

**The 19th Conference of Pan-Pacific Association of Applied Linguistics
Conference Program**

**17th-19th, August, 2014
Waseda University**

Timetable

Day 1: 17th, August

10:00-10:30	Registration			
10:30-11:00	Opening Addresses: Prof. Kyun Ja Park and Prof. Bok-Myung Chang (Room 819)			
11:00-12:00	Keynote I: Prof. Moongee Jeon (Room 819)			
12:00-13:30	Break			
	Room 818	Room 817	Room 820	Room 801
13:30-15:00	Session A	Session B	Graduate Session I (13:30-15:30)	Poster Session I P-1-14 (13:30-15:30)
	A-1	B-1		
	A-2	B-2		
	A-3	B-3		
15:00-15:45	Break			
15:45-17:45	Workshop: Prof. Yasuyo Sawaki (Room 820)			

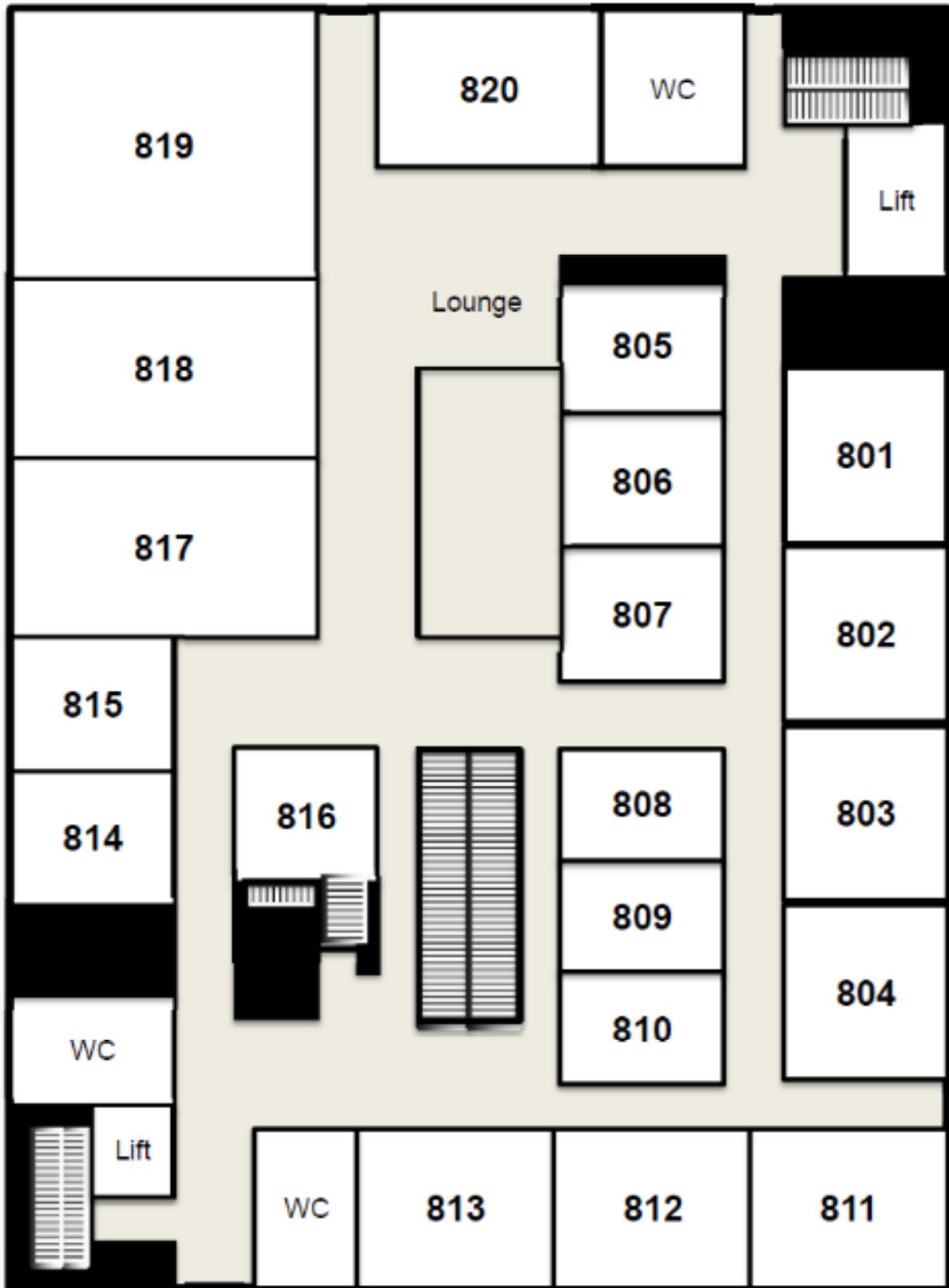
Day 2: 18th, August

	Room 818	Room 817	Room 820	Room 801
10:00-11:30	Session C	Session D	Graduate Session II	
	C-1	D-1		
	C-2	D-2		
	C-3	D-3		
11:30-13:00	Break (Board Meeting)			
13:30-15:00	Session E	Session F	Session H	Poster Session II Q-1-15 (13:30-15:30)
	E-1	F-1	H-1	
	E-2	F-2	H-2	
	E-3	F-3	H-3	
15:00-15:45	Break			
15:45-16:45	Keynote Speech II: Prof. Nobuaki Minematsu (Room 819)			
18:00-	Banquet			

Day 3: 19th, August

	Room 818	Room 817	Room 820	Room 801
10:00-11:30	Session J	Session K	Graduate Session III (10:00-12:00)	\
	J-1	K-1		
	J-2	K-2		
	J-3	K-3		
11:30-13:00	Break			
13:00-14:30	Session L	Session M	Session R	
	L-1	M-1	R-1	
	L-2	M-2	R-2	
	L-3	M-3	R-3	
14:40-15:00	Closing Address (Room 819)			

Floor Map



Day 1: 17th of August

Keynote Speech I

Session A

Session B

Graduate Session I

Poster Session I

Workshop

Day 1: 17th of August

Keynote Speech I (11:00-12:00)

English Text and Discourse Analysis with New Computer Technologies

Professor Moongee Jeon (Konkuk University, Korea)

This presentation investigates the lexical and discourse features of English text and textbooks with new computer technologies. Specifically, this talk mentions about the cohesion of English text and discourse analyzed with computer tools, Coh-Metrix and TEES. Coh-Metrix is a language analysis tool that can analyze English text and textbooks on various psycholinguistic measures of cohesion, coherence, readability, and language. Coh-Metrix has now been extensively used in the areas of psycholinguistics, English education, cognitive psychology, and applied linguistics. Recently, the presenter has also developed a computer tool, TEES (an acronym for Text & Essay Evaluation System) which can evaluate English text and essays on various psycholinguistic measures such as text readability, syntax structure, vocabulary, and text marker scores. TEES has been developed to evaluate English text and essays in terms of a normalized index. In the TEES system, a big corpus was used to construct the standardized norm. This talk introduces new computer technologies including Coh-Metrix and TEES systems, and present interesting research findings accumulated from Coh-Metrix and TEES.

Session A (13:30-15:00)

A-1

WA in Japanese Global Business Discourse: An Organizational Ethnography

Yoichi Sato

This study sheds light on how WA (和), which is the harmony-oriented mind-set of Japanese people, is manifested in their use of English and how it causes misunderstanding by others in business interactional situations. As globalization is rapidly taking place, the role of English in global business discourse in Japan is subject to a drastic change. In some global companies, including Rakuten, English is even positioned as their in-house official language. Consequently, English-mediated interaction in business among Japanese people is gradually emerging even in a non-English speaking country such as Japan. The increase in the number of Japanese English speakers as such could potentially develop business in this country. However, the use of Japanese English can also cause potential miscommunication and/or misunderstanding for non-Japanese counterparts, according to Sato (2013). This linguistic problem can possibly be attributed to the manifestation of WA mind-set in their use of English. WA can potentially afford smooth correspondence among Japanese. Nevertheless, there are cases where it can be incomprehensible for most non-Japanese citizens. Being a hired consultant in some major Japanese global companies, I have observed many situations where Japanese businesspeople engage in global business in English. In this situation, it was frequently observed that WA expressed in the use of Japanese English led to misunderstanding not only by non-Japanese, but also by Japanese businesspeople. However, little has been discussed empirically about how WA mind-set expressed by Japanese English speakers develops miscommunication. This study, in this light, investigates the underlying principles of WA-based miscommunication in the context where English is used as a lingua franca in business discourse. To understand how WA develops miscommunication in business discourse, this study employs an ethnographic

approach to discourse analysis based on the data retrieved through stimulated conversation. Drawing on the result of data analysis, this study consequently suggests some pedagogical implications of how future corporate in-house training program conducted in global companies should address this Japanese communication problem.

A-2

The Juxtaposition of the Sentence Final Particle Ne With Emoticons in Online Japanese Discourse

Barry Kavanagh

The fundamental function of the Japanese sentence final particle 'ne' is said to express shared information (Ohso 1986; Masuoka, 1991; Masuoka & Takubo 1992) which can include requesting confirmation and seeking or showing agreement. The use of the SFP 'ne' has often been linked with spoken interaction or with informal language, but can also be used in written communications where interaction is taking place. Maynard (1987) states that 'ne', acts in a way so that the speaker and listener may communicate with each other in an emotional and empathy creating way. Uyeno (1971) suggests the SFP softens the illocutionary force of an utterance and similarly Brown and Levinson (1987) state that 'ne' can act to hedge a statement. Cook's (1992) theory of direct and indirect indexicality states that 'ne' is a non-referential index which directly indexes affective common ground between the speaker and the addressee and that it can play a role in both the mitigating of a face threatening act and the marking of intimacy. Studies on emoticons have tended to look at how these extra-linguistic devices help the author display feeling within their written texts. Few studies have looked at the pragmatic function of emoticons and none have addressed their relationship and role when juxtaposed with the sentence final particle 'ne'. An examination of over 400 instances of sentences that were punctuated with 'ne' juxtaposed to an emoticon were taken from a corpus of blog comments. These comments were interactions between blog comment writer and the author of the blog. Results showed that these emoticons acted as visual aids as to how the comments were to be read pragmatically and the 'ne' plus emoticon combination acted as a 'double highlighting marker' of intimacy and rapport towards their addressee. This use of 'ne' punctuated with emoticons helped to emphasize support, empathy and approval for the blog author and acted as hedges when expressing comments of an awkward nature. In online interactions the interlocutor is essentially invisible and the visual and audio cues that give us better understanding of the speaker's pragmatic intentions are absent. It is argued that the playful nature of 'ne' juxtaposed with an emoticon creates a positive and harmonious online environment which in turn fosters the development of intimate and friendly interactions. This, it is argued, is a reflection of Japanese culture and face to face communication styles which are said to place a high emphasis on harmonious dialogue.

A-3

Cross-Cultural Awareness: A Content-Based Curriculum for Taiwanese College EFL Learners

Chia Chieh Renee Lin and Hsiao-Fang Cheng

English has become an important conduit for the world-wide exchange of technological, economic, and cultural information. This is due to a number of factors: the rapid advance of communication technology, the globalization of world economies, and the use of English by a wide range of peoples as a first, second, or even third language.

Given this change in the use and status of English, the policy of promoting English language learning has become increasingly common in non-native English-speaking countries, where English is perceived as a necessary component in preparing language learners to face the challenges of global contexts. This project aimed to design a curriculum for teaching English as a foreign language at colleges in Taiwan. It embraced the characteristics of content-based instruction. The content of this project was designed to develop Taiwanese students' cross-cultural awareness by integrating theme-based units of comparing and contrasting American and Taiwanese cultures.

Session B (13:30-15:00)

B-1

Teaching English as a Global Language and High School Textbooks in East Asia

Katsura Yuasa

Nowadays English language is taught mostly as a global lingua franca, not connected with a specific culture while other languages are usually taught connected with its background culture. Since English is, at present, used not only as a native language but also a second language and a foreign language all over the world, it is difficult to specify its single background culture.

So as to research how English is taught at secondary school in East Asia in terms of background culture, this study surveyed some authorized high school textbooks used in Japan, South Korea and Taiwan. Assuming that proper nouns reflect the cultural aspect of teaching materials, this report classified proper nouns used in these textbooks into three categories: English speaking countries, homelands and the others. The survey shows that Korean and Japanese textbooks, their reading materials in particular are designed to teach English as a global language, though their choice of material is a little different from each other: Japanese textbooks involve topics about diverse countries including non-native English speaking countries and a lot of characters with non-English names appear there, while the Korean textbooks tend to be culturally neutral and few of the materials deal with any specific country. On the other hand, it is estimated the Taiwan's textbook surveyed are designed to communicate mainly with native speakers of English since many of the materials deal with English speaking countries.

B-2

Japanese Fillers in English Foreigner Talk: Forms and Functions

Enid Lee

Code-mixing and -switching have long been recognized common phenomena when people who have knowledge of more than one language engage in discourse, whether it is spoken or written, particularly in sociolinguistically and culturally heterogeneous settings. While there has been extensive research on the formal characteristics of the phenomena across a variety of languages, relatively little is known about mixing first language (L1) fillers in second or foreign language discourse or vice versa. The purpose of the present study is to address this gap by examining the use of Japanese fillers (JFs) in English conversations between native and non-native speakers. The investigation is based on speech data collected from a native English speaker during his interactions with Japanese learners of English as a foreign language (N=80). Discussion focuses specifically on the locations at which the JFs occur within the English utterances, their prosodic characteristics, functions, and interactional

motivations. This paper illustrates the range of possibilities for mixing fillers in another language without jeopardizing the speaker's communicative intent and the structure of the discourse. In addition, it sheds light on the incorporation of the interlocutor's L1 fillers as a communication strategy in foreigner talk.

B-3

Acquiring Relevant Cultural Knowledge Through Cross-Cultural Interaction

Kazuharu Owada and Hikyoung Lee

Cross-cultural similarities and differences have been investigated and recorded since time immemorial. However, records are mainly made by ethnographers, sociologists, anthropologists, etc.-all of whom are observers or third parties. Additionally, these observations are usually generalized across gender, age, and other variables to encompass the target populations at large. In this light, this presentation sets out to examine the first-hand accounts of cultural similarities and differences between Japan and Korea. The subjects are Japanese and Korean university students who interact through the Korea University-Waseda University Cross-cultural distance learning program (CCDLP). The data consists of bulletin board postings of short essays which asked participants to note cultural similarities and differences on discussion topics covered in joint classes for the past three years. We stratify the data to determine if there are any differences in terms of nationality, gender, and experience living abroad. We examine the discourse of the individual postings and the Q&A exchanges of the subjects to see what cross-cultural aspects this particular group of university students are interested in and how these interests are manifested. Preliminary results show that university students are still unaware of the cultural aspects of their counterparts in other countries and that it is only through cross-cultural interaction that relevant cultural knowledge is acquired.

