

The 5th International Symposium on Digital Technologies in Foreign Language Learning

Saturday March 31st 2012

**Main speaker: James Paul Gee Mary Lou Fulton Presidential Professor of Literacy Studies
Arizona State University**

"Language and Learning in the Digital Age"

11am-11.50am Kyoto University International Communication Hall 2

International communication hall 2	International communication hall 3
<p>1pm-1.25pm</p> <p>Dr Rachel Burke (University of Newcastle)</p> <p><i>Technological Literacy in the Foreign Language Classroom</i></p> <p>Given that we inhabit a world in which communication takes a variety of forms, it is imperative that our foreign language instruction incorporates a range of text types and practices. Prior to the twenty-first century, many of the technological, visual and media texts common to today's society were unimaginable. Changes in the way we engage with each other and the world around us have brought about new notions of literacy. Technological literacy refers to our ability to use computers and other technology relevant to 21st century life. This may include e-mail, e-books, web TV, electronic library databases and social media. Often, technology involves texts that employ more than one form of conveying information such a computer games, television programs, animations and webpages. These multimodal texts are representative of the types of communicative events found outside the classroom and their incorporation into classroom instruction can ensure teaching maintains relevance and currency (Gee, 2003). However, there is more to technological literacy than understanding how to operate a computer or navigate a webpage. Our capacity to make critical judgments about the legitimacy of technological sources of information such as websites is also a key part of being technologically literate. This paper will examine strategies for encouraging technological literacy in the foreign language classroom with particular attention to instructional practices that enhance students' ability to critically negotiate and produce a range of technological text types within their foreign language.</p>	<p>1pm-1.25pm</p> <p>Claire Hitosugi (University of Hawaii)</p> <p><i>Planning a lesson for serious game in advanced Japanese language class – the use of Food Force developed by UN World Food Program</i></p> <p>Recent educational literature discusses the positive effects of immersive gaming on student learning outcomes. However, actual implementation of serious games in classroom is scarce. The speed of adoption, in particular at higher education, lags behind other technological innovations in the classroom. Lack of appropriate gaming products – in terms of ease of use, cost, quality, educational content, and interactivity – along with negative perceptions of games in the classroom by both teachers and students may be reasons why the adoption of serious games is slow in second language classroom. In search of an appropriate video game for Japanese class, the author identified a free downloadable educational game, <i>Food Force</i>. <i>Food Force</i> was developed by the UN World Food Program (WFP) in 2005 in order to raise school children's awareness of hunger and food shortage in the world. The program is available in many languages and runs on both Mac and PC platforms. The Japanese version of <i>Food Force</i> was developed by Konami in two versions: for adults and children. The Japanese versions can be downloaded for free. This presentation concerns the lesson plans centering on the use of <i>Food Force</i> in an advanced Japanese class. The lesson objectives are that students demonstrate knowledge of the advanced vocabulary used in the game, and that students develop a sense of world citizenship by gaining knowledge of the UN's role in combating world hunger.</p>

