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CONFERENCE COMMITTEES

PROGRAMME COMMITTEE

Programme Chairs

Françoise Blin

Peppi Taalas

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We are grateful to the following academics for having accepted to serve on the EUROCALL 2013 Conference Scientific Committee and for their generosity in sharing their time and expertise with us:

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EUROCALL EXECUTIVE COMMITTEE 2013/2014

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Sylvi Vigmo (co-opted - organiser of EUROCALL 2012) Ǝ - University of Gothenburg, Sweden Ǝ sylvi.vigmo@ped.gu.se

ACKNOWLEGMENTS

Our thanks go to:

Universidade de Évora

Escola de Ciências Sociais

Departamento de Linguística e Literaturas

FCT – Fundação para a Ciência e Tecnologia

CEL-UÉ – Centro de Estudos em Letras - Universidade De Évora

Câmara Municipal de Évora

Student Helpers - Ana Rico, Isabel Faria, Hélder Fialho, Diogo Resende, Andrea Madruga, Tiago Clariano, Irene Rodrigues, Adriana Santos, Ivo Cota, Ana Ai-Ai, Leonor Gouveira, Duarte Martins, Maria João, João Camejo, Ana Margarida Bengla, Luís Santos, Sherman Tavares.

Staff at Escola de Ciências Sociais – Maria Antónia Pereira, Lucília Teixeira, Ana Alves, Carmo Ferreira, Maria de Fátima Zacarias

Special thanks to the EUROCALL Executive Committee for all their help and support

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A WORD OF WELCOME FROM THE RECTOR

Dear participants of Eurocall 2013:

It is my pleasure to welcome you to the University of Évora for the 20th anniversary of EUROCALL.

Let me express my deep appreciation to the organisers of Eurocall 2013 and to all those that have helped setting up the conference and its logistics. Some of us known and all of us can guess the amount of work and dedication it requires.

Language learning is as old as mankind and is more than ever an indispensable tool, not only for communication and business in a global economy, but also to promote peace and mutual understanding among peoples and cultures.

Modern technology, through computer assistance, can improve considerably the language skills and make language learning not only more efficient but also more widely available to individuals and educational systems. Language teachers have in it a very useful ally.

Eurocall will bring together the experts in the field to share the results of their research and their experience, thus contributing to the development and improvement of computer assisted language learning.

The University of Évora, created in 1559, also bridges learning traditions with modern technology. So, it is quite appropriate to have such a conference here. From the quality of the main speakers and of the participants, my best wishes for a successful conference are certainly going to be fulfilled. Let me thank you all for your contributions and your presence here and wish you a pleasant stay in this world heritage city.

Carlos Braumann

Rector of the University of Évora

A WORD OF WELCOME FROM THE ORGANISING COMMITTEE

The venue is the beautiful historic city of Évora, a UNESCO World Humanity heritage site.

The scholars of Évora University are looking forward to meeting you in our charming buildings, which are covered by old "azulejos" (white and blue tiles).

The conference will take place in the Main Building of the University, Colégio do Espírito Santo, and will be hosted by the School of Social Sciences.

In addition to Évora's reputation for academic excellence, the city offers an outstanding beauty, embraced by its fortress walls, filled historic memories in each street, each home, each inhabitant… Its squares and monuments tell us national history, religion and culture episodes and its townsfolk are proud of both past and present times.

We look forward very much to welcoming you to the University of Évora.

Ana Alexandra Silva

Fernando Gomes

Maria João Marçalo

THIS YEAR'S HOST

The conference will take place in the Main Building of the University, Colégio do Espírito Santo, and will be hosted by the School of Social Sciences.

UNIVERSITY OF ÉVORA

At the present time, the University of Évora is organized in departments, which are grouped in schools related to specific scientific domains, such as:

- Arts

- Social Sciences

- Technology Sciences

- Health

The São João de Deus School of Nursing, a public polytechnic institute of higher education, became part of the University of Evora in 2004.

The campus:

Blended in with the city, the campus comprised of buildings with a high patrimonial value from different historical periods. The following buildings deserve special attention:

- Espirito Santo College

- Casa Cordovil

- Luís António Verney College

- Pedro da Fonseca College

- Mateus d' Aranda College

- Vimioso Palace

- Former Leões Factory

- São João de Deus School of Nursing

Outside city limits, the university reaches as far as 12km at the Mitra Centre. There are also two experimental estates in the south of Alentejo and several other units scattered over different cities in the south of Portugal where teaching and researching activities are carried out:

- Mitra Centre

- Estremoz Centre

- Sines Centre

- Marvão Centre

- Alter do Chão Centre

University demographics

The University of Evora has around 5100 students enrolled in graduate courses, 2200 in Master's courses and 900 in PhD courses. Moreover, it has a teaching staff of 640, of whom more than 83% hold a PhD degree, and an administrative staff of 470.

http://www.ip.uevora.pt/en/information_about_institution/general_description_of_university

SCHOOL OF SOCIAL SCIENCES

The ECS is one of the largest units within Évora University. It is composed of eight departments, of various sizes, five of which are sited in the Espírito Santo College building and three others in the Pedro da Fonseca College building.

Resulting from the effort of each department to cater for their students' specific learning needs, the ECS runs 16 courses at undergraduate level (1st Cycle); 39 Masters degrees - including 2 European Erasmus Mundus Masters - (2nd cycle), and currently 10 post-graduation courses, 5 courses of continuous training and 2 courses of technological specialization, which are registered with the Directorate-General for Higher Education.

Within the Social Sciences sphere, there are six centres for investigation at Évora University.

Practically all of the ECS departments have a strong tradition of providing various types of services and social programmes for the community, some of which were developed and have run for a significant time and so have had a major impact on the local community.

It can, therefore, be argued that the ECS fully meets its mission in all three pillars of academic life: education, investigation and community service.

http://www.uevora.pt/conhecer/escolas_iifa_departamentos/ecs

DEPARTMENT OF LINGUISTICS AND LITERATURE

The DLL is a dynamic and proactive department, which takes account of the changing needs and trends of society and the increasingly competitive labour market while maintaining its vocation in the humanities. Offering courses at undergraduate level (1st Cycle); Masters degrees (2nd cycle) and Doctorates (3rd cycle), predominantly in the areas of languages, linguistics, literatures and cultures, for which it possesses highly qualified teachers, it seeks to satisfy the demands of a labour market where language and cultural skills have become increasingly indispensable.

The department offers graduate training in Languages, Literatures and Cultures as well as the following courses at postgraduate level:

· Masters in Contemporary Literary Creations

· Masters in Iberian Studies

· Masters in Lusophone Studies

· Masters in Applied Linguistics and Translation

· Masters in Comparative Literatures and poetics

· Masters in Sciences of Language and Communication

http://www.dll.uevora.pt/departamento/mensagem_da_directora

MAP OF THE CONFERENCE VENUE
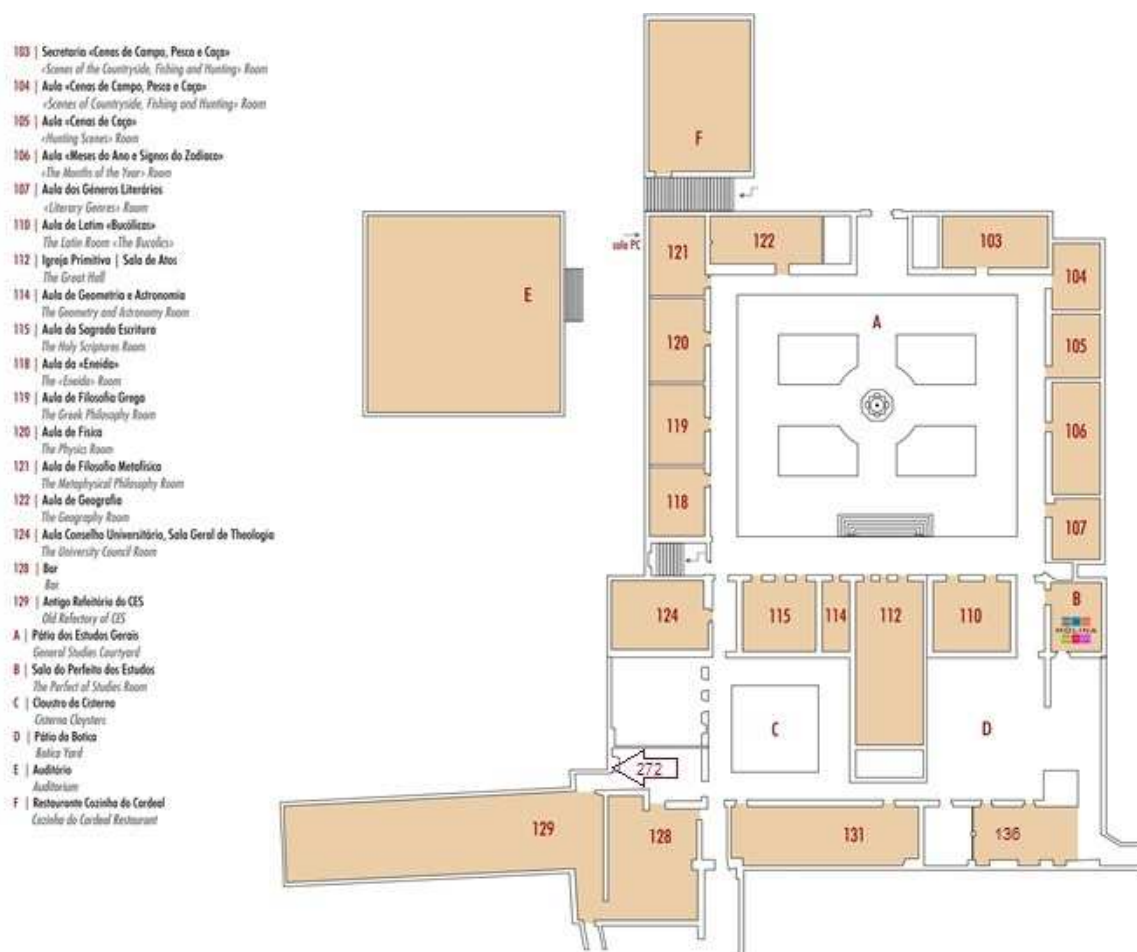
RESEARCH CENTRE "CENTRO DE ESTUDOS EM LETRAS-UÉ"

The Centro de Estudos em Letras (CEL) is an inter and multidisciplinary research centre, which aggregates researchers from the Universidade de Trás-os-Montes and Alto Douro and the Universidade de Évora, in Linguistics (main scientific domain), Literature and Culture. It began in 2003 with 15 members and nowadays it has 51 senior researchers.

http://www.utad.pt/vPT/Area2/investigar/CEL/Paginas/cel.aspx

THE CITY OF ÉVORA

The city of Évora is the main urban centre of the region, in population and functional terms. The social and economic dynamics of the city has managed to counter the tendency of the region as a whole, maintaining a growth similar to other medium-sized cities in Portugal. In the past few decades the growing urbanization of population presents itself as a global trend, with the increase of population transfer of small clusters to urban centres, either to big or to medium-sized cities. As Portugal has an urbanization rate much lower than the rest of Europe it seems that the dynamics of growth of urban centres continue to provide values substantially higher than the surrounding regions. This reality is also associated with a positive net migration. The demographic projections for 2016 are based on the migratory movement in support of population growth. The valorization of the environmental component and the promotion of sustainable development have gained special importance in the region in recent years. The appreciation of natural areas or of defined environmental valences, along with economic sustainability and a qualified social-cultural local network, have been constituted as assumptions made by society in general and by the organs of sovereignty in particular. In the short term the region will have new infrastructure that will promote the logistics of the county and the city, reinforcing the role of Lead as a city of Évora Alentejo region. The High Speed train Lisbon-Madrid is in the design phase and is scheduled a stop north of the city of Évora. With regard to freight rail, it is also planned a link between the Sines platform to Spain, also passing through Evora. Because of its location, Évora has spaced itself as a hinge between the coast of Alentejo and Extremadura. In fact, the platform ensures the port of Sines as a shipping cargo between northern and southern Europe as well as a road access (IC33, IP2 and A6) across Europe through the port city of Elvas. It is assumed that this dynamic is enhanced in the future via the TGV rail corridor, which will also have a stop in Evora. Given its size, centrality and visibility in the national context, Evora emerges as the pole in a better position to lead the hierarchy of regional urban system. Indeed, the city clearly has a cultural and academic vocation. In conjunction with the national urban system, medium-sized cities in the Alentejo region with particular relevance to Evora, should contribute jointly to promote the harmonious development of complementary regional network.

http://www.cm-evora.pt/en/conteudos/The+City/

ADDITIONAL INFORMATION

Extra-curricular and leisure activities

The widespread extra-curricular activities developed at the University of Évora range from the organization of conferences and exhibitions to artistic and sports events. Moreover, there are a number of musical ensembles, worth noting the University Orchestra and Choir, a theatre group and a film club.

It is also possible to play several sports such as handball, basketball, volleyball, futsal, fencing, karate, aerobics, taekwondo, archery, swimming, horse riding, rugby and canoeing.

The academic festivities such as "Fresher's Welcome" (October) and "Ribbon Burning" (June) organized by the Students' Association of the University of Evora, are already landmark events in the city.

The city of Evora has a theatre, several exhibition halls, museums and all the architectural richness of a world heritage city. Among the diversity of Evora's cultural offerings are:

- BIME: Evora International Biannual Puppetry Festival

- FIKE: Evora International Short Film Festival

- Classical Evora Festival

http://www.ip.uevora.pt/en/information_for_students/extra_curricular_and_leisure_activities

Sports facilities

The University of Évora offers a range of sports facilities which can be used for individual or team sports such as the Equestrian Centre, the Sports Pavilion and the Racing Track at Mitra, outdoor sports facilities at the Espirito Santo College and a Sports Pavilion in the Nossa Senhora da Saúde district. The university also makes use of municipal facilities (e.g. public pools) and private facilities (e.g. in the Santo Antonio district).

The university organizes a number of sports such as handball, fencing and chess, among others. The sports section of the S**tudents' Association of the** University of Evora is responsible for the development and organization of sports activities among the students.

- **Handball, basketball, volleyball, futsal, karate, aerobics, taekwondo, step aerobics and localized exercises**E Venue: Sports Pavilion (Nossa Senhora da Saúde district)

- **Swimming**E Venue: Public pools

- **Horseback Riding**E Venue: Mitra Equestrian Centre

- **Rugby**E Venue: Santo António field (Santo António district)

- **Canoeing** Venue: Monte Novo Dam

THE VIRTUAL STRAND

This year the virtual strand content will be offered through the Conference blog, Twitter, Cover-it-Live and Facebook. All the keynotes will be streamed live.

The blog is your main source of information throughout the conference and that is where all the virtual strand information will be shared. Twitter will also be used for instant messaging, especially during the keynotes. You can join in at any time during these events to share your views and ideas with a wider public.

The blog can be found at: http://virtualeurocall.blogspot.com

The twitter is at: htpp://twitter.com/EUROCALL

Tweet with a hash tag #EUROCALL

You can also find us on Facebook: EUROCALL

The virtual Strand team this year at your service:

Oranna Speicher

Peppi Taalas

INTERNET ACCESS GUIDE

All users who have access to the Eduroam wireless network should preferably use this network.

If you do not have access to Eduroam network, to access the Internet via wireless you should connect to the network FWUE.

The FWUE network is not visible so it has to be added manually. Follow the steps below.

Note: Both networks can be used at any location with wireless coverage in the University Campus.

Step 1 - Connect to Wireless Network FWUE

These instructions are transversal to any operating system (Linux, Windows, iOS, Android, etc) or device (laptop, tablet, smartphone, etc.).

1) Enable Wireless connection

2) Add manually Wireless Network or Network Profile

3) Configurations:

a. Network Name or SSID: FWUE

b. Security: None or No Authentication (Open)

c. Select: Start this connection automatically

d. Select: Connect even if the network is not broadcasting

Step 2 - Enable Internet Access

Once completed the FWUE network connection, you must open the Internet browser.

The first time you enter FWUE the Internet access is disabled. When trying to access any page will be redirected to the following page:

The access credentials are:

Username: eurocall

Password: eurocall

Note: This access will only be active during the event.

After entering the credentials a second screen appears. It is not strictly necessary to restart the browser, it is only a recommendation to ensure compability.
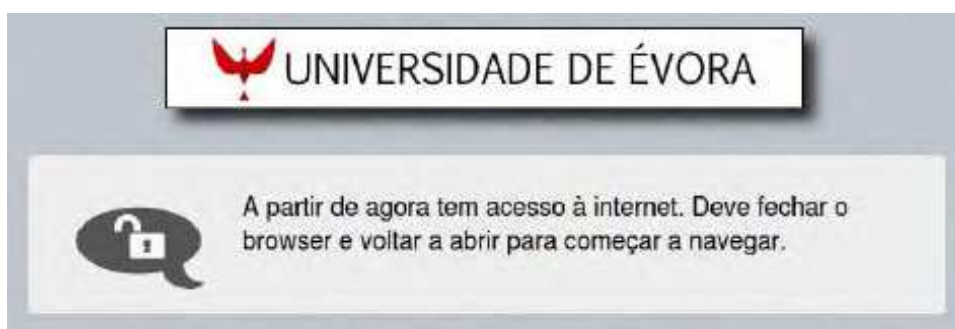
CONFERENCE PROGRAMME

OVERVIEW

Wednesday, 11 September

12:30–13:30	ReCALL Editorial Board Meeting
14:00–14:30	Opening Ceremony
14:30–15:30	Opening Keynote: Ana Gimeno Sanz
15:30–16:00	Break
	Coffee Break
16:00–16:45	Parallel Sessions 1-1 (45 minutes)
	Session 1-1A
	Session 1-1B
	Session 1-1C
	Session 1-1D
	Session 1-1E
	Session 1-1F
	Session 1-1G
16:45–17:30	Parallel Sessions 1-2 (45 minutes)
	Session 1-2A
	Session 1-2B
	Session 1-2C
	Session 1-2D
	Session 1-2E
	Session 1-2F
	Session 1-2G
17:30–17:45	Short break
	Break
17:45–18:15	Parallel Sessions 2-1 (30 minutes)
	Session 2-1A
	Session 2-1B
	Session 2-1C
	Session 2-1D
	Session 2-1E
	Session 2-1F
18:15–18:45	Parallel Sessions 2-2 (30 minutes)
	Session 2-2A
	Session 2-2B
	Session 2-2C
	Session 2-2D
	Session 2-2E
	Session 2-2F
18:45–19:15	Parallel Sessions 2-3 (30 minutes)
	Session 2-3A
	Session 2-3B

	Session 2-3C
	Session 2-3D
	Session 2-3E
	Session 2-3F
20:00–22:00	Social Event
	Reception

Thursday, 12 September

09:00–10:00	Plenary Session
	Keynote: Chris Jones
10:00–11:30	Workshops and European Project Dissemination
	European Projects Dissemination (papers)
	Workshop 1A (Joint Virtual World and CMC SIG workshop)
	Workshop 1B (KungFu Writing)
	Workshop 1C (INTENT)
	Workshop 1D (CorpusCALL)
11:30–12:00	Coffee Break
	Coffee Break
12:00–13:30	Workshops and European Project Dissemination (continued)
	European Projects Dissemination (papers)
	Workshop 1A (Joint VW and CMC SIG workshop)- continued
	Workshop 1B (KungFu Writing)- continued
	Workshop 1C (INTENT- continued)
	Workshop 1D (CorpusCALL) - continued
13:30–14:30	Lunch break
	Lunch
14:30–17:30	European Project Dissemination, Workshops, and SIG Symposia
	Workshop 2A (Euroversity)
	Workshop 2B (KungFu Writing - continued)
	Workshop 2C (INTENT-continued: helping academic teachers implement intercultural online exchanges in daily academic practice)
	Workshop 2D (TOOLS)
	Symposium E (Mobile Learning)
17:30–18:00	SIGs Meetings
	CMC SIG Meeting
	CorpusCALL SIG Meeting
	Mobile Learning SIG Meeting
18:00–18:30	SIGs Meetings
	NLP SIG Meeting
	Teacher Education SIG Meeting
	Virtual World SIG Meeting
18:30–20:30	Social Event
	Evening Walking Tour

Friday, 13 September

09:00–11:00	Parallel Session 3 (24 30 minutes papers)
	Portuguese Symposium
09:00–09:30	Parallel Sessions 3-1 (30 minutes)

	Session 3-1A
	Session 3-1B
	Session 3-1C
	Session 3-1D
	Session 3-1E
	Session 3-1F
09:30–10:00	Parallel Sessions 3-2 (30 minutes)
	Session 3-2A
	Session 3-2B
	Session 3-2C
	Session 3-2D
	Session 3-2E
	Session 3-2F
10:00–10:30	Parallel Sessions 3-3 (30 minutes)
	Session 3-3A
	Session 3-3B
	Session 3-3C
	Session 3-3D
	Session 3-3E
	Session 3-3F
10:30–11:00	Parallel Sessions 3-4 (30 minutes)
	Session 3-4A
	Session 3-4B
	Session 3-4C
	Session 3-4D
	Session 3-4E
	Session 3-4F
11:00–11:30	Break
	Coffee Break
11:30–13:00	Poster Session
	Posters
13:00–14:30	Break
	Lunch
14:30–15:30	Plenary Session
	Keynote: Thierry Chanier
15:30–16:30	AGM
	EUROCALL AGM
16:30–17:00	Break
	Coffee Break
17:00–17:45	Parallel Sessions 4-1 (45 minutes)
	Session 4-1A
	Session 4-1B
	Session 4-1C
	Session 4-1D
	Session 4-1E
	Session 4-1F
	Session 4-1G
17:45–18:30	Parallel Sessions 4-2 (45 minutes)
	Session 4-2A

	Session 4-2B
	Session 4-2C
	Session 4-2D
	Session 4-2E
	Session 4-2F
	Session 4-2G
20:00–23:00	Social Event
	Conference Dinner

Saturday, 14 September

09:00–09:30	Parallel Sessions 5-1 (30 minutes)
	Session 5-1A
	Session 5-1B
	Session 5-1C
	Session 5-1D
	Session 5-1E
	Session 5-1F
09:30–10:00	Parallel Sessions 5-2 (30 minutes)
	Session 5-2A
	Session 5-2B
	Session 5-2C
	Session 5-2D
	Session 5-2E
	Session 5-2F
10:00–10:30	Parallel Sessions 5-3 (30 minutes)
	Session 5-3A
	Session 5-3B
	Session 5-3C
	Session 5-3D
	Session 5-3E
	Session 5-3F
10:30–11:00	Parallel Sessions 5-4 (30 minutes)
	Session 5-4A
	Session 5-4B
	Session 5-4C
	Session 5-4D
	Session 5-4E
	Session 5-4F
11:00–11:30	Break
	Coffee Break
11:30–12:45	Plenary Session
	Round Table - European Projects: the way forward
12:45–13:30	Plenary Session
	Closing Ceremony
13:30–17:00	Social Event (additional charge)
	Lunch and bus tour

Thierry CHANIER is Professor of Applied Linguistics at Université Blaise Pascal, Clermont-Ferrand, France. CALL has been his main research interest over the past 25 years. In 1986, he started applying the NLP approach to language learning issues. In 1995, as a partner in the European project Camille, he developed one the first multimedia CD-ROM for French. He was chief editor of the online CALL journal Alsic.org when first published in 1998. Thierry has been a member of EuroCALL since the creation of the association in 1993 and hosted the EuroCALL conference in 1999 in Besançon, France. Since this date, his main areas of interest are online language learning, the study of multimodal interaction in synchronous environments, and telecollaborative situations. He coordinated the Mulce project which in 2009 created an open-access repository of Learning & Teaching Corpora (LETEC) and is currently developing CMC corpora with other researchers in Linguistics.

Web site: http://lrl.univ-bpclermont.fr/spip.php?rubrique98

Ana GIMENO Sanz, PhD in English Philology, has been a member of the teaching and research staff at the Department of Applied Linguistics, Universidad Politécnica de Valencia, Spain, since 1985 and is Associate Professor in English Language. She has published numerous research papers on language learning and teaching, more specifically in the fields of English for Specific Purposes (ESP) and Computer Assisted Language Learning (CALL). Dr Gimeno is Head of the CAMILLE Research Group, devoted to R&D in CALL and TELL. She has been Project Manager for several funded multimedia CALL R&D projects which have led to the publication of a number of language courses both on CD-ROM and online. In addition to having participated in numerous EU-funded projects, she has been project leader for *Proyecto InGenio* through which an online dedicated CALL software authoring tool and content manager was created. Additionally, she has been President of the European Association for Computer Assisted Language Learning (EUROCALL) for 6 years (2005-2011) and is Editor of the association's online journal, *The EUROCALL Review.*

Christopher M. JONES is Teaching Professor of French and Computer-Assisted Language Learning, Director of the Modern Language Resource Centre and Director of the Masters in Applied Second Language Acquisition in the Department of Modern Languages at Carnegie Mellon University. He has spoken and published widely in the area of technology-enhanced language learning. His materials development experience includes textbook authoring, CD-ROM design and programming, and on-line courseware creation in French, Chinese, Spanish and Arabic. He has also been a participant in the interdisciplinary Pittsburgh Science of Learning Centre and the Open Learning Initiative.

A viewpoint on the place of CALL within the Digital Humanities: considering CALL journals, research data and the sharing of research results.

Thierry CHANIER
Université Blaise Pascal, Clermont-Ferrand
thierry.chanier@univ-bpclermont.fr

The term "Digital Humanities" (DH) received much attention at the MLA (Modern Language Association) convention in 2009. The term is now in widespread use within the Humanities. CALL may be directly concerned: our field belongs to the Humanities and, from the outset, we have had a strong interest in computers and computing. Although various meanings and interpretations can be attributed to the term DH, this presentation will address issues related to ways of promoting CALL research in order to meet what may soon become research standards within the Humanities.

Starting with a historical overview of the release of research results, i.e. in academic journals, we will examine whether CALL encourages multilingual publications. We will then turn to links between journals and research data. We will consider the position of several disciplines (including linguistics) regarding ways to enhance replicability by linking research results and researcher data, increasing the visibility and credibility of research.

Another move towards enhancing the quality of CALL research may be to collect, organize and share data stemming from learning situations in such a way that analyses can be clearly and overtly processed and discussed in our community. With this in mind, we will introduce the notion of *Learning and Teaching Corpora* (LETEC), and illustrate this methodology with data from online multimodal interactions. Beyond CALL research issues, such data may have different applications, both within the area of teacher-training (examples of *Pedagogical Corpora* will be given) and the general field of linguistics. Finally we will examine how sustained access to research results (articles and data) can be provided in open-access formats and criteria the CALL field will need to meet to become compliant with the so-called "OpenData".

Note : a survey designed in order to collect Eurocall members' viewpoints on these issues is now open. You may fill it now, or during the conference. Find the survey link on http://mulce.org in the main editorial article.

Lessons learnt from the past and future expectations in CALL

Ana GIMENO Sanz
Universidad de Valencia
agimeno@upvnet.upv.es

Ana Gimeno will reflect upon the past 20 years of CALL and how the field has evolved in terms of technological and pedagogical developments. She will focus on the evolution of CALL since the foundation of EUROCALL in 1993 and will illustrate her talk with a number of courseware development projects to exemplify how the field has evolved. She will also look into some of the lessons that have been learnt from the past and refer to future expectations.

Fulfilling the Promise of Web-Delivered Language Instruction: Progress in Student Tracking and Modeling

Christopher JONES
Carnegie Mellon University
cjones@andrew.cmu.edu

Intelligent tutoring has long preached the ideal of just-in-time adaptive delivery to learners according to their knowledge state, a state that would be continually modeled against a (fixed) expert domain definition (Gamper and Knapp 331). For CALL this has been problematic at both ends of the equation. The expert domain definition would imply a targeted ideal form of language expression that even prior to recent work on complexity (Larsen-Freeman) was problematic. Modeling a student's interlanguage state is also not for the faint of heart, but can be broken down into multiple functional, lexical and syntactic subfields where mastery can be tracked as a proxy for a more wholistic modeling. This approach underlies the current work being done in the French Online courseware within the Open Learning initiative (OLI) at Carnegie Mellon University. As with most data-driven projects, an initial effort involves careful definition of learning objectives based on real course capabilities, then an appropriate tagging of each course element. A subsequent step includes creating jargon-free yet meaningful ways of communicating progress toward learning objectives to both learners and instructors at varying grain sizes. Details of the process of learning objective delineation and the results of a first pass of data collection will be presented.

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TOOLS for CLIL Teachers

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The aim of the workshop is to enable participants to develop language teaching webpages with video and text where all of the words are linked to online dictionaries. The webpages immediately become ready-to-use online resources for language learners. The online service (Clilstore) www.multidict.net/clilstore is free for all to use now and in the future. The facilitators will also demonstrate how to link the webpages to exercises created with e.g. Hot Potatoes and how to make these online without having a website. Demonstration of a dictionary interface Multidict (www.multidict.net/multidict) There will be: - Brief hands-on experience of online units with video and text with all words linked to dictionaries - Demonstration of how the units have been created using the free online service (Clilstore) www.multidict.net/clilstore - Participants prepare one or more online units and test/edit these. - Demonstration of how to link webpages from Clilstore to exercises created with e.g. Hot Potatoes. - Participants are advised to bring their Laptop computer or iPad. The target audience would be Language teachers (also those of the LWUTL) who would like to develop online multimedia-rich resources where all of the words in a text are linked automatically to a plethora of languages and dictionaries.

Topic: MALL,Student experience,Teacher education

Keywords: To develop language teaching webpages with video and text where all of the words are linked to online dictionaries

In search of L1-L2 equivalence with the help of comparable corpora

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This half-day hands-on workshop aims to show participants how information regarding L1-L2 equivalence that is often missing from bilingual dictionaries can be obtained by navigating through comparable corpora in two different languages. The starting point for this workshop is a brief explanation of the concept of collocation and how different languages don't always combine words in the same way. For example, devoid of context, the word "brown" translates into "castanho" in European Portuguese, or "marrom" in Brazilian Portuguese. However, in strings like "brown bread" and "brown envelope", "brown" is no longer "castanho" or "marrom", since in Portuguese we say "pão integral/preto" [wholemeal/black bread] and "envelope pardo" [grey envelope]. As these examples show, in order to achieve L1-L2 equivalence, it is necessary to go beyond the isolated word and find out how words combine. After a brief introduction to corpora, we shall see how corpus software can provide L1 and L2 language users with information on how words combine. This will be followed by a

demonstration of how navigating through a corpus in L1 and a comparable corpus in L2 can help people working in bilingual settings arrive at equivalence. For the practical, hands-on part of the workshop, participants will be guided through using the Sketch Engine (Kilgarriff et al. 2004) to obtain word sketches, i.e., automatic, corpus-based summaries of a word's grammatical and collocational behaviour, and how to navigate from word sketches in L1 to word sketches in L2 (and back) in order to arrive at equivalence. The Sketch Engine provides access to corpora in many different languages, including but not limited to very large web-based corpora of English, Portuguese, Spanish, French, German, Italian, Russian, Chinese and Arabic. Participants can choose to work with any L1-L2 combination they wish, provided there are word sketches available for the languages they select. At the end of the workshop, participants will be invited to present some of their equivalence findings regarding the L1-L2 combinations they explored. References Adam Kilgarriff, Pavel Rychlý, Pavel Smrz, David Tugwell 2004. The Sketch Engine Proc. Euralex. Lorient, France Technical requirements Computer room with individual workstations for the participants, Internet connection, computer projector.

Topic: Corpora, Self access

Keywords: corpora, collocation, translation, L1-L2 equivalence, Sketch Engine

SIG Workshop: Research and Publishing in CMC and Virtual Worlds

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The aim of the EUROCALL Special Interest groups is to provide members working in similar areas with a specialised forum for networking and collaboration with other colleagues as well as for professional development. Although there are separate SIGs, there is often overlap between them. For the 2013 EUROCALL conference we would like to make a proposal to bring together the CMC SIG and the Virtual Worlds SIG. The overlap is evident, e.g. communicating with other people via the computer, and we think that the sharing of knowledge between the two groups would be beneficial to all members of both groups. We are particularly eager to attract new members and to provide a space where newer, younger members can have a voice. Therefore, we would like to propose a half-day workshop on how to do research and how to publish in the fields of CMC and VW. The session is organized by Sarah Guth and Antje Neuhoff (CMC SIG) together with Susanna Nocchi and Luisa Panichi (VW SIG). The overarching aim of the workshop is to share the expertise of experienced researchers with those who are newer to doing research in these two fields. PROPOSED AGENDA • 20 min: Introductions • 20 min: Action Research for teachers • 20 min: Ideas for turning practitioner interests into research projects • 30 min: Research approaches • 30 min: Data collection and analysis approaches, and data collection tools • 1 hour: expert panel on How to 'get published' and where to publish TECHNICAL REQUIREMENTS The ideal scenario would be a laboratory where there are computers with Internet access but where there is also enough room to move participants into an audience-panel type situation. A main computer connected to an overhead screen is also required. ORGANISATIONAL REQUIREMENTS Both SIGs have also made proposals for separate half-day events for their specific groups. Therefore, if accepted, this workshop will need to be scheduled for a different time from the separate CMC/Virtual World events so that participants can attend both sessions.

Topic: VLEs, SCMC, Online pedagogy,Intercultural,Distance learning

Integrating Telecollaborative Exchanges Into Foreign Language Higher Education – INTENT

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An Erasmus Multilateral Project promoting virtual intercultural exchange between university classrooms in Europe and worldwide. Brief introduction to telecollaboration (what is it? Models of telecollaboration and how it contributes to language /intercultural learning. Some research findings from telecollaboration) Brief introduction to INTENT project (partners, aims and objectives, what we have done so far, results of survey and case studies including discussion of problems/barriers and how to overcome them, recommendations and discussion on integrating telecollaboration on an institutional level) UNIcollaboration platform (rationale, how it was developed, partner finding function, sample projects, task database, portfolio, training modules) Exploration of sample projects – group activity (choosing and adapting a project to meet your institutional & teaching objectives and students' needs) Exploration of tasks – group activity (searching in the task databank for tasks that would fit your own context ; how could you adapt and integrate them (in)to your own context/course? Take into account the following aspects: learning objectives, targeted students, language(s) used, tools / LMS / environment, type of interaction between students, reflective activities) Evaluation/assessment – group activity (exploration of e-portfolio tool available on UNIcollaboration site and how it could be used in the context of a telecollaborative exchange) Feedback and summarising thoughts: what's the take-away? The workshop will not take place in a computer lab. Bring your laptop or tablet, if you have one, please!

Topic: Teacher education, Intercultural, Distance learning

Keywords: telecollaboration, teacher education, e-portfolio

KungFu Writing - Commenting in the clouds

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Tools for online feedback are slowly becoming available to the larger public. As feedback approaches vary between teachers tools that support multiple ways to give effective feedback being developed. KungFu Writing has been developed keeping in mind the dynamic nature and individuality in feedback styles teachers may have. As the debate concerning the most effective approach to feedback on writing still continues, giving feedback on student writing can considered an important part in the development of writing skills in a foreign language. KungFu Writing supports both corrective and non-corrective feedback approaches. Rich feedback on student texts can be given, analyzed and benchmarked between colleagues. This workshop provides an approach for giving feedback on writing by use a text commenting tool which allows reuse of extended commentary, examples and weblinks to student texts. The workshop gives participants the possibility to have hands on experience using KungFu Writing. After the workshop the participants participants will be able to: (1) Manage a typical course (create assignments, add users and give feedback); (2) create, edit and use rich feedback templates used for commenting; (3) use advanced plugins (statistics, comparison and plagiarism detection); (4) use an online commenting tool to collaborate with peers (teacher:teacher)to reduce the workload and increase the quality of the given feedback. Target group: Teachers and research supervisors wishing to use cloud based commenting software in their teaching and research. No prior experience of online commenting tools use is necessary. The day will be divided into 2 sessions: the morning will begin by revising some of the basics presented at Eurocall 2012 (background rationale, and using of commenting and annotation tools); the afternoon will be used to testing the tool in practice, creating courses and rich feedback templates, and using the analytical tools to improve feedback effectiveness. Participants with prior knowledge of the tool are welcome to come to the morning as a refresher, or just the afternoon; new users are strongly recommended to attend both sessions.

Topic: Teacher education, Online pedagogy, Courseware design

Keywords: writing, feedback, online, commenting tool, blended learning

Virtual Worlds SIG Workshop

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The session will take half a day. It will touch upon various issues researchers and teachers have to deal with when working with and in virtual worlds. In particular, the aim of the workshop is to allow for practitioners in CALL in virtual worlds and new and interested parties to share information about current research methodologies and topics on the one hand, and educational practices and resources on the other. We made a CALL FOR PROPOSALS for brief presentations. Participants will have 15 minutes to present followed by discussion. The initial main themes are: 1. Where to find and share teaching resources and materials; 2. Main educational concerns; 3. Ideas for turning practitioner interests into research projects; 4. Research approaches in VWs; 5. Issues with ethics when researching in VWs; 6. Different data analysis approaches; 7. Data collection tools; 8. Discussion of where and how to find relevant research articles and publications; 9. Mapping of related/bordering research fields (i.e. Gaming research); 10. The listing of and brainstorming for hot research topics; 11. Discussion of how to find research methodologies that best support your research topic or questions; 12. Emerging areas of interest for future discussion. TECHNICAL REQUIREMENTS Access to one or more virtual worlds to allow for online participation of other interested parties and experts and so that specific research tools can be better illustrated. This means: Fast internet connection, downloading of the virtual worlds to be used on the computer in the room, advance testing of the voice chat function. The computer will need to be connected to an overhead screen so all may see and loud speakers; a headset and a microphone will also be required. ORGANISATIONAL REQUIREMENTS: The CMC and the VW SIGs are going to submit an application for a joint workshop which would take place in the morning and will be publishing in the two fields. Therefore, if accepted, this workshop will need to be scheduled for a different time from the joint CMC/Virtual World workshop so that participants can attend both sessions. CONFERENCE THEMATIC AREAS: Language learning in virtual worlds environments, distance and collaborative learning, developments in the pedagogy of online learning, synchronous communication in language learning, promoting the use of new technologies amongst the language teaching professionals, courseware design.