Graduate Session I (13:30-15:30)

G-1

The Analysis of Sound Impression in Korean Compare With English

Jinhoon Yoo

Normally, it is said that human languages are arbitrary from the first place. For this reason, it does not seem to be reasonable to maintain that one can figure out what a particular sound of word means by just hearing it at first time. Surely, human languages have immensely increased in number, and kind, resulting in the fact that the languages now become abstract and 'conventionalized' (socialized) with their own societies. Among human languages, however, there are some sounds that seem to contain a specified nuance, or impression so that you can presume the meaning approximately. In fact, majority of people have admitted that the particular sound of human language has its own impression. For example, /L/ sound often indicates something soft, and flowing. On the other hand, the sounds such as /B/ and /G/ deliver an impression of something stopped, blocked, and thick. Furthermore, there are contrastive pairs of sound. In Korean onomatopoeia, 'pong-dang' and 'poung-dung' are both describing the image and sound that something suddenly falls into water. Although both draw similar image and sound, the former sounds smaller and the latter does bigger. These kinds of phenomenon are called 'consonant combine principle' and 'counterpart vowel principle' respectively. The main materials for this experiment are supposed to be vowels, but the ultimate goal is to find what criteria of articulation affects the impression of sound; big vs. small, flexible vs. straight, contraction vs. expansion.

As the experiment called ‘Mal-Mil test’ by Sapir (1921) pointed out, the relationship of the front and back vowels, and high and low vowels can offer some relative differences to the words. In particular, Korean possesses various onomatopoeias and has ‘one-to-one match vowel system’ that helps to separate and distinguish each vowel clearly. This property of Korean can function as a compass to analyse the relationship between the nature of vowels and impression.

G-2

Contrast Analysis Between [lm] in Korean and in English

Da Eun Llim

The purpose of this paper is to distinguish alike sounds from other languages: Korean /lm/ and English /lm/. Even though they seemed to have similar phonological properties such as the combination of lateral /l/ and nasal /m/ sound, the author assumed that they would show phonological differences one another based on their different phonetic system. Knowing differences of these sounds is important in that it can help Korean EFL learners to improve their pronunciation on English /lm/ sound.

To figure out the difference between /lm/ sounds from Korean and English, the author asked research participants to record words containing /lm/ from their native languages. As the sonorant sounds can be realized by phonetic software programs through sound spectrograms, phonetic software programs such as Praat, Wavesurfer were used. As a result, the /lm/ sounds’ qualities from both languages show different phonological properties related to their surroundings and their sound duration was also different.

G-3

Detecting Writer’s Stance in Academic Reading—An Investigation of Reading Comprehension Tests in GRE® and TOEFL®

Tzu-Chun Yen and David Wible

TOEFL and GRE, widely accepted English-language tests especially in North America, are designed to assess test-takers’ ability to qualify for admittance to undergraduate or graduate programs and succeed in an academic setting (ETS, 2009; Johnson, Jordan & Poehner, 2005). Of course, while TOEFL is designed for users of English as a second language, GRE is for prospective graduate students regardless of language background. In light of findings that high English-language test scores are not always a valid predictor of successful academic performance for EFL students (Hwang & Dizney, 1970; Ng, 2007), we consider what may distinguish the reading portions of TOEFL and GRE. In addition to the ability to grasp main ideas and comprehend explicit informational content, identifying the writer’s attitude toward informational content is crucial to some academic settings (ETS, 2009). While what causes learners’ comprehension difficulty in GRE or TOEFL has been extensively investigated (Carr, 2006; Freedle & Kostin, 1992; 1993; Gorin, 2005; Peirce, 1992; Rupp et al., 2006), the detection of writer’s stance in texts in these kinds of examinations is relatively unexplored. To compare the importance of detecting writers’ stance to success in the reading sections of TOEFL and GRE, the current study investigated the frequency, forms, and functions of stance markers in grammatical devices found in twenty eight passages in GRE (3,944 words) and six passages in TOEFL (4,017 words). Our comparison found a significantly higher proportion of stance markers in the GRE passages than in the TOEFL passages ($t = 5.544$; $p < .05$). Compared with GRE, TOEFL reading passages tend to present informational content as factual rather

than as mediated through writers' attitude or perspective on that content indicated through stance markers. This study further investigated two grammatical functions of stance markers, including epistemic stance (assessing the status of information in a proposition) and attitudinal stance (expressing personal attitudes and feelings) (Biber, 1999). As to the epistemic stance markers, there was a significant difference between the number of word tokens in GRE reading passages and those in TOEFL reading passages ($t = 5.068; p < .05$). As for the attitudinal stance markers, no significant difference was found between the number of word tokens in GRE reading passages and those in TOEFL reading passages ($t = 1.061; p > .05$). The results suggest significant differences between GRE and TOEFL reading passages lay in the need for the reader to detect the writer's stance toward informational content.

G-4

An Investigation into the Notion of Error Type in Focused Feedback Effectiveness

Chian-Wen Kao and David Wible

A recent meta-analysis shows focused feedback (i.e., to correct one error type) to be more effective than unfocused feedback (i.e., to correct all grammar errors) in second language writing (Kao & Wible, 2011). Since focused feedback is defined in terms of the number of error types targeted for correction (Ferris, 2011), the notion of error type is central to focused feedback research. Yet the construct of error type has remained relatively unexamined in this literature. The majority of focused feedback studies have targeted article errors and most of these have confined article errors to the first mention of a noun, requiring the indefinite article, and subsequent mentions, requiring the definite article (e.g. Bitchener, 2008; Ellis, Sheen, Murakami & Takashima, 2008; Sheen, 2007). This accounts, however, for only a subset of article uses. Since the effectiveness of focused feedback might depend on how narrowly an error type is targeted for correction (Bitchener & Ferris, 2012), we investigate whether the positive effects of focused correction found in studies that have confined article errors to only first and subsequent mention distinctions (narrow error type) would persist if that single error type were expanded to the wider range of article uses (broad error type). For another error type, we investigate effects of focused feedback on subject-verb agreement errors, comparing three groups, those receiving corrections on all s-v agreement errors (broad), on s-v agreement errors for copula be verb only (narrow be), and on s-v agreement errors for lexical verbs only (narrow lexical). A control group received no feedback on grammar errors. In both the article errors and s-v agreement errors, only the groups that received the narrowly defined feedback, showed significant improvement compared to the control group: narrow article ($F = 9.78; p < .05$), narrow be ($F = 14.73; p < .05$) and narrow lexical ($F = 24.07; p < .05$). These effects persisted into delayed post-tests: narrow article ($F = 9.48; p < .05$), narrow be ($F = 9.32; p < .05$) and narrow lexical ($F = 47.64; p < .05$). The groups receiving feedback on a broadly defined error type (on all article or all s-v agreement errors) showed no significant difference from the control group in subsequent writings. These findings strongly suggest the notion of error type as used for focusing corrective feedback is much more nuanced than assumed heretofore and calls for further research into the mechanisms at work.

Poster Session I (13:30-15:30)

P-1

A Study on a Vocabulary Learning System Based on Vocabulary Test Scores

Norifumi Ueda, Eiitiro Tsutsui, and Kazuharu Owada

We have developed vocabulary tests to evaluate test-takers' depth of vocabulary knowledge (Ueda, Tsutsui, Kondo, Oya & Nakano, 2010, 2011; Ueda, Tsutsui, Kondo, Owada & Nakano, 2012; and Ueda, Tsutsui, & Owada. 2013). Ueda and Tsutsui (2014) developed a vocabulary learning system based on the results of the vocabulary test (Ueda et al, 2013). We also analyzed the results of the vocabulary test by Latent Rank Theory and the finding showed that test-takers in higher ranks have acquired more lexical knowledge on polysemy, usages and distinction of conceptual differences between L1 and L2 than test-takers in lower ranks.

In this study, we examine what kinds of advice sentences are effective in a vocabulary learning system based on the findings in Ueda et al (2013). We create some advice sentences according to the kinds of target lexical knowledge in the test items: synonyms, antonyms, and collocations. We also check the appropriateness of these advice sentences considering the test-takers' test scores. We will report the advice sentences and the vocabulary learning system based on vocabulary test scores.

P-2

A Case Study of Developmental Process in Acquiring English Prepositions by Japanese Learners of English

Norifumi Ueda

In the field of cognitive science and cognitive linguistics, the way of using prepositions draws attention. For example, Feist and Gentner (2003) examined what factor's influence people's use of English prepositions, ON, IN and AT. Herskovits (1986) and Tyler and Evans (2003) probed how various usages of English prepositions extend from their ideal meaning in the semantic networks. Ueda (2010) examined the developmental process of acquiring English prepositions at different learning stages by MDS.

The purpose of this study is to reexamine L2 developmental process of acquiring English prepositions by Japanese learners of English at different learning stages in Ueda (2010) from the viewpoints of the determining factors in Herskovits (1986), ideal meanings of each English preposition and the analysis of cognitive linguistics by Tyler and Evans (2003). The participants were Japanese learners of English in Japan from different learning stages: 3rd-year junior high school students; 1st-year, 2nd-year and 3rd-year high school students; and university students. The participants were asked to judge the similarities between the sentences with different usages of English prepositions, on and in. The corrected data were analyzed by Multidimensional scaling (MDS). The configurations and the results of MDS were examined. We also examined each stimulus sentences in the experiment from the perspective of 'Geometry of the Ground', 'Function of the Ground,' 'the Figure,' 'animacy of the Figure' and 'animacy of the Ground'. And we examined how each meaning of English prepositions extends in the results of MDS based on the theoretical framework of the ideal meanings and semantic networks of each preposition. We found that the developmental process of acquiring English prepositions by Japanese learners of English can be explained by the framework to some extent at the later stage of learning, but that the network developments occurred according to different rules at the earlier stage of learning.

P-3

'Heads' and 'tails' in spoken grammar and English language teaching

Hyun Jin Kim

The study attempted to explore features that frequently occur in spoken English grammar with focus on the constructions called "heads" and "tails". Heads are noun phrases fronted at the beginning of the clause but outside the syntactic structure of the clause, co-referring to the same referent with one of the clause constituents (pronouns). Heads orient the listener toward the topic of the message by providing content noun phrases. On the contrary, tails are noun phrases or noun phrase auxiliary constructions, dislocated at the end of the clause and outside the syntactic structure of the clause, co-referring to the same referent with one of the clause constituents (pronouns). Tails usually clarify or commenting the message by adding content noun phrases (and auxiliaries) or just repeating pronouns. Literature review showed that two spoken English grammar constructions, heads and tails, reflect the characteristics of spoken language such as real-time constraints and interpersonal functions; these constructions are listener-sensitive and speaker-friendly. It is argued that these constructions and other spoken grammar features should be explicitly taught in English teaching so that the learners can develop interpersonal grammar ability and communicative competence in the end in true sense.

P-4

Rethinking Accuracy -From the Perspective of the Definition and Construct-

Yutaka Ishii

There is a growing interest in measuring learners' language development from the viewpoint of complexity, accuracy and fluency (CAF). Wolfe-Quintero, Inagaki, and Kim (1998) conducted a meta-analysis of learners' progress in writing from the perspective of CAF. In addition, Housen, Kuiken and Vedder (2012) focused on these three aspects of learners' production focusing on the definition and various types of indexes. This study focuses on accuracy because the task focusing on accuracy is developed to capture learners' grammatical correctness of writing in the context of English language education in Japan (Sugita, 2013). Moreover, there is a large volume of published studies describing learners' grammatical errors. For instance, there are vocabulary errors (Milton & Freeman, 1996), verb errors (Kallkvist, 1995), tense errors (Granger, 1999; Housen, 2002), article errors (Mason & Uzar, 2001), collocation errors (Tono, 1996; Nesselhauf, 2005) and multiple errors (Nicholls, 2003; Abe & Tono, 2005). On the other hand, the research of automated grammatical error detection is an increasingly important area in the field of natural language processing. One approach to measure linguistic accuracy has been the use of holistic or analytic scales. For example, CEFR's can-do statement of grammatical accuracy focuses on the degree of error. However, learners make a variety of mistakes according to their proficiency levels. Therefore, analytic scales are not very easy to interpret. The other is indexes. To measure accuracy, there are error-free clauses per total number clauses (Kormos & Denes, 2004), the number of errors per 100 words (Ellis & Barkhuizen, 2005), the number of errors per word (Mehnert, 1998), weighted clause ratio (Wigglesworth & Foster, 2008). There are some discussions in these indexes. For instance, Larsen-Freeman and Strom (1977) found that the total number of error-free T-units and the average length of T-units were best suited. On the other hand, some studies using error-free units have not always showed reliability statistics (Kormos, 2011). One major problem is that the definition of accuracy is unclarity. Skehan and Foster (1999) defined accuracy as "the ability to avoid error in performance, possibly reflecting higher levels of control in the language,

as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error.” The major objective of this study is to reconsider the definition and construct of accuracy.

P-5

A Case Study of CCDL and High School L2 Learners' Intercultural Communicative Competence and Motivation to English Learning

Aiko Koyama

The main purpose of this study is to investigate the effects of Cross-Cultural Distance Learning (CCDL) on high school L2 learners' Intercultural Communicative Competence and motivation to English learning. For this purpose, the study focuses on the factors which describe the CCDL participants' motivation to English learning and Intercultural Communicative Competence (ICC).

CCDL was initiated by Waseda University in 1997 among universities in Asia. This program has provided opportunities for the university students in Asia to communicate in English while affecting their motivation and their intercultural communicative competence. According to the New Course of Study, which was revised in 2009 by Ministry of Education, Culture, Sports, Science and Technology (MEXT), the overall objective of EFL for high school has been emphasized “to develop students' communication abilities, to deepen their understanding of language and culture, and to foster a positive attitude toward communication.” The goal of this study is to prove that CCDL plays a significant role in L2 learners' motivation to English learning and for the acquisition of ICC and to describe the process and outcomes of CCDL programs.

Pre- and post- questionnaire surveys were conducted at high schools in Japan and Korea. In the beginning, Japanese participants were given Pre-questionnaire about their Motivation to English learning, their English usage, and about Cross-Cultural Communication, Non-Native Speaker Interactions and CMC. Then, the participants of both high schools exchanged several E-mails individually in English, which is their target language, and Japanese, target language for Korean participants. After the E-mail exchanges, two videoconferences are administered. To analyze the factors which play a significant role to enhance L2 learners' motivation and interest to Intercultural Communication in CCDL, Post questionnaire surveys with some additional free description formula were conducted to all the participants.

