16:00	(145) Comparing two online approaches to extensive reading management: M-Reader and Xreading -- Travis Cote & Brett Milliner	(236) CALLing for a gamification of SLA for young(er) learners -- Bryan T. Stoakley	(169) Exploring a desirable dictionary type: iPhone vs. iPad apps -- Toshiko Koyama	(237) Glocalization of teacher development using smart technology -- Jeong-ryeol Kim	(203) Learning through scripted conversations and choices with grammar and technology -- David Kent & Noel C. Barnden	(235) Development and application of a data-driven learning model using an English-Korean parallel corpus -- Min Won Seo	(206) The impact of online collective scaffolding on the joint meaning reconstruction in L2 listening comprehension -- Jinyoung Lee
Concurrent Session 12 16:05 ~ 16:40	(222) A study on extensive reading classes in schools -- Young-Joo Jeon	(229) The relationships between learner behavior online and instructional design -- Jamie Costley	(230) The smartphone dilemma: The need for real engagement with technology in education -- Thomas E. Webster	(204) English language teacher educators' cognitions and practices in relation to the pedagogical purposes and efficacies of 21st-century digital technologies -- Ksan Rubadeau	(142) Best practices in English teachers' Facebook Groups: Actors, networks, and their contributions on teachers' professional development -- Neny Isharyanti	(219) Application of CBT for classroom based performance assessment -- Haedong Kim	(220) The application of podcast in teaching and learning English -- Je-Young Lee
16:45 ~ 17:10	Colloquium (Chair: Jeong-Bae Son) Local and global perspectives on CALL Jeong-Bae Son, Agnes Kukulska-Hulme, Thomas Cobb, Siew Ming Thang, Inn-Chull Choi & Chang-in Lee						
17:10 ~ 17:30	Closing Ceremony						

GLoCALL 2015 @ Daejeon	
12-14 November 2015	
Virtual Presentations	(105) The effectiveness of speech recognition in language learning software at Universiti Malaysia Pahang: Students' perspective -- Arulselvi Uthayakumaran & Raja Saravana Kumar Selvakumar
	(115) Google apps add-ons for independent learning management: A first experiment -- John Wong
	(116) Maximizing collaborative learning and peer review among EFL students with the aid of Facebook -- Thanh Thanh Nguyen
	(137) Wikis for fostering learner autonomy: The power of collaborative writing -- Shirin Sadaghian
	(174) QR codes in English language learning -- Fatma Gamze Sokucu

Plenary Speakers

Inn-Chull Choi, Korea University, Korea

Inn-Chull Choi earned a Bachelor of Engineering at Korea University, an MA in TESL and a Ph.D. (major: language testing; minor: in CALL) at the Univ. of Illinois at Urbana-Champaign. He is currently a professor of Dept. of English Education at Korea University, and an editorial board member of Language Testing (the oldest and most renowned international journal in the field of language assessment). After serving Korea Association of Multimedia-Assisted Language Learning (KAMALL) as president, he is currently serving Korea English Language Testing Association (KELTA) as vice-president. His areas of research interest include incorporating ICT into EFL teaching and testing.

Agnes Kukulska-Hulme, The Open University, UK

Agnes Kukulska-Hulme is Professor of Learning Technology and Communication in the Institute of Educational Technology at The Open University and Past-President of the International Association for Mobile Learning. She has been researching mobile learning since 2001, most recently as part of the MOTILL project on mobile lifelong learning, the MASELTOV project on smart and personalized technologies for social inclusion, the British Council project on Mobile Pedagogy for English Language Teaching, and the SALSA project on language learning in the next generation of smart cities. She is interested in intercultural communication and has published widely on mobile language learning.

Thomas Cobb, Université du Québec à Montréal, Canada

Thomas Cobb has built, worked in, and run ESL reading and writing programs of many types and levels in Saudi Arabia, Oman, Hong Kong, New Zealand, Japan, England, and Canada since 1980. He currently teaches applied linguistics to TESL trainees at the University of Quebec in Montreal. His research is about questions in language acquisition that are best answered with computer programs, many of which he develops himself and shares with practitioners on the *Compleat Lexical Tutor* website (www.lextutor.ca). Lextutor is devoted to supplying ESL and French teachers with the means and motivation to use and explore 'data driven' learning.

Jeong-Bae Son, University of Southern Queensland, Australia

Jeong-Bae Son, Ph.D., teaches Applied Linguistics & TESOL courses and supervises EdD and PhD students at the University of Southern Queensland, Australia. His areas of specialization are computer-assisted language learning (CALL) and language teacher education. He has developed a number of CALL applications, published extensively in the field of CALL and conducted seminars and workshops on CALL around the world. He is currently the President of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL), Co-Chair of the GLoCALL Conference, Director of Technology-Enhanced Language Learning Research Network (TELLRN), Editor of the APACALL Book Series and Co-Editor of *CALL-EJ*.

Events and Session Abstracts in Chronological Order

Thursday, 12 November 2015

Pre-Conference Workshops

A115 Computer Lab - Appenzeller Hall

14:00 ~ 15:00
Mobile pedagogy for English language teaching
Agnes Kukulska-Hulme (Sanata Dharma University Language Institute)

We propose a new Pedagogical Framework for Mobile English Language Teaching, designed to stimulate thinking around key aspects of mobile-enabled language activities for students. This workshop highlights the use of activities which exploit a dynamic language and technology environment while drawing on the distinctive capabilities of teachers and learners.

15:10 ~ 16:10
Strong texts for weak learners
Thomas Cobb (University of Quebec at Montreal)

ESL learners are often bored by the simple texts they are able to read, but unable to read the texts that would interest them. Lextutor has two solutions: simplify complex texts down to the learner's level, or resource the learner up to the level of the text. Focus: hands-on, practical.

16:20 ~ 17:20
Activity design in CALL
Jeong-Bae Son (University of Southern Queensland)

This workshop will explore the issue of how to design computer-assisted language learning (CALL) activities and discuss the design process and methods. Participants will have an opportunity to learn about the types of web activities and mobile activities and a hands-on practice in the creation and use of some online activities.

Friday, 13 November 2015

9:15 ~ 9:40

Opening Ceremony

Welcome from the President of KAMALL, Dr. Chang-in Lee
Welcome from the President of APACALL, Dr. Jeong-Bae Son
Welcome from the President of PacCALL, Dr. Siew Ming Thang

9:40 ~ 10:30

Plenary Session #1

Incorporation of a form-focused ICALL process-oriented tutoring system into teaching and testing of communicative English grammar
Inn-Chull Choi (Korea University)

A Web-based form-focused intelligent computer-assisted language learning (ICALL) tutoring system equipped with a process-oriented corrective feedback function was developed to investigate the extent to which such a program may serve as a viable method of teaching and testing communicative English grammar to Korean secondary and elementary students. The present study was also intended to explore the overall efficacy of two different types of corrective feedback on errors made by students while using the process-oriented tutoring program. In addition, the current research attempted to identify the distribution pattern of errors made by EFL learners across error types combining grammar and cognitive strategies. Based on such error analysis, the program can provide students diagnostic information regarding their grammar competence, which can be utilized for formative evaluation. Finally, the research surveyed subjects' attitudes toward the ICALL tutoring program and assessed its ability to help them acquire grammatical concepts. Overall, the statistical analysis reveals that a form-focused ICALL tutoring system that provides process-oriented feedback may serve to facilitate EFL learners' acquisition of grammatical concepts, and that the majority of subjects think favorably of the dual purpose of the ICALL tutoring system serving as teaching and formative testing tool.

Concurrent Sessions

[Concurrent Session #1]

10:55 ~ 11:30 -- Room 1

The ICOSA Project - Creating interactive, integrated self-access English language exercises to enhance student learning while fostering inter-institutional collaboration (109)

Marc LeBane (Lingnan University)

The presentation reports on the Inter-university Collaborative Online Self-Access (ICOSA) project: a project for sharing and developing online self-access English language learning materials. The project started in early 2012, and the second phase began in 2014. The five participating Hong Kong tertiary institutions (Lingnan, PolyU, CityU, HKBU, & HKiED) spent the first months of the project conducting an analysis of the needs of their students for online self-access materials. This was followed by a survey of existing materials to find out what was already available to fulfil these needs, and what materials could be modified in order to do so. Needs which are not met by suitable materials have been prioritised and materials were developed specifically addressing Hong Kong/Asian students' needs. Project materials were then converted into interactive exercises utilising HTML & Scorm. They were then shared via the repository. In addition, a tagging and indexing system was developed in order to help project participants find materials in this repository. The finished materials are being utilised by various institutions to assist students with their independent learning either via course modules, alternative exercises or institutional self-access websites. In the presentation the results of the first phase, and the second phases' needs analysis and development of materials including multi-modal materials, as well as future plans, will be discussed. The presentation should be of interest to academics in need of e-learning self-access materials to recommend to their students.

10:55 ~ 11:30 -- Room 2

The Influence of a digital comic tool on writing anxiety and writing performance of Malaysian ESL learners (108)

Faustina Roberts (SK Seri Bintang Utara) & Lee Luan Ng (University of Malaya)

Writing skills are one of the most difficult language skills to be mastered by learners causing anxiety among them (Latiff, 2007). On the other hand, teaching writing skills can be challenging and would require an approach that would provide opportunities for learners to engage in the process without feeling anxious or intimidated. Since the use of technology is being emphasized and is to be integrated into the Malaysian curriculum, the use of a digital comic tool is studied to evaluate its influence on writing anxiety and writing performance among Malaysian ESL learners. This study takes on mixed method research design. A total of 36 students who experienced high level of writing anxiety determined through the Second Language Writing Inventory Scale (Cheng, 2004) took part in this study. The results of this study revealed the causes of their writing anxiety as well as the influence of both writing approaches in reference to the students writing performance specifically in writing areas such as context, sentence fluency and word choice. On the whole, this study revealed a positive influence of the digital comic tool on writing anxiety and writing performance among the Malaysian ESL learners.

10:55 ~ 11:30 -- Room 3

Effects of peer- and self-evaluation of videos on Japanese EFL learners' oral performance (149)

Yasuko Okada (Seisen University), Takehiko Ito (Wako University) & Takafumi Sawaumi (Kanagawa University)

Peer- and self-evaluations of performance observations have different effects on language learners. The present study was conducted to demonstrate the interactions between types of performance videos (successful vs. average) and levels of English proficiency (high vs. low) using peer- and self-evaluation, given that observing performance videos can help develop learners' language and oral presentation skills. Using a quasi-experimental and counterbalanced design, videos were recorded during three oral presentations. After each oral presentation, Japanese EFL students (N = 27) watched their own and their peers' video-recorded performances and evaluated them. The first presentation scores (pre-test), the second presentation scores (post-test 1), and the third presentation scores (post-test 2) obtained through peer- and self-evaluation were analyzed statistically, and students' responses to open-ended questions were analyzed using text mining. We expected that observing each type of sample video would differentially affect both high and low English proficiency groups, and that students' oral performances would be enhanced through reflection upon their own and their peers' performances on video.

10:55 ~ 11:30 -- Room 4

What does MALL enhance? - An examination of vocabulary recall and learner autonomy (152)

Takeshi Sato, Fumiko Murase, Tyler Burden (Tokyo University of Agriculture and Technology)

This study examines the effectiveness of mobile-based language learning (MALL) from two perspectives: recall of the target vocabulary and learner autonomy. In a previous study, Sato et al. (2013) found that quicker recall of L2 vocabulary could facilitate reading comprehension including vocabulary due to the use of fewer cognitive resources for decoding the vocabulary items, leading to the availability of increased resources for comprehending text. This study, therefore, reexamines this finding in a different context to analyze the claim made in that study. In addition, the effectiveness of MALL is examined from another viewpoint, learner autonomy. This is because the advantage of MALL lies in the autonomy or the agency (Pachler et al. 2010) of learners. While using a learning application with mobile devices, L2 learners should be expected to be autonomous agents, not like those who passively listen to their teachers and receive the knowledge given by their teachers. This study, therefore, hypothesizes that the process of using a MALL application makes the learners more autonomous. Developing a MALL application for Academic Word List (Coxhead 2000), we explore the enhancement both of L2 competence and learner autonomy.

10:55 ~ 11:30 -- Room 5

Investigating visual attention of EFL learners in shadowing practice: An eye-tracking study (144)

Takashi Koizumi (Nagoya University) & Masatoshi Sugiura (University of Nottingham Ningbo China)

Although different types of shadowing utilizing visual information such as captions and a speaker's face have been proposed, it is unknown how learners' visual attention is actually paid in such visually aided shadowing practices. This study employs eye-tracking methodology to investigate the visual attention of EFL learners in shadowing practice. Sixteen Japanese university students practiced shadowing while viewing captions and a video image of a model speaker's lips shown on a display while listening to the speech. They practiced a 100-word English passage by shadowing it 12 times.

During the practice, their eye movements were recorded using an eye tracker. Based on eye-tracking data, we found that learners tend to attend less to captions and view a speaker's lips more as practice proceeds. We also found that learners tend to shift attention from the caption to a speaker's lips more frequently when there is a pause in the speech. In the presentation, our findings were discussed with respect to attention and recommendations made regarding the possible effective use of visual information in shadowing practice.

10:55 ~ 11:30 -- Room 6

Fostering autonomous language learning through CALL (119)

Eucharia Donnery (Shonan Institute of Technology)

In the Japanese university-level EFL class, a number of gaps emerge between the language teacher and the average student: age, gender, nationality, and cultural identity, to name but a few. However, one of the most critical gaps occurs between the digital natives (the students) and digital immigrants (the teacher). However, technology is a resource with which university students have grown up, and most see it as powerful tool within their mother tongue. This presentation argues that technology is a medium with which many students are familiar and is therefore a valuable asset in foreign language acquisition. By its inclusion into the curriculum, technology can be a veritable wellspring for maximizing second language acquisition and usage in the classroom. This presentation describes how Computer Assisted Language Learning (CALL) is helping Japanese university students to either a) improve English and learn about second language acquisition theories, pertaining to motivation studies in particular or b) independently learn a third language online and then compare this experience with their previous compulsory English educational one in Japan. This fosters student autonomy as their research into second and third language acquisition through CALL is self-motivated and integrative life-long learning.

10:55 ~ 11:30 -- Room 7

A study on implementing technology-assisted differentiated instruction in a multi-ability Korean college English class (224)

Su-kyung Mo (Woosong University)

The purpose of this study is to investigate the potential benefits of technology–assisted Differentiated Instruction (hereafter, DI) in a college-level elective English course. The study examined the effectiveness of DI with the following research questions; 1) how does Differentiated Instruction (DI) affect students' engagement in their learning process? 2) Does DI result in better learning outcomes? And 3) how do students perceive DI regarding language learning? To conduct the research, a general English reading class was selected at W university in South Korea for the period of two semesters. During the first semester, the participants (N=32) received instruction without group-based differentiation. In the consecutive semester, the same students (N=32) were divided into groups by learning pace, interest, and proficiency and completed group-differentiated assignments using technology. Standardized pre-tests and post-tests were conducted for both semesters. A students' survey was obtained along with focus-group interviews in the second semester. Although improvement in student performance in the latter semester was not significant, the survey and interviews showed that the students felt more responsibility for their learning than the previous semester. The findings suggest that DI with technology has strong pedagogical potential by helping them to internalize learning objectives and enhance their perceptions on language learning. This presentation will conclude with educational implications for teaching and learning.