Topic: VLEs, Challenges, Online pedagogy, Managing

Keywords: Virtual worlds, research methodology, research ethics, practitioner research

Using pedagogic corpora in ELT

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Even though there is a wealth of corpus-based materials such as grammars, dictionaries and a few course books, there is still an apparent lack of experiences in which corpora are put to use in foreign language teaching scenarios. In this workshop, participants will be introduced to the use of pedagogic corpora in the language classroom and will have the opportunity to get to know and use multimodal corpora. Instead of bringing large, balanced corpora to the classroom, we advocate the compilation and exploitation of corpora which are relevant for students, that is, corpora which have been conceived having the needs of students in mind. This approach to corpus compilation and implementation crystallised in the last few years in two EU-funded research projects, SACODEYL and BACKBONE , whose outcomes will serve as the basis of the workshop. Participants will be introduced to the concepts of corpora in ELT and pedagogic corpora and will be presented with an overview of the above-mentioned corpora and with the main functionalities of the Search Tool, i.e, the tool for browsing the corpora. Then, they will have the opportunity to explore a corpus themselves while we show them the different search modes supported by the tool, the diverse types of learning materials available (comprehension, focus on form, exploratory, and communicative exercises), and ways of integrating these materials into their teaching practices. The last section of the workshop will be open to discussion, questions and participant feedback. This workshop aims to • introduce participants to the concept of pedagogic corpora • let the participants explore the potential of corpora based on existing corpora and ready-made activities • show participants best-practice examples of integrating corpus activities in the classroom • examine and discuss the language-teaching potential of pedagogic corpora in web-based language learning scenarios Target audience: ELT practitioners with no experience or very limited experience in using corpora in language learning. The workshop is suited for language professionals as well as for teachers at language centers, schools and vocational education centers. Workshop schedule: The potential of language corpora in ELT Introducing pedagogic corpora Basics: Functions of the pedagogic search tool in SACODEYL & BACKBONE Hands-on practice: using the search tool for language learning Integrating activities in ELT Questions, feedback, discussion

Topic: Teacher education, Corpora

Keywords: Pedagogic corpora; spoken corpora; corpus-based materialsy; pedagogic annotation; web-based learning

MEETING OF EUROCALL SPECIAL INTEREST GROUPS

Mobile Assisted Language Learning for professionals: integrating learning into the daily routine

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This symposium aims at presenting the work on Mobile Assisted Language Learning (henceforth, MALL) undertaken until now by the ATLAS research group, that embraced this multidisciplinary field (that cuts across Mobile Learning and Computer Assisted Language Learning, henceforth, CALL) as a natural step in their quest to find learning formulas for professional English that adapt to the changing profile and needs of our modern society. Indeed, we live in a society constantly on the move, whose individuals have difficulties to commit themselves to conventional face-to-face taught courses that require physical presence and undivided attention, and even save dedicated time and effort in front of a computing device that is not completely integrated and simultaneously compatible with the many other activities. These difficulties are particularly evident in the case of second language learning, for it aims at real communication in an ever-changing variety of scenarios, situations and subject-matters, and involves not only the acquisition of various types of knowledge (phonetic, lexical, grammatical, pragmatic, and sociocultural), but also the development of a range of skills (which may be viewed in terms of semantic notions and functions). Second language learning nowadays is an extended and complex process calling for novel adaptive solutions that integrate the various forms and contexts in which professionals need to engage in at work, when they travel, etc. Hence, the social mobility factor appears not as an obstacle to save for long-life learning but as a valuable opportunity in this whole process. This symposium consists of four parts. The first part presents the evidence obtained directly

from executives regarding their current usage and needs for business English learning using mobile devices and cross-analyses the data obtained. The second part provides a rubric-based examination of both the qualities and limitations of the most salient MALL apps available at the moment, thereby assessing their features from a pedagogic point of view. The third part analyses the conceptual space of possible interaction between a user, his/her mobile device and any app/material that is being used to train second language communicative competences and a proposal is made for the way in which this space can be modelled for use in an adaptive MALL app. The fourth and final part presents the first MALL app designed and developed within the ATLAS group which is being used to study how real users improve their oral comprehension skills by using graded audio news podcasts in a monitored fashion.

Topic: MALL,VLEs

Keywords: Mobile Assisted Language Learning

CMC SIG Symposium: Forget the old, let's hear from the new!

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Since the CMC SIG was created, at our various workshops and symposia we have often noticed a tendency for 'established' researchers to take the lead. During our annual CMC SIG meetings at Eurocall there are new people every year who are enthusiastic and interested but don't feel like they have enough experience to participate in SIG events. Therefore, this year we are trying to provide a space where less-experienced and (not-necessarily) younger members can have a voice. We would therefore like to propose an alternative symposium with brief presentations (15 minutes) and much discussion from these people. We have sent out a CALL FOR PROPOSALS through our SIG mailing list. Although we have yet to receive interest, we were late in sending it out and hope to see more interest in the coming days and weeks. In the past we have had specific themes, e.g. telecollaboration or OERs, but rather than a theme we are rather aiming at a group of people. The session is organized by Sarah Guth and Antje Neuhoff but we will not be presenting ourselves. The CMC and the VW SIGs have submitted a proposal for a joint workshop for young/new researchers on carrying out research and publishing the two fields. Therefore, if accepted, this symposium will need to be scheduled for a different time from the joint CMC/Virtual World workshop so that participants can attend both sessions.

Topic: VLEs, SCMC, Teacher education, Online pedagogy, Distance learning

Keywords: CMC, research, pedagogy, tools

CALL in portuguese speaking countries / Aprendizagem de línguas com o auxílio de computadores na Lusofonia

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Este Simpósio será um espaço dedicado ao Call no mundo lusófono, aceitando comunicações em português.

Topic: VLEs, SCMC, Challenges, Student experience, Online pedagogy, Courseware design, Lesser taught L., Intercultural, Distance learning

Keywords: Call, portuguese, distance learning, courseware design

PAPERS AND POSTERS

Establishing an online vocabulary levels test by using Flash incorporating COPS theory

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This study aims to create an online multiple-choice test to estimate learners' vocabulary size by employing Clustered Objective Probability Scoring (COPS). This approach, based on the theory developed by Shizuka (2004), is weighs each answer based on confidence. In brief, in COPS, each test-taker's answers are grouped based on the confidence value (high, mid, low, for example) and the weight of the answers in a given confidence group is decided based on the ratio of correct and incorrect answers in the group. Adopting this theory, two forms of Flash Vocabulary Levels Test Online were developed. This receptive vocabulary size test aimed (1) to suit the needs of Japanese learners of English, and (2) to unobtrusively collect data on learners' confidence as they answered each question. The format of the test closely follows that of Schmitt, et al. (2001). Three target words, along with six possible answers, are displayed on a computer screen as one question unit. The three target words in a unit are drawn from the same frequency band of a vocabulary list, JACET List of 8000 Basic Words (JACET 8000). From each frequency band, 30 words were randomly chosen to be tested. As JACET 8000 consists of eight frequency bands, one form of Flash VLT Online includes 80 items with the total of 240 words tested. Since two forms of the test were used in this study, the total number of words was 480. In this test, the subjects were asked to match an English word and its Japanese equivalent on a colorful, game-like GUI test screen. To answer questions, the subjects simply dragged circular icons which are each associated with a question item to one of the placeholders below an equivalent Japanese word and dropped the icon on it. When subjects were 100% sure of their answers, they dropped the icon in the placeholder with a double circle, while the placeholder with a single circle was used when the subjects thought they knew the answer but were not 100% sure of it. If subjects used a guessing strategy, they were told to use the placeholder with a triangle. In order to prevent the subjects from using dictionaries, each unit was given a time limit of 30 seconds. Also, the ordering of units was randomized each time the test started in order to counter balance the possible negative effects of fatigue towards the end of the test. Upon completion, the test provided the subjects with the estimated vocabulary size along with the vocabulary knowledge profile for each frequency band. According to test results for 162 Japanese university students, the study found that the vocabulary size calculated using a confidence-based approach showed the strongest correlation with the score in the TOEIC Reading comprehension section (r=.617, p<.01), followed by a size-based approach with a slightly lower correlation coefficient. The results indicated that the confidence-based approach holds higher potential for estimating vocabulary size as well as reading proficiency than the traditional 'size' interpretation.

Topic: Online pedagogy

Keywords: vocabulary size, multiple-choice test, confidence level

Type of paper: RandD (30 mn)

Agency and development of expertise in multimodal language teaching

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Agency and development of expertise in multimodal language teaching With the emergence of new technologies, there is an increasing need for language teachers who are capable of integrating ICT (Information and Communication Technologies) tools and web-based resources into language teaching. This case study investigates the role of agency in the development of two students' expertise during their participation in a one-year-long program in Language Technology for Language Teachers for pre-service language teachers in Finland. The curriculum of the program was organized around project-based learning, with theoretical and pedagogical lessons and hands-on technology courses alternating with practical team work in web-based design. In this paper, agency and expertise are approached both as competencies and processes. In the study, the students' agency was defined as "socioculturally mediated capacity to act" Ahearn 2001: 112). Based on their capacity to act, the students were divided into 'objects','actors' and 'pioneers'. Similarly, the students' expertise was evaluated as their cognitive, social and emotional competencies in the use of ICT technologies continued to grow: thus, students were divided into 'copiers', 'producers' and 'innovators'. The assessments were based on the teachers' observations and verbal evaluations of students' course performance. On the other hand, agency was considered a "dialogical process by and through which actors immersed in temporal passage engage with others within collectively organized contexts of action" (Emirbayer & Mische 1998: 974); at the same time, expertise was regarded as a shared and situated process (cf. Bereiter & Scardamaglia 1994, Lave and Wenger 1991, Wenger 2002). Students' narrative self-assessments and verbal reports were used as an additional data source to access the dialogical and situated processes involved in the construction of their agency and expertise during the course. The research questions are: 1) How is agency and expertise represented through participation in the activities in the program as assessed by the teachers and students? 2) How is the students' agency related to the development of their expertise? The data consist of the teachers' observations and narrative assessments of the students' performance, and the students' self-reports during the one-year course. This data is analysed by means of qualitative content analysis. The findings show that agency and the development of expertise are closely linked to each other. The development of the students' expertise was highly dynamic, situated and linked to the quality of agency they were able to construct with other participants and their team mates, in particular. In sum, it appeared that the higher the student's capacity to act, the closer she was to becoming an innovator. Finally, the implications of the findings for the execution and development of such programs for pre-service language teachers will be discussed.

Topic: Teacher education

Keywords: multimodal language pedagogy, language teacher education, development of expertise, agency

Type of paper: Research (30mn)

Conceptions of Personal Learning Environments among EFL teachers at Upper secondary level in Sweden

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In recent years, virtual learning environments (VLEs) or course management systems (CMSs) have become commonplace in European higher education as well as making inroads into primary and secondary schools. VLEs such as Moodle, Blackboard and It's Learning offer educational institutions standardized packages in the form of a range of administrative, pedagogical and communicative tools. Teachers of English as a foreign language at secondary and tertiary levels are certainly no exceptions to this trend, employing VLEs as learning platforms to support a variety of ITC-based learning activities and tasks. VLEs have however attracted criticism from some quarters in that they may be seen merely as virtual embodiments of the classroom with all the restrictions which the 'physical' classroom has traditionally entailed (Weller 2007). Furthermore it has been argued that VLEs have failed to embrace the full advantages of Web 2.0 technologies or acknowledge trends towards informal learning afforded by social media etc. The response to this criticism has been the envisioning of Personal Learning Environments or PLEs which utilise the plethora of free, often collaborative online resources and tools now available to learners. This paper explores the conceptualisation of PLEs and their advantages / disadvantages vis-à-vis VLEs among upper secondary school teachers of English in Sweden on the basis of pedagogical principles put forward as part of the Open University's SocialLearn and OpenLearn matrices (Conole 2008). It is suggested that the mapping of the core frameworks of thinking and reflection, experience and activity, conversation and interaction and evidence and demonstration to a set of learning principles can provide the basis for the evaluation of PLEs as envisioned by teachers and learners.

Topic: VLEs, Challenges, CALL in schools, Courseware design, Managing

Keywords: Virtual learning environments, personal learning environments, ELT teacher training

Type of paper: Reflective Practice (30mn)

Designing software for automated but effective vocabulary learning

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Vocabulary learning is well researched (e.g. Nation 2001,), clear pedagogic guidelines are available (e.g. Nakata 2011), and numerous papers have been published on the use of CALL to enhance such learning (e.g. Mohsen & Balakumar 2011, Esit 2011, Fehr et al. 2012). However, as Nakata 2011 points out, there is considerable room for improvement in the design of software created to support vocabulary learning. In this presentation, I hope to outline a potentially 'ideal' generic design for vocabulary-learning software, one that takes into account the processes required to successfully acquire new items. This includes the overall steps, noticing, retrieval and generative use (Nation, 2001), as well as refinements within each of these processes, for example decontextualization, receptive and productive recall and recognition, increased retrieval effort, optimal spaced learning (Baddeley, 1997, Mizuno

2003b), various types of generative use, task involvement (Laufer & Hulstijn 2001) etc. While pedagogic principles are the starting point of the design, the presenter also attempts, as far as possible, to apply HCI principles (Shneiderman 1998, Macauley 1995, Redmond-Pyle 1995) to the analysis of the learning task and incorporate the outcome into the design. Working with one of the more common ways students come into contact with new vocabulary i.e. reading or listening, the presenter shows how he tried to implement the design with three different university classes, two working mainly on learning through content, text-based, and one developing listening skills, and what the results were. This helped to refine the theoretically derived model and indicated more precisely how data needs to be collected and used to automate the process, as well as what kind of databases are required. The design reported here required considerable human intervention, but the final aim would be to produce an automatic system, one that fully realizes the capacities of programming and that can generate an appropriate and pedagogically sound learning path for new vocabulary items, whether operated by students themselves, working directly from the text or a teacher, with minimum effort. It is hoped the design will stimulate comment and criticism as part of this process.

Topic: Courseware designs

Keywords: software design, vocabulary learning, pedagogic principles, HCI

Type of paper: Reflective practice (45mn)

Perceptions of ESL/EFL Instructors toward Integrating the Computer into L2 Reading Classrooms and Factors Influencing its Integration

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The success of any initiative to implement computer technology into an ESL/EFL classroom is largely contingent upon the support and attitudes of the instructors involved, as they are the real agents of adoption of instructional technology tools and resources within the English language classroom arena. This study attempts to provide a thorough account of ESL/EFL instructors' perceptions of the importance and usefulness of electronic text for L2 reading and the factors that influence their decision of whether or not to incorporate it into their L2 reading classrooms. To this end, 70 ESL/EFL instructors at multiple universities that offer ESL/EFL courses responded to a self-developed, four-part survey containing 83 items and open-ended questions that inquired about the respondents' general attitude toward computers for language teaching and learning, their perceived perceptions pertaining to the importance of computer-assisted L2 reading instructions, the effectiveness of electronic texts for teaching and learning L2 reading, and the factors that influence their decision of whether or not to use the computer in the delivery of L2 reading class content. The collected data were also subjected to both descriptive and inferential statistical analysis, including mean and standard deviation, as well as various statistical tests such paired t-tests and bootstrapped p-values. The findings indicate that participants recognize the importance of and hold strong beliefs about the usefulness of computer-assisted reading (CAR) in improving the quality of L2 reading instruction and developing learners' reading skills. Additionally, various factors are reported to facilitate and impede the successful integration of computers into the teaching practices of L2 reading skills. The implications of this study are discussed, and areas of potential future research are also highlighted and proffered.

Topic: Teacher education

Immersive Education spaces: Scaffolding L2 development through virtual learning environments

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This presentation focuses on exploring the use and affordances of 3D virtual worlds like Second Life to enable language learning through real-time computer-mediated communication. Despite the tradition related to these environment's original use for online "role-play" gaming, these worlds offer educational use that lies in the fact that they can intelligently combine language learning tasks and language use within a real-world environment. The presentation will describe the current investigations of the educational use of virtual world technologies to help support the creation of meaningful contexts for foreign language learning at the University of Essex. By using this type of platforms what is hoped is to address the problems distance learning students have by being unable to experience the cultural and social immersion when learning a language. A working combination of 3D virtual worlds, like SIMiLLE, that was designed in our University and Moodle, that is used as a course management system will be analyzed. The Moodle platform constitutes the bank of documents supporting the EAP instruction offered to university students that receive teacher training in our University. The role for SIMiLLE is therefore to establish the environment for action, communication and collaboration between the students. The study examines how effective were the online designed tasks in enabling the students to recognize academic use of vocabulary when reading and speaking and what was the contribution of the inserted scaffolding assistance in the SIMiLLE platform. This paper reports on a pilot study framed within the principles of Concept-Based Instruction (CBI). The study involved L2 advanced English learners doing a TESOL postgraduate course at a British university. Drawing on tests and protocols obtained by transcribing individual and dyadic activity, our findings revealed that the CBI process helped most of our participants gain a deeper understanding of the concept of academic vocabulary, reading comprehension and delivery of a presentation in English. Insights into the role of materialization and verbalization as a regulatory tool were also gained through microgenetic analysis of the data. On the basis of our findings, some implications of CBI are also discussed in relation to teaching reading and speaking for academic purposes in the L2 learning and teaching context.

Topics: VLEs, Student experience, Teacher education, Intercultural, Distance learning

Keywords: Concept based instruction, Scaffolding, Virtual learning environments, STI, English for academic purposes

Type of paper: Research (30mn)

CALL AND EFFECTIVENESS AT THE LANGUAGE MODULES IN TRINITY COLLEGE DUBLIN: Class Design, attitudes and results

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The evening language modules, a language programme offered at Trinity College in Dublin, have been running in College since 1993, with the aims of increasing student mobility, giving added value and enhancing career prospects. The primary emphasis in the modules is on communication since it "is the main goal, and also the principal means of learning" (CLCS Language Modules Course Booklet: 4). Within this framework of seeking opportunities for exposure to linguistic input in order to enhance language learning, the CLCS has explored ways of supplementing the hours of classroom interaction and instruction and to provide students with opportunities to acquire language skills beyond the traditional classroom setting and by continuing their tradition in encouraging autonomous language learning. The application of the principles of learner autonomy to curriculum design (Little, 1997: 56), along with the need to exploit the benefits of learning technologies, have been identified as priorities of an institutional basis. The current presentation will describe the first evaluative study that was conducted at the Centre for Language and Communication Studies (CLCS) at Trinity College in 2011 regarding the potential of ICT to promote learner autonomy, based on the incorporation of computer work in the language courses offered by CLCS. The main purpose of the study was to offer an overall view of the students' and teachers' opinions of computer work and how this affected their learning process as well as what combination of traditional teaching and computer room work was achieved. The methodology used for this research will be presented along with an account of the questionnaire, interview and classroom observation data. Findings suggest that this blended style of language learning was motivational for the students however a lot of emphasis was placed by the research participants on the social media and online tools that could have been additionally used. Finally, conclusions will be drawn along with suggestions for the future improvement of the language modules. References Centre for Language & Communication Studies. Language Modules Course Booklet. Dublin: Trinity College. Little, D. (1997). "Language Awareness and the autonomous language learner". Topic: Language Awareness, vol. 6 (2-3), 93-104.

Topic: ELP,Student experience,Online pedagogy,Self access

Keywords: ICT, LEARNER AUTONOMY, TEACHER AND STUDENT ATTITUDES, COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Type of Paper: Poster

SpeakApps: oral production and speaking interaction online.

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This paper presents the project SpeakApps, funded by Lifelong Learning Programme, KA 2 Languages. The project develops solutions for online oral production and speaking interaction in a second language. The development of oral skills poses a challenge in language teaching whether this takes place face-to-face, through distance education or in blended learning contexts. Two main problems arise: first of all students don't have enough opportunity to use their target language orally, and secondly, students oral performance is mostly unrecorded and therefore there is little opportunity for the student to revise it or for the teacher to give detailed feedback. SpeakApps employs a user-centred design approach for activities and tools, and goes through iterative cycles of development and testing, piloting both tools and their pedagogical use in parallel. The SpeakApps platform is available from its website (www.speakapps.eu) with an open area with general information of the project, public documentation, videos and other dissemination contents. From the website registered users (anyone can register by creating a free account) can access Moodle classrooms where the three tools developed in the project are available. These tools are Langblog, an audio/videoblog for oral production, Videochat, a videoconferencing system designed for the specific needs of small group work for language learning, and the Tandem tool, a content management system for synchronous pair tasks. User guides and video-tutorials, as well as technical support blogs are also available from the SpeakApps Moodle environment. Linked to the website and Moodle environment is also a key application in the project, the SpeakApps Open Educational Resources(OER) space with a repository for tasks and materials, where contents can be shared, downloaded, or edited online by means of the OER editor. Collaborative creation of contents online is also possible, and contents can be easily searched for according to search criteria based on task design principles. The project was funded by the European Commission during 2011-2012. Since the end of the funded period the project continues active and new institutions and interested teachers are carrying out pilots. We are currently working on the integration of further languages and educational sector into the programme of activities and resources available.

Topic: VLEs, SCMC

Keywords: OER, speaking skills, task design, CMCSpeech acts in a Virtual World.

Type of Paper: European Project Dissemination

Design and implementation

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In the first half of the twentieth century, notions such as linguistic structures and student's linguistic capacity were the traditional elements of any language teaching. With the significant contribution of Halliday and Hymes these notions are yielding their place to the functional use of language and how language is being shaped by the different communicative situations. This new, communicative approach of teaching a foreign language, had led the redefinition of learning objectives and general principles of the teaching act. The emphasis is on student's communicative ability, therefore communication play a key role in teaching Language - Civilisation. Simultaneously, with discourse analysis, it becomes clear, that communication is accomplished through written and oral texts. From these texts, linguistic elements derive their significance and meaning; consequently, linguistic elements can not be considered as isolated teaching objectives, but as functional communication structures and conventions inextricably linked with text types. Speech acts are the core of teaching. Around them, Curricula and author textbooks articulated and they are in perfect relation and connection with both communicative

situations and textual genres. It should be noted that genres "include forms and concepts stemming and record functions, purposes and meanings of social circumstances" and offer the most appropriate medium for the cultivation of linguistic and metalinguistic skills including awareness the relationship between the structural and social aspects of language. In the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (abbreviated as CEFR), which is widely adopted and accepted as the European standard for teaching and learning foreign languages we find the key notion of speech acts. Speech acts are at the heart of teaching and the core development of communicative language skills in the sense that they describe what learners can do with language in specific contexts or in a particular communicative situation. But, is there a relationship between traditional speech acts and simulated situations in Virtual Worlds? And furthermore, is it possible to develop learner's language skills by teaching and using speech acts in these environments? In the above context, in this paper we first illustrate current needs in teaching and learning second languages, then we discuss the design of a Virtual world and finally its implementation for teaching speech acts of French language in higher education.

Topic: VLE's

Keywords: Speech acts, virtual worlds, Language learning, virtual environmentsAn Investigation into Multi-level

Type of paper: RandD (30 mn)

Components of Online Reading Fluency

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This paper provides a discussion of the results of a cross-sectional examination of linguistic and non-linguistic variables that are predicted to influence L2 reading fluency. The study is part of a larger, longitudinal mixed-methods study into reading fluency development using online Timed Reading with participants from a mid-to-high level private university in western Japan. The larger study will also be briefly explained to provide some background. For the study presented in this paper, participants read two, short, equivalent, graded, online texts against a clock and then answered comprehension questions without recourse to the texts. A custom-made web application was used to administer the readings. The texts used were all 300-words long and graded using tools available on The Compleat Lexical Tutor website (Cobb, 2003) to be within the first 1000 words of English. Data from a battery of tests that included a paper-based vocabulary size test (Nation & Beglar, 2007) and a speed of thinking test (Carver, 1992), and computer-based, numerical and word-recognition reaction time tests were recorded. These data were triangulated with graded text reading performance data to assess the relative importance of the components assessed. The relationship between the measured variables is explained using correlation and regression analysis, and provides insight for reading researchers and teachers. Results from a short survey are also examined to discover student expectations at the beginning of the course. Recommendations are made for further research into the issue, and how the findings could be used for Extensive Reading level placement or for remediation for weaker students is explained.

Topic: Student experience, Online pedagogy

Keywords: online reading, timed reading, reading fluency,

Customized feedback and guidance for LSP e-learning: teacher and student perspectives

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Guidance for assessing and giving feedback for LSP learners is a challenging process. Students need to face complex learning processes when dealing with their individual learning paths. The main aim of the feedback is to focus on achieving better learning results instead of only assessing the students' current proficiency levels. In this presentation we will first deal with some theoretical aspects of guiding students in LSP learning. Our aim is to consider such criteria that are required from good feedback from both the teacher's and the student's point of view. Based on our own experiences, we will focus on the use of meaningful guidance and assessment. We stress that pedagogy calls for choosing the relevant use of the tool in order to make guidance effective. For instance, using commenting tools in writing can offer such guidance. Such e-learning tools have recently widened new perspectives of more effective student and teacher feedback. For instance, traditional methods of writing student feedback on paper or adding repeatedly the same explanations online is very time-consuming and therefore new software tools are now being offered. We will demonstrate how we have piloted customized feedback in Spanish and Swedish e-learning courses at Aalto University School of Business. We will specifically illustrate our experiences of the feedback using a new software system called KungFu Writing. KungFu Writing is a cloud-based software system developed at the Aalto University in Finland. The system opens up new horizons when giving structured, collaborative feedback on various kinds and levels of written texts. It also compiles the statistics of given feedback on the individual students or the whole group. For our Spanish and Swedish LSP learners KungFu Writing is a new online-based commenting/annotation tool for giving feedback on submitting assignments, receiving comments, and making revisions. Based on our questionnaires, we'll summarize our experiences of whether the given feedback and guidance have promoted the students' learning. Our goal will be to further develop a feedback system that gives such feedback that is as individual as possible for students and also reflects the individual teacher's concept of learning.

Topic: VLEs,Student experience,Online pedagogy

Keywords: feedback, guidance, LSP, commenting tool, writing

La communication synchrone dans l'apprentissage des langues est-elle compatible et efficace avec des groupes hétérogènes?

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En matière d'apprentissage des langues étrangères, la communication synchrone entre des apprenants francophones et des apprenants hispanophones est-elle compatible avec des groupes hétérogènes, tant au niveau du cursus disciplinaire, que du nombre d'étudiants ou encore du niveau de langue? Si oui, comment utiliser cette hétérogénéité pour favoriser l'apprentissage ? Dans un contexte de groupes hétérogènes, l'apprentissage collaboratif a-t-il un effet sur l'acquisition de la langue ? A-t-il un effet sur la motivation des apprenants ? Telles sont les questions que nous étudierons à travers plusieurs expériences réalisées pendant deux ans, entre des groupes d'étudiants de la Universidad Politécnica de Valencia (Espagne) et de l'Université catholique de Louvain (Belgique).

Topic: SCMC

Keywords: communication synchrone-apprentissage collaboratif-motivation-apprentissage des langues

Type of Paper: Poster

Influence of role prescription and perception on collaborative tasks in Second Life

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The SLIC project (Second Life Interculturel) grew from the research objective of enlarging the investigation into the affordances of synthetic worlds, e.g. Second Life (SL), for language learning (Henderson et al, 2009; Molka-Danielsen et al, 2007; Roed, 2003) to incorporate the affordances such environments also offer for the development of intercultural communicative competences. Although some studies have addressed this problematic (Diehl & Prins, 2008; Corder & U, 2010), this research area remains largely unexplored with respect to synthetic worlds, despite detailed studies into other online environments (Audras & Chanier, 2008; Belz, 2002; Furstenberg, 2001). In this context, in Autumn 2011, 14 students from Université Blaise Pascal (Clermont-Ferrand, France) enrolled in a Master's programme in French language teaching using ICT were involved in collaborative tasks in SL with 21 advanced-level undergraduate students of French from Carnegie Mellon University (Pittsburg, United States). For all SLIC participants, the main objective was the development of intercultural communicative competences through collaborative tasks for which SL has previously been forwarded as an innovative environment (Lee, 2009). The learning design aimed to provide the undergraduate students with an opportunity to improve their French skills. For the Master's students, SLIC also represented an opportunity to experience distance language teaching. Hence, one of the students was given the task to lead and moderate each collaborative session in SL. After a SL introductory session, five 90-minute sessions took place in SL with small groups of students (two Master's students and three

undergraduates). Each session consisted of a discussion on a cultural theme linked to the undergraduate course. Each group was asked to collaborate in order to produce a document in SL (text, slide shows, pictures…) that summarised the content of the exchange. Moodle was also used as a resource platform and for asynchronous exchanges. Based on the analysis of some of the data collected during the project (SL video recordings, questionnaires, chat logs, activity on Moodle, reflective reports…), our presentation will focus on the roles of the Master's degree students. We consider this aspect as pertinent since previous studies have suggested that the way participants consider their roles affects interactions and task completion (Dejean-Thircuir & Mangenot, 2006; Hampel & Stickler, 2005). This research question is placed within a wider research context in which we investigate and try to measure the gap between prescription, perception and realization of a task, referring to Tricot (1998). Thus, we apply these three notions to the concept of role. Our hypothesis is, firstly, that there is a gap between the role given by the project coordinator, the students' perception of their role and the role they actually adopted during the sessions and, secondly, that this gap influences the collaborative nature, or not, of the exchanges. A wider objective of our research direction is to suggest some recommendations to teachers and coordinators concerning the design of collaborative tasks with an intercultural dimension in synthetic worlds and how to reduce the gaps related to roles and tasks between what is prescribed and what actually happens during the interaction.

Topic: VLEs, SCMC, Intercultural, Distance learning

Keywords: collaborative tasks, role, synthetic worlds, interactions, telecollaboration

Type of Paper: Research (30mn)

Critically evaluating Prensky in a language learning context: the "digital natives/immigrants debate" and its implications for CALL

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More than 10 years have passed since the first introduction of the term "Digital Natives", coined originally by Marc Prensky in two seminal articles (Prensky 2001a, 2001b). Writer, "thought leader" (Prensky 2001a), consultant, game designer, Prensky argues that students today, "digital natives" as he calls them, having grown up in the Digital Age, learn differently from their predecessors, or "digital immigrants". As such, the pedagogical tools and methods used to educate the Natives are outdated. These terms became highly popular appearing regularly in articles, scholarly journals and presentations at conferences in the various fields of ICT education (Conole 2008; Gillespie, 2008). Indeed since then, many education professionals became convinced, on an intuitive basis, that the ways in which today's students think and learn have been qualitatively changed by their use of ICT. The analogy introduced by Prensky is certainly very interesting and useful in illustrating how profoundly the lives of many of today's students have changed due to the ubiquitous use of ICT. However, no significant empirical evidence exists to support this conjecture and neither facts nor evidence tested in every day practice have been provided. This paper aims to critically examine the underlying "digital native theory", reviewing some recent studies that are questioning the existence of digital natives (Brown & Czerniewicz, 2010), and present a major case study of secondary level language learning students, exploring if/how digital

native theory is a valid reflection of the environments used in the case study. Prensky's theory is here approached by looking at the features and variables that go into creating the stereotypical digital native. Recent research proposed in this paper focuses on factors that appear to have an impact on generating the digital natives' character. Location, for example, seems to be very important as well as socioeconomic status; how much a student uses a certain new technology tool and what this tool has been used for; furthermore how well those technological skills transfer into language learning contexts. This large case study considers Irish secondary school students, their approach and use of new technologies for language learning. By monitoring and interviewing the students and their teachers it is intended to provide evidence and the necessary information to reflect on some of the following key questions: How strong is the use of technology during the class and outside the classroom? Do they feel comfortable in using these tools within their language learning experience? How do their skills, as putative digital natives, work for language learning? What are the teachers' and tutors' attitudes towards using technologies? Finally, does the current evidence resulting from this study validate Prensky's digital native theory and what, if any, are the implications for CALL researchers and practitioners?

Topic: CALL in schools

Keywords: ICT, Digital Natives, Language Learning

Type of Paper: Reflective Practice (30 mn)

Non-native Speakers Learning Swedish Together in Virtual Interaction

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This presentation aims to give an overview of a cooperation project launched two years ago, under which students who study Swedish at two universities across the Baltic Sea have a chance to complete a part of relevant courses in their study programmes together in an online course. The primary goals of joint studying are: to encourage students from different nationalities to actively communicate with one another, using Swedish as the lingua franca (communicative and social competence); to motivate students to use a range of sources in Swedish to get information; to give the participants a chance to gain new knowledge about their neighbouring country and the student life there (internationalisation competence). The common difficulties in carrying out joint studies at two different universities are overcome by focusing on asynchronous dialogue and by choosing a technically workable platform with good technical support from one of the partner universities. The misalignment of academic calendars does not complicate the carrying out of the joint unit as the exchange takes place during a period of five weeks and the partner teachers draw up a detailed calendar on a week-by-week basis for each joint task. The tasks consist of presentations of the students' personal and academic backgrounds followed by a peer discussion on the virtual forum, listening comprehension by following television and radio programs from Sweden and commenting them in a diary. The students may discuss in groups current social topics they have given in their individual essays. Argumentation is carried out on the virtual discussion forum the following week. Surveys conducted among the course participants show that students value the course carried out in the form of joint studying very positively. In their feedback on

the course, they also mentioned that "such a way of learning was new, online communication and its use of language seemed natural, communicating with students from a neighbouring country was fun and educative since they also learned from one another, knowing that nobody had Swedish as a mother tongue gave a nice and encouraging feeling of equality, and that the joint course was a nice change in studies". For many Estonian students, this was also the first online course they had taken. The authors of the presentation as well consider the cooperation a success, and highly recommend it to their colleagues. Despite the belief that foreign languages should be learned face-to-face and preferably with native speakers, students seem to appreciate using ICT for connecting up with other people using the target language as their lingua franca. We also feel that these exchanges are particularly suitable for the teaching of less commonly taught languages and offer all parties both change and satisfaction.

Topic: VLEs,Lesser taught L., Distance learning

Keywords: collaborative learning, less taught languages, non-native speakers, target language as lingua franca, interaction online

Type of Paper: Reflective Practice (30 mn)

Videogame-like applications to enhance autonomous learning

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With the use of blended teaching and with the increasing importance of autonomous learning, teachers are more and more expected to provide their students with motivating and effective learning tools, in order to guarantee a successful autonomous learning process. The current paper presents the results of a comparative study of different learning tools, which have been designed by us for a German as a foreign language course. Among the designed learning tools were a 3-D videogame-like application, a J-CLIC application as well as several paper-based learning materials. Each of the designed learning tools has been tested with students of same German as a foreign language course. The case study was conducted during the summer semester 2012 at the University of Cadiz. The student participants were placed randomly into three different groups: one experimental group (ExpG) which used the 3-D videogame-like application and two control groups (CG1 and CG2), of which CG1 used the J-CLIC application and CG2 the paper-based learning materials. By applying different pre-and post-tests as well as several statistic methods (ANOVA and t-test), we were able to prove that generally 3-D videogame-like applications provide better learning results than more traditional learning tools such as J-CLIC and Paper-based learning materials do.

Topic: VLEs

Keywords: Videogame-like applications, autonomous learning, virtual learning environments, foreign language learning, blended teaching

Type of paper: Research (30mn)

A constructionist approach to student modeling: tracing a student's constructions through an agent-based tutoring architecture

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Construction Grammar is a well-established linguistic theory that takes the notion of a construction as the basic unit of language. A construction is a symbolic unit that builds up relational form-meaning mappings through a range of language-dependent categorizations. Although the Construction Grammar framework has developed a powerful descriptive and processing model of language, its current practitioners use it mainly to describe specific constructions in a language (from a synchronic or a diachronic perspective) or to theorize about its basic principles. Yet, the potential of Construction Grammar for language teaching or SLA has largely remained ignored, except for a few rare investigations that have confirmed the potential of learning and teaching constructions. Therefore, this paper demonstrates the benefits of adopting the Construction Grammar approach for modeling a student's linguistic knowledge and skills in a language tutoring application. The two major computational implementations of Construction Grammar, Embodied Construction Grammar (ECG) and Fluid Construction Grammar (FCG), have already experimented with simulations of constructional acquisition in first language learning (Chang, 2008; Gerasymova, 2010). However, in this paper we propose a tutoring architecture for (adult) second language learning that relies on a student model that consists of the constructions that the student is thought (by the tutor) to have acquired. This student model is embodied in a fully operational student agent, which has a construction inventory, a grammar engine (to process constructions) and learning strategies (to update constructions after learning). The tutoring architecture also contains a tutor agent, which models a competent language user and has the same three components as the student agent. Additionally, the tutor agent has direct access to the student agent's states and can dispose of a range of tutoring strategies. Through linguistic interactions between the real student and the tutor agent, the student agent models the behavior of the real student and tries to predict his input. The student construction inventory is aligned to the real student's input after every interaction. This innovative architecture, implemented in Fluid Construction Grammar, is demonstrated here for the use case of Spanish past tense expressions, which remains a complex task even for the most advanced learners of Spanish. Through the use of carefully designed diagnostics and repairs (Beuls, van Trijp, & Wellens, 2012) we show that the student construction inventory can be updated to maximally approach the real student's linguistic knowledge of the target domain. Beuls, K., van Trijp, R., & Wellens, P. (2012). Diagnostics and Repairs in Fluid Construction Grammar. In Steels, L. (Ed.) Language Grounding in Robots (pp. 215-234). Berlin/Heidelberg: Springer. Chang, N. (2008). Constructing grammar: A computational model of the emergence of early constructions. Computer Science Division, University of California at Berkeley dissertation. Gerasymova, K. (2010). Emergence of aktionsarten: The first step towards aspect. In Smith, A.D., Schouwstra, M., & de Boer, B. (Eds.) Proceedings of the 8th International Conference on the Evolution of Language (pp. 145-152). World Scientific.

Topic: VLEs, ICALL

Keywords: Construction Grammar, student modeling, agent-based tutoring system, Spanish past tense

Type of Paper: Research (30mn)

Electronic Peer Feedback in a Pre-Task Context

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Peer feedback is traditionally used in „during-task" and „post-task" contexts, yet it might be fruitful to foster exchange of opinions among peers in the planning phase of a student project to eliminate problems with the choice of topic for this research project. The research project is part of Wirtschaftssprache 1, a course in the mandatory English curriculum for BBA students at JKU Linz. Students research and present a topic with an economic focus which they can choose themselves. As a fair amount of course time is dedicated to these Individual Reports, it is important that students choose a topic both interesting for their peers and in compliance with the course instructions. Deciding on a suitable topic for research projects is also a key academic skill; yet all to often students in their first terms tend to take shortcuts here that prevent them from fulfilling the task to the satisfaction of the course instructors and of their audience. Description of the feedback process and subsequent analysis: At a given date, students upload their topic and a „statement of purpose" (50 words) to a moodle forum. All students are then asked to give feedback to at least 3 other students as to whether the topic chosen complies with the instructions and is interesting for them. Additionally, they are invited to make suggestions about aspects of the topic they would like to discuss in particular, thus creating a sense of audience and purpose for the task. Once the forum closes, the feedback given will be analysed to investigate whether it has helped to improve the choice of topics for the reports, and whether the written feedback given in the ELP creates commitment towards giving feedback, as students can be held to account for giving "wrong" or ineffective feedback.

