



The University of Tsukuba **CEGLOC FD Committee**
in collaboration with the
JALT CALL SIG and the **JALT Ibaraki Chapter**
will hold



the 4th CEGLOC Conference
Language Education in 2020:
Emergency Remote Teaching and Blended Learning
Tsukuba (Online), December 5, 2020

筑波大学 **CEGLOC FD 委員会** 主催
JALT のCALL分科会・JALT茨城支部 共催
第4回 CEGLOC カンファレンス
2020年における語学教育：
緊急遠隔授業とブレンド型学習

つくば（オンライン） 2020年12月5日

This conference is held online and free of charge. The meeting access links will be sent to you after you register as a presenter or participant. Please register before November 30, 2020.

本カンファレンスはオンラインで開催され、参加は無料ですが、2020年11月30日までに参加登録をしてください。追ってミーティングへのアクセスリンクを送信します。

[Participation Registration](#)

[参加登録](#)

4th CEGLOC Conference
Language Education in 2020:
Emergency Remote Teaching and Blended Learning

Tsukuba (Online), December 5, 2020

Moving instruction online can enable the flexibility of teaching and learning anywhere, anytime. However, the speed with which this move has taken place as a response to the spread of COVID-19 in Japan and in the world is unprecedented.

Compared to teaching practices that are planned and designed from the beginning to be online, emergency remote teaching (ERT) is a momentary shift of a traditional instructional delivery to an alternative delivery mode due to crisis circumstances. As we have seen in recent months such a shift involved the use of fully remote teaching practices that would otherwise be delivered face-to-face or as blended courses.

This conference aims to provide a platform to share ongoing research, and exchange ideas as well recent experiences concerning emergency remote teaching and blended learning, especially in relation to foreign language acquisition. Topics include a discussion on modality (fully online vs. blended), student-instructor communication synchrony, pedagogic practice (expository, exploratory or collaborative), instructor and student roles online, the role of online assessments, instructor and peer feedback, students' social interactions online and other related practices.

Conference Schedule

Please refer to the next page for the program. From page 4, you will find content details about the keynotes and the presentations.

第4回 CEGLOC カンファレンス
2020年における語学教育：緊急遠隔授業とブレンド型学習
つくば（オンライン） 2020年12月5日

教育のオンラインへの移行は、いつでもどこでも柔軟に授業や学習をすることを可能にします。しかし、COVID-19が日本のみならず世中に普及したことで、この移行はかつてないスピードで進行しています。

最初からオンラインで実践されるために計画・設計された教育実践と比べると、緊急遠隔授業（ERT）は、危機的な状況下で、従来の指導方法を一時的に代替の指導方法に移行させるものです。ここ数ヶ月の間に明らかになったように、このようなシフトには、通常であれば対面式やブレンド型コースとして提供されていた教育実践の完全な遠隔化が含まれていません。

本カンファレンスでは、特に外国語教育に関連した緊急遠隔授業やブレンド型学習について、現在進行中の研究を共有し、アイデアや最近の経験を交換するためのプラットフォームを提供することを目的としています。トピックには、様式（完全オンライン型 vs. ブレンド型）、学生と講師との同期型コミュニケーション、教育学的実践（説明的、探索的、または協調的）、講師と学生のオンラインでの役割、オンライン評価の役割、講師とピアフィードバック、学生のオンラインでのソーシャルインタラクション、およびその他の関連する実践についての議論が含まれますが、これらに限定されません。