10:55 ~ 11:30 -- Room 8

Digital literacy: EAP students' awareness and use of digital technologies (170)

Jeong-Bae Son & Sang-Soon Park (University of Southern Queensland)

Digital literacy can be defined as the ability to use digital technologies at an adequate level for creation, communication, collaboration, and information search and evaluation in a digital society. It involves the development of knowledge and skills for using digital devices and tools for specific purposes. This paper discusses the concept of digital literacy and presents a digital literacy questionnaire containing questions related to the ownership and use of digital technologies and the level of digital literacy skills. It also reports the results of a study that used the digital literacy questionnaire to investigate the level of digital literacy of a group of English for academic purposes (EAP) students at a university in Australia and factors affecting their use of digital technologies for learning English as a second language (ESL). The findings of the study provide a picture of the students' awareness and use of digital technologies and recommendations for digital literacy development in language education.

[Concurrent Session #2]

11:35 ~ 12:10 -- Room 1

Language and cultural exchange online: Lessons learned from running a Chinese-Australian digital storytelling project (101)

Mark Pegrum (University of Western Australia), Grace Oakley (The University of Western Australia), Cher Ping Lim (Hong Kong Institute of Education), Xi Bei Xiong (Hong Kong Institute of Education) & Hanbing Yan (East China Normal University)

Digital storytelling offers a platform for learning simultaneously about language and culture. This presentation gives an overview of the lessons learned from a project funded by the Australia-China Council from 2013-2014, in which middle school students in Australia and China produced digital stories, in Mandarin and English respectively, about their everyday lives and local cultures. The stories were exchanged between schools, with students offering feedback on the language and content in the digital stories created by their overseas peers. During the project, we encountered two main kinds of differences between the Australian and Chinese partners' expectations. The first set of differences, echoing findings in the telecollaboration literature, related to practical issues concerning motivation to participate, organisation and timetabling, and technological access. The second set of differences, echoing findings in the anthropological and sociological literature, related to the broad category of cultural differences with regard to educational cultures and pedagogical orientations. The paper will discuss how these differences manifested themselves and make recommendations on how such differences may be bridged in order to successfully run cross-linguistic, cross-cultural projects.

11:35 ~ 12:10 -- Room 2

Why we should employ an e-portfolio in EFL writing classroom assessment (111)

Suksan Suppasetseree (Suranaree University of Technology) & Jirayu Kongsuebchart (Suranaree University of Technology)

Portfolios have long been used in education to represent a student's or educator's best work. But today, accordion folders are being replaced by "e-portfolios" - engaging electronic showcases of the user's best work put together with software and services that help with the collection, collation and organization of work highlights. E-portfolios are the newest way to be used in the classroom to teach and grade students. An e-portfolio is also known as digital portfolio, or online portfolio is a collection of electronic evidence assembled and managed by a user, usually on the Web. E-portfolios can be developed in a variety of ways, from simple and free blogging platforms, to modules in learning management systems, to dedicated software programs and services. Many colleges and universities offer their own e-portfolio services to students. In general, e-portfolios have additional benefits compared to paper portfolios. With the rise of digital technologies, e-portfolios challenge potential assumptions about teaching and learning to write. This session will discuss the reasons why e-portfolio should be implemented in EFL writing assessment, summarize the basic groundwork for successful e-portfolio in writing classrooms and highlight important elements for sustaining e-portfolio initiatives, with attention to our transition from paper to digital repositories.

11:35 ~ 12:10 -- Room 3

Digital interview videos to support speaking skills for study abroad (171)

*John Brine, Emiko Kaneko & Younghyon Heo (*University of Aizu)

Our university specializes in computer science education at undergraduate and graduate levels. In this presentation, we describe our use of digital interviewing videos for our study abroad programme. Our Japanese students are preparing for careers or further research in either software or hardware, but

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

11:35 ~ 12:10 -- Room 4

Insights into the influence on social networking apps on Malaysian secondary school students: Impact on an ESL learning context (173)

Siew Ming Thang, Noorizah Mohd. Noor, Lay Shi Ng & Adzuhaidah M.Taha (Universiti Kebangsaan Malaysia)

There is a plethora of social networking (SN) systems that allow individuals to meet and chat online with each other nowadays. Previously, such social connection was only possible through the internet but now it is possible to network through a variety of social media apps. The objective of this study is to explore the use of such apps by Malaysian secondary schools students. This includes looking into the extent these apps affect their social life as well as the effects of these Apps on their learning particularly the learning of English as a Second Language (ESL) as a vast amount of materials online is in English. Focus groups interviews were conducted on students from three types of Secondary schools from the Klang Valley and Selangor in Malaysia, i.e., an urban school, a sub-urban school, a rural school and lastly an elite school. The students comprised boys and girls from Secondary two and Secondary four. The convenient sampling approach was used. The findings revealed that most students interviewed did use SN to a certain extent to learn English but the usage was rather limited. The implications of these findings will also be shared in the paper. The paper would also suggest some ways that SN systems can be used in Malaysia to learn English.

11:35 ~ 12:10 -- Room 5

Freshman students' perception on the use of online plagiarism checkers in their English communication class (155)

Jeanne Flores-Purpura (De La Salle University)

In line with the university's policy to promote intellectual honesty, the students are taught to be more conscious about instances where plagiarism could occur in their final papers. Despite measures to avoid plagiarism, some students still inadvertently commit plagiarism. This research, therefore, studied the use of online plagiarism checkers (such as plagtracker and turnitin) among 55 college students taking Basic English Communication subject and their perception on the use of plagiarism checkers. The results showed the learners' positive response and openness in using these checkers. Their willingness to use these plagiarism checkers was because they do not want their paperwork be duplicated nor they want to copy other's works. Despite the results in some studies that students are reluctant in using plagiarism checkers, this study showed otherwise.

11:35 ~ 12:10 -- Room 6

Virtual literature circles: Students' perceptions on its implementation in an ESL classroom (172)

Natalie Ann Gregory (University of Malaysia Sabah)

As reading is one of the most essential aspects of learning, schools and teachers need to find a way to encourage students to be involved with their reading and learning. It is shown by abundant professional literature and research that Literature Circle is a successful way to engage students in topics, books and short stories. Thus, this study was conducted in continuation of the researcher's previous study. The previous study had shown that students indeed had positive feedback on the use of Literature Circle. As a result, Literature Circle was included as part of the assessment for a Reading and Writing course at the institution. For this study, the researcher intended to identify students' perceptions on the use of Virtual Literature Circle (VLC) after it was implemented in the course, and also to include feedback of the students for future recommendation. The data was generated based on students' responses in a feedback questionnaire through Google Forms. For the VLC, students formed groups and each was assigned with a role. Then, the students proceeded with the discussion online using either Facebook or Schoology, for two different short stories chosen by themselves. As a result, it was reflected that through the use of VLC, they were able to discuss and interpret the short stories with others based on their own perspectives and personal history. Besides that, they also gain valuable insight from their peers.

11:35 ~ 12:10 -- Room 7

An advance organizer model with multimedia techniques to teach the English language (182)

Geeta Raut (Gayatri College of Education)

The author's study was carried out in a rural part of India, where 70% student population is being shaped. The author used an advanced organizer model teaching (AOMT) programme with multimedia devices for improving English language skills of 6th grade students from the area of Rahuri. More than 4000 students from rural schools were surveyed. Students need meaningful learning opportunities to develop skills and competencies in the English language. An advance organizer model (AOM) is in the form of general statements or concepts presented before the actual learning task. The use of an AOMT programme with multimedia devices creates interest in language learning. David Ausubel's model is designed to strengthen students' cognitive structure, which provides information as well as joy to learners and help them improve their level of language learning. Interactive and technology oriented teaching learning programme based on David Ausubel's AOM was developed and used for experimental group students. This teaching programme with L.C.D. projectors used in the classroom for teaching various topics helped a lot to develop English language skills. The control and experimental group students' post test results show marked differences in student's achievement. AOM computer assisted teaching programmes with audio-visual presentation has a potential to develop language skills.

11:35 ~ 12:10 -- Room 8

The benefits and implications of learning English through Facebook Groups from the perspectives of social capital formation and maintenance (143)

Neny Isharyanti (Satya Wacana Christian University)

The benefits of Social Networking Sites (SNSs) for academic purposes have been extensively researched. In the studies of social capital and how through SNSs social capital can be formed and maintained, some studies have suggested that SNSs may build strong network and such network could benefit students in terms of educational attainment, achievement, and psychosocial factors (Ye,

2006; Ellison, Steinfield, & Lampe, 2007; Phua & Jin, 2011; Lin, Peng, Kim, Yeun Kim, & LaRose, 2012; Tamam, 2013). However, the studies also found some barriers and implications of SNSs in the process of learning. Most of the studies in social capital in SNSs were conducted in the context of formal education settings, in which SNSs were treated either as a part of certain courses, or relevant to students' formal education status. This study is going to be conducted in the context of informal discussion in English learning Facebook groups, with various types of members, both formal students and those who are interested in learning English. In particular, the study is going to employ the framework of social capital and actor-network theory in analyzing the discourse among the learners in order to find out the influencing factors and types of social capital that may be beneficial in learning English.

12:50 ~ 13:15
Posters

A review of annotation technology research in computer-assisted language learning contexts (134)
Hsiu-Ting Hung (National Kaohsiung First University of Science and Technology), Wen-Chi Vivian Wu (Providence University) & Yu-Chuan Joni Chao (Providence University)

The prevalence of digital material has promoted the development of annotation technology in the last decade. Although a number of previous reviews have provided crucial insights into the design of annotation technology, the pedagogical applications of annotation technology has been seldom discussed. To address this research gap, the present study systematically examined the literature by using a content analysis to synthesize empirical studies on the use and effect of annotation technology in computer-assisted language learning (CALL) contexts. Five key journals in the field of CALL were searched to identify relevant studies published between the years 2010 and 2014. The identified studies were synthesized in terms of currently available annotation tools, common applications of annotation technology, and evidence-based learning outcomes. Analysis of the reviewed studies disclosed what and how annotation technology has been applied in CALL contexts and revealed the potential for using annotation technology to enhance language learning outcomes. This paper discusses the implications of the review results for the instructional application and future development of annotation technology.

An analysis of online dictionaries: The use of online English learners' dictionaries (227)
Jiyeon Han (International Graduate School of English)

With the Internet as a dominant electronic platform for dictionaries, online dictionary usage has increased rapidly (Son, 2008). This paper attempts to research into the major online English dictionaries in terms of features and functions and the needs and habits of Korean English teachers in using them will also be investigated. For the analysis, six online English learners' dictionaries were selected; Oxford, Longman, Cambridge, Macmillan, COBUILD, and the Merriam-Webster dictionary. The data were driven by the survey questionnaires to 20 middle and high school English teachers before a 3 hour dictionary course. The results show that about 65% of teachers always use online dictionaries while more than 50% teachers do not use paper dictionaries anymore. Most teachers use pronunciation functions when they look up a word, however, they have little acknowledgement of online dictionary functions because of quick consultation and a lack of dictionary use skills. It should be noted that dictionary user training should be designed according to the user's needs and perspective, and there should be sufficient online dictionary training courses for English teachers who need to provide accurate and appropriate information for students.

Listening through Storyline Online: When Pigasso Met Mootisse (232)
Yeonmi Choi (Hankuk University of Foreign Studies)

A variety of educational resources on the Web have been applied to teaching and learning English in EFL (English as a foreign language) contexts. In particular, audio books have been used for teaching and learning English listening because they provide clear pronunciation and authentic input for students, considering their listening proficiency and interest. This program aims to teach students English listening using audio books. The main content of the program is Storyline Online (www.storylineonline.net), which provides a number of audio books read by screen actors and includes video clips and dynamic images. The title of the audio book used in the program is "When Pigasso Met Mootisse." The lesson plan for listening through the audio book consists of pre-listening,

while-listening, and post-listening stages. In the pre-listening stage, for example, students predict the content of the audio book based on the title and the picture on the cover. In the while-listening stage, students listen to the audio book and write down keywords, focusing on content. Last, students conduct a dictogloss activity in pairs in the post-listening stage. Through the use of the audio book, students can gain authentic listening input and have interest in learning English listening.

Teaching English pronunciation of loanwords through smartphone-based blended learning (233)

Lisa MyoungNim Yoon (Lisa's English School)

This research is the revised version of the MA thesis of MyoungNim Yoon (2014) at the Department of English Course & Materials Development of the Graduate School at Hanyang University. Recent years have seen an increase in Smartphone-Based Blended Learning (SBBL) in the EFL classroom. Social Network Services (SNS) such as Kakao Talk, Twitter and Facebook are commonly used. The Korean developed SNS, Kakao Talk, is popular among Korean EFL learners. It is especially preferred for learning vocabulary (Kwak, 2013). The purpose of this study is to investigate the effects of smartphone applications; Kakao Talk; Naver dictionary; and the mobile Daum community to teach pronunciation of English loanwords adapted in the Korean language. It also aims to present learning and teaching models of English loanword pronunciation. Eight elementary students in grades 5-6 participated in this experimental study which lasted a total of four weeks. Both quantitative and qualitative approaches were employed in this study. Research instruments including pre- and post-tests of English listening, dictation, and a survey were analyzed by the Korean Social Science Data Center Data Base (KSDC DB). On the other hand, sentence-reading of English loanwords from the pre- and post-tests were extracted and analyzed using the PRAAT program. The findings implicate that the process of a more systematic design of Smartphone-Based Blended Learning may bring significant results such as the enhancement of listening and pronunciation skills in the EFL classroom. According to the result, Kakao Talk was the preferred smartphone application for giving and receiving feedback while Naver dictionary is preferable for improving pronunciation skills. In conclusion, SBBL may facilitate not only student-to-student interaction but also the improvement of English language and pronunciation skills.

13:20 ~ 14:10

Plenary Session #2

Running wild: Out-of-class mobile language learning

Agnes Kukulska-Hulme (Sanata Dharma University Language Institute)

Mobile learning with portable devices creates additional opportunities to learn and practise a foreign language outside the classroom. At the same time, it challenges educators to consider impacts on instructional designs, in-class and out-of-class teaching and learning practices, language curricula and assessment. Drawing on our recent research projects, this talk will consider the opportunities and challenges of technology-supported learning taking place in a range of locations such as the home, the workplace, means of transportation, and various places in the city. Our concept of 'learner journeys' captures instances of planned and unplanned language learning. Target audiences have been adult learners including immigrants and international students, but the experiences have wider relevance. I will consider some of the features, tools and services that are available on smartphones and tablets as well as the issue of learners' capacity to make use of them in ways that will extend and transform their learning.