Topic: VLEs

Keywords: feedback, electronic learning platform, pre-task

Type of Paper: Poster

Separating fact and fiction: The real story of corpus use in language teaching

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Corpora have been used in language teaching for decades, especially at university level by teachers aware of research in corpus linguistics. Given the variety of corpora, tools and techniques, the actual uses to which corpora have been put have proved to be highly varied and hard to pin down. Belying the frequent lamentation of the dearth of empirical research in the field, this paper introduces a corpus of 600K words consisting of 110 research articles published in just over 20 years, all of which seek to evaluate some aspect of corpus use by L2 learners. The overall pattern that emerges is highly pragmatic, as witnessed by the dominance of corpus-based (367 occurrences in 69 papers, collocating especially with activities and approach) over corpus-driven (only 64 occurrences in 11 papers, collocating more with language and research). This might seem surprising, as the most frequently cited researcher overall

is Tim Johns (305 occurrences in 77 papers), who coined the term "data-driven learning" in this context. However, it also reflects a preoccupation with classroom concerns rather than corpus-linguistic criteria: most of the other frequently cited authors in the corpus are primarily language teaching specialists rather than corpus linguists. The most frequent lemmas (minus stop-words) provide a succinct if rough overview of the field: 'Learners using data from texts in a corpus for language learning or writing through concordancing, searching for patterns of vocabulary or grammar use in actual examples to improve their knowledge of English.' This general picture is revealing as much for what is absent, including many of the key advantages generally attributed to corpus use: individualisation, constructivism, collaborative learning and noticing (and related forms) occur less than once in 10,000 words, while a maximum of two papers refer frequently (ten times or more) to concepts such as responsibility, exposure, learning styles, communicative skills and autonomy. These and other key terms are analysed in context here, but the suggestion persists that such concepts remain under-researched to date. Finally, the corpus is divided into two sections according to date of publication to identify old and new themes and the development of the research questions addressed. Inevitably, this involves a change from hard locally available to on-line corpora (including Google and the web-as-corpus), but more surprisingly perhaps a move from concordancing vocabulary for language learning towards use of corpora as an aid to writing, with increased focus on discourse. The implication is that this may represent the main use of language corpora for pedagogical purposes in the future: as a reference resource for writing rather than as a general-purpose learning aid.

Topic: Corpora

Keywords: corpus, data-driven learning, research papers

Type of Paper: Research (30mn)

Intercultural peer-reviewing in a web-based environment

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This presentation reports a case study investigating an educational design where non-native English speaking students from five different countries collaborate with native English speaking students in a wiki. In the exchange, the students work with peer review within technical writing as a way of refining texts in order to develop discursive, linguistic as well as intercultural communicative competences (ICC). Within language learning practice and research, there have been discussions about effects of peer reviewing and whether being engaged in peer commenting enhances student writing abilities (e.g., Liu & Carless, 2006; Hyland & Hyland, 2006; Liu & Sadler, 2003; Tsui & Ng, 2000), and the skill of being

able to critically evaluate writing. This particularly accounts for peers trained in peer review, since in order for peer review to function; careful preparation is one of the essential components (Arnold, Ducate & Kost, 2009; Chang, 2012; Guardardo & Shi, 2007; Min, 2006). Concerning networked pedagogy, Lundin (2008) saw a notable shift in authority facilitating for students to set boundaries in interaction rather than only being guided by their teachers. Adding the dimension of peers from other cultures being engaged with each other's texts over the web contributing with experiences different from the students' own, provides insights to learning. In web-based intercultural exchanges, online environments are situated in a globalized context where language and culture are associated with more than just national identity (Helm & Guth, 2010; Kramsch, 2006). Through the web, increasing globalization started a process of redefining culture to match the complexity of the modern world (Bhabha, 1994; Risager, 2007). For intercultural communication online, models of Intercultural Communicative Competences (ICC) have been adopted, embracing various online contexts (Dooly, 2011). Modifications of Byram's (1997) influential model of ICC have been used in research involving exchange studies dealing with intercultural competence (e.g., Belz, 2007; Elola & Oskoz, 2008, Liaw, 2006; O'Dowd, 2006). Helm and Guth (2010) suggested a framework of capturing online communication by expanding Byram's model, describing interrelated abilities in the three domains; new online literacies, ICC and foreign language learning. Hence, in this framework, Byram's work on ICC is connected to new online literacies and foreign language learning, embracing skills of interpreting events from other cultures, willingness to explore and participate in online communities, knowledge of processes of interaction and communicating online as well as cultural, literacy and language awareness. The data analysis in this study is based on the framework from Helm and Guth (2010) of extending Byram's model of ICC. Results show that working in-depth with peer response activities where comments are both given and received add to skills of commenting and writing. It is suggested that intercultural peer reviewing offers opportunities to develop critical cultural awareness in language learning and communication and by means of interacting with others.

Topic: Online pedagogy

Keywords:Interculturalintercultural exchange, wiki, blog, web-based technology

Type of Paper: RandD (30 mn)

German-French Case Study: Using Multiple Online Tools to Collaborate Across Borders

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Using Multi-Online Tools to Collaborate Across Borders Regina Brautlacht (Bonn Rhein-Sieg-University of Applied Sciences), Csilla Ducrocq (Université Paris Sud, Faculté des Sciences, Orsay, France) This paper examines how students learn to collaborate in English by participating in an intercultural project that focuses on teaching students to work together on a digital writing project using various online tools, and documents their reflections working in an intercultural context. Students from University Paris Sud Orsay and Bonn Rhein-Sieg-University of Applied Sciences participated in this digital collaboration project. In mixed groups (2 French and 2 German students), students used several

synchronous and asynchronous tools to communicate with their counterparts (Facebook, WordPress blog, WIMS e-learning platform, email, videoconferencing). Students had to produce an article together, comparing French and German attitudes about a topic they negotiated freely in their groups. Before publishing their post, students were expected to peer-review the article written by their group. Once published, the posts were commented on by the other participants of the project. The final stage consisted of voting for the best posts on the e-learning platform, WIMS. A videoconference was also organized to create cohesion between the participants. The result of the student evaluations, together with the administrative, technical and intercultural difficulties encountered during the collaboration between two vastly differing university setups is presented. The paper highlights the students' perceptions and gives feedback on some of the drawbacks encountered. While most empirical studies mainly deal with one single tool, this paper examines using multiple-tools to communicate and collaborate across borders. Quantitative and qualitative data were collected. All collaboration activities were designed to have students experience the use of different skills that are necessary to work internationally on a project. The paper highlights the students' perceptions and gives feedback on some of the drawbacks encountered. While most empirical studies mainly deal with one single tool, this paper examines using multiple-tools to communicate and collaborate across borders.

Topic: Cross sector,Intercultural ,Distance learning

Key words: online collaboration, digital writing, blogs, intercultural communication

Type of Paper: Reflective Practice (45 mn)

Developing Intercultural Competence in the foreign language classroom: Conforming to the challenges of establishing language learning

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With the increasing globalization, approaches to foreign language teaching have recognized the need to prepare learners for interactions with native speakers of the target language. Attempts have been made to guide language educators in preparing learners for intercultural interactions, such as the goals outlined in the National Standards document (ACTFL, 2011). In Europe, the Common European Framework of Reference for Languages (CEFRL, 2009) stresses the need to prepare language learners with competences that go beyond linguistic ability to include social and cultural aspects. In particular, the CEFRL has openly advocated for the need to incorporate intercultural communicative competence (ICC) as an ability that is central for communication with people from other cultures. However, as Byrnes (2002) points out, the language profession has not made explicitly clear the deep connection that exists between linguistic ability and cultural knowledge, an aspect that tends to be overlooked or simplified by researchers in the area of ICC. Numerous studies that demonstrate the development of ICC in alinguistic terms abound (Basharina, 2007; Liaw, 2000, 2006, 2010; Kim, 2011), and there are

some studies (Belz, 2002, 2003) that explicate ICC in linguistic terms. Nonetheless, the connection between ICC development and language learning remains unclear. This study analyzes the linguistic production of intermediate learners of Spanish in an immersive online environment designed for the development of ICC. In this study, 42 university students were exposed to cultural materials from four Hispanic countries (Argentina, Spain, Colombia, Chile) concurrently over a period of 16 weeks. The investigation focused on three research questions that aimed at the study of participants' (a) development of ICC, (b) production of country-specific vocabulary terms in online discussions, and (c) perceptions of the approach followed and the use of the cultural materials. Data consisting of 941 postings to 8 discussion forums was analyzed quantitatively and qualitatively. The postings were first analyzed qualitatively to determine development of ICC following Byram's (1997) model. Second, vocabulary words presented in the cultural materials from all four countries that were used by participants were compiled and analyzed quantitatively to determine vocabulary usage. Participants' ratings to Likert-scale items in an exit survey and answers to open-ended questions were analyzed using a mixed-methods approach to explain their perceptions of the method used for ICC development (i.e., exposure to materials from four countries concurrently) and the materials used. Findings demonstrated that all participants showed development of ICC, and all four dimensions of ICC (Byram, 1997) were exhibited. Instances of usage of country-specific vocabulary were found. However, not all participants were able to produce vocabulary presented in the cultural materials. Overall, participants had positive reactions about the approach followed and materials used. Pedagogical implications of the study point to the need to provide learners with opportunities for contrast of dialectical variations. Participants expressed an increase in their awareness of the linguistic variations of the four countries in terms of vocabulary usage and phonetic differences.

Topic: Intercultural

Keywords: intercultural competence, online environment, Spanish, dialects, vocabulary usage

Type of Paper: RandD (30 mn)

Adapting to the medium of delivery and collaboration features in a CMS: An analysis of learners' perceptions in online writing assignments

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Today, course management systems (CMSs) are the preferred form of delivery of content in higher education, especially in developed countries. However, the implementation and use of CMSs convey advantages, challenges, and limitations. Course objectives and organization may be highly influenced by the features and affordances possible with the CMS used (Anderson, 2008). In this presentation we will describe an approach incorporated in online writing assignments in intermediate Spanish courses. With the integration of a new CMS, the courses needed to be re-designed to adapt to the new platform (Blackboard 9) and to allow for the incorporation of the available features for collaboration. In addition to the incorporation of collaborative tools, course writing objectives and assessments were revised. The approach aimed at facilitating collaboration and communication among students when engaged in peer-review writing activities. This presentation will describe (1) the creation of an online environment that

considered learner's affective needs by integrating writing activities designed with a low affective filter in mind (Krashen, 1982); (2) accessibility to online content to promote interactions between student-student, instructor-instructors, and student-instructor; (3) the integration of discussion forums as an opportunity for peer-review during the editing process; and (4) the integration of interactive grading rubrics across sections of the same course in the CMS to foster greater student awareness of the assessment methods. The approach and integration in the CMS were evaluated by analyzing learners' judgments and perceptions of the method used and its effectiveness. The study followed a longitudinal approach that took place over the course of two semesters. 115 students enrolled in two sequential courses of Spanish 201 and 202 participated in the study. 3 surveys containing Liker-scale items and open-ended questions were administered in each course during the semester, 16 weeks: at the beginning, at week 7, and at the end of the semester. Participants' responses to the surveys were compiled and analyzed quantitatively and qualitatively. Quantitative information derived from responses to Liker-scale items was used to establish general trends in regard to participants' impressions about the approach followed in the online writing assignments, judgments about peer-review activities, and usefulness of collaboration. Answers to open-ended questions were compiled, and responses were analyzed for content to help explicate the general trends encountered in the quantitative data. Findings show that students' perceptions about the approach used, effectiveness, and preferences for peer-review activities changed over time. Overall, students' perceptions of the approach were positive. However, findings showed that the medium of delivery affected the perceptions that participants developed. Students reported an increase in awareness of their proficiency level as a result of the collaboration and interactions in the online writing assignments.

Topic: VLEs, Student experience, Courseware design, Distance learning

Keywords: collaborative learning, course management systems, learners' perceptions on learning, writing

Type of Paper: RandD (45 mn)

Are you a digital citizen?

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The purpose of this presentation is to introduce a newly developed online diploma course called, 'E-literacy for contemporary society' for undergraduates at an Australian university. There is a need to prepare students for increasingly complex demands of both higher education and the professional workplace in the digital age. A successful undergraduate student today is expected to leave university with extensive digital literacy skills associated with learning, research, information management, communication and collaboration skills. The course provides students with an introduction to those core learning literatures and related digital practice skills that are necessary for successful engagement with contemporary university undergraduate study and the professional workplace. The course is designed for 15-week with five topics:1) ICT literacy, digital rights and responsibilities, 2) digital practices in the tertiary education contest, 3) Media literacy, digital communication and collaboration, 4) Digital practices in the workplace, and 5) Digital citizenship. The goal of this course is to facilitate students to adjust to the rapidity of change within 21st century digital technology environment by self-regulating their own learning, developing investigative strategies, and using digital tools to participate in computer supported collaborative networks. The research question is as follows: To what extent does

this online course enable students to meet course objectives? Based on action research, the data is collected from observation of students' engagement, students' work and performance (i.e., written and spoken form messages, assignments, emails, twitters, etc.) included interviews with a lecturer, an examiner and students. The data analysis from the qualitative research supports the conclusion that the course, which is based on the principle that the students should discovery, capture, evaluation and application of Open Educational resources for themselves, positively influenced undergraduate students' learning. Also, the course seems to have strong potential to function effectively as a content-based instruction (CBI) course in an online English for Academic Purpose (EAP) if the following results from this study are taken into account. Frist, guidelines and instructions should be open enough to allow students to develop their own skills at their own pace. Task instructions that were too specific were not appropriate for learners with different technical background, experience and learning environments, whereas flexible ones did prove effective. Second, assigning a clearer instructional role for each digital tool is necessary in order for them to function more effectively. In other words, it needs to understand the tools better so as to use the tools more effectively. Third, an emphasis on the personal assessment of academic self-efficacy, associated reflective practice, and resilience held students' attention more than other motivating elements, such as visual attractions or advanced technology. Students improved time management skills and developed investigative strategies at their own pace. Fourth, identifying students' needs and giving them tasks associated with that motivated them, and also helped them understand how to integrate technology into their learning and practice.

Topic: Student experience, Self access

Keywords: E-literacy, E-learning, Content-based Instruction, Action research

Type of Paper: Poster

A collaborative framework for sharing less commonly taught languages across institutions

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Columbia University, Cornell University, and Yale University have developed a collaborative framework for teaching the less commonly taught languages (LCTL) through videoconferencing and other distance learning technology. Among the notable academic strengths of our institutions has traditionally been the depth and breadth of language offerings made available to students, with annual course offerings in well over 100 languages across the three campuses. However, it has become increasingly difficult to maintain this diversity of languages due to a number of factors, including the loss of federal funding opportunities and institutional budget cuts—a crisis that has affected many institutions across the United States. We have therefore created a shared model of instruction for the less commonly taught languages that is designed to address the specific pedagogical needs of a highly interactive classroom and which offers a synchronous, interactive and learner-centered environment intended to closely emulate a regular language classroom. These are not "online" computer-based courses. The courses are taught 'live' by an instructor at the sending institution, and students at the receiving institution are expected to attend a regular class in a designated classroom. At the receiving

end, students see the teacher and are able to interact via videoconference and other technologies with him/her and the other class of students. Thus far, we have offered 8 languages, including Romanian, Bengali, Modern Greek, and Yoruba, with more scheduled for a later inclusion. Among the main objectives of the project are: a) Expand course enrollments in the LCTL. b) Increase the menu of available languages at each institution. c) Fill existing curricular gaps. d) Strengthen existing curricula. e) Share best practices for the teaching of LCTL among institutions. f) Develop a sense of community among LCTL instructors. In this paper, we will reflect on the benefits and challenges of the model and of the project in general, including the pedagogical, technological, and administrative issues that we have addressed. We will also report on our ongoing evaluation of the project, in which we seek to assess the quality of the educational environment and gain insight into the learning process and learning outcomes. In particular, we are trying to learn more about how the distance learning environment affects the educational experiences of instructors and students, both positively, in terms of the potential benefits, and negatively, in terms of the challenges and limitations that they have dealt with. Among the questions that we will address are: How do instructors adapt their teaching to the technology-mediated environment? Is there a qualitative difference for students at sending institutions versus receiving institutions? What are the learning outcomes of students enrolled in foreign language courses through distance technology? How do these compare to students enrolled in the same languages in a regular classroom environment?

Topic: Lesser taught L.

Keywords: LCTL; foreign language instruction; distance learning

Type of Paper: Reflective Practice (30 mn)

The crossroads of second language acquisition and 3-D multi-user virtual environments: A mixed methods design

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Even though research has shown that the unique features (e.g., immersion, avatar presence, simulation) afforded by Second Life (SL), a three dimensional virtual environment, have the potential to boost learners' motivation, engagement and virtual identities (Cooke-Plagwitz, 2008), the link between EFL learners' second language acquisition (SLA) in task-based interaction and virtual learning in SL is still not connected in the current SLA literature (Peterson, 2006). Also, a full-blown virtual language course designed under the task-based language teaching (TBLT) framework has not yet been documented in SL literature. As such, two major research questions are raised: 1a. To what extent do EFL learners employ communication strategies to negotiate meaning during task-based interaction via voice chat in SL? 1b. What are the quality and quantity of EFL learners' oral production during their language practices in a task-based virtual class? 2. What are students' perceptions about using avatars to practice English and participate in a task-based virtual class in SL? Situated in cognitive interactionist theory (Long, 1981, 1983) and driven by task-based language teaching (TBLT) (Doughty & Long, 2003), this study employed a concurrent mix-methods design to better answer research questions quantitatively and qualitatively. Nine adult EFL learners worldwide were recruited in SL to participate in this 10-session virtual class. Students used avatars to interact with peers in simulated real-life tasks via voice chat. Quantitative data were collected through students' oral production in communicative tasks to examine their language patterns during negotiated interaction, and their linguistic performance measured by complexity and accuracy. Qualitative data were gleaned from students' journal entries, survey

responses, and a focus group interview—triangulated with the researcher's teaching observation blog. Quantitative results showed that confirmation checks, clarification requests and comprehension checks were the three most frequently used strategies. Other types of strategy use were also found. Following Varonis and Gass's (1985) framework of negotiation of meaning, two types of negotiation routine were also identified: single-layered trigger-resolution sequence and multi-layered trigger-resolution sequence. Additionally, the interrelationship among task types, negotiation and strategy use was also established— jigsaw task prompted the most instances of negotiation and strategy use whereas opinion-exchange task triggered the least. Adapting Yuan and Ellis's (2003) framework of T-units measures, results indicated that EFL students had a statistically significant improvement on grammatical complexity on the levels of syntactic complexity and variety as well as on linguistic accuracy across all measured levels. Using grounded theory approach (Corbin & Strauss, 1990), three core themes emerged from qualitative data: 1) perceptions about factors that impact virtual learning experience in SL, 2) attitudes toward learning English via avatars in SL, and 3) beliefs about the effects of task-based instruction on learning outcomes in SL. Results revealed that students perceived SL as a viable platform for learning, owing to its conspicuous features, immersive simulation, augmented reality, tele/copresence afforded by SL. Their masked identities through avatars also allowed them to "take risks" in speaking English without feeling same shyness and embarrassment as would they in a real-life conversation discourse.

Topic: VLEs, SCMC, Online pedagogy

Keywords: Second Life, Communication Strategies, Task-based Language Learning

Type of Paper: Research (45mn)

Model for Virtual Immersion MACRO Project: Collaborating Across the Americas

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The "Dual Immersion Project" has evolved within the Jesuit University Network of The Americas AUSJAL- AJCU. AUSJAL- AJCU Jesuit Consortium is comprised of 58 Jesuit universities representing fourteen countries in Latin America and the USA . These organizations central charge consists of creating a network of universities with a shared identity, a shared leadership, and a common strategy toward the educational and social transformation of our world. The Dual Immersion project is AUSJAL- AJCU is the largest of the Network's programs. From its period of inception 6 years ago, it has seen explosive growth. Dual Immersion began with 10 universities from AUSJAL and AJCU with approximately 450 student participants. The project now counts 22 universities, more than 8,000 students and over 140 collaborating faculty, project coordinators and educational technology specialists. All streamline their mission collectively to achieve success in program development and Exchange Sessions. Exchange sessions follow three different models: "desktop to desktop" in the classroom; a mix of in class and language lab; and the autonomous model, in which students interact entirely outside of class. In addition, many schools hold virtual cultural events, which are large webinars with a cultural

focus to involve multiple communities of people. The target languages are Spanish and English. Quarterly meetings and reflections, professional development, and supported academic research around language proficiency and intercultural competency and interdisciplinary learning are central supports the community offers one another to support its sustainability. This paper will discuss the evolution of this successful Macro Project, lessons learned through experience and best practices in online community development, coordination, collaboration and administration.

Topic: VLEs, SCMC, Challenges, Student experience, Cross sector, Distance learning

Keywords: CALL, Telecollaboration, Virtual Immersion, Online Language Exchange, Macroproject, Online Community Development

Type of Paper: Reflective Practice (45 mn)

Online role-plays: combining situational and interactional authenticity in foreign language learning

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Role-plays have been almost ubiquitous in foreign language classes and their potential has been widely recognized. In the last decade, the dissemination of Web 2.0 has created a wide range of possibilities for this type of activities, including conducting online role-plays between institutions, the opportunity to combine synchronous and asynchronous communication tools and also articulate online with face-to-face interactions. We can then say that online role-plays enhance discussion, dialogue and negotiation between participants, who assume specific roles with the ultimate goal of collaboratively creating something new. Online role-plays are first and foremost a social process in which knowledge is emergent and results from interactions between participants. It is also an activity that mirrors contextualized everyday situations and students are faced with new information, promoting, research and reflection, thus enhancing autonomy. Another worth mentioning aspect derives from the fact that this is an interactive activity that focuses on problem solving, allowing students to be confronted with multiple perspectives that, in turn, imply an active involvement in communication and negotiation processes. Within a dialogical and dialectical perspective of English language learning, the following research question was developed: How to integrate online role-plays in English language learning in higher education in order to enhance the development of communicative competence? In order to answer the research question, an action research project was carried out, according to the model proposed by

Stringer (2007), and an online role-play was implemented over six weeks, in the English II course unit from the degree in Tourism at the Polytechnic Institute of Viseu, Portugal. In this study, students, adopting specific roles were asked to organize a trip to London, thus seeking to achieve both an actional and interactional goal. Research findings point to improvements in language skills, especially in terms of vocabulary range and control, grammatical and sociolinguistic awareness, and also to more autonomy on the part of students.

Topic: VLEs, CALL in schools, Distance learning

Keywords: English as a foreign language, interactional authenticity, online role-play, situational authenticity, Web 2.0

Topic: RandD (30 mn)

E-learning for language teachers: Lessons from experts in five countries

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The presenters are two EFL university teachers based in Japan who will describe a research project to find out how expert e-learning teachers carry out their pedagogical practice. We visited institutions in five countries in order to examine facilities, observe lessons and interview teachers. From the observational data and interview transcriptions we describe a range of teaching approaches and e-learning tools which other teachers can learn from. The 2012 NMC report on higher education (Johnson, Adams and Cummins 2012) draws attention to how new digital models of learning, such as online and hybrid, are emerging to challenge traditional methods; but the report also claims that few schools or educational systems are being re-fashioned to suit digital education and that there is widespread resistance to change. Our position is not that of either 'resisters' or of e-learning experts but of concerned teachers who wish to keep up with the rapid technological changes that we see happening today. What we want to do is acquire a comprehensive overview of what e-learning expert teachers are doing and then assess to what extent we may be lagging behind. We wished to investigate contexts and systems in different countries in order to gain as wide a perspective as possible. From June 2012 to March 2013 we visited institutions in five countries (Australia, Japan, New Zealand, Singapore and the UK); we observed facilities and lessons in which digital technologies were used and interviewed teachers. The visits and lesson observations were written up in the manner of 'thick description' which provided background context for a qualitative analysis of the interview transcriptions. This resulted in the identification of three key themes: use of e-learning tools; teaching approaches and roles; and, institutional issues. Although there was no one model for e-learning there were some similar tendencies

that linked our experts together. These included their use of learning management systems; their use of web 2.0 tools to engage students in collaborative projects; a focus on learning outcomes that could be uploaded to the internet; the use of a variety of teaching methods but a preference for a social constructivist approach; and, the increased necessity to provide feedback to students. It was reassuring for us to learn from these expert teachers that it is not too late to embrace in modest and appropriate ways the opportunities that e-learning can provide. In the presentation we will describe different teaching implications arising from the study such as how to use technology to solve teaching problems, the use of Web 2.0 tools to meet specific learning objectives, and different ways to assess student performance. Reference Johnson, L., Adams, S., and Cummins, M. 2012. The NMC Horizon Report: 2012 Higher Education Edition. Austin, Texas: The New Media Consortium.

Topic: CALL in schools,Teacher education

Keywords: e-learning, tertiary education, qualitative research

Type of Paper: Research (30mn)

The importance of collaborative work in order to improve the current educational paradigm

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Collaborative projects have been discussed by different authors worldwide with a view towards underlining the advantages and the need for urgent changes in the teacher's role regarding the factors that mediate the teaching-learning processes. When analysing these factors, it should be borne in mind that the interactive and collaborative tools which young people use on a daily basis outside the classroom in today's digital era, which are not present in more traditional teaching approaches, can improve the students' learning experience in the classroom. This was one of the main goals of the national project "M-Learning: An Innovative Implementation", funded by CAPES (the Brazilian federal agency for the support and evaluation of graduate education), within which a life-long learning online course was offered to in-service teachers from the Brazilian public school system across the whole country. The methodology of the course focused on collaborative activities aimed at enhancing the search for new learning objects to be used with their students, the improvement of the classroom dynamics and the reflection on the need for behavioural and attitudinal changes in order for teachers to be able to cater for the needs of young students born in today's digital era. Based on the analysis of the interactions of the teachers who took the course, this paper points out the main factors that foster the emergence of collaborative behaviours among teachers. After an in-depth literature review and in light of the findings of this study, it can be concluded that it is essential to provide teachers with opportunities to reflect on their practice and to come up with ways to improve their teaching by taking advantage of the

opportunities of peer and teacher-student interactions and collaboration brought about by ICT. In this way, a new and more effective and efficient paradigm will emerge in the context of teachers' professional activities, which in turn will help improve the current learning contexts in nowadays' contemporary societies in which teachers are responsible for the quality, relevance and variety of the learning opportunities they provide their students with.

Topic: Distance learning

Keywords: collaborative work; teaching innovation; education in the digital era; teaching technology.

Type of Paper: Poster

The use of discourse markers in L2 in face-to-face vs. computer mediated communication settings.

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By comparing the use of discourse markers (DMs) in L2 during face-to-face and computer mediated communication, the study aims at highlighting the effect of the machine medium on some features of the conversation structure. In the last decade, for their relevance in maintaining coherence and in engaging interlocutors during conversation, the use of DMs in native and non-native production has attracted a growing scientific interest. Concerning L2 DMs' use, several studies (Lee 1999, Pellet 2005, Hellermann/Vergun 2007) suggest that more proficient learners employ more DMs than less proficient ones and that the functions which DMs display are different. The analysis of functions, type and position of different DMs in Swedish learners of Italian as a FL (Bardel, 2004) has shown that most frequent non-lexical DMs (e.g. eh, hm, mhm) are produced either in turn-initial positions or for keeping the turn, thus showing difficulties in discourse planning. Furthermore, non-lexical units are employed to request clarification and to show attention. Form, frequency and function of DMs have been investigated in Croatian L1 Italian learners (NigoeviE/SuEiE, 2001). The research relies on data collected during interviews and shows that advanced learners of Italian as L2 use different DM such as fillers, mitigating devices, agreement/assessment and turn taking signals. A previous research on computer mediated communication employing Voice Over Internet Protocol software (i.e. Skype) (De Marco/Leone 2012) has confirmed that non-lexical DMs are more frequent in less proficient speakers and that upper-intermediate Italian L2 speakers use a large variety of lexical and non-lexical DMs, in particular assessment and acknowledgement signals. Data are video transcribed conversations during which university students (L1: English and German, two speakers B2 level of proficiency and one A2 level of proficiency) talk with a native speaker of Italian in face-to-face and computer mediated settings. Since a previous study stressed (De Marco/Leone 2012) that task variables (i.e. topic choice) may have an impact on the overall organization of DMs, for the current analysis two conversational topics, i.e. self

presentation and a topic chosen by the non-native speaker, will be considered. For each pair, data are collected during two different meetings: meeting 1 consists of a free discussion for mutual self presentation; meeting 2 is a conversation on a topic chosen by the Italian non- native speaker. The following research questions will be addressed: - Do DMs have the same frequency in face to face and in computer mediated communication? - Which are most frequent DMs in the two settings? - Do DMs have the same distribution in face to face and in computer mediated communication? - Does task-type have an impact over the frequency, function and distribution of DMs? Data analysis will highlight DMs' forms used frequently (i.e. lexical and non-lexical ones) and will identify their functions considering their impact on the conversation flow (i.e. Does the signal occur at or near transition space? Does it determine movements in the conversation structure opening a new turn?).

Topic: Distance learning

Keywords: telecollaboration, teletandem, tandem, computer mediated communication, face to face communication, discourse markers

Type of Paper: Research (45mn)

Developing phonological awareness in blended-learning language courses

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This study is based on Second Language Acquisition through blended learning and explores the application of new educational technologies in the development of distance education. In particular, the paper focuses on ways to enhance oral, aural, and intercultural skills through learners' engagement, develop authentic social interaction and intercultural awareness in virtual environments and at the same time actively engage the students' powers of perception, communication and reasoning. In this study we introduce a speech visualization technology which is specifically tailored to pronunciation training, and provides relevant and comprehensible visual feedback of all three components of speech: prosody-intonation, stress and rhythm. We analyze the intonation of 14 beginner students of Italian enrolled in an online course. Students worked with the assistance of computer technology which allowed them to see (graphically) as well as hear both out-of-context sentences and sentences which are part of coherent discourse-level intonation. We will argue that this makes it possible for students to understand and learn how to apply intonation for their real communicative needs. Very often this technology is used to teach or enhance traditional sentence-level pronunciation, encouraging sentence level practice and even focusing on grammatical forms. We would argue that sentence-level practice is insufficient to teach how intonation is used in connected speech. The advantages of the visual presentation of intonation are that it allows the transposition of an auditory gesture of a specific linguistic community into a visual gesture capable of being decoded by a universal semiotic community. In this paper we stress that the achievement of successful communication should be the main objective of a second language learner, while overcoming of the foreign accent can be deemed as a secondary goal. A strong or incorrect placement of word stress may impair understanding - from the listener's point of view- of the word(s) being pronounced. On the other hand, acquiring correct timing of phonological units helps to overcome the impression of foreign accent, which may ensue from an incorrect distribution of stressed vs.

unstressed stretches of linguistic units such as syllables or metric feet. For these reasons our study looks at how to improve a student's performance both in perception and production of spoken Italian prosodic features, which include the correct position of stress at word level, the alternation of stress and unstressed syllables, the correct position of sentence accent, the generation of the adequate rhythm from the interleaving of stress, accent, phonological rules, and the generation of adequate intonation pattern for each utterance related to communicative functions. The choice of the two languages in contact is determined mainly by the considerable prosodic distance between English and Italian. The phonological system (which in turn is bound by the vocabulary of the two languages) and the vocabulary will determine the phonotactics and all suprasegmental structures and features. Correcting the intonational foreign accent is an important component of a prosodic module for self-learning activities, as categorical aspects of the intonation of the two languages in contact, L1 and L2, are far apart and thus neatly distinguishable.

Topic: VLEs, Managing, Distance learning

Keywords: speech analysis tools, intonation, interaction, Italian, e-learning, blended learning, second language acquisition, phonology

Type of Paper: RandD (30 mn)

Using mobile devices for language learning in a higher education distance learning context: motivations and behaviours.

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Using mobile devices for language learning in a higher education distance learning context: motivations and behaviours. In our Department, we have always been keen to explore the use of new technologies to deliver our language modules more effectively and dynamically. As mobile learning is playing an increasingly significant part in distance learning and e-learning, we set out to explore the motivations behind the use of mobile phones, tablets and such devices for language learning. In this project, we are running a survey over a selection of our language modules covering all levels from Beginners to Advanced and most languages we currently offer. The survey will be repeated over the next two years, in order to assess any change in practices and motivations. The aim of the research is to look into students' motivations and behaviour regarding the use of mobile devices for language learning and to find out how mobile devices feature in language learning habits. We are particularly interested in students' motivations for using mobile devices to learn the language they are currently studying. How did they get started? Has their motivation changed since they began using the device for this purpose? We are also keen to find out whether their use of mobile devices for language learning evolves and what mobile language learning materials, services or resources they would like to have available to them in

the future as part of their studies. In addition, following investigation done in previous projects, we are also looking further into students'learning habits with mobile devices. Are mobile language learning activities an important and planned routine feature in their language learning? Or on the contrary are they more random and opportunistic? Are students spending more time on language learning as a result of using mobile devices? We will give an account of the current situation regarding the use of mobile devices for language learning in our university, and report on the first round of findings of the project in the context of recent developments in mobile learning at institutional level.

Topic: MALL, VLEs, Student experience

Keywords: mobile learning, distance learning, language learning

Type of Paper: RandD (30 mn)

Telecollaboration in Historical Spaces. Inservice and preservice foreign language teachers imagine future roles for online intercultural exchanges.

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In recent years, the growing availability of internet connected devices and the widespread use of computer mediated communication appear to have reduced barriers to a potential 'normalisation' (Bax 2003, O'Dowd 2010) of online intercultural exchanges (OIE's) in foreign language classes. However, if informal and professional communication has been transformed by digital technology, classroom-based foreign language education has largely remained in a "walled -garden" or an analogue mode. Mentoring of OIE's could be facilitated by students bringing their personal digital devices to a wifi equipped class, but this might also result in unwelcome disruption (Conolé 2008) of teaching space.The use of Web 2.0 and informal social networking sites to set up 'Telecollaboration 2.0' projects (Guth & Helm 2010) could facilitate communication between learners but boundaries between personal and professional spaces might become uncomfortably blurred for both teachers and learners. More complete integration of OIE's into classroom practices may necessitate a radical rethinking of both teacher and learner roles. While many teachers and learners may now accept some pedagogical benefits of OIE's, they may be ill-prepared either to invest time in such exchanges or to transform their practices to take full advantage of their virtual partners. Perhaps more complex cultural obstacles are at play here preventing OIE's from becoming a 'core' rather than a 'peripheral' (O'Dowd 2010) element of foreign language education. The 'C' OIE project seeks to 'build bridges' between formal and informal spaces, and to enable 848 learners from a British university (BU), a French university (FU) and a Polish university (PU) to develop digital literacy, linguistic, intercultural and pedagogical competences. The diverse means and modes of

interaction and the large numbers of learners involved allow the members of the teaching network to reflect on the different possibilities and the challenges to integrating OIE activities into their pedagogical programs. At the same time, a small group of PU learners involved in the OIE are studying for a master in English as a Foreign Language (EFL) and have participated in the exchange as both learners and trainee-teachers. A group of 6 experienced and 6 trainee language teachers from the C project are to be selected. Using Scollon and Scollon's (2004) concepts of 'historical body' and 'historical space' as a backdrop, we will study and analyse narratives relating their past experiences and their current attitudes to technology use in and outside the classroom. A quantitative/qualitative survey will enable us to further identify their professional and informal practices. Examination of interactions during the OIE will help to confirm their technology uses. A semi-directed interview will enable us to capture and analyse their visions of the place of OIE's in their imagined teaching futures. How far will these teachers and learner/teachers' grounding in existing discourses of practice be an obstacle to future transformations in their classrooms? This study's findings may help us to better understand barriers and bridges to wider, deeper integration of OIEs in future foreign language programs.

Topic: Teacher education, Online pedagogy, Intercultural

Keywords: Telecollaboration, historical spaces, teacher perception, imagined futures

Type of Paper: Reflective Practice (45 mn)

Peer feedback and online interaction

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The implementation of information and communication technology (ICTs) tools in the English as a Foreign Language (EFL) classroom has brought different practices and types of interaction. Online interaction allows teachers and students to use the target language beyond the classroom and provides students with more time to be exposed to and use the language. This case study aimed at understanding how a group of twelve students at Universidad de la Sabana, who participated in online forums as part of the requirements of a blended, EFL course, interacted online to provide peer-feedback of written compositions. It also analyzed how online interaction was undertaken when using online forums. Findings suggest that participants raised awareness of the relevance of editing to avoid possible language problems by reviewing their peers' products and that the implementation of an online peer feedback as an assessment strategy reveals students' beliefs towards language assessment.