The result shows that the both Japanese and Korean participants highly evaluated CCDL in the term of Motivation and ICC. In conclusion, CCDL provides the authentic communication opportunities to the participants and grow their positive attitudes toward Cross- Cultural communication. In the end, some educational implications and suggestions for future research are discussed.

P-6

Characteristics of English Consonants Produced by Japanese Learners

Aya Kitagawa

P-7

‘We are a new generation’: Comparing Students’ Perceptions of CLIL at University in Spanish and in Japan

Keiko Tsuchiya

Content and language integrated learning (CLIL) was implemented in the education system in Europe in the mid 1990s in response to the bilingual and multilingual education policy (European Commission, 1995). CLIL integrates acquisition of subject knowledge with language learning, either a second language or foreign language, simultaneously (Mehisto, Marsh & Frigols, 2008). Recently, CLIL in English has been introduced in higher education in Japan although its implementation is still at an early stage.

This presentation has two aims: (1) to provide an overview of social and economic rationales of CLIL implementation at tertiary level in Europe, especially in Spain, and in Japan, and (2) to investigate students’ perceptions of CLIL in the two countries. For the former, I compare the language policies behind the introduction of CLIL in Spain and in Japan respectively. A questionnaire survey was also conducted to obtain students’ internal views of the CLIL class at university in both countries. The total number of students who answered the questionnaire is 159: 129 Spanish university students (46 students in a bilingual class, where the medium of instruction is English, and 83 students in a main stream class), and 30 Japanese university students who experienced a CLIL class in English.

The results show differences in social economic rationales of CLIL implementation in both countries: CLIL in Spain, on the one hand, is proactive (Coyle, Hood & Marsh 2010), adhering the bilingual and multilingual education policy. In Japan, on the other hand, introduction of CLIL seems to be reactive and intended to provide ‘Japanese with English abilities’ (MEXT 2002) for economic purposes. In terms of students’ perceptions, about a half of the respondents in both countries shows a positive view of CLIL at tertiary level, but differences are observed in their perceptions of CLIL at primary and secondary education. Some Spanish students point out lack of trained teachers and standardised evaluation schemes.

P-8

A Study of Diagnosing the Depth of Vocabulary Knowledge

Eiichiro Tsutsui, Norifumi Ueda, and Kazuharu Owada

This study is based on our on-going research project that provides L2 learners with feedback as to the depth of vocabulary knowledge. As learning management system (i.e, Moodle) advances, it is getting easier for us to give some diagnostic feedback to online learners. For example, Moodle presents several question behaviors such as adaptive mode, deferred feedback, and immediate feedback. An inevitable consequence is learners need to interact with computer-based feedback more often. We have been conducting the online vocabulary knowledge test of 300 online learners, and providing the instantaneous feedback according to individual learners' response behaviors. The motivation of this study is to make such feedback more user-friendly, visual and comprehensible.

P-9

Comparison of Kanji Recognition by JSL Learners From Non-Chinese Character Culture Areas, Chinese, and Japanese

Yoko Okita

This study examined the differences of correct rates of visual recognition of Chinese characters of Japanese (Kanji), Kanji like characters, and Korean characters to know what kinds of Kanji forms are difficult to learn for second language learners of Japanese from non-Chinese character culture areas (JSL-NC). The participants are 9 beginning JSL-NC (JSL-NC-B), 9 intermediate JSL-NC (JSL-NC-I), 10 Chinese, and 12 Japanese. There were five visual stimulus groups, 15 Fake Kanji, 20 Pseudo Kanji, 15 Wrong Kanji, 30 Real Kanji, and 10 Korean characters. Fake had minor wrong graphic features which were found in writing mistakes by JSL-NC. Pseudo had a non-existent combination of a radical and other components. Wrong Kanji had a distorted radical position. Real Kanji were chosen from 317 Kanji characters in the beginning level of Japanese language textbooks used by the JSL-NC. The Kruskal-Wallis tests were conducted to evaluate differences of correct rates between the four participant groups in each five stimulus groups with post hoc multiple comparisons. Significant differences were found in the four stimulus groups except for Korean characters. The correct rates of Korean characters were almost 100% in the all participant groups. Post hoc multiple comparison results showed that Chinese was significantly better than JSL-NC-B in Fake Kanji. Chinese and Japanese were significantly better than JSL-NC-B in Pseudo, Wrong and Real. There were no significant differences between Chinese and Japanese in the five stimulus groups. Then, Mann-Whitney U tests were employed to compare correct rates between Chinese and Japanese, and between JSL-NC-B and JSL-NC-I. Japanese was significantly better than Chinese only in Pseudo. JSL-NC-I was slightly better than JSL-NC-B in Wrong. Friedman tests were employed to compare correct rates of the four stimulus groups, except for Korean characters within the four participant groups. In JSL-NC-B Real was significantly better than Fake and Pseudo. In JSL-NC-I, Real and Wrong were significantly better than Fake. Wrong were significantly better than Pseudo. In Chinese Real and Wrong were significantly better than Fake. Wrong was significantly better than Pseudo. In Japanese Real and Wrong were significantly better than Fake. All participants could differentiate Korean characters from Kanji or Kanji like characters correctly. Fake was difficult for all participant groups. Wrong seems to be an indicator of progress of learning Kanji in JSL-NC. Chinese was not so good at Pseudo compared with Japanese.

P-10

University Students' Perceptions of an Activity-Based Drama Course

Myeong-Hee Seong

This paper aims to investigate university students' perceptions of drama activities in terms of providing suggestions for constructing an effective drama instruction. A total of fifteen students who participated in Interactive English, one of the elective English courses during the second semester of 2013 located at a Korean university took part in this study. The students' perceptions of the activities were analyzed by requesting students to write their thoughts in a journal and through questionnaires. The results showed that the subjects perceived that (1) all the activities used in the Drama course improved their confidence in using English in front of others, (2) the instructor's corrective feedback improved their English vocabulary, (3) activities that involved rhymes, songs, stories, or poems enhanced students' cultural awareness of the target language. Regarding the results, it is

suggested that an activity based drama course should add an extensive amount of stories from western culture into the curriculum. One should also note that such a course benefits students' awareness in being able to talk to others in English with no inhibitions. And also when using a variety of activities, it's important to maintain consistency in providing corrective feedback to the students after each activity and not just during a selective part of the class.

P-11

English Language Learning through NNS-NNS Interaction Within CMC Environment

Bok-Myung Chang

The purpose of this study is to prove a model for learning English as a foreign language using CMC through the NNS-NNS interactions. This research analyse the data from Namseoul-Waseda CCDL Project, which consists of CMC such as chatting, BBS, and video conferencing. The first purpose is to investigate how the students feel about this kind of lesson model using CMC activities in English language learning so that this research can prove that CMC environment is very effective in enhancing EFL learners' motivation, and making EFL learners learn English in low anxiety, and sharing the culture of different countries. The second purpose is to prove that EFL learners who participated in this project are satisfied with this project so that this kind of CMC environment are very good model for learning English as a foreign language. The results of this survey show that the students could increase motivation of learning English, learn English within low anxiety, and share the cultures of other country. Most of the students who participated in this project are satisfied with this project, which proves that this kind of lesson model using CMC through NNS-NNS interactions can be a good lesson model for learning EFL.

P-12

Facilitating TOEIC Listening Comprehension Through Intercultural Understanding

Hyung-ji Chang

This study is aimed at investigating the effect of intercultural understanding on the development of TOEIC listening comprehension for college EFL learners in Korea. In the TOEIC listening preparation class, most of lessons focus on instructing listening strategies for learners to gain higher TOEIC listening score, however, learners have struggled to find underlying meaning of sentence from listening. Thus it is requested that vocabulary practice with cultural connotation be included in the TOEIC preparation course (Cook, 2012). In addition, Cha and Joo (2012), Shibata and Inou (2005) and Shin (2009) supported that developing intercultural understanding facilitates learners' TOEIC score. Regarding the definite role of intercultural understanding for language learning, the present study focuses on the culture learning that occurs in TOEIC listening instruction. During the TOEIC listening preparation instruction, the instructor provides explicit explanation of vocabulary use, including cultural connotation, and encourages participants to discuss about a usage of vocabulary, evoking critical thinking for intercultural understanding. For the comparison, 60 students enrolled in TOEIC preparation course at S university in Korea were recruited and asked to take the pre-and post-set of Intercultural Sensitivity Test Scale (ISTS) (Chen & Starosta, 2000) and intercultural note. ISTS consists of 24 questions on the basis of five categories; interaction engagement, respect for cultural difference, interaction confidence, interaction enjoyment and interaction attentiveness. Intercultural notes designed as the written interview were taken

throughout the TOEIC listening instruction to examine participant's aspect to intercultural understanding. Findings from this study are summarized as follows. First, the explicit elucidation about cultural connotation in the vocabulary practice was effective on facilitating intercultural understanding. Second, the discussion session for a usage of vocabulary was effective on the development of critical thinking for intercultural understanding. Third, students who developed higher intercultural understanding fostered their TOEIC listening comprehension, showing a high score for the TOEIC. In short, the present study proposes that teaching cultural connotation for intercultural understanding facilitates TOEIC listening comprehension.

P-13

Exploring Error Patterns in L2 Spoken English With Data Mining Techniques

Yuichiro Kobayashi

Understanding learners' errors is significant for language teachers, researchers, and learners (Corder, 1967). Error analysis was a major topic in the field of second language acquisition in 1960s and early 1970s, but several limitations of traditional error analysis was pointed out in 1970s (Ellis, 2008). However, the emergence of computer learner corpora in early 1990s enabled us to carry out computer-aided error analysis (Dagneaux, Dannes, & Granger, 1998). It was developed to overcome the most of drawbacks of traditional error analysis, and it has an advantage in the storing and processing of enormous amounts of information about various aspects of learner language (Abe, 2007). The present study aims to explore the error patterns across proficiency levels in second language (L2) spoken English with data mining techniques. It also attempts to identify error types that can be used to discriminate between English learners at different proficiency levels. Spoken data for the present study were sourced from the NICT JLE Corpus, a computerized learner corpus of Japanese English as a foreign language learners' oral interview transcript (Izumi, Uchimoto, & Isahara, 2004). The present study used part of this corpus, including oral performance data from 209 test-takers who can be classified into nine different oral proficiency levels. The data was manually annotated with 46 different error tags by multiple annotators. In the present study, several data mining techniques were applied to computer-aided error analysis. First, frequencies of all types of error tags embedded in the spoken data were calculated for the data mining of learners' error patterns. Then, using heatmap analysis with hierarchical clustering, both learner groups at each proficiency level and error types were classified. Following these classifications, co-occurrence patterns of errors of lower- and upper-level learners were compared using association rule mining. Finally, error types that can be used to discriminate between learners at lower- and upper-levels were identified with the decision tree model. The results of the present study indicate that there is a substantial difference in frequencies of five types of errors, namely (a) article errors, (b) verb lexical errors, (c) preposition lexical errors, (d) noun number errors, and (e) tense errors, between lower- and upper-level learners. The findings will be useful for L2 learner profiling research and for the development of automated speech scoring systems.

P-14

A Survey of English Academic Writing Textbooks

Sayako Maswana

This paper reports the results of a survey of English academic writing textbooks. Despite the increasing emphasis on the genre and disciplinary specificities to be implemented in teaching and materials of English for Academic

Purposes (EAP), there are few studies that have surveyed the current textbooks designed to teach academic writing to understand the existing practice of learning and teaching. One exception was Bennett (2009) (English academic style manuals: A survey. *Journal of English for Academic Purposes*, 8, 43-54), who surveyed 41 academic writing textbooks in terms of general academic writing principles, text structure, grammatical issues, lexis, and other features such as referencing. She confirmed the consistency among textbooks regardless of genre and discipline in terms of general principles and main features of English academic discourse from a teaching perspective. For a better understanding of textbooks, in addition to the language features surveyed in Bennett, this study considered other features pertinent to textbooks, such as task type, text type, and topics and features particular to academic writing, such as critical thinking and the concept of genre, discipline, and audience. The study examined how these features are defined and presented by textbook authors. Because the features to survey have increased, the study manually examined 20 academic writing textbooks, ranging from undergraduate to graduate, general to subject-specific. The results of the survey are expected to help develop new materials in English academic writing.

Workshop (15:45-17:45)

An Introduction to Exploratory Factor Analysis and its Application to Applied Linguistics Research

Yasuyo Sawaki (Waseda University, Japan)

Exploratory factor analysis (EFA) is a multivariate statistical modeling technique that is used to examine the relationships among a set of variables. By conducting an EFA the investigator can obtain a parsimonious explanation of the pattern of relationships among observed variables as a reflection of their underlying relationships with latent (unobservable) constructs. EFA has been used in various areas of applied linguistics research for designing and validating survey instruments and language assessments as well as for obtaining factor scores, which are variables not including measurement error that can be used in subsequent statistical analyses (e.g., regression analysis). While numerous applications of EFA exist in the field partly due to its availability in popular statistical packages, a thorough understanding of underlying concepts is necessary in order to make an EFA application successful. There are many points in the process of conducting EFA where the investigator is required to make a judgment to select one option among some alternatives. Consequently, making a suboptimal decision in each step in the process can yield uninterpretable EFL results.

This workshop is designed primarily for applied linguists who are new to EFA. The purpose of the session is to provide a brief introduction to key issues on EFA theory and practice that every data analyst considering an EFA application should now. I will start this session with a discussion on purposes and contexts of research that call for EFA applications, along with some illustrative examples of previous EFA studies in the field. Next, I will provide an overview of key terms and definitions of theoretical concepts of EFA. This discussion will include EFA study design considerations as well as a comparison between EFA and another type of factor analysis technique called confirmatory factor analysis (CFA) and how best to utilize these different types of factor analysis techniques depending on the research question and where in the process of a research program a factor analysis is conducted. Third, I will discuss more specific issues related to the application of EFA to analyzing statistical data, including (1) how to determine the appropriateness of data at hand for an EFA application and (2) major steps of the analysis once the data is subjected to an EFA: determining the number of factors to extract, extracting and rotating factors, obtaining factor scores, and interpreting analysis results. Finally, I will

demonstrate how to conduct EFA on a sample data set by using a widely available statistical package, SPSS. A list of references that serve as useful guidelines for conducting EFA in practice will be discussed as well.