Concurrent Sessions

[Concurrent Session #3]

14:35 ~ 15:10 -- Room 1

Enacting task designs in intercultural telecollaboration (201)

Myung-Jeong Ha (Sangmyung University)

Telecollaboration has been seen as a powerful tool in terms of autonomy development, psycholinguistics and intercultural approaches to second language learning. Using primary SLA principles, this presentation is intended to detail some considerations followed in an asynchronous Blackboard telecollaborative project between graduate students in Korea and in the US. The scope is intentionally limited to research concerned with evaluating the advantages and disadvantages of telecollaborative exchanges in terms of primary SLA principles including learner autonomy, affective factors, negotiation of meaning, and intercultural competence. The telecollaborative project was intended to engage the learners in authentic real-world international communication that would necessitate English as a lingua franca within asynchronous online exchanges. This collaborative online project connected one graduate-level EFL classroom in Korea (in-service EFL teacher education course) with one graduate-level pre-service teacher education course in the United States. The telecollaborative task design is embedded in O'Dowd and Waire's (2009) classification scheme. On the basis of their classification scheme, this telecollaborative project consists of two types of tasks including an information exchange task and a comparison and analysis task. As an introductory activity, information exchange tasks involved students providing their counterparts with information about their personal backgrounds, towns or their jobs. With regard to comparison and analysis tasks, students read and analyzed three set of common reading articles related to the class topic.

14:35 ~ 15:10 -- Room 2

Promoting learner autonomy for self-correction in ESP writing through task-induced load (117)

Manashi Gogoi Dutta (Khon Kaen University)

If learner autonomy is a continuum process, then where does it originate? Can learner autonomy be promoted through induced task load for developing strategies to achieve self-correction with the help of technology? Aiming to foster learner autonomy, this research attempts to investigate and assist developing strategies of self-correction through task-induced learner involvement load. For the current study, the researcher proposes to base on the weak version of autonomy as a prevailing characteristic of Thai educational context where cultural influences and normal educational practices are obstacles to the promotion of autonomous learning (Navaporn, 2009). One of the difficulties as faced and mentioned by Jiménez Raya. M. (2009) is the fact that there is not much research available on how teacher education practice can best promote both teacher and learner autonomy in a formal education context. This study is about taking a challenge to find ways to meet the academic needs in a Thai ESL classroom of 84 undergraduate Dentistry and Medicine students of Khon Kaen University, Thailand.

14:35 ~ 15:10 -- Room 3

The complexities of digital storytelling: Factors affecting performance and production (180)

Peter Gobel & Makimi Kano (Kyoto Sangyo University)

Projects using digital storytelling offer many opportunities for learning in the language classroom. However, they also create a number of challenges in terms of both pedagogy and technology. This presentation will describe an ongoing multi-method study into factors involved in task-based learning using digital storytelling. Using intact classes over a six-month period, participants created a series of digital stories and presented them to their peers. The stories were quantitatively analyzed in terms of module (topic), time allowed for the project, medium, and student-reported technological proficiency. Student attitudes towards the tasks were gauged using and a questionnaire, based on the theoretical framework of Self-determination Theory (Deci & Ryan, 1985), using the independent variables of perceived task cost and value, engagement with the task, and expectancy for success on future tasks.

14:35 ~ 15:10 -- Room 4

From zero to hero: Teacher as learner in a blended program (124)

Don Maybin & Eucharia Donnery (Shonan Institute of Technology)

Too often teachers forget what it is like to be a student in one of their language classes. By assuming the role of an absolute beginner in the study of a new language, an instructor is better able to empathize with the challenges facing low-level learners in classes conducted solely in the target language. The presenters describe an experimental blended course for accelerated foreign language study with integrated online and in-class training components. Presenter 1 served as coordinator, while Presenter 2 assumed the position of one of the six participants to better understand the learner perspective. Upon completion of the course, everyone flew overseas to Thailand, the target language country, for testing in situ. Training components were integrated: after studying the target language for several hours online over a one-week period, participants underwent fifteen more hours of classroom training for two weeks using pedagogy derived directly from the online training approach. Training was followed by onsite testing in pairs, then undertook individual tests during homestays. This study is part of ongoing research conducted under the auspices of Shonan Institute of Technology in Fujisawa, Japan into blended learning, evolution of self-efficacy, and transferability of pedagogical components to other language learning contexts.

14:35 ~ 15:10 -- Room 5

Seeing and reading the city: Linguistic landscape and the language classroom (141)

Stephane Charitos & Stephen Welsh (Columbia University)

By encouraging the critical study of multimodality and linguistic diversity in context, the concept of linguistic landscape is well suited to promoting a pedagogy of multiliteracies in which students are cast as active investigators of the social usage of language in an urban area. By recognizing the importance and ubiquity of multiple and competing public discourses that shape our environment and by focusing our attention on them, linguistic landscape can be an ideal starting place for projects that change the focus of students from that of passive language learners to that of active language researchers, interpreting and posing questions about the linguistic and semiotic messages around them. In this presentation, after providing a concise definition of the concept of linguistic landscape, we will discuss its application as a valuable pedagogical resource in the language classroom. We will offer ideas for activities that help students explore the linguistic, visual and spatial usage of language in a social context, analyze the social meaning of language using public signs, and help better connect the language classroom to the adjoining community. The presentation will also introduce and discuss Cityscape, an online tool developed at Columbia University to document and map a multilingual urban landscape.

14:35 ~ 15:10 -- Room 6

The Beeline for online: A study on the use of online surveys by college students and professors (159)

Edwina Bensal & Edna Miraflores (De La Salle University)

As universities are adapting a research-oriented thrust, their undergraduate students are expected to produce research papers. This may have been a heavy task before but with the advent of technology, students no longer find doing research particularly its data gathering aspect daunting. In fact, their data gathering procedure is most commonly done in the form of online survey because of its benefits. In this study, a survey among 241 research writing students and an interview with 20 research writing professors were conducted in order to identify their competencies and perceptions about the use of online surveys. This study showed that teachers are not that confident of the data gathered from online surveys; hence, they still have inhibitions to assign their students to use these. In contrast, the majority of the students prefer online survey because of its convenience; although, some of them are still doubtful about the accuracy of their online survey results. There are a number of suggestions that stemmed from the study.

14:35 ~ 15:10 -- Room 7

Simulating natural vocabulary acquisition with concordancing: From toy to complete system in 20 years (127)

Tom Cobb (University of Quebec at Montreal)

For a thesis project in 1995, I developed the rationale/technology to 'simulate natural vocabulary acquisition' through a form of learner concordancing. Learners met new words embedded in 10-20 purpose-built concordance lines, and then used this information to choose the best definition for each word from a set of four choices. This CALL or 'data-driven learning' (DDL) system was tested on experimental subjects with a toy set of 200 words, concordance lines, and definitions, and produced a strong result compared to control subjects using a no-concordance version of the system. Experimental subjects not only learned more words but learned them 'better' in the sense of more transferable to comprehension in a novel context. My paper will briefly describe this early work and then outline the process of transforming toy system to real system, building these same ideas into a functioning system for entire languages. This work was completed in Spring 2015 for English and

work is under way to 'localize' it to French. Topics will include the development of level-appropriate corpora, the provision of definitions, and the 'social mediatizing' of the result such that research can be conducted on an ongoing basis.

[Concurrent Session #4]

15:15 ~ 15:50 -- Room 1
Mapping the City: Map-based tools for language learning projects (140)
Stephen Welsh

Mobile phone ownership among university students in Vietnam has reached almost 100%, exceeding that of Internet capable desktop computers. This has made them increasingly popular to allow learners to carry out learning activities outside of the classroom, but some studies have suggested that learners are not always willing to engage in activities outside of the classroom (Kim et al., 2013). Recent research has suggested that providing training to learners that includes not only how but also why activities are important can improve learner engagement in mobile-based activities (Stockwell & Hubbard, 2014). In this presentation, Vietnamese learners of English engaged in vocabulary and grammar tasks using the Quizlet app on their mobile phones outside of class time. Learners were provided with technical training in class, while ongoing strategic and pedagogical training were provided through a combination of in-class activities and interactions through a dedicated Facebook page over a 5-week period. Usage patterns of the site were recorded through a learning journal and interactions on the Facebook page were analysed to determine the nature of the discussions that took place. Learner attitudes towards the tasks and the training were measured through pre- and post-questionnaires. The results are discussed in terms of the problems encountered, and how to provide appropriate training to learning through mobile phones outside of class.

15:15 ~ 15:50 -- Room 2
Using Google form for writing instruction (202)
Seonmin Park (Korean Advanced Institute of Science and Technology)

Writing environments have changed from paper-based to using various electronic devices as a result of the development of technology and accessibility to the Internet. Thus, English writing instruction should consider implementing these environments in order to provide students with authentic writing circumstances. This presentation will introduce Google Forms, one of the useful electronic tools for writing instruction. The research purposes are 1) to explore possible ways to use Google Forms, 2) assess the effectiveness of Google Forms in writing instruction. Forty-eight students in English composition classes were asked to use Google Forms for 16 weeks to submit their short journals, and they answered a questionnaire about the effectiveness of Google Forms. A writing instructor's reflection was also added to analyze the effect of using Google Forms. The results showed that 95% students were satisfied with using Google Forms, and they felt that their writing improved through the activities within Google Forms. Moreover, they thought that Google Forms helped them become more familiar with technology. The instructor was also positive about implementing Google Forms into her class because it is convenient to collect students' writing.

15:15 ~ 15:50 -- Room 3

A study on error types represented in computer-based speaking and computer-based writing: Centered around Korean learners (210)

Gereltuya Munkh ochir & Chang-in Lee (Pai Chai University)

This study aims to identify the most frequently erroneous linguistic and surface structure forms committed in CBS and in CBW performances by Korean university students. To examine the errors, a total number of thirty students were involved in two different tasks (CBS and CBW) based on the same question "Do you prefer living off campus or on campus? Use specific reasons and details to support your answer" in a certain given time. Their CBS and CBW samples were collected and analyzed based on the two main error analysis taxonomies: linguistic and surface structure. The linguistic taxonomy included the syntactic complexity (number of sentences, embedded sentences, tokens, and types) and word level errors (-ed/-ing, singular, plural forms, and subject-verb agreement), whereas the surface structure taxonomy focused on deletion, addition, repetition, substitution, ordering, and run-on sentences. The participants' CBS and CBW samples have been implemented as research instruments while manipulating the descriptive statistics and T-test analysis purposes. According to the overall analysis, the students committed the following errors. First, the results of the linguistic error analysis focusing on the syntactic complexity revealed that they produced more tokens and types in CBW than in CBS and also yielded more sentences and embedded sentences in CBW than in CBS. Likewise, the analysis under the word level errors was carried out and it was identified that the most prominent errors in terms of the morphemes (-ing/-ed) and the subject-verb agreement were committed in CBS, rather than in CBW. However, fewer errors in the singular and plural forms in CBS were found than in CBW. Second, the results under the category (Surface Structure Error Taxonomy) were carefully examined and identified the following findings. More errors were identified in CBS than in CBW. However, the errors on deletion, repetition, and substitution in CBS and in CBW showed no significant differences statistically.

15:15 ~ 15:50 -- Room 4

Designing Self Learning Video (SELVI) with meaningful chunks of text in blended learning instruction (154)

Aprilia Kristiana Tri Wahyuni & Agnes Siwi Purwaning Tyas (Sanata Dharma University Language Institute)

Indonesian Language and Culture Intensive Course (ILCIC) is a program division under the coordination of Language Institute of Sanata Dharma University (LISDU) which offers Indonesian and culture course for foreigners. The learning program offers language class to equip the students with necessary knowledge of bahasa and outdoor class to provide students with greater opportunities to make use of their knowledge in real communication setting. In order to optimize the input delivery, this research aims to design a blended learning providing self learning video (SELVI) containing useful expressions and whole texts of cultural information which are simplified in the form of meaningful chunks of text (MCT) as supplementary learning materials. MCT is language chunks formed by word by word or phrase by phrase to provide meaning based on context (Yamashita & Ichikawa, 2010). The students can imitate or develop the chunks of text during speaking to promote meaningful interaction with the native speakers. The implementation of blended learning is organized into instructor-led classroom, self-paced learning, and natural setting. The blended learning program will support students' personalized learning in a distance education and develop their communicative competence.

15:15 ~ 15:50 -- Room 5

A comparative study of acceptance and efficacy between mobile-phone and paperback dictionaries in vocabulary retention (113)

Jia Rui Hou (Hainan University)

Pervasive mobile-phones have been considered a useful tool for gaining vocabulary. Recently, many researches have been conducted in this area. However, the efficacy of mobile-phone dictionaries in vocabulary retention, students' most consulted form (L1 translation, L2 definition, or L2 exemplary sentence) and out-of-class mobile-phone learning behavior are still open to research. The purpose of this study was to assess the effects of mobile-phone dictionaries on vocabulary retention in readings compared with paperback dictionaries and to find out subjects' most consulted form and down-to-earth mobile-phonelearning behavior out of class for the looked-up words. First, related researches were introduced to frame this study. The participants were 99 first year college students of English major, divided into 3 groups, one using mobile-phone dictionaries, one using paperback dictionaries and a control group. A language-proficiency test and background questionnaire were administered beforehand. Pre-test and post-test were administered to measure learning outcomes. The results indicated that learners showed statistically greater favor to mobile-phone dictionaries but did not improved vocabulary scores significantly with mobile-phone dictionaries. However, despite an increase, the gains were low, far from being enough to bring "not known" words to "known" scoring categories in both groups. Despite the repeated emphasis of mobile phones' mobility in MALL domain, the mobile learning results seemed very negative. Finally, grounded on the findings, implications and potential research directions were discussed.

15:15 ~ 15:50 -- Room 6

Publisher created learning management systems for ESL/EFL: Overview and evaluation (123)

Michael Crawford (Dokkyo University)

Learning Management Systems (LMSs) are now widely used in a variety of contexts, including ESL/EFL. Open source systems such as Moodle and proprietary systems such as Blackboard are used in many countries throughout the world. In recent years, however, major publishing companies have begun to increase their presence in the LMS realm. These companies have not only reached agreements with existing systems to make educational content available, but have also begun to create and promote their own LMSs. In this presentation, the presenter will first provide an overview of the kinds of systems that publishers of ESL/EFL materials have created. This will be followed by an evaluation of two such systems now available for ESL/EFL learning environments. The evaluation will be based on the presenter's own experiences using the systems and those of his colleagues, as well as on the results of questionnaires completed by students who are enrolled in courses in which the systems are being used. It should be noted that the presentation is meant to be strictly non-commercial, and in no way is intended to promote the adoption or use of the systems discussed.

15:15 ~ 15:50 -- Room 7

A corpus-based genre analysis of abstracts in M.A. thesis and research articles related to computer assisted language learning (205)

Hee Yeon Kang & Chung Hyun Lee (Hankuk University of Foreign Studies)

Abstracts play an important role in providing essential information on research articles, but it seems that Master's students have difficulties both in organizing structure and in choosing appropriate linguistic patterns and words for expressing their ideas. This study aims to identify the move features of abstracts and the lexico-grammatical patterns of each move in research articles and to compare the

abstracts with those of M.A. theses. For the study, 213 abstracts of research articles and 103 abstracts of M.A. thesis related to CALL are collected and analyzed. To analyze the abstracts, the corpus analyzer tools, AntConc and AntMover were used. The abstracts were analyzed based on Swales and Feak's (2004) B-A-M-R-C (Background-Aim-Method-Results-Conclusion) framework to identify move structure patterns. The results of the study are as follows. First, two move patterns; A-M-R and B-A-M-R were more frequent than the B-A-M-R-C move pattern in research articles while abstracts from M.A. theses tended to follow the B-A-M-R-C model. Second, a variety of lexico-grammatical patterns of each move were identified in journal articles; however, very limited patterns were found with a small vocabulary size in the abstracts of M.A. theses. Based on the results, implications and suggestions for abstract writing for M.A students are provided.