<p>1.30pm-1.55pm</p> <p>Peter Ruthven-Stuart (Future University)</p> <p><i>Internet Mediated Collaborative Language Learning: at the edge of the practically possible</i></p> <p>The benefits of collaborative learning have been extensively documented, particularly in the context of university education (Bruffee, 1993 & 1995; McConnell, 2002). Collaborative learning has also long been advocated as an effective means of facilitating the acquisition of foreign languages (Nunan, 1992). The Internet, and more recently Web 2.0, has enabled collaborative language learning amongst distributed students (Warschauer, 1997; Meskill, 1999; Bradley et al, 2010). Hitherto, research into online collaborative learning (OCL) has tended to focus on small cohorts of motivated and often closely supervised students. This paper intends to extend this research by describing how 500 lowly motivated and minimally supervised computer science students have coped with online collaborative writing tasks. The writing tasks are part of four fully online university credit bearing English courses developed by the presenter. These tasks (4 in each course) are designed to complement the reading, listening and vocabulary tasks that make up the core content of the courses. Students are randomly placed into groups of three, meaning that by the end of the four courses they will have collaborated with 32 students in 16 groups. Despite the less than ideal circumstances, the results of surveys and focus groups indicate that the writing tasks have been a qualified success. Qualified in that the findings reveal that there is a minority of students for whom OCL has not been effective. The presenter will describe how adjustments to course and task design might assist these type of students and at the same time ameliorate some of the well known problems associated with OCL (Roberts & McInerney, 2007).</p>	<p>1.30pm-1.55pm</p> <p>Oliver Rose (Ritsumeikan University)</p> <p><i>Design considerations, functions and learner experience of a mobile vocabulary game</i></p> <p>In this presentation I will introduce the design considerations, functions and learner experience of a mobile vocabulary game that I have designed. My goal in designing this app was to aid the review of vocabulary in a more appealing way than flashcards and the other limited types of digital vocabulary-learning activities available. The game uses vocabulary imported via API from the flashcard website Quizlet, which means that the users' teacher or the users themselves can upload vocabulary to be practiced. The format also allows for various possibilities of cue, such as L1 translation, cloze sentence, L2 definition and more. I designed the game itself to be cognitively engaging, with a design that requires a deeper level of processing and production than the common multiple-choice format vocabulary learning activities. It employs various game design mechanisms to hold the users' attention, including nested goals with clear feedback at each stage, game aesthetics which are colorful and musical, rewards of points for speed and accuracy, and interactive flow utilizing the mobile touch-screen functionality. Importantly, in order to be a genuine learning activity rather than merely entertaining, the app includes progress tracking, review and reference capabilities. Participants will be invited to give feedback on the design, and become involved in learner research into the effectiveness of the app in providing motivating and efficient vocabulary.</p>
<p>2pm- 2.25pm</p> <p>Kevin Ryan (Showa Womens University)</p> <p><i>Blending Methods for Blended Learning</i></p> <p>Methodologies are dead. Long live methodologies. As language teachers take an à la carte approach to classroom methodologies, we enjoy freedom--with a bewildering amount</p>	<p>2pm-2.25pm</p> <p>Scott Shinall. (Kansai Gaidai University)</p> <p><i>Implementing a Game-Style Task List in a University Course</i></p> <p>In the Fall Semester I implemented a MMORPG style "quest" list for students to participate in the class. The course was organized as a real</p>

<p>of alternatives--to improve the classroom experience and more seamlessly wed it to experience outside the classroom. We look at one combination of theories, methods, and tools to facilitate a university classroom of language majors with laptops and wireless connections. Borrowing bits from MOOCs (Massively Online Open Courses), Constructivism, Social Learning (Vygotsky), Problem Posing, Krashen, Tolstoy, Roger Schank, Task and Project Based Learning (TBL and PBL), Thornburg and Meddings' Dogme (Teaching Unplugged), Ubiquitous Learning, Gamification (i.e. OnePulsMe), and Peer Teaching, we set about to create a semester-long experience (including vacations) that transcends the classroom. This style is similar to a workshop, for intermediate language learners and above, starts with specifics and moves to to general, is Flipped (content outside, activities inside), and focuses on developing autonomy. It uses Moodle, Google Docs, feedback mechanisms, along with many web-based materials. It balances cooperation and competition with peer evaluation and small group work. After an initial comprehension check, a short lecture to set the tempo, students use QuestionPress (online clickers) to shape the topic, furthered by activities to develop questions about the topic. At this point a menu is introduced to allow students to pursue the issues individually or in small groups, with a range of activities to match learning styles.</p>	<p>world communication game. The assessment for the course is based on a Dungeons & Dragons style experience chart including levels for students and experience point bonuses for sharing completions via a social networking site. Students were given the task list which gave the task and experience point value for the task. They were given the opportunity to choose which tasks they wanted to complete and how many times to complete the task. The students were also given the conversion for level to course grade so they could determine how far from their target grade in the course. This was particularly important for student motivation due to the fact the class was made up entirely of 4th year students. Many of these students were in the midst of the job hunt and had to make compromises with respect to grades and finding a job. The nature of the tasks was such that students completed most of the work outside of the classroom. Class time was dedicated to making plans for task completion and occasional in class opportunities to complete one time only tasks. This presentation/paper will discuss the implementation of the system as well as student response to the course. Examples of the point system and method of tabulation will be discussed as well.</p>
<p>2.30pm-2.55pm</p> <p>Brendon Albertson (Central Connecticut State University)</p> <p><i>Facebook use and pragmatic/grammatical awareness among Japanese learners of English</i></p> <p>Previous research suggests that ESL learners more readily acquire pragmatic awareness than do EFL learners (Bardovi-Harlig & Dörnyei, 1998; Schauer, 2006; 2009), likely the result of greater natural L2 input in the ESL environment. Although EFL learners are thus at a disadvantage, the social networking website Facebook may be able to supplement the lack of input found in an EFL environment. A study was conducted 1) to determine the relationship between use of Facebook and learners' pragmatic versus grammatical awareness, and 2) to investigate any trends among learners' use of English on Facebook. Forty Japanese learners of English from a foreign studies university in Japan completed a</p>	<p>2.30pm-2.55pm</p> <p>Sami Vuokila and Josh Wilson (Linguamation)</p> <p><i>Developing "Whodunit," an Interactive iPhone Reader</i></p> <p>Interested in developing mobile applications? Curious to know what it takes to transform an idea into an app? In this presentation Sami Vuokila will take the participants on the rocky ride of design, development, testing, and release of "Whodunit," the latest language-learning app from Linguamation Studio. "Whodunit" is an iPhone adaptation of "The Inverted Eagle," one of the two stories in the award-winning Abax detective course book <i>Whodunit</i>, written by Adam Gray and Marcos Benevides. The app contains features of the original course book, such as vocabulary activities and the "detective's notebook," in which the reader records clues about the case, and adds a layer of gamification as well. The presenter will discuss the pedagogical and</p>