Day 2: 18th of August

Session C

Session D

Graduate Session II

Session E

Session F

Poster Session H

Poster Session II

Keynote Speech II

Day 2: 18th of August

Session C (10:00-11:30)

C-1

Scaffolding an Afterschool Program that Works Through Distance Learning

Sweet Feng

The main purpose of this paper is to explore the feasibility of adaptive distance learning system. It focuses on creating friendly online environments that help young kids feel safe to learn challenging texts, designing more meaningful nonprint media (online curriculum) to support kids' cognitive development. They learn by hands-on work (a shared whiteboard) and think-pair-share activity offering more personalized guidance and interactive talk via web camera, so it is like an alternative flipped classroom.

This is a JoinNet pattern with synchronous interactive online tutoring in afterschool program for rural 3rd-5th eighteen graders. The goal of online tutoring project (2012.08.01-2013.12.31) is to improve the gap of students' academic performance and reading behavior between urban and rural schools.

The qualitative data were collected strategically throughout the whole program. Data collection methods included participant observations, in-depth interview, document (e.g. reflective journal notes, meeting discussions, teaching portfolios, field notes.) and the post-project survey. The main findings are as follows:

1. Think -pair-share activity can empower kids with resources online to awaken students' mind, using visual thinking with illustration, videos to enhance reading comprehension.
2. It works by applying game-based texts practice phonemic awareness, decoding, letter-sound associations, then blending of such sounds to product words into long term memory.
3. This distance learning companion continually shifts method of interaction to scaffold kids' learning and open up potential new pathways for language acquisition with a secure attachment.

C-2

Cross-Cultural Distance Learning with Blended Learning Model in a Foreign Language Class—Using Mix Methods to Analyze Learning Outcomes and Learners' Experiences—

Satoko Sugie and Makoto Mitsugi

The research of ICT utilization in Chinese as a "second" foreign language has mainly been focused on utilization of the learning managements system, digital material development, content development, and quantitative analysis of learners' grammatical knowledge. There have been little research that has analyzed the effectiveness of cross-cultural distance exchange learning on Chinese language classes by the qualitative methods. In this study, Chinese classes were instructed in a public high school with blended learning interactional design, which utilized the distance exchange learning between Japan and China. In addition, this practice was based on the theories of human centered design, which is based on the learners' curiosity, and "ARCS-V" model, which is a motivational design for learning. This study aimed to explore the outcome of learning and learners' experiences and its interpretation by analyzing the learning achievement of learners with the mixed methods data analysis. As a quantitative analysis result, we found that Japanese participants have already had relatively high motivation from the beginning of first semester, therefore learners' attitude showed only a little change in the

before-and-after test. But at the same time, significant change shows that learners' anxious about communication skills have gained confidence and conviction through the interaction practices. In other words, cross-cultural distance exchange learning with blended learning was responded to the expectations of learners meet. As a qualitative analysis result, learners failed to communicate with Chinese students in Chinese and felt the lacked vocabulary, at the same time, experienced the use of Chinese in authentic contexts of real life through the synchronous face-to-face interaction. Also, they built a familiarity with Chinese students and raised a new awareness of their home country, Japan. They also improved in aggressiveness and motivation for learning Chinese language. They fixed words and sentences which were learned in the classroom in the process of talking to different speech partners. All participants enjoyed the rare chance of interaction between Chinese native speakers, and formed a positive impression of them.

C-3

Development of an Interactive Digital Textbook for Japanese EFL Learners

Satoshi Yoshida, Guillermo Enriquez, and Michiko Nakano

With the growing popularity of mobile devices such as smartphones and tablets, the potential of ebooks for educational use has attracted significant attention. Adding to this increased attention is the fact that recent models of mobile devices feature cross-platform compatibility for many applications useful to ones' learning activities such as ebook readers, web-browsers, audio and video players, and text editors. Many devices also allow for persistent multimodal input methods, such as the now common multi-touch functions. Indeed, in its comprehensive policy for informatization of education (see, *The Vision for ICT in Education-Toward the Creation of a Learning System and Schools Suitable for the 21st Century-*), the Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT) has promoted the use of digital textbooks and a series of mobile devices for conducting easy-to-understand classes.

In the light of these situations, we began a project in 2013 to examine the usability, and ultimately the effectiveness, of digital textbooks in the context of the tertiary-level English language education in Japan. In the first year of our project, we developed a sample digital textbook with three types of interactive widgets called (1) Clicker, (2) Rearranger, and (3) Lexical Linker, each of which were designed to enable our students to complete multiple-choice questions, rearrange the sentence order in a paragraph and draw semantic links between the words, respectively. To discuss the usability of the sample, we conducted the first usability test among the undergraduates and graduates majoring in applied physics ($n = 8$) as well as graduates and instructors majoring in English language education ($n = 13$). The result indicated that, as a Web-application for learning English language, both Clicker and Rearranger were thought to be acceptable but Lexical Linker was found to be confusing in terms of the usability index, which can be calculated by converting the raw scores of System Usability Scales, an instrument to assess the usability of web-system (SUS; <http://www.measuringusability.com/sus.php>). On the basis of the results of our first survey, we have been currently updating each of the above widgets (see Yoshida, Enriquez, & Nakano, 2014) and developing a new widget called Theme-Rheme. In this paper, therefore, we will give an interim report on the second year of our research project, providing the result of our second usability test on the new widget and those updated so far.

Session D (10:00-11:30)

D-1

Effects of Native English Speaking Teachers on Summer Camps in Korea

Eunhee Han

This presentation discusses the effects of native English speaking teachers' in summer camps in Korea. The study was an attempt to analyze what some of the effects of teaching English in summer camps by native speaking English teachers. The researcher explored camp activities, materials, and skills that the teachers employed in the camps. Thirty-two elementary schools' English camps were analyzed. All the camps were taught by native English speaking teachers. The data was collected from a survey of camp participants as well as an analysis of the camp program. The results showed that the camps make Korean elementary students feel comfortable engaging in English with their peers and their foreign teacher. The students also felt they understood the different culture better as well. It also showed the camp provided an opportunity to improve the students' competency in English and gave them a closer look at a language they already have a curiosity about. Questions for further discussion will be open to the floor.

D-2

Energising the ESL Professional Learning Community in Guangdong through the Hong Kong In-service Programme for Guangdong English Teachers

Barley Mak

Commissioned by the Hong Kong Education Bureau, a three-week on-campus residential "In-service Programme for Guangdong English Teachers" is organized by the Centre for Enhancing English Learning and Teaching (CEELT), Faculty of Education of The Chinese University of Hong Kong (CUHK) in July every year since 2009. This paper reports on the programme held in 2011 which was tailored for 38 elite Guangdong English (ESL) educators that aimed i) to help participating teachers to develop a deeper understanding of the latest teaching methodologies of English language and to enhance their capacity to put theory into effective practice and ii) to explore ways to expand and sustain the professional learning community. The programme consisted of five components, namely ESL teaching approaches, school visits and classroom observations, development of school-based English language curriculum, adaptation and development of teaching/learning materials, as well as educational practices in Hong Kong, whereby participants were given substantial opportunity for the sharing, reflecting, and applying of newly acquired knowledge and skills in lectures, seminars, workshops, small-group discussions, experience-sharing sessions, hands-on practices, lesson observation/study, local secondary school visits, individual and group projects, E-learning platforms, and in presentations. The programme was then evaluated by the participants in the form of a questionnaire and semi-structured interviews at the end of the 3-week training. This paper will present the findings from the questionnaire. Consistent with my professional interest to seek opportunities to collaborate with various sectors in the context of building, expanding and sustaining the professional learning community in the region, I believed that this Guangdong programme would be a good starting point to provide a platform for developing the ESL professional learning community in the region. Exploring ways of expanding and sustaining the professional learning community among the Guangdong participants is one of the inherent objectives of the programme, although not explicitly laid out in the programme aims, since this was not discussed with the Hong

Kong Education Bureau. This paper will discuss how this professional learning community was formed and what the challenges are to sustain it.

D-3

An Examination of the Authenticity of English Learning Materials for Taiwanese Nursing Students

Yi-Ling Lu

In recent years, there has been a growing emphasis on exploring the authenticity of textbooks. Considering a paucity of published research investigating the authenticity of English listening and speaking textbooks in the field of nursing, this research aims to explore how well the use of English in one textbook, *Nursing English for Pre-Professionals*, can reflect real-life language in the hospital context. In order to fulfil this aim, this study collected authentic spoken discourse from one pair of native speakers of English in Belfast in Northern Ireland. The participants included a nurse and her husband. The researcher chose one topic from the textbook, Admission interview at a surgical ward, a fever of unknown origin for the participants. No play script was prepared in advance. The participants performed the conversation merely based on their roles given and on the information had. The natural interaction was compared with the scripted dialogue in the textbook. The research results demonstrated that the main pattern in the natural interaction was quite similar to the pattern presented in the textbook: a question-answer format. However, the natural interaction was somewhat more complex and contained many discourse-level features, which were omitted in the scripted dialogue, for no obvious reason. This deficiency could probably ill-equip nursing students for the realities of everyday institutional talk in the hospital. Although the admission interview is a specific institutional talk carried out only in the hospital context, the results from the present data suggest that the general discourse-level features embedded in every conversation still apply, and should be born in mind by textbook writers or publishers in the field of nursing English. It is hope that the results of this study could have implications for English teachers and publishers seeking to serve the population of nursing professionals and nursing students who require listening and speaking competence in English.

Graduate Session II (10:00-11:30)

G-5

The Effect of Shadowing on Acquiring English Rhythm

Mayuko Shigemasa

This study examined the effect of shadowing training in the classroom to acquire English rhythm, compared with repetition practice. Repeating is defined as an activity that requires learners to listen to a certain amount of spoken language (e.g. a sentence), and to repeat the sound they heard, during a long pause (Kadota, 2007). In contrast, the term “shadowing” is defined by Tamai (2002a) as “an act or a task of listening in which the learner tracks the heard speech and repeats it as exactly as possible while listening attentively to the in-coming information” (p.181). In brief, the only difference between shadowing and repeating is whether or not there are pauses in which the learners mimic the sounds Kadota (2012) claimed that though this may seem like a subtle difference, there is a big gap in the nature between these two activities. He argued that compared with repeating training, learners need to pay attention to the given sounds while they are shadowing, so the automaticity of sound perception would be promoted. If shadowing affects the ability in sound perception, introducing

shadowing training to English classes will be an efficient and practical way to teach English pronunciation. The subjects in the main study were 84 Japanese high school students. The students were divided into two groups: a shadowing group and a repeating group. The shadowing group did shadowing training and the repeating group will did repeating training, using the same recorded materials. Both groups were asked to practice reading aloud three times with each material. Before the trainings, they were asked to do silent reading with the written version of the material while listening to it. The treatment session in each class lasted for about ten minutes. Before and after the treatment sessions, the students took a pretest and a posttest. For these tests, the students read aloud five sentences, while their performance was recorded. Praat, a piece of sound analysing software was used to observe and analyze the recordings. The ratio of the length of the weak vowels to the strong vowels in each recording was calculated to check if there were any changes in their rhythm. The smaller the ratio, the more native-like the rhythm is. That shows that the trainings help Japanese students acquire English rhythm.

G-6

The Treatment of Basic Verbs in Senior High School English Textbooks in Japan

Kenta Fuji

The social concerns over Japanese people's communication abilities in English has risen recently. The overall objective of English in the New Course of Study for Senior High Schools, which has been implemented since 2013, is to develop students' communication abilities. Although the vocabulary size that students should learn has been increased from 1,300 to 1,800 words in the New Course of Study, any specific scope of vocabulary to teach is not mentioned in it. Therefore, the problem seems to lie in the fact that the treatment of vocabulary in textbooks is somewhat subjective and arbitrary. However, in order to make our communication smooth, not only vocabulary size, but also depth of vocabulary knowledge is very important. Especially, basic verbs such as verbs that Japanese students learn in junior high school are used very frequently by native speakers, and it is inadequate just to know one meaning of such words. Besides, some studies have claimed that it is important for learners to have knowledge of collocations in order to produce English naturally and fluently. The main objective of this study is to analyze the treatment of basic verbs in senior high school English textbooks, which are main input sources for Japanese EFL learners. This study puts its focus on the meanings of some basic verbs and its collocations and attempts to analyze how they are treated in textbooks.

G-7

A Pilot Study for the Validity of Debate-oriented Activities for ESL High School Students (1)

Kana Matsumura

“The notions of complexity, accuracy, and fluency (CAF) have been employed in a number of studies on the acquisition and use of a second language” and “CAF measures are agreed on the usefulness and validity of the constructs,” on the other hand, “linguistic development and communicative adequacy should be considered both as a separate performance dimension and as a way of interpreting CAF measures.” (Pallotti, 2009) This is particularly true with assessment of lower ESL learners' production. Analysis of outcome in this study may also reveal characteristics which can be observed by other measures than CAF. As Pallotti (2009) points out, “No put green thing near bottle. Put under table” is neither complex nor accurate, and may not be fluent either, but can turn out to be perfectly functional for achieving the speaker's (and the task's) intended communicative goal. ESL

student speaking performance varies widely within each level. It is also true that a same speaker's oral performance changes under different conditions. Differentials in a speaker's oral production under different conditions have been studied using CAF measurement by researchers. Skehan and Foster (1999) argue how speakers performances are dependent on those two factors, task structure and processing load. Nakakubo (2011) discusses how different types of planning affect L2 learners' oral production in a narrative task in terms of CAF. Ellis (2009) investigated the effects of three types of planning (rehearsal, pre-task planning, and within-task planning) on CAF of L2 performance, which showed to have a beneficial effect on fluency but more mixed effect for complexity and accuracy. It is clear that examining the effect of conditions on L2 learners' oral task performance is expected to help suggest what tasks and assignments should be given to improve L2 spoken language efficiency.

Audio data of thirty Japanese high school ESL learners performing short oral speeches are examined to see differential effects of conditions on L2 oral productions. Participants are audio recorded under five different conditions with one independent task and two pairs of them: a) reading aloud the text, b) giving a prepared speech with script, b') reproducing the former speech without script, c) giving his/her own opinion to the resolution of debate, c') taking the opposite side. These conditions are designed as the pilot study for more comprehensive experimental speech pedagogical research for lower ESL students with debate oriented activities.