カンファレンススケジュール

スケジュールは次ページでご確認ください。4ページ以降、基調講演および発表の詳細が記載されています。

PROGRAM

9:40 -9:50	Connecting through Zoom (Zoom) Access to Main room			
9:50 - 18:30	Breakout room 5 – Lounge (throughout the day) Breakout room 6 – Help desk (throughout the day)			
9:50 -10:00	(Zoom) Main room – Plenary – Opening Address: Prof. Toshinobu Usuyama, Chair of the Center for Education of Global Communication (CEGLOC), the University of Tsukuba			
	Breakout room 1 Parallel 1	Breakout room 2 Parallel 2	Breakout room 3 Parallel 3	Breakout room 4 Parallel 4
10:00 - 10:30	G. Cihl Measuring the Effects of TGT Cooperative Learning on Online Vocabulary Acquisition	M. Ismailov Assignment Design for Emergency Remote Classroom: Effects on Student Motivation and Learning	M. deBoer Fold of Folds: A Conceptual Model for Zooming your Classes	M. Sekiguchi 2つのタイプのオンライン 授業の方法 ; Hybrid と Face to Face
10:35 - 11:05	J. Laurier Social Distancing Does not Mean Socially Distant: Showing How ERT Can Help Develop a Community Environment	M. Gale & S. Kapala Challenges and Improvements for Remote Learning in a Japanese University Context	Y. Coaxum Enhancing Grammar Accuracy & Confidence through Podcasting	Y. Takano Perspectives of Students and Parents: How Remote Project-based Language Learning Helps Learners
11:10 - 11:40	N. Yamada The Pandemic and New Opportunities in Language Courses for Media Literacy Instruction	A. A. Tohei Creating an Asynchronous Emergency Remote Classroom for Low Level First Year Learners	P. Raine TeacherTools.Digital: Digital Assignments for 21st Century Teachers (Commercial)	A. Drought Emergency Online Learning: Success Story and Lessons Learned (Commercial)
11:45 - 12:35	Main room – Plenary – Keynote 1: Jennifer Parker, Instructional Designer for Graduate Programs, Pepperdine University Increasing Student Engagement in Flipped Online Learning			
12:35 -13:30	Breakout room 5 Lunch break	Main room Discussion with Keynote Speaker 1 – Jennifer Parker (12:35-13:15)		
	Breakout room 1 Parallel 1	Breakout room 2 Parallel 2	Breakout room 3 Parallel 3	Breakout room 4 Parallel 4
13:30 - 14:00	A. Busso Using Padlet to Enhance Online Collaboration	P. Yang To Kahoot! or not to Kahoot!? An Investigation of College Learners' English Vocabulary and Collocation Performance	A. Innes Teacher Detection of Machine Translation in Student Work	T. Shiroyama Task-Based Language Teaching (TBLT) in CALL Framework
14:05 - 14:35	K. Wroblez Avoidance or Integration? Handling Automatic Translation Software in Online EFL Courses	R. Ohata 日本語習得研究における オンライン調査法の一考 察	S. Warfield & C. Journeaux Social Presence in Online Learning; the Role of Feedback	R. Remmerswaal & R. Barrington Teacher and Student Perceptions of Auto-graded Assignment Efficacy
	Break			

14:45 - 15:15	S. Fathali An Exploratory Study of Barriers and Opportunities of Shifting to Online Education: A Case of Iranian EFL University Students	R. Vanbaelen Learning Management Systems during Emergency Remote Teaching: The Need for Continuous Adjustment to the Target Group	A. Kovalyova Impact of COVID-19 on the Learning Preferences of EFL Learners and Attitude towards Online Education	Intentionally left blank
15:20 - 15:50	G. Carloni Foreign Language Education and Digital Learning in a Time of Crisis: Challenges and Affordances	M. Nealy Benefits and Deficits of Online Learning in the English Language Classroom	H. Woodward & L. Padfield Asynchronous Online Debate Preparation Using Kialo Edu	Intentionally left blank
	Break			
16:00 - 16:50	Main room – Plenary – Keynote 2: Assoc. Prof. Betsy Lavolette, Kyoto Sangyo University From Emergency Remote Teaching to Online Learning: The Role of Professional Development			
16:50 -17:30	Main room – Discussion with Keynote Speaker 2 – Betsy Lavolette			
17:30 -17:45	Main room – Closing Remarks			
17:45 -18:30	Main room – Casual Get-together			

About keynote speakers & presentations



Jennifer Parker, Instructional Designer for Graduate Programs, Pepperdine University

Jennifer Parker is a versatile and innovative Instructional Designer, language arts faculty instructor, and TESOL Teacher Trainer. With over 22 years of experience in efficiently facilitating teacher education, ESL/EFL instruction, and instructional design for graduate programs, she is dedicated to lifelong learning and diversity and inclusion in the classroom and the curriculum. Ms. Parker's work experience as an Instructional Designer includes online graduate course design and revision using educational technologies, teaching and developing intensive English programs at the university level, as well as instructing courses for teacher training and teacher professional development programs. As an active member of TESOL, she has presented at TESOL conferences and hosted workshops for teaching international students. She also has experience in auditing universities for accreditation for the Commission on English Language Accreditation. Using technology for education, she is currently working as an Instructional Designer for Pepperdine University, providing high impact course design, development, delivery, and quality programming for face to face, blended, and online programs. She exemplifies evidence-based methods and best practices targeted to teaching online courses. She employs accessibility requirements for course media tools, and the online learning environment using Web Content Accessibility guidelines. Past work abroad experience includes: teaching in Chile, Argentina, Spain, Canada, and Indonesia. Utilizing Backward Design and UDL Universal Design for Learning, she creates online classes for the learner-centered classroom. Devoted to inclusive practices, she has participated in numerous diversity inclusion workshops, conferences, and workforce development, forming strategic alliances with active professionals who are changing our world. She aspires to provide a life expanding learner experience.