<p>questionnaire regarding their Facebook use and performed a judgment task to assess pragmatic/grammatical awareness, while 32 provided access to their Facebook activity. Results revealed a fairly strong correlation between grammatical awareness and amount of contact with NSs via Facebook ($r = .553, p < .01$), although no significant relationship between pragmatic awareness and contact with NSs via Facebook was found. Both positive and (more often) negative influence from NSs and NNSs on participants' acquisition of grammatical forms was also found among Facebook conversations. Learners often appeared to use Facebook for keeping in touch with foreign friends, although frequently produced speech acts that required no interlocutor. These findings provide insight into how learners use Facebook, and suggest that Facebook may affect their awareness and acquisition of English grammatical forms. Pedagogical implications for using Facebook in and out of the classroom are discussed.</p>	<p>practical decisions behind these features and show the steps necessary to bring the idea to fruition.</p>
<p>3pm-3.25pm</p> <p>Dr Keiko Kitade (Ritsumeikan University)</p> <p><i>L2 teacher education from a sociocultural perspective: Perspective changes through online collaboration with L2 learners</i></p> <p>Second language (L2) teacher education has been required to reorient the conceptions of second language pedagogy with a sociocultural perspective (e.g., Lantolf & Johnson, 2007; Johnson, 2009). Unlike the previous tradition in L2 teacher education where the knowledge of content/pedagogical aspects was emphasized, the new perspective suggests that L2 teachers need to realize that their own beliefs, values, and knowledge about L2 learning/teaching were socially constituted and that their teaching is affected by these factors. Thus, L2 teacher education should provide teachers with opportunities to engage in the various teaching contexts in order to learn-in-practice: reconstructing their own beliefs about content and learners. Although teaching practicum offered a way to address such requirements, owing to the time and monetary cost involved in training teachers, it has not been used widely. This presentation suggests an innovative practice for addressing the needs of L2 teacher training—namely, online collaborative activities with L2 learners. A case study illustrates the type of perspective</p>	<p>3pm-3.25pm</p> <p>David Gatrell (British council Hong Kong)</p> <p><i>That syncing feeling: integrating webinars on an online teacher development programme</i></p> <p>British Council TeachingEnglish online teacher development programmes have recently introduced webinars on one of their courses: <i>E-moderator Essentials</i>. Using synchronous computer-mediated communication as a complement to an asynchronous learning management system offers many potential benefits. It can promote higher and more equal participation and more dynamic and sustained interaction among participants over the duration of a course. It achieves this by fostering a "community of talk", where social and informal communication is encouraged, and increasing immediacy, which enhances motivation and reduces the sense of isolation often experienced by distance learners. By engaging participants and challenging them to think spontaneously and intensely, it can also support problem-solving and critical thinking. Webinars have unique affordances for moderators and participants. Different modalities, including audio, video and webinar tools such as polling and whiteboard, help address different learning styles and better support non-native speakers. Using VoIP and video can create a more natural environment</p>