Session E (13:30-15:00)

E-1

Realization of Ideal Curriculum into Formal Curriculum in EFL Textbooks

Hsi-nan Yeh and Yuh-show Cheng

Goodlad (1979) identifies five types of curriculum in the process of curriculum development: ideological curriculum, formal curriculum, perceived curriculum, operational curriculum, and experiential curriculum. To English as a Foreign Language (EFL) teachers in Taiwan, English textbooks are the formal curriculum which realizes the government's curriculum guidelines and is to be implemented by all teachers in class (Johnson, 1989). This study examines to what extent the four major curriculum goals, under which 78 competence indicators are specified, are realized in the senior high school English textbooks, following the English Curriculum Guidelines taking effect in 2010. Four major textbooks, with four volumes each, were analyzed. There were 12 lessons in each volume. Teaching activity is the unit of analysis. Each lesson was first broken down into a certain number of activities. Each activity was then checked against the 78 competence indicators to determine the number of competence indicators this particular activity could address. After all of the activities were analyzed, the frequency of each competence indicator addressed in each volume was calculated. The frequencies of all the indicators subsumed under the same curriculum goal were also summed up, volume by volume, to disclose the weights which textbooks give to different curriculum goals. To ensure the quality of analysis, two experienced EFL teachers, after some training, performed all the analysis. The inter-rater reliabilities for the four volumes were .93, .96, .96, and .97 respectively. It was found that certain competence indicators were addressed much more frequently than others. In particular, 76.9% of the total occurrences of competence indicators in textbook activities were subsumed in the curriculum goal of Language Skills, in sharp contrast with the other three goals, Learning Methods (13.5%), Thinking Skills (8.5%), and Culture (1.1%). And within the goal of Language Skills, the highest weight was given to listening, followed by reading, speaking,

writing, and the integration of skills. Possible reasons for the disparities in their distribution were explored. Based on the findings, some suggestions were made with regard to curriculum development, textbook writing, and classroom instruction.

E-2

English Teachers' Perceptions of On-Line Rater Training Programs for a Task-Based Writing Performance Test

Yoshihito Sugita

This presentation is based on the survey of perceptions about online rater training programs developed for a task-based writing performance test. Since teacher raters are so busy teaching at schools, it is hardly possible for them to participate in face-to-face training sessions. Considering the actual conditions of busy school teachers, the rater training programs were uploaded onto a web site, and Japanese teachers of English were invited to go through the rater training. The contents on the web site include a scoring guide, training programs for accuracy and communicability tasks and a questionnaire on the training. The results obtained in the survey from May to July will be reported in the presentation.

E-3

Integrated-skills Speaking Assessment: Creation of a Can-do Checklist and Rubric

Kahoko Matsumoto, Yasuko Ito, Kei Miyazaki, Yuji Nakamura and Taiko Tsuchihira

The integration of different skills is one of the key elements in the latest Course of Study by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). While teachers of English at both secondary schools and universities have been attempting to connect input and output skills in their classroom teaching, many have difficulty finding ways to assess the results of integrated-skills teaching. Specifically, integrated-skills speaking assessment poses various challenges because there are too many factors to consider in terms of test validity and reliability. In fact, the very nature of speaking as a multi-faceted performance or productive skill makes its assessment very difficult and complicated in terms of test practicality. There are problems with administration including recording and interdependencies of various variables. Compared with writing, another productive skill, the artifacts of which can be obtained more easily and for which established rubrics are more accessible. On the other hand, integrated-skills speaking assessment can be more feasible than a single-skill speaking test in that the nature and content of input (via reading or listening) limits the target speaking production only if the clear assessment criteria are constructed. The purpose of this study is to facilitate the development of integrated-skills speaking assessment by creating a Can-do checklist that guides practitioners to a feasible test with sufficient validity and reliability. In doing so, we have looked into the various issues of integrated-skills assessment in general as well as the specific problems and concerns related to speaking assessment. The Can-do list is a generic, comprehensive one including items for creating a valid and reliable assessment rubric. It is designed for teachers to create their own checklists by choosing the items which fit their unique teaching contents and situations. The presentation consists of 1) the theoretical background of integrated-skills assessment, 2) the various factors involved in the assessment of speaking skill, 3) an overview of the integrated-skills speaking sections of widely-used English proficiency tests such as TOEFL-iBT®, 4) the

survey results of in-service and prospective teachers' attitudes toward integrated-skills assessment, and finally, 5) the proposition of a Can-do checklist which can be used when creating an integrated-skills speaking test.

Session F (13:30-15:00)

F-1

Development of Short Forms of Skill-Specific Second Language Anxiety Scales

Yuh-show Cheng and Hsi-nan Yeh

Since the late 1990s, a growing number of studies have been devoted to validating the existence of skill-specific second language anxiety constructs, including L2 listening, speaking, reading, and writing anxiety. Measurements of these anxiety constructs were also developed. However, these instruments usually contain a good number of items (mostly ranging from 20 to 29). This length makes it less desirable for researchers to include several measures of language anxiety and/or other constructs in one questionnaire because data quality may suffer due to the response burden and/or fatigue effect ensuing from a long survey. As more and more researchers are interested in examining or modeling the relationships of language anxiety to many other variables, there is a need for short forms of L2 anxiety measures. In light of this need, we developed four short scales to assess the four language-skill-specific anxieties: L2 listening anxiety, L2 speaking anxiety, L2 reading anxiety, and L2 writing anxiety. A total of 518 college students participated in this study. Lang's (1971) tripartite model of anxiety, which conceptualizes anxiety as consisting of cognitive, physiological, and behavioral dimensions, provided a theoretical basis for developing the four anxiety scales. Scale items were drafted based on a review of related literature on anxiety and on the results of a focus group interview. The drafted items were then pilot-tested on 118 college students to check the intelligibility and adequacy of the scale items. Based on students' feedback and the results of item analysis, less ideal items were removed, resulting in 16 items for each anxiety scale. In the formal study, 9 items for each anxiety scale (i.e., 3 items per dimension) were first selected based on the results of an exploratory factor analysis with 200 college students. The factor structures of the resultant scales were then cross-validated by confirmatory factor analysis (CFA) with another group of college students ($n = 200$). At the same time, structural equation modeling techniques were applied to evaluate the validity and reliability of the newly developed scales. Besides, correlation analysis with three other well-established anxiety measures was performed to establish the criterion-related validity of the new scales. The results of CFA and correlation analysis lend support to the reliability and validity of the four short forms of skill-specific second language anxiety scales.

F-2

Language Learning Motivation and Its Correlation With Appropriateness of Refusals Among Korean EFL Learners

Bohyon Chung, Sujung Min and Jongbok Lee

The purpose of this study is to investigate the motivational constructs that may be formulated to analyze the motivation of Korean EFL learners, and to examine how these constructs are related to the speech act of refusal. It also aims to explore differences in degrees of motivation according to two distinct proficiency groups- basic and high-intermediate level. The data for the study consisted of Korean college students' questionnaires and responses to discourse completion tasks. Factor analysis was applied to define the motivational constructs, an

independent t-test was carried out to measure the difference between the two groups, and correlation analysis was conducted to determine the relationship between motivation and degree of appropriateness of refusal speech acts. The results showed that Korean EFL learners' motivation could be analyzed in terms of four factors: ego-enhancement, stimulation, exploration, and manipulation. There was no statistically-significant difference between the degrees of motivation between the groups. A correlation analysis revealed that language learning motivation would not necessarily exert any great influence on refusal appropriateness. It is concluded that language learning motivation does not necessarily correlate with appropriateness of pragmatic production in English.

F-3

An Experimental Study of Chinese Students' Motivation

Liu Xiaofei

Session H (13:30-15:00)

H-1

SLA of the English Preposition 'for'

Miki H. K. Bong

This study investigates how Japanese speakers (JSs) learn the English preposition 'for', addressing the research questions on L2 learning strategy : (1) roles of first language (L1) and second language (L2): what roles do lemmatic (syntactic and semantic) properties of both L1 and the target L2 input play in the L2 acquisition of the English preposition 'for' and (2) L2 differential difficulty : which semantic and syntactic properties of the English preposition 'for' are learner more easily than others? This research is set out to contribute to the discussion of the two competing second language (L2) acquisition theories, namely the Prototypicality Hypothesis (PH) versus the Feature Reconstruction Hypothesis (FRH).

The experimental study which consisted of a proficiency test, a cloze test on the uses of the English preposition 'for' and a questionnaire was carried out on 57 JSs. Both the production data of the preposition 'for' and errors made by the experimental subjects were examined and analyzed for this talk. Examining the data obtained from the experimental study on L2A of English preposition 'for', this study discusses roles of the lemmatic (syntactic and semantic) properties of the preposition 'for' of the L2 (English), and of the post-position particles of the L1 (Japanese) in L2 acquisition.

The results obtained from the experiment indicate that the L1 influence in L2 acquisition of English prepositions claimed in the PH cannot account for the errors observed in the experiment. In addition it is suggested that the types (e.g. concrete or abstract) of the objects of the preposition 'for' are not deterministic factors in determining which senses of the preposition are learned easily in the process of L2 acquisition. Strikingly the results do not support the claim that the proto senses of the polysemous word 'for' are easier or can be learned earlier than other less prototypical senses. Instead, the results from the error analysis suggest that the head of the verb phrase (VP) or the head of the prepositional phrase (PP) of the target L2 input play important roles in determining the lemmatic properties of the complement both in L1 and L2 acquisition, by means of selecting for matching the sense(s) between the head and the complement proposed by the FRH.

H-2

A Longitudinal Study of Progress in Vocabulary Size of Japanese EFL Senior High School Learners: A Comparison of the General and Commercial Courses

Masaki Akase and Koji Uenishi

The purposes of this study are (1) to longitudinally measure the receptive vocabulary size (VS) of Japanese EFL senior high school students; (2) to investigate how the students developed their VS; and (3) to describe the longitudinal developmental patterns of VS of each student during their three years of high school. Kasahara's (2005) VS tests, a modified version of Mochizuki's (1998) were administered to 196 students three times while they were in high school. Descriptive statistics were calculated and longitudinal comparisons were made, using the data of the identical subjects. One-way ANOVAs and post hoc Bonferroni tests confirmed that the general course students made progress throughout their time at school. As for the commercial course students, they made progress during their first and second years. However, there was no statistically significant difference in average scores between the second and third years. The statistics and the line graphs of longitudinally-measured VS revealed that in the general course, 8.6% and 19.5% of the students made little or negative progress between their first and second testing and their second and third testing respectively. Similarly, in the commercial course, 14.7% and 42.6% of the students made little or negative progress during the identical intervals.

H-3

Effects of Syntactic Priming on PP-attachment Ambiguity: Perspective for Syntactically-driven Implicit Algorithmic Processing in Second Language Acquisition

Junya Fukuta, Aki Goto, Yusaku Kawaguchi, Daisuke Murota and Akari Kurita

The main issue addressed in this study is whether Japanese EFL learners utilize implicit knowledge through a syntactically-driven algorithmic process. Both L1 and L2 studies on "good-enough processing" have reported that when learners process an implausible sentence such as "The cat was chased by the mouse", they misinterpret the sentence as "The mouse was chased by the cat" (Ferreira, 2003; Lim & Christianson, 2013). This is because semantic processing overrides syntactic processing. In addition to the algorithmic and heuristic process, a problem solving process with explicit or metalinguistic knowledge is used during L2 linguistic processing (Kusanagi, 2013). From this standpoint, the problem of interference of semantically-driven heuristic processing still remains in a self-paced reading task which has been used to measure L2 implicit knowledge. This study applied syntactic priming to the self-paced reading task. Previous L1 studies showed that when a reader comprehends a text using heuristic processing, effects of syntactic priming disappear (Note that the priming effect was usually not found in the reading comprehension task). However, it is reported that the effect emerges in L1 reading comprehension when lexical, semantic, and probabilistic biases are carefully eliminated, for example, by the use of a syntactic structure which does not involve an argument of the verb, namely PP attachment ambiguity (Kim et al., 2013). The present study examined whether L2 learners can utilize syntactically-driven algorithmic processing as is the case with L1, inhibiting the heuristic and problem-solving processing through the self-paced reading task with priming of PP-attachment ambiguity. Highly-proficient Japanese learners and native speakers of English participated in the present study. Thirty-two target sentences containing ambiguously-attached PPs (e.g., The designer loved the bed by the couch with white fur) were constructed by reference to Kim et al. (2013). Participants engaged in phrase-by-phrase self-paced reading task

after reading prime sentences which were plausible on either low- or high-attachment. Targets were followed by a two-choice question, constructed to identify whether participants parsed the target sentences as low- or high-attachment. The result showed that the learners tended to choose a parse for the target sentence that was compatible with the structure of the prime sentence, and that they also processed faster when participants chose the interpretation of the target sentence which is congruent with the prime structure. Although the result showed slight differences between NS and NNS, this indicated that highly-proficient Japanese EFL learners can utilize implicit knowledge with syntactically-driven algorithmic processing.

Poster Session II (13:30-15:30)

Q-1

Effective Ways of Cooperative Learning for EFL Learners at the College Level

Jiwoo Won

This study is aimed to investigate the effects of the Cooperative Learning Activities (CLA) as effective and efficient teaching methods in the EFL English learning setting. The study recruits 110 students from EFL English learning class at the college level and focuses on three research questions: 1) how effective is cooperative group learning to relatively low proficient levels' students in college, 2) what are some positive or negative factors of cooperative learning in English classes, 3) what is the students' perception of cooperative learning. For collecting the data, the study conducts a set of pre-and post-survey, classroom observation and personal interview, and a pre-and post-set of achievement test. The analysis made by this study focuses on factors of learners' capability, competence, participation, attitude and success and the checklist of pre-and-post survey includes learners' preferred factors toward the cooperative learning. During the instruction, students' peer assessment is asked to assess learners' positive and fair cooperation in the individual group. The finding of this study is to indicate the promising benefits of cooperative learning, potential considerations to draw students' positive perception of cooperative learning and their roles as tutors or tutees, and suggestions for implementing cooperative learning methods effectively to EFL classroom.

Q-2

Variability in Assessment of Examinees Tested on Three Types of Oral Activity

Junko Negishi

This study aimed to explore the variability in assessment of examinees when tested on three types of oral activity, as well as to gauge the impressions of the examinees towards these different types of oral activity. In order to evaluate the speaking ability of English learners, oral assessments have typically been conducted on examinees using procedures designed to limit the variability that may arise from having multiple examinees testing together. Recently, however, some organizations in other countries have begun to implement pair and group oral interaction tests for the purpose of assessing interactional competence. Although there is some research aimed at finding assessment variability caused by the differences in interlocutors' abilities or personalities, no studies have been found to date that explored the differences in assessors' ratings that arise from using different types of oral activities as testing procedures. Additionally, the author has not found any reports of examinees' impressions toward various types of oral assessment activities. As a step towards filling this gap in the research, three types of oral production activities were carried out among Japanese learners of English and assessed by raters. The

author analyzed the assessment data in terms of two questions: (1) whether there was any assessment variability resulting from the different types of production activity, and (2) what impressions the learners had of the three types of activity. The participants were 24 university students, each of whom participated in five production activities: one picture description monologue task, two pair interactions, and two group interactions. All the performances were videotaped with the students' consent. Five trained assessors evaluated the performances by using the CEFR-J criteria for interaction, the CEFR-J being a Japanese version of the Common European Framework of Reference: CEFR (Council of Europe, 2001). An analysis of raw scores indicated no statistically significant differences in the assessments of examinees for the three different types of oral assessment activities. However, a tendency was noted for pair interactions to generate slightly lower assessments and group interactions to generate slightly higher assessments when compared to the assessments of picture description monologues. The students' impressions toward the three types of activity showed that the largest number of students, nearly 50 %, preferred the group interaction most and the picture description task least. Only 10% of the students preferred the picture description task most. However, there was no correlation between the students' preferences toward the various types of activities and the assessment scores.