Plenary – Keynote 1: Increasing Student Engagement in Flipped Online Learning

Learn how the flipped classroom model can help teachers gain high-impact student learning during guided instruction in the online classroom with students, by fostering authentic, differentiated, or personalized learning, and challenging students to take responsibility for their active learning.

Using Flipped Mastery, increasing student engagement provides multiple opportunities for students to demonstrate understanding, letting students learn from their mistakes, using more applied active learning strategies, and master the material at their own pace. Applying active learning and engaging student interaction are essential for student success in the online learning environment.

Using a variety of evidence-based methodologies, Jennifer Parker will share methods that have proven to be effective and have allowed students to explore effective and engaging learning opportunities. The key is creating an online learning environment that is sustainable, engaging, effective and manageable.



Assoc. Prof. Betsy Lavolette, Kyoto Sangyo University

Elizabeth (Betsy) Lavolette is Associate Professor of English at Kyoto Sangyo University. She holds a PhD in Second Language Studies with a focus on CALL from Michigan State University, and she was previously Director of the Language Resource Center at Gettysburg College (Pennsylvania, USA). Her research focuses on language learning spaces and forging connections between scholars and

literatures of such spaces in the US, Japan, and globally. She is currently Programs Director of the International Association for Language Learning Technology and co-editor of the Language Center Handbook (2018 & forthcoming).

Plenary – Keynote 2: From emergency remote teaching to online learning: The role of professional development

Most faculty have experienced emergency remote teaching (ERT) due to the ongoing pandemic. However, ERT should not be confused with online pedagogy designed using best practices (Gacs et al., 2020; Hodges et al., 2020). Regardless of whether teaching is online, face-to-face, or hybrid, we must be able to provide students high-quality learning experiences, incorporating what we have learned from ERT into current and future teaching. Professional development (PD) is one key to making the transition from ERT to effective online learning and beyond.

In this talk, I present examples of my experiences with online teaching and learning as a teacher, course developer, and PD facilitator. I also present preliminary results of a survey investigating the PD experiences of language faculty at Japanese universities and invite the audience to share their experiences. I then make the case that moving from ERT to online learning requires PD driven by pedagogical needs. To that end, I advocate for and provide examples of PD activities organized by faculty members via communities of practice and describe how these activities fit the guiding standards for effective PD (Duguay, 2020; Duguay & Vdovina, 2019). This bottom-up, flexibly implemented PD will continue to serve faculty beyond ERT, through online learning, and post-pandemic.

Detailed program

9:40-9:50

Connecting through Zoom

9:50-18:30

Breakout room 5

Lounge (throughout the day)

Breakout room 6

Help desk (throughout the day)

9:50-10:00

Main room

Opening Address: Prof. Toshinobu Usuyama, Chair of the Center for Education of Global Communication (CEGLOC), the University of Tsukuba, Japan

10:00-10:30

Breakout room 1

Parallel 1

G. Cihî, Lexica R&D

Measuring the Effects of TGT Cooperative Learning on Online Vocabulary Acquisition

Research indicates TGT Cooperative Learning can foster interpersonal relations that motivate higher academic achievement regardless of learners' abilities and aptitudes. Phase one of this study conducted in mid 2019

Breakout room 2

Parallel 2

M. Ismailov, University of Tsukuba

Assignment Design for Emergency Remote Classroom: Effects on Student Motivation and Learning

Unlike conventional distance learning, the COVID-19-induced emergency remote learning environment propels students' prolonged social isolation

sought to quantify the net effects of an online TGT Cooperative Learning tournament among 4,001 first-year students in 123 EFL classes at six universities. All students used the same online self-study vocabulary app over the same time period. 2,001 students participated in a team-based tournament and 2,000 did not. Pre and post tests indicate students on teams learned and retained 28% to 68% more words than students studying alone. As one teacher wrote, "My students learn thousands of words with the app but the tournament transformed the experience from self study to a team effort where students motivate each other." Details about the study approach; methods, outcomes, and phase-two next steps are outlined in this report.

Breakout room 3 Parallel 3

M. DeBoer, Akita International University
Fold of Folds: A Conceptual Model for Zooming your Classes

Using the interrelationships between spatiality and materiality, I will present ways that Zoom can be used to create folds (Deleuze, 1993) or private spaces, to afford learners to interact and use materials to enhance their online educational experience. Folds are defined in relation to spatiality; the Zoom environment, as a single space where synchronous interaction occurs, can engender multiple folds within it in relation to the students and the materials and their actions. Folds can be afforded by students to (a) temporarily move from the public space into private or collaborative spaces, (b) make unique contributions to their learning through multimodality, and (c) gain epistemic authority. Using the conceptual layers of synchronous and asynchronous dialogue, this presentation will be useful for teachers to understand the uses of zoom with multimodality, for effectively creating classroom dynamics, while maintaining a high quality of education.

and increased "screen time", thereby creating additional barriers to students' engaged, motivated learning. Studying under such conditions may potentially have an impact on students' motivation to successfully complete and turn in course-related assignments.