<p>changes that occurred among pre-service teachers through the implementation of such activities. Some of the advantageous aspects, limitations, and further innovations in incorporating online collaborations in teacher training will be introduced and discussed.</p>	<p>for communication, while other functions can help moderators gauge participants' progress, demonstrate multimedia and manage interaction. This paper presents cutting-edge research into the use of webinars on E-moderator Essentials, assessing the effect of moderator approaches and task design on participation and interaction. Using a multimodal content analysis, questionnaires and interviews, it suggests that webinars may be better suited to conceptual rather than procedural tasks and that a learner-centred approach is needed to ensure all participants are involved and engaged in learning. It also recommends how webinars can be used to create a successful learning environment.</p>
<p>3.30pm-3.55pm</p> <p>Dr Tetyana Sayenko (Nagoya University of Commerce and Business) & Dr Natalia Novikova (Peoples' Friendship University of Russia)</p> <p><i>Using i-movies in teaching public speaking to foreign language learners</i></p> <p>This paper discusses the results of the experimental study based on the use of i-movies in teaching Public Speaking to learners of L2 English and L2 Russian. Twenty 3rd year university students majoring in English and twenty 3rd year university students majoring in Russian participated in the experiment. The results of the study suggest that watching and analyzing video recordings of their speech allowed the students to notice and correct the mistakes they made, and thereby made it easier for them to improve all the components of their speech delivery: voice projection and loudness, pronunciation and speaking fluency, eye contact and gestures. There was an obvious correlation between the number of i-movies students made, while practicing each speech, and the degree of improvement in their speech delivery.</p>	<p>3.30pm-3.55pm</p> <p>Dr Malcolm Field (Future University)</p> <p><i>Crafting the art and creating the content: teaching & learning digital literacy (in an illiterate system)</i></p> <p>Pedagogy refers to the art and science of educating, although it is often used synonymously for teaching, or the classroom practice of teaching. A pedagogical approach would assume that a teacher is responsible for the decisions of what is to be learnt and when it is to be learnt and how it is to be learnt. Andragogy refers to situations where an adult teacher accompanies and assists an adult learner; pedagogy refers to situations where an adult teacher accompanies and assists a child learner. Andragogy is, and was, influenced by theories of self-directed learning (SDL), although to claim these as synonymous is misleading as many children also apply SDL practices in their educational experiences – especially in a Web 2.0 world. A third concept, heutagogy, somewhat more contentious, and, at times, difficult to differentiate from andragogy, relates to the idea that adult learners know what they want to learn, when they want to learn it and how they want to learn. This paper discusses these three concepts that were built into a Communication III course for Information Design students. Within the context of the wider curricula, three assessment items were designed to facilitate the different approaches to learning with and through ICTs. Each task facilitated different levels of student autonomy over the learning outcome, thus reducing or increasing the teacher's involvement in the process. The first task was predominantly andragogical and heutagogical in that the teacher provided the</p>

	<p>overall idea of the task, but the students decided the process (what and how) to achieve the outcome. The second task was pedagogical in that the teacher provided both the item and the steps to achieve an outcome. The third blended the teaching and learning approaches, and was completed individually by students who were required to choose between two multimedia platforms (Scratch or Flash). The teacher provided the 'design process' and simple instructions on how to use the software (pedagogical) working alongside the students, refining their ideas (andragogical) about the content. The students determined what and how the content was to be presented within the framework provided (heutagogical). The results (quality, level of thinking, effort) to each item indicate that traditional pedagogical approaches need to be reconsidered. However, particularly in the context of this case, SDL (heutagogy) may also not be appropriate without other support if we are to improve digital literacy.</p>
<p>4pm-4.25pm</p> <p>Huang Yu-Hsiu (Southern Taiwan University)</p> <p><i>University EFL Teachers' Views on Computer Assisted Teaching</i></p> <p>The research aims to explore EFL teachers' views, attitude, time spent on lesson preparation, computer assisted teaching, computer mediated communication, and their teaching resources and strategies. The research adopts both qualitative and quantitative approaches. A questionnaire survey is conducted with twenty university EFL teachers in Taiwan. Two male and two female EFL teachers are interviewed. EFL teachers think they have sufficient opportunities and are willing to learn about computer knowledge and skills. Teachers find computer courses and workshops effective. However, they usually do not have enough time to attend those courses. Teachers are willing to apply their newly learned computer skills on teaching as among the average 11.9 teaching hours per week, more than half (7 hours) is spent on teaching with computers. They are also willing to spend time (9.6 hours per week) preparing computer-based teaching materials and communicating with students via computers (5 hours per week). However, spending time on preparation is considered very exhausting as teachers often have to work alone and assistants can not help much except typing. Surprisingly, few of them use</p>	<p>4pm-4.25pm</p> <p>Dr Jill Margerison (The Southport School Gold Coast)</p> <p><i>Social networking driving boys in language learning</i></p> <p>Digital technologies are rapidly changing the way that people are communicating. Through the use of the Internet in particular, people are learning new ways to create and negotiate meaning and develop their own personal cyber identities. There is a global fascination with blogging and sharing of personal information, even down to the digital publication of mundane or random twitter topics. Most of these sharing platforms are generated via 'membership' of a virtual community and as such are impacting radically upon the very fabric of how we interact as a society. It is not therefore surprising that educationalists are incorporating social media platforms into contemporary curricula to engage with and enhance the motivation and performance of students. This paper specifically examines how the implementation of the Learning Management System, Moodle is impacting on second language acquisition in an independent boy's school in Queensland, Australia through the use of online discussion forums, activity streams and embedded content. This is significant because it demonstrates that digital interaction and collaboration among students can complement the traditional mode of</p>

