KEYNOTE SPEAKER 1

E31, THIRD FLOOR

Time / Room	Presenter	Title of the Presentation
10:00 - 10:50 E31	Professor Insung Jung *International Christian University, Japan*	E-learning, Mobile Learning Development and Research in Asia
Abstract	E-learning and m-learning are being adopted in universities, schools, workplace training and non-formal adult and community education across Asia. In South Korea almost 60% of large corporations and 20% of SMEs were using e-learning by 2004, 17 private non-profit cyber universities and colleges have been established, and 85% of the public and private universities provide courses online. In Cambodia, the Internet Village Motorman project delivers educational, medical and other Internet-based services into solar-powered schools, telemedicine clinics and other centres in remote rural areas by means of motorcycles equipped with mobile access points and satellite uplinks. The Open Academy for Philippine Agriculture provides Web-based services to farming communities. The Health Sciences University of Mongolia uses the Internet, mobile phones and other technologies to train rural physicians, undertake medical diagnosis and consultancy at a distance, and build a research and practitioner network in frontline healthcare. China's Shanghai Jiaotong University's E-Learning Lab has trialled an m-learning system that enables on- and off-campus students to receive textual, audio and video broadcasts of lectures, take these live or download them for later use, and interact with their teachers and peers by SMS.

National SchoolNets have also established links between schools, teacher training institutions and other agencies and facilitate inter-school collaboration and access to resources. Additional projects include: SchoolNet-Sri Lanka, SchoolNet India, Indonesia's Sekolah2000, WAN Kota and E-dukasi.net networks, SchoolNet Thailand, SchoolNet Japan, Malaysia SchoolNet, South Korea's EDUNET, Edu.MALL in Singapore, Pilipinas SchoolNet, Iran's SchoolNet and SchoolNet Lebanon. Early exposure to SchoolNets and other e-learning/m-learning environments seem to contribute to the development of digital natives in Asia. These projects and their supporting claims and methodologies will be explored in this paper. |

10:50 - 11:00	BREAK / POSTER SESSIONS

KEYNOTE SPEAKER 2

E31, THIRD FLOOR

Time / Room	Presenter	Title of the Presentation
11:00 - 11:50 E31	Hayo Reinders *Middlesex University, UK*	Do Computer Games Really Contribute to Language Learning?
Abstract	In recent years there has been a lot of interest in the potential role of computer games in education. Playing games is said to be motivating to students and to benefit the development of social skills such as collaboration and metacognitive skills such as planning and organisation. In addition, in the language classroom computer games are becoming increasingly popular. In Japan, for example, portable gaming devices such as the Nintendo DS have been used for the delivery of word games and in the UK and Thailand several projects have developed language games for use on mobile phones. However, the pedagogical approach underlying such games is often not clear. In the case of the Japanese classes, the games were intended to develop fluency but in fact offered only simple spelling exercises with right-wrong answers. In addition to pedagogic issues, there is very little research to support the claims made for using computer games in language education. In this presentation, I will first present these claims before reviewing a number of current language games. Next, I will report on an empirical research project designed to investigate the effects of an online multiplayer gaming environment on L2 use and acquisition. I will show that computer games can indeed affect L2 interaction patterns and contribute to L2 acquisition, but that this depends, like in all other teaching and learning environments, on careful pedagogic planning of the activities.

11:50 - 13:20	LUNCH

SPEAKERS ON PANEL A
ROOM E31, THIRD FLOOR

Time / Room	Presenter	Title of the Presentation
13:20 - 13:55 E31	Jonathan deHaan *University of Shizuoka, Japan*	Video Game Play, Language Learning, Creation and Community
Abstract	Video and computer games are receiving increasing attention by researchers and practitioners in education; however, most of the theory and pedagogy focus on general education (e.g., Squire, 2006) or language and literacy development of native speakers (e.g., Gee, 2007). There are very few examples of classroom uses of games to support second language development (e.g., Yip & Kwan, 2006). Language educators must know more about games and game-based instruction in order to use the media effectively. This show-and-tell presentation highlights two years of using digital games in a Japanese university for the purpose of developing English language, technology, and professional skills. I will discuss the following game and language-learning activities: (1) students' design, presentation and critiques of games, (2) technical document design, (3) autonomous learning using diaries and vocabulary work-sheets, (4) game journalism, (5) student game research, and (6) University-community interaction. The discussion of these activities will be supported by the distribution of teaching materials and student work. Initial analyses of observations, interviews, tests, surveys and student notes and projects for trends in learning outcomes and player experiences will also be presented.	