Topic: Student experience

Keywords: online collaboration, online interaction, peer- feedback

Type of Paper: Poster

Reflective blogs in language teacher education: facilitating identity construction through narratives

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Blogs are now recognised as valuable tools in language teacher education (LTE) programmes for conducting reflective practice, mostly replacing the traditional paper-based teaching practice diary (Yang 2009). They can facilitate teacher development as part of a wider range of on-going professional development activities (Zwozdiak-Myers 2012). As online artefacts they have the added advantage of being easily shared with tutors and/or peers where desirable or necessary. In addition, the fact that blogs are available electronically makes them an accessible and rich test-bed for linguistic analysis to explore the discourse used by the student teachers while reflecting on their practices. Such research can further our understanding of teacher education processes and their impact. In this paper we use a corpus of teacher blogs to specifically trace how identity is constructed through the written narratives produced across four student cohorts on an MA TESOL programme. Identity has been referred to as 'the outcome of processes by which people index their similarity to and difference from others' (Johnstone, 2008: 151), and language is recognised and advocated for the projection of identities (Worthram, 1996; DeFina, 2006). It has been suggested that in language teacher education contexts '[i]ndividuals may tell narratives in order to entertain, to resolve tensions, to justify or explain their actions, to demystify and make sense of life events, to complain, to instruct, and so forth' (Vásquez, 2009: 260). Identity construction is a complex but essential activity in LTE contexts and it has been proposed that we may examine how people shape and re-shape their identities through their narratives (Georgakopoulou, 2006). Therefore, this paper examines narratives as recorded in student teacher blogs. The blogs were individual and shared only with one tutor on the programme. Drawing on corpus-based techniques, the analysis begins with an extrapolation of the narratives found, and an investigation of the topics, and in turn, evidence of reflection therein. Using a Labovian framework (for example, Labov and Waletsky 1967 and Labov 1997), these narratives are then investigated further to trace the identities projected by the student teachers through the duration of their programme. De Fina, A. (2006) 'Discourse and identity' in VanDijk, T. A., ed. Discourse Studies, London: Sage, 263-282. Georgakopoulou, A. (2006) 'The other side of the story: Towards a narrative analysis of narratives-in-interaction', Discourse Studies, 8(2), 235-257. Johnstone, B. (2008) Discourse Analysis, UK: Blackwell Publishing. Labov, W. (1997) 'Some further steps in narrative analysis', The Journal of Narrative and Life History, 7(1-4), 1-41. Labov, W. and Waletzky, J. (1967) 'Narrative analysis' in Helm, J., ed. Essays on the Verbal and Visual Arts, Seattle: University of Washington Press, 12-44. Vásquez, C. (2009) 'Examining the role of face work in a workplace complaint narrative', Narrative Inquiry, 19(2), 259-279. Wortham, S. (1996) 'Mapping participant deictics: A technique for discovering speakers' footing', Journal of Pragmatics, 25(3), 331-348. Yang, S. H. (2009) 'Using blogs to enhance critical reflection and community of practice', Educational Technology & Society, 12(2), 11-21. Zwozdiak-Myers, P. (2012) The Teacher's Reflective Practice Handbook, Abington and New York: Routledge

Topic: Teacher education

Keywords: Blogs, language teacher education, reflective practice

Type of Paper: Research (30mn)

Error Correction and Learner Autonomy in the EFL Writing Class

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Error correction in the EFL writing curriculum is a practice both teachers and students agree is important for writing proficiency development (Firkins, Forey, & Sengupta, 2007; Van Beuningen, De Jong, & Kuiken, 2011). This presentation is inspired by research that suggests student dependency on teacher corrective feedback yields few long-term benefits for the developing writer. (Bruton, 2009; Lee, 2004). Encouraging the learners to view mistakes as part of the learning process needs to be followed up with post-writing activities that help them become more accountable and more autonomous in develop accurate texts. In this presentation I will show how I use technological resources to scaffold the learners to approach to error correction that has positive knock-on effects for writing accuracy. Bruton, A. (2009). Improving accuracy is not the only reason for writing, and even if it were…. Journal of Second Language Writing, 37(4), 600–613. doi:10.1016/j.system.2009.09.005 Firkins, A., Forey, G., & Sengupta, S. (2007). Teaching writing to low proficiency EFL students. Elt J, 61(4), 341–352. doi:10.1093/elt/ccm052 Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. Journal of Second Language Writing, 13(4), 285–312. doi:10.1016/j.jslw.2004.08.001 Van Beuningen, C. G., De Jong, N. H., & Kuiken, F. (2011). Evidence on the Effectiveness of Comprehensive Error Correction in Second Language Writing. Language Learning, 62(1), 1–41. doi:10.1111/j.1467-9922.2011.00674.x

Topic: VLEs

Keywords: corrective feedback, writing, grammar

Type of Paper: Reflective Practice (30 mn)

The effects of topics on the development of 'Critical Cultural Awareness' in intercultural communication using the ICC Forum: Chat, PPT presentations, and movies exchanged by Japanese and non-Japanese students

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The Ministry of Education in Japan started the Project for Promotion of Global Human Resource Development in 2012, which is a funding project that aims to overcome the Japanese younger generation's "inward tendency" and to foster human resources who can positively meet the challenges and succeed in the global field (Retrieved from http://www.mext.go.jp/english/highered/1326675.htm, 29th Nov. 2012). As this project shows, Japanese university students are expected to get more internationalized. However, the number of

Japanese heading overseas to study fell in every one of the four years to 2008, dropping from 82,945 in 2004 to 66,833 in 2008 (Retrieved from the Japan Times online on Jan. 6, 2011 http://www.japantimes.co.jp/text/nn20110106f1.html). To make Japanese university students more internationalized in this situation, the course using the Intercultural Communication Forum (ICC Forum) started in 2012, which was designed by authors and a technician. Japanese university students communicated in English with other Japanese students and foreign students through presentations and discussions using ICC Forum for about three months. This study explored what kinds of topic and contents of presentations students got more interested in, and how effectively these topics and contents worked for participants to get Critical Cultural Awareness through examining students' diaries and essays. Critical Cultural Awareness is defined as 'an ability to evaluate, critically one's own and other cultures and countries' (Byram, 1997: 53). The presentations started with students' self-introduction, and then they researched on their own culture or other cultures for further presentations. They chose their favorite topics concerning China, Korea, Russia, or Japan by themselves to make presentations in English on ICC forum with PPT files and movies. Students chose the topics of their presentations freely because the tendency of their choice needed to be examined. Some foreign students such as Chinese, Korean, Brazilian, Indonesian, Spanish, or others, as well as Japanese students also exchanged their comments and questions. Japanese participants were asked to complete two diaries in the middle and the end of the term, and to write an essay as a term examination. The questions in each diary included 'what presentation was the most interesting?', 'what did you learn from this presentation?', and 'what do you think about this presentation?'. They also wrote essays about what they thought about foreign countries and cultures after taking this course. Data collected through these diaries and essays were analyzed to find out what topics would motivate students to compare their own culture with foreign cultures to find out the differences and similarities between their own ways of thinking and other foreign students' for further development of materials used on the forum site.

Topic: Intercultural

Keywords: Critical Cultural Awareness, ICC Forum, presentations, intercultural communication

Type of Paper: RandD (30 mn)

E-xperience Erasmus - does online journaling enhance students' learning during their study year abroad?

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Students who spend a study year in a partner university abroad experience many new challenges – foreign language, different culture, new university, different academic practices and social supports (Stevens, Emil & Yamashita, 2012). Framed within an interpretivsit paragdim, this case study explores whether the maintenance of an online journal and the submission of monthly activities can support the students' engagement with the transformational learning that is aimed to take place during the study year abroad. More specifically, the research is a pilot study undertaken in the Dublin Institute of Technology (DIT) for students in the BA International Business & Languages who spend a compulsory full academic year on an Erasmus study visit. Assessment methods for the year include the results of the modules taken in the partner universities, a language examination and the submission of a country notebook. The online journal and the monthly reflective writing submissions that are at the heart of this research are mainly aimed at supporting students in their new learning experiences, providing them with

regular online feedback on their progress and enhancing their final reflective paper submission. The technology used is Wordpress, a free blogging facility, external to any Learning Management System but commonly used by SMEs and voluntary organisations. The cohort of students is small and limited to those who are currently in France, spread across five different locations. Data is being gathered through documentary evidence, field observations, questionnaires and phone interviews. This mixed methods approach will yield rich qualitative data that will be analysed to develop an understanding of the processes at stake in enhancing students' engagement with their experience abroad. The outcome of this research will be of interest to the DIT in terms of the systems that can be implemented to better support our students in achieving the required learning outcomes while they are abroad. Nationally or internationally, this study is of interest to Erasmus/international coordinators and educational institutions whose programmes include a study visit or even a placement component. The research brings insights on the intricacies of implementing an online journal aimed at enhancing students' learning while abroad. The advantages and challenges for the online journal technology used is provided along with an outline of how the students' reflective writing skills were scaffolded. Also of interest is the development of a rubric specifically designed to provide online feedback to the students' monthly reflective writing activities.

Topic: VLEs, CALL in schools, Online pedagogy, Courseware design

Keywords: e-learning; international students; erasmus; study abroad; online journal; reflective writing

Type of Paper: RandD (45 mn)

Developing professional expertise using online communication tools: teachers considerations when designing online activities for dyslexic language learners

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This paper relates to a staff development project aimed to develop the professional skills of language teachers in distance higher education in relation to the teaching of modern languages to students with dyslexia through collaborative task design and shared good practice using a range of online tools. The subject of dyslexia and modern language learning has attracted a great deal of interest in the last few years in relation to young learners of EAL (English as an additional language) in schools. There are however only a few projects investigating the challenges that MFL teachers at HE encounter when it comes to finding effective methods and strategies to support individual adult learners. Teachers do not often feel prepared or properly supported to teach dyslexic students, but they have excellent practice on language teaching and strategies which, when focused on that direction, can be applied to their dyslexic learners. This paper reflects on the adoption of open educational practices (OEP) as a motivating factor for teachers to develop expertise and knowledge in the subject, and by doing so, it provides an example of what Seely Brown and Adler called the process of "acculturating into a community of practice" (2008:19), which supports them in their work with dyslexic learners. The paper also analyzes the process

of collaboration and the implications of engaging with the online medium in the production of teaching strategies and learning resources aimed at dyslexic learners of modern languages.

Topic: Teacher education,Online pedagogy, Distance learning

Keywords: Teacher training, collaborative task design, Open Educational Practices

Type of Paper: Reflective Practice (30 mn)

Research at EUROCALL: 20 Years of Progress?

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This paper will examine the abstracts of all the papers delivered at EUROCALL since the first formal conference at Hull in 1993. It will seek to answer the following research questions: What areas of CALL research have been studied? Have the research areas studied changed? How have research priorities changed? To what extent has research in CALL matured? The author has been present at each conference and is in a position to evaluate the papers in the light of the prevailing intellectual climate and the current technological developments of the time. To answer these questions a quantitative analysis will chart the range of research areas covered, the relative progression of these areas of research to each other, the disappearance of some areas and the arrival of others and those areas that have remained a continuous preoccupation. One valuable indicator will be the conference titles and the target themes headlined for each year. It will comment qualitatively on the abstracts, (including those of the Plenary speakers), on research values and rigour, and on innovation. In most cases it will not be possible to have access to the papers as delivered, but the abstracts should enable us to establish trends. However those papers that have appeared in RECALL or conference proceedings (after first being presented at the conference) will be considered. The paper will also seek to assess the development of various research categories such as research papers, research development papers and reflective practice papers, the use of workshops and show and tell sessions, and reflect on the significance of these categorisations. On the basis of this analysis a critical overview of CALL research at EUROCALL will be provided, not only recognising trends, but assessing the success of the vast amount of effort represented by the conferences, and passing a judgement on the quality and maturity of this area of Applied Linguistics with a view to suggesting possible opportunities and pathways for future research. It will therefore constitute, in a small way, a contribution to the intellectual history of CALL.

Topic: MALL, VLEs, SCMC, ELP, Challenges, Student experience, CALL in schools,Teacher education, Online pedagogy, Corpora, Courseware design, Cross sector, Lesser taught L., Intercultural, Managing, Distance learning, Self access, ICALL

Keywords: research; trends; evaluation; quality; rigour; development; values; maturity

Type of Paper: Research (45mn)

Extending commercial textbooks in moodle LMS environments

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What happens when commercial printed textbooks in university education are blended with in an open distance learning environment? Moodle is an open source LMS that is flexible, time-saving and efficient for monitoring student progress. It has been successfully implemented in "brick and mortar" universities where print material is heavily used, and supporting activities are becoming digitized online. Instructors have learned to extend their "teaching reach" from the classroom with moodle quizzes and other tools for outside-of-class homework. The question as to how proprietary, commercial materials can be shared and protected within moodle is a pressing concern. For this presentation, the researchers will describe and assess how three types of textbook supplements are handled in addressing the issue of sharing and protecting materials. These include: 1) Copied materials: direct transfer of printed textbook questions and activities (for example, a set of unit tests or workbook items), 2) partially original materials: locally authored items created by a classroom teacher, but using proprietary media from the publisher (audio/video/image files), and 3) Totally original materials: all texts and media are locally authored, yet inspired by copyrighted material. Three case studies using three commercial textbook series for foreign language teaching will be presented. Presently, teaching materials, quizzes in particular, within moodle are stored in the Question Bank, which draws from three Categories: 1) Course Default, 2) Miscellaneous, and 3) System. Where to place questions in the Question Bank's categories is determined by what kind of questions they are and what level of sharing is desired. However, moodle mixes the three types of materials and ignores questions of ownership and boundaries for sharing. In this presentation, we discuss these limitations and suggest possible directions for change. As things are, this set up is on the honor system where the copyright holder trusts the admin or teacher to maintain control for intended use. Publishers do not always accept this, and the future may hold a "Lock and Key" system, much like apps are available on smartphones, for distribution and use of moodle-ready proprietary materials.

Topic: Online pedagogy, Managing, Distance learning

Moodleizing proprietary materials pedegogically, artistically, and legally

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This poster presentation will highlight the process that the presenter went through to reproduce and adapt proprietary materials into moodle. As a CMS/LMS, moodle has a proven track record for being flexible, time-saving and efficient for monitoring student progress. The material used came from the World Link series published by Cengage Learning and was carried out with permission. With the understanding that the language learner who frequently recirculates already familiar information will have a greater purchase on a lasting TL acquisition, the goal was to create content to compliment and expand upon the core texts for both learner and teacher benefit. Of the practical concerns was the overriding desire to express online the textbook author's original educational intent. This notion of intent includes pedagogical and artistic concerns. Both were met with critical examination of 1) what an exercise asked from the learner and what educational reward the teacher expects, and 2) how the moodle version looks and "feels" relative to the print version. While the core texts were left alone, the World Link ExamView collection, adjunct workbooks, and Video Course Books were used. The process included scanning and working with PDF files, replicating exercises within the various moodle quiz formats, mainly Cloze, Multiple Choice, and Matching. By deciding which platform was most appropriate satisfied the pedagogical aspect of the project. Where to store for delivery on demand the video, image, and audio files, and how the various pages must look with respect to device, mobile, laptop, or desktop, constituted the artistic demands of the project. Examples will show how both the pedagogical and artistic demands were met to satisfaction. In summary, moodle fit easily into this environment. Students may have an expanded educational experience that benefits both an in-class and an out-of-class focus. Online activities provide learning, review, practice, and immediate feedback at each step. Benefits: reduced workload for the teacher and improved educational outcomes for learners. Moodle has been successfully implemented at a number of institutions worldwide, and by blending print and digital materials, students and instructors alike have benefited. The moodle materials were well received by the publisher and are available accordingly.

ICTs and authentic materials as potentially powerful resources to cope with EFL students' communicative needs

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The relevance of ELT in the Spanish curriculum has visibly increased in the last decades in an attempt to cope with demands of our globalized society. Thus, the Spanish educational system has tried to follow the steps of some other pioneering countries on the field –an effort which seems inadequate as it can be inferred from our less satisfying results. As we analyzed the situation and tried to identify the key areas where improvements could be made, we realized that the approach and the materials which were being used had not evolved as fast as the reality of our students. Textbooks and some other ready-made materials rarely took into account the diversity of contexts that was present in the classroom and teachers, fixated with completing contents and finishing the assigned textbook, had little space to innovate and address the students' real communicative needs. Our study is based on a preliminary research study where we were able to observe the current EFL teaching practices, where we were able to identify the students' communicative needs – especially paying attention to problems that arose when they tried to use their oral skills–, and where we finally implemented an innovative set of activities based on ICTs and authentic materials that was supposed to match the students' profile more than other ready-made recipes. Drawing from those prior findings, our current research intends to be more comprehensive and accomplish the following goals: 1) Decide which factors are key regarding the improvement of foreign language skills, particularly oral ones – for example, a broader exposure to the language or the ability of the teacher to recreate real contexts where students may have to use the language; 2) Test the effect of a set of resources designed through ICTs and authentic materials in the development of the students' oral skills. This development will be measured in terms of their oral production, their pronunciation & fluency and their listening comprehension; 3) Decide whether those innovative resources are also able to promote the students' motivation and whether this motivation can lead students towards an autonomous learning; 4) Select those resources that prove to be more productive in order to share them through some sort of online resource platform intended for EFL teachers. This paper, which is part of a larger action research project, has been conceived as an attempt to prove the validity of the optimistic results that we had previously obtained. As we see it, the key to success in ELT depends on our willingness to adapt to the current times and to the students' profile. That is why we should foster a more innovative and student-centered model where teachers are able to focus more on their students' particular needs while providing them with some innovative materials which prove to be more meaningful, motivating and effective in what respects the development of the students' communicative skills.

eTandem as a pre-mobility project

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This presentation aims to illustrate the eTandem intercultural project promoted by our University Language Center. An intensive analysis will be given of this pre-mobility project. Not only will its goals, intercultural approach and pedagogical method be presented, but students' reactions and participation through surveys and questionnaires will also be examined. Finally, further steps and ideas for changes will be proposed. Possible guidelines, issues and tools, which are useful for the creation of an educational and technological model applicable to other languages and countries, will be suggested. 'eTandem' is a form of peer-to-peer distance learning program using new technologies that matches up Italian university students, who wish to learn English, with students in the US who are learning Italian and are preparing for a period of study abroad in Italy. It focuses not only on improving students' language competence and autonomy but also on developing their participatory skills, their cultural skills, sensitivity and awareness of cultural 'otherness' since, according to Byram "…learning language is learning culture" (Byram, 1992). Partly based on the Cultura method (Gilberte Furstenberg, 1997), this particular project lasts 6 weeks and takes place prior to the arrival in Italy of the American students who have to attend a Spring or Summer School. It represents a way to learn more about the context that will welcome them, and provides them with an economic and enjoyable opportunity to improve their language skills and to sensitize them towards the environment and culture they will encounter. Its pedagogical design and methodological approach allows students from different cultures to gradually construct together and with the help of an e-tutor, via Facebook and Moodle, a deeper understanding of each other's cultural attitudes, beliefs and values. Students are free to set the frequency of their interaction, and the tools to use to implement it, provided that they spend an equal amount of time for each language. In addition, students are invited to join the community based on a Facebook group to discuss intercultural topics in their own native language. The prompts for discussion are given weekly by the e-tutor who moderates the group and guides them through an itinerary where they acquire cultural knowledge, and reflect on behavior, strategy and motivation. Students are asked to read, observe, compare and analyze interesting sites regarding their respective cultures, exchange viewpoints with each other, comment or suggest further materials or sources to deepen the topic. At the very end of the project, not only do they have a more in-depth understanding of the nature and origin of the differences they have observed, but also they measure their own cultural awareness through a self-assessment questionnaire. "Reflection is crucial in acquiring cultural competence" (Levy, 2007), hence students are also invited to keep a "language and culture diary" in Moodle; their diaries serve to record their thoughts and what they have learned regarding their exchange (e.g. new things found out about their own culture and the other cultures, things they found strange or interesting, facts and new things about English/Italian).

Topic: VLEs, Intercultural, Distance learning, Self accesstele

Keywords: collaboration, facebook, moodle, etandem, pre-mobility,intercultural

Type of Paper: RandD (30 mn)

A Study of young language learners' interactions mediated by videoconferencing

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By providing an authentic experience with the world outside the classroom, CMC is assumed to help young language learners (YLL) develop their oral and socio-cultural skills. Thus, following Pritchard & al. who show that "students who have experienced the video-conferenced lessons have more confidence to speak in lessons; their pronunciation is generally good; they are quick to pick up new words; they have more confidence to experiment with language; in general they produce language of a higher quality" (2010, p. 217), our work seeks to bring to light students' communicative strategies when interacting with native speakers (NS) during videoconferencing sessions between a French and an English school. More particularly, it focuses on the verbal and non-verbal resources YLL draw upon when working in pairs or groups with distance partners while their teacher stays in the background. For this presentation, we will present the results of a study that relies on a collaborative project in which researchers, teacher-trainers and French and English teachers are involved. To bring to light the potential impetus to learning videoconferencing can bring, we will compare two different interactive situations. For the first one, we will analyze the production of non-native speakers dyads (NNS) having the same-L1 and will then study the same students as they are playing the same game, "the portrait game", with their English partners. Before presenting our results, we will describe the theoretical tools we use to conduct our analyses and show how we bring together notions borrowed from three main fields: distance education, research on the effects of videoconferencing on the teaching and learning process (Gruson, 2010) and the joint action theory for didactics (in particular, Sensevy & Mercier, 2007; Sensevy, 2011).

Topic: SCMC

Keywords: young learners, videoconferencing, pairwork, verbal and non-verbal interactions

Type of Paper: Research (30mn)

The preparation of multimodal feedback reports

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Multimodal feedback reports correspond to documents produced by teacher trainees in order to provide language learners with written, oral and/or visual feedback on their performance after a video-mediated online pedagogical interaction. The feedback reports under study present three characteristics: - they were produced by Master's Degree students in Teaching French as a Foreign Language as part of a two-semester long training module on online teaching ; - they were intended for B2-level students of French at a North American university with whom the teacher trainees interacted over seven online sessions via a web-based videoconferencing platform ; -they were based on the interactions that were captured by the system, kept on its server and edited by teacher trainees so as to form documents that could be later consulted by the learners. After having presented (1) the theoretical rationale pertaining to the provision of feedback and its potential for language learning (Doughty and Long, 2003; Kost, 2008; Sotillo, 2005) and (2) the platform used for this project, the present paper will examine the activity of creating multimodal feedback reports from the perspective of teacher cognition, defined by Borg (2003) as "what language teachers think, know and believe – and its relationship to instructional decisions". In order to gather data on trainees' cognition, 5 of them were asked to prepare a multimodal feedback report for their learners and, simultaneously, to describe orally to the researchers what they were doing, how and why, along the lines of the think aloud protocols (Cumming, 1990). The main hypothesis of this research is that by having access to teacher trainees' discourses grounded in an activity, some aspects of their professional identity can be uncovered. Such data provide insights into some instructional procedures such as the choice of the learner language samples selected and edited to provide individualized and multimodal feedback to learners or their decisions pertaining to the use - or lack thereof - of metalanguage. In brief, this qualitative analysis should provide elements to identify the attitudes of some of these trainees towards learner needs, linguistic accuracy, and their roles as mediators. Borg, S. (2003).Teacher Cognition in Grammar Teaching: A Literature Review. Language Awareness, 12(2), 96-108. Cumming, C. L. (1990). Expertise in evaluating second language compositions. Language Testing, 7, 31-51. Doughty, C.J., & Long, M.H. (2003). Optimal psycholinguistic environments for distance foreign language learning. Language learning and technology, 7, 50–80. Kost, C.R. (2008). Use of communication strategies in a synchronous CMC environment. In S. Sieloff Magnan, (Ed.), Mediating discourse online (pp. 153–189). Amsterdam: John Benjamins. Sotillo, S. (2005). Corrective feedback via instant messenger – learning activities in NS-NNS and NNS-NNS dyads. CALICO Journal, 22, 467–496.

Topic: SCMC, Online pedagogy

Keywords: teacher cognition; feedback; online mediation

A Facebook Project for Japanese University Students (2): Does It Really Enhance Student Interaction, Learner Autonomy, and English Abilities?

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Facebook is the most popular Social Network Service (SNS) in the world. Since Facebook launched its service in Japan in 2008, it has been growing rapidly. As a platform for a link to the world, Facebook can be also used effectively for language learning in EFL environments. The purpose of the Facebook project is, by integrating Facebook activities into English lessons, to investigate how Facebook can help Japanese university students to improve their English, and whether it can facilitate student interaction and self-motivation for learning English. The Facebook project was a one-year research. The previous study reported on the results of the first semester. It was found that the students' overall reaction to Facebook was positive and they became accustomed to writing English comments on Facebook. It was also indicated that the project could help to develop the students' English ability and facilitate learner autonomy to some extent. However, it was also found that most students were reluctant to make foreign friends on their own. In the second semester, as further support, the students were given an opportunity to exchange opinions with American university students. A writing task on Facebook was assigned to both Japanese and American students every week. In this study, I will present the results of the second semester based on a survey and the feedback from the students. I will also discuss how the Facebook exchange with the American students can facilitate not only the language learning of the Japanese students, but also the interaction between the students, and cultural understanding.

Topic: Online pedagogy

Keywords: social network, Facebook, learner autonomy, writing

Video screen capture in the L2 writing class: two teachers, two contexts of use

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The overall goal of our research is to investigate and evaluate the pedagogical pertinence and the added value of using a new technological tool, video screen capture (VSC), in second language (L2) writing classes. This tool creates a digital record of the students' writing behaviour which in turn can be used by the students to reflect on their writing processes (Larios , Murphy, & Marín, 2002) and by the instructors to scaffold and engage students in this reflection process, thus resulting in a multimodal pedagogical intervention (Hampel, 2006; Silva, 2012) that is more effective, adapted, and personalized. Building on prior research on digital trace studies of language learners using computers (Degenhardt, 2006; Geisler & Slattery, 2007; Hamel & Caws, 2010; Park & Kinginger, 2010), this research addresses the following questions: 1) Which elements favour the integration of screen capture technology to explore writing processes in the second language (L2) writing class?; 2) What are the advantages of using screen capture technology in a L2 writing class? This presentation will focus on teachers' perspective of the use of VSC in the L2 writing class. We will describe an intervention that took place this academic year in two Canadian universities with two L2 writing classes (one English and one French as a second language). Drawing on teacher and student artefacts (including screen capture videos), field notes and observations, we will provide a comprehensive portrait of each L2 writing class. We will in particular examine the writing tasks planned by each teacher, their requirements and modalities, and the place and the role given to VSC within these tasks. We will also (briefly) look at how their students responded to these tasks. Finally, the results of a post-intervention interview conducted with each teacher will be presented to produce an account of each teachers' work and adoption of VSC in their L2 writing classroom: from the challenges they faced, including their frustration and satisfaction with the new technology, to reflections on their professional development, their learners' progress and autonomy, and the value of using VSC their L2 writing class and the perceived uses of this new technology in their future teaching practice.

Topic: Student experience,Teacher education, Self access

Keywords: video screen capture, writing process, reflexive practice, professional development, ESL, FSL

Type of Paper: Research (45mn)

The effects of podcasts on speaking proficiency and speaking anxiety of turksih elementary school students

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With the developments in technology, educators need to implement technology into their classes. Many researchers focus on the use of technology in educational fields and point out possible implementations. Within the networked environment provided by Computer-Mediated Communication (CMC), learners can communicate others in and out of classroom environment, i.e. synchronous and asynchronous mode. One CMC tool – podcasts - has the potential of reducing anxiety in speaking. While there have been studies on using podcasts to teach and improve listening skills, there haven't been studies on improving speaking performance and reducing speaking anxiety which is the aim of this study. This study was designed to address the direct effect of the podcasting on 9th grade students' oral performance and speaking anxiety. There are two groups in the study: the control and the experimental group. The

control group will follow the course book and do the speaking activities in it while the experimental group will create podcasts in addition to following the course book and doing the exercises there. The data comes from 1) pre- and post- Foreign Language Class Anxiety Questionnaire to investigate students' level of anxiety 2) pre- and post- Speaking Proficiency Exam. Students were given the anxiety pre-test and the oral performance pre-test in October, 2010. During the first term (12 weeks) students will follow the course book. The course book consists of 10 units and every week students studied 2 or 3 of the lessons. In addition, students in the experimental group created a podcast every week. The topic of the podcasts was given by the instructor. The podcast was about one of the speaking exercises in the course book. Podcasts were produced by the students. Descriptive statistics and one-way ANOVA analysis were conducted to analyze data. The results will be discussed in detail in the presentation.

Topic: CALL in schools

Keywords: multimedia, podcast, speaking, anxiety

Type of Paper: Poster

A Chinese-French case study of English language learning via Wikispace, Animoto, and Skype

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This paper adopts an ecological framework (Reinhardt, 2012) to examine Chinese and French student oral and written production during computer mediated collaboration (CMC) in English supported by a Wikispaces, Animoto, and Skype. Several studies have investigated CMC contexts in which some students were native speakers of the target language (Clocke 2010, Fratter & Helm 2010, Guth & Marini-Maio 2010, Jauregi & Bañados 2010, Mangenot & Tanaka 2008, O'Rourke 2012, Vyatkina 2012). Here, we address the linguistic and cultural challenges that participants must negotiate when language "codeswitching" is impossible. The population includes 25 French students enrolled in their final year of an undergraduate program in Sports Management and 40 Chinese students enrolled in their second year of undergraduate program in Business between January and April 2013. First, the "history" option of Wikispaces allows us to examine the evolution of participants' written participation over the semester. Next, 30-second Animoto audio-visual clips were made in small groups of students with a common first language in the perspective of sharing tourist-related themes with their foreign counterparts. Third, the Animoto clip themes became the starting point for asynchronous and synchronous one-on-one discussions recorded via Skype. Data from students' written and oral production is complemented by students' self-reflective evaluations of the experience.

Topic: VLEs, SCMC,Intercultural, Managing, Distance learning

Keywords: computer mediated collaboration (CMC), English, multimodal skills

Type of paper: Reflective Practice (30 mn)

MOOCs: at the interface of self-determined and collaborative learning – the example of OT12

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Informal and self-directed learning have become the defining characteristics of 21st century education and conceptualize learners as highly motivated and self-determined individuals. Some researchers suggest that as much as seventy percent of learning occurs outside of formal educational settings (Cofer, 2000; Dobbs, 2000; Cross, 2006). This explains the renewed popularity of theories such as heutagogy defined over a decade ago by Hase and Kenyon (2000) as the study of self-determined learning where learners are seen as "the major agent in their own learning, which occurs as a result of personal experiences" (Hase & Kenyon, 2007, p. 112). Heutagogy is closely linked to Deci's and Ryan's Self-Determination Theory (SDT) which is a theory of motivation. "When self-determined," Deci and Ryan (1991) explain, "people experience a sense of freedom to do what is interesting, personally important, and vitalizing." Web 2.0 tools and applications have contributed significantly to the renewed interest in heutagogical approaches to learning given that they are enabling individuals to choose and determine their learning journey and to take control of their learning experiences. While self-determination and self-direction are usually associated with the individual learner, they can thus also be framed within social learning environments. Social networking applications allow learners to join and to participate to varying degrees and at many levels with others fostering a trajectory from 'entering by learning' through to 'transcending by developing' as Wheeler (2012) concludes in line with Ryberg and Christiansen (2008). This paper considers whether MOOCs afford a collaborative environment where participants can either draw on or develop the necessary participatory literacy skills (Pegrum 2009) to experience the aforementioned trajectory. It charts the expectations and experiences of participants in OT12, an eight-week MOOC run by the Department of Languages of the Open University UK exploring open translation tools and practices. Participants engaged in readings, discussion forums, webinars and the joint translation of Open Educational Resources. Data drawn from the pre- and post-course surveys provide a snapshot of the participants' language proficiency and translation experience; their expectations of what OT12 would be and the challenges it might provide; and their post-course evaluation of the event. It highlights the under-explored challenges for MOOC organisers in terms of learning design and facilitation, and for learners' in terms of self-determination and participatory literacy skills within a heutagogcial framework.

Topic: Student experience, Online pedagogy, Distance learning

Keywords: self-determined learning, heutagogy, collaborative learning, participatory literacy, open translation tools, open translation practices

Type of paper: RandD (45 mn)

Identity and participation in telecollaboration

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The practice of telecollaboration has become well established in the last 20 years, with a considerable body of research providing evidence for linguistic and intercultural learning through well-designed task-based projects but also highlighting difficulties and failures (Lamy & Goodfellow, 2010; Dooly & O'Dowd, 2012). A growing area of interest is that of language learner identity (Norton, 2000; Block, 2007; Higgins, 2009) which until relatively recently was limited to the dichotomizing, and now often contested frame of 'native' versus 'non-native speaker' (Rampton, 1990; Holliday, 2006). Learner identities are highly complex and fluid, in any online intercultural exchange multiple aspects of identity such as gender, age, ethnicity, religion etc. can be called into play and can influence patterns of participation. Drawing on data from facilitator-mediated group dialogue sessions in an online intercultural exchange involving students from the US, Europe, the Middle East and North Africa, this paper seeks to answer the following questions: How and why do participants construct identities, affiliations and disaffiliations through interaction? What effect do these identities have on participation? How do the pedagogic model and the design of the online space influence identity construction in this situated learning context? The methodological approach adopted in this research study is that of Membership Categorization Analysis (Sacks, 1972, 1992), which seeks to identify how aspects of identity are made relevant in conversation through categorization. Block, D. (2007). Second language identities. London/New York: Continuum Dooly, M. & O'Dowd, R. (eds.) (2012) Researching online interaction and exchange in foreign language education. Bern: Peter Lang. Higgins, C. (2009) English as a Local Language. Postcolonial Identities and Multilingual Practices. Bristol: Multilingual Matters. Holliday, A. (2006) Key Concepts in ELT. Native-speakerism. ELT Journal, 60(4): 385-387. Lamy, M-N., & Goodfellow, R. (2010) Telecollaboration and learning 2.0. In S. Guth & F. Helm (Eds.), Telecollaboration 2.0: Languages, literacies and intercultural learning in the 21st century (pp. 107–138). Bern: Peter Lang. Norton, B. (2000) Identity and language learning; Gender, Ethnicity and Educational change. Essex: Pearson. Rampton, M.B.H. (1990) Displacing the 'native speaker': expertise, affiliation and inheritance. ELT Journal, 44 (2): 97-101. Sacks, H. (1972) 'An initial investigation of the usability of conversational data for doing sociology'. In D. Sudnow (ed.) Studies in social interaction. New York: Free Press. Sacks, H. (1992) Lectures on conversation. 2 vols. Edited by Gail Jefferson with introductions by Emanuel A. Schegloff. Oxford: Basil Blackwell.

Topic: SCMC, Intercultural, Distance learning

Keywords: learner identity, telecollaboration, participation

Type of paper: Research (30mn)

Developing Video-Based Learning Materials from Broadcast Videos: Finally, It Can be Done with Ease

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The educational needs of the digital natives (e.g., to have graphics before text) (Prensky, 2001) and the popularity of YouTube videos in today's society brought researchers such as Terantino (2011) to suggest using YouTube as an instructional tool for foreign languages. Before the popularity of YouTube, foreign language instructors and researchers had also recognized the advantages of using video clips educationally. For example, Garza (1996) claimed that broadcast videos provide examples of situational language use by native speakers as understood by other native speaker and are thus good sources of language models for language learning. In Lonergan's view (1984), videos bring a slice of real life into the classroom and present the complete communicative situation. Language learners not only hear the dialogue, they also see the participants in the surroundings where the communication takes place. This visual information not only leads to a fuller comprehension of the spoken language, but also benefits learners in a number of other ways. While video-based materials bring a slice of everyday life into the classroom, it is time-consuming for instructors to access, retrieve, and create video-based materials with specific target-language items. The Raytheon-BBN Broadcast Monitoring System makes accessing such data and creating such materials a breeze. The system records satellite television broadcasts, automatically transcribes the audio portion of the broadcasts, and performs a machine translation of the transcription into English. The broadcasts, transcriptions, and translations are stored for 12 months and searchable with Boolean text strings. The system also provides an easy clip authoring system that allows the user to fix machines errors and annotate the clips to be exported for educational purposes. In this presentation we will discuss how we have used this system to find, edit, and create video-based materials to teach a challenging pragmatic concept, the speaker's intention, to intermediate students of Spanish. We will also discuss what learning and linguistic theories we have applied to create such materials. We believe that by using a system that accelerates access to rich media content while drawing insights from linguistic and learning theories, we are able to create learning materials reflecting the best practices of CALL. Such materials can be further integrated into a courseware for face-to-face or online learning.

Topic: Corpora, Courseware design

Keywords: best practices; broadcast video; courseware; Spanish

Type of paper: RandD (45 mn)

Listeners' responses in interaction through videoconferencing for presentation practices

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In the EFL situation like Japan, the learners in university level have few chances of output and interaction in L2. While they have rather much language knowledge crammed for the competitive entrance examination, they have weakness in applying their knowledge to performance. For such learners to further develop their L2 ability, we provided them videoconferencing sessions using Skype. Concretely they gave presentations to Filipino bilingual English teachers and each presenter had a chance of interaction with the teacher about what they had presented. That interaction was a crucial opportunity for uncontrolled conversation which shows the virtual spoken performance of the learners'. Along the educational context, this study investigated the change of listeners' responses of Japanese learners of English over a semester of presentation training sessions. We also concerned the relationship between speaking ability and perceived use of listeners' responses. In this paper, listeners' responses we focused on were, namely, acknowledging signals, repetition of the teacher's utterances, and asking questions to the teacher. So the research questions were: (1) How did the learners' perceived use of listener's responses change over time?, (2) What are the relationship between speaking ability and listeners' responses? The participants were 21 Japanese university students whose major were Economics. During the semester, the participants experienced five videoconferencing sessions in total. Each Filipino English teacher was in charge of a group of three Japanese learners, and she listened to three presentations during a 50 minutes session. During the time the teacher had interaction with the presenter, asking questions and giving some comments. Speaking ability was assessed through an interview test following the format of STEP Eiken test for Japanese learners of English, which consists of reading aloud, picture narration and open-ended free Q&A. To obtain the data of the listeners' responses, a questionnaire was provided after each session, which asked about how much they could actually put into practice the three types of responses. Recorded data of the spoken interactions was also used to find out more about concrete utterances. The result indicated that as for the RQ (1), the three learners' responses did not change much over the three assessed sessions. Acknowledgement signals such as "a-ha", "I see", "OK", etc. were used constantly by 80% of the learners. Repetition of the teacher's utterance was used averagely about 50%. Concerning asking questions to the teacher, the percentages of perceived use were improved from about 50% to 80%. About RQ (2), there was only a weak relationship found between speaking ability and repetition of the teacher's utterance. Further details of actual spoken data and the learners' reflection logs about the whole sessions will be introduced in the conference. Overall, it can be said that videoconferencing interaction particularly after presentation provided opportunities for the learners to increase output and interaction, which boosts their L2 performance development. This study may also contribute to the CALL discipline as a case of successful blended instruction of videoconferencing and face-to-face instruction.

Topic: CALL in schools, Intercultural

Keywords: speaking videoconferencing listeners' responses

Type of paper: Poster

The Use of New Technologies for the Teaching of the Igbo language in Schools: Challenges and Prospects

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This paper examines the experience of teachers in the use of new technologies to process the Igbo language spoken in South East Nigeria. The study focuses on the challenges that face the processing of information in the Igbo language using computers, and uploading same to the internet. It also investigates the implications of the challenges on the use of computers and other multimedia equipment in the teaching of the language. The Igbo language teachers in a selected number of higher institutions in the South Eastern part of Nigeria were used for the study. Effort was also made to study some samples of on-line Igbo instructions prepared by different instructors against the backdrop of the findings from Igbo teachers' experience. The whole essence is to locate the teachers' experience in the available attempts so far made. This we hope will confirm the need for some intervention to enhance the utility of the Igbo language as a vehicle for new technologies in language teaching and learning.

Topic: CALL in schools

Keywords: Igbo,technology, computer, instruction

Type of paper: Reflective Practice (30 mn)

From a multimedia learning theory perspective, a case study of input modality effect on l2 listening comprehension

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The present study examines whether or not (and if so to what extent) different presentation modes have an effect on listening comprehension of students learning English as a foreign language (EFL) studying in academic settings at the university level. More specifically, it investigates the effect of one single mode, which is audio-only, and three dual content delivery modes, which are audio-video audio-video with target language subtitles and audio with PowerPoint presentation, on listening comprehension by taking the cognitive load theory (Sweller, 1988) and multimedia learning theory (Mayer, 1997; 2001) into account as the theoretical framework. The participants of the present study (N=10) were studying in the preparatory class of a foundation university located in Istanbul, Turkey. a topic familiarity questionnaire (adapted from Pulido, 2004), and a content specific multiple-choice listening comprehension test, individual think-aloud protocols and a semi-structured focus group interview were used as data collection methods and for triangulation purposes. Analysis of both qualitative and quantitative data collected by using mixed-method techniques, demonstrated that the students' listening comprehension scores were significantly lower in the third content delivery mode which was audio-video with subtitles. Moreover, although the analysis of the quantitative data indicated that the students were most successful in the audio with PowerPoint presentation mode, analysis of the qualitative data showed that the students did not really find the slides useful and for this reason, they did not look at them. In the light of cognitive load (Sweller, 1988) and multimedia learning theory (Mayer, 1997; 2001), it can be concluded that the findings of the study are in line with what has been discovered in the literature. These results also suggest a need for better understanding of the processes EFL learners go through while they are interacting with different content delivery modes in academic settings.