The aim of this study was to examine the relationship between various assignment designs for the English Reading Skills course and the students' level of engagement and motivation throughout the semester-long online course involving over 80 first-year college students at a Japanese university. A semi-structured survey was conducted upon the completion of the course. The study sheds light on the role of flexible assignment design for the emergency remote course which uses engaging content based on learners' personal interest and areas of expertise as well as the role of instructor guidance and regular feedback.

Breakout room 4 Parallel 4

M. Sekiguchi, University of Tsukuba/ University of Maryland Global Campus
2つのタイプのオンライン授業の方法 ; Hybrid とFace to Face

本発表は、2020年夏学期7週間のメリーランド大学（University of Maryland Global Campus）で行った2つのタイプのオンライン授業について報告する。横田校ではHybrid方式（ZOOMによる個人対面式授業とLEOによるオンライン自主学習）を行い、三沢校ではFace to Face方式（Live Streamingによる遠隔地対面式授業）による講義を行った。横田校も三沢校もゼロ初級、日本語111のクラスを担当した。英語を媒介語とし、毎週同じ進度で行った。同一レベル・同一時期に行われた2つの異なったタイプの授業の方法を紹介し、進め方の相違や工夫などについても説明する。さらに授業の様子や学生の意見を報告する。特にZOOMでのオンラインクラスでは、講師と学生との間に物理的な距離があるため、学生の心理的な部分である学生のモチベーションやコミュニケーションの点に注目する。また、同校で行っている様々な授業形態についても紹介し、今後のオンライン授業のあり方についても考えていきたい。

<参考文献>

SEKIGUCHI, Mio and FRITZ, Brandon(2020). Innovative Solutions for Remote Education: Combining Live Streaming and Hybrid Classes pp.53-68 外国語教育論集 42号、筑波大学グローバルコミュニケーション教育センター 外国語部門

10:35-11:05

Breakout room 1 Parallel 1

J. Laurier, University of Tsukuba
Social Distancing Does not Mean Socially Distant: Showing How ERT Can Help Develop a Community Environment

Emergency Remote Teaching (ERT) has brought urgency to digital immigrant teachers to bridge the digital divide with our digital native students. The countless hours we have spent creating or upgrading our technological portfolio has mostly maintained a level of respectable quality in our online courses. This has helped some of us become more familiar with the bells and whistles of apps and educational software. But for students who consider 2020 a lost year however, what they will remember the most will be the social distancing.

Breakout room 2 Parallel 2

M. Gale, Asia University & S. Kapala, Tokyo International University
Challenges and Improvements for Remote Learning in a Japanese University Context

Government responses to COVID-19 have forced universities around the world to begin utilizing remote learning as the primary method of instruction. However, in most cases, the implementation of remote learning was carried out in a compressed time frame. During the end of the semester, a survey was given to 86 freshmen and sophomore university students at Asia University in Tokyo to get their perceptions on remote learning. This mixed-methods study collected qualitative data through open-ended questions, and quantitative data through responses using a Likert scale. Furthermore, preliminary

This workshop will present the attempts the presenter made to improve the social interaction between students and the teacher to negate the effects of the pandemic and increase students' sense of classroom community. This was done without reducing the workload or increasing the stress level of students showing that social distancing does not need to make students feel socially distant.

Breakout room 3 Parallel 3

Y. Coaxum, Long Island University- Brooklyn NY Campus

Enhancing Grammar Accuracy & Confidence through Podcasting

This presentation shares individual action research in a 14-week university intermediate level grammar course. It explores whether producing a podcast improves students' use of grammar. While this research began as a face to face study, with the instructor recording students' conversations in-person using the voice memos iPhone app, due to emergency remote training, it has been altered by using podcasts, enabling students to maintain collaboration remotely. First, previous applications of podcasting in language acquisition are explored. Subsequently, students' accuracy and affective measures such as confidence are investigated by analyzing podcast content and administering a questionnaire. Students produce weekly podcast episodes based on conversation topics suited to specific grammar structures. While initial results from the face to face study in the spring semester indicated an increase in speaking confidence, accuracy didn't appear to have significantly improved. However, results from the fall semester study are expected to show improvement in both aspects.

analysis found that students felt that breakout rooms helped improve communication between classmates via Zoom. This suggests that educators should approach lessons pragmatically by utilizing breakout rooms when organizing Zoom lessons to increase communicative input and output. This presentation will discuss other findings from the survey, and provide educators with suggestions on how to improve their online courses based on the survey responses.