Time / Room	Presenter	Title of the Presentation
13:55 - 14:30 E31	Alice Chik *City University of Hong Kong Hong Kong*	Learner Autonomy Development Through Video Gaming
Abstract	The relationship between video gaming and foreign language learning is a particularly difficult issue in Asia. Though there is an emerging presence of Chinese and Korean online games available, the most popular commercial off-the-shelf (COTS) video games are either in English or Japanese. All Hong Kong students are required to take English as a foreign language, which has resulted in a huge range of proficiency, but Japanese is not offered at public schools. So, most Hong Kong video gamers are playing *foreign language* video games. Yet language barriers do not diminish the market demand for foreign language video games. Though video gaming itself is gaining academic attention and recognition for enhancing digital literacies and learning motivation, there is very little published work on the impact of video gaming on foreign language learning. This paper discusses findings from a project investigating the impact of video gaming on learner autonomy development. Ten undergraduate video gamers (F=4, M=6), video-taped their COTS game playing. Their sessions, as learning experiences, were written up as blog entries for group sharing. The participants discussed their choices of COTS games, their approaches in adopting video games for learning, the strategies developed, and differentiation from classroom-based foreign language learning. The paper will argue that these gamers exercise learner autonomy by managing their video gaming both as leisure and learning experiences.

14:30 - 14:40	BREAK / POSTER SESSIONS

SPEAKERS ON PANEL B

ROOM E21, FIRST FLOOR

Time / Room	Presenter	Title of the Presentation
13:20 - 13:55 E21	K. Sheehy, K. Kear, R. Jones & P. Herring *The Open University, UK*	Designing a Virtual Teacher for Non-Verbal Children with Autism: Pedagogical Affordances and the Influence of Teacher Voice
Abstract	The prevalence of children with autism in Asia has been estimated as comparable to that in many other countries (Jeevanandam, 2009; William et al., 2005). Within this group, approximately one-third to one-half of these children will lack functional speech (Mirenda, 2003) and have severe learning difficulties. There have been recent technological developments for teaching children with autism, for example virtual worlds (Bignell, 2008) and socially intelligent agents (Dautenhahn & Werry, 2004). However, there has been relatively little research into the effectiveness of technologically supported approaches to language development for those children who are non-verbal. The Picture Exchange Communications System (PECS) is an augmentative and alternative communication (AAC) approach that has been used with children with little or no speech to develop language and communication skills. In essence the children gradually learn to communicate through exchanging pictures and symbols for desired items or outcomes. There is empirical evidence to support the value of this approach (Preston & Carter, 2009). This paper considers a technologically supported approach within this area: Computer Assisted Picture Exchange (CAPE). It examines the issue of teacher embodiment and the affordances arising from using an interactive virtual teacher avatar that responds to the child's manipulation of objects and symbols in the physical world. The paper discusses investigations to compare synthetic and natural teacher voices, and to assess their influence on the learning of communication skills by children with autism.

Time / Room	Presenter	Title of the Presentation
13:55 - 14:30 E21	K. Fujii, J. Elwood, B. Orr *University of Arizona, USA* *Tsukuba University, Japan*	Google Maps for Language Exchange
Abstract	One of many aspects of the burgeoning world of cloud computing, Google Maps, provides an engaging classroom tool that allows student production to be easily exhibited publicly in what Shulman (1997) dubbed the 'capstone experience' of a learning endeavor. This paper explores a language exchange activity using Google Maps between university EFL students in Japan and JFL (Japanese as a foreign language) students in Arizona, USA. The details of developing class maps will be explained as well as challenges encountered in implementing the program. In addition, possible extensions of this activity using other cloud computing applications such as blogging will also be introduced.	