[Concurrent Session #5]

15:55 ~ 16:30 -- Room 1

Online social interaction: More interculturally aware and autonomous learners? (133)

Pasi Puranen (Aalto University)

The emergence of a variety of online tools used in Computer Mediated Communication enables students to interact in a more authentic way, share their views and learn from each other´s cultures online. This paper examines and reports on a study about how students from two different countries, Finland and Spain, developed intercultural competence through the use of a social networking platform, Facebook, as a telecollaborative learning context. A tandem task-based project was designed in which students interacted with their peers for six weeks. The participants were expected to perform a weekly task on the Facebook platform, which encouraged them to comment on each other's posts and interact online. The first three tasks were assigned in English whilst the other three were in Spanish. The study adopted a qualitative approach and data were collected by means of two questionnaires administered at the start and end of the project to find out about their expectations of the project and if these had been fulfilled. A survey comprising a five-point Likert scale was also employed to gauge the participants' reactions to the project. Finally, individual interviews were conducted at the end of the project to gather additional data.

15:55 ~ 16:30 -- Room 2

Evaluation of a Malaysian-Vietnamese online writing portal using CIPP model (139)

Kean Wah Lee, Jaclyn Xiang Reui Yau, Noraini Said, Sook Jhee Yoon & Choon Keong Tan (Universiti Malaysia Sabah)

This study aimed to evaluate the effectiveness of a web-based Writing Portal that was designed and managed by a team of researchers from a university in Malaysia and a university in Vietnam to address Vietnamese undergraduate students' writing needs from the planning stage until the final stage of publication. To this end, the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) was utilized to guide the conception, design, implementation, and assessment of the writing portal, and provide feedback and judgment of the sustainability of collaborative project. Participants involved two groups of Vietnamese Undergraduates (N=78) undergoing a semester of English Writing class and their two instructors. Data were gathered through student and instructor questionnaires, interviews, self-assessed reflections, and document analysis. Quantitative data based on the questionnaires were analyzed through descriptive and inferential statistics, while content analysis was carried out to analyze the qualitative data. T-test was employed to investigate whether there was a significant difference in the students writing achievement. Results indicated the writing portal partially served its purpose. The findings highlight the importance for continuous improvements in the design, monitoring, materials and assessment dimensions of the writing portal to make the portal more effective.

15:55 ~ 16:30 -- Room 3

The effect of coaching on self-directed English learning and speaking proficiency in blended learning (223)

Yong Ju Lee & Young Woo Cho (Pai Chai University)

This study explored how group-based coaching may benefit Self-Directed English Learning (SDEL) ability and English speaking proficiency. The participants were 28 intermediate-level Korean university-level EFL learners majoring in TESOL. They were 10 males and 18 females, and their ages ranged from 22 to 27. All learners first took the speaking pre-test and pre-survey, and then practiced

English using a software program called Reading Assistant for 13 weeks. This program is an online reading practice program that contains many different types of reading texts, and students had to practice reading by themselves. During practice, the software analyzed the quality of the students' reading aloud practice results and provided correct pronunciation models. Students also participated in 10 interactive group coaching sessions on a weekly basis. Learners were divided into two groups according to the types of coaching questions. Both groups practiced speaking based on the same topic but different kinds of questions, either personal questions or questions related to the text that they had read. Finally, they took the post-test and the post-survey to check for their improvements. Results indicated no significant difference between the two groups. Further discussion is provided based on qualitative analysis of the coaching sessions and student perceptions.

15:55 ~ 16:30 -- Room 4

Academic achievement of blended problem based instruction for university students in Korea (221)

Myeong-Hee Shin (Hannam University)

The purpose of this paper is to study how blended problem-based instruction influences on academic achievement of an on-off line blended English course for university students in Korea. Problem-based instruction is a learning methodology by which learners acquire knowledge and critical thinking skills from solving problems within a cooperative framework. In this study, problem-based instruction has applied to an on-off blended (collaboration) English course designed to improve students' listening and communication skills. The subjects are 150 university students who take blended English classes as an elective course. The classes were done by problem based instruction plans. For the finding of students' academic achievement, students' complex and irregular problem solving abilities were evaluated twice a month according to the syllabus and class design. The data were analyzed by SPSSWIN (ver10) after conducting data analysis. It showed the means of general academic achievement of problem based instruction classes including on-line classes, cooperative activities, and correlation among those three factors. The result of this study shows that students are generally satisfied with the classes applying to problem-based instruction. In the on-line problem based learning, cooperative group work enables students to better organize their thought processes and ideas than those off line. Finally, it is important to conclude that blended problem-based instruction stimulates students to judge and solve the given unstructured problems and is effective for students' positive learning attitudes and academic achievement.

15:55 ~ 16:30 -- Room 5

How the flipped-classroom method helps remedial-level students to complete a compulsory English course (161)

Syuhei Kimura (Ritsumeikan University)

The purpose of this study is to report how the flipped-classroom method helps remedial-level college students at a Japanese university. The flipped-classroom method, where students watch lesson movies outside classroom and have their worksheet and homework revised by an instructor in classroom, is spreading in various fields in higher education today. This study reports the result of application of the method to a remedial-level English course. The study proves that the course with flipped-classroom teaching, designed to help students to complete all the necessary tasks in another English course which is compulsory for graduation, was remarkably effective when the students follow the instruction and focus on the tasks provided. On the other hand, the study also found that even this method has limitations in encouraging students at the low-level of English proficiency. It is also reported in this study what kind of equipment was necessary to create lesson-movies and how students were encouraged to finish the course.

15:55 ~ 16:30 -- Room 6

Increasing CMS adoption: Using TAM locally to explore faculty views and usage in a campus-wide ELF program (150)

Brett Milliner & Travis Cote (Tamagawa University)

Tertiary institutions around the globe publicize utilization of computer and multimedia technology for both practical and pedagogical reasons. At the heart of many e-learning strategies is the content management system (CMS). A CMS platform not only supports blended learning environments, but also equips faculty and teachers with an array of tools designed to make administrative and assessment tasks more efficient. However, adoption of a CMS among faculty is perhaps the biggest obstacle (Black, Beck, Dawson, Jinks & DiPietro, 2007). This study focused on the utilization of the Blackboard(r) CMS at a private university in Tokyo. The presenters will reflect on results from a modified technology acceptance model (TAM) analysis (Alharbi & Drew, 2014) and focus group discussion. Specifically, the authors consider how they can encourage teachers in a campus-wide ELF program to adopt the CMS, how they might effectively train the faculty, and how they might support successful implementation of the CMS tools. Participants will learn how to apply the TAM model locally to gauge perceptions of technology for educational purposes and how they might augment the application of e-learning strategies in their own teaching contexts.

15:55 ~ 17:10 -- Room 7

Publishing in CALL journals (135) <Workshop>

Glenn Stockwell (Waseda University) & Jeong-Bae Son (University of Southern Queensland)

This workshop will introduce participants to the publishing process, from the emergence of an idea to the publication of an article in a CALL journal. Topics covered will include discussions of the following questions: - What do CALL journals reviewers/editors look for? Understanding the publishing process; - Locating your work in that of others, formulating research questions, selecting an appropriate methodology, drawing conclusions, etc.; - Structuring your article and preparing your manuscript for submission; - Dealing with requests for changes and/or rejection. Participants will be able to work through their own research designs to determine their applicability for publication in a CALL journal.

[Concurrent Session #6]

16:35 ~ 17:10 -- Room 1

Collaborative and blended learning of world Englishes and cultures (228)

Kyong-Sook Song (Dongeui University)

In the era of globalization, English is no longer the language of English native speakers. English belongs to the world, and new forms of English, born of new countries with new communicative needs, should be accepted into the marvelously flexible and adaptable galaxy of 'Englishes' (Strevens 1980: 90). There is not one English language anymore, but there are many English languages (McCrum, cited in Iyer 1993: 53). Thus there are pressing needs for understanding and accepting various types of English, World Englishes. Korean university students consider their proficiency in English as a key to their social moves and career success. They encounter global citizens of a wide variety of socio-cultural backgrounds, and need to communicate in a wide variety of English. This study explores Korean university students' collaborative and blended learning of World Englishes and global cultures. Based on the questionnaires conducted among, and a course conducted for, Korean university students, this study discusses how to utilize multimedia resources and Information Technology (IT) as well as Blended Learning (BL) in teaching World Englishes and cultures in order to improve Korean EFL learners' productive as well as receptive competence. This study demonstrates an innovative teaching methodology of World Englishes and global cultures.

16:35 ~ 17:10 -- Room 2

Blended learning for developing learners' rhetorical flexibility and language socialization in business writing (207)

Won Hee Yee & Chung Hyun Lee (Hankuk University of Foreign Studies)

Active pedagogical methods in business writing has been lacking in terms of focus on EFL (English as a Foreign Language) working professionals as target learners, which provided the impetus for this study. The purpose of the study, therefore, is to investigate the impact of teaching rhetorical flexibility and language socialization in blended learning on developing the EFL working professionals' business writing.

For a case study, total 11 lessons – including five offline lessons and six online lessons – were given to five Korean working professionals with the ages ranging between 30s and 40s. The participants' self-reflection journals, in-class observation logs, writing assignment entries, and pretest and posttest scores were collected and analyzed.

The major findings were as follows. First, the participants were able to identify the problem and find the solution to it in business writing by using rhetorical flexibility in the move structure of SPCA (Situation-Problem-Change-Action). Second, the participants adjusted rhetorical strategies and clearly recognized the context through language socialization. It was revealed that larger participant size, more detailed coding scheme, and more consideration for peer interaction should be considered in further study.

16:35 ~ 17:10 -- Room 3

The development of a mobile-based English speaking performance assessment system for Korean EFL teachers and students (240)

Jee-Hwan Yun & Hunwoo Joo (Korea Institute for Curriculum and Evaluation)

The main purpose of this study is to introduce the development process of a mobile-based English speaking performance assessment (ESPA) system for high school teachers and students in Korea. The study also looks into the possibility for the future counterpart of paper-based assessment that is being

administrated in high school. ESPA, which is based on the 7th national curriculum, is especially designed to help high school teachers administrate EFL students' English speaking performance assessment, and help high school students practice English speaking through smartphones or PCs. Its main functions include a mobile-based Learning Management System (LMS) as well as anytime anywhere teachers' scoring and feedback. During 16 weeks, 15 high school teachers and approximately 500 high school students nationwide participated in this study; after using ESPA, surveys, classroom observation and teacher interviews were conducted to examine how the participants were satisfied with ESPA. The results and pedagogical implications for developing mobile-based English speaking programs are discussed.

16:35 ~ 17:10 -- Room 4

A tourism-themed online supplementary English courseware for ASEAN learners (178)

Roberto B. Figueroa Jr. & Myra Almodiel (University of the Philippines - Open University)

The Association of Southeast Asian Nations (ASEAN) has started the integration of its 10 members states since 2015.One of its basic tenets is the free movement of people and goods within the region. This integration also aims to strengthen the cultural and economic ties of the member-states' citizens. Since the region is culturally, ethnographically, architecturally, and linguistically diverse, there is a challenge in making people from each country understand and appreciate each other. English is the official language of ASEAN and it has been increasingly important for the citizens of the member-states to learn it. Meanwhile, intra-regional tourism has been steadily increasing among ASEAN member states. This fact is a good opportunity to promote the culture, language and customs of each country. Furthermore, this may strengthen their cross-cultural relationships. This study initially takes advantage of the collaborative relationship between volunteers from the University of the Philippines Open University (UPOU) and a mission center that offers free English classes in Pinklao, Thailand for developing and testing the first phase of the project. The Online Supplementary English Courseware will contain English lessons that involve tourist spots and relevant phrases that can be used by the learners when they visit ASEAN countries. The Courseware will be delivered using a free open source Learning Management System (LMS) called Moodle, which will feature language translation features. At the end of the study, Perceived Learning and Language Learning Anxiety will be observed. Additionally, the level of interest in visiting the target countries will also be measured through interviews and surveys before and after the course has been offered.

16:35 ~ 17:10 -- Room 5

Korean flipped writing classes: Learning from doing (208)

Daniel Craig (Sangmyung University)

Flipped learning approaches are being eyed for their potential to improve learning through reorganizing both the classroom and homework experience. Front-loading content and lower-order thinking activities normally provided during class time can free up time during class to focus more on higher-order thinking activities. The purpose of this action research was to evaluate the flipped classroom model as implemented in an academic writing class at a Korean university and to use insights from student performance, student perceptions, and applied practice to revise instructional design. This action research was conducted with 137 students over two semesters of an academic English writing course. Data were collected through course assignments, end-of-course surveys, and student interviews. Findings indicate overall approval for aspects of the flipped classroom approach, including the use of instructional video and the focus on higher-order thinking activities during class. However, aspects of instructional methodology and content development were seen to be in need of modification and reconsideration. These findings will benefit teachers who are struggling to develop writing courses in a similar context.

Saturday, 14 November 2015

9:10 ~ 10:00

Plenary Session #3

The future of Vocabprofiling
Thomas Cobb (University of Quebec at Montreal)

Vocabprofiling – creating a text profile by tagging the frequency of each word with a computer program – has been enormously influential in ESL reading worldwide since about 1995. Such a profile can predict the texts ESL learners at different levels will be able to read, and for what purposes (fluency development, inference practice), particularly if the level has been identified with a frequency based vocabulary test. The development of this highly practical scheme has, however, involved some theoretical shortcuts that researchers are now trying to address. 'Stupid' software looks only at word forms, counting two words as one that have little in common (*bank* and *bank*); the grouping of words into families and then bands of 1,000 families, while convenient involves significant information loss. My presentation will review the classic Vocabprofiling procedure and its successes, then describe with three research programs trying to remove the shortcuts but without reducing its usefulness.

Concurrent Sessions

[Concurrent Session #7]

10:25 ~ 11:00 -- Room 1
Comparing two online approaches to extensive reading management: M-Reader and Xreading (145)
Travis Cote (Tamagawa University) & Brett Milliner (Tamagawa University)

Extensive reading (ER) is regarded as an effective method by which English language learners can make substantial gains in reading fluency and overall language acquisition. For language teachers, however, actual implementation of ER into curricula has proved daunting. In response to three ER management issues: establishing accountability, providing appropriate assistance, and ensuring students are reading large quantities of text, the authors will report on the implementation of two online ER management systems designed to overcome these hurdles - Xreading(r) and M-Reader. These online reading support systems were utilized by two senior high-school classes studying in a university bridging program. One class (n=24) read paperback graded readers (GR) but completed online quizzes provided by M-Reader(r); the second class (n=20), using the Xreading(r) platform entirely, read e-books on their smartphones or personal computers and completed online post-reading quizzes. Despite beginner-level English language skills, those students who read e-books were able to read significantly more and displayed a slightly more positive perception of extensive reading at the end of the course. Participants in this presentation will consider how technology can be used more effectively to manage an extensive reading component in an English language course.