<p>supplementary computer materials provided by textbook companies as those materials are considered not really useful. Teachers prefer to edit teaching materials with resources from the Internet with word processing and presentation tools. Teachers are good with time management, but feel less confident with discipline management. They prefer using platform provided by the university to upload teaching materials for students. They also prefer email to facebook.</p>	<p>teaching by 'scaffolding' beyond the boundaries of the classroom to motivate, improve and further develop students' perceptions of their linguistic ability and identity. This approach supports the socio-cultural theories of constructivists who contend that meaning and new knowledge can best be achieved through social interaction, (Vgotsky, 1978) (Bruner, 1996). It also suggests that language acquisition is enhanced because the students themselves have been instrumental in creating a tangible shared knowledge base.</p>
<p>4.30pm-4.55pm</p> <p>Lawrie Hunter (Kochi University of Technology)</p> <p><i>Evolving interfaces a low text world</i></p> <p>Arguably the Web 2.0 world is tending towards a low-text environment, despite the vastness of content arrays and the high degree of interconnectivity between documents. Documents of fewer than 140 characters are an extreme case. These information 'morsels' are often so small as to make syntax ineffective as a structural tool. At the same time, strongly structured, more metaphorical forms are emerging, perhaps originating from the PowerPoint paradigm. Mind maps, concept maps, graphical texts and animated data are examples of a growing low-text discourse where often the low text document does not have an extended continuous-text counterpart. This paper examines mind maps and concept maps (Novakian maps) from the perspective of visual metaphor, pursuing questions including: is Facebook a mind map? If so, then what Web 2.0 phenomenon is a concept map? And further, are low-text graphic genres sufficiently information rich to constitute stimuli for extended text expression? As an inroad to the preservation (or perhaps recovery) of continuous text practice, the author presents one case in which low-text graphical work with Japanese undergraduate technical English composition students led to increased volume and structural richness in second language composition.</p>	<p>4.30pm-4.55pm</p> <p>Chris Baldwin (British council Hong Kong)</p> <p><i>E-portfolios for teacher development-a simple approach</i></p> <p>This presentation will examine the use of e-portfolios for teacher development in various contexts, looking at the theoretical background of e-portfolios in general, and reasons to use them for teacher development, considering areas such as reflective practice, engagement and assessment. It will then go on to look at several examples of e-portfolio platforms such as Mahara, MyStuff and PebblePAD, considering the functionality offered and the pros and cons of these platforms. Specific examples of e-portfolios in use in teacher development will then be examined. The presentation will conclude by describing a simple approach to setting up and using an e-portfolio system within Moodle, using only core Moodle tools – forums, wikis, the file repository and the different assignment tools available in Moodle, which allow for various levels of sharing (private, with tutor and with peer group), in order to foster a collaborative learning environment for teacher development over several associated professional development courses, both online and blended. Practical guidelines for setting up similar e-portfolios will be discussed, as well as details on how this system has been adapted for several different courses. The reaction of different users (course moderators/tutors, course participants and content developers) will be considered.</p>
<p>5pm-5.25pm</p> <p>James Duggan (Dokkyo university)</p> <p><i>The Wiki as an Effective Online Collaborative Tool in Education</i></p>	<p>5pm-5.25pm</p> <p>Jean-Paul Duquette (Kansai Gaidai University)</p> <p><i>Virtual classrooms real lives</i></p>

<p>This presentation introduces a wiki project currently in progress at a mid-sized private suburban university near Tokyo. In this project, students work in collaborative groups through the use of group wikis to aid in carrying out research into a variety of topics dealing with language education. The presentation will initially present the structure and goals of the course program, then address the reasons for introducing the use of wikis into such a course setting. This will be followed by how these students made use of their group wikis, and what aspects of the wikis used were found to be the most valuable in improving effective learning and meeting the needs of the students and the goals of the program.</p>	<p>Communities in online virtual worlds are now offering safe, convenient, low-cost opportunities for independent language learners and educators. However, skepticism remains about the authenticity of interaction in such groups; in environments well-known for role-play and identity exploration, is subterfuge an essential part of interaction? This presentation will introduce the stories of several members of Cypris Chat, an EFL group in Second Life. Through ethnographic fieldwork, interviews and participant narratives the distinction between immersionist and augmentationist paradigms in virtual worlds will be explored, opening the door for authentic relationships between learners and instructors from vastly different cultures and backgrounds. The presentation will conclude with a discussion of the advantages of qualitative methodology in researching virtual worlds and the limitations of online community.</p>
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