Topic: CALL in schools, Self access

Keywords: Content delivery modes; cognitive load; multimedia learning; listening comprehension; upper-intermediate level EFL learners

Type of paper: Reflective Practice (30 mn)

Medical and nursing students' readiness for e-learning: survey results at Shimane University, Japan

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Japanese medical professionals are increasingly using English when presenting papers at conferences and communicating with medical staff and patients. The authors have been trying to improve overall impact of their English lessons for medical and nursing purposes at Shimane University, Japan, by the efficient use of e-learning (Iwata, Tamaki & Clayton 2011). At the same time, the authors have been conducting surveys to investigate their students' needs and readiness for e-learning as these are crucial prerequisites for successful implementation of e-learning (Govindasamy, 2001). The survey results on students' needs for e-learning showed that most of the students (85.6%) prefer to use computers or the Internet for their English study. When analyzing the survey results on computer competence to investigate students' readiness for e-learning, it was found a majority (85.2%) of students were confident and competent in storing information on computer or disk, searching for information using the World Wide Web (77.8%). On the surface it appears students are confident and technologically capable of participating in CALL environment. However, student's technical knowledge was rather weak with a significant number of them feeling uncomfortable and incompetent when trying to reconnecting to the internet when disconnected (39.5%) and when an error message occurs (42.0%). This indicates that the provision of on-going technical support could be regarded as a crucial service to enable continuing success of learners in e-learning environment. This poster shows the survey results and implications they have for effective use of ICT in English classes for medical and nursing purposes.

Topic: Student experience,CALL in schools

Keywords: readiness for e-learning, students' needs, ICT, ESP

Type of paper: Poster

Telecollaboration for Intercultural Language Acquisition, a European Project

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TILA, Telecollaboration for Intercultural Language Acquisition, is a EU-funded project within the Lifelong Learning Programme that will run between January 2013 and June 2015. The present project offers actual practice and hands-on experience in telecollaboration activities and supports competence development to address digital, intercultural, organisational and pedagogical concerns as well as successful integration of telecollaboration practices into language education. A blended learning approach to language teaching is promoted, combining face-to-face classroom sessions with the teacher along with telecollaboration activities with peers. The TILA project focuses on two target groups: young foreign language learners at secondary schools and pre- and in-service teachers. The project tries to take full advantage of younger age learners to stimulate fluency practices for meaningful language use and intercultural dialogue with peers through telecollaboration. The target languages of the project are Catalan, English, French, German and Spanish and the countries represented are in the TILA consortium are France, UK, Germany, Spain, The Netherlands and Czech Republic. Each country collaborates with a secondary school and a (teacher training) university. Consortium partners are: Utrecht University, Berlage Lyceum & 3DLES (The Netherlands); University of Roehampton & The Godolphin & Latymer School (UK); Steinbeis Transfer Center Language Learning Media & Gymnasium Saarburg (Germany); Universidad de Valencia & IES Clot del Moro (Spain); Université de Paris 3 & Collège La Cerisaie (France) & Palacky University (Czech Republic). In addition to this, the project has built a network of 42 associate partner institutions from the Netherlands, UK, Germany, France, Spain, Poland, Portugal and Italy. They will also be involved in the project. The TILA project aims to contribute to improving the quality and equity of foreign language teaching and learning by proposing innovative methods to secondary schools and teacher training programmes. On the one hand, secondary school students will be involved in meaningful interaction with peers from other countries in a range of telecollaboration activities; on the other, teacher trainees will be equipped with the knowledge and hands-on experience on how to bring telecollaboration into their classroom in their future work as teachers. TILA's overall objectives are: (1) To innovate, enrich and make foreign language teaching programmes more attractive and effective by encouraging secondary schools to implement telecolaboration activities with peers from other countries. (2) To empower teachers and training programmes to develop ICT literacy skills as well as organisational, pedagogical and intercultural competences by promoting experiential learning. (3) To study the added value that telecollaboration may bring to language learning. In terms of intercultural understanding amongst younger learners? In the first project months teacher training modules are being developed and, in the spring, workshops will be delivered in the different consortium countries, after addressing teachers' specific needs. In our presentation, after a short description of the project, we will share the teacher training activities developed for telecollaboration and we will report on the specific teacher needs. TILA project: www.tilaproject.wordpress.com; www.tilaproject.eu

Topic: VLEs, CALL in schools, Teacher education, Intercultural

Keywords: Telecollaboration, Intercultural Communication, cmc, social media

Type of paper: European Project Dissemination

Building online communities on social networking sites: a case-study of the TV5MONDE Facebook page

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TV5MONDE, the French-language global television network, launched its Facebook page in 2009. To this day, it has reached close to 700,000 fans (FB users who are following this FB page) and on average over 20,000 people talk about what is happening on the page every week. In January 2013, TV5MONDE started a media campaign inviting their viewers to join the TV5MONDE community. This paper proposes to investigate whether this social networking site has really succeeded in building an online community. In order to assess the nature of the exchanges on the FB page, a framework will first be established using present research in the field of community building (McMillian & Chavis, 1986; Preece, 2010; Ala-Mutka, 2010; Wenger & al 2009). It will define markers of community development: participation patterns, signs of active engagement, markers of the sense of community belonging in the discourse. This framework will serve as the basis for the analysis of the discourse artefacts produced on the TV5MONDE FB page. The corpus will consist of the discourse artefacts posted on this page over a six-month period. It will contain both the main postings produced by the TV5MONDE team and the ensuing comments by the FB page fans. Using the community-forming markers defined in the framework, a content analysis of this data will be conducted both qualitatively and quantitatively. It will identify major themes and patterns as related to community forming. It will also reveal whether the activity taking place on the site really contributes to connecting people and facilitating community creation and development. It will also explore evidence of language learning on the site. The findings will highlight key factors and enablers contributing to the building and development of communities. These findings and the ensuing conclusions will also form the basis for recommendations for further applications of social networking sites in the building of online (learning) communities.

Topic: VLEs

Keywords: social networking sites, Facebook, online communities, community building

Type of paper: Reflective Practice (30 mn)

Using smart phones in language learning - a pilot study to turn CALL into MALL

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The popularity of smart phones has increased enormously in the last few years. According to a survey from year 2011 every third student at our institution who learns German as a second language (n=81) owns a smart phone. These results are very similar to an international smart phone survey, which was conducted in 2010 by Deutsche Welle, a German broadcaster among teenager in India, Russia, China,

Germany, USA, Great Britain, Spain and Italy. In our last survey from 2013 (n=70) we found that almost half of our students learning German as a second language have a smart phone already. Because of the increasing penetration of these devices and the above-average of willingness of our students using new tools and devices in the language courses we decided to design a voluntary pilot project for mobile language learning for students who learn German as a second language (n=70). In our project we decided to use busuu.com, because of its easy registration process, the great and clear design, the very active and helpful busuu community and first of all, because of the provided tasks and materials, which are available via PC and via mobile devices too. To run the busuu mobile apps we can use an Android or an iOS device as well. The students' impressions and opinions about the tool are overwhelmingly positive and we like the possibility to extend the language learning process and environment to the mobile devices. In our opinion the great and very active native speaker community behind busuu is also a great benefit. The voluntary pilot project started in March and will end in May. Every week the students have to finish a lesson of their own choices and they can give a feedback and share their experience during the project in the learning management system of the school. In May we are going to ask the participants how they used their devices for language learning, their experiences with language learning with busuu, what they felt were ideal learning environments for mobile learning and the types of activities they felt that their mobile devices were suited to.

Topic: MALL, CALL in schools

Keywords: smart phone, mobile learning, MALL, CALL

Type of paper: Poster

Apologies, Apology Strategies, and Apology Forms for Non-Apologies in a Spoken CorpusApologies, Apology Strategies, and Apology Forms for Non-Apologies in a Spoken Corpus

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Researchers use a variety of techniques to study speech acts, including Discourse Completion Tests (DCTs) (in which a situation is given and participants write down what they would say), role plays, and gathering natural examples. Each of the techniques has advantages and disadvantages. Demeter (2012) demonstrated how spoken corpora could be used to study speech acts when most examples could be found by searching for keywords. He did a study of apologies using two spoken corpora and found that there were types of apologies that were not included in previously developed typologies of apologies. The most important of these was what he referred to as co-constructed apologies, in which several speakers participate in the apology. Demeter concluded that although there are difficulties with using spoken corpora to study apologies, including the impossibility of choosing search terms that could identify all apologies, corpora could contribute to the understanding of how apologies are used. Apologies play an important part in maintaining human relationships. They help repair relationships when an offense has been committed, and they show that the speaker recognizes that an offense has been committed and takes a degree of responsibility for it. However, they can be complex and difficult to learn, because by apologizing, a speaker is taking a degree of responsibility, downgrading the speaker's face, humbling him or herself to some degree and conceding a mistake, but on the other hand, failing to apologize can threaten the hearer's face and possibly the relationship between the speaker and hearer. In addition, they can consist of one strategy or one of a variety of combinations of two or more strategies. The choice of these strategies is influenced by a variety of factors. In addition, apology strategies are sometimes used to express other speech acts. For example, "I'm sorry" may be used to express regret, sympathy or disbelief. These can be confusing even for native English speakers. In this presentation, we are going to discuss a study in which we used a corpus of spoken language compiled from episodes of Modern Family, an American television program. In the study, we used five lemmatized search terms (sorry, apologize, pardon, excuse, forgive) to identify apologies, and after discarding results that were not apologies, we described strategies we found based on the typology developed by Cohen and Olshtain (1981) and revised by Hitomi Abe (personal communication, March 5, 2012) and Kitao (2012) and looked at how they were combined. We also studied apology strategies used for speech acts other than apologies and categorized them according to the speech act they represented. Cohen, A. D., and Olshtain, E. (1981). Developing a measure of sociocultural competence: The case of apology. Language Learning, 31, 113-134. Demeter, G. (2012). Co-constructed and negotiated apologies: Contributions of corpus linguistics to the study of speech acts. Paper presented at the First Asia Pacific Corpus Linguistics Conference, Auckland, New Zealand, February 14-19. Kitao, S. K. (2012). Using a spoken corpus compiled from subtitles to study apologies. Asphodel, 47, 50-77.

Topic: Corpora

Keywords: speech acts, apologies, corpus linguistics

Type of paper: Poster

Data-Driven Learning of Speech Acts Based on Corpora of DVD Subtitles

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Data-driven learning is an approach to language learning in which students study examples of authentic language and use it to find patterns of language use. This inductive approach to learning has the advantages of being learner-centered, encouraging hypothesis testing and learner autonomy, and helping develop learning skills (Tian, 2005). The approach has grown out of corpus linguistics, and it has been used to help students learn grammar and vocabulary usage. In addition to using the approach to teach lexical or grammar items, it is also possible to use it for teaching speech acts. The British National Corpus has a section of spoken language, Mark Davies at Brigham Young University has developed a corpus of soap opera subtitles. In addition, subtitles that have been downloaded from DVDs of television programs and movies can be complied to be used as a corpus. Many of these are available online, along with movie scripts, making it relatively easy to compile corpora. One difficulty with using data driven learning exercises to teach speech acts is that it is difficult to find search terms for many speech acts. However, for some speech acts, some terms can be identified, and while they will not find all examples, they can find some. Work is being done of tagging corpora for speech acts, but these are not widely available yet. Even with these problems, data drive learning has potential for teaching speech acts. In this poster session, we will contrast inductive and deductive learning, show the advantages and disadvantages of using data driven learning to teach speech acts, and provide and example of an exercise using data-driven learning to find the strategies used in apologies. Tian, S. (2005). Data-driven learning: Do learning tasks and proficiency make a difference? Proceedings of the 9th Conference of the Pan-Pacific Association of Applied Linguistics. Retrieved February 22, 2012 from http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/TianShiaup.pdf.

Topic: Corpora

Keywords: language teaching methodology, corpus linguistics speech acts, apologies

Type of paper: Poster

The impact of task types on English foreign language learners' social presence in synchronous computer mediated communication (SCMC)

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Social presence is considered as a key factor in the success of online language learning. When social presence is high, learners are more satisfied with their learning experiences. According to Tu and McIsaac(2002), interactivity, including collaborative activities and communication styles used by users (Tu, 20000; 2001), is one of the variables that affect online learners' social presence. They suggested that particular task types can have a positive effect on one's feeling of interactivity. Therefore, this study explored the relationship between task types and foreign language learners' social presence in text-based synchronous computer mediated communication (SCMC) learning modes. The participants of this study were 48 high-intermediate level English as a foreign language (EFL) learners who were from

different disciplines of a university in Taiwan. Divided into two groups (text-chat without image, text-chat with image), they conducted jigsaw and decision-making tasks over an academic semester. The empirical data of this study was collected from students' social presence surveys, interview transcripts, online interaction records and the teachers' observation journal. The findings about if/how the two task types affected the learners' social presence development in the two learning modes will be presented.

Topic: SCMC

Keywords: task types, social presence, synchronous CMC

Type of paper: Research (30mn)

Expert views on how language education may develop in the next 20 years and what CALL could contribute

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The celebration of EUROCALL's twentieth anniversary also provides a proper occasion to reflect on the future of language teaching and the role of CALL in these developments. In this paper we present the views of five authorities on language teaching and learning from different EU countries. Most of them are also CALL experts and well respected EUROCALL members, including the late Graham Davies. Our presentation is based on a summary of the Skype interviews they contributed to a symposium entitled 'And now for another century of modern language teaching ...' organised by the Dutch national Association of Language Teachers on the occasion of its first centennial in 2011. To provide a more global (or at least European) perspective the interviewees were asked to cover the same topics that were central to the live panel discussion by six Dutch participants representing a variety of perspectives: secondary and university teachers, students, curriculum experts and teacher educators. By way of preparation all involved had been given a number of challenging statements related to some aspects of the discussion theme: the characteristics of the future learning environment, teacher, learner, pedagogy and technology. In this presentation we will focus on interesting points of view, particularly related to pedagogy and technology, expressed in the live discussion and the interviews as recorded in a video report and an audio-supported document respectively.

Topic: CALL in schools, Online pedagogy

Keywords: CALL_trends, future_of_MFL_Education, expert_views, discussion, panel, educational_trends_watching

Type of paper: Reflective Practice (30 mn)

iTILT and SMARTVET: 2 EU projects to promote effective interactive whiteboard use in Language and Vocational Education

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Although the interactive whiteboard (IWB) is becoming increasingly prevalent in classrooms throughout the more affluent parts of the world and research has shown how this tool can increase the effectiveness of teaching and even transform pedagogy (Kennewell & Beauchamp, 2007), research literature overviews (Higgins et al., 2007; Koenraad, 2008) also identify obstacles related to the realisation of added value and to the uptake of this technology by teachers in some educational contexts and in language education in particular (Thomas & Cutrim 2010). One such obstacle is the lack of pedagogical quality in and sustained support for teacher development. A desire to meet this need has motivated a number of European projects. This presentation focuses on two projects, funded within the Lifelong Learning Programme, which address teacher education and professional development with the IWB. Both based their approach to support provision on findings from IWB specific and general professional development research and on needs analysis, using partly identical research instruments. a) iTILT (interactive Technologies In Language Teaching, 2011-2013) This project focuses on foreign language teaching in four educational sectors in six languages and seven European countries, and has produced an open educational resource (OER) at http://itilt.eu including over 250 video examples of classroom activities with teacher and learner commentary, as well as a training manual and sample teaching/training materials, and a resource library. The process of developing quality OERs and how they can best be exploited in language teacher education will be discussed (Whyte, Cutrim Schmid, van Hazebrouck and Oberhofer (in press)). b) SMARTVET (Supporting Continuous Professional Development of VET teachers in the use of Interactive Whiteboards, 2011-2013. http://smartvet.weebly.com/ SMARTVET addresses issues related to the IWB competence levels of (Irish) teachers in the vocational education and training (VET) sector. The project is developing materials to support a train-the-trainers approach based on the results of local needs analysis research and good practice as identified in international IWB training contexts and initiatives. In our presentation we will focus on the following results of both projects: - the outcomes of and recommendations based on needs analysis - the design and content of the training models and materials - the available final and interim web-based resources - reflections on the project-related processes and research results References Higgins, S, Beauchamp, G and Miller, D (2007). Reviewing the literature on interactive whiteboards. Learning, Media and Technology, Vol 32 No 3 pp 213-35 Kennewell, S., & Beauchamp, G. (2007). The features of interactive whiteboards and their influence on learning. Learning, Media and Technology, 32(3), 227-241. Koenraad, A.L.M. (2008). Interactive Whiteboards in educational practice: the research literature reviewed. http://www.elearningeuropa.info/files/media/media24055.pdf Thomas, M., & Schmid, E. C. (2010). Interactive whiteboards for education: theory, research and practice. Information Science Reference. Whyte, S., Cutrim Schmid, E., van Hazebrouck, S., & Oberhofer, M. (in press). Open educational resources for CALL teacher education: the iTILT interactive whiteboard project. Special issue on OERs in languages. CALL journal.

Topic: CALL in schools,Teacher education

Keywords: IWB, Interactive_Whiteboards, CPD, teacher_education, OER, ICT, classroom_technologies, professional_development

Bringing mobile devices into the English classroom

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Seventeen children (age 13) in a lower secondary school in northern Finland were given the opportunity to use computer tablets and their personal mobile phones during some of their English lessons. The study examines how the teacher and the pupils reorganize their participation and interaction in this new situation in the classroom. The study will extend to documents, objects and artefacts across longer time spans. The notion of language learning in the study draws upon sociocultural and ecological approaches (e.g., Van Lier, 2000). Recent conceptualizations of mobility and mobile learning are also considered (Kakihara and Sorensen, 2002; Sheller and Urry, 2006; Sharples et al., 2009). Mobile learning is characterized by learners' context-awareness and their ability to combine and utilize the different mobilities for learning, and by learner-generated contexts and contents (Sharples et al., 2009; Pachler et al., 2010). The methods for collecting data include video recordings, classroom observations, questionnaires, and blogs written by the teacher and the pupils. The (multimodal) interaction during the lessons will be examined through mediated discourses analysis (Scollon, 2001). The units of analysis are the social actions in the classroom and their historical trajectories. This approach enables the researcher to observe real-time actions as they emerge but also to follow the cycles of the relevant people, places and discourse across time, and virtual and physical space (Scollon, 2001). Early observations suggest that the roles of an instructor and a learner (or an expert and a novice) keep changing between the mediated actions. This is not surprising given the fact that none of the participants (the teacher included) has previous experience in using mobile technologies in formal education. The discourse has also been less teacher-controlled as the students frequently consult each other. Spontaneous use of mobile phones for learning has also increased among some students. In this respect, the master-apprentice relationship (see Lave and Wenger, 1991) between the participants is surpassed. The paper will conclude with a discussion on the pedagogical implications of the study. Kakihara, M. & C. Sørensen 2002. Mobility: An extended perspective. In R. Sprague Jr.(ed.), Thirty-Fifth Hawaii International Conference on System Sciences (HICSS-35), IEEE. Big Island, Hawaii. Lave, J. & E. Wenger (1991) Situated Learning: Legitimate Peripheral Participation. Cambridge: CUP. Pachler, N., J. Cook, & B. Bachmair (2010) Appropriation of mobile cultural resources for learning. International Journal of Mobile and Blended Learning 2(1), 1-21. Scollon, R. 2001. Mediated Discourse: The nexus of practice. London: Routledge. Sharples, M., I. Amedillo Sanchez, M. Milrad, & G. Vavoula (2009). Mobile learning: small devices, big issues. In N. Balacheff, S. Ludvigsen, T. de Jong & S. Barnes (eds.) Technology Enhanced Learning: Principles and Products, 233–249. Heidelberg, Germany: Springer. Sheller, M. & J. Urry 2006. The new mobilities paradigm. Environment and Planning A 38 (2) 207-226. Van Lier, L. 2000. From input to affordance: Social-interactive learning from an ecological perspective. In J.P. Lantolf (ed.), Sociocultural Theory and Second Language Learning, 245-259. New York:OUP.

How the mobile technologies affect pedagogical environments?: Smartphone dictionary apps vs. hand-held dictionary

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Technology has diversified the types of learners' dictionaries in recent years. While a handheld e-dictionary is immensely popular among Japanese EFL learners, the current "Digital Natives" (Prensky, 2001) seem to make good use of their smartphones as the most powerful tools to get information. The present poster, therefore, examines how these mobile technologies affect pedagogical environments. The participants of the present study were university students who use handheld e-dictionaries for their daily study. They were asked to introduce an English-Japanese dictionary application to their smartphones such as iPhones, and to take sufficient time to get used to the smartphone dictionary apps in advance. In the first session of the study, the difference in learners' look-up behavior between the use of the handheld e-dictionary and the smartphone dictionary apps were compared. They were assigned a word definition task and a reading comprehension task with their two types of dictionaries. 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 also examined. The results showed that although they needed more time to use the smartphone dictionary apps than the handheld ones, no significant differences were found in both the numbers of lookups and the quiz scores. Pedagogical suggestions will be made based on these findings.

Topic: MALL

Keywords: smartphone dictionary apps, handheld e-dictionary, mobile learning

Type of paper: Poster

Integrating ESP Corpus Analysis and Latent Rank Theory into a Moodle-based Computer Adaptive Testing System

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Computer technology can not only facilitate our language learning and communication but can also open up new ways of assessing those abilities in such a way that conventional paper-and-pencil tests cannot. Computerized adaptive testing (CAT) is one of such applications that are widely used in large-scale standardized tests. In addition to general benefits of computer-based testing such as individuality and time independence (Brown, 1997), CATs have further advantages of eliminating test items of inappropriate difficulty and saving testing time. This paper reports the construction of an English for Specific Purposes (ESP) CAT system which has been pilot tested at a science and technology university in Japan. In response to the need for domain-specific vocabulary to comprehend technical documents in English, the test is designed to assess ESP vocabulary knowledge and has the following three

distinctive features: 1) the item-bank development is based on the ESP corpus analysis; 2) a new testing theory called Latent Rank Theory (LRT) (Shojima, 2007) is used as the algorithm for preliminary test analysis and for the selection of items; and 3) the CAT is utilized as a module of a popular open-source learning management system, Moodle. First, the four types of multiple choice question items used for the CAT test the knowledge of either vocabulary words or phrases in the field of science and technology. These target items were selected from lists produced through corpus analysis. The vocabulary list includes high frequency words that appear in five of the different corpora of major fields of science and technology. The lowest 1000 word level vocabulary was excluded. Likewise, the phrase list included high frequency 4-grams and 5-grams from four of the corpora mentioned above. The next feature is that LRT is used instead of Item Response Theory (IRT), which is used conventionally in CATs. While IRT is based on a continuous scale as is Classical Testing Theory, LRT is based on an ordinal scale. Shojima (2007) points out that an ordinal scale is more appropriate for pedagogical measurement of a learner's ability because tests do not have high enough resolution to distinguish learners of similar ability. Therefore, the CAT of this study uses LRT as the algorithm of item selection, and in order to decide the difficulty of each item, the results of the preliminary tests were analyzed using LRT. The third feature is that this CAT is conducted in Moodle, which makes it very easy to implement the test. An LRT-CAT module for Moodle (Akiyama, 2011) allows us to conduct an LRT based CAT by simply setting terminating conditions and the number of ranks considered to be appropriate. CATs have usually been developed and adopted by large organizations because of the complex development process. However, by combining ESP corpus analysis and a Moodle module, this development method makes it possible for an individual institute to implement an LRT based CAT with high content validity because the items are taken from the corpora appropriate to the target field.

Topic: Corpora

Keywords: corpus, ESP, CAT, Moodle, LRT

Type of paper: RandD (30 mn)

INTENT – helping academic teachers implement intercultural online exchanges in daily academic practice

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Intercultural online exchanges aka telecollaboration have already been well recognized in CALL literature as a way of providing students with access to other languages and other cultures. Recent accounts expand the value of online encounters beyond language practice and see them as a multifaceted means for immersing students in truly authentic, multilingual and multicultural contexts in which technology serves as a natural tool for work and study (Mueller-Hartmann 2007; O'Dowd & Ware 2009; Hauck 2010; Guth & Helm 2011; O'Dowd, 2011). As such, telecollaborative exchanges hold great promise for academic courses and once implemented, they prove extremely effective in activating the students. The presentation will demonstrate how the outcomes of the EU-funded project INTENT can assist academic teachers in setting up and integrating such exchanges into their daily practice. I will consider the competencies required of telecollaborative teacher at various stages of the exchange and show how they can be addressed with the online platform www.unicollaboration.eu that the project team have developed. On behalf of the project team I will present the main functionalities of the platform, such as access to a databank of tasks, a partner searching feature, training modules for novice

telecollaborative teachers and examples of successful exchanges. The INTENT project was funded by the EU as part of its Lifelong Learning Programme. Team members include: Robert O'Dowd and Mario Tomé (Universidad de León, Spain) Francois Mangenot and Elke Nissen (Université Stendhal Grenoble, France) Andreas Müller-Hartmann (Pädagogische Hochschule Heidelberg, Germany) Malgorzata Kurek (Wyzsza Szkola Lingwistyczna, Poland) Francesca Helm and Sarah Guth (Univesità degli Studi di Padova, Italy) Sake Jager and Steve Thorne (Rijksuniversiteit Groningen, Netherlands) Melinda Dooly (Universitat Autònoma de Barcelona, Spain) Mirjam Hauck and Tim Lewis and KMI (The Open University, UK)

TPACK Development in Teacher Education: A Case Study of Turkish Pre-service Teachers of English

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Technology has become a significant aspect of life in the 21st century. All spheres of education have been influenced by this phenomenon and there has been an increasing interest in the application of computers and computer-related technology in the classroom (Peterson, 2004). As new advanced technologies have come to the classrooms, traditional conceptions of what constitutes a classroom, how learning occurs and the role of the teacher and qualities of teacher knowledge bases are all challenged by the capabilities of new technology. Teacher knowledge has been reported as one of the key barriers for effective technology integration (Hew & Brush, 2007; Mishra & Koehler, 2006). The issue of what teachers need to know about technology for effective teaching has been the centre of intense debate in the recent past (ISTE, 2002; Zhao, 2003). It is clearly stated that the mere introduction of technology to the classrooms will not have the desirable outcomes as "it is what people do with the machine, not the

machine itself that makes a difference" (Mehan, 1989, p. 19). Similarly, Koehler and Mishra (2005) state that the adoption of new technologies does not guarantee successful teaching and learning experiences. They emphasize the importance of focusing on identifying what teachers need to know about the role of technology to be effective in the classroom (Mishra & Koehler, 2006). The present study focuses on the knowledge development of pre-service teachers as they learn to integrate technology into their teaching. More specifically, the aim of the study was twofold: (1) to examine the Technological Pedagogical Content Knowledge (TPACK) development of Turkish pre-service teachers (PTs) of English as they participated into a study explicitly focusing on the framework of TPACK and designed following Learning Technology by Design approach; and (2) to investigate how this knowledge was reflected in PTs' lesson plans and presentations. Participants of the present case study were 6 Turkish PTs, purposefully chosen among 22 PTs, enrolled in the final year of the English Language Teaching program of a state university in Turkey. PTs received 12-week training which focused on the explicit learning of TPACK, technological tool presentations, lesson plan development and peer teaching at the course site, and macro teaching of the revised lesson plans at the practice teaching site. Qualitative data came from the written reflections of and interviews with PTs to see whether there would be a change in their TPACK throughout the study; and lesson plans and classroom observations of PTs to see how, if at all, PTs' TPACK is reflected in their instructional practices. The findings revealed that PTs' understanding of the relationship among content, pedagogy and technology improved from the beginning to the end of the study. Analysis of the lesson plans and macro teaching observations also proved that PTs' developed TPACK was reflected in their lesson plans and practice teaching during the practicum.

Topic: CALL in schools, Teacher education

Keywords: TPACK, pre-service teachers, knowledge development

Type of paper: Research (30mn)

Learning French through ethnolinguistic activities and individual support

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For the last six years, the university has been offering a Tutorial Programme combining intensive courses and highly individualised learning activities, based on an ethnolinguistic approach, and continuously monitored. It aims at rapid progress through contact with the locals, real-life experience in the urban environment and confrontation with cultural differences. The 6-week programme, highly regarded by the attendees who enjoy learning French in situ, also grants students 6 ECTS, if all requirements are met. It is also facilitated by a supporting team of tutors and an online learning environment allowing for distance pedagogical interaction. The underlying assumption of the Tutorial Programme is that collecting pictures and audio samples of real situations will provide the language student with spatiotemporal mnemonic devices that are efficient in reproducing words, sentences and idiomatic expressions in French. While being reinforced by "learning to learn" discussions, deep learning processes are thus set into motion even in such a short period. In practical terms, students follow an

iterative sequence of activities. Each week, they collect ethnolinguistic material, observations and pictures, record conversations, then transcribe and comment on them (Diary of Stay). To help autonomous learners select useful activities, a set of propositions is available in the learning environment. After a few guided experiments, students become able to design their own activities. Furthermore, they identify and work on related grammar or lexical aspects, that will anchor their acquisitions (Learning Journal). More advanced students work alongside on writing an academic essay (Mini-mémoire). Each piece of work is corrected and rewritten twice, both online and during the weekly one-hour tutorial session, until being considered suitable for being inserted into the student's Notebook. During the tutorial session, the teacher provides linguistic and cultural explanations, discusses about remaining errors as well as the context, idioms, typical aural forms, and any relevant topics. The sequences of activities culminate in the production of an exportable student's Notebook, composed of the Diary of Stay, the Learning Journal and the Mini-mémoire, including pictures and audio recordings. When returning home, along with their credentials, the students will thus be able to showcase their progress and keep tangible track of their learning experience. Such a complex learning scenario proved being difficult to run without a supportive technology. Though providing a varied set of tools, the existing infrastructure could not cope with both the requirements of the linguistic correction process and of the production of the Notebook. Therefore, in addition to the replication of courses templates including activities and instructions adapted to language levels A1, A2 and B1-C1, two add-ons were developed for the Tutorial Programme: an extension to the Moodle standard editor allowing tutors to specify nine types of language errors in the text itself and providing them with a history of the corrections, and an external interface for the Notebook, with a database for texts and artifacts storage, as well as allowing modifications by both student and the tutor while maintaining the given structure when generating the final PDF file.

Topic: Teacher education, Courseware design, Intercultural

Keywords: tutoring tool, online text correction tool, individualised learning, real-life learning

Type of paper: Reflective Practice (30 mn)

Using ICT to Supporting Course Developers, Tutors, and Students of Scottish Gaelic

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This research and development is aimed at learners, tutors and course developers of Scottish Gaelic. The method of teaching Gaelic being used initially with the system is Ùlpan. This method has been used for over 50 years to great effect in Israel, where it originated for teaching Hebrew, and in Wales, where it has been used for over 30 years to bring thousands of learners to fluency in Welsh. In Scotland, around 2,000 students have registered with Ùlpan since its launch. The course is made up of 144 units, with most students at present doing one or two face to face sessions of around 1.5 hour each week in classes

of around 8 to 16 students and one tutor. For minority languages such as Scottish Gaelic it is difficult for learners to get the practice with native speakers between face to face classes that is required to become fluent. In this project ICT is being developed to enhance face to face lessons by offering a supportive web-based environment practicing (text and audio) and for formative assessment (homework). The ICT environment collects data on student performance that can be fed back to the students for self-improvement, to tutors so they can monitor the progress of cohorts of students (and adapt lessons as necessary), and to course developers (and trainers of tutors) so they can alter the course if need be. The structuring of course content is XML based allowing course developers to more easily update or re-order content, or adaptation to different dialects or other languages. Tutors of minority languages are often native speakers with little formal training in language teaching. The ICT system is being designed to support such tutors, especially these in fragile communities where additional income from language tutoring can help supplement income from more traditional sources of employment such as crofting. This paper will report on the first phase of design and development of this work in progress, and an evaluation of the initial results of providing feedback to students, tutors and course developers. Future plans for development will also be discussed; in particular mobile applications and video conferencing to further support the students, tutors and course providers.

Topic: Lesser taught L.

Keywords: ICT, Gaelic, CALL, less widely taught languages

Type of paper: Poster

Peer feedback in a Spanish-American Intercultural Exchange

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There has been considerable discussion about the role of corrective feedback and its efficacy in foreign language (L2) development (Long, 1996; Nassaji & Swain, 2000). Crucial to the feedback is a focus-on-form procedure that brings learners' attention to linguistic problems (Long & Robinson, 1998). According to Schmidt (2001), conscious noticing of language forms is necessary for learning to take place. Within the context of computer-mediated communication (CMC), L2 researchers have explored the role of corrective feedback and its effects on the development of learners' interlanguage (Belz & Kinginger, 2003; Dussias, 2006; Lee, 2008; Vinagre & Muñoz, 2011). Focus-on- form is more salient in CMC than in face-to-face as the learner reads the written discourse on the screen and takes further notice of errors (Lee, 2004). L2 research has shown that CMC creates affordable learning conditions to support both meaning-oriented communication and form-focus reflection through the use of corrective feedback (Lee, 2008; O'Rourke, 2005). The effects of corrective feedback on language process and outcomes depend on various aspects of online exchange including task design, types of CMC and language proficiency. Research findings indicate that learners benefit from linguistic scaffolding provided by an expert and further improve their accuracy in L2 (Lai & Zhao, 2006; Lee 2008). Ware and O'Dowd (2008) reported that students who were trained to become teachers of English as ESL teachers were well equipped with metalinguistic knowledge to fully explain certain grammar rules. In addition, peer

feedback offers a less-threatening context and learners with symmetrical L2 skills were capable of providing feedback that led to error noticing through collaborative effort and affective support (Lee, 2011). Despite valuable CMC research findings, the relationship between peer feedback and attention to form within the context of intercultural exchange has not been fully explored. Adopting a sociocultural view to second language learning, the paper reports a research project using Web 2.0 tools (Twitter, blog, podcasting) in a Spanish-American telecollaborative exchange. Using a reactive approach to focus-on-form, the role of peer feedback is explored in relation to types of linguistic feedback and strategies used by expert speakers. Both qualitative and quantitative data were collected over a period of one-semester exchange through which native speakers wrote comments in their cross-cultural partners' blogs to address their linguistic issues. Data from the readily available transcripts of online postings and post surveys were used and analyzed to report the findings. The results reveal that native speakers who had advanced language proficiency in L2 were capable of giving substantial and effective feedback to their distant partners. Various types of comments and strategies were found during the focus-on-form negotiation process. Furthermore, the provision of feedback enabled students to look at the suggestions, which allowed them to notice the gap between L1 and L2 and further discuss language choices. The study suggests that it is vital to allocate sufficient time to reflect on linguistic errors. Crucially, learners need to make a personal commitment to engage in the feedback process. The study concludes with suggestions for future research and pedagogical implications.

Topic: VLEs, Intercultural

Keywords: Peer feedback, focus on form, Web 2.0, intercultural exchange

Type of paper: Research (30mn)

Korean EFL teachers' beliefs about technology-assisted language teaching and practices in the classroom

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The use of technology is no longer new in the classroom and the changes in second language (L2) classrooms with the adoption of new or existing technologies are also tremendous. This study examines teachers' use of technology in English teaching, and shed light on how teachers' beliefs are and how teachers' beliefs change in relation to technology-assisted language teaching. The study also investigates what kind of contextual factors influence teachers' beliefs, and teachers' perceptions of technology innovative educational policy in Korea. Based on a longitudinal research approach, an argument will be made not only with respect to the process of changes in teacher beliefs but also with respect to the teachers' perceptions of the actual effectiveness of their application of technology in their teaching in the classroom. Fourteen participants, who are EFL teachers at primary and secondary schools, and a junior supervisor who works as an educational administrator, participated in this study for nine months. The semi-structured interview, classroom observation and diary were used to collect and analyze with NVivo. It is hoped that this study will contribute to better understanding of Korean EFL teachers' beliefs when they have actual English teaching experience in using technology in the classroom, and of their perceptions of the Korean government's efforts to promote the use of ICT in English teaching.

Topic: CALL in schools

EFL Learners' perception on video-based online discussion in a Facebook learning community

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This work-in-progress study explores the use of two commonly used online tools, YouTube and Facebook, with Taiwanese learners of English in order to enhance their communication skills. Based on Teo & Noyes's study (2011) modified, the research seeks to understand whether video-based online discussion on Facebook has a significant impact on students' perceptions of acquiring English communication skills. Participants in the study (N=150) will be obtained from six intact conversational English classes taught at a technical university in southern Taiwan. Students' English proficiency levels are low intermediate, according to an English test administered upon admission. Students will be asked to watch a documentary entitled "Ang Lee" on YouTube over a six-week period and, the teacher will lead students to watch the video and use captions to explain the contents. After watching the documentary, learners will be required to engage in online discussions and write reflections on Facebook, where they summarize the clips. After submitting the assignments, learners will be invited to complete a web-based questionnaire and participate in reflective interviews. Through the collection of quantitative and qualitative data, this study aims to examine what factors influence learners' communication skills. The results of the study will be further discussed in terms of learning goal orientation, perceived playfulness, perceived usefulness, perceived ease of use, attitude toward computer use, and their intention to use the tools.

Interactive Whiteboards in Japanese Universities

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'Made in Japan but not used' has for a long time been one of the paradoxes of Japanese education. However, in the case of interactive whiteboards (IWBs) the world's two main IWB manufacturers are not Japanese. For cultural reasons, IWB usage in schools and universities is very limited, whereas in the United Kingdom, for example, classroom usage in primary and secondary education is almost 100%. IWBs, as an additional tool for classrooms, have an important role in content courses and language

learning at all levels of education. The presentation will report on fieldwork on IWB usage in international schools in Tokyo (2010), schools in Canberra and Melbourne (2011), and Thailand (2013). Particular focus will be on the factors necessary in the classroom set up and use, ICT and IT support, and sharing of materials.