10:25 ~ 11:00 -- Room 2

A study on using classting for English vocabulary learning and writing to elementary school students (226)

Chang-in Lee & Young-hae Hyeong (Pai Chai University)

Lately, there has been a growing demand for mobile learning based on self-directed learning, ubiquity, instant connectivity, learning community, and personalization (Kim dong-hyun, 2005). Recently "Classting" has become a popular application which is being used by about 10,000 schools, 90% of South Korea public elementary schools, and about 170,000 homeroom teachers. Furthermore these studies have typically focused on English education in after school lessons with small groups of students. Moreover, there are only a few studies on the effectiveness and improvement of vocabulary and writing in "Classting". Therefore, in this study, the implications of integrating an off-line class with smart phones and the "Classting" website for L2 vocabulary and writing courses are discussed as a means for improving L2 learners' skills. This study was conducted over a period of eight weeks with sixth grade students in an elementary school located in Dae-jeon city. The experimental group (N=24) used a smart phone or a computer to reach the website "Classting" after school. The controlled group (N=24) only watched movie clips during the English class. Quantitative and qualitative data was collected in order to examine the effectiveness of vocabulary and writing teaching, as well as the learning environment utilizing "Classting". Quantitative data sources include pre-test, post-test and feedback scores. Qualitative data from the pre-test, post-test and survey questionnaires were analyzed using the online analysis program KSDC DB. There was significant improvement between pre-test and post-test scores. It seems that the application of "Classting" is a useful tool in L2 vocabulary and writing in blended teaching and learning environments. Feedback from peers and teachers had positive effects on L2 writing, and we have seen how interactive learning facilitates participation and involvement.

10:25 ~ 11:00 -- Room 3

The usage, problems, and features of electronic dictionaries as perceived by Korean students in the Philippines (160)

Edwina Bensal & Annie Kim Yubin (De La Salle University)

From the emerging trend in acquiring English language among the EFL learners and the booming population of Koreans in the Philippines, this research project investigates the use of electronic dictionary and proves that it is a very important tool among them as they use it every day when studying English independently. Since electronic dictionary is a trustworthy tool for Korean students in a foreign land, this study presents its three vital facets - the benefits, drawbacks, and features to be enhanced. Providing definitions and ease in doing homework are the two primary benefits; however, several drawbacks are conceded (e.g., incomprehensible transcription, non-existing words, WIFI-zone wired). Then, the suggested features to be enhanced are that various meanings and more examples must be provided for them to effectively learn the English language. In line with this, this study also reveals that Smartphone is the most favored device for Korean students when searching meanings of unfamiliar words and/or translating unknown terminologies.

10:25 ~ 11:00 -- Room 4

Is a speed reading application useful and effective to improve reading? – An application tryout with iPad in a university EFL reading &writing class (112)

Kazunori Nozawa (Ritsumeikan University)

With the cooperation of a private software company in Japan, a speed reading application software called "Minna no Sokudoku Eigo (SRE: Speed Reading for Everyone)" has been tried out for one of upper intermediate 1st-year EFL reading and writing classes with a limited number of iPad at a

Japanese university in the first (spring) semester of the 2015 academic year. SRE was originally developed based on the eye movement research regarding speed reading in the U.S.A. SRE aims to train EFL learners of secondary schools or cram schools preparing for lengthy readings in English. There are three levels (Basic, Intermediate, Advanced) according to the vocabulary and reading material difficulties. To match with the level of the experimental group members, the advanced level SRE has been implemented for 22 upper intermediate students who have been divided into two groups. The first group consisting of 11 students has used SRE for 30 minutes in the first 6 weeks and the rest has also used SRE in the same way for the second 6 weeks. After a brief introduction of the characteristics of SRE, the pros and cons of m-learning using SRE with iPad and the summary results of the post-questionnaire and interviews will be discussed.

10:25 ~ 11:00 -- Room 5

Effects of using mobile-assisted speaking exercises for TOEIC speaking preparation (211)

Gyoomi Kim (Semyung University)

This study was to investigate Korean students' learning experiences of mobile-assisted speaking exercises and the degree of improvement on English language speaking. Two groups of students who prepared TOEIC Speaking (TOS) participated in this study and experienced mobile-assisted speaking exercises with teacher- and peer-feedback. Above all, the students of both groups were given to the mobile-assisted speaking exercises, which were designed as outside classroom activities in the format of TOS item and delivered by NAVER BAND, an ultimate group communication application. The students recorded their speeches and submitted through their own mobile devices. In this process, the students of the teacher-feedback group received the instructor's feedback. Meanwhile, in the peer-feedback group, the students were asked to exchange the feedback in pairs and revised their speeches. The experiment was conducted for twelve weeks, and six exercises were implemented. This study chose a mixed approach, which included (a) quantitative data collected from pre- and post-test scores, and (b) qualitative data collected from an open-ended survey form. Comparisons of quantitative data were made between two groups, and the analyses of the qualitative data from both groups were also reported. The results showed that the students of the teacher-feedback group got a high score on post-test than those of the peer-feedback group, but the deference was not statistically significant. In addition, the qualitative data demonstrated that the students favored working collaboratively and had positive perceptions toward mobile-assisted speaking exercises. The findings of this study expected to contribute the pedagogical benefits to utilize mobile-devices for EFL speaking activities.

10:25 ~ 11:00 -- Room 6

Learner training in mobile language learning (175)

Glenn Stockwell (Waseda University)

Given that activities on mobile devices are carried out predominantly outside of the classroom, there is a need for training on an ongoing basis that goes beyond just technical aspects. Hubbard and Romeo (2012) suggest that training should include not only these technical aspects, but also include strategic and pedagogical aspects as well. Based on experiences from a previous cohort of intermediate learners, the study describes an exploratory study examining the use of technical, strategic and pedagogical training of intermediate learners of English using their mobile phones to develop their vocabulary and listening skills. Despite being given explanations regarding the functions of the mobile-based tools provided, the previous cohort did not use many of the available functions, and they did not engage in the activities as actively as anticipated. The current study was carried out to determine whether these problems could be addressed through learner training. The paper begins by discussing the training process itself and then offers comparisons between the current

cohort that received training and the previous cohort that did not receive training in undertaking the activities. Effects of training were measured quantitatively in terms of the amount of time spent on task during the activities, completion rates of the activities, and the scores achieved in weekly mini-quizzes, while qualitative data were collected through post-treatment surveys and interviews.

10:25 ~ 11:00 -- Room 7

Level-based flipped learning in English class (239)

Meena Do (Jochiwon Dae-dong elementary school)

Recently, pedagogical approaches have been focusing on the student-centered education. Twenty-first Century students are often digital learners who learn well with the digital devices. Many recent studies have shown effective methods of teaching and motivating these students. One of these methods is Flipped Learning. This study seeks to explore the effective flipped learning activities in English education at the elementary level. To carry out this study, level-based flipped learning activities were developed. Level-based flipped learning includes two different level materials which the students can choose as their homework. This is often achieved by using a teacher made video clip for each level of ability. Because this method of video making may require more preparation work for the teachers, this study suggests other easy pre-learning methods. To verify level-based flipped learning's effectiveness, twenty-four 5th-grade students in J elementary school in Sejong city participated as the research experiment group (level-based flipped learning) as well as the control group (standard flipped learning) for eight weeks. The major finding of this study was that the students showed positive perspectives towards the level-based flipped learning, especially regarding student interest. Based on the findings, suggestions and implications will be provided.

[Concurrent Session #8]

11:05 ~ 11:40 -- Room 1

Analyzing reader corpora: Possible factors affecting learners' sense of "difficulty" in extensive reading (163)

Makimi Kano (Kyoto Sangyo University)

In Extensive Reading (ER) programs in university English curricula, two kinds of readers are often used: Graded Readers (GRs), specifically designed for learners of English as a foreign language, and Youth Readers (YRs), written for native speaker children. However, students often find YRs more difficult even when they are categorized as being at the same level as GRs. To find out the differences between GRs and YRs, reader corpora were compiled and compared. This presentation will talk about the results of the analyses, mainly focusing on the following characteristics of YRs: (1) a lower percentage of the basic 1000-word-level vocabulary, showing a steady increase of vocabulary level as the reader levels go up, (2) a higher percentage of passive sentences and complicated sentence structures, (3) some basic words, such as even, if, been and around, having much higher frequencies and usage varieties, and (4) many more descriptive expressions. These characteristics of YRs may be considered as factors that affect learners' comprehension.

11:05 ~ 11:40 -- Room 2

The use of smart phones for multimodal mobile writing practice: A case study (225)

Chaewon Lim (Chung-Ang University)

This case study, grounded in "multimodal pedagogies" (Stein, 2004), investigates Korean middle school students' use of smart phones for their EFL writing practice. The purpose of this study lies in exploring the possibilities of implementing a new mode of learning tasks for students' newly gained identities as digital natives. Eight focal participants were selected from a ten-week after-school extensive reading program. Data were collected from multiple data sources for triangulation: participants' writing products, questionnaires, interviews, field notes, and researcher's journal entries. A mixed-method approach was adopted for the research design. The participants' writings were analyzed both holistically and analytically. Major findings are as follows: 1) all participants successfully completed their writing tasks in the mobile mode with the strategic use of their personal resources available. 2) The participants voluntarily engaged in "resource-based learning" (Benson, 2001) as well as collaborative learning at the lingering presence of peer audience. 3) Most participants found multimodal mobile writing easy and convenient. 4) The participants of lower-level proficiency notably expressed their enhanced sense of self-esteem on multimodal mobile writing. In dealing with social technology in the Korean EFL class, this suggests that there should be much consideration for the learners' critical use of modes.

11:05 ~ 11:40 -- Room 3

An exploration of augmented reality applications on English communication for nurses in ASEAN (177)

Roberto B. Figueroa Jr. (University of the Philippines - Open University), Boontip Siritarungsri (Sukhothai Thammathirat Open University), Rita Ramos (University of the Philippines – Open University), Premruetai Noimuenwai (Sukhothai Thammathirat Open University), Aree Cheevakasemsook (Sukhothai Thammathirat Open University), Pattaya Kaewsarn (Sukhothai Thammathirat Open University) ,Reinald Adrian Pugoy (University of the Philippines – Open University) & Mark Harold Rivera (University of the Philippines – Open University)

With the integration of the Association of Southeast Asian Nations (ASEAN) in 2015, a Mutual

Recognition Arrangement was established on Nursing Services across the member states brought about by the free movement of people among ASEAN member states. Because of this, more cases of its citizens needing healthcare while working or on tour is expected to increase. With this, the need to learn and practice English, the association's official language, among healthcare professionals has strengthened. Equally important are diverse cultural and religious factors that could affect how patients from these member states expect to receive medical and nursing care services. The digital age has enabled technology-assisted learning thereby making learning materials more interactive and convenient for all walks of life. Augmented reality, which is a technology that allows information to be digitally added to an object or location in the real world through QR codes, geo-location, and image recognition, has been revolutionizing how printed materials and physical artifacts are being used in schools and training agencies. It is therefore proposed to have an exploration for possible areas in which Augmented Reality could be applied in developing Open Education Resources for Nurses in ASEAN. This study is a collaborative endeavor University of The Philippines Open University and Sukhothai Thammathirat Open University faculty members in the schools and faculties of Nursing and Information and Communication Studies. The objectives of this study include a review of literature that enumerates Augmented Reality initiatives in Nursing Services and Nursing Education especially those that deal with Therapeutic Communication and English Communication for practitioners; a list of applications for the English Communication Program for Nurses in ASEAN; and a prototype of the most viable application in the list. A usability test based on the SUS (System Usability Scale), which is a valid testing tool for applications and systems, will be conducted on the prototype application.

11:05 ~ 11:40 -- Room 4

Designing English reading materials based on reading strategies & types of reading (212)

Myung-Jai Kang (Yeoju Institute of Technology)

It is generally known to everyone that reading is a skill that comes from experience and needs to be constantly improved through different types of reading materials. In order to design effective reading materials for the students of a Korean college, this paper examines theories of teaching reading including reading strategies such as skimming, scanning, and critical reading along with reading processing such as top-down, bottom-up, and interactive processing, and types of reading such as intensive and extensive reading to inculcate independent reading habits in the students. Five basic reading comprehension processes (micro processes, interactive processes, macro processes, elaborative processes, and meta-cognitive processes) by Irwin were also introduced for understanding reading comprehension processes better and developing more effective reading materials. Several appropriate task-based reading activities with regard to enhancing students' reading skills are also suggested as follows: reading aloud, guessing meaning from context, looking up the dictionary, vocabulary study, reading comprehension, and task in order. Based on the review of reading strategies and activities mentioned above, the project finally focuses on seven sections of each unit of the reading materials: Before you read, Vocabulary check, Reading Passages, Comprehension, Summary, Discussion, and Task to enhance students' reading skills.

11:05 ~ 11:40 -- Room 5

A new rating interface for English speaking tests (213)

Dongkwang Shin (Gwangju National University of Education)

The present study explores the rating tendency of Korean raters in the speaking test. Previous studies (Brooks, 2013; Carey, Mannell, & Dunn, 2010; Zhang & Elder, 2015) showed some different rating behaviors between native and non-native English speaking raters through a comparative analysis. In this study, however, a new approach was adopted to investigate how the audio and acoustic featured

rating domains of 'Pronunciation' and 'Fluency' affect the rating perspective of Korean raters on the non-audio and acoustic testing domains 'Task Completion', 'Discourse Organization', and 'Language Use'. With a one-year time interval five Korean teacher raters rerated different 100 Korean students' randomly selected responses of a speaking test from the 400 speaking responses they already rated one year ago. At the second rating, transcripts of the speaking samples instead of audio files were used and the audio and acoustic featured testing domains Pronunciation and Fluency were excluded in the rating. The results show a significant difference of the two ratings. When rerating, raters more severely scored the responses. One reason of the score gap, of course, originates from the different rating modes listening and reading. Nevertheless, the interview with the five raters supports the assumption that Korean raters may have been affected by scores of Pronunciation and Fluency. The other reason may be caused by the limited English proficiency of the Korean teacher raters. This study concludes by asserting an alternative to the existing rating method, assigning one testing domain to raters to prevent an interference effect among testing domains and adapting an automated-transcriber system on the rating interface.

11:05 ~ 11:40 -- Room 6
Exploring the concept of 'assistance' in language learning (176)
Agnes Kukulska-Hulme (The Open University)

The notion that a computer or device can offer personal assistance to its user has been around a long time. In mobile learning, this notion had an early incarnation in the Personal Digital Assistants which rose to popularity in the 1990s, and it recently evolved to include more humanoid services such as Siri and Speaktoit Assistant. These developments have been the subject of discussions in the European MASELTOV project which has produced a prototype suite of smartphone services and tools aimed specifically at providing assistance to recent immigrants to Europe. The integrated app components provide information, help with navigation, language learning, translation, game-playing and social interaction. Within this project, we have led research which aimed to encourage users to engage with the tools and services and explore their sense of achievement and progress. The research raises questions of new configurations of human mobile assistance such as teachers, friends, volunteers, mentors and online community, alongside various forms of assistance available on the smartphone. The development of these innovative services benefits our broader understanding of what it means to learn in informal environments and how this may be supported through assistance for both planned tasks and unanticipated events in the city.

