

International Conference on
Technology-enhanced Language Learning and Teaching &
Corpus-based Language Learning and Teaching



7 – 9 July 2021

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I. About TeLLT & CoLLT 2021

The jointly held TeLLT & CoLLT 2021 conference aim to bring together academics from around the world to report on their various research work related to technology-enhanced language learning and teaching (TeLLT), and corpus-based language learning and teaching (CoLLT). As TeLLT and CoLLT are gaining momentum in this digitized world, we hope that through the two jointly held conferences we can promote Hong Kong as a hub for academic exchanges and collaborations in the area of technology-enhanced language learning and teaching, and corpus-based language learning and teaching. We welcome scholars to report their studies on technology-enhanced (including corpus-based) learning and teaching of English, Putonghua, Cantonese, and other modern languages.

The conference is composed of keynote speeches, paper presentations, themed panel discussions, and poster display.

The topics include:

1. New technologies and second/foreign language education
2. TeLLT environment
3. TeLLT & L2 teacher education
4. TeLLT & L2 learners
5. Web-based instructional design for second/foreign language instruction
6. Web-based & resource-driven language learning
7. Technology-enhanced language assessment
8. Mobile language Learning and emerging technologies
9. Fostering autonomous language learning through technologies
10. Managing multimedia/hypermedia language learning environments
11. Corpus-based language learning and teaching
12. Corpus-based lexicology and lexicography
13. Corpus-based grammatical studies
14. Corpus-based studies of phonetics and phonology
15. The use of corpora in discourse analysis
16. Corpus approaches to the study of new media
17. Corpus design, compilation, and types

18. Corpus methodology
19. Corpora, contrastive studies, and translation
20. Corpus-based computational linguistics
21. Corpus-based data-driven learning
22. Special uses of corpus linguistics
23. Other relevant areas

Keynote presentation

60 minutes (50-minute presentation + 10-minute Q & A)

Paper presentation

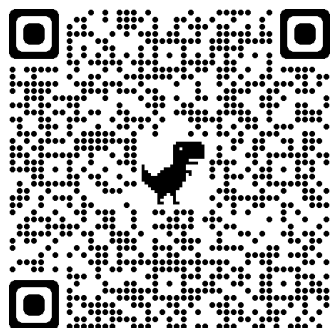
25 minutes (20-minute presentation + 5-minute Q & A)

Themed Symposium presentation

100 minutes (including Q & A)

Evaluation Form

https://docs.google.com/forms/d/e/1FAIpQLSd_u_GkoOJqRDeq5_Zy2LMnKA3cQcJsnM6QpLWTmnSgzlKgZg/viewform



**International
Conference on
TeLLT
&
CoLLT 2021**

II. Conference Programme

The International Conference on Technology-enhanced Language Learning and Teaching & Corpus-based Language Learning and Teaching (TeLLT & CoLLT) 2021 *Conference Programme*

DAY 1: WEDNESDAY 7th JULY 2021

9:15	Zoom meeting room for the Conference Opening Ceremony starts			
10:00-10:20	Conference Opening Ceremony and Group Photo Session Welcome speech: Professor Chi Kin John LEE (Vice President and Provost of EdUHK) Zoom Meeting Link: https://eduhk.zoom.us/j/92999615804?pwd=SVIBWXhDV2tIOUJBN2lkeGxoM2Z5dz09			
10:25-11:25	Plenary Session 1: KEYNOTE SPEECH by Glenn STOCKWELL Title: Learning in the Wild: Living and Learning with Mobile Devices Zoom Link: https://eduhk.zoom.us/j/92999615804?pwd=SVIBWXhDV2tIOUJBN2lkeGxoM2Z5dz09 Chair: Lixun WANG			
11:25-11:40	Break			
11:40-13:20	Parallel Session 1A Chair: Ka Yee CHAN	Parallel Session 1B Chair: Qunfan MAO	Parallel Session 1C Chair: Qing MA	Parallel Session 1D Chair: Meilin CHEN
	Designing a Localized English Learning App to Enhance Language Education and Motivate Daily	Computer Rules to Detect and Correct Structural Particle 的 Grammar Errors: A Corpus-driven	Improving STEM Writing through Data-Driven Learning: An Ethnographic Account of a DDL	Learning English Academic Writing at University: A Longitudinal Learner Corpus Study in Hong Kong