Breakout room 4 Parallel 4

Y. Takano, Nagoya University of Foreign Studies/ Okidoki EIGO School

Perspectives of Students and Parents: How Remote Project-based Language Learning Helps Learners

Most parents aspire to find a language school for their children. They believe language skills are tied to potential in the 21st century. To respond to the demand, the presenter has provided lessons at a small private language school for two decades, supporting the learning of local students in the community. The pandemic in 2020 has been especially challenging for the school management, but 28 students have been able to continue their study through urgent remote-teaching. The students participating in the program described in this presentation, aged from 6 to 18 years old, engaged in remote project-based learning for two months and performed very well. This presentation explores project-based learning in remote classes and describes issues the presenter encountered through carrying out this project. Examples of students' work, as well as both parents and student's comments, are included in this presentation.

11:10-11:40

Breakout room 1 Parallel 1

N. Yamada, University of Tsukuba

The Pandemic and New Opportunities in Language Courses for Media Literacy Instruction

The shift to ERT in 2020, which has increased the perceived value of online instruction, as well as expanded the user base of remote teaching modalities, has brought new opportunities for digital and media literacy instruction. Online resources have comprised a greater percentage of overall information sources for the general public over the past three decades, but these sources are of varying reliability. The present moment, when so many of us are interacting virtually, offers us the platforms and justification to allow our language students to critically engage with these sources. In this talk, I will specifically focus on teaching skills of how to evaluate and use online information: how to spot sponsored information, how to cite online sources, and how to determine the bias and credibility of sources.

Breakout room 2 Parallel 2

A. A. Tohei, Sakura no Seibo Junior College/ Fukushima University

Creating an Asynchronous Emergency Remote Classroom for Low Level First Year Learners

As tertiary institutions across Japan switched to Emergency Remote Teaching at the beginning of the school year due to COVID-19, freshmen were adversely affected in particular. These students were forced to have their first interactions with peers and instructors through masks or synchronous online systems that did not always perform smoothly. First-year students reported concerns with being able to access online classrooms at the required times and making new friends while being socially distanced from each other. In response to these concerns, the presenter sought to create an asynchronous virtual learning environment that was easy to navigate, provided ample instruction and feedback (most learners were at CEFR A1 level), and gave the students opportunities to communicate directly with each other in a safe setting. Student responses indicated that their confidence in using English increased, their relationships with peers improved, and their overall experience was more satisfying than other online classes.

Breakout room 3

Parallel 3

P. Raine, Keio University

TeacherTools.Digital: Digital Assignments for 21st Century Teachers (Commercial)

TeacherTools.Digital is a platform for creating and administering a range of different language teaching and testing assignments, which cover all four skills of speaking, listening, reading and writing.

It is compatible with smartphones, tablets, desktops, and laptops, and runs on all modern browsers, including Google Chrome, Mozilla Firefox, iOS Safari, and Microsoft Edge.

Teachers can log into the site with their Google or Microsoft account and start making assignments immediately. Students do not need to register with the site, and simply input their details when they submit an assignment, thus making onboarding super simple and easy.

When a teacher makes an assignment, a link is generated, which can be passed to students for submission. Links can also be easily posted on the LMS of your choice, including Google Classroom, Blackboard, Moodle, and many others.

TeacherTools.Digital has a 30-day free trial, during which users can access all features of the platform without limitation. After the trial, a subscription can be purchased for \$9.99 a month, or \$99 a year.

Breakout room 4

Parallel 4

A. Drought, British Council

Emergency Online Learning: Success Story and Lessons Learned (Commercial)

COVID-19 caused teachers around the world to switch to online delivery at very short notice. This was a stressful and difficult transition for teachers and students alike. The British Council in Japan offers direct teaching to over 2,000 undergraduate students in prestigious universities across Japan and were caught in the eye of this storm. This talk will detail how the team at one university responded to the challenge with success, reporting their highest ever student satisfaction feedback. The talk will outline adjustments made to teach online and lessons learned from the process.