14:30 - 14:40	BREAK / POSTER SESSIONS

SPEAKERS ON PANEL C
ROOM E31, THIRD FLOOR

Time / Room	Presenter	Title of the Presentation
14:40 – 15:00 E31	Irina Averianova *Nagoya University of Commerce & Business, Japan*	Texting in the Academic Context: Pros and Cons
Abstract	Texting, or SMS shorthand writing, is a unique language phenomenon not only due to its linguistic peculiarities, but also because of the varied and conflicting attitudes it has generated within a remarkably short period of time. On the one hand, it is an inevitable and ingenious adaptation of language to the technical requirements of the medium; on the other hand, it is often treated as the main cause of the moral panic about the declining literacy skills in the younger generation. Current research on the effect of texting on the development of language competence both of native speakers and ESL learners is quite ambiguous and inconsistent. There are numerous claims on the side of educational authorities and practitioners that texting is progressively penetrating into the academic production of students, which testifies to the lack of code-switching skills and growing preference towards nonstandard language. Moreover, texting is considered disruptive for classroom atmosphere, as it leads to multitasking and frequent ludic activities. Conversely, the supporters of texting insist that reports on the impending linguistic disaster are highly exaggerated, whereas there are many other factors besides texting that can account for literacy deterioration. They also believe that with texting, youngsters are exposed to more reading and writing than ever before. And finally, there is some evidence that non-native speakers increasingly borrow English textisms, a trend which testifies to a higher appropriation of the language by ESL learners. The presentation looks into various aspects of texting from the TESOL point of view and reports on current research on this issue.

Time / Room	Presenter	Title of the Presentation
15:05 - 15:25 E31	Kurtis McDonald *Kobe College, Japan*	Supporting Communities of Instructors with Online Discussion Forums
Abstract	Teaching has often been described as an isolating profession. Perhaps nowhere is this more true than at the university setting in Japan where teachers not only experience the typical professional demands but also experience frequent job turnover. As a result, open communication may be difficult and collaborative opportunities among colleagues may be limited. Although there are clearly many obstacles which perpetuate a culture of professional isolation in teaching, the need for teachers to communicate and collaborate effectively remains an essential part of a successful educational environment.

Fortunately, the use of computer-mediated communication (CMC) has been shown to be effective in reducing teacher isolation and supportive of more substantial collaboration between teachers. In particular, online discussion forum systems such as *phpBB 3.0*, with which users can maintain easily-followed threaded discussions arranged by topic posts, may provide numerous opportunities for faculty members to communicate about topics of interest and importance and the flexibility of doing so at anytime and from anywhere with an Internet connection.

This presentation seeks to provide a rationale for the use of online discussion forums to foster improved departmental communication and collaboration and examines the output and perceived effectiveness of one such forum used by a faculty composed of limited-contract, English language instructors at a large, private university in Japan over the course of two academic years. In addition to highlighting the most salient quantitative and qualitative results, recommendations for the successful implementation of such an online discussion forum will also be offered. |

Time / Room	Presenter	Title of the Presentation
15:30 - 15:50 E31	Brian Teaman *Osaka Jogakuin College, Japan*	Leveraging Emerging Technologies for Speaking

Abstract	
	Speaking is still behind the other main skills (reading, writing, listening) in the amount of time Japanese students spend on it both in and out of the classroom. Japanese education is so centered on testing without a spoken component that speaking is often ignored or merely thrown into courses because it seems like a good idea. In an environment where major changes are not likely to happen that will make speaking central to the language curriculum, is there a way to leverage emerging technologies to help provide a solution to this problem?

This presentation will outline the ways in which emerging technologies can be used to make speaking more central to language teaching and assessment. There are three ways in which technology can be used to improve speaking skills in Japan. First, listening to the target language is one crucial and perhaps the easiest problem to overcome. Digital audio is extremely easy to come by but getting the right audio to the right students is crucial. Secondly, technologies provide ways for students to interact with peers and other speakers of English. Thirdly, using the computer as a recording device allows students to have their productions assessed automatically or by peers or teachers. The technologies are in place but the real challenge is integrating them for students with varying needs. In this paper, I will show how these methods are being used and can be further exploited to correct this failure of the English language education system in Japan. |