Topic: Student experience, CALL in schools, Teacher education, Managing

Keywords: Interactive Whiteboards, Curriculum, Content Courses

Type of paper: Poster

Exploring culture-related content in the COCA with task-based activities in the EFL classroom

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Like several other similar corpus analysis tools (e.g. Antconc Concordancer, Compleat Lexical Tutor, David Lee's Devoted to Corpora, Wmatrix, etc.), the online interface of the Corpus of Contemporary American English (COCA) created by Mark Davies and lodged at the Brigham Young University website has been invariably used in the EFL classroom to help learners better understand how language works at different levels of analysis (through collocation tables, KWIC lists, word frequency lists, etc.). This tool has also been used to enhance their text production and develop their writing skills. Likewise, it provides the opportunity to explore culture-related content, which allows the learner to gain valuable information about the social, ideological, political and historical reality of the societies where the language is spoken. Moreover, it gives them the means to examine the ways in which such aspects intersect with language and condition its use. Culture-related and discourse-centered approaches based on corpus analysis tools enable us to rise above the focus on a purely linguistic analysis by increasing our awareness of the discursive practices within institutions, groups and society at large. The understanding of this cultural and discursive dimension of language is of paramount importance in the training of undergraduate students in the areas of humanities and social sciences. In order to determine how far the COCA can contribute to increase this awareness, a set of task-based activities was drawn up and carried out in an EFL class of undergraduate students in the media and communication studies programme at a Portuguese university. Students were first introduced to this corpus analysis tool and encouraged to explore it further. Later on, they were prompted to resort to a series of strategies to extract information about a set of historically relevant political events, to analyse and interpret data, and to draw conclusions about the modes in which culture and language can interact. Particular attention was paid to the way in which perceptions and judgments of the political events find expression, for example, through lexical choices or, at a different level, subjective descriptive modifiers. This paper aims to provide (a) the rationale and a brief literature review on this topic, (b) a description of the task-based activities, the implementation process, the students' strategies and the evaluation procedures, and (c) a critical reflection on this action-research that may open the path for further developments in this area.

Topic: Corpora

Keywords: corpus analysis tools; culture-related content; discourse; EFL; higher education

Type of paper: Reflective Practice (30 mn)

Psychosocial Risk Factors in Online Spanish Courses

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Dalarna University has developed online courses for ten years and today about 70% of the courses are taught online. In 2007 Human Resources and ICT pedagogical center conducted a study focusing on the work environment with the central objective of evaluating the health effects of teachers who taught more and more online courses at the university. Our study is based on this (Svärdhagen and Hansson, 2007), but in it we have focused on psychosocial factors that affect students studying Spanish courses online versus those who study on campus. Preliminary results indicate that students who study online are more likely to suffer stress and anxiety during their studies. A detailed analysis of the risk factors inherent in students studying Spanish online will be included in my presentation. Bibliography Hansson, A. and Svärdhagen J. (2007) "Arbetsmiljon för lärare i nätbaserad utbildning vid Högskolan Dalarna". Rapport DUC 2007/1902/10. Dalarna University College, Sweden.

Topic: VLEs

Keywords: Online courses, phychosocial factors, health effects

Type of paper: Poster

An Evaluation of Tablet Computers for Ubiquitous Language Learning

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Classroom-based CALL has entered an integrative phase, characterized by a sociocultural view of learners as agents using multimedia and the Internet for authentic discourse and content-based language learning, yet it remains to be fully integrated through normalization into regular lessons. MALL has opened the door to materials access, communication, and collaboration anytime and anywhere, yet the discontinuity between formal and informal learning environments is likely to continue so long as the classroom situation persists. Teacher training issues aside, a significant barrier to full-fledged pedagogical investment into instructional technology use is limited access to the necessary resources, with academic institutions generally reluctant to make large-scale purchases without sufficient demonstration of their cost-effectiveness. The present study is an evaluation of a pilot project requiring top incoming first-year Japanese university students to buy their own tablet computers for everyday use in their English lessons as part of a special academic track curriculum aimed at preparation for study abroad. The principle aim was to determine the potential of tablet computers as a "good enough" multi-purpose tool for bridging the gap between in-class and out-of-class learning by comparing the types, frequencies, and purposes of these 120 students' digital tool use inside and outside the classroom with that of 280 others who had access to a variety of technologies, including tablets with wi-fi, but only on a shared basis. Once at the beginning and again at the end of the first 15-week semester, the learners and their instructors were all given online surveys on their respective experiences using digital tools in their language learning and teaching. The presentation will focus on some of the key factors influencing

differential tool use among the two groups, namely technological familiarity, portability, utility, usability, suitability, and adaptability. Ideas will also be shared for providing institutional support in areas of identified teacher and learner need in order to justify continuing the initiative and eventually expanding it across the rest of the language program.

Topic: Challenges, Student experience

Keywords: mobile learning, formal and informal learning environments, tool evaluation

Type of paper: Reflective Practice (45 mn)

Creating and nurturing a Community of Practice for language teachers in Higher Education

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Creating and nurturing a Community of Practice for language teachers in Higher Education. This case study evaluates the implementation of a virtual learning environment designed for language teachers for an Institution-wide language programme in a UK Higher Education Institution. The approach to its deployment draws upon Wenger's Community of Practice model (2000). Wenger identifies three elements that define a Community of Practice: • the domain – all members are committed to the same domain, in this case teaching languages to non specialist students. • the community – members interact with each other and learn together. • the practice – the members engage in sustained interaction which results in a shared repertoire. This development has taken place over a 3 year period and included a pilot virtual learning environment for 300, followed by a full implementation to more than 3,000 users. It was informed at all stages by users, usage analysis and research into best practice for language teaching and learning. The users have complete ownership of the spaces and the tools they need to facilitate interaction and communication, allowing greater freedom to experiment with learning design. Social media are used to help tutors find their personal learning network. An empirical design methodology and the Community of Practice approach to implementation embeds CPD within a supportive and open community. This case study will provide quantitative analysis of the activity in the portal over time. It will also draw on qualitative data using Steiner Kvale' s "traveler metaphor" approach (1996, p4) in order to reach conclusions about factors important to the use of technology in CPD. It points to the need for tutors to find relative advantage in the technologies they are given as their engagement is closely linked to that of their learners (Levy, 1997). It also highlights the opportunities presented to foster interest in and discussion of the theoretical aspects of subject specific learning design. References: Levy, M., 1997. Computer-Assisted Language Learning. Oxford: OUP. Wenger, E., 2000. Communities of

Practice and social learning systems. In Organization, 7 (2), pp225-246. Kvale, S., 1996. InterViews: An introduction to qualitative research interviewing. California:Sage.

Topic: VLEs, SCMC, Challenges, Teacher education,Online pedagogy,Lesser taught L., Managing, Distance learning

Keywords: VLE, voice, CoP, best practice

Type of paper: Reflective Practice (30 mn)

From Moodle to Twitter: A Comparative Study of Intercultural Exchanges

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This paper proposes a comparative study of two Spanish-American online telecollaborative projects. While the first of these exchanges principally employed the Moodle virtual learning environment in conjunction with email, the latter used Twitter, blogs and podcasts as the tools of computer mediated communication. Although in both exchanges the socioinstitutional context of the Spanish participants did not vary, the partner institutions were two different American universities: first a private, liberal arts institution and secondly a public university with a student profile more similar to that of the Spanish institution. The primary objective of the projects was to facilitate direct, sustained and structured interaction with native speakers of the students' target language. The exchanges thus provided authentic contexts where students could develop their language skills, benefit from the reciprocal correction of errors, cultivate autonomous learning habits as well as being given the opportunity to deepen their knowledge of the target cultures and increase their intercultural communicative competence. The paper outlines the methodology for the projects and by means of qualitative and quantitative data collection, the study will examine the extent to which the application of the different web tools impacted on the success in achieving the primary objectives of the projects. In both cases it was established that the different forms of digital technology provided highly efficient tools which facilitated a dynamic climate for intercultural interaction. Important differences were, however, noted particularly in relation to the capacity of the tools used in the second exchange to enhance the development of a sense of an online community. Particularly notable was the manner in which the use of Twitter enabled a rapport to develop beyond the structures of the exchange while not negatively impacting on students' participation in set tasks, and so ultimately improving the degree of personal commitment to the project.

Topic: VLEs

Keywords: Intercultural learning, telecollaborative exchange, Moodle, Twitter, peer feedback

Type of paper: Research (30mn)

The future of feedback on student compositions: Overcoming past limitations through CALL

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While Truscott (1996) claimed that feedback on students' written compositions is not merely useless but even harmful, many studies have since not only rejected his claim (e.g. Ferris 1999, Chandler 2003) but even proven that indirect coded feedback on selected errors (e.g. Ferris & Roberts 2001) is most suited for improving the students' writing skills. However, the traditional - that is, paper-based - way for providing and receiving such feedback is rather unsuitable. This presentation introduces a new best-practice model for feedback on student compositions which is based on the results of numerous studies on feedback for second language writing and which can only be realized through computer assistance. It is shown how the limitations of paper-based feedback can be overcome while, at the same time, not increasing but even decreasing the instructors' workload. An online tool which was recently developed (by the presenter) according to the above mentioned best-practice model is demonstrated. This tool allows for both selective and comprehensive indirect coded feedback with enhanced guidance for the students' self-correction process through additional remedial assistance and weighted errors (according to the errors' perceived seriousness, frequency as well as the individual student's current skills). Furthermore, the results of a small pilot study on the development of the students' writing skills using the new online feedback are outlined.

Topic: Student experience, CALL in schools, Online pedagogy, Lesser taught L., Distance learning, Self access

Keywords: innovative online feedback, second language writing, indirect coded feedback, student-centred and individualized feedback

Type of paper: RandD (30 mn)

Peer-Scaffolding during Collaborative Reading on the Tabletop Computer

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Scaffolding has been defined as support which can enable learners to "develop a specific skill, grasp a particular concept or achieve a particular level of understanding [or] goal they would not have been quite able to achieve on their own" (Panselinas and Komis, 2009, pp. 87-88), and instances of such scaffolding have been investigated in recent research in teacher-student interaction as well as in student-

student interaction. Tabletop computers add an extra multimodal dimension to such interaction, but a detailed linguistic analysis of such student-student multimodal scaffolded interaction is currently lacking, and the current study provides such an analysis in the context of a collaborative reading activity. Drawing on concepts derived from affordance theories, this presentation will consider ways in which multimodal peer-scaffolding is manifested when utilizing "actual affordances" of the tabletop technology as "the culmination of both the inherent affordances of the technology and the user's depth of knowledge of the functions" (Stockwell, 2012, p. 8). As viewed by affordance theories, this total context can provide opportunities for learning when attributes of the tabletop computer interact with attributes of other elements in this context, namely students here, as perceived by students during interaction. Students will go through a number of digital stages that are designed to allow them to make use of tabletop technology for collaborative reading. These stages are previewing, brainstorming, prediction, click and clunk, get the gist, and wrap-up. A multimodal data analysis of language, gesture, and tabletop artefacts enhances understanding of how students scaffold each other while utilizing different attributes of the total context and how they make meaning through a diversity of communicative forms. Data analysis also reveals the kinds of peer-scaffolding strategies students use or lack thereof. This study would be of educational value to language instructors, educational technologists, designers and developers of tabletop software, and educators and researchers interested in examination of tabletop-based language learning and interaction. References Panselinas, G., and Komis, V. (2009). Scaffolding through talk in groupwork learning. Thinking Skills and Creativity, 4, 86-103. Stockwell, G., (2012). Introduction. In G. Stockwell, ed. Computer-Assisted Language Learning: Diversity in Research and Practice. Cambridge: Cambridge University Press, 1-13.

Topic: SCMC, CALL in schools, Managing

Keywords: Tabletop computer, collaborative reading, peer-scaffolding

Type of paper: Research (30mn)

Podcasts for Learning English Pronunciation in Igboland: Students' Experiences and Expectation

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This paper proposes to study how podcasts are used for learning English pronunciation in some institutions of higher learning in Igboland. A preliminary quantitative survey was carried out to elicit information on the students' experiences and expectations. Out of the 5 institutions studied, only two institutions were found to be using of podcasts to enhance their English pronunciation. In one of them, it was first introduced to them by their lecturers and about 30% of the students make use of it, in the other one, 5% of the respondents claim they knew about it on their own as a result of their quest to improve their spoken English. For those of them that have not known about such technique, about 80%

of them responded in the affirmative of their willingness to utilize the technology later. While about 20% of them responded negatively to that with the information that what matter to them most are intelligibility, use of appropriate vocabulary, and correctness of grammar rather than learning pronunciation. An enquiry into their expectations reveals that the students expect the government, the institutions, and the teachers to play some roles in making them learn English pronunciation effectively. Majority of them positively responded to point that the government in collaboration with the institutions should be sponsoring the students English and Linguistics to acculturation, workshops, and conferences where they can meet and interact with the native speakers to improve their spoken English. A reasonable number of them also expect their teachers to keep abreast of the new technologies for language learning and implement adequate ones in classes. Some of them who have made use of podcasts are of the opinion that podcasting technology be done in such a way that it can be interactive; such that they be allowed to repeat after the producer and subsequently receive a feedback on their performance through computer scoring or any other way.

Topic: Student experience

Keywords: podcasts, pronunciation, students, Expectation,Experience

Type of paper: RandD (45 mn)

The Mobile Classroom Blog

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In a very homogenous environment like Japan the opportunities for learners to use their foreign language outside of the classroom are extremely limited. As a result, the internet and social networking has been quickly embraced by language teachers to enable new opportunities for students to be engaged in using their foreign language outside the classroom. One of the most popular social networking tools is a classroom blog, which gives students the opportunity to create web content and interact with their peers through the "comment" function. To take advantage of high levels of smart-phone ownership and encourage students to participate in real-time conversations, the author experimented with the micro-blogging software, Posterous. This presentation will report on experiences using the software at three different Japanese universities in 2012, comment on how students were able to participate on their smart-phones and provide feedback on how language teachers can successfully incorporate blogging into their classroom syllabus.

Topic: MALL CALL in schools, Online pedagogy, Managing

Keywords: Blogging, MALL, Web 2.0, Micro-blogging

Type of paper: Reflective Practice (30 mn)

Online teacher training for CALL in the digital era: The process of skills development among L2 teachers using technology with language learners

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It is frequently claimed that most L2 teachers have a positive attitude towards technology in education and are aware of the benefits that online resources may bring to the second language classroom (Egbert, Paulus and Nakamichi, 2002). In addition, numerous studies have been conducted regarding the teachers' needs when using technology for language teaching and learning and also the skills they have to develop, the roles they have to play and the criteria they have to meet in order to make effective use of technological, and especially online virtual resources (Hauk and Stickler, 2009; Compton, 2009; Davis and Loveless, 2011). However, there is at present relatively little evidence about the developmental processes which language teachers undergo during training for CALL to improve their pedagogical practices although such evidence would be valuable in helping us improve the learning we provide. Therefore, the objective of this study is firstly, to identify the skills that L2 teachers need in order to use technological resources effectively with learners, and then to examine the process by which they improve those skills. The aim is to observe how teachers use their existing knowledge and skills and to identify how these are developed through a cycle of online training and reflective practice. The theoretical construct for this investigation is based on the skills teachers need to be effective users of technology in language learning proposed by Hampel and Strickler (2007) and Mezirow´s transformative learning theory (Mezirow, 2000). For this investigation, 30 in-service EFL school teachers in Chile completed an online training course involving them in activities requiring peer interaction, construction of knowledge and reflection. Data gathered provides evidence of the teachers' developmental stages, analysis of which suggests ways in which the effectiveness of frameworks for teacher training and e-pedagogy can be improved. The findings of this study aim to contribute to (1) our understanding of how to improve L2 teacher professional development in technology and (2) the design of pre- and in-service training programmes to help teachers develop their skills as competent users of technology for language learning and teaching, through reflection on their practices, both individually and as part of a virtual community.

Topic: Teacher education, Online pedagogy

Keywords: Computer Assisted Language Learning, language teacher development, online teacher training, transformative learning, reflective practice

Type of paper: Research (30mn)

Training the trainer: An e-moderator's journey through an online training course to improve L2 teachers' professional development in the use of technology

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Online teaching and language teacher development have become an important focus of attention in CALL in recent the past years, presenting significant evidence of the knowledge teachers need to acquire, and the roles they need to play in order to become effective users of technological resources in a constantly changing era. (Doering and Bach, 2002; Colpaert, 2006; Hubbard and Levy, 2006; Guichon and Hauk, 2011). Teachers are required to acquire technological and pedagogical skills, so that they can use them effectively with language learners. The appropriate guidance and support these teachers need in order to develop as competent users of technology, therefore, poses a challenge to those whose task it is to help them in their professional development. The trainer in an environment which increasingly involves online or virtual resources is likely to play the role of moderator or facilitator, and according to Salmon (2011) the fact that the moderator has good communicational skills in a face to face environment does not mean that their abilities are transferrable to the online environment or that the virtual facilitation is going to be less complex. Most of the success of e-moderation courses depends on the ability of the facilitator not only to create a safe environment for learning and to understand the theory of using online resources for language learning and teaching, but also to 'enable learning' properly in the virtual world. The aim of this paper is to give a critical account of the experience of an e-moderator in an online L2 teacher training course. The objective is to show evidence of the processes and challenges the moderator undergoes in order to manage the course and achieve the goals which have been set for it, as the better the performance of the e-moderator, the more competent the teachers become. Data collected though reflective practice based on Salmon's (2011) e-moderation criteria will be of great significance for language teacher training in technology and e-pedagogy, but mostly for those who have embraced the responsibility of training the trainers to incorporate technology in the second language classroom.

Topic: Teacher education, Online pedagogy, Distance learning

Keywords: Teacher development, teacher trainer, e-moderating model, online skills, reflective practice

Type of paper: Reflective Practice (30 mn)

Faculty and administration in collaboration: Research-based developments in ongoing technological innovation

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The following ongoing action-research project has been conducted at a university in Japan specializing in foreign language studies. Murphy and MacKenzie (2011) initially reported on the project and how faculty perspectives on technology issues were gathered (a) in order to gain a greater understanding of the technology-related needs for the teaching/learning environments, and (b) to help improve access to the Internet and technology across campus. Data was collected via a teacher survey (n=39, response rate=61.9%) with questions covering topics such as classroom design; wireless access across campus; mobile learning technology; sharing of student computers; and technological innovation. Findings were used in a collaborative effort by faculty and administration to improve Internet access at the university. As part of this initiative, Murphy (2012) reported on research conducted into the creation and use of a prototype mobile cart comprising 15 iPads and a hub to create a wireless environment. Data collected from faculty comprised comments on the advantages and disadvantages of such a system. In accord with the a goal of the aforementioned projects, data has been used to help both university administration

and faculty to make informed decisions regarding the following current and future Internet / technology-related innovations (a) the university is now attempting to expand wireless areas to cover all classrooms by the summer 2013; (b) 120 English-major freshman students will be placed in a new government-sponsored academic-track course in preparation for hopeful participation in study-abroad programmes. As members of this course, students will be required to purchase iPads upon entry to the university for use both on and off campus; (c) Moodle-based materials are being developed for these new courses; and (d) both Faculty and Administration have been invited to collaboratively contribute ideas for a new custom-designed building to complement the research-based curricula and technological innovation currently being undertaken. The researcher proposes to share the ongoing findings of this research and development at EUROCALL 2013. Murphy, P. and MacKenzie, D. (2011) "Faculty and administration in collaboration: Overcoming technology issues". Presentation at EUROCALL 2011 (Nottingham, England). Murphy, P. (2012) "Mobile technology going mobile". Poster presentation at EUROCALL 2012 (Gothenburg, Sweden).

Topic: CALL in schools, Managing

Keywords: iPad wireless technology action-research study-environment innovation

Type of paper: Poster

European Programmes Supporting Computer Assisted Language Learning – Which Is The Right One For My Project?

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LINGUA I and LINGUA II, LEONARDO DA VINCI, European Regional Development Fund (ERDF), Lifelong Learning Programme - Key activity 2 Languages - all these are European programmes in which the presenter's institution got funding for CALL projects in the past 13 years. Due to the specific situation that staff can only be employed if they are financed through project-related, third-party funds, at least for the most part, the submission of project proposals to European funding institutions got regular practice. However, every project is different and each programme has its own rules and characteristics which the applicant must be aware of. Over the years, a wealth of experience was gained in this European project's world, a world of its own. What are the specifications of the various programmes? What kind of activities in the field of CALL were financially affordable for the EU? What are the main results of the funded projects? What about sustainability? Are the products being used also after the project had ended? The presentation will address all these questions giving an authentic and honest account of what has been achieved and where there were failures in the project history of the institution. Examples of the CALL project results will be demonstrated and the current and future projects will be presented briefly.

Topic: CALL in schools, Teacher education, Online pedagogy, Lesser taught L.

Keywords: European programmes, European projects, CALL projects

Type of paper: European Project Dissemination

Curating and nudging in virtual learning environments

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One of the most challenging tasks for foreign language teachers is to structure and scaffold internet-based material, not only to provide their students with the best learning opportunities possible, but also to maintain the students' focus of attention: the easy access to an overwhelming load of material available on the internet easily leads students to digress from their intended learning task and engage in other activities. One way to cope with this challenge, we suggest, is to include the two principles of curating and nudging: Just as the curator in a museum is supposed to make a careful and deliberate selection of relevant material based on clearly defined criteria, so must language teachers design their learning scenarios by carefully selecting and combining material in thematic or otherwise related units. Nudging, on the other hand, focuses on the way language learners are lead into almost automatically clicking on related material. The aim of nudging is thus to support learning out of motivation and curiousity rather than on obligation. Nudging curated online courses includes a strong focus on the material chosen, the language used as well as the physical appearance of the webpage. Our presentation will show how CLILstore, a free multimedia-rich online service containing teaching units for Content and Language Integrated Learning (http://multidict.net/clilstore/), has been used as a tool to create curated online courses, i.e. semi-closed thematic units, on the Arab spring and how young Arabs are dealing with it in contemporary Arab societies. The learning units differed in kind – videos, songs, prose texts, pictures, fact sheet – to support learning in as many ways as possible, and the nudging approach to the set-up was used with the purpose of supporting independent learning and to push learners towards searching independently for further information on the subject. The curated online units were tested by 50 first year university students of Arabic as a foreign language during the spring of 2013 through blended learning, and student questionnaires as well as teachers' observations were used to inform us of about the utility of the approach. References: Hubbard, P. (2012): Curation for systemization of authentic content for autonomous learning. Powerpoint præsenteret ved EUROCALL, Gøteborg, 23. august, http://www.stanford.edu/~efs/eurocall2012.pdf Nielsen, H. L. (2013): Sproglæreren som curator (the language teacher as curator), to appear in: Sprogforum, autumn, 2013. Thaler, R. H. and Sunstein, C. R. (2008): Nudge: Improving Decisions About health, Wealth and Happiness. Penguin Books.

Topic: VLEs, Online pedagogy, Lesser taught L., Intercultural , Managing

Keywords: virtual learning environment, multimedia-rich environment, foreign language pedagog, curating, nudging

Type of paper: Reflective Practice (30 mn)

Learning English through Subtitling Lectures

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This is a report of an on-going attempt to integrate subtitling activities into English learning process in a college EFL classroom in Japan. As more and more lectures and speeches of academic nature have become available through the Internet, they provide valuable resources providing incentive to learn and widen their view. However, since most of the lectures are delivered in English at a natural speed by professionals, without a proper help and guidance in their native language, most of the students find it difficult to understand the content. Practicing subtitling the lectures equip the learners with the abilities to listen, study, and understand the content of lectures. This classroom is an attempt to improve the learners' over-all English proficiency while helping them to become contributors to the on-line academic resource themselves. The presenter is a volunteer TED Talks translator. Although he is not professionally trained, through his experience and research, he realizes that subtitle translation is more than replacing one language into another. It requires a trained ear, thorough research on the topic, and keen sense of language both in English and Japanese. It is sometimes necessary to write to the speaker to clarify the details. Students in this class start with reading books on subtitling written by the professional screen translators and learn the basics of screen translation. Then they study subtitled films and lectures to see how actual translation is done. After several trial translations of movie trailers, mini-lectures, and TV news shows, students learn how to listen to the details, analyze the audience, and research the filed. In addition to this, they learn how to economize the expression and legibly put the translation on the screen. The final goal of the course is to choose one TED talk and collaborate to complete its subtitle. Going through this learning process step by step, students not only learn how to listen, understand, translate and present, but also improve their intellectual competence and learn how to be a contributor in the active on-line academic community. The students use on-line subtitling service and public domain software to subtitle the video clips which are also publicly accessible. Tools and methods will be shown in the presentation. Our fist collaboration is accessible through the link below: http://www.ted.com/talks/lang/ja/edith_widder_the_weird_and_wonderful_world_of_bioluminescence.html.

Topic: CALL in schools, Intercultural

Keywords: subtitling, screen translation, TED Talks, collaboration

Type of paper: Poster

Understanding presence, affordance and the time/space dimensions for language learning in Virtual Worlds

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Notwithstanding their potential for novel approaches to language teaching and learning, Virtual Worlds present numerous technological and pedagogical challenges that require new paradigms if the language learning experience and outcomes are to be successful. In this presentation, we argue that the notions of presence and affordance, together with the time/space dimensions of interactions in Virtual Worlds

(e.g. Bakhtin's (1981) chronotope, Foucault's (1984) heteropia, and Lemke's (2000) heterochrony), provide new insights into language learners' trajectories as they attempt to carry out tasks that are designed to make use of virtual worlds characteristics and potentialities. We explore and analyse critical incidents that occurred during the realisation of a language learning task by university learners of Italian in Second Life©. The chosen task and incidents are drawn from an Italian as a foreign language course that offered students the possibility to engage in various simulations and role-plays in the virtual world of Second Life©. Si mangia! is one example of such simulations and focuses on Italian food culture. During the session, students are standing in an Italian restaurant located on the Imparafacile island in Second Life©. They are requested to collaborate and devise a recipe using ingredients and cooking utensils that are available on a table and they can avail of the assistance of Italian native speakers who are participating in the session. Recordings of the session, teacher observations, learner reflections and interviews have provided large amounts of data highlighting a number of critical incidents that emerged during its execution. Analysing these critical incidents through the lenses of presence, affordance, and space/time inseparability allows us to highlight the non-linearity of temporal and spatial aspects of interactions in virtual worlds, and to reveal the emergence of affordances and learning chronotopes linked to such interactions. In turn, the analysis of these emerging learning chronotopes helps us refine the design and implementation of language learning tasks in Virtual Worlds. References Bakhtin, M.M. (1981). The Dialogic Imagination (edited by M. Holquist and translated by C. Emerson and M. Holquist). Austin: University of Texas Press. Foucault, M. (1984). Dits et écrits, Des espaces autres (conférence au Cercle d'études architecturales, 14 mars 1967), Architecture, Mouvement, Continuité, n° 5, p. 46-49. Lemke, J. (2000). Across the Scales of Time: Artifacts, Activities, and Meanings in Ecosocial Systems, Mind, Culture, and Activity, vol. 7, n° 4, p. 273–290.

Topic: VLEs

Keywords: language learning; virtual worlds; affordances; learning chronotopes

Type of paper: Research (45mn)

An International Collaborative Research Project on Critical Incidents Using Moodle: Pleasant and Unpleasant Experiences with Foreigners

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Critical Incident Technique (or CIT) "is a set of procedures used for collecting direct observations of human behavior that have critical significance and meet methodically defined criteria" (Wikipedia, 2013, para. 1). A possible set of procedure is when an individual recalls his / her experiences about a particular situation that happened which may either be pleasant or unpleasant, tells it to another person or group of person, and together they try to come up with a possible origin of that pleasant experience or possible solution to that unpleasant experience. In line with that, this study entails the conduct of a collaborative research project on critical incidents with data collected from November to December

2012 and respondents coming from a private university in Tokyo, Japan and in Manila, Philippines - 31 Japanese students and 31 Filipino students. This on-going research has been done through the most updated and stable version of Moodle 2.4+ site entitled "International Collaborative Research Projects (http://www.tell.is.ritsumei.ac.jp/moodle/project/)" that was created by the project leader. The research questions were set to find out if there were any differences in demographic or ethnic backgrounds and foreign travel or stays in order to elicit the pleasant and unpleasant experiences with foreigners and if the respondents were able to solve the problems they encountered. In order to answer the research questions, the procedures used from collecting the data were provided as follows: 1) the pre-project questionnaire (for the demographic information of the participants); 2.) a pre-written sample of a critical incident of both pleasant and unpleasant experiences with foreigners (for the participants to give them an idea of what to write about); 3) a separate Forum module (for the pleasant and unpleasant experiences be reported and shared with the other participants for mutual understanding and possible solutions to the problems); 4) a chat room (for a possible venue to exchange ideas between the Japanese and Filipino students). From this set of procedures, the presenter will report the project summary (objectives, methods, demographic information of the participants), the encountered critical incidents (both pleasant and unpleasant experiences with foreigners) with their solutions, and the researchers' temporary conclusion and recommendations for the further study.

Topic: Cross sector, Intercultura, Self access

Keywords: International collaborative research project, writing, critical incident, Moodle

Type of paper: Poster

The Impact of Employing Mobile Technologies and PC for Learning Coursera on-line Lectures and TOEIC Practice Kit

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E-mobile learning technologies such as the iPhone, iPad, and others, are rapidly gaining popularity as an effective way to improve foreign language skills around the world. Mobile technologies have also transformed learning methodologies (Vinu, Sherimon & Krishnan, 2011). Mobile (M)-learning is motivating to learners to improve foreign language skills, as it offers a rich, informal, contextual, and ubiquitous learning environment. I report on the results of two empirical studies that focused on two projects, both incorporating e-learning and m-learning, to determine if a blended-learning environment can improve the TOEIC and presentation skills of native Japanese undergraduate students at a private university in Tokyo, Japan. Empirical research study1 was conducted in order to determine if a blended-learning environment incorporating m-learning could help Japanese college students to improve their English listening skills and oral communication skills. The blended-learning activities introduced to students in class included (1) watching online Coursera lectures with the use of PC and mobile technologies, and (2) orally presenting lecture summaries to their classmates face to face. Students were also asked to (3) spend extensive time watching several online lectures during their commuting hours and to write a 200-word lecture summary every week. The goal of the first study was to examine the effectiveness of the blended and mobile learning activities on the students' English language proficiency and oral communication skills. An assessment of pre-treatment and post-treatment TOEIC scores revealed that the students had adequately comprehended the Coursera lecture contents, and that their overall listening skills and oral communication skills had improved through listening to the

comprehensible online English lectures with English subtitles. A questionnaire administered to students after their exposure to the activities indicated that they were satisfied with the online Coursera lectures and were motivated by the blended learning environment incorporating m-learning. The second study focused on the use of an on-line TOEIC training kit in order to help determine the effectiveness of the e-learning and m-learning activities. The second study started in September 2012 and ended in January 2013, and targeted approximately 60 Japanese EFL students. Students were required to spend roughly 50 hours to complete the on-line TOEIC course with PC and mobile phones. By the end of the semester in January 2013, the students had completed nearly 80% of the on-line course contents to improve their reading and listening comprehension skills. The results indicated that their average TOEIC score improved from 452 (SD112) to 566 (SD122) over the three-month period. The goal of the second study was to examine the effectiveness of the on-line learning activities in improving the students' TOEIC scores using mobile technologies and PCs. Several questionnaires were also administered to the students after their exposure to the on-line TOEIC course to help determine the effectiveness of the mobile and e- learning activities. In this presentation, the on-line TOEIC kit will be demonstrated with mobile technologies, and the detailed results of these two studies will be shown.

Topic: MALL, Student experience

Keywords: Coursera, TOEIC, e-Learning, Mobile technologies, iPhone, iPad

Type of paper: Reflective Practice (45 mn)

E-portfolios as assessment tools

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The paper introduces a development of e-portfolios as assessment tools in Germany and Spain. The author is interested in how e-portfolios can be an integral part of language and culture evaluations on the university campuses. It goes without saying that assessment is essential to learners as a way of evaluating the effectiveness of instruction uniting subject, culture and language. It can provide learners with feedback on their progress and may lead them to reassess learning strategies or to motivate them toward future studies (lifelong learning). What are the ways to evaluate the progress of learners? One of the solutions would be the creation of e-portfolios. Portfolios are a form of alternative assessment in which a student's progress is measured over a period of time in various learning contexts. Portfolios can include evidence of specific cultural skills and language performance over time, under different conditions or under several communication modes (e.g. interpersonal). Based on the research of Brown (1998), the major strengths of portfolio assessment are that they are embedded into instructions and measure student's ability over time; involve student in their own assessment, and capture many facets of culture and language learning performance. It is assumed that students have their own goals and purposes to achieve cultural and language competence which means that they are highly motivated when they are admitted to language courses. Indeed, student assessment portfolios promote positive student involvement. As students create their portfolios, they are involved in and reflect on their own learning. Thus, increased metacognition has a positive impact on a student's self-confidence, facilitates student use of learning strategies, and increases the student's ability to assess and revise work (Thomson, 1996). Moreover, student motivation to proceed in studying and succeeding in future culture and language learning tends to thrive in such an environment.

Learners' discourse in FL online forums: What does it tell us about learners' intercultural competence development?

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The plethora of studies on intercultural (communicative) competence (Byram, 1997, 2000) illustrate that its development is, doubtless, an indisputable FL education aim. There is extensive research on the quality of learners' cultural reflections in FL courses, whether in telecollaborative environments (Belz, 2002; Elola & Oskoz, 2008; Liaw, 2006; Lomicka, 2006) or within a contained classrooms (Bauer, de Benedette, Furstenberg, Levet & Waryn, 2005; Biensenbach-Lucas, 2004; Oskoz, 2009; 2012; Wildner-Basset, 2005). Yet, there is little knowledge regarding how FL learners' discourse practices (Martin & White, 2005) in such interactions reflect their openness to resolving misunderstandings, handling stereotypes and becoming critical of their own cultural practices (see Belz, 2003). Therefore, this study examines the extent to which learners' discursive practices within a close classroom environment hinder or facilitate intercultural competence while participating in online discussions. In particular, this study explores the following questions: 1. What aspects of intercultural competence take place in FL classroom online forums? 2. What discourse practices are utilized to pass judgments and associate emotional and effectual responses towards both the L1 and L2 culture in FL classroom online forums? 3. How do learners position themselves towards different intercultural perspectives in FL classroom online forums? Twenty students from one intact class were divided into groups of four and completed four cultural tasks using the discussion board over three-week periods. Qualitative and quantitative data regarding learners' discourses in the forums were content-analyzed using a modified version of Byram's (1997) model to examine the presence of intercultural competence in their online discussions, and a modified version of Appraisal Theory (Martin & White, 2005) to examine discourse markers that facilitated or hindered intercultural competence development. Preliminary results suggest that while all groups gained knowledge of the target culture social groups, including their products and practices, only groups with high levels of interaction and frequent presence of affective, judgment and appreciation markers (a) interpreted, explained and related documents or events from the target culture to their own; (b) presented curiosity, openness and readiness to suspend disbelief about other cultures and beliefs about their own, (c) evaluated critically and on the basis of explicit criteria the perspectives, practices and products of both their own and other cultures and countries, and (d) expressed and negotiated their positions developing a community that successfully engaged in intercultural discussions. Further results and pedagogical implications regarding the need to examine learners' intercultural competence through both their content and the linguistic resources to express it will be presented at the conference.

Topic: Intercultural

Collaborating with iPads: Teacher and Learner Reflections in Asia

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While the iPad is appearing in more and more schools and colleges, the significance of the tablet computer and its convergence characteristics (Kress, 2010) in education remain largely undefined. Two language instructors set out to investigate the iPad in their own teaching situations, bridging a physical divide of several thousand kilometres as they sought to document changes in their own teaching while recording their professional practice and reflecting upon it. In this paper, one of the instructors involved in the project outlines the research and its outcomes, detailing ways collaboration evolved into sharing ideas, developing materials, planning lessons, using hardware and software, and exploring effective ways of using the iPad. Preliminary findings suggest the iPad as a convergent device pushes educators towards new ways of teaching and interacting with their learners. Problems addressed in the current study include the challenges inherent in collaboration and how new technologies may overcome them, ways that reflective practice can be used to inform pedagogical practices, and how integrating the iPad into L2/L3 teaching in varying contexts affects teacher and learner behaviour. The study involved both teachers starting out with identical iPads (the hardware) and installed apps (the software). One instructor worked at the tertiary level in Japan, with state-of-the-art facilities including wi-fi and a mobile device for every student; the other at a private language school in Indonesia, teaching across different age ranges, with unreliable internet access, power outages, and insufficient funds to supply students with devices of their own. It was hypothesised that if teachers in diverse contexts observed similar changes in their teaching and among their students, then the results might validate the role of collaboration in informing teaching and the benefits of integrating new technology. For the research, iPads were used before class in planning, during class for teaching, and after class for recording reflections. The study was an ethnographic narrative, a qualitative measure of observable changes in the teachers and learners. Written entries plus videos and still pictures were used, with synchronous live chat tending to replace the 'permanent record' of asynchronous mail. The iPad proved indispensable for this, quickly becoming 'normalised' (Bax, 2003) to the needs of the researchers. The presenter will detail how this collaborative project was conceived and established; ways to record reflections; research findings based on social semiotics and convergent mobile designs (Kress, 2010); practical hints concerning the iPad in class, focusing on teaching genre-based writing with technology; classroom techniques to involve students actively through the iPad; and implications for teachers and learners, including teacher identity and technology. Several previous studies have been deterministic, arguing that throwing 'cool' apps at a class of students is the solution. The current research points to another conclusion relevant to broader teaching contexts: that the affordances (Adami & Kress, 2010) of the iPad itself are meaningful, requiring an awareness of, sensitivity to and understanding of the social context in which learners find themselves.

Topic: CALL in schools, Distance learning

Keywords: collaboration, convergence, new technologies, reflection

Type of paper: Reflective Practice (45 mn)

Developing a virtual learning community for LSP applications

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Foreign language teachers are nowadays required to respond to the changes provoked by the advent of web 2.0 and the developments it has introduced both in the everyday practice and in the learning behavior of users, and to adopt a new teaching approach, integrating users' online social activities in their educational practice. In this new educational approach, users must be able to choose the appropriate content for their needs content, combine resources in the way they prefer, interact and collaborate with others and, finally, learn in an informal online environment similar to the environment they use in their everyday life. Towards this direction, the development of Personal Learning Environments (PLEs) seems to promise new possibilities in the field of language teaching and learning, especially concerning Language for Specific Purposes (LSP) applications. PLEs are systems specifically designed or created by the combined use of various external Web 2.0 applications or tools that users can choose and organize in such a way as to form their own Personal Knowledge Networks and cover their educational needs. From that point of view, PLEs represent a turn from the traditional model –in which users simply consume information- in a new more social model, in which users act autonomously, form learning communities and create connections with a variety of resources, services and people chosen and organized by themselves. In a PLE, students have the opportunity to form their own personal way of working, using the tools they feel are most appropriate to achieve their purpose. Regarding the subject of foreign language, in particular, the creation of such personalized and adaptable learning environments that extend the traditional approach of a course seems to promise a more holistic response to students' needs, who, functioning in the PLE, could combine learning with their daily practice, communicating and collaborating with others, thus increasing the possibilities of access to multiple sources, informal communication and practice and eventually acquiring the foreign language. A PLE can be developed in several different ways, which vary in degree of difficulty and development, in terms of manpower and the skills involved, and of course, in terms of financial resources. However, the use of a "Start page" seems to be the most convenient and accessible way, in which foreign language teachers without special technical skills could create an environment suitable for use in a language course. In this paper we first present the current research on PLEs, their philosophy, the pedagogical context on which they are based as well as the different ways of their formation. Furthermore, a PLE developed specifically for language learning using the Netvibes platform is proposed. More specifically, the components and the possibilities of this PLE, as well as the way the environment was used in the foreign language classroom are presented in detail. Finally, the conclusions derived from this application and the perspectives that this type of environment creates for language education are also presented.