11:45-12:35**Main room**

Keynote 1: Jennifer Parker, Instructional Designer for Graduate Programs, Pepperdine University

Increasing Student Engagement in Flipped Online Learning

12:35-13:30**Breakout room 5**

Lunch break

Main roomDiscussion with Keynote Speaker 1 – Jennifer Parker (12:35-13:15)

13:30-14:00**Breakout room 1**

Parallel 1

A. Busso, Tokyo International University

Using Padlet to Enhance Online Collaboration

The workshop aims to demonstrate the plethora of ways that Padlet can be adapted to various proficiency and skill levels. It will begin with a discussion on how technology affords educators with the resources to involve students in the learning experience. The focus of the workshop will be on showcasing the use of Padlet. Padlet is a virtual “bulletin board” where students can discuss, share multimedia, and interact with their peers, anytime and anywhere. Furthermore, educators can use differentiated instruction, create fun and engaging activities for their students, and extend the learning ecology beyond the classroom. This interactive tool promotes digital literacy and encourages learners to explore creative modes of expression through multimedia

Breakout room 2

Parallel 2

P. Yang, Oriental Institute of Technology, Taiwan

To Kahoot! or not to Kahoot!? An Investigation of College Learners’ English Vocabulary and Collocation Performance

Mobile clickers have been applied to an EFL college classroom for the purpose of gamifying the learning dynamics through question-and-answer activities. Among dozens of clickers, Kahoot! is selected as the target tool due to its easy-to-use functions, world-wide popularity and free registration. The study involved two classes of participants in northern Taiwan selected by the convenience sampling. The control group received only traditional ways of vocabulary and collocation learning while the experimental group received E-version handouts and Kahoot! activities and tests. The data gathered from the participants’ English reading proficiency, vocabulary

such as GIFs, images, videos, and audios. By the end of this workshop, attendees will grasp an understanding of how this tool can be used to support cohabitated physical and virtual learning spaces.

Breakout room 3

Parallel 3

A. Innes, Mukogawa Women's University/ Himeji Dokkyo University

Teacher Detection of Machine Translation in Student Work

Machine translation enables students to produce work in the target language which may be superior to that which they could produce otherwise. This begs the question of whether teachers are genuinely assessing the student's adeptness with the L2, or simply an approximation of that which has been written in the student's L1 and rendered into the L2 by technology. Whether we view this shortcut as a form of digital literacy and an evolution of the humble dictionary or as a form of cheating is up for debate. However, before we can go down this path, we must also tackle the question of how we, as educators, are to approach the thorny question of whether we can make such a distinction at all. In this presentation, I want to discuss my own findings in relation to this matter, and how we may spot the red flags that suggest machine translation has been used.

and collocation assessments, attitude questionnaire, perceptions of Kahoot!-assisted English learning, and post-interviews was then analyzed to compare the two groups' participants' English performance. This study results may provide evidence to support that clickers or Kahoot! may play an influencing role to enhance EFL learners' linguistic abilities, particularly vocabulary and collocation knowledge.

Breakout room 4

Parallel 4

T. Shiroyama, University of Exeter

Task-Based Language Teaching (TBLT) in CALL Framework

Task-Based Language Teaching using Computer-Mediated Communication is popular in improving learners' communicative ability. There are many advantages of this approach including enhancing students' autonomy, self-learning etc (Ahn & Lee, 2016). However, there are limited studies in this field (Kitade, 2006, Stockwell, 2010), so it needs further investigation. This study investigated lexical diversity and syntactic complexity in TBLT using synchronous and asynchronous CMC. In the study 18 advanced learners of English worked on decision-making tasks in small groups, using both modes. Lexical diversity and syntactic complexity (mean length of sentence, clause, and T-unit) were analyzed quantitatively. A T-test was used, and the findings indicated no significant difference regarding lexical diversity between the two modes. When considering syntactic complexity by all three variables, there were statistically significant increases in relation to the asynchronous CMC. These results suggest different modes of CMC have the potential to develop different aspects of second language learning.

References:

Kitade, K. (2006). The negotiation model in asynchronous computer-mediated communication (CMC): Negotiation in task-based email exchanges. *Calico Journal*, 319-348.

Ahn, T. Y., & Lee, S. M. (2016). User experience of a mobile speaking application with automatic speech recognition for EFL learning. *British Journal of Educational Technology*, 47(4), 778-786.

Stockwell, G. (2010). Effects of multimodality in computer-mediated communication tasks. *Task-based language learning and teaching with technology*, 83-104.

14:05-14:35

Breakout room 1

Parallel 1

K. Wrobletz, Kobe Gakuin University

Avoidance or Integration? Handling Automatic Translation Software in Online EFL Courses

The SARS-CoV-2 pandemic of 2020 has forcibly shifted the focus of education from traditional classroom environments to the domain of online distance-learning in many countries throughout the world. This radical transformation of the educational landscape has also forced many educators to redesign curricula to accommodate for the unlimited access to internet-capable computers. The unimaginably large variety of online tools available to students enrolled in distance-learning EFL courses clearly offers opportunities for enhanced learning (e.g. access to online dictionaries, grammar references/explanations, and automatic translation software). On the other hand,