11:05 ~ 11:40 -- Room 7
Text reconstruction for flipped learning (234)
Myeonggi Jeong (Seoul Song Jeong Elementary School)

This study begins by exploring what text is and how to reconstruct text for flipped learning in elementary school. Text is the representation of written language or textbook, a standardized instructional book including teaching and learning materials. Thus, text reconstruction means reconstructing materials. Text reconstruction to change students' attitude, develop their skills and transfer knowledge. The language teachers try to use reconstructed text instead of a given text because they don't think the latter is not appropriate enough to achieve the objectives of a lesson. They analyze what their students' needs in class. They choose an activity and skills to fulfill them. The general standards for text reconstruction are content, theme, experiential language learning, task based language learning. Also, various teaching and learning methods can be used for text reconstruction including smart education and flipped learning. This study focuses on flipped learning as a standard for text reconstruction. Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. In order to implement flipped learning in elementary school, this study explores the techniques of text reconstruction.

[Concurrent Session #9]

11:45 ~ 12:20 -- Room 1

A self-paced extensive listening activity combining the Moodle Quiz and lesson modules using the grade condition and the restrict access features (122)

David Campbell (Obihiro University of Agriculture and Veterinary Medicine)

Research has shown that giving learners control over when, where and how long they learn can increase student motivation, but for some students instructor set limits and goals are also necessary elements to their learning process. To supply these elements the grade condition feature of the restrict access settings was used to create a self-paced extensive listening activity that combines the Lesson and Quiz modules of Moodle. This arrangement allows students to move forward at their own pace, but firm completion dates prevents them from doing all the activities in a few days or weeks at the end of the semester. This presentation demonstrates the creation of the pre-listening exercises in the Lesson Module and how to set up of the lesson flow so that learners can review material as many times as necessary, to acquire the necessary grade to open the audio file and comprehension quiz. It will also look at the making of audio quizzes and the necessary settings to make sure the questions work effectively. Finally, it will look at student feedback on the activity and how the activity has evolved over the past three years.

11:45 ~ 12:20 -- Room 2

Wiki-based collaborative writing in English writing classes and learners' perceptions (217)

Chihyun An (KyungHee University)

This study was aimed at investigating the impact of wiki-based collaborative writing (WBCW) on the improvement of writing and learners' perceptions through a mixed method. Forty-seven college students and an instructor participated in this research. The sources of data were multiple: students' writing outcomes on the wiki, surveys and interviews. The writing outcomes were analyzed in three ways: the changes of revision (Falvey, 1993; Jacobs et al, 1981), accuracy and complexity of the final versions (Storch, 2005), and the improvement between the first and the final drafts evaluated by four raters. The results illuminated that the students revised more frequently and recursively by interacting with others than individually, that the accuracy and complexity of writing were improved by collaborative revision processes, and that the final draft of writing was more elaborate in comparison with the first draft. In addition, the students responded that the anxiety level in English writing was decreased while self-confidence was increased through the WBCW. This study implied that the WBCW has become a useful pedagogical tool to improve English writing in a collaborative manner and has created a new learning environment where students can contribute to other students' writing, have an opportunity for the low-level college students to interact with others to resolve linguistic problems and share content and/or linguistic knowledge with each other. It led teachers to reconfigure their role of writing teachers, not to deliver procedural knowledge but to facilitate collaborative knowledge construction.

11:45 ~ 12:20 -- Room 3

Blending it with the Students: Navigational design for Chinese language learners on Moodle (153)

Marion Sadoux, Dorota Rczycka, Joaquin Lopez & Jones Mizuho (University of Nottingham Ningbo China)

The Language Centre at UNNC came to blending learning through the compulsory adoption University wide of Moodle as a Learning Management System - Through a locally funded teaching and Learning Grant we have created student jobs to engage selected students in a process of revision of our adoption. For this, they work in teams as researchers and designers. Central to our concerns is the way in which we should approach navigational design - with a strong focus on Chinese learners and Chinese digital literacies in mind-to accommodate for a large number of constraints including linear learning pathway and individual learner development of autonomous language learning, large numbers of teachers having to use a single Moodle page, whether or not to embed external tools and which ones in order to genuinely support the multiple skills and modalities of language learning and to rethink face-to face teaching to ensure optimum distribution of learning. Our presentation will review and analyse the values of this project and further examine its implementation and adoption as its outcomes are shared, evaluated and re purposed by the team as a lever to create a locally meaningful and discipline relevant Blended Learning plan.

11:45 ~ 12:20 -- Room 4

Development of a CAT smart app for elementary English reading diagnostic tests (238)

Hong-gyu Choi (Gangneung Imgok Elementary School)

The purpose of this study is to develop a Computer Adaptive Testing(CAT) smart app for evaluating elementary school students' English reading ability before they start reading. It can be used as a diagnostic test of extensive English reading in Elementary school. The CAT smart app is composed of four main parts: login procedure, the presentation of four topics, the presentation of readability index questions and the presentation of readability index. Students can login the CAT smart app, choose their topics and solve the questions which are automatically presented by CAT system. The CAT smart app contains 700 reading ability index evaluation questions and determines a student's readability index. PHP, Java SDK and Android SDK were used to develop the CAT smart app. After analysis of a survey conducted by students and expert group, the need for modification to the CAT smart app was recognized. A correlation analysis was conducted with the students' evaluated readability index and English reading ability performance assessment, and there was a high correlation.

11:45 ~ 12:20 -- Room 5

The impact of voice journals on university students' speaking skills (214)

Seo Young Yoon (Baekseok University)

The emergence of CLT has brought on a shift in L2 instruction, and EFL learners are now asked to produce spoken discourse that is accurate, intelligible, and comprehensible in communicative situations. However, the unfortunate reality is that the classrooms are overcrowded, and there is a lack of opportunities for meaningful interaction as well as a lack of exposure. To make up for the inadequate exposure and limited chances for interaction, multimedia and ICT tools such as voice recording and BBS are used in this study to investigate the impact they have on the students' speaking skills. The subjects of the study were twenty five university students in a speaking class. Data collection instruments included in-class observation during offline classroom and online interaction in BBS, learner produced voice journal entries, and reflective journals. The major findings were as

follows. First, the participants showed positive perspectives towards voice journals and interaction on BBS, especially regarding confidence. Second, voice journals through voice recording seemed to have a positive impact on the participants' speaking skills. Based on the findings, suggestions and implications will be provided.

11:45 ~ 12:20 -- Room 6

Promoting socio-emotional English education based on GCED through a TELL program (218)

Sung Joon Cho (Daeheon Boksu High School)

Global Citizenship Education (GCED) aims to equip learners of all ages with the values, knowledge and skills that reflect and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability; and that empower learners to be responsible global citizens. Daejeon Boksu High School provides a variety of activities for the promotion of GCED. Based on inclusive education with disabled children, it has been implementing a number of experiential learning activities and inclusive education programs to integrate GCED components into the school curriculum, aiming to achieve a balance between intellectual capacity based on the TELL program and socio-emotional capacity. This presentation showcases several school activities and shares some experiences of promoting GCED in a high school where its curriculum faces some limitations due to the university entrance exam.

11:45 ~ 12:20 -- Room 7

No more computer lab: Flipping your CALL classroom (209)

Heyoung Kim (Chung-Ang University)

A computer lab has been widely utilized for language learning and technology practice both in ESL classes and CALL-subject courses for several decades. However, multimedia language labs seem to be losing popularity due to changes 1) in power of learning from teachers to students, 2) in the mode of ICT from PC to Mobile, and 3) in L2 teaching/learning methods from individual drills to group tasks. For these reasons, computer lab-based lessons do not seem to satisfy the standard of effective computer-assisted language learning. As a CALL specialist, I had been in such a dilemma for years, remaining in a computer lab to teach CALL approaches and techniques to my students who are L2 learners as well as pre-service teachers. Last semester, I finally attempted to redesign my college CALL course from a computer lab-based lesson to a traditional classroom-based one. The idea of a flipped classroom was mainly applied to my new lessons: that is, "computer practice at home and discussion and activities in the classroom." This presentation will show how my college CALL course changed in terms of syllabus design and technology use, and will also explain how my fifty college students reacted to the paradigm shift in terms of attitudes, perceptions and academic achievements. Finally, I will suggest some curriculum designs and instructional management tips to successfully run a flipped CALL course according to the analysis of the data from my hands-on teaching experience and the student survey at the end of the semester.

13:30 ~ 14:20

Plenary Session #4

Computer-assisted language learning: A reality check
Jeong-Bae Son (University of Southern Queensland)

Computer-assisted language learning (CALL) has undergone considerable changes in its scope and facets over the years. The changes are on-going and require researchers and practitioners to keep up with evolving pedagogies, technologies and environments for CALL. How well are we doing? In this presentation, I will outline what is going on in the field of CALL. I will look at the key developmental aspects and dimensions of CALL while highlighting trends and topics of recent research and practice in CALL with a focus on three main areas: computer-mediated communication (CMC), web-based language learning (WBLL), and mobile-assisted language learning (MALL). I will also explore CALL tools and resources and discuss implications for language teaching with digital technologies.

Concurrent Sessions

[Concurrent Session #10]

14:45 ~ 15:20 -- Room 1
Extensive graded reading with engineering students - Effects and outcomes (125)
Eric Hagley (Muroran Institute of Technology)

Extensive Graded Reading (EGR) was carried out with a cohort of 550 engineering students in a university in northern Japan. Pre and post surveys were carried out to discover any changes that occurred in the general reading habits of the students, their attitudes to being quizzed on the books they'd read and how their goals changed over the course of study. The first survey was carried out in week 2 of the 15 week course and the second was carried out 2 weeks prior to finishing the course. Analysis of the changes showed that the EGR was generally well accepted, that students' perception of studying English improved, that students spent less time on recreational reading to compensate for the increases required of the EGR course and that most read considerably more than their initial goals. In addition, results suggest that the short MoodleReader quiz format used in the reading course, to check if reading had been done, had a positive rather than negative effect on students. The implications for teachers using ER are discussed.

14:45 ~ 15:20 -- Room 2
Does the WASH work? Students' and teachers' perceptions (231)
Hoky Min, Yonghyo Park & Junsik Kim (Korea Institute for Curriculum and Evaluation)

This paper investigates the use of Writing Assessment Software for High school Students (WASH). WASH is computer software that was developed for enhancing English writing practices and assessment in high school classrooms in Korea. It consists of two components: item selection and scoring assistance and error dictionary. With item selections and scoring assistance, teachers can choose appropriate items from a pool of items according to their needs, and score more validly and reliably from a given scoring rubric with model writing samples for each score. With the error dictionary component, on the other hand, teachers and students can identify the types of errors that the students often make when they write, and thus get appropriate feedback automatically. We did a

survey with 84 English teachers and 954 students on the use of the software after a month of using it in their classes. The findings indicated that first, WASH increased teachers' confidence in teaching and assessing English writing; it also raised students' interests and satisfaction in learning and assessing English writing; and finally it helped to make the students consider English writing assessment to be more fair, reliable and valid.

14:45 ~ 15:20 -- Room 3

Paper-based verses mobile-based vocabulary learning on Korean EFL learners (215)

Yoonjung Cha (Hanshin University) & Hea-Suk Kim (Seoul Women's University)

The purpose of this study is to investigate the differences in learning vocabulary through two different modes: paper-based vocabulary learning vs. mobile-based vocabulary learning. Research questions are as follows: 1) what are the differences between paper-based and mobile-based vocabulary learning? 2) What are the students' perspectives towards vocabulary learning through two different methods? Participants were 81 university students who were assigned to two different groups: paper-based groups (39) and mobile-based groups (42). Each group studied ten key words chosen from the eight readings they had learned during the semester. The paper-based group studied vocabulary in the traditional way whereas the mobile-based group learned the words through the mobile app Quizlet. The instruments of the study were pre and post vocabulary tests, and the survey which examined participants' perspectives of vocabulary learning in different modes. Regarding the first research question, all the students noticeably improved their test scores in the post-stage compared to the pre-stage. In addition, there was a significant difference between paper-based and mobile-based vocabulary learning in the post vocabulary test. As for the second research question, the participants reported benefits and drawbacks of each vocabulary learning method and reasons for either active or passive participation. The implication of the study was that although participants found it convenient to use the mobile app, many of them still preferred to use the paper-version for their vocabulary learning. Consequently, a blended approach to English vocabulary learning may enhance learning outcomes in the long term.

14:45 ~ 15:20 -- Room 4

Integrating technology in EFL classrooms: A small-scale professional development collaborative model (157)

Etty Marjati Hoesein & Jeny Lekatompessy (Pattimura University)

Technology has become part of everyday life including educational process, but too often it is not integrated in the school curriculum. Many research reveals that teachers are reluctant to use technology in the classrooms for several reasons. The results of the study conducted in Ambon, Indonesia show that the teachers ability of using computers are limited therefore they did not integrate technology in their classrooms. So, the teachers in this area need some training to help them cope with their technology problems. This study will report the small-scale professional development collaborative model developed to improve the teacher professional development in using and implementing technology in their classrooms. In this model, the teachers worked closely with their mentors, in this case the university lecturers who have proficient skills in technology applications. The aims are to improve the teachers' skills to use technology and to develop local CALL materials. In this paper, the author will report the uniqueness of the program including a unique collaboration that combines technology expertise, local program leadership, and the teachers. This presentation will provide an overview of the teacher professionalism programs, demonstrate mentoring content and the result of the development of local content CALL materials.

14:45 ~ 15:20 -- Room 5

Enhancing mobile-assisted English grammar learning through usability testing (129)

Moonyoung Park & Maxim Mozgovoy (University of Aizu)

Although a strong effort has been made to implement computer technology in teaching English grammar in an English for a Foreign or Second Language context, current English grammar learning software typically does not support experimentation and provides little interactivity between the learners and the software. To contribute to the ongoing transition from computer-assisted language learning (CALL) to intelligent CALL systems, the researchers have developed an ICALL software, WordBricks based on natural language processing algorithms. This study reports on the usability testing of the WordBricks in a college EFL learning context in Japan. For pilot testing, 107 students had to complete English grammar tasks using Tablet PCs over one semester. After experiencing the tasks, the participants also completed perception-based questionnaires on the usability of the WordBricks. Data suggest that most participants were motivated and comfortable performing the tasks of the WordBricks. However, constructive feedback about the grammar task contents, interface, and menu options were also analyzed. A comparative analysis of participants' task performance and self-reported perception about the software would help language teachers and researchers of ICALL with a more comprehensive understanding of the ICALL software development and modification based on the usability testing in a Japanese college EFL context.