Q-3

Development of a Readability Index Attuned to the New English Course of Study of Japan

Toshiaki Ozasa and Kiyomi Watanabe

Since 2007, we have been engaged in developing readability indices attuned to the English textbooks based on the English Course of Study of Japan, and developed readability indices, Ozasa-Fukui Year Level, Ver. 1, 2 and 2.1. However, the Course of Study was revised and put into force from 2012 on, which made it necessary to update these English readability indices. This paper is the fourth interim report of a project that aims to develop new readability indices that are attuned to the new English teaching system of Japan. In the first phase, three sets of representative English textbooks of Japan were digitized in order to develop readability criterion, textbook-based word dictionary and textbook-based idiom dictionary. In the second phase, first, a multiple regression analysis, a linear analysis, was computed, using sentence length, word length, word difficulty and idiom difficulty as independent variables and the textbook year of passages as a dependent variable, which yielded a linear function (Diff). Then, non-linear analyses were computed, using the experts' readability judgment of English sentences as a dependent variable and the obtained linear function (Diff) as an independent variable. The computation yielded a non-linear function expression for Ver. 3.3nhsnc.

$$\text{Ver. 3.3nhsnc} = 3.8468 / (1 + 768.4659 * \exp(-2.5978 * \text{Diff})) + 0.9$$

$$(\text{Diff} = 0.0905 * \text{Words}/\text{S} + 0.3362 * \text{Syllables}/\text{W} + 0.5483 * \text{WordDiff}/\text{W} + 0.0534 * \text{IdiomDiff}/\text{S} + 0.4960)$$

$$(r^2 = 0.7829)$$

Q-4

Creating an Online Diagnostic Feedback System for L2 Writing

Eiichiro Tsutsui

This study focuses on L2 writing in the context of computer-assisted language learning. Firstly, we overview teaching and assessing L2 writing in CALL environments. Secondly, we find some ways of giving automated diagnostic feedback as to sentence length, lexical complexity, and speed. Thirdly, we examine what sort of

face-to-face teaching can compensate for inadequate support from such computerized feedback. The main purpose of this study is to nicely incorporate automatic, linear feedback into practical teaching. In the process of creating diagnostic feedback, we analyzed L2 writing data elicited from 98 Japanese university students who are supposedly at the A2 level of CEFR. They were asked to write about such informal topics as self-introduction, their family, friends, hobbies, country, food, weather, sports or films. The timed writing for each topic should be completed in five minutes. While considering or removing variables like individual writers' typing speed and topic familiarity, we set intermediate numerical goals for the timed writing, and eventually we managed to provide them with instantaneous feedback right after they had completed the task in our learning environment. Not only that, but we took into account several factors of vocabulary use. The practical use of Cake-PHP and MySQL allowed us to deal with word inflections and automatically analyze vocabulary level or lexical density of their writing and present results. There is still much to be improved upon in our computerized feedback system. Therefore, it is of high interest for us to see how we can conduct a more dynamic support for L2 writing activities through the interaction with students in CALL contexts.

Q-5

Development for Teachers through Reflective Practice: How Novice Teachers Change

Takako Machimura

The purpose of this study is to clarify how novice Japanese teachers of English change their cognition and action about teaching through reflection. Fred A. J. Korthagen (2001) defined reflection as the mental process of trying to structure an experience, a problem, or existing knowledge or insight. This study was conducted by mixed methods based on the ALACT model (Action, Looking back on the action, Awareness of essential aspects, Creating alternative methods of action, Trial) using two types of reflection: a teaching journal as a quantitative method and a reflective dialogue as a qualitative method. Participants were four novice Japanese teachers of English in one junior high school and two high schools. A teaching journal is a method of reflection on thoughts about teaching individually. A reflective dialogue between the teacher and the author was provided after writing the teaching journal in order to assess the teacher's reflection. At the end of this study, reflections on reflections about this study were conducted. The data in the teaching journals was analyzed by IBM SPSS Text Analytics For Surveys. That of the reflective dialogues was transcribed and analyzed by Structure-Construction Qualitative Research Method (SCQRM). The analysis of the teaching journal showed that teaching journal affected teaching contents and students reactions. Therefore the results and descriptions changed up and down or remained comparatively steady. As for the reflective dialogue, the teachers' reflections gradually expanded through a reflective dialogue. It is observed that there are two aspects, inside and outside, in terms of the teachers' perspectives, from the results. The aspect of inside indicates feelings, own problems and reflection. On the other hand, the aspect of outside refers to teaching contents and students; that is to say, they are not related to the teacher's personal aspects. Novice teachers face new challenges in the first year teaching. Therefore, these teachers can gradually expand their thinking through a reflective dialogue. Moreover, it was found that all teachers who answered their reflection using both a teaching journal and a reflective dialogue were best able to identify their challenges and thoughts about teaching. In sum, reflection by writing and talking plays an important role in encouraging reflection and developing teachers.

Q-6

Motivating and Maintaining Students Participation Through Charlie and the Chocolate Factory

Uma Maheswari Rajagopalan

In language classrooms, it has always been difficult to sustain interest and keep the level of motivation of students in the core teaching time. Text books naturally become monotonous with regular drilling exercises making students to lose interest fast. In this pilot study conducted with 2nd year Japanese university students majoring in life science, the popular book of Roald Dahl's 'Charlie and the chocolate factory' was used for learning and practicing English. With the topic being on chocolate, a favorite of almost every person, interests could not only be generated but attention could be preserved across the total core class time. Students were found to enjoy reading aloud and answer questions with zest showing higher level of comprehension in contrast to using text books. Students were asked to pay attention to the everyday common expressions such as 'really', 'certainly' and useful expressions, 'gradually gets smaller and smaller' to make use in explaining figures and idiomatic expressions, 'up ones sleeves' and also were taught the commonly occurring vocabulary selected from the each session's reading part through corpus analysis. Writing a synopsis in English (Japanese to reduce the burden for less able students) at the end of reading each chapter students was proved to be a task where the students can be trained to write a descriptive genre, necessary in science writings. In effect, the current approach was found to provide all the necessary skills with full student participation and motivation.

Q-7

A Quantitative Analysis of Japanese English Textbooks

Kiyomi Watanabe

In this study, selected three sets of Japanese English textbooks for junior high schools (year 7-9) and one set of textbooks for senior high schools (year 10) are analyzed by two types quantitative textual analysis software, Wordsmith and Ozasa-Fuku Year Level to calculate the number of the total words and the different words of each textbook. The results are compared with the year level according to the previous Course of Study of the Ministry of Education in Japan to study if there are any correlations between the year level and the calculated numbers. Wordsmith calculates total number of words (token), different words (types) and the ratio of different words in the total number of words (type/token ratio). Ozasa-Fukui Year Level calculates the number of root words; "go" and "going" calculated as one, and the number of idioms. The results show that among the three textbooks for the first year of junior high school, Wordsmith finds New Crown to contain the largest number of words; Sunshine the second and New Horizon the third. This ranking matches with that of the order of the year level. But the ranking Ozasa-Fukui shows a different order (Sunshine the top, New Crown the second and New Horizon the third). For the second year of junior high school textbooks, Wordsmith finds New Crown to be the top, Sunshine the second and New Horizon the third, whereas Ozasa-Fukui shows Sunshine as the top, New Crown the second and New Horizon the third. Both of the results do not match with the ranking of the year level. For the third year of junior high school textbooks, both Wordsmith and Ozasa-Fukui show New Crown to be the top, Sunshine the second and New Horizon the third. But these results do not match with the ranking order of the year level. For the first year of senior high school textbooks, the ranking orders of both Wordsmith and Ozasa-Fukui correspond with the year level order; Crown I to be the top, Prominence I the second and Discovery I the third. The present study, though it being premature as the second year of senior high school textbooks are

yet to be included, show that the year level of the three sets of junior high school textbooks are not correlating with the size of their vocabulary, whereas the year level of three high school textbooks does with their vocabulary size.

Q-8

A Review of Errors in the Journal Abstract

Eunpyo Lee

This study examines 29 journal abstracts that were completed reviews for publication in the year 2012. It was done to investigate the number (percentage) of abstracts that involved with errors, the most erroneous part of the abstract, and the types and frequencies of errors. Also the purpose expanded to compare the results with those of the previous study done on error analysis of abstract in 2007. This comparison was to check if the corrective feedback on the abstract in the past several years played any role in reducing errors. The part which had most errors were methods (79%) and results (76%), respectively. Throughout all four parts, purpose, methods, results, and conclusion, using the wrong words (expressions) was the most troublesome type of errors. Preposition errors, omission and addition of words along with some miscellaneous errors decreased compared to the results of 2007 study. Giving corrective feedback on the abstract during the past years might have helped the researchers in nursing profession to reduce errors since some of them repeatedly submitted research papers to the same journal and some others may have referenced the previously published abstract prior to their submission. It is advised to provide L2 learners with corrective feedback so that they can notice, understand errors and build cognitive error correction processes.

Q-9

Assessing Japanese EFL Learners' Essays With Coh-Metrix

Satoshi Yoshida and Michiko Nakano

Using Coh-Metrix (McNamara, Louwse, Cai, & Graesser, 2005) as an automated system for quantifying the features of written production, this study aims to assess the quality of written production by Japanese EFL learners at the tertiary-level. With the rapid spread of globalization, it comes to be necessary for us to state our own opinions in English. In order to make our opinions more convincing, furthermore, it is also necessary for us to refine rhetorical skills for structuring our statements more effectively and enhance critical thinking skills for making an appropriate conclusion on the topics in question. In light of the current situation, Waseda University has started to offer a new English language course specifically designed not only to help the students improve their English proficiency but also to help them refine the above two skills. The course is called Critical Reading and Writing (CRW) and currently offered in two levels: Intermediate and Advanced. The growing need among our students for becoming proficient in academic English (Nakano, Yoshida, & Oya, 2012) has accelerated the discussion on the necessity to increase the number of the courses. In order to be prepared for the day to increase the number of courses, we have to make an attempt to find out an appropriate way to automatically quantify written production and strive to predict the final grade in terms of the quantified information. It is important to note here, however, that we are not planning to replace all the writing assessments, which are currently given by human raters with those given by such automated systems, but to provide some useful indices that allow us to capture the quality of the texts. On the basis of the above considerations, this study aims to explore the usability

of Coh-Metrix as an easy-to-use automated system for quantifying the written production by tertiary-level Japanese English learners. Coh-Metrix is a free text analysis tool and has recently been frequently used in the studies concerning the readability of the text (Mizumoto, 2012), coherence of the texts (Crossley, Allen & McNamara, 2011) and estimation of lexical diversity in the texts (Crossley, Salsbury, McNamara, & Jarvis, 2010). In this study, we scrutinize the relationships among the Coh-Metrix indices in terms of correlational analysis and then discuss to what extent each of the indices can discriminate the quality of texts. The result will shed some light on how each of the indices is relating each other and to the quality of written production by Japanese EFL learners.

Q-10

Effects of Perceived Sense of Autonomy, Competence and Relatedness on the Resulting Motivational Styles Toward CMC Activities

Satoshi Yoshida and Michiko Nakano

This study investigates the effects of ones' perceived sense of autonomy, competence and relatedness on their motivational styles toward computer-mediated communication (CMC) activities provided for the tertiary-level English language courses in Japan. The main purpose of this study is to examine the applicability of the theoretical framework of self-determination theory (SDT; e.g., Deci & Ryan, 1985) for discussing the potential motivating strategies to enhance the participants' motivation toward the target CMC. Our previous research guided by SDT (Yoshida & Nakano, 2013a, 2013b) has found that there are possibly four types of motivational styles among the participants whereby we can divide them into (1) autonomously motivated learners, (2) learners motivated by introjection, (3) relatively demotivated learners and (4) amotivated learners, and that about fifty percent of the participants were found to be (3) relatively demotivated learners and (4) amotivated learners. These findings in our previous research indicate an urgent need for elucidating why and how some participants are highly likely to be motivated toward the activities whereas others are likely to be demotivated and then amotivated in the same activities. To do so, we conducted an empirical questionnaire-based survey among the participants and examined the relationships between the participants' perceived sense of autonomy, competence and relatedness in the activity, each of which has been regarded as the potential motivating factors to increase human motivation, and their resulting motivational styles toward the target activities. The questionnaire used in the present survey consists of the following two parts: (1) Questionnaire on motivational styles developed on the basis of the Language Learning Orientation Scales, (2) Questionnaire on perceived sense of autonomy, competence and relatedness based on the Learning Climate Questionnaire (Black & Deci, 2000) and the Perceive Competence Scales. The data on motivational styles are subject to exploratory factor analysis and the resulting; the data on the participants' perceived sense of autonomy, competence and relatedness are used as independent variables in correlational analysis and causal analysis. The results will show the effects of perceived sense of autonomy, competence and relatedness on the participants' motivational styles, which, in turn, will suggest a potential way to motivate those who are found to be demotivated or amotivated toward the target CMC. This study is thus said to be a sort of program assessment of the target CMC activities.

Q-11

Review of Current Reading Strategy Instruction in Korea: A meta-analysis

Unkyoung Maeng

Many experimental studies have reported the effects of strategy instruction (SI) on reading comprehension in Korea but the reported results are not conclusive. This meta-analysis study, therefore, aims to provide reliable common effects of SI on Korean learners' reading comprehension. The study also aims to investigate how age (grade level), gender and strategy types, and test types affect the effectiveness of SI on the reading comprehension ability of Korean students. Through searching published studies, 24 primary experimental studies were finally selected and 24 samples were coded into a CMA software to calculate effect sizes by computing Hedges' g . The results of this meta-analysis showed a moderate effect of SI on reading comprehension ($ES=.87$). All moderating variables except age (grade level) and gender had a statistically significant moderator effect with medium to large effect. Findings and pedagogical and research implications are discussed.

Q-12

Visual Effects on EFL Reading Comprehension

Hyun Sun Im

The purpose of this study is to prove story books are beneficial teaching materials for English learners due to images and illustrations in the books. Story books also contribute significance in the process of reading comprehension which can lead to greater motivation of learners. In this paper, the role of illustrations within story books is examined and how they facilitate the comprehension of the learners in an EFL setting.