Breakout room 2

Parallel 2

R. Ohata, University of Tsukuba

日本語習得研究におけるオンライン調査法の一考察

この度のコロナ禍で、大学における言語教授法は劇的に変化した。オンライン授業が対面式授業に取って代わり、授業形態だけでなく教師側に求められる役割や資質そのものが変化した。受講する学習者も、学習場所を選択できる一方、自律性が求められるようになった。しかしこの「対面式→オンライン」の変化は教授法に限ったことではない。人文社会科学研究全般におけるデータ採取もオンラインへの移行を余儀なくされた。これまで対面式で行なってきたアンケートやインタビューなど、オンラインで実施することで得られるものがある一方、失うものも少なくない。

improper use of and overreliance on these tools, with specific reference to automatic translation software, may actually do more harm than good. This study analyzes the advantages and disadvantages for Japanese university students utilizing automatic translation software in online EFL courses and outlines a strategy to teach students how to maximize the benefits provided by automatic translation software in educational/professional contexts.

Breakout room 3
Parallel 3

S. Warfield & C. Journeaux, NYU Shanghai

Social Presence in Online Learning; the Role of Feedback

Social presence has been defined as “the feeling of being there with a real person” (Oh et al., 2018). It has been claimed that this is a key element of the learning experience with the potential to enhance learning, not only in terms of collaborative construction of knowledge, but also student motivation and satisfaction (Garrison and Shale, 1990; Richardson and Swan, 2003). However, with the recent wide-scale move to a virtual learning environment, online learning can be “a lonely enterprise” (Randall, 2017). In such a context, we argue that it is not sufficient to expect a feeling of community to develop organically, but rather that conscious strategies are required on the part of both instructor and learners to create a sense of connectedness and support through meaningful interaction. This presentation will examine the benefits of social presence in online instruction and suggest how it can be developed through the process of feedback.

本発表では、まず先行研究を元に対面式データ採取とオンラインデータ採取の特徴を考察し、信憑性・信頼性の高いデータ取得のためのステップを検討する。また、その言語教育研究における意義と、特に日本語習得研究における応用可能性を考察し、ポストコロナ時代の日本語教育研究のあり方を検討する。

Breakout room 4
Parallel 4

R. Remmerswaal & R. Barington, Sojo University

Teacher and Student Perceptions of Auto-graded Assignment Efficacy

Due to COVID-19, many changes were made to curriculums throughout Japan. At Sojo University, several auto-graded assignment tools were used in the English Communication 1 course. These tools aimed to improve student English vocabulary, understanding, pronunciation, fluency, and listening skills. Near the end of the course, students (583 responded) were given a survey to gather feedback related to these activities. All teachers (9 total) completed a survey asking for a reflection of the year, specifically looking at challenges they faced. These surveys were compared and found that students were likely to perceive themselves as learning, while teachers were less confident that something had been taught. This presentation details these activities and explores the perceptions of students and teachers in the efficacy of these learning tools. From these results, best practices are suggested for how teachers can utilize these tools more effectively with their students.

14:45-15:15

Breakout room 1
Parallel 1

S. Fathali, Alzahra University

An Exploratory Study of Barriers and Opportunities of Shifting to Online Education: A Case of Iranian EFL University Students

The outbreak of COVID-19 revolutionized education all around the world. The urgent shift to an online education has been very demanding for administrators, teachers, students, and anyone involved in education. Although online and blended learning has long been practiced in language education with the emergence of CALL (computer-assisted language learning), this sudden unplanned shift created a different image, especially in less technologically developed countries. Accordingly, the present case study aimed at understanding the existing barriers and challenges of this urgent shift to online education from Iranian EFL university students' perspectives. The data was collected through semi-structured interviews, focus groups, and students' reflection sheets. Content analysis using Nvivo 12® was conducted for the triangulated textual data. The findings revealed six high-impact issues, not only technological, but also psychological that impeded students from fully benefiting from online education. The prevailing barriers and possible future solutions are discussed in the paper.

Breakout room 2
Parallel 2

R. Vanbaelen, University of Tsukuba

Learning Management Systems during Emergency Remote Teaching: The Need for Continuous Adjustment to the Target Group

When the Spring classes of 2020 were moved online due to the Covid-19 pandemic, the Japanese Language Education Division of CEGLOC at the University of Tsukuba opted for Zoom and the university's learning management system (LMS) Manaba as the main platforms for instruction.

LMS can be used for multiple purposes, such as assignment submission and feedback, tests, discussion forums etc. This presentation focuses on how the presenter continued adjusting the use of Manaba to the target group. Three courses with different target groups (short-term international students/ undergraduate students/ graduate students) are compared. As a result, class frequency, course content, geographical location of course members, and student maturity clearly led to adjustments in the LMS use.