14:45 ~ 15:20 -- Room 6

DDL materials development for young EFL learners (216)

Sooin Chun (Dankook University)

As part of basic research to develop DDL materials for young EFL learners, the current study explores appropriate numbers of concordance citations contained within the materials, given that secondary students successfully undertake DDL as an activity. In past decades there have been increasing demands on deductive DDL for language learners at low proficiency levels. However, few practical suggestions have been made regarding how to develop the materials. This study focuses on the importance of suitable materials for effective DDL, and suggests materials development guidelines in terms of size of citations, limited to classroom activity. The study followed 36 Korean teachers of English and 52 high school students. Using Frequency List, it then analyzed both participants' needs for appropriate sizes of citations within the materials developed. Results reveal that needs for sizes were diverse, depending on learning setting, e.g. for individuals or groups, and at home or in the classroom. The numbers were similar either for one target word/chunk or for a set of target words. These findings provide practical information on appropriate numbers of citations-- at least those required for an effective DDL activity within the classroom.

14:45 ~ 15:20 -- Room 7

Teaching English-reading skills through software showing 1.5-second-chunks of text and/or sound (156)

Takane Yamaguchi (Waseda University), Akinobu Kanda (Tokyo Metropolitan University), Eiichi Yubune (Tokyo University), Ryuji Tabuchi (Tokyo University) & Kenichi Ohyama (Tokyo Denki University)

A chunk is considered a processing unit of sound, meaning, and syntax with a duration of 2±1 sec., and can also be termed Sense Group, Breath Group, Word group, or Intonational Group. This unit was reported to help learners better process the meaning and structure of sentences. Our studies so far have demonstrated that different display methods of chunked phrases can significantly enhance learners' reading speed and/or accuracy. Our software can be characteristically customized to show chunks with or without text, as well as with or without sound depending on the teacher's needs. This

paper presents a practical report on English-speaking-oriented classes in which this software was utilized at a university in Japan. In the classes length of a chunk was adjusted to 1.5 second on the average for their learning purpose. We will introduce (a) how our lessons were conducted with this software, b) learners' responses to an anonymous questionnaire with free comments, and finally discuss (c) which kind of display method of sound chunks could most enhance learners' speaking speed, accuracy, decoding skill and motivation of learning.

[Concurrent Session #11]

15:25 ~ 16:00 -- Room 1
Overview of MReader for online extensive reading quizzes (164)
Thomas Robb (Kyoto Sangyo University)

MReader is a free resource for language students that allows them, and their teachers, to track their extensive reading progress by taking a short 10-item quiz with randomized questions. Passing the quiz places the cover of the book on the student's personal home page in the system and increments their word count goal. It is currently being used by over 100,000 students in approximately 40 countries. This presentation will outline the system and explain how you can easily implement it at your own school.

15:25 ~ 16:00 -- Room 2
CALLing for a gamification of SLA for young(er) learners (236)
Bryan T. Stoakley (Korea National University of Education)

While there is growing literature advocating the use of gaming in SLA, the implementation of such a curriculum has not yet come to fruition. Because of this dearth of situations, the aim of this sub-study within a doctoral dissertation is to ascertain Korean elementary school learners' curriculum preferences; more specifically, their opinions, reactions, and involvement in three standard types of games: board, card, and multimedia games. Due to the scope of this conference the focus of this presentation will succinctly showcase multimedia games reflecting SLA pedagogy and their relation to learners' preferences. This shall be accomplished by reviewing 48 Korean 1st~6th grade learners' data gleaned from interviews, essays, individual and group discussions on curriculum adaptation, and video footage that took place over 1 academic school year. Participants in this study have been studying at the same language school five days a week from one year to six years depending on their grade level. Coding of qualitative data is being completed through employing QSR NVivo 10; however, the current sub-study may still be in the 1st tier of coding at the time of presentation. Ample findings will be able to be provided based on data and knowledge gleaned to date.

15:25 ~ 16:00 -- Room 3
Exploring a desirable dictionary type: iPhone vs. iPad apps (169)
Toshiko Koyama (Osaka Ohtani University)

This is an ongoing project to explore the differences between smartphone and tablet apps. The findings of the previous study show that although the current "Digital Natives" rated its handiness of a smartphone dictionary highly, they preferred a handheld electronic dictionary equipped with a physical keyboard when studying English. The present study, therefore, compared the difference in learners' look-up behavior and their learning effect between the use of iPhone and iPad dictionary apps. The participants of the study were university students who make good use of smartphones to get information. In the first session of the study, the difference in learners' look-up behavior between the use of the smartphone dictionary apps and the tablet apps were compared. They were assigned a word definition and a reading comprehension tasks with their two types of dictionaries respectively. The time they needed for the tasks, the numbers of their lookups, and the quiz scores were compared. In the second session, which was held on a week after the first session, a recognition test was conducted to investigate how the looked-up words were retained. The learners' impressions and comments on each dictionary were examined as well.

15:25 ~ 16:00 -- Room 4

Glocalization of teacher development using smart technology (237)

Jeong-ryeol Kim (Korea National University of Education)

The purpose of this study is to examine online in-service English teacher training programs domestic and abroad in attempt to find out implications for developing glocalized version of online in-service teacher training program. For this purpose, the study analyzed six Korean online in-service English teacher training programs (KOTTP) and one Canadian in-service language teacher training program (Online Teacher Training, OTT) in terms of framework, contents, teaching and learning strategies, interaction, technical aspects and evaluation. The study also analyzed post-training free descriptions of 97 trainees who participated in the programs to find out their needs and satisfaction about online in-service teacher training programs. The results of the study showed that: 1) OTT emphasized on trainees' own reflection after watching OTT whereas KOTTP focused on program contents itself. 2) KOTTP has useful technical functions but, in terms of interaction, OTT focused on interaction between trainees and trainers or among trainees whereas KOTTP has tools for contents-trainees interactions. 3) According to the result of qualitative research, 77% of trainees showed their opinions about the contents of program and trainees also described their demands and needs for various aspects of program such as practical materials for actual class, making training courses relevant to daily teaching. 4) Trainees also mentioned their changes in terms of their English proficiency, teaching skills, confidence and reflection of their teaching styles and so on. Finally, based on the findings, the paper discussed a few suggestions for developing glocalization versions of online in-service English teacher training program.

15:25 ~ 16:00 -- Room 5

Learning through scripted conversations and choices with grammar and technology (203)

David Kent (Woosong University) & Noel C. Barnden

This presentation examines English conversation being made more accessible to its foreign-language speakers, both those getting started and those lacking confidence, through scripted everyday conversations that include drama, humor, and the use of a simple grammar which participants are encouraged to change to standard grammar in part or completely. This approach in workbook form was presented at a high school in Seoul as part of an extra-curricular program with the inclusion of discussion, and it was found through feedback during the course and a survey at the end that confidence with speaking increased. A more basic course, with translations into Korean of grammatical explanations and scripted conversations, was tried with North Koreans who have settled in Seoul, with indications that levels of speaking engagement increased. Technological platforms could enhance this approach, with mobile-based multimedia applications allowing participants to create reusable electronic learning resources that they can keep, distribute to peers/stakeholders, and replay continually. Learner content creation and independent control over the pace of information practiced, with linguistic production of content via the creation of animations with staging, screenwriting, and narration, can also see participants develop increased content engagement, affirm/practice grammar skills, and inspire greater speaking confidence. Arising research possibilities are discussed.

15:25 ~ 16:00 -- Room 6

Development and application of a data-driven learning model using an English-Korean parallel corpus (235)

Min Won Seo (Busan Baekyang High School)

The purpose of this study is to develop a data-driven learning model and apply it in a Korean EFL classroom using an English-Korean parallel corpus. One of the most difficult aspects of a second or foreign language learning is that it is not always easy to judge one's language use as natural or at least not too strange. This study notes for the potential of a parallel corpus to provide the learners better language resources. This research was based on four research objectives. The first objective is concerning the background of constructing a parallel corpus and developing a data-driven language learning model. The second objective is about sentence aligning and part-of-speech tagging of a parallel corpus when compiling one. The third and fourth objectives are concerning the application and evaluation of a data-driven language learning model. For this purpose, an English-Korean parallel corpus was constructed with 555 English reading passages from 6 years' College Scholastic Ability Test(CSAT) and its preparation tests and 1002 English reading passages from 6 KSAT preparation books published in the year of 2014. Korean language data is the translation of the English reading passages. The word count is about 250,000 and 200,000, English and Korean respectively. The parallel corpus is sentence-aligned with a text editing computer program semi-automatically and part-of-speech tagged with the CLAWS WWW tagger. Firstly developed data-driven learning model has seven steps of initializing teaching and learning, conducting learner vocabulary levels test, choosing target vocabulary items, concordancing the parallel corpus, summarizing the search results, checking the vocabulary learning and consolidating the teaching and learning. Learners were advised to write their own target vocabulary list through the results of the vocabulary levels test, and 8 sample worksheets were developed and used to guide learners through the data-driven learning process. The DDL model was revised and improved with the feedback from 5 English education specialists and 20 students after 3 sessions of piloting lessons for the period of 6 weeks. A new fourth step of providing the search type and method for the target vocabulary item(s) is added to the procedure of the model along with a detailed plan for the steps specifying the right timing of applying those steps.

15:25 ~ 16:00 -- Room 7

The impact of online collective scaffolding on the joint meaning reconstruction in L2 listening comprehension (206)

Jinyoung Lee (Hankuk University of Foreign Studies)

Recent pedagogy in L2 listening has emphasized the role of peer collaboration in enhancing listening comprehension. A few empirical studies conducted under the socio-cultural framework went one step further by identifying the traces of L2 listeners' metacognitive awareness during face-to-face collaborative restitution tasks. Building on the significant findings of the previous research, the current study aims to explore the patterns of collective scaffolding exchanged and negotiated as the learners are engaged in online chat-based peer collaboration for L2 listening comprehension. The participants are 8 high intermediate learners who worked in two quadriads (N=8) over 12 weeks as part of a larger study. Data includes the archived chat logs, progress journals, and pre- and post-test scores. The findings suggest that collective scaffolding given and taken via chatting takes various patterns; most notably, text re-presentation, schema building, strategy use, and contextualization. Also, individual test scores of the participants and the frequency of scaffolding that bore on successful comprehension increased over the 12 weeks. The study has implications for pedagogical approaches and future research on L2 listening comprehension that promote and give weight to collective scaffolding in an online environment beyond the classroom boundary.

[Concurrent Session #12]

16:05 ~ 16:40 -- Room 1

A study on extensive reading classes in schools (222)

Young-Joo Jeon (Mokwon University)

This presentation is based on research into the extensive reading (ER) programme implemented in Korean classrooms and will show several English Classes using ER. Among them, you can see model ER classes which were broadcasted through EBS (the Education Broadcasting System). To explain ER in public-schools in Korea, I will introduce the English Education policy which can boost ER in Korea. The Ministry of Education (MOE) allows each school in Korea to have a specialized English Classroom for CLT and ER. The Korean government has also emphasized the TEE (Teach English in English) policy. We might say that the Korean government serves as the 'hardware' level of a 'Top-down' approach that combines to create the perfect ER and CLT system. However, local English teachers do not seem to have the foresight and belief in ER. So, the ER Association came to existence in Korea (e.g. KEERA: Korea English Extensive Reading Association; ER TFT in EBS is supported by MOE). The next step of the ER class in Korea is to continuously provide software leveled content. This presentation will explore how the reading program has been implemented and which series has been selected for the students' reading. It analyzed the 'what's' and 'how's' of the successful implementation and maintenance of the extensive reading programs in Korean elementary and secondary schools. I also suggest that on-line teaching methods regarding ER are necessary in order to conduct more effective ER classes.

16:05 ~ 16:40 -- Room 2

The relationships between learner behavior online and instructional design (229)

Jamie Costley (Kongju National University)

Understanding how learners behave in asynchronous learning environments is becoming more important as the use of online learning becomes ubiquitous. Two important measures of learner discourse are the concepts of critical thinking and social presence. These two constructs measure the degree to which learners are engaging cognitively and affectively online. This paper, investigates how a certain type of instructional design, that is control over the environment, and types of instructor intervention, affect both social presence and critical thinking. This research takes online posts from 217 teacher trainees using an online forum as part of their course work and measures the levels of social presence and critical thinking in their posts. 900 posts were collected from 9 different experimental conditions that varied in the levels of instructor control and instructor posting types within them. Analysis of the learners' posts showed that increases in instructor control over the learning environment and instructor posts containing direct instruction increase critical thinking levels in the learner's discourse. On the other hand, social presence was higher when there were lower levels of instructor control and instructor posts were focused on facilitating the discourse. These results are useful, in that, they give some insight into how teachers using asynchronous online forums can change the type of discourse learners will produce based on how the teacher sets up and intervenes in the learning environment.

16:05 ~ 16:40 -- Room 3

The smartphone dilemma: The need for real engagement with technology in education (230)

Thomas E. Webster (Ewha Womans University)

use in Korean society and the dearth of use in higher education could not be starker. Tertiary English educators in Korea, it would seem, have largely been accepting of this disparity by implicitly – or explicitly – ignoring the need to educate students in new literacies, which are underpinned by new technology use employed throughout society. As found in a recent study by Webster (2011), teachers are often also lacking in pedagogical knowledge and training in technology use but for various practical reasons have taken few steps to educate themselves. This paper provides a basis to begin engaging with this issue including a sincere look at the current educational situation in order to provide a practical basis for new literacy education in Korea for English teachers, general education teachers, and students alike. • Aims: To provide background surrounding the perceptions of tertiary English teachers in general English programs in Korea; To identify the main hindrances to the integration of technology in their classrooms; To link findings with Rogers' (2003) diffusion of innovations theory; To reveal insights into English teaching methodology and practices as they apply to the use of technology in tertiary language programs. • Data for the study were collected through three main techniques: semi-structured interviews, a survey questionnaire, and classroom observations. An iterative, grounded method of analysis was used for all three techniques, aided by the application of both qualitative and quantitative software programs (Atlas.ti 5.0 and SPSS 16.0 respectively). • Results from the study are organized under a substantive theory entitled "what works". This theory explains the complex interactions that transpire both in and out of the classroom as teachers attempt to balance adaptation to changes with personal and administrative goals. Concepts of roles and responsibilities as well as self-efficacy, image, satisfaction, and sociability all interweave to reinforce "teacher psychodynamics" which formed the basis for decision making. It was found that within this system teachers' professional uses of technology were influenced by personality factors, previous learning experiences, teaching beliefs, and beliefs about technology. However, the decision to use any resource (technological or otherwise) was found to be dependent on what worked. Teachers were interested (to varying degrees) in ideas about the benefits of technology; however, in the final analysis, they employed it only if it consistently worked for them in the classroom. A final element in this process was the willingness or aptitude of teachers as lifelong learners.