Q-13

~~A Corpus Based Study of the Use of Intransitive Verbs by Japanese Learners of English~~

~~Kazuharu Owada and Victoria Muehleisen~~

Q-14

Japanese English Learners' and Native English Speakers' Preferences for Inchoative and Causative Uses of English Verbs in Context Using Animation

Kazuharu Owada, Victoria Muehleisen, and Eiichiro Tsutsui

The causative-inchoative alternation involves pairs of verbs with transitive and intransitive uses. These verbs (e.g., open, close, freeze, and melt) can appear in the following constructions: Intransitive Active, Transitive Active, Transitive Causative, Periphrastic Causative, and Passive (e.g., Levin, 1993; Marcotte, 2006; Goldberg, 1995). Although native English speakers think they know in which context these constructions are most likely to appear, they will probably show personal preferences for each construction in a particular context. Similarly, Japanese English learners will show their personal preferences which might be quite different from the native speakers.

The purpose of this study is to examine how similarly and differently Japanese English learners and native English speakers prefer inchoative and causative uses of English verbs in context using animation. The target verbs are several 'change of state' verbs such as open, close, freeze, and melt. Verb elicitation tests and acceptability tests for these verbs will be conducted. These tests include several contexts for each verb to

determine what factors (e.g., animacy, natural force) motivate native speakers to use a particular construction. These data thus elicited will provide us with some clues as to how Japanese English learners and native English speakers conceptualize these verbs.

Q-15

What Communication Strategies do Learners Use in Synchronous Computer Mediated Communication Activities?

Akiko Watanabe

The study investigates ELF learners' use of communication strategies in Synchronous Computer Mediated Communication (hereafter, SCMC) activities. As for analyses of communication strategies, most of the cases was conducted by a dyad interaction analysis based on task completion between a native English speaker and a non-English native speaker. This study however attempts to reveal characteristics of communication strategies used in small group discussions between ELF learners in a SCMC context. There are various perspectives to investigate a use of communication strategies. The purpose of the study from socio-cultural perspective is to discover 'effective' discussion strategies in a SCMC context, while the purpose of the study from educational perspective is to recognize 'traditional' communication strategies (i.e. temporal variables, self-repairs, speech slips). Pinweha's qualitative study (2010) reveals the patterns of communication strategies that the students used in CMC activities (i.e., voice chat) in L2 including multiple strategies for one target, function of fillers, functions of sound lengthening, functions of minor pauses, functions of longer pauses, functions of repetitions, forms of message abandonment, and evidence of negotiated interaction. These patterns of communication strategies were compared ones in the study. Although the study excludes a satisfactory interpretation of 'successful' strategies through some introspective comments made by the learners on their own SCMC performance, we attempted to ask them a retrospective comments towards skills related to conduct their cross-cultural discussion better. The results of the study will be announced in the conference.

Keynote Speech II (15:45-16:45)

How to Survive the Diversity of Pronunciation of World Englishes?

–Experimental Facts and Technical Solutions–

Professor Nobuaki Minematsu (University of Tokyo, Japan)

English is the only language available for global communication but its form is altered easily and variously depending on the mother tongue of speakers and their environment of learning English. It is true that internationalization of things always alters those things due to local cultures. English is not exceptional and, if we take two users of English, their pronunciation will show different characteristics, called accents. Today, we often hear the term of World Englishes (WE), where it is claimed that there is no standard English and that American English (AE) and British English (BE) are just two major examples of accented English. While everybody agrees that English is a very useful tool, he/she will also agree that, in international contexts, we have to survive the diversity of English pronunciation, which often causes miscommunication. In this talk, the presenter will show the results obtained in two on-going projects related to the diversity of pronunciation of WE.

In the first project, we objectively measured the intelligibility of Japanese accented English (JE) spoken to American listeners with almost no prior exposure to JE. 100 male and 100 female university students repeated

reading given sentences until they thought they could read adequately. Their “adequate” readings were recorded and presented on a telephone line to American listeners who had seen Japanese only on television. The task was just to repeat what they heard to a telephone receiver and their responses were transcribed word by word. In this experiment, as reference, native utterances were also used and in total, 800 utterances of JE and 100 utterances of AE were presented to 173 American listeners. One utterance was heard by 21 listeners on average. Word-based correct perception rates were 89.2% for AE but only 50.0% for JE. It should be noted that all the utterances used were “adequately” pronounced for Japanese speakers. Using these data, we’re developing a technique that takes an English manuscript as input and displays which parts of the manuscript will be unintelligible to American listeners if it is read with Japanese accents. Young Japanese researchers often prepare a reading manuscript for conference presentation and our technology is able to detect the words that they should be careful of in oral presentation.

Do Japanese have to learn the American accent more or do Americans have to adapt themselves to the Japanese accent more? The presenter considers that one should be more aware of how diverse WE pronunciation is and where his/her pronunciation is located in the diversity. What is the minimal unit of the pronunciation diversity? Is it country, prefecture, or city? Accents strongly depend on speakers’ personal history of learning English. So, the minimal unit should be individual and we can say that there are 1.5 billion kinds of pronunciations on earth. We’re developing a technology that can cluster WE pronunciations by the unit of individual and draw a really global but individual-basis pronunciation map of WE. By linking the map with spoken English materials on the internet, we will be able to build a WE browser, using which one can experience any kind of pronunciation before one actually encounters it. In the talk, the presenter shows what is possible and what is impossible with the technologies that we have built so far.

Day 3: 19th of August

Session J

Session K

Graduate Session III

Session L

Session M

Session R

Day 3: 19th of August

Session J (10:00-11:30)

J-1

Case Study of Japanese University English Teachers' Motivation

Rie Tsutsumi

Current studies show that it is becoming clear that language teachers give significant importance to learners' motivation level, interest levels, and attitudes toward their learning. However not many studies have been conducted on teachers' motivation. Motivated teachers can have a powerful influence on students' career directions, and positively impact learners' motivations and interests. This in-depth case study is conducted to explore Japanese university teachers' motivation in the TESOL profession. In this study, the researcher investigates factors which enhance and otherwise affect university English teachers' motivation and the motivational management strategy they utilize for their professional lives including teaching and research in detail. It also investigates key words related to teachers' motivation and specific turning points through their career and transformation of teachers' motivation. This qualitative research clearly shows what university teachers experience on a daily basis and through their teaching career, both inside and outside of their classrooms. The aim of this study is make a positive contribution to EFL teaching and the learning environment for tertiary level education in Japan, particularly for novice teachers and individuals who aim to be English teachers, as well as current English teachers. In this case study, five Japanese English teachers who are currently teaching at private universities in Japan were interviewed to explore Japanese EFL teachers' motivation. Four participants are currently working teachers in the Kanto area and one in the Kansai, two are male and three are female teachers, three are associate professors with tenured positions and one is a contract full time lecturer and one a part time lecturer. Their teaching experience in tertiary education ranged from 10 years to 16 years. Approximately 60-minute semi-structured interviews were conducted, and the entire interview was recorded and the scripts were coded afterwards and analyzed by grounded theory approach. This study shows clear pictures of teachers' motivation by relating each teacher's personal voice, experiences and insights from which they grew through their professional lives. In this presentation, the researcher focuses on presenting major findings and an analysis of the qualitative study.

J-2

Developing global awareness in a Chinese high school: Teacher cognition and observed classroom practices

Hongtao Jing

The purpose of this qualitative case study was to explore teachers' cognition and classroom practices of global awareness in one senior high school in China. The participants were 17 Chinese English teachers. The data collection methods were interview and classroom observation. The data were coded and organized through grounded theory and analyzed by NVivo8. The findings of teacher cognition provided a framework for global awareness that includes knowledge, skills, and attitudes. The findings of classroom observation showed that teachers taught global awareness through different teaching activities like vocabulary lessons, grammar lessons,

and multimedia lessons, and teachers' joint preparation of instruction. Seven teachers' classroom practices were analyzed based on the framework for global awareness of knowledge, skills, and attitudes. Recommendations were offered for school faculty and English teachers.

J-3

Investigating Willingness to Communicate in EFL Classrooms

Huei-Chun Teng

There has been increasing emphasis on communication in modern language pedagogy and it is well accepted that learners need practice in speaking in order to learn. According to Peng and Woodrow (2010), the study of willingness to communicate (WTC) is of special importance in decoding L2 learners' communication psychology and promoting communication engagement in class. The creation of WTC should be the primary goal of language instruction. The present study aims to investigate college students' willingness to communicate (WTC) in EFL classrooms. The study will mainly examine how various factors influence the trait WTC of EFL learners. The major research questions explored in the study will be: (1) What are the factors affecting the trait WTC of EFL college students? (2) Do EFL learners' trait WTC influence their communicative behaviors? (3) Are there significant differences in the trait WTC between proficient and less proficient EFL learners? (4) What are EFL learners' perceptions of their trait WTC? Participants in the study will be 140 college students from a university in northern Taiwan. The instruments consist of an attitude questionnaire, a WTC questionnaire, a communication frequency scale, and an interview guide. The WTC questionnaire includes 25 items for measuring trait WTC. Participants indicate how willing they will be to communicate in four communication contexts (public speaking, talking in meetings, talking in small groups, and talking in dyads) and with three types of receivers (strangers, acquaintances, and friends) on 5-point scales of frequency. By providing empirical evidences for EFL learners' WTC, the study is expected to advance theoretical insights into SLA research, and to encourage EFL learners to be more willing to communicate in English.

Session K (10:00-11:30)

K-1

Investigating Recast Provision in Relation to Native/Non-Native Speaker Status

Yoko Asari

The role of corrective feedback (CF) has been a critical area of second language acquisition (SLA) research for decades. While a growing body of research has been done on recasts, it is conducted on dyads involving a native speaker (NS) researcher and a non-native speaker (NNS) learner (e.g., Philp, 2003) or on classroom situations involving a NS teacher and NNS learners (e.g., Lyster and Ranta, 1997). However, given the deficiency of NS teachers, NNS teachers are the largest group of EFL teachers outside English speaking countries. To this end, using quantitative and qualitative data gathered from 10 NS teachers and 10 NNS teachers, the present study investigated a) the amount and type of recasts teachers provide to morphosyntactic, phonological, and lexical errors, and b) the factors they take into account when making feedback decisions. The results showed that the two teacher types used similar recast techniques (i.e., segmentation), yet they differed in terms of quantity in that NS teachers provided corrections substantially more than NNS teachers. The stimulated recall (SR) protocols revealed that this difference was attributed to teachers' NS/NNS status. It has been known that for a learner to

utilize recasts, he or she must have sufficient language proficiency. A similar challenge may be set for NNS teachers. That is to say, the difficulty NNS teachers face when providing recasts is similar to what L2 learners face when processing recasts. This became apparent when many of the NNS teachers' SR comments indicated that although they do acknowledge the value of CF for learners' interlanguage restructuring, they may leave some of the learners' errors untreated because automatic, real-time processing required for recasting is onerous for them. This alludes to the fact that recasts may rely heavily upon the providers' language proficiency. The findings of the present study can contribute to NNS teachers' professional development by raising their awareness of their own limitations and of the importance of improving their proficiency, especially their automaticity in using the target language.

K-2

Second Language Learners' Production of English /v/ Sound

Soisithorn Isarankura

This study investigated the relationship between language proficiency and Thai learners' ability to produce the English /v/ sound in word-initial, medial, and final positions. Participants included 60 second-year English major students, classified into the high and low groups based on their relative English proficiency, with 30 students in each group. The instrument was a reading text consisting of 30 sentences with one /v/ word in each sentence. These 30 target words contained the /v/ sound in the initial, medial, and final positions, with 10 words in each position. The participants were asked to read the 30 sentences out loud in a language laboratory and their speech was recorded. The results reveal that /v/ was produced in 5 variants in all the three positions ranked from the highest to the lowest percentage: [v] at 45.2%, [w] at 26.1%, [b] at 13.5%, [f] at 10.9% and [Ø] at 4.3%. In the high group, /v/ occurred as [v] most frequently among all other variants in all positions, i.e. 52.7% for the initial /v/, 58.7% for the medial /v/, and 45% for the final /v/. In the low group, only the medial /v/ was produced correctly as [v] at the highest percentage (48.7%). In word-initial position, the low-group learners substituted [w] for /v/ at the highest percentage (51.7%), whereas in word-final position, /v/ was replaced by [b] at the highest percentage among all other variants (37.4%). The findings suggest that due to the non-existence of /v/ in the Thai language, Thai learners are likely to replace the /v/ sound with the nearest L1 equivalents depending on its positions in a word. As a result, the low group replaced the initial /v/ most frequently with [w], which is considered to be the nearest L1 equivalent for word-initial position. The final /v/, on the other hand, was realized as [b] most frequently by the low group and at the second highest percentage among learners in the high group. This is due to the fact that Thai does not accommodate final fricatives, and this imposes great challenges for Thai students to pronounce them correctly despite several years of training. It is hoped that the findings will provide valuable information for teachers of English as a foreign language in Thailand to help their learners correct these pronunciation errors.

K-3

Analysis of Placement (Reading) Tests Results: Readability Statistics, Test Contents and Test Takers' Performance

Yuji Nakamura and Adam Murray

It is impossible to directly observe the act of reading. However, there is consensus among researchers that reading is an essential language skill, since so much of our information comes to us in written form. When it comes to assessing reading, most assessment formats, including standardized tests and commercialized tests, can provide the foundation for placement and diagnostic assessment. However, the key point about assessments for placement purposes is that they are usually more locally driven (Grabe, 2009). The class, program, and institute each have specific placement needs, and specific methods for the diagnosis of their students' strengths and weaknesses. As Grabe (2009) claims, locally based placement tests often focus on specific skills that a program deems important and which need to be assessed.

The purpose of the present study is two-fold: 1) to discuss important issues in second language reading assessment in academic settings, and 2) to analyze the reading section of an in-house university placement test. The two issues will be dealt with by examining the in-house placement test results and several readability statistics. These statistical measures include the Gunning-Fog Index, Flesch Reading Ease score, lexical density, and total word count. Beginning in the spring semester of 2006, Keio University Faculty of Letters has administered an in-house placement exam for incoming freshmen and new sophomore students. Students are given placement tests twice a year, once at the beginning of the academic year and again at the end. For this analysis, the results of 10 exams (approximately 800 test-takers each) are examined. The placement test is a 60-minute examination which consists of 50 questions in four sections: (a) grammar, (b) vocabulary, (c) gap-fill (cloze), and (d) reading. For this study, only the reading section was examined. The reading section consists of 15 multiple-choice questions (in three different categories A, B, C) with four options. The contents of 10 placement tests, 150 test items in total, were examined in terms of the Gunning-Fog Index, Flesch Reading Ease score, lexical density, and total word count.