SPEAKERS ON PANEL D

ROOM E21, FIRST FLOOR

Time / Room	Presenter	Title of the Presentation
14:40 - 15:00 E21	Greg Rouault *Kwansei Gakuin University, Japan*	KALL: 'The Kindle and I: Shall we Read?'
Abstract	Technological advances have introduced a wide range of resources with potential implementation in language learning. Many of these hardware components and software applications no longer present the prohibitive costs of earlier CALL applications. These personal learning environments (PLE) do however face more competition and increasing demands to deliver by better addressing the unmet potential of past learning technology fads. PLEs present some significant advantages for access in terms of language learning content and availability of learning opportunities anywhere and anytime. However, capitalizing on the salient opportunities is largely a function of learner motivation to take up autonomous study. This paper presents a case study that examines the use of the *Kindle* for reading activities in foreign language development. Initial reflections taken from the learning history log of a lifelong language learner provided the foundation for a preliminary study into the use of *Kindle* for autonomous language study beyond the classroom. Drawing upon the mobile resources available with the *Kindle*, a range of language learning applications was investigated. In addition to learning-log comments on motivation and the actual learning interactions, ongoing discussions were maintained over the initial months of adoption. Furthermore, by addressing the relevant assumptions behind PLEs, this paper draws on case study perspectives to explore the learning potential and establish aims and objectives. By including a first-hand account of the experience with this new technology, the paper covers both opportunities and obstacles and closes with future implications and a look into avenues for follow up studies.

Time / Room	Presenter	Title of the Presentation
15:05 – 15:25 E21	Lawrie Hunter *Kochi University of Technology, Japan*	Media as Levers
Abstract	Physical limitations mean that not every English class can have full access to information technology. Yet 'virtually' every learner does have some means, personal and/or institutional, of personal access to web and media (e.g. mp3) content and technology. Though standardization remains an obstacle, IT uniquely presents the possibility for the individualization of learning activities, e.g. in matters such as video watching style. For the most part standardization obstacles can be overcome by heightening the learner's motivation and need to access the task resources/media. Media leverage (design of task sequence and resource interplay) can greatly enrich the learner's experience of a task. This presentation shows some designs for leverage in task motivation. For example, web- and mobile-accessible sound files presenting 'answers' for preparation for oral testing of line graph language; hidden curriculum agenda in peer assessment of 'Japlish' in student presentation videos. Wesch <http://blip.tv/file/2615703/> presents a call for education to move beyond absorption learning and critical thinking towards developing learner creativity. The notion of creativity in language learning scenarios raises essential issues such as curriculum control, learner time demand, and input/output sequencing and proportion. The use of recently available tools such as Cmap Tools, Yahoo Pipes and debategraph may provide partial resolutions for these issues, but task-intrinsic behavioral constraints such as media leverage, as well as content-related constraints, can provide overall resolutions while at the same time making tasks more effective in terms of motivation.

Time / Room	Presenter	Title of the Presentation
15:30 - 15:50 E21	Steve McCarty *Osaka Jogakuin College, Japan*	Video Production for Community Outreach
Abstract	This presentation demonstrates *YouTube* video production and videoblogging while traveling with students abroad, which the presenter calls 'vlogging abroad'. In an age where faculty members are increasingly called upon for community outreach activities, video production opens up new possibilities to serve a wider community of college stakeholders. One initiative to be shown is a case of vlogging abroad from New Zealand to a women's college in Japan. With the cooperation of college staff, through a campus blog, parents were reassured in close to real time that their daughters were all right and having a worthwhile experience studying English abroad. Reporting after students arrive home contributes only the obvious, whereas blogging videos and photos as well as messages from abroad meets the most acute needs while enhancing services of continuing value to the campus community and possibly beyond. In the social context of East Asia, with fewer young people available to higher educational institutions, there is increasing pressure on faculty members to engage in traditional community outreach activities such as demonstration lessons. Thus, it could be argued that if faculty members take the initiative in off-campus activities and utilize social media such as online video, educational institutions will be able to reach a wider audience than was hitherto possible. The presentation therefore suggests wider aims for community outreach as well as showing how to use technologies to accomplish these goals. Needed equipment will be shown and, as time allows, participants can watch a study abroad program unfold in scenic New Zealand.