16:05 ~ 16:40 -- Room 4

English language teacher educators' cognitions and practices in relation to the pedagogical purposes and efficacies of 21st-century digital technologies (204)

Ksan Rubadeau (Korea University)

This qualitative instrumental multiple-case doctoral study investigates English language (EL) teacher educators' cognitions and practices related to the integration of 21st-century digital technologies in their work. The focus is on the perceptions and practices of five native-English speaking EL teacher educators at a pre-service TESOL training program run by a South Korean university. The goal was to determine 1) the nature of EL teacher educators' cognitions, 2) EL teacher educators' uses of 21st-century digital technologies in their practice, and 3) factors related to teacher educators' decisions of whether and how to integrate such technologies into their practice. Data collected over 20 weeks in 2013 came from interviews, observations, reflections, field notes, photographs, and document review. Data were coded using King's (2004) template analysis method and analyzed using constructs from Mishra and Koehler's TPACK (2006) framework and the UTAUT/ UTAUT 2 (Venkatesh et al., 2003, 2012). The findings reveal extensive and varied application of Web 2.0 tools to facilitate interactions in participants' roles as teacher educators. The planning stages of a synchronous blended learning program were also tracked. EL TESOL program administrators and teacher educators will particularly benefit from the light shed on cognitions and practices in this study.

16:05 ~ 16:40 -- Room 5

Best practices in English teachers' Facebook Groups: Actors, networks, and their contributions on teachers' professional development (142)

Neny Isharyanti (Satya Wacana Christian University)

Social Networking Sites (SNSs) have become a ubiquitous tool in human's life. It does not only serve personal purposes of socializing and communication, some studies have also explored the benefits and the downsides of using them for professional purposes in various lines of jobs. In the case of educators, there is generally a positive tone in regards to the use of SNSs, suggesting that they can be useful in developing and improving professional competences among pre-service and in-service teachers (Forte, Humphreys, & Park, 2012; Power, 2013; Bissessar, 2014; Manca & Ranieri, 2014; Soomro, Kale, & Zai, 2014; Sumuer, Esfer, & Yildirim, 2014). This study is going to explore the network and relationship among actors in SNSs, particularly on identifying actors that are influential in the network and the types of relationship among actors, as well as how the strength of the network contributes on the social capital of the teachers in their profession. Using the framework of computer-mediated discourse analysis and social capital applied on conversations in Facebook groups of English teachers from Indonesia, the study is expected to shed light on the best practices of informal teacher development through SNSs.

16:05 ~ 16:40 -- Room 6

Application of CBT for classroom based performance assessment (219)

Haedong Kim (Hankuk University of Foreign Studies)

This presentation aims to check whether a speaking test item can be used as a classroom based performance assessment. Among speaking test items in standardized computer-based tests (CBTs), a story-telling task is focused on. It is a task that asks the test-taker to describe what's happened based on a story illustrated in a series of six pictures on a computer screen. Each picture contributes to the whole by displaying a certain event in a specific situation that the whole series of pictures creates. While narrating and describing what each scene presents via a headset, the test-taker is supposed to use particular expressions and vocabularies. A test-taker's speaking performance is usually measured analytically by multiple evaluators using assessment criteria. This story-telling task seems to be impractical for a classroom based performance assessment. It requires individual one-on-one proctoring and takes several hours for a teacher to evaluate a whole classroom of students. In order to maximize the practicality of the story-telling test item for a classroom based assessment, it would be necessary to construct a database system for test-item input, selection, and extraction.

16:05 ~ 16:40 -- Room 7

The application of podcast in teaching and learning English (220)

Je-Young Lee (Sehan University)

Podcasting is the online publication of audio or video files that users can download and subscribe to using a freely-available podcatching program such as iTunes (Hegelheimer & O'Bryan, 2009). Podcasts are increasingly being used by language teachers and learners nowadays. There are, however, some people who are not familiar with this technology. So, in this paper, the author will suggest the specific methods for using Podcasts in teaching and learning English. To achieve these purposes, 15 papers on the subject of using Podcasts in teaching English were collected through electronic journal databases, and analyzed according to the research objectives. The presentation mainly consists of the three phases that follow. Firstly, a brief history of Podcasts will be introduced. Secondly, the details of how to make, manage, and use Podcasts will be dealt with. Thirdly, various ways to utilize Podcasts in teaching and learning English will be discussed, extensive and intensive application. The former means making use of Podcasts as authentic materials so that students can listen to and read voluntarily. The latter focuses more on the technical aspects. In this respect, Podcasts will be used as the means of delivering the learning content between teachers and students.

Virtual Sessions

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The effectiveness of speech recognition in language learning software at Universiti Malaysia Pahang: Students' perspective (105)

Arulselvi Uthayakumaran (University Malaysia Pahang) & Raja Saravana Kumar Selvakumar (University of British Columbia)

In recent years, advance development in foreign language (FL) learning process has evolved from several computer-assisted language learning (CALL) software. One of them is the Auralog's TeLL Me More (TMM), a well-known language learning program which uses Automatic Speech Recognition (ASR) for improving FL learning in adult learners. In Universiti Malaysia Pahang (UMP), particular attention has been put in learning and teaching method among these future engineers in terms of their English language skills. The available ASR features in TMM offers pronunciation, intonation, speaking practice and feedback. The present study scrutinized whether the effectiveness of ASR in TMM would surpass the general standard of English pronunciation for a group of undergraduate students studying English courses in UMP. Over 180 students were randomly given a questionnaire for evaluation. The surveys were divided into five sections consisting of the learner's experience before using ASR, the instruments used, the teaching module, the organization of TMM and finally the feedback on the ASR feature used in TMM. Five-points Likert scales were used for data collection and the qualitative analyses were carried out to obtain student performances and perception of ASR in TMM. The findings show that the students have decisive views on ASR.

Google apps add-ons for independent learning management: A first experiment (115)

John Wong (City University of Hong Kong)

Google Sheets, Google Forms and Google Docs are constantly improved through the addition of new features. But the introduction of add-ons simply takes their functionalities and applications to a new level. Through add-ons, a Google Sheet can send data from a Form submission to a Doc merge template to generate new documents. Because of the high flexibility and maneuverability in the design of templates, teachers can use these Google apps to enhance student learning in possibly many new ways. In this session, the presenter will explain how he experiments with an add-on and a set of about ten merge templates to make these apps work together to manage students' independent learning. He will share with participants the set of templates he has designed for this purpose, and will discuss advantages and drawbacks of this approach versus a non-interventionist one. He will show how the templates can be employed for students' language learning in general.

Maximizing collaborative learning and peer review among EFL students with the aid of Facebook (116)

Thanh Thanh Nguyen (Danang University of Foreign Languages Studies)

There have been many initiatives towards language learning with a view to assisting language learners in achieving the desired language proficiency. Nowadays, either in e-learning or blended learning, technology plays a significant part, not to mention, it becomes a fashionable and efficient tool in a "socially mobile learning environment". On-line learning and teaching goes far beyond the one-way knowledge impartment to students. In fact, "digital literacy" enables flexible and mobile technologies to be fully explored in order to enhance students' creativity, autonomy, collaboration as well as critical thinking and evaluation of information. From that angle, this paper is to highlight the educational possibilities of such powerful social network as Facebook. Not physically simple as a social network,

Facebook is actually beneficial for the language learning. Facebook is an advanced content development and management technology which enables an interactive and intercreative engagement amongst students as well as between students and teachers. This sort of technology facilitates desirable practices such as collaborative content creation, peer review, assessment, formative assessment of student work, individual as well as group reflection on learning experiences, and up-to-date information regarding changes in collaborative spaces, and can be used in the development of authentic learning tasks.

Wikis for fostering learner autonomy: The power of collaborative writing (137)
Shirin Sadaghian (Alzahra University)

The study reports on a student initiated collaborative writing project that helped the improvement of learner autonomy among 18 Iranian EFL learners enrolled in an online English course. Using a wiki as the core element of the project, the study concentrated on the interactive and collaborative dimension of wikis which helped the increase in learner autonomy by allowing learners to take more control of the process and content of their learning through setting objectives and choosing among the teacher suggested materials. From the very basic step of goal setting to the development and revision of the content and regular peer and self-reflection, students were constantly engaged with setting short-term goals, independent work and collaboration, expressing personal meaning and creating personal learning contexts through reflections and comments. The findings from the semi-structured interviews indicated that the task type fostered autonomy in different ways. While choosing the topics and planning for a collaborative project every 4 session gave students extra responsibility over their learning, collaborative writing and peer reflection helped the increase of their motivation and confidence. Furthermore, the potential of wikis to help learners reflect on their writings, was used to highlight the instances of increased autonomy.

QR codes in English language learning (174)
Fatma Gamze Sokucu (Zirve University)

QR (Quick Response) codes were firstly designed for the sole purpose of Japanese automobile industry. However, with ever-evolving technology, as of now they offer much more to people who look beyond what they see. Ever since they have been added to the pile of interesting apps on smart phones, they have been the undiscovered treasures to learn and have fun in classrooms. But why them, instead of writing the text and saving all the trouble of creating a QR code which would require some finesse? Because smart phones are everywhere, and it's high time, we, teachers, put them into effective use in our classrooms, and in this instance, let the smart phones do the magic by encrypting the secret messages in the codes during language learning.

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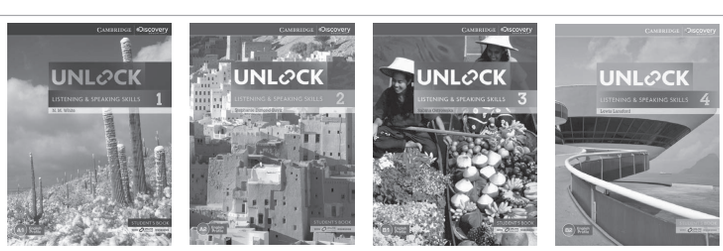

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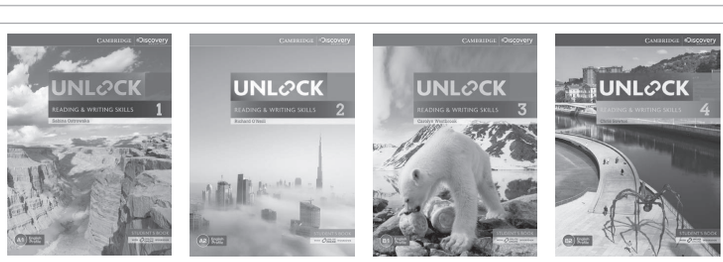

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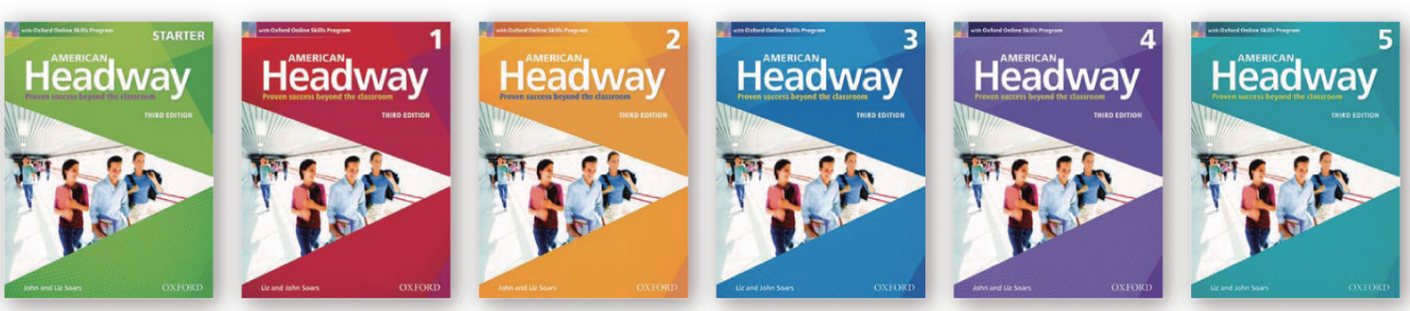

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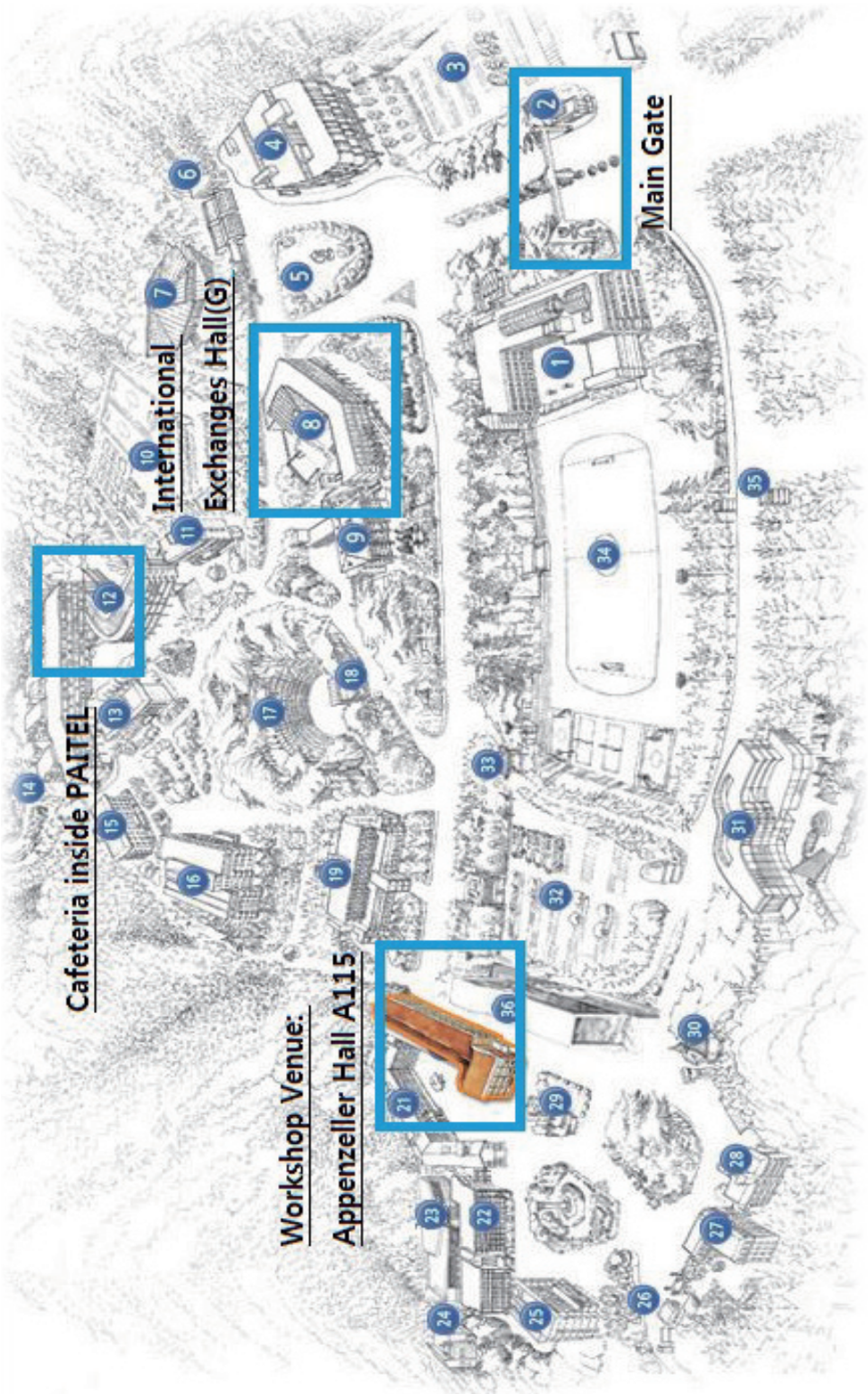

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