An honor code to deal with test function limitations such as language input, combining email with LMS individual feedback functions to cater to individual student preferences, and the extended use of bilingual Japanese-English discussion forums will be addressed.

Breakout room 3

Parallel 3

A. Kovalyova, University of Tsukuba

Impact of COVID-19 on the Learning Preferences of EFL Learners and Attitude towards Online Education

Understanding the impact of COVID-19 on learning preferences of EFL learners is an essential element supporting the transition from emergency remote teaching (ERT) towards effective online learning. The presentation will offer insights on EFL learning preferences affected by the spread of COVID-19, focusing specifically on the learners' attitudes towards an online learning environment.

More specifically, the study utilizes the results of a questionnaire collected from 30 Japanese and 30 Ukrainian EFL learners by means of a random sampling. The questionnaire gathers information regarding study style preferences (i.e studying with a teacher, practicing with friends, self-study, studying abroad, etc), asking learners whether their preferences have changed after the introduction of COVID-19. Learners also shared their attitudes regarding a hybrid learning model and offered their opinions on what is missing in online education. The presentation will conclude with selected interview responses as well as key insights about students' reactions towards practicing English during COVID-19.

15:20-15:50

Breakout room 1

Parallel 1

G. Carloni, University of Urbino

Foreign Language Education and Digital Learning in a Time of Crisis: Challenges and Affordances

Emergency remote teaching (Bozkurt et al. 2020; Hodges et al. 2020) has represented a challenge for instructors and students during the Covid-19 lockdown worldwide. To address the pedagogical and psychological challenges that students in a foreign language education course at an Italian university experienced while learning online during the pandemic, the instructor developed course-customized practices within a digital pedagogy and open education framework. To foster equity and inclusion along with quality online teaching, the instructor implemented tasks drawing on digital open educational resources. Students thus engaged in collaborative multimodal knowledge construction in a foreign language while experiencing a pedagogy of care (Motta and Bennett 2018), suited to making learners feel protected and valued in a time of crisis. In this light, using a mixed-method approach, the present study aims to analyze the main challenges and affordances emerged in the course through the triangulation of data collected with various instruments.

References:

Bozkurt, A., et al. (2020). A global outlook to the interruption of education due to COVID-19 Pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1–126.

Hodges, C., et al. (2020). The Difference between Emergency Remote Teaching and Online Learning. *Educause Review*, March 27. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>.

Motta S.C., & Bennett A. (2018) Pedagogies of care, care-full epistemological practice and 'other' caring

Breakout room 2

Parallel 2

M. Nealy, Juntendo University

Benefits and Deficits of Online Learning in the English Language Classroom

In 2020, the COVID-19 pandemic caused upheaval in English education. Learning institutions across Japan and the world were forced to shift to a purely online environment. For many, the sudden shift created challenges that were not easy to overcome. The transition also uncovered new approaches to teaching that otherwise may not have been discovered. At Juntendo University Faculty of Health Sciences, we documented the process of designing an online curriculum for a class on spoken English Expression and observed its effect on learning outcomes and learner attitudes. Our approach was rooted in the progressive teaching philosophy, constructivist learning theory, and the technology philosophy of uses determinism. In this presentation, I would like to describe our approach and talk about the benefits and deficits we observed in the process. The hope is that others may learn from our experiences.

subjectivities in enabling education, *Teaching in Higher Education*, 23(5), 631—646. DOI: 10.1080/13562517.2018.1465911

Breakout room 3

Parallel 3

H. Woodward, Rikkyo University & L. Padfield, University of Nottingham

Asynchronous Online Debate Preparation Using Kialo Edu

In this presentation, we discuss the whats, whys, and hows of developing EFL students' critical thinking skills via an online, interactive program called Kialo Edu. It is a free program that students can use to (a) develop research skills, (b) learn about complex issues, and (c) prepare for synchronous debates. Educators create teams of students who contribute to Kialo Edu's argument-trees. These argument-trees are organizational structures representing the teams' claims, evidence, and rebuttals. Educators can also set Kialo Edu's argument-trees to private with only those who have a link able view it. We discuss how students can use Kialo Edu for asynchronous online debate preparation to better prepare students for synchronous debates (i.e., face-to-face or on Zoom). Lastly, we explain Bloom's revised taxonomy of cognitive learning and analyze ways in which Kialo Edu fosters different levels of learning.

16:00-16:50

Main room

Keynote 2: Assoc. Prof. Betsy Lavolette, Kyoto Sangyo University

From Emergency Remote Teaching to Online Learning: The Role of Professional Development

16:50-17:30

Main room

Discussion with Keynote Speaker 2 – Betsy Lavolette

17:30-17:45

Main room

Closing Remarks

17:45-18:30

Main room

Casual Get-together