Topic: VLEs, SCMC, CALL in schools, Distance learning

Keywords: Learning environments, PLE, Netvibes, Technology Enhanced language learning

Type of paper: RandD (30 mn)

The EuroVersity Network

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EuroVersity is a 3 year Network (Project no. 518944-LLP-1-2011-1-UK-KA3-KA3NW-EuroV) co-funded under Key Activity 3 (ICT) by the EACEA (2011-2014) for the promotion of the use of virtual worlds and reality in education. The EuroVersity Network brings together 19 core partners from 10 different countries in Europe and Israel and a growing number of associate partners. The partners include universities and small educational and training centres operating at both a local, national and pan-European level. The partnership is made up of experts and interested parties from a variety of educational and research backgrounds including both the humanities and the sciences. In addition to the core aim to grow as a Network, one of the primary aims of EuroVersity is to pool together existing resources on teaching and learning in virtual worlds which have been created under previous projects. In addition to this, the EuroVersity Network aims to become a point of reference for discussion, debate and the sharing of knowledge about virtual worlds and virtual reality both in the field of language education and research and beyond. In particular, EuroVersity has a contribution to make to the development of new ecologies of learning within and across disciplines. The showcase will be of interested in particular to teachers, CALL researchers, course developers and material designers, teacher trainers and educationalists. During the presentation of the project, interested parties will have the opportunity to familiarise themselves with some of the major outputs of the project and with some of the ongoing activities. In particular, the presentation will make available for perusal and feedback the EuroVersity Guidelines which is a brief manual created to help newcomers to virtual worlds orient themselves within some of the main educational, technical and institutional issues that arise when one chooses to work with virtual worlds and reality. The themes around which the presentation will be organised include: access and virtual presence, archiving of resources, the role of machinima (virtual world films and filmmaking), course and materials design and teacher training. Last but not least, during the presentation, attendees will be encouraged to think about how virtual worlds and environments could be used in their own educational contexts and will be provided with a checklist of ideas and suggestions to help them think strategically about the adoption of this medium. All interested parties are also most cordially welcome to join the Network either as individuals or as institutions. Technical requirements: If possible, fast Internet connection, the downloading of both Second Life and Open Sim onto the computers used for the presentation, full technical checks including for voice chat. According to the set-up, it might be a good idea if multiple points of access to the virtual worlds are made available to attendees (but not necessary). Overhead projector and loud speakers will be needed so that attendees can see and hear what is happening on the main computer. A microphone will be needed so that the presenters at the conference can talk to presenters who are online in the virtual worlds.

Open NLP-tools voor open resources in CALL

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Ever since the introduction of free and open resources and tools, NLP (natural language processing) has become easily accessible for research and development. However, open tools and resources are often not as open as one would normally expect. Very often the core of the tool is in a binary format, so that modification is made almost or totally impossible. The same closed format is often found for basic resources, such as lexicons or specific language models. One could therefore wonder how open the open resources are, and whether they are readily available for the CALL community. In this talk we will compare existing tools easily available for French and Dutch, and illustrate the complexities involved in two case studies. The first case concerns the intricacies you may encounter at the initial stage of the NLP processing chain, more specifically the segmentation of sentences and the tokenisation of web resources. The second case involves the situation where one would like to merge data from different NLP tools, each tool being specialised in a different task. The first tool is good in part-of-speech tagging, whereas the other tool has an extra chunker module. Many NLP tools expect the input data to be either clean texts or raw texts containing all kinds of formatting information. The first type of data (without any mark-up) is far from realistic, and in the other case some important formating information may get lost. The approach of robust processing ignores mark-up all together. These techniques can be useful in a laboratory environment, but can be disruptive in production environments, whether this is a CALL application or a production flow of a a publishing house. As part of the iReadplus project, which involves enriching existing formated documents with linguistic annotation and named entity references, it was important to keep track of the existing text mark-up. Since the input data consists of XML formated articles, containing text formating information on character formats, this type of markup had to be retained. Unfortunately, for some tools, the basic segmentation of sentences and the tokenisation is a problem as far as XML markup is concerned. Also when the tool is a monolithic program, adaptation of the preprocessing flow may be complicated. In this talk, we will show how such a problem can be solved. In the case of Treetagger, a freely available tagger, the segmentation and tokenisation task poses no problems, since the tagger systematically disregards XML markup, which nevertheless remains stored in the text flow. Another difficulty consisted in using a chunking module for French. Since the chunking module of treetagger is rather poor for French, we used macaon as extra tool. Taking into account the fact that the whole pipeline of data was formated in XML, it was important to carefully match input and output formats. This talk wil show how new techniques of XML text processing can be useful to retain formating information of textual data.

Topic: Corpora, ICALL

Second Person Thinker: Digital Game-based Language Learning with Interactive Fiction

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The evolution of language teaching approaches and advances in technology have brought with them changes in how and where languages are learned. The concept of 'learning space' has moved beyond the walls of the classroom and language learning is now more than ever in the hands of the learner, who must be encouraged to embrace these new opportunities for autonomous learning and teachers must accept that their role in the learning process has in many cases become that of facilitator. One way in which language can practised in a highly empowering and engaging way is through digital game-based learning (DGBL). Some representative research in the field (see Prensky, 2007; Cornillie et al, 2012; Reinders, 2012) shows that video games are able to captivate players for hours on end in a state of total engagement and concentration. While in this 'Flow' state (Csikszentmihalyi, 1991), players are known to activate 'stealth learning' (Gee, 2007), where learning is achieved as a by-product of their engagement with the game. With regards to language learning, the multi-modal use of language in video games can provide learners with authentic language input and much research has been done on the affordances of massively multi-player online role-playing games (MMORPGS) for language learning, namely with regards to authentic speaking practice. However, despite this current focus on speaking, the power of text should not be overlooked in language learning. The genre of video game that has paved the way to today's state of the art graphical MMORPGS is purely text-based and relies solely on the player's imagination for visuals. Known as text adventures or Interactive Fiction (IF), it was the most popular and best-selling type of computer game throughout the 1980s and hundreds of works are still created every year. Interactive Fiction blends literature and puzzle-solving in a simulated world where the player becomes the protagonist of the narrative and controls her actions, seeing the world through her eyes. The player character is given commands by the player in natural language and the game responds to this input in a meaningful way, which produces additional text and moves the narrative forward. As such, IF is a unique form of non-linear participatory story-telling. Despite the small body of research done on using IF for language learning over the last three decades, its potential for language learning should not be overlooked. IF embodies the same learning and teaching principles that are found when using literature for language learning, but is much more engaging as it empowers the learner to become a co-creator of the narrative. The need to discover the rules of the game-world, the words it understands and the solutions to overcoming its obstacles in order to generate the narrative make it much more than a simple exercise in reading. In this presentation we will look at how having learners play and author IF can provide an extremely motivating, engaging and creative language learning experience, implementing all four language skills and many cogitive processess – both in and beyond the classroom.

Topic: CALL in schools, Teacher education

Keywords: DGBL; Digital Game-based Learning; Interactive Fiction;text

Type of paper: Reflective Practice (45 mn)

Developing Swedish spelling game on an ICALL platform

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This paper describes an ongoing project within ICALL for Swedish (project title is modified). The goal of the project is to develop web services on an ICALL platform for automatic generation of spelling exercises using Text-To-Speech (TTS) technology. The motivation behind the project is to support an already existing ICALL platform by broadening the spectrum of exercises through implementation of spelling/dictation exercises and integration of TTS technology. Since spelling is part of vocabulary knowledge, it is indispensable when it comes to language learning and therefore forms an important part of ICALL applications. Spelling errors can be distinguished between performance-based errors, e.g. typing errors, and knowledge-based errors, i.e. the user not knowing how to spell a word or confusing words. A more detailed distinction could be e.g. non-word errors, real-word errors, orthographical errors, phonological errors etc. In order to give a useful feedback to the user, a spelling error corpus is needed. Due to the lack of Swedish spelling error corpora, one part of this project involves collecting spelling errors through an online typing race game with both Swedish native and non-native speakers. The project consists of five main parts: (1) Implementation of web services for adaptive spelling exercise generation using TTS for Swedish, where target lemmas, inflected words, phrases or sentences will be pronounced and the user has to type what he/she hears. The user can either choose different complexity level (lemma/inflected word/phrase/sentence) or the level will be chosen according to his/her performance. Access to learner-specific wordlists and corpora are a prerequisite for this module. (2) Implementation of the user interface for the spelling exercise to be used on the ICALL platform. (3) Creation of a database for storing all possible misspellings associated with each individual word by performing in-class user tests. The database becomes a source of insights into the nature of L2 misspellings and is useful for improving feedback. (4) Implementation of feedback according to the spelling error analysis and setting up an adaptive user path, i.e. making task more difficult as the user grows confident with spelling and listening comprehension at the given level. (5) Final evaluation and analysis through in-class tests and a questionnaire. While some of the parts of the project are straightforward implementation tasks (e.g. 2 above), there are important research questions that are raised in this project, such as: To which extent is the TTS technology for Swedish acceptable for teaching spelling or listening to language learners? What other resources are necessary to complement the existing ones to offer better learning experiences in teaching spelling and listening? What are the most frequent types of spelling errors? This project will be completed by the end of May 2013 with the exercise fully launched into the ICALL platform.

Topic: Corpora, ICALL

Keywords: ICALL, TTS, spelling game

Type of paper: RandD (30 mn)

Automatic selection of suitable sentences for language learning exercises

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The main goal of the project described in this paper is finding an NLP-based approach to assess the difficulty level of Swedish sentences based on the scales of the Common European Framework of Reference for Languages (CEFR). We propose an algorithm to predict which lexical and linguistic elements students are able to understand at a certain language learning level, and use it to select sentences from standard Swedish corpora for native speakers. During our work we hope to gain insight also into how useful the CEFR definitions of proficiency levels are for identifying such sentences. The algorithm will be integrated into a freely available web-based ICALL platform offering, among others, Swedish language learning activities based on authentic corpus examples for both classroom use and self-study. The sentences chosen by the algorithm can be employed as exercises, test items, or as examples for illustrating new vocabulary. To rank them by their suitability for a learner-level, we create a readability measure that captures which characteristics help or hinder understanding. Moreover, for vocabulary illustration, we include also some principles of Good Dictionary Examples (GDEX), explored for a number of languages, but not for Swedish yet. Besides their popularity in language teaching, sentences are useful also when copyright issues on corpora limit the access to whole texts. We experiment with manual rules, as well as with machine learning techniques, taking into consideration not only superficial readability criteria, such as sentence- and word-length, but also deeper linguistic aspects (part-of-speech, dependencies, i.e. syntactic relations among words etc.). The manually set parameters for the rules are tested with different values and penalty scores until optimized for a certain CEFR level. In the machine learning part we train a classifier which, on the basis of lexical and linguistic characteristics, tries to predict automatically whether a Swedish sentence is understandable at a certain proficiency level. Our training data includes a corpus of second language teaching materials in which texts are labeled with their corresponding CEFR level. Depending on the outcome of the experiments and users' preferences, the sentence selection process could be fully automatic, semi-automatic (with a combination of manually set parameters and the trained classifier) or only manual, so that the rules used as criteria for the selection can be entirely customized according to teachers' and students' specific needs. The web platform mentioned above will also contain a page to experiment with the values and penalty scores for the manual rules and a page for evaluation. Besides statistical evaluation, we plan to carry out an empirical evaluation with language teachers and, possibly, also with students. Participants will be presented with a list of sentences selected from generic corpora and asked whether they find the sentences suitable (understandable) at the target CEFR level and if not why, which could indicate areas of further improvement. Being able to select sentences of a specific difficulty level would be a valuable addition to the ICALL platform mentioned above.

Topic: Corpora, Lesser taught L., ICALL

Keywords: Swedish, sentence, readability, retrieval, difficulty level classification, NLP, ICALL, CEFR, GDEX

Type of paper: RandD (45 mn)

Evolutions of students' representations of CALL after one year of e-learning English

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The "X" University in Paris, specialized in Law, provides English training from the first year to the Master's degrees. It has been decided to devote the first year (1640 students) to more general English training, through distance learning via a platform, using pedagogically-fit material specifically created by a team of specialists at the university. Started in 2007, the "AX" distance language learning system was an immediate success despite its optional nature. Made mandatory in 2008 for all first year law students, this online course has benefited from the increasing expertise of the team of content producers (French teachers and native speakers) who are currently in the process of designing a continuous assessment system for next year. The main resource of this course, "The X-Post" appears in the form of a newspaper divided into distinct parts: four articles (dealing with recent events in France, England, the United States and the rest of the world respectively; in different levels : Advanced C1-C2 / Intermediate B1-B2 / Beginner A2). A "case study" (focused on their specialty: English or American law) is also included. Through the development of other contents and modules, the "AX" online course has always been aimed at providing the opportunity for each student to build his/her own learning path by focusing on different language skills and multiplying resources and follow-up opportunities. The course now includes : "X-News" a daily one-minute video newscast, "X -Supplement " a collection of advanced-level texts on law and politics, " X-Test " a bi-semestrial training booklet of assessment activities, aimed at training for the final exam, "Pick a Word a Day" daily lexical flashcards, "Trackers" weekly methodological help cards aimed at developing autonomous work skills, the daily possibility to access social networking tools such as Facebook and Twitter, on-demand individual conversation sessions (one student / one native speaker) and small-groups tutoring sessions. This communication, included in the topic "E-learning: student expectations and experiences ", is part of the on-going evolution report on this course, aimed at its future development based on accurate and argued research results. Our research question deals with the impacts that one academic year of attendance of this distance learning course could have on the representations of learners on this type of language learning modalities. Our hypothesis is that these impacts will be positive both in terms of the precision of these representations but also in terms of personal experiences. This evolution may lead learners to a greater accuracy in the verbalization of the possible benefits of this experience but also to a tipping point in the development of their autonomy as "CALL learners". Given that the analyzed data (surveys / interviews) have been collected at various key moments of the academic year (initial / inter-semester / final), we expect the analysis to lead to a more detailed understanding of the representational factor of distance learning courses and of its possible evolution, in order to optimize the process of empowerment of the learner.

Topic: Student experience ,Online pedagogy

Keywords: e-learning / representation / empowerment / autonomy

Type of paper: RandD (30 mn)

The evaluation and re-use of Open Educational Resources for language teaching: a case study

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The use of digital resources to support language teaching and learning in higher education has become standard practice in recent years. A particular type of digital resources are Open Educational Resources (OERs), defined as: '…teaching, learning and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use or re-purposing by others.' (Atkins et al., 2007). These resources, designed by institutions or individual practitioners, are normally located in purpose-made repositories. The OERs production process follows a cycle consisting of five steps: creation, up-loading, evaluation, use/re-purpose, and re-uploading. While the creation and uploading of OERs has been widely researched, there has been little discussion about OERs' evaluation and re-use. McAndrew, et al. (2012) point out that it is now important to consider the impact of OER and the types of evidence that are being generated across initiatives, organisations and individuals. They argue that wide interest in itself is not enough to build new approaches and collaborations. They have set the central challenges for the OER movement in the form of twelve key issues available as a framework for researchers. The fourth challenge is: 'what evidence is there of use (and re-use) of OER?' They suggest that although by its very nature OER use is often difficult to analyse, OER projects need to do a better job of recording successes and providing evidence about re-use and re-appropriation. This study investigates the use and re-use of digital resources for synchronous online language teaching. It builds on the experience and achievements of the OER movement which has developed through the last decade. It aims to investigate the criteria applied by language teachers when evaluating OERs and identify the reasons for their use. It also considers the type of changes most commonly made to the original resources and the reasons for the changes. The research is a case study based on an investigation carried out by means of an online questionnaire and semi-structured online interviews. The initial findings indicate that teachers look for easily accessible and downloadable materials that are from a reliable source. They value good quality, interactive and student-centred materials. The findings also show that, even when resources meet all the criteria they are looking for, teachers tend to adapt the resources to fit their own teaching styles, to gain ownership of their materials, and modify the approach recommended in the lesson plans. In addition, when the resources are used in their original form, the teaching approach may be different. This study will interest course developers and language teachers who are interested in developing OERs that can cater for a range of objectives as well as a variety of teaching and learning styles. Principles and procedures of materials adaptation specifically in the area of online teaching will be considered.

Topic: VLEs, SCMC, Teacher education, Online pedagogy, Distance learning

Keywords: OERs, re-use, material appropriation, synchronous language teaching

Type of paper: Reflective Practice (45 mn)

Preparing Brazilian university teachers to distance learning: needs and challenges

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The digital information and communication technologies (DICT) reach all levels and sectors of society. New ways of thinking and apprehending the world arise as a consequence of several existing virtual communities and because of how those digital nets articulate information building and distribution of knowledge. Those technological advances reflect upon significant changes that influence and revolutionize the concepts of information and knowledge. Worldwide, distance learning is a reality in many educational institutions. In Brazil, distance learning has greatly increased; however we still lack research focusing on how Brazilian university teachers appropriate the digital technologies into their teaching routines. Grounded in activity theory (Engeström, 1987) theoretical principles, this paper is based on a case study research that has been carried out at the Pontifical Catholic University of São Paulo (PUC-SP). Our objective is to investigate a) teachers' knowledge of and beliefs about Distance Education (DE) and digital information and communication technologies (DICT), b) the motives they have had to engage in an in-service program; c) how teachers appropriate DICT in their praxis after the program and d) contradictions that arise in the activity of qualifying teachers to digital learning. . In order to deeper understand PUC-SP teachers, we focused on the first two research objectives: their knowledge and beliefs about distance learning and the reasons that led them to enroll in the program. We assume that their beliefs, expectations and motives can determine their engagement in the program. The subjects of this research participated in a formative experience offered in 2011 and 2012 – an in-service professional development program conducted to develop teachers' competence on the virtual learning environment (VLE) used by the university. This study uses data collected from two surveys that were applied in the beginning and in the end of the first module of the program and also messages posted in discussion forums. The analysis of data reveals some of the reasons that may motivate Brazilian university teachers to go into the experience of teaching in VLE that may be explored for future professional DICT development programs.

Topic: Challenges

Keywords: teacher education, digital technologies, continuous learning

Type of paper: Poster

Bilingual education and e-learning resources from learners' perception: Primary school students' expectations and experience

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Promoting linguistic and cultural diversity is one of the top priorities addressed by the European Educational and Cultural Commission. This lifelong learning objective can only be achieved if citizens are exposed to different languages from an early age. In fact, in an attempt to expose students to at least two foreign languages apart from their mother tongue, bilingual programs have steadily extended all over Europe during the last two decades. One bilingual approach which has proved successful in attaining this aim integrates both language and content (CLIL) with a sound use of new technologies. Within this framework, this paper analyses the impact of the use of e-learning digital materials and resources in bilingual CLIL schools in Madrid, Spain. This study is part of the funded project called European CLIL Resource Centre for Web 2.0 Education (504671-LLP-1-2009-ES-COMENIUS-CM), henceforth E-CLIL. Our main goal in this research was to create high-quality materials to increase children's exposure to European languages. One of the aims of this project was to provide support to current and future bilingual educative programs in Europe. As part of its development it has also being implemented in US and Canada, including migrant communities in those countries. The present survey reports on the findings obtained during the progressive implementation of E-CLIL in 12 bilingual schools in the Northern area of Madrid, during the academic year 2012-2013. A total of 24 in-service teachers, 11 pre-service teachers and over 500 students have participated in this investigation. The specific objective was to extend children's exposure to both English and specific science content inside and outside the classroom. These contents and resources were presented as a webquest with the use of a digital interactive storyline and game-based materials. Students' initial expectations on the use of new technologies were contrasted with their opinions and views after experiencing E-CLIL learning resources and materials. Children were expected to enjoy learning and gain autonomy and independence while getting involved in the webquest proposed. To gather relevant data and prove our initial hypotheses, a pre/post questionnaire research design was applied. A set of questionnaires were designed for teachers, learners and parents, so that they could provide us with objective information and feedback on students' use of these digital resources. The analysis of the data suggests a positive impact of the technology-based learning materials in these students' learning experience. Parents and teachers show their satisfaction on the results obtained as well. The information obtained was complemented with field observations and classroom video recordings which allow a detailed description of students' e-learning experience. These data become both relevant and valuable when deciding on efficient methodological issues concerning the use of applied technology in CLIL approaches to bilingual education. This paper presents an account of this survey and draws some light for future development and research in the field.

Topic: VLEs ,Student experience, CALL in schools

Keywords: Bilingual Education, CLIL, CALL, E-learning, Learner Autonomy

Type of paper: RandD (30 mn)

Future Language Teachers Elaborating Shared Interests with Technology Developers

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The development directions for future language teachers have been reflected from many different viewpoints, e.g. how learner-centred teaching and learning practices have influenced the interaction order in language learning situations (see Van Lier, 1996; Benson & Voller, 1997; Blin, 2004; Kukulska-Hulme, 2009). The teacher has become a facilitator, mentor, tutor and a designer of pedagogical scenarios. Designers and developers of technology and language teachers have mainly worked in their own fields without actual connections to the professional expertise of each other. Contextual inquiries have been carried out for long in the technical field, but the principles of participatory design (Greenbaum and Kyng, 1991) have not been exploited at length. Pre-service and in-service teacher training have not yet sufficiently considered and invested in the invocation of new technological innovations in language learning and teaching. Cross-disciplinary co-operation can be challenging due to limited understanding of the professional field of the other. Therefore, there is a growing need to call language teachers and technology developers to participate in innovating design of future practices equally together. This study discusses a design process during concept work on a university course for potential future foreign language teachers. The goal of the concept work was to create suitable learning activities with the help of Near-Field-Communication (NFC) technology and researchers from the field of computer science and engineering. An editor tool developed for mobile applications and touch-based user interfaces was used in the design. The data of the study included in situ videos from the collaborative design sessions and evaluative texts (e.g. discussions and reports) produced by the students. The analysis focused on the intersecting discourses during the design sessions and related activities (Norris, 2004; Scollon, 2001; Scollon and Scollon, 2004). The results of the study shed light on the nature of co-operation between participants from different professional fields; what kinds of challenges arise and how these challenges are handled and resolved. The concept work will provide practical examples of the use of NFC technology for language learning. Furthermore, the implications of the results for teacher training will be discussed. References Benson, P. & Voller, P. (eds.) (1997). Autonomy and Independence in Language Learning. London: Longman. Blin, F. (2004). CALL and the Development of Learner Autonomy: Towards an Activity-Theoretical Perspective. ReCALL 16(2), 377–395. Greenbaum, J. & Kyng, M. (1991). Design at Work Cooperative Design of Computer Systems. New Jersey: Lawrence Erlbaum. Kukulska-Hulme, A. (2009). Will Mobile Learning Change Language Learning. ReCALL 21(2), 157–165. Norris, S. (2004). Analyzing Multimodal Interaction. London: Routledge. Scollon, R. (2001). Mediated Discourse: The Nexus of Practice. London: Longman. Scollon, R. & Scollon, S.W. (2004). Nexus Analysis Discourse and the Emerging Internet. New York: Routledge. Van Lier, L. (1996). Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity. London: Longman.

Topic: Teacher education

Keywords: language learning, language teaching, NCF technology, cross-disciplinarity, design, participation

Type of paper: Research (30mn)

Using Blog Post Challenges for Extended Classroom Learning

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This paper examines the use of blog post challenges in an English language classroom. Based on the course, Japan's Environmental Impact, students were asked to complete environmental challenges outside of the classroom, activities to be completed on their own time as a way to bridge lessons with real world experiences. Additionally, students were required to reflect on their experience by posting on a class blog on Tumblr. Tumblr, a simple blog program that has gained popularity over the last few years, allows students the opportunity to easily share their lives through an English language blog. Students are able to read and post both text and pictures, while teachers can monitor the posts and provide direct feedback. Using Tumblr for this form of extended classroom learning provided students with a chance to use content-focused English outside the classroom and develop autonomous learning skills, as well as allowed the teacher to informally assess the effectiveness of her lessons. Through the challenges, it was found that students were able to apply what they learned in class to the challenges, increasing their self-motivation and willingness to evaluate their environmental footprint. Session attendees will leave with a myriad of ideas on how to use blog post challenges in their own classrooms, as well as easy-to-use materials to guide them.

Topic: VLEs ,CALL in schools, Self access

Keywords: Tumblr, blog posts, extended classroom learning, language challenges

Type of paper: Poster

Gamifying Online Language Practice to Engage Learners

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'Gamifying' and 'personalizing' online language learning to engage and motivate learners is by no means a new concept (Zuckerman, 1973), but the ability for non-programmers to develop such online learning modules and integrate custom language and content is becoming increasingly possible due to the availability of e-learning authoring tools. This increased ability and flexibility to develop 'gamified' language learning activities, and the questions surrounding the effects on student motivation and learning, especially on students of less commonly taught languages, led to the current research project. This presentation will describe a mini research project created and conducted in collaboration with the Afghan Language with Culture Program at San Diego State University. The intention of the project is to 1) learn about the process of developing a 'gamified' and 'personalized' online language learning activity using an e-learning authoring tool, and according to suggestions from past research on language learning and video games (Prensky 2001, Salen and Zimmerman 2004, Sykes and Reinhardt 2012) and, 2) measure student engagement and motivation through number of activity attempts, results, final test, and post-activity surveys. Results from two experimental groups will be compared to a control group who will have access to a version of the online language activity that doesn't contain 'gamified' and 'personalized' interactions. The first part of the presentation will focus on study design, describing the background and purpose of this research, detailing the process of creating the online activity using an e-learning authoring tool, discussing how principles of 'gamification' and 'personalization' were applied, and demonstrating the three versions of the assessment used in the experiment; the 'gamified' and competitive version, the 'gamified' version, and the 'non-gamified' version. The second part of the presentation will address some study limitations including the population of students involved in the research, how and where the activity was administered to students, and the tools used to gather data. Finally the presenter will discuss the findings of the research and implications for future projects.

Improving revision success with written feedback using an online commenting tool

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The effectiveness of written feedback on writing has been extensively investigated. Although the debate concerning the most effective approach to feedback on writing still continues, giving feedback on student writing can considered an important part in the development of writing skills in a foreign language. Typically, previous research has explored the effectiveness of feedback provided using the traditional pen-and-paper method, that is, adding brief handwritten comments on a student paper, such as underlining or coding of grammatical errors, sometimes accompanied by short explanations. Naturally, text processing software provide similar features that allow commenting student texts. Non-corrective approaches to feedback, in which the students themselves try to correct the errors in their text based on clues or comments, have shown great promise in improving writing skills. In general, the more detailed the feedback, the more time it requires from the teacher to produce the feedback. A more detailed feedback and concrete examples help students to correct any errors in their texts more reliably. However, for the teacher, writing, typing and updating of the explanations is time consuming and reuse complicated. A more recent approach to providing feedback on writing is to use a text commenting tool which allows reuse of extended commentary, examples and weblinks to student texts. However, only a few studies have investigated the effectiveness of rich feedback currently allowed by such text annotation/feedback tools. This paper investigates the success rate of undergraduate and graduate engineering students in revising their own texts after receiving rich written feedback provided by the teacher using an online commenting tool. More specifically, this paper aims to determine: (1) to what extent students are able to revise their text according to teacher feedback?; (2) what kind of feedback helps students successfully revise their texts?; (3) what kind of feedback is difficult for students to revise?; (4) how the use of such a tool influences teacher workload and the quality of the given feedback? The data included in this study contains an analysis of several hundred individual teacher feedback comments and the corresponding revisions by students. The data was collected from a set of basic undergraduate engineering writing courses with a main focus on academic and scientific writing style.

Teachers' challenges in online language education – how can we overcome the difficulties?

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In recent years, distance education at all levels has developed enormously all over the world. To name a few examples, we can see cases such as Anadoulo University in Turkey (about 1 million students), Indira Gandhi National Open University in India (about 3.5 million students), Terbuka University in Indonesia (about 650,000 students), and Open University in UK (about 250,000 students). Sweden is not an exception either. During the past 10 years, in Sweden, the number of students who study on distance has increased by four times. However, despite this expansion, the Swedish government pointed out that the passing rate is lower in the distance education compared to the campus education, expressing a strong concern about its future (Budgetpropositionen 2012). Indeed, the average passing rate in higher education in Sweden was 79 percent in 2011, but in the distance education it was only 56 percent (Högskoleverket 2011). In relation to the above concern of the government, a university in Sweden, that focuses strongly on synchronous online education established an internal research group which studied the following themes: 1) The quality of the distance education compared to that of the campus education, and 2) Advantages/disadvantages of the distance education and how the disadvantages could be overcome. The research group started by mapping the teaching methods used by the teachers who currently teach online. The interim report of this research was presented in an international conference, ICT for Language Learning (2012, Florence, Italy). The current presentation will report its final result. This qualitative research was conducted throughout 2012, focusing on the distance language courses (oral and written proficiency courses) in the university. 25 language teachers participated in this research by either answering to the questionnaire or taking part in the in-depth interviews on their online teaching methods. Because this research was qualitative in nature, teachers' answers and suggestions on the teaching methods were greatly varied, but there was one thing common that all of them expressed in the questionnaire and interview; that there is not much difference between online and campus education when it comes to the quality. However they did suggest that there were some difficulties specific to online education, such as high dropout rates (as mentioned by the Swedish government), difficulties caused by not having physical contacts, difficulties to have active discussions and so on. At the same time, the teachers explained various practices they adopted in order to overcome these difficulties. In this presentation, the advantages and disadvantages of online education experienced by the teachers, as well as their efforts to overcome the disadvantages will be introduced. References Budgetpropositionen (2012) Utbildning och universitetsforskning, Utgiftsområde 16. Högskoleverket (2011) Kartläggning av distansverksamheten vid universitet och högskolor, Rapport 2011:2 R.

Topic: VLEs, SCMC, Online pedagogy

Keywords: synchronous online education, teaching methods, language education, teachers' challenges

Type of paper: Research (30mn)

Videoconferencing in educational settings. A study on the interaction among online students of Spanish

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This project aims at describing patterns of interaction in online communication in educational settings. The offer of Spanish online courses is increasing and in some of them students meet in a virtual classroom, which allows them to interact in a multimodal environment. Such interaction is supposed to be synchronous and both verbal and non-verbal systems are involved, which means that the interplay of different channels -visual, written and spoken- should be then taken into account. Nevertheless, there is still a lack of description concerning the structure and the local management in online conversations through videoconferencing. After having collected a corpus consisting of 28 recorded meetings among students of Spanish, and working from a CA approach, the main goal of this project is to describe the structure and management of this social action, which is rapidly spreading worldwide. Although this study is a work-in-progress, it can be stated that after a first analysis of the collected data, some preliminary results focusing on the macrostructure of the meetings and conversational elements such as silence has appeared to be remarkable, both from a CA perspective and from a didactical viewpoint ,from which we should try to find an answer to the main questions: How does the new medium affect the interaction? Which are the implications for the virtual classroom?

Topic: VLEs, SCMC, Online pedagogy,Managing

Keywords: CA; interaction; videoconferencing; online conversation; CMC

Type of paper: Poster

The study of web-based language learning resources from the point of view of multimodality

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The Web has become firmly established as a feasible environment in which to deliver efficient computer-assisted language learning and teaching in line with modern learning approaches and active methodologies. One of the key features of the Web that makes this possible is its multimedia and multimodal nature. According to the research literature, multimodality may enhance the educational

potentialities of the Web in the field of language learning, especially when a learner-centred approach is adopted. Multimodality analysis is a quite recent trend within semiotic studies that can be applied to the analysis and evaluation of learning resources. Nevertheless, few studies to date have addressed the issue of analysing the actual pedagogical use and exploitation by learners of Web-based language learning resources. Such an analysis from the point of view of multimodality and the learner, would be very helpful if we are to take full advantage of the Web for the purposes of language learning and teaching. Additionally, language learning (Web-based or otherwise) is a particularly complex and peculiar endeavour which is different from other types of learning. The objective of this study is to design and implement a methodology to analyse Web-based CALL resources from the point of view of multimodality and their actual use by language learners. First, an introduction to multimodality provides the theoretical background and rationale for our study. This includes a brief account of how multimodality can be efficiently exploited for language learning purposes in Web-based CALL resources as well as a description of the parameters used to evaluate key features of Web-based CALL from the point of view of multimodality and language learning. Second, we describe the theoretical model constructed to account for the multimodality features of Web-based CALL. The third section discusses the corpus of Web-based resources that were selected, and their multimodal characteristics are evaluated using the theoretical model, while in the fourth section how the Web-based CALL resources were actually used by real learners is assessed from the points of view of multimodality and pedagogical usefulness. The paper concludes by discussing how multimodality can facilitate language learning in Web-based CALL, as well as the effectiveness of the proposed method to analyse the actual use made of these CALL resources by real learners.

Topic: Student experience

Keywords: Web-based CALL, multimodality, learner-centred approach, pedagogical evaluation

Type of paper: Research (30mn)

Podcast Potential: Developing English language skills through podcasting

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Podcasting is a cheap, beneficial and portable technology that offers language learners the opportunity to download and listen to specially prepared content whenever and wherever it is convenient. The presentation will focus on one English language podcast - English News Weekly - which is produced weekly by university in Hiroshima, Japan. The presenter will show how the podcast creators attempt to incorporate different aspects of English language acquisition through a wide range of different topics in each episode of the podcast. The presentation will also report on the positive findings from a survey conducted with the podcast listeners. These results showed that 70% of podcast listeners indicated a favourable attitude both pre and post survey and that this figure increased during the use of the podcast.

In addition the presentation will include details of a synchronised learning programme developed at the university level that will show how a class of mixed-major university students completed to a high level of success a project to create their own English language themed podcasts. The programme encouraged the students to think about how to best present their chosen topic using natural colloquial English vocabulary so that the appeal of their podcasts would be maximised. An easy to follow step-by-step take home guide will be supplied to participants of the presentation in order for them to try the project for themselves with their students.

Topic: SCMC, Student experience, Teacher education, Self access

Keywords: podcasting, synchronised learning programme

Type of paper: Poster

M-Learning at a university: Smartphone limitations and opportunities

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Facts and figures show that smartphone and tablet ownership and usage amongst the student body is rapidly increasing, and thus has created an advantageous position for educational institutions to utilise mobile devices within the field of M-Learning. This paper offers an analysis of traditional findings regarding the advantages and disadvantages of mobile devices within M-Learning. Emphasis will be placed on how the rapid expansion of new mobile technologies, such as smartphones and tablets offer potential solutions to the challenges that have faced more traditional mobile-device based courses. This paper will included details of a synchronised learning programme developed at the university level that aimed through the use of an English language podcast to better enhance smartphone-devices usage within a university course environment. This paper will also present findings from a longitudinal survey on student smartphone-device ownership conducted at three universities in Hiroshima, Japan, that will indicate that educational institutions need to respond to the high levels of smartphone-device ownership amongst students, by designing smartphone-device inclusive English language courses. The presentation will conclude with the results from the longitudinal survey that indicate student ownership of smartphone-devices have increased from 39% to 68% through the first 24 months of the study. More importantly the results will also show that 75% of students showed willingness to use their smartphone-devices as part of their everyday language study regime. The longitudinal survey results also show that 77% of students believe that in the near future smartphone devices will help to make their English language acquisition more enjoyable. The paper will conclude by advocating that these figures, although limited, offer encouragement to educational institutions who desire to develop smartphone-device M-learning based courses.

Topic: MALL, Student experience, CALL in schools

Keywords: smartphones, M-Learning, survey, mobile

Type of paper: Research (30mn)

Autonomy Through Student-Generated Websites

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This presentation will detail the implementation of a project in two third-year English classes at a Japanese university in which students with little knowledge of computers beyond word-processing and social networking sites created their own websites. This was done as a homework project outside of a classroom ill equipped for direct CALL instruction through the use of tailor-made tutorial videos. Without the direct assistance of a teacher, students were able to access the tutorial videos, watch them at their own pace and follow the tasks allowing them to incrementally increase the size of their websites adding additional elements each week. Over a seven week period, students created individual sites that shared required elements but featured unique content created by each student. Students were encouraged to visit each other's sites and leave comments, critiques and praise. The presenter will outline the weekly stages though which students constructed their websites and explain how the project was administered, the tutorial videos made and the student output checked. The presenter will give a quantitative analysis of the students' websites, correlating the scope of the websites with independent test data. An analysis of supplementary qualitative data gathered through semi-structured interviews with each of the students will show that student perceptions of independence, personalisation, and feelings of satisfaction are closely related to both the quantity and the quality of the output. All data show that, for the majority of students, participation in the website creation project resulted in positive learning outcomes in the areas of practical computing skills, writing and reflective language learning.

Topic: Student experience, CALL in schools, Self access

Keywords: websites, autonomy, tutorial videos, self-access

Type of paper: RandD (30 mn)

The effect of online collaboration on individual L2 advanced writing development

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The beneficial effect of (online) collaboration and peer feedback in writing instruction has been widely researched. L2 writing research has highlighted the benefits of collaboration in terms of both L2 learning and text quality (Storch 2005, Wigglesworth & Storch 2009, Fernández Dobao 2012). Most recently, the positive effect of co-ownership and electronic peer feedback on process and product has been emphasized by studies of Computer Supported Collaborative Writing (Blin & Appel 2011, Kessler, Bigowski, & Boggs 2009, Lee 2010). What has remained underexplored, though, is the impact of web 2.0 technologies on advanced L2 writing (Thorne & Reinhardt 2008). The aim of the study presented in this paper is to fill this gap by combining online technologies and state-of-the-art scaffolding mechanisms for collaborative writing with a complex task, viz. synthesis writing. The main question discussed here is whether the online collaborative writing experience has an impact on the writing development of the individual student, and, if so, where this impact can be located: Does the collaborative writing experience result in higher self-efficacy beliefs regarding the accomplishment of this complex task? Does

it broaden the writing strategy inventory? Does it even improve the actual writing performance of the individual student? The answers are based on the results of an intervention study in two institutions of higher education (n=90). The participants are third-year bachelor students of foreign language programs including German. They wrote three syntheses in collaborative groups of three, using an online editor (Google Docs). The scaffolding methods comprised scripting and observational learning: students either followed a script with stepwise instructions on how to organise the collaborative process or watched a screencast video as a model for the peer feedback and revision process. The impact of this intervention on the individual student´s writing was measured by an individual pre- and posttest on synthesis writing (recorded with the logging tool Inputlog), and pre- and post-hoc questionnaires on self-efficacy beliefs and writing strategies. Both process and product of the pre- and posttests were analysed in order to detect differences in writing strategies and performance. Specific attention was given to the planning and the revision phase: Did the students write an outline? To what extent did they revise their text, and what was the focused text level of the revision (lower-order vs. higher-order concern)? Preliminary results indicate an increase in (1) self-reported efficacy beliefs, (2) the use of planning strategies, and (3) higher-order editing activities. However, no significant impact on the overall text quality could be observed. This might be due to the limited time span of five weeks between pre- and posttest. Learning to write is a steady process, and delayed posttests would be needed to detect the long-term effects of the intervention. Nevertheless, the increase of self-efficacy beliefs is promising, taken their impact on writing development on the long run (Zimmerman & Kitsantas 2002).