By comparing the readability statistics for each passage with student performance, it may be possible to determine which statistics are the best predictors of student performance. Also, item difficulty should be taken into consideration when examining the test takers' performance. Furthermore, attention must be paid to the clear categorization of test items such as factual, inferential, discursal, grammatical ability, or the ability to draw conclusions.

Graduate Session III (10:00-12:00)

G-8

The Comparison Between English College Entrance Examinations of Japan and China

Hui Li

As we all know, English is not only a language, but also one of the tools used to communicate with each other so that people can express their ideas and feelings. Nowadays the world globalization is imposing more and more, the focus of learning English changed to use English to communicate instead of passing examinations. As a result, it is the aim of teaching English that should be improve students' practical competence of English. At the same time, the aim of testing, a main way to assess the English level of students, should also change to detect the

ability of using English but not that to find out whether students can finished the blanks of grammars or the questions after readings.

However, how can we tell whether the test can test the practical ability of using English or not, whether the knowledge contained in the tests also support the idea of using English, and what kind of question can help students to improve the ability to communicate in English. Faced with these problems, the presentation is about the comparison of the two English College Entrance Examination of Japan and China, two typical English-learning countries in Asian, in order to find out a better way to test the practical competence of Asian students. This presentation contains the background information of Japanese and Chinese college entrance examination and the comparison between these two exams including the different question types, vocabulary families and so on.

G-9

Self-Assessment of Topic Development in Written Production

Yoko Suganuma Oi

The present study aims to find the characteristics and reliability of Japanese high school students' self-assessment of written production. It mainly focuses on the topic development in students' written production through the consistency between students' self-assessment and teachers' assessment. In this study, topic development means "cohesion", "overall organization", and "coherence".

It proposes the next hypotheses:

1. Students could assess cohesive devices such as discourse markers as well as teachers do.
2. Students could assess the overall organization pattern of their written production as well as teachers do.
3. Students could assess the coherence of their written production as well as teachers do.

The data of the present study for the analysis comes from the written production of 82 Japanese high school students. Their ages ranged from 16 to 18 years old. One American English teacher and one Japanese English teacher also participated in the study. Teachers and students used the same self-assessment sheet written in both English and Japanese. The self-assessment sheet consisted of six components: "Introduction", "Body", "Conclusion", "Discourse Markers", "Coherence", and the total score of all of the five components. As a result of this, the writing patterns in terms of topic development were divided into eight patterns in both studies. The self-assessment of the students was not different from teachers' assessment in the aspect of overall organization. However, the consistency between teacher assessment and students' self-assessment was not found in the assessment of other cohesive devices and overall coherence.

G-10

A syllabus element analysis of Japanese English textbooks

Motomu Sugita

The aim of this study is to analyze what element of syllabus Japanese English textbooks are composed of, and to examine how textbooks are made the most of and materials are developed to nurture communicative competence. Since the importance of communicative competence started to be emphasized in 90s, Japanese national

curriculum guideline took in the concept “task-based” and “learner-centered” syllabus. However, Honda (1998) points out that there are, in fact, still a lot of grammatical and structural elements, which have been familiar and widely used in Japanese classroom context, and learners want classes to be more communicative. As Krahnke (1987) suggests, independent use of syllabus type is rarely seen in practice. Therefore, syllabuses are usually combined and integrated to elicit the best outcome. Because each syllabus type has pros and cons, what matters most is how pros effectively come out in such combination. In this study, I analyze major Japanese English textbooks, which are composed of several syllabus types, for example, structural, notional-functional, task-based, situation, topic, or procedural syllabus type. Also in this study, how much and to what degree each syllabus element appear in tasks, questions, exercises, and sentences are investigated. By the analyses, I consider how to maintain the delicate balancing of structures, notions, functions, tasks, topics and situations in materials in order to achieve learners' communicative competence which the national curriculum guideline aims to realize.

G-11

Graphic Organizers as Aids to L2 Reading Comprehension

Yuta Kii

Current research examined the effect of the use of graphic organizers representing cohesion for text comprehension in the EFL context. A graphic organizer (GO) is an instructional tool that facilitates reading by providing visual and spatial representations of the text (Robinson, 1997). GOs are capable of representing (a) cohesion, (b) coherence, and (c) an abstract structure of the information. In this study, the effectiveness of GOs was measured by their effects on subjects' a) overall reading proficiency, (b) comprehension of the text and (c) understanding of cohesion. Subjects in this study were two groups of students in the 11th grade at a Japanese high school in the 11th grade. The results gained from a reading proficiency test, a comprehension check test, and a questionnaire suggested that the use of GOs aided the comprehension of a given text and had the tendency to facilitate understanding of cohesion. Simultaneously, the use of GOs had no positive impact on overall reading proficiency.

Session L (13:00-14:30)

L-4

L-2

Development of Grammatical Carefulness in English as a Foreign Language: A Comparison among University, High School, and Junior High School Students in Japan

Kunihiro Kusanagi, Junya Fukuta, Yusaku Kawaguchi, Yu Tamura, Aki Goto, Akari Kurita, Daisuke Murota

The purpose of this study is to capture the development of a relatively new learner factor, Grammatical Carefulness (GC) of Japanese English as a Foreign Language (EFL) Learners. GC by definition refers to a behavioral, psychological, and meta-cognitive characteristic of language learners, which typically entails highly controlled, cautious, analytical, and sometimes time-consuming language use. This characteristic is considered to be steady within a learner, and may correspond to some other learner factors such as beliefs and motivations. In general, it is widely recognized that second language learners' performance in almost all of the aspects of

language use shows an accuracy-speed trade-off pattern. This trade-off may be moderated at least to some extent by purely behavioral and psychological types of interlearner variance, being irrelevant to their language proficiency or sub-skills of second language performance. Despite this concern, this viewpoint has not been explicitly addressed in the literature on individual differences of learners, nor psycholinguistic measurement of second language performance. A newly-established scale, GCSJ (Grammatical Carefulness Scale: Japanese Version, Kusanagi et al., 2014), however, was specifically designed to measure the very type of variance with the following sub-scales: (a) pragmatic carefulness, (b) lexical and syntactic carefulness, and (c) phonological carefulness. GCSJ is composed of fifteen items all written in Japanese, and the factorial validity of GCSJ and its reliability were supported using both exploratory and confirmatory factor analyses (Kusanagi et al., 2014). By the use of GCSJ, this study conducted a large-scale questionnaire survey for various levels of Japanese EFL learners; university, high school, and junior high school students. The comparative analyses among the three levels of students revealed that the Japanese EFL learners show relatively less variant manners in their developmental processes. However, there were systematic tendencies of the preferences of GC among the learners. We will report the results of the cluster analyses in each level of learners in details, and the applicability of the scale will be discussed in the conference.

L-3

A trial: How collaborative learning help Kosen students get interested in English and communicating with other people?

Chizuko Mizuno

In the globalized world, it is indispensable for young people to be able to communicate with people in the world in English. Even though students recognize the importance of having good communication skills in English, there are some who do not like English and are poor at socializing with other people. It is said that many Kosen (college of technology) students hate English and poor at communicating with other people. In order to have students motivate to study English and like English, it is useful to have them feel that English learning is interesting and fun. Collaborative activities including pair work and group work help classroom atmosphere friendly and supportive. How much does collaborative activities in Kosen classroom help students study English harder and get used to communicating with other people? This is a record of one year teaching that many pair work activities are used in various ways of reading aloud. How does one year collaborative English learning change students' preference for English and communication with other students? Result of questionnaire about students' preference for English between before and after is compared.

Session M (13:00-14:30)

M-1

What Elements Make Transactive Discussion Successful in a Small Group?

Akiko Watanabe

The study investigates successful positive elements that learners conducted in a transactive discussion. The purpose of the study is to investigate elements for developing learner's discussion skills in a cross-cultural discussion program. The research question is to what extent learners can explore their discussions in L2 to make it meaningful. The population in the study were students those who have enrolled in the CCDL course at Waseda

University and at our partner's university in Asia. In this study, learners in two small groups were selected as participants and two Japanese learners in each group were specifically focused on due to their experiences of living abroad when they were young. It could be hypothesized that the learners could communicate well with others in different nationalities because of their previous social experiences. Method used in the study was both qualitative and quantitative analysis. Learners' utterances in group discussions were transcribed for discourse analysis, Transact. Categorization of Transactive discussion provided by Berkowitz and Gibbs (1983) was employed to classify the discussions into mainly two transactions: representational transacts and operational transacts. Representational transact is to draw the idea of others and present its image, but it does not change the idea of others or ourselves. Representational transacts are composed of six categories: feedback request, paraphrase, juxtaposition, dyad paraphrase, and competitive juxtaposition. Operational transacts is to change the idea of others or ourselves. Operational transacts are composed of ten categories: clarification, competitive clarification, refinement, extension, contradiction, reasoning critique, competitive extension, counter consideration, common ground/integration, and comparative critique. Concerning discussion's categorization, operational transacts has been said to be superior in communicating with people in terms of deeper understanding of the discussion. In this reason, utterances categorized as operational transacts were mainly analyzed in the study. Some elements that the two students performed in the transactive discussions will be demonstrated in the conference.

M-2

Learner Uptake in Cross-Cultural Distance Learning: Synchronous Computer-Mediated Communication among Chinese Students

Feng Jinjin and Chen Yongjie

The study is to investigate learner uptake and its effects on learner lexical acquisition among 31 Chinese students in CCDL project with 29 English learners of a different native language in a synchronous computer-mediated communication (SCMC) environment. The 60 subjects in 15 groups worked collaboratively on a jigsaw task, a set-topic discussion task and a free topic discussion task. The results reveal that learner uptake occur more frequently among English learners with a different native language ($p < .05$). The test demonstrates that Chinese students' learner uptake differ both quantitatively and qualitatively across the three tasks ($p < .05$). Significant difference exists between pre-test and post-test ($p < .001$). The research indicates that CCDL project can promote incidence of learner uptakes among Non-Native Speakers with different L1, and it is one of the indicators about successful lexical acquisition in Chinese learners.

M-3

An English-Japanese bilingual corpus-based comparison of their syntactic dependency structures

Masnori Oya

This study is an English-Japanese bilingual corpus-based comparison of the syntactic dependency structures of English sentences and their Japanese counterparts in terms of their graph-centrality measures (Freeman 1979) which have been applied to syntactic typed dependency trees of English and Japanese (Oya 2010b, 2012, 2013, 2014). It is often the case that semantically similar sentences taken from two different languages do not share the same syntactic-structure settings in terms of the flatness and embeddedness of the dependency tree. This study

explores the factors that contribute most to the different syntactic-structure settings of semantically similar sentences of the two languages. Oya (2014) attempted to explore the syntactic similarities and differences between English-Japanese translation pairs in a small-scale parallel corpus (approx. 300 pairs), and the results were as follows: (1) English sentences tend to have less flat and more embedded structural settings than Japanese ones; (2) The differences of word counts between English sentences and their Japanese counterparts were not related to the differences of their structural settings; and (3) The differences of root words were not related to the differences of their structural settings. This study explores the syntactic similarities and differences between English-Japanese translation pairs in a larger-scale parallel corpus. The corpus used in this study is Japanese-English Bilingual Corpus of Wikipedia's Kyoto Articles ver.2.01 (NICT 2011). This corpus contains about 500,000 English-Japanese pairs of manually-translated sentences about topics which are related to Kyoto. It is expected through this study that a certain factor is (or factors are) shown to contribute to the different structural settings of semantically similar sentence pairs of English and Japanese.

Session R (13:00-14:30)

R-1

~~The Combination of Oral and Silent Reading in EFL Reading Instruction~~

Fumihisa Fujinaga

R-2

Online Resources: Do They Really Enhance Student's Learning Outcome?

Hsiao-fang Cheng

To prepare college students for their future careers, it is necessary for them to read English for academic purposes effectively and efficiently. However, due to time constraints, most content teachers focus on the delivery of content knowledge rather than the language. To make up for the lack of time available for academic English instruction, this study investigates an alternative online approach to improving students' reading comprehension. A needs analysis conducted prior to the study found that students needed systematic training of reading strategies, the analyses of complex sentence structures and the accurate pronunciation of terminology. Using a Course Management System, students could freely access detailed explanations of both the content and the language of their texts online. A survey was conducted at the end of the semester to investigate student's perceptions of the online support. More than eighty percent of the participants thought online support was a viable alternative approach to language instruction. However, less than ten percent of the participants had accessed the facilities provided. A huge gap between the assumed situation and the actual implementing result was found -- significant differences in access rates relied heavily on the way how teachers integrated the in-class instruction and online support. Drawing on the results of this study, some pedagogical implications are proposed.

R-3

EFL Teachers' Perspectives on ELT Teachers' Books

Haedong Kim

The presentation consists of six parts. First, the general aim of the presentation will be outlined: to present survey findings on EFL teachers' perspectives on ELT teachers' books. Second, on the basis of the literature

review, it will be argued that the development of teachers' books for EFL teachers can be assisted by the results of a needs analysis. Third, a survey questionnaire involving 33 experienced teachers and 43 pre-service teachers from South Korea will be described. A total of 22 questionnaire items were adapted from Cunningsworth's (1995) checklist for teachers' books. Fourth, the results of the survey questionnaire will be presented. Both groups agreed on the importance of the following questions about evaluating ELT teachers' books; 'How detailed is the information and advice given?', 'Are teaching procedures clearly explained?', 'Are teaching procedures clearly explained?', 'Are there any guidelines for evaluating how well lessons went?' and 'Does the teacher's book provide enough guidance on the teaching procedures advocated?' The evaluative questions considered to be less important were as follows; 'Are teachers encouraged to note their own ideas in the teacher's book?', 'Is it suitable for native and non-native teachers?', and 'Is the underlying approach of the writers expressed clearly and explicitly, or does it have to be inferred?' Interestingly, there were different perspectives on the use of a teacher's book between pre-service and experienced teachers. The former plan to use the teacher's book for their classroom teaching in the future whereas the latter responded that their own notes would be somewhat more useful than a teacher's book. The pre-service teachers mentioned that a teacher's book should provide a variety of teaching techniques and suggestions for very detailed lesson planning. They wanted the inclusion of specific guidance. Fifth, a method for developing details appropriate for teachers' books on the basis of the survey-respondents' answers and comments will be presented. Finally, it will be proposed that greater emphasis should be placed on gauging preferences of certain groups of teachers in specific EFL contexts for the development of user-friendly teachers' books.