POSTER PRESENTATIONS
ROOM E31, THIRD FLOOR

Time / Room	Presenter	Title of the Presentation
15:55 - 16:15 E31	Yuko Watanabe *Toronto University, Canada*	Creating a *YouTube* Clip: Collaborative Dialogue Between Foreign Language Learners
Abstract	Taking a sociocultural theory perspective, this poster presents a research proposal that examines the collaborative dialogue between university Japanese-as-a-foreign-language (JFL) learners as they work on a group project of creating a *YouTube* video clip. Swain (2000) defines collaborative dialogue as the dialogue in which speakers are engaged in problem solving and knowledge building. A number of studies have examined how collaborative dialogue between peers mediates second language (L2) learning. With the development of new digital technologies and their gradual introduction into the L2 classroom, recent studies have begun to investigate the collaborative dialogue in the contexts of computer-mediated communication. The current study therefore explores the nature of collaborative dialogue as the learners jointly create a short video clip (movie, skit, commercial) aiming to upload it to *YouTube*. Twenty students were asked to self-form a pair or group of three to first jointly create a script in Japanese, then video-record their performance in order to upload it to *YouTube*. All the groups were given thirty minutes of class time to work on the project in every class for two weeks (i.e., 4 classes). Pair talk inside and outside the classroom was recorded and analyzed in relation to the transcription and language-related episodes (Swain & Lapkin, 1998). Video clips were also examined to trace how each student's suggestions, questions, agreements and disagreements during their collaborative dialogue were incorporated to their final product. A follow-up interview was also conducted to explore the insider's view.	

Time / Room	Presenter	Title of the Presentation
15:55 - 16:15 E31	Charles E. Robertson *Tokai University, Japan*	Maintaining Motivation: Video Slideshow Writing Project
Abstract	Maintaining learner motivation is a challenge faced by most teachers in the classroom. In an EFL context, one way of meeting this challenge is through the proper application of CALL technologies in support of pedagogically-sound approaches to language learning. In recent years, researchers have demonstrated how CALL can positively affect L2 learner motivation (Egbert, 2003; Fotos, 2004; Warschauer, 1996); moreover, other research has examined how Web 2.0 technologies, in particular, have helped to create motivating learning environments (Alm-Lequeux, 2004). For example, the inclusion of blogging software into an L2 writing curriculum can help stimulate and narrow subjects of discussion into appropriate topics for writing assignments. Video posting sites, such as *YouTube*, can help showcase students' original work, as well as create an opportunity to dialog with others about their work; thus, as Alm-Lequeux has argued, these technologies can help balance and promote notions of learner relatedness, competence and autonomy to create a more motivating learning experience. This poster presentation will give participants a look at a video slideshow project, which asked L2 composition students to explore and explain about their hometowns. The presenter will explain the goals of the project and show completed student projects uploaded to the Web. In addition, participants will learn how students created their projects step-by-step. Finally, the presenter will share students' reactions to this project and discuss why it was so motivational and meaningful, utilizing the SDT (Self Determination Theory) framework.

Time / Room	Presenter	Title of the Presentation
15:55 – 16:15 E31	J. M. Carreira & F. J. Carreira *Tokyo Future University, Japan*	The Possibility of an Electronic Book Reader for Children in Japan
Abstract	The LeapFrog Tag Reading System (TRS) is an electronic book reader for children, which includes paper pages and a wireless, battery-operated pen and uses proprietary technology that embeds, in a tiny dot pattern on the books' printed pages, about 150 sounds in each book. Each picture plays music and sound effects that vary each time children click. Children pass the pen over the words to hear the story in English, or they can click on a picture for a sound effect. Children are able to control the reading of the book by placing the book pal on the word or sentence and other images. After children have played, teachers or parents can connect the book pal to the online LeapFrog Learning Path to see the childrens' progress and get printable activities to expand the learning experience.

This study aims to explore how Japanese children are able to use the TRS. The study discussed in this paper was conducted in September 2009. A total of 9 children (aged 2-5 years) in a private English school were selected to participate and the children used the TRS for 7 days. Their mothers reported how the children used the system and this study focuses in particular on how the children used the system according to age levels and abilities. In conclusion, the paper will discuss the possibility and potential of using the TRS in English education in Japan. |