Topic: Distance learning

Keywords: computer-supported collaborative writing; advanced writing development; self-efficacy beliefs; writing strategies; revision behaviour

Type of paper: Research (30mn)

Categorization of digital games in English language learning studies: Introducing the SSI Model

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The main aim of the present paper is to introduce a model for digital game categorization suitable for use in English language learning studies: the Scale of Social Interaction (SSI) Model. Based on sociocultural theory (Lantolf & Thorne, 2006, 2008; Vygotsky, 1978), the SSI Model proposes a classification of commercial off-the-shelf digital games into three categories: singleplayer, multiplayer, and massively multiplayer online games (MMOs). The potential for naturalistic learning (Benson, 2011) of English is hypothesized to be greater the larger the scale of the in-game social interaction: the larger the scale of social interaction offered by particular games, the higher the chances of encountering co-players of different nationalities and, as a consequence, the obvious need for a shared language for authentic written and oral game interactions. The default language on such occasions is English (Waters, 2007). Subsequently, the more authentic English interactions there are, the higher the chances for naturalistic language learning to occur. In the SSI Model, the scale of social interaction is viewed as a continuum, from small scale (singleplayer games) to large scale (MMOs). Thus, from the perspective of language learning, the model suggests that MMOs are more beneficial than multiplayer games which, in turn, are more beneficial than singleplayer games; this does not imply that no learning may occur in singleplayer games. A secondary aim is to provide an inventory and categorization of games currently

played by Swedish 9th graders in an ongoing 3-year study about the relationship between out-of school digital gameplay and vocabulary acquisition. In addition to questionnaire data about the students' general use of computers and involvement in digital gameplay (amount of play, types of games played), data about language background, attitudes towards speaking English, self-assessed ability in English, and whether the informants think they have mainly learned English formally in school or informally outside of school are also collected. Vocabulary data are based on two tests (adapted versions of the Productive Levels Test and the Vocabulary Levels Test, Laufer & Nation, 1999; Nation, 2001). Additional data include school subject final grades. Some preliminary findings regarding the validation of the SSI model based on collected data are given. Benson, P. (2011). Teaching and researching autonomy (2 ed.). Harlow: Pearson Education. Lantolf, J. P., & Thorne, S. L. (2006). Sociocultural theory and the genesis of second language development. New York, NY: Oxford University Press. Lantolf, J. P., & Thorne, S. L. (2008). Sociocultural theory and second language learning. In B. VanPatten & J. Williams (Eds.), Theories in second language acquisition (pp. 201-224). New York, NY: Routledge. Laufer, B., & Nation, P. (1999). A vocabulary-size test of controlled productive ability. Language Testing, 16(1), 33-51. Nation, P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press. Waters, J. K. (2007). On a quest for English. T. H. E. Journal, 34(10), 26-32. Vygotsky, L. (1978). Cole, M., John-Steiner, V., Scribner, S., and Souberman, E. (Eds.) Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Topic: VLEs, CALL in schools, Self access

Keywords: digital gameplay, CALL, interaction, MMO, gaming, vocabulary acquisition, self-reports, informal learning

Type of paper: RandD (30 mn)

Video-analysis of a novice learner's off-screen learning behaviors in the physical environment during synchronous online Japanese instruction

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The majority of research in web-based distance language education has documented learners' online discourse and/or linguistic performance. These courses are often delivered via synchronous audio-based conferencing software where class participants' behaviors in their physical environment are invisible to others. There are numerous unknowns as to how students engage in online learning while located within their physical environment. However, very few researchers to date have looked at the off-screen behaviors of second/foreign language learners while they are sitting in front of their computers at home/offices. This study investigated one focal student's off-screen learning behaviors in her private environment and the role it played in her learning process while she engages is a university-level synchronous online Japanese classes. Specifically, it focuses on the learner's off-screen speech and nonverbal behaviors that she engaged in her private location at the time the online class was conducted. The class instruction was given via audio- and text-based conferencing software, Wimba. The primary data consist of video-recording in which a focal student filmed herself in her private/physical environment (~20 hrs). Furthermore, student videos were synchronized with archived online sessions

that included the instructor (n=1) and the other students (n=7) who enrolled in the course. Data were analyzed using the conversation analysis framework (e.g., Sacks, et al., 1974, Heritage, 2005). Analysis showed that the online forum for instruction contributed to a turn-taking organization that was characterized by teacher control where turn-taking opportunities were determined by the instructor. However, focal student's off-screen behavior suggested that she gained significant affordances from the online format; namely, opportunities to freely take her private turns by vocalizing her speech in her physical environments without being heard. Comparison between online and off-screen speech by focal student showed twice as many sentence/phrasal-level and six times more word-level target language utterances produced in the off-screen environment than those in the online environment. Data also showed that during online initiation-response-feedback sequences when nominated students failed to give accurate forms, focal student privately scaffold them as a language expert. Overall, the study provides evidence for how learner agency can be enhanced in computer-based learning environments where students are free from face-to-face classroom interactional constraints.

Topic: VLEs, SCMC, Distance learning

Keywords: Off-screen behavior, learner autonomy, distance language education, synchronous computer-mediated communication, Japanese as a foreign language, conversation analysis

Type of paper: Research (30mn)

Everyplace - Less Widely Used Languages in Less Widely Known Places

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For a foreigner, a country is primarily its capital and tourist attractions, yet a European Everyman lives in most part in a European Everyplace. The title of the project - "Everyplace" brings forward one aspect of the project – interesting, small and medium sized towns as content providers for the language courses. These towns, will provide not only an attractive and authentic context for the language content but will also be a dissemination medium. The project's product – the Everyplace platform, will offer to them an inexpensive online instrument of promotion. The towns in return will cascade the access to the product of this project through their webpages, business organisations, associations, local colleges. Marketing of places is gaining momentum nowadays. The towns, as our survey among 23 towns in Poland has shown, are interested in such promotion opportunity. Less widely used languages as spoken in less widely known places form the content of the online language courses proposed by this project. Czech, Latvian, Lithuanian, Polish as well as German for wider impact, aimed at two target groups – students and SMEs employees - will be first taught online, followed by an immersion courses in the five countries. Another element of content are the intercultural differences and advice.

Use of Discussion Board and PaperShow in Translation Class

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When I started teaching postgraduate translation modules at the institution I work, the group was very small with a number of 4-6 students. I had enough time to individually collect every student's translation and read them every week before class. The number of students has grown since and I felt the need to reduce unnecessary administrative involvement of me to receive students' translations. It was around the time when many higher education institutions in the UK were beginning to promote E-learning enthusiastically. So I set up discussion forums in the virtual learning environment (VLE) of the university to collect students' work. The initial motivation for incorporating Discussion Board (in which discussion forums were set up) was mainly administrative reasons. However, I soon realised the potentials it had to ensure student-centred learning and increase students' responsibility for learning. In this talk, I would like to present how a learning technology, Discussion Board and PaperShaw are incorporated into translation class and their impact on students' learning. First, I will describe the use of Discussion Board on the VLE which forms the foundation of in-class discussion and student participation in it. Then, I try to evaluate students' learning from the point of 'active learning' suggested by Fink (2003), which consists of four different types of learning; doing, observing, dialogue with self and dialogue with others. It can be said that Discussion Board enhances students' active learning and promotes quality learning experiences of them. Another technology PaperShow will be discussed as well, which is used in class to support a student who is hard of hearing. PaperShow allows me to make the class interactive with the hearing-impaired student fully involved. It also enables me to record important points we discuss in class which otherwise would be up to individual student whether or not to take note of it. Uploading the PowerPoint Presentations with these notes in them helps students to go back to the slides and recall discussions. Both Discussion Board and PaperShow prove to be more useful pedagogically than initially anticipated. I would like to end the presentation by suggesting other possible areas of language learning these pieces of technology could be applicable. Fink, L.D. (2003) A self-directed guide to designing courses for significant learning. retrieved 11 September 2008 from http://ou.edu/pii/significant/selfdirected1.pdf

Investigating the needs of Malaysian 'digital natives' in the learning of English: Juxtaposing ICT needs and learning styles

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This study is interested to investigate the patterns of use of technology and the perceptions of the use of technology for learning English among 328 first-year undergraduates taking an English for Academic Purpose course at a public university in Malaysia. These findings will be juxtaposed against their learning styles to see the relationship between learning styles and computer usage. The students in the sample population belonged to a generation that are commonly labelled as 'digital natives' (Prensky, 2001) or the 'Net generation' (Tapscott, 1998) because they have grown up with technology and have used technological toys and tools from a very young age. Proponents of this idea speculate that these students have a number of homogeneous traits: they like multi-tasking, are used to receiving information at a fast pace, have preference for graphics and speech in the delivery of information, are dependent on technology for social contact, have an advanced aptitude for digital devices, are highly literate in multiple media, like to share information and possess the ability to adopt and adapt technologies for their personal use. In a nutshell they are hypothesised as possessing advanced knowledge and skills in Information Communication Technologies (ICT) and are highly motivated to learn in this mode. This study is interested to find out whether this hypothesis is true in the Malaysian tertiary context and in what ways their diverse learning styles would influence their computer needs and usage in the learning of English. A questionnaire survey will be used to collect data for this study. The items on learning styles are derived from Willing's (1988) learning styles inventory and the items on ICT usage used are drawn from the researchers' experiences and a pool of questionnaires in this area. A quantitative approach involving the use of descriptive such as item analysis and inferential statistics such as ANOVA will be used to analyse the data.

Topic: Challenges, Student experience

Keywords: digital natives; learning styles; online learning; technology in language learning

Type of paper: Research (30mn)

Evaluating the effectiveness of Digital Storytelling for student learning via the Activity Theory

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Digital storytelling has been used as a teaching and learning tool in various educational settings around the world. However, its use in the Malaysian context is still in the infancy stage. In this study, digital storytelling was introduced to three Malaysian secondary classes to enhance the learning of English as a Second Language using a project-based learning (PBL) approach. This approach has been advocated as a student-centered learning pedagogy which promotes learner autonomy and collaborative problem solving Dooly & Masats, 2011) in a rich learning environment (Barak & Shachar, 2008). In the Digital Storytelling Project (DSTP), learners work collaboratively in small groups, over a period of 6 weeks, to create digital stories which weave together images, music, and their narrative voices. To understand students' learning experience, Engeström's (1987) framework of Activity Theory (AT) was adopted to extricate contextual information essential to understand the development of learner autonomy, problem-solving skills and other relevant skills. Both quantitative and qualitative data were collected. A questionnaire was administered to all students after completing their projects. Intensive in situ observations and semi-structured interviews were conducted to gain deeper perspectives into the students' learning experiences. Data from the observation logs, transcribed audio data, and the questionnaires were corroborated and analysed according to the AT framework. The findings revealed positive learning experiences, however, there were problems related to the implementation of this approach in the Malaysian classrooms and cultural factors that were worrying. A discussion of these issues and their implications will also be shared in this paper.

Topic: CALL in schools, Managing

Keywords: ESL; project-based learning; activity theory

Type of paper: Reflective Practice (45 mn)

Theoretical underpinning before implementation for providing written corrective feedback with CALL

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Feedback strategies, according to Ellis (2009), may include approaches such as (a) direct corrective feedback, i.e., a correct form given to the learner, (b) indirect corrective feedback, i.e., an indication in the margin or under the form of underlining of an incorrect form, (c) metalinguistic corrective feedback, i.e., a brief or detailed statement of an incorrect form without providing the correct answer, or (d) focus of the feedback, i.e., a teacher's attempt to correct either every single error or only a few types, extensive or intensive, respectively. While Ellis, Loewen, and Elder (2009) state that there are no clear answers in terms of feedback types and further point out that "explicit feedback seems more likely to promote the cognitive comparison that aids learning" (p. 330), Lantolf and Poehner (2011) argue that "if the instructional aim is simply to help learners arrive at a correct response, then explicit feedback is certainly an efficient means. However, if the intention is to promote development then process must be foregrounded, as in the ZPD" (Lantolf & Poehner 2011 p. 17). Providing corrective feedback within the zone of proximal development not only emphasises the need to adapt the type of corrections to each individual depending on their level of development, but was also demonstrated to be more efficient than the one given arbitrarily without consideration of the learners' various levels of assistance required to complete a task (Nassaji & Swain, 2000). However, as stated by Ellis (2009), "how this can be achieved practically remains unclear in the case of written corrective feedback" (p. 106). Grounded on this researcher's previous work, this poster presentation reflects on the significance of providing language learners with feedback that is indeed situated within their zone of proximal development. Based on these

reflections, the structure, specifications, and requirements of an intelligent computer-assisted language learning design – able to provide semi-automatic written corrective feedback in line with sociocultural theory –, are drafted with a view to further discussing and improving the theoretical tenets of this project before implementation. References Ellis, R. (2009). A typology of written corrective feedback types. ELT Journal, 63(2), 97-107. Ellis, R., Loewen, S., & Elder, C. (2009). Implicit and explicit knowledge in second language learning, testing and teaching. Bristol: Multilingual Matters. Lantolf, J. P., & Poehner, M. E. (2011). Dynamic assessment in the classroom: Vygotskian praxis for second language development. Language Teaching Research, 15(1), 11-33. Nassaji, H., & Swain, M. (2000). A Vygotskian Perspective on Corrective Feedback in L2: The Effect of Random Versus Negotiated Help on the Learning of English Articles. Language Awareness, 9(1), 34-51

Topic: Courseware design, ICALL

Keywords: corrective feedback, written language, sociocultural theory, natural language processing, ICALL

Type of paper: Poster

Language learning learning in Virtual Environments: What do the students think?

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In a context of precariousness of Modern Foreign Languages and promotion of e-learning at national level, often referred to as "technology-enhanced learning", the targeted institution, a "new" university in the United Kingdom, offers an Institution-Wide Language Programme where language classes are presented as a blended learning package of face-to-face sessions coupled with the use of Blackboard. At a time when the students' feedback and the quality of their learning experience are considered with care by institutions of Higher Education, beginners and post-beginners of French at this institution took part in a study focusing on their experience of CALL for blended learning. This study was conducted with a reflective practice perspective and involved a mixed- method approach based on the completion of 96 questionnaires and six follow-up interviews. This poster presents key issues reported by students and includes recommendations for improved pedagogical practice and enhanced student engagement.

Topic: VLEs

Keywords: student experience, learner autonomy, CALL

Type of paper: Poster

The use of the informal register on Ning

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Text-talk and the use of slang in education has been the topic of debates of various stakeholders including academics and policy makers. This study investigates an alternative viewpoint to this debate. Whereas native speakers commonly inappropriately use the informal register, it can be argued that non-native speakers use the formal register inappropriately. This predominant use of the formal register by non-native speakers is due to the focus of second language classroom instruction on preparing learners for work or academic study. As the use of the informal register is key to communicative competence, there is a need to investigate whether the conscious instruction of the informal register improves the communicate competence of second language learners. Linguists such as Biber (1995) have made efforts to identify features of the English informal register, but there has been no effort made to study the conscious instruction of these features in second language learners. This study examined the use of a social networking site called Ning as a platform to consciously introduce the use and practice of the informal register through independent study by second language learners. The findings described are based on the use of a social networking site called Ning in a small-scale pilot study that took place in Spain in 2013. The study was initiated remotely, through the use of the Eurocall membership network, which highlights potential opportunities in collaborative research for academics and practitioners. The poster describes the task design used for the project and reports on the experiences of the learners in accessing the material independently. The project commenced with an assessment task to identify previous knowledge, which included a self-assessment task designed by Europass. It then focussed on features of the informal register such as contractions, formality of speech and amplifiers. The study took place over five weeks and concluded with a final assessment task, which also included a language level assessment. The poster examines the effect that the intervention study had on the development and practice of these features of the informal language. The study found that although the tasks were perceived relatively easy by the learners, the majority of learners made mistakes when using the informal register. The poster describes the preliminary findings of the pilot study and outlines further planned projects that are due to take place this year. Finally, the poster concludes with recommendations in regards to networking opportunities and training so that researchers and practitioners can learn from this project.

Topic: ELP, Student experience, Teacher education, Online pedagogy, Cross sector, Distance learning, Self access

Keywords: social networking sites, independent learning, open educational resources, Ning, language learning, informal register

Type of paper: Poster

Juggling with pedagogy and technology while developing a Spanish Grammar Application for iOS devices

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Languages applications for iOS devices are not new, they have been here for several years and they multiply by the second. Despite this we found it very challenging to find the right person or company to help our institution to develop one application for practising Spanish Grammar, with a lexical approach. This is not a presentation about a complete failure, but the project went through many painful and frustrating stages before we started to see some light at the end of the tunnel. Video animations were used to help the learner to observe the language. The user can practise reading, listening and recording,

before reflecting on the grammar with videos and using interactive exercises. The user also has the opportunity to complete assessed exercises. Preliminary feedback from students shows that they found the app very attractive and useful as they it gave them a quick reference that was at hand all the time. We also want to discuss the technological restrictions that didn't allow us to include a wider range of tools.

Topic: MALL

Keywords: mobile learning, apps, applications

Type of paper: Poster

The challenges of create and sustain a learning community in semi massive online courses

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We developed five online courses in Arabic, French, Italian, German and Spanish. The courses contain a wide variety of interactive exercises, links, quizzes and self-tests, e-portfolios, collaborative tools (blogs, wikis, forums, chats, etc), as well as academic resources including information on intercultural communication and global career development. These online courses are offered free to all students and members of the staff at the University. Over five thousand people showed an interest in the courses and submitted an online form to obtain a self-enrolment key for the e-courses. We can therefore claim some success along with the many challenges that came across. The first of these challenges is how to create and to sustain a learning community without the need for large further investment both in terms of finance and professional support. The first part of the presentation will reflect on aspects of developing the resources, such as the advantage and challenges of re-usability including the attitudes of the writer towards using templates for materials originally developed for another language. In the second part of the presentation we will discuss the challenges of creating a learning community and supporting the learners and encouraging them to engage in autonomous learning. We will analyse different practices we used to facilitate collaborative learning, including language buddies events, pairing the students and integrating the University's private social media platform. To conclude this reflective practice we will look at feedback from users and problems we came across using Moodle analytics.

Topic: VLEs, Teacher education, Self access

Keywords: semi-massive online courses, autonomus learning, learning community

Type of paper: Poster

Designing pro-telecollaboration teacher training. Some insights based on the OCEAN personality measures

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With telecollaboration gaining in popularity, we have more and more insights into how representatives of different cultures interact and co-work online. And while some exchanges may be smooth, others give raise to problems that need some remedial measures. Departing from this, I would like to look at various forms of pro-telecollaboration training as means of such repair. In my paper I am going to argue that, alongside implicit/participatory learning resulting from actual participation in multicultural online exchanges, explicit, focused instruction can be worth considering. Such instruction may involve various forms of raising awareness to the importance of (tele)collaboration, culture/culture differences as regards the understanding and nature of such online encounters as well as own predispositions and preferences in this area resulting from individual differences. Departing from this, I intend to present the results of action research into an actual pro-telecollaboration course taught online to 11 novice teachers / teacher trainees in the years 2012-1013. I will analyse a plethora of in-group processes observed, with special regard to attitudes to collaboration the participants expressed in the course of the training. All this will be considered vis à vis a number of individual differences, the main of which are personality measures of the course participants obtained by means of Costa and McCrae's (1992) NEO Five-Factor Inventory (NEO-FFI). The aim of the presentation – as well as the rationale for the said research – is two-fold: (i) to consider ways in which personality traits and telecollaboration attitudes may be interrelated and, consequently, (ii) to attempt to better define ways of preventing / resolving in-telecollaboration problems resulting from culture-culture clash.

Topic: Teacher education, Online pedagogy, Courseware design, Distance learning

Keywords: telecollaboration, culture, explicit instruction, NEO-FFI

Type of paper: RandD (30 mn)

The Use of Digital Media in the Language Classroom in the Eyes of Students of Italian

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This paper will present the research design and first results of a work-in-progress study (school year 2012/13) aimed at examining the potential of digital media for vocabulary acquisition in Italian as an L3 for beginning learners in the Austrian school context. The longitudinal study intends to find out the most appropriate media for vocabulary acquisition in the eyes of the students. In order to investigate this question, students are encouraged to use self-made media in their spare time to learn lexical items. Audio and video podcasts will be offered as a means of mobile (micro) learning (cf. Hug 2007a, Hug 2007b, Hug/Friesen 2007, Hug 2010) as well as collaborative tools like wikis. During the study classroom teaching will be observed in order to conduct a third-party-observation of the participants (cf. Bortz/Döring 2009, 267) and filmed to record the lexical input in the lessons. As the use of digital media might considerably raise the participants' motivation for language learning, a questionnaire on

motivational factors (cf. Dörnyei/Ushioda 2011) and learning strategies (cf. Neveling 2004) will be applied in addition at the beginning and the end of the school year. To answer the research question qualitative interviews will be conducted with selected students at the end of the school year to elicit their subjective theories about media use for vocabulary acquisition. References Bortz, J./Döring, N. (2009). Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler. Mit 156 Abbildungen und 87 Tabellen (4th ed. 2006, reprint 2009). Heidelberg: Springer. Dörnyei, Z./Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). Harlow: Longman. Hug, T. (ed.) (2007a). Didactics of Microlearning. Concepts, Discourses and Examples. Münster/New York/München/Berlin: Waxmann. Hug, T. (2007b). "Didactics of Microlearning – Introductory Note". In: Hug, T. (ed.). Didactics of Microlearning. Concepts, Discourses and Examples. Münster/New York/München/Berlin: Waxmann, 10-14. Hug, T./Friesen, N. (2007). "Outline of a Microlearning Agenda". In: Hug, T. (ed.). Didactics of Microlearning. Concepts, Discourses and Examples. Münster/New York/München/Berlin: Waxmann, 15-31. Hug, T. (2010). "Mobiles Lernen". In: Hugger, K.-U./Walber, M. (ed.): Digitale Lernwelten. Wiesbaden: VS, 171-190. Neveling, C. (2004). Wörterlernen mit Wörternetzen. Eine Untersuchung zu Wörternetzen als Lernstrategie und als Forschungsverfahren. Tübingen: Narr.

Topic: CALL in schools

Keywords: Vocabulary Acquisition, Lexicon, Mobile Learning, Italian, subjective theories

Type of paper: Poster

eCulturas: an International Network for Culture and Language Exchange

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This presentation will report on the unique experience of a school in the UK that has taken part in the eCulturas project, an international network of Spanish and Portuguese speaking schools from the following countries: Argentina, Brazil, Chile, Paraguay, Portugal and Spain. Children from different nationalities are paired up and work collaboratively in web-based tasks. Communication amongst them was mainly in Spanish although English was also used at times. Reports seem to confirm that our participants have not only improved their language skills in Spanish but they have also acquired a better understanding of other cultures.

Topic: CALL in schools, Teacher education, Intercultural

Keywords: eCultures, web-based tasks, collaborative learning, languages

Type of paper: Poster

Do students share the same experience in online language exchange programme? – The Chinese-French eTandem case

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Tandem language learning, as an original language learning approach, occurs when "two language learners with different native languages communicate with one another sharing the common objective of learning from each other" (Little 1998). How to benefit most from this "ideal" language learning approach within this autonomous, reciprocal and collaborative learning context has been an interesting research question. Many language teachers and researchers have applied the approach formally or informally in their teaching and research practices, be it through face-to-face or any other modes of asynchronous or synchronous interaction (O'Rourke 2007). This article presents the findings of a three-year eTandem exchange course between two distant languages, Chinese and French, at institutional level. The participants are, for each academic year, the second year language students from both sides (Level B1-B2 according to Common European Framework of Reference for Languages, 2005). The course includes theme-based asynchronous learning activities in the LMS Moodle (theme-based exercises and writing a forum post in mother tongue for language partners) as well as task-based synchronous oral communication via Skype. From 2010, the course was credited in the French-speaking university but not in the Chinese-speaking university. The main objective of the eTandem course is to promote autonomy in the language learning process in that the students be aware of the importance of "learning to learn" and that they become responsible for their own language learning. The immediate objectives involve developing the students' linguistic competence through communication with native speakers of the target language as well as getting them to better know and understand the target culture. This article focuses on the students' perspectives about the online language exchange experience. The data was obtained from the pre-exchange survey of students' language profile and expectations from the eTandem course, from the formal yearly course evaluation administrated by one of the universities, from the statistics of the students' logging and activities on Moodle, as well as the face-to-face interviews with the students from both universities at the end of each academic year. The data analysis will be focused on the comparison between the Chinese-learning French students' perspectives and the French-learning Chinese students' perspectives about the eTandem course, especially before and after the fact that the course was credited in one university while not in the other. Research questions will be posed and analysed as follows: Do students from both universities share the same expectations of the eTandem exchange? Do they have the same attitudes towards online language or intercultural exchange with students of their own age from the target culture? Do they appreciate the exchange the same way? How do they evaluate their partners' performance? Does the integration of the eTandem course in the curriculum influence the students' exchange participation? And how? A through discussion will be conducted according to the analytical result.

Topic: SCMC, Student experience, Online pedagogy, Distance learning, Self access

Keywords: eTandem, Chinese as a foreign language, French as a foreign language , learner experience, computer-assisted language learning, collaborative language learning, online learner community, intercultural exchange

Type of paper: Reflective Practice (30 mn)

CALL in the Primary School Context – still a way to go

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There have been many advances in the CALL field in the last 10 years, but not all of them have percolated down to the primary school context. Technology has improved, internet access has improved, access to software has improved, teacher CALL awareness has improved yet use of CALL has not improved to any great extent in the primary school context. This presentation looks at the issues behind this, and outlines why this is the case for primary schools in Ireland. Technology has improved – but primary schools are still using very old PCs. Internet access has improved – but there are still technical problems, especially for schools with limited or no access to technical support. Access to software has improved, but targeted software, aimed specifically at the needs of primary school learners in Ireland, is not readily available. Teachers are key players in CALL in the primary school context. Teachers usually have some exposure to Computer Assisted Learning (CAI), but less exposure to CALL. There is a need to help them become aware of how CALL resources can help them teach their students, even from an early age. The CALL field looks mainly at CALL in the context of Second Language learning, but CALL has a role to play in first language learning in the primary school context. This presentation gives an example of how to overcome these issues by looking at a project in a primary school in Ireland. The technology infrastructure was not very modern and the computing resources were limited. One of the key issues was to work with the teachers to develop targeted CALL resources for their students. The use of the General-Local-Differential-Targeted (GLDT) grid (Colpaert, 2004) is very useful in this regard. The aim was to develop (simple) resources that the teacher and students could use that would be directly related to what they were learning in the classroom. Working on a small project means that resources are limited, as use of existing CALL tools (e.g.. Hot Potatoes) was particularly important in this regard. This presentation outlines how the active participation of the teacher and using a user-centred approach in the design process is key to the success of this type of project. Keeping it simple sometimes a lot to recommend it.

Topic: CALL in schools, Courseware design

Keywords: Primary school, CALL design, teacher participation, user centred design

Type of paper: Poster

A Study of Student Engagement in an E-learning Program for English Language Learning

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E-learning has a lot of benefits. Flexibility is one obvious benefit of e-learning. Students can study anytime anywhere. It also provides students the flexibility to study at their own pace. No matter how flexible and convenient an e-learning program is, however, no favorable effects can be expected if learners do not work on it in earnest. How much and how well learners learn is one of the key determinant factors for the overall success or failure of any e-learning programs. This presentation will

report on an English e-learning program that the authors have developed and carried out for their university students for more than ten years. Following a brief description of what the program looks like, the authors will discuss how the students' engagement in the program, including time on task and quality of student involvement with learning tasks, affects their learning results, measured by score gains on the Test of English for International Communication (TOEIC), a standardized English language proficiency test.

Topic: Student experience

Keywords: e-learning, English, task on time, quality of study, TOEIC tests

Type of paper: Poster

Live communication using interactive technologies for young learners: a French-German EFL tandem task

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The continuing increase in technology provision in European schools together with the generalisation of task-oriented teaching programmes at all educational levels has led to interest in the affordances of new interactive technologies for facilitating synchronous communication in a second language. French primary schools have seen two recent initiatives to promote innovative practices using the interactive whiteboard (IWB): 1000 videoconferences (Educnet, 2010), and the digital rural schools project (Eduscol, 2012). In Germany, innovative projects have been developed in the area of network-based language learning, particularly telecollaboration (Mueller-Hartmann & Schocker v. Ditfurth, 2008; Dooly & Ellermann, 2008). This focus reflects a move in state school curricula towards communicative and task-based approaches to language teaching and an interest in exploiting interactive technologies such as the IWB to support interaction and meaning negotiation (Cutrim Schmid & Whyte, 2012). However, experiments in L2 videoconferencing with young learners have highlighted a number of difficulties. In addition to pervasive technical problems, research on tandem videoconferencing projects has identified pedagogical issues related to the design and implementation of learning activities. Some concern the didactic contract required to accommodate pedagogical objectives in bilingual exchanges (Gruson & Barnes, 2012), while others are related to teachers' beliefs about second language teaching and their learners' abilities (Whyte, 2011). There is a need for "further research on videoconferencing and language learning in primary education […] so as to investigate the specificity of the primary context and identify examples of good practice," particularly "between two classes of non-native speakers (NNS) whose common language [is] English" (Gruson & Barnes, 2012: 89). The present study seeks to respond to this call, and to eliminate confounding factors in previous research by organising videoconferencing sessions with young learners in close to optimal technical and pedagogical conditions. It investigates the quality of oral interaction between young learners in such contexts. The present paper reports on a videoconferencing project between tandem primary EFL classes in France and Germany, involving a genuine communicative context requiring the use of English as a lingua franca. A high quality technological environment was created using state-of-the-art hardware and software which allowed live screensharing with video and audio channels via a dedicated server.

Learners aged 6 to 8 participated in authentic tasks in small groups, involving a true information gap, with real-time task support and feedback on production available via the software, followed by a post-task activity. The data collected during videoconferencing sessions include video recordings of classroom interaction, IWB files, post-session focus group interviews with learners, and in-depth teacher interviews. Analysis focuses on learner-learner interaction, examining the extent to which learners were able to produce and understand utterances independently, as well as the role of the teachers in each class. The results are supported by participants' perspectives, allowing the authors make tentative recommendations with respect to good practice and to contribute to a growing body of research on interactive technologies for live interaction with young learners.

Topic: SCMC, CALL in schools

Keywords: IWB, videoconferencing, young learners, EFL, primary, task

Type of paper: Reflective Practice (45 mn)

Multiple perspectives on learner use of automated computer-based feedback on essays

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A number of programs exist which can provide automatic feedback on open-ended writing (e.g. MY Access, Holt Online Scoring, and BETSY) and software such as e-rater is increasingly being employed to help in the marking of high-stakes tests. This paper reports on the use of one such system – Criterion, based on e-rater - with a variety of classes in a number of different contexts. In particular, we present a summary of data gathered using a number of different techniques in order to provide a detailed picture of the ways in which this particular software is used by learners. We provide an analysis of the probable accuracy and potential effectiveness of feedback provided by Criterion, and of the ways in which the learners appear to interpret and make use of that feedback in producing second drafts. The evidence suggests that they use a variety of quite different strategies when making decisions about possible changes, including accepting a suggested correction, interpreting a feedback comment to modify the text, and avoidance strategies such as leaving out text that was highlighted as incorrect or problematic. The strategies the learners use appear to be partly influenced by the confidence they have in the feedback, but also by their interpretation of how marks are awarded by the system. Interview and verbal protocol data provide evidence of the process by which they arrive at decisions about how to act on the feedback. In addition, the use of eye-tracking software has allowed us to gather evidence of what feedback learners read, for how long, and in what order, when revising their essays. Using video playback as data in retrospective interviews to show the learners what they read, and for how long, provided a stimulus for learners to try and explain and interpret their actions, and the decisions they made. This combination of evidence about the products resulting from the use of such computer-based feedback, and of the process of interpreting and using the feedback, provides a rich picture which allows conclusions to be

drawn about the potential effectiveness of the software, and about ways in which it might be most effectively be incorporated into a writing course.

Topic: Online pedagogy, Courseware design, Self access

Keywords: Reflective practice, assessment and feedback, Automatic Writing Evaluation, eye-tracking

Type of paper: Reflective Practice (30 mn)

C4(C quad): Development of language learning based on social and cognitive presences

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Recent language learning tends to be communicative language learning using Computer-Mediated Communication (CMC) in a context of learner-centered learning, in order to foster practical communication proficiency (e.g., Lee, 2002). Much previous research indicates positive effects of CMC on language learning, such as promotion of negotiation of meaning (e.g., Morris, 2005), similarly to face-to-face communication (e.g., Smith, 2002). One common issue in CMC-based learning is how to increase the opportunities to touch target language outside class, as well as active interaction between learners. This study aims to develop language learning support system "C4 (Constitutive, Cognitive, Collaborative Chat)" and evaluate its effects on learning, with reference to social and cognitive presence. Social presence is defined as "the ability of participants to identify with the community, communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities" (Garrison, 2009). Cognitive presence is enhanced by integrating ideas, exploration for relevant information and so on (Garrison et al, 2001). This system is a web-based application, consisting of server and clients. The system consists of four main functions: chatbot, constitutive chat "Chatmap", contribution visualization, and sharing idea construction map. Chatbot supports learners in constructing their ideas through communication with the chatbot before communication or discussion with other learners in "Chatmap". Chatbot asks questions about the learner's idea or opinion using socratic questions. The learner answers the questions. This function is assumed to promote the cognitive process of idea (re)construction. Constitutive chat "Chatmap" is a text-based communication tool with idea-constitution support function. This function consists of two parts: a communication part in the left pane, and idea construction like a mindmap in the right pane. "Chatmap" allows learners to post their ideas and opinions, register postings as "favorite" ("like" button in Facebook), use emoticons, and make relationships such as cause-and-result between postings. In order to make relationships, learners click a posting object in the left pane, and move to the right pane, and then learners make relationships between postings using arrow lines and the like as in a mindmap. Learners can share their idea-construction map using their postings. This function is assumed to enhance

social and cognitive presences.Contribution visualization is meant to visualize the learner's contribution and log-in frequency, using a facial icon and a background color. If a learner's posting on chat is registered as a "favorite" or used in idea construction by other learners, the system counts one contribution, and then changes the facial expression to a smile. The background color on the facial icon changes, depending on log-in frequency. The change of background color occurs in four patterns: bright blue (log-in), darker blue (from one hour to 23 hours since the last log-in), orange (one day since the last log-in), and gray (over three days since the last log-in). This function supports the enhancement of social presence. "C4" will be evaluated in English class settings as formative evaluation on in June this year. We will report the short results of our evaluation at this conference.

Topic: SCMC, Distance learning

Keywords: Collaborative Language Learning, Chatbot, Social Presence, Cognitive Presence

Type of paper: RandD (30 mn)

Combined Use of Ustream and Twitter to Realise Learner-Centred Remote Teaching Connecting Separate Campuses

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Remote teaching connecting separate campuses in Japan tends to be lecture-oriented and include little amount of teacher-student or student-student interaction. In most cases students quietly sit and listen to their teacher on the screen, taking notes. This lack of interaction may not be a big problem for classes other than foreign or second languages but as far as language learning is concerned, it is far from ideal. The present research, by combining live video streaming service and social media, is considered to redefine the image of the one-way communication style of remote education and contribute to establish a new learner-centered environment of remote education in which students can positively participate in the class activities across campuses. A course in "English Presentation" was carried out between students of the two campuses, namely, Juntendo University School of Medicine, and School of Health Sciences and Nursing. These campuses are about 200 kilometers away from each other. In class, oral presentation sessions in English by the students at the School of Medicine were delivered live through the Ustream service to the students at the School of Health Sciences and Nursing. The students at School of Health Sciences and Nursing not only watched the presentation via Ustream as a listening task but they made an immediate evaluation of each presentation by using Twitter. The evaluation was made in terms of three perspectives: intelligibility, logical stream and delivery, on a 5-point full mark basis. Moreover, short comments were often included in response to the presentations. Those "tweets" were accompanied by a certain hash-tag automatically issued by the Ustream service, and by searching for the tweets with this particular hash-tag via "twport" Web service (http://twport.com), we collected all the relevant tweets. This Web service also has a function of exporting the contents of these tweets in a CSV file format. After the CSV file was obtained, various keywords and phrases were extracted, and they were closely examined to see how they are beneficial as peer feedback, and in what way they are useful and informative enough to enhance the speakers' awareness toward a successful and effective presentation. Our first research question was if there was some qualitative difference between the Twitter

evaluation and the traditional paper-based evaluation. Secondly, we will also discuss in what way the peer evaluation is different from the evaluation exclusively made by a teacher. And thirdly, we will discuss some advantages of the Twitter-based evaluation on the part of the presenter-students.

Topic: CALL in schools, Teacher education, Online pedagogy, Distance learning

Keywords: Remote Teaching, Social Media, Live Streaming Serrvice, Learner-centred, Ustream, Twitter

Type of paper: Research (30mn)

Social media training and support for European project managers: the Web2LLP project

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This presentation will highlight the work of the Web2LLP project, which aims to boost the dissemination strategies of LLP projects through providing personalised support and training on the integration of social media, as well as through identifying best-practices and sharing resources. The Web2LLP project ("Improving Internet strategies and maximizing the social media presence of Lifelong Learning Programme (LLP) projects", http://www.web2llp.eu/) is a two-year KA4 project running from January 2012 to December 2013. The partnership consists of six project members: University of Luxembourg, Web2Learn, ATiT, Coventry University Entreprises, Pixel and PAU Education. The proposed presentation will begin by highlighting the main findings of the project partners in terms of the needs and experiences of LLP project teams. During this phase, the partners investigated how projects integrate social media to valorise project dissemination and communication activities and what kinds of social media applications are actually used in LLP projects. This research was based on an analysis of 150 LLP projects, which provided a first step towards identifying the state-of-the art regarding practices developed in LLP projects and associated needs for further development of skills and competences. The presentation will then go on to provide a summary of the experiences gained by the project partners as a result of the training courses that will have been delivered by June 2013. This summary will cover the following questions: • What social media tools and services do European project partners find most useful? • What types of project activities lend themselves best to social media support? • What types of expectations do European project partners have in terms of social media? • What are the main barriers to the use of social media tools by European project teams? • How can training and support such as that provided by the Web2LLP partners be turned into a sustainable and effective strategy Finally, the presentation will conclude with a summary of the main tips and recommendations emerging from the experience of the Web2LLP project partners about the use of social media to support European collaborative project work. This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Topic: Challenges, Online pedagogy, Cross sector, Distance learning

Keywords: social media; communication; dissemination; web strategies

Type of paper: European Project Dissemination

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