Time / Room	Presenter	Title of the Presentation
15:55 – 16:15 E31	Jonathan deHaan *University of Shizuoka, Japan*	Wiki-based management of digital video and text for strategic interactions in experiential EFL learning
Abstract	Communicative language teaching can be problematic in Japanese university classes with large numbers of students with low motivation (Oda, 1993). This poster details the use of a free and private wiki (a site hosted by www.pbworks.com) as the learning management system for a 4-week teaching module designed to improve the oral communication skills of Japanese university EFL students. Students engaged in repeated experiential learning cycles (Dewey 1938; Lewin, 1951; Kolb, 1984; Argyris & Schon, 1996) of planning, doing, observing, and evaluating their performance of a role in a strategic interaction scenario (Di Pietro, 1987). Each performance was digitally video recorded and uploaded to the wiki. Students then used the wiki to evaluate their video performance, transcribe and self-correct their utterances, and reflect on changes in subsequent performances. The instructor used the wiki's video and text to give students online feedback and focus post-performance group debriefing sessions. The wiki also made it possible for students to view and learn from others' performances in and out of class. Comparisons of performance transcripts revealed syntactic, pragmatic, lexical and fluency improvement from learning cycle 1 to learning cycle 2, and observations, surveys, and interviews provide evidence for the students' ease of use of the wiki and video cameras, enjoyment of the instructional activities, and improved independence and confidence. The results suggest that a wiki, digital video, and strategic interaction-based experiential learning cycles can be effectively integrated for Japanese university EFL students' oral communication development. Minor technical and pedagogical recommendations are elucidated.

SPEAKERS ON PANEL E

E31, THIRD FLOOR

Time / Room	Presenter	Title of the Presentation
16:15 - 16:35 E31	Jim Elwood & George MacLean *Tsukuba University, Japan*	Classroom Feedback Systems and Mobile Students
Abstract	As students become increasingly mobile and the ongoing miniaturization of technological devices continues, those small devices have become more and more useful as educational tools. The following paper considers several aspects of that relentless march of technology and how learners perceive such devices, both in objective and affective terms. In addition, the current study investigates feedback, both to and from learners and instructors. Results indicated that students showed a pronounced propensity toward using mobile technology as well as exhibiting a fair degree of proficiency with it. Regarding feedback, students expressed preferences for holistic feedback rather than detailed grammatical feedback and immediate rather than delayed feedback. Results were similar by gender although females showed less inclination to use technology for several tasks than males. Implications of these results are then discussed, and suggestions for future research are offered.	

Time / Room	Presenter	Title of the Presentation
16:40 - 17:00 E31	Jeremy White *Ritsumeikan University, Japan*	Using Facebook Groups to Improve Lesson Activities through Video Observation
Abstract	Facebook is a well-known social networking site founded in 2004. Many people see Facebook as just a means to keep in contact with family and reunite with long lost friends. However, Facebook can be used by educational professionals for personal development of classroom activities. As teaching is often a solitary profession, critical evaluation of lessons through observations is often difficult to facilitate. Facebook can be used as a means of gaining critical evaluation of classroom activities without the need to interrupt the schedules of others or have the intrusion of an observer in the classroom. This can be achieved by uploading videos of lessons or parts of lessons you wish to be evaluated on a special evaluation group for others to critique. Using Facebook groups for evaluation also allows for a wider range of evaluators with a variety of backgrounds and experience to critique, as teachers from any part of the globe are able to view lessons and give suggestions or advice.	

| Time / Room	Presenter	Title of the Presentation
17:05 - 17:25 E31	Darren Elliott *Nanzan University, Japan*	Personal Learning Networks – the what, why and how
Abstract	The idea of the Personal Learning Network (PLN) is not, in itself, new. However Web 2.0 and mobile technologies are enabling teachers to connect as never before. This presentation will explore various issues surrounding the construction of a PLN, starting from the theoretical and moving to the practical. The presenter will discuss the new democracy of PLN's and connectivism, advise on how to start building a PLN and how to maintain it, and will also touch on the dangers of the 'dripping tap' of irrelevant information and ways in which to integrate the strands of a PLN across virtual and 'real' worlds.	

SPEAKERS ON PANEL F

E21, FIRST FLOOR

Time / Room	Presenter	Title of the Presentation
16:15 - 16:35 E21	Jonathan Britten *Nakamura University, Japan*	Prospects for Coevolution of a Globally Shared Language (GSL)
Abstract	Unlike well known but marginalized constructed languages such as Esperanto, the concept of a coevolved Globally Shared Language (GSL) is both inchoate and potentially seminal. Rapidly expanding and converging information and communication technologies (ICT) could greatly facilitate GSL coevolution, which may already be in progress, though unrecognized. Among these ICTs are Internet social networks, online translation and interpretation, virtual reality locales, and various forms of 'mixed and augmented reality.' Wireless Ready participants are well positioned to apply the hardware, software, and social engineering solutions from which the GSL could emerge from a scaffolding of existing regional languages. The 'chaordic,' coevolutionary process could nurture and sustain a new language shared equally by everyone on earth.

This paper features various topics including: the One Laptop Per Child (OLPC) program; Second Life and virtual reality locales; mixed and augmented realities such as Seikai Camera; 'evergreen' teaching technologies; World Englishes; the World Language Process (WLP); emergent GSL Corpora; multilingualism and language preservation; and coevolution and Chaordic Communities. A key idea is that educators are ideally suited to initiate the growth of chaordic communities and to foster coevolution. The paper features thought-experiments and real-world examples that challenge the concept of 'global English' and the primacy of other regional linguae francae. It discusses possible innovations in grammar, vocabulary, syntax, orthography, gestures, and body language. The paper concludes with a discussion of the implications of GSL for education and its potential to promote a global 'living laboratory' for linguistic research. |

Time / Room	Presenter	Title of the Presentation
16:40 - 17:00 E21	Michelle Kawamura *Kwansei Gakuin University, Japan*	E-Learning and Collaborative Learning

Abstract	Web-assisted learning will become an integral part of education in the future. A new paradigm of incorporating the World Wide Web to expand classroom knowledge and to receive updated information is essential today. Another reason for this emergent need is to bring global awareness and to foster intercultural competence among our students. This paper's research is based on the following three methods of web-assisted learning in university English as Foreign Language courses: guided research, individual research and collaborative learning. This paper will report the implementation, evaluation on the effectiveness of each method, and as well as the analysis of the results. The qualitative survey results show the change in student perceptions regarding the limitations of English usage and its relation to the investigation of information via the internet. The results from the questionnaire show students' personal interests augmented in using English in guided research and individual research activities. The opinions gathered in relation to post-collaborative cross-cultural communication and from learning activities between the university students form Taiwan, S. Korea and Japan, indicate the positive connections between personal experiences and the level of intercultural competence. This research underlines the potential of utilizing web communication tools to give students a variety of exposure to global communities and current issues. Quantitative data was also gathered in a post-research questionnaire to understand the change in students' English learning motivation and attitudes towards foreign cultures. Finally, interview question analysis discusses the connections between the cross-cultural activity and students' new perception of intercultural relations.

Time / Room	Presenter	Title of the Presentation
17:05- 17:25 E21	Simon Thomas *Osaka Prefecture University,* *Japan*	Technology Enhanced Classrooms and Wikis: Facilitating the Integration of French Exchange Students into Life and Study in Japan and Building Relations with Japanese Students
Abstract	In the summer of 2009, 10 students from the EISTI Engineering Grand Ecole in Paris, France, visited Osaka Prefecture University (OPU) as part of an International exchange program. Through the use of a Wiki, OPU students corresponded with the French students in English before their arrival, providing meaningful use and practice of English language. To help the French students integrate into life in Japan and their studies at OPU, help and support was provided to them based on their individual needs and interests. The Wiki facilitated contact and provided online opportunities for cultural bonding between the two groups, building friendships and creating stronger relations. After their arrival in Japan, the French students were integrated into classes to communicate face-to-face with students they had communicated with online. To provide help and support desired by the EISTI students, the Japanese students collaborated to create written, audio and video projects making use of technology enhanced facilities and Web 2.0 tools. The design and production of these projects was enhanced by the use of Web-based language learning facilities, thereby providing the tools for independent research study and lifelong learning. This presentation will explore how this initiative was instigated to bring the two schools and students closer together. Along with the projects that were completed, it will also illustrate how contact with the French students through the wiki affected the Japanese students' attitudes towards, and use of English, both in their online and face-to-face situations.

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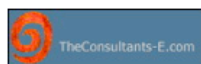
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Digital Asia: Language, Technology & Community

19th February 2010 (09:50 – 17:45)

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