	<u>Acquisition</u> <i>Ka Yee CHAN</i>	<u>Approach</u> <i>Sihui LIU, Ming Ming CHIU & Alex MORAKHOVSKI</i>	<u>Intervention in a Girls' Secondary School</u> <i>Peter CROSTHWAITE</i>	<i>Meilin CHEN & Tanjun LIU</i>
	<u>Digital Transformation in Education: The Hong Kong's First-Year English Flipped Classroom Case Study</u> <i>Frankie HAR</i>	<u>'Kahoot! Self-Paced Games as Flipped Pre-Class Tasks - Does It Generate the Inquiry-Based Learning?'</u> <i>Qunfan MAO</i>	<u>A Learner Corpus is Born This Way: Design, Demonstration and Direction</u> <i>Danny LEUNG, Vanliza CHOW & Haoyan GE</i>	<u>Evaluating the Effectiveness of a Corpus-based Visual Feedback Paradigm on Chinese EFL Learners' Intonation Performance</u> <i>Jiayi ZHONG</i>
	<u>Investigating the Use of Turnitin Feedback Studio for Feedback on Writing Assignments at Universities: Students' Perceptions and a Reflection on Feedback Practices</u> <i>Yanyan Catherine LIN</i>	<u>Using Computer-Assisted Language Teaching Technology to Develop Multiple-Levels of Medical Vocabulary Knowledge of Second Language Medical Students from India</u> <i>Huiwan ZHANG, Katherine Yiqian CAO, Yuhan HUANG & Wei WEI</i>	<u>Facilitating the Development of TESOL Trainees' Corpus-Based Language Pedagogy with Online Collaboration</u> <i>Qing MA</i>	<u>Hong Kong Secondary School Students' Chinese Writing Performance in a Public Exam: A Corpus-based Perspective</u> <i>Hin Yee Hinny WONG</i>
	<u>Study on Affordances of Augmented Reality (AR) Learning Digital Games in Japanese Language Education</u> <i>Kazuaki NAKAZAWA</i>			<u>Relative Clauses in Written Hong Kong English: A Corpus-Based Study</u> <i>Chi Wui NG</i>
13:20-14:20	Lunch Break			
14:20-	Plenary Session 2: KEYNOTE SPEECH by Yueguo GU			

15:20	Title: A Critical Appraisal of Online Education Design from a Reflective Practitioner Zoom Link: https://eduhk.zoom.us/j/92999615804?pwd=SVIBWXhDV2tOUiBN2lkeGxoM2Z5dz09 Chair: Qing MA			
15:20-15:35	Break			
15:35-17:15	Parallel Session 2A Chair: Sijia GUO	Parallel Session 2B Chair: Yu BAI	Parallel Session 2C Chair: Ching Hang Justine CHAN	Symposium 1 Chair: Qing MA
	Online Language Learning Throughout and Post-Pandemic <i>Sijia GUO & Matt BOWER</i>	A Reading Tutor for Learning to Read: The Contribution of ASR Technology <i>Yu BAI, Ferdy HUBERS, Catia CUCCHIARINI & Helmer STRIK</i>	EFL Students' Use of Online Corpus Consultation to Overcome Vocabulary Errors in Academic Writing <i>Raniya ALSEHIBANY</i>	Corpus-Based English Teaching Design 1 <i>Jing YANG,</i> <i>Jieyi TANG,</i> <i>Jiayi ZHONG,</i> <i>Yunliang CHEN,</i> <i>Yun LONG,</i> <i>Po Yin WONG,</i> <i>Yui Wan WONG &, Ruixi XIAN,</i>
	Task Impact on Second Language Learners' Video-conferenced Collaborative Writing <i>Jookyoung JUNG</i>	Development of a Computerized Diagnostic Language Assessment Platform for Second Language Email Writing <i>Allan NICHOLAS, John BLAKE & Maxim MOZGOVOY</i>	Abstract Writing in Research Articles: Comparison of the Writing Style in Student Dissertations and Journal Publications in Applied Linguistics <i>Ching Hang Justine CHAN</i>	
	Promoting Learners' Information Literacy in Writing from Web-based Resources: The Implementation of a WebQuest-based Course <i>Katayoun REZAEI & Susan MARANDI</i>	Self-Paced Online Learning to Prepare the Common Recruitment Examination (CRE) <i>Hon Fong POON</i>	Lexical Bundles in Artificial Intelligence Journal <i>Hsin-Yu CHEN</i>	

	<u>They are of Different Kinds: A Corpus-based Approach to Category Nouns Zhong and Lei 'Kind; Type' in Spoken Mandarin</u> <i>Chen-Yu Chester HSIEH</i>	<u>Technology-Enhanced English Language Teaching and Assessment since 1980: A Bibliographic Review on 40 years' Publications in Mainland China</u> <i>Lan YANG & Juan GAO</i>	<u>Reporting Verbs for Citation Practices: A Corpus-Based Study on Academic Writing in English Language Teaching</u> <i>Jiahao YAN & Qing MA</i>	<i>Jingwen CHEN & Man Chun CHENG</i>
17:20	Conference closes for Day 1			

Remarks – Zoom meeting links for Day 1

Parallel sessions ending in A: <https://eduhk.zoom.us/j/91621940085?pwd=WHlQVGpRQzFZTkNPb29ScldpYzdV6QT09>

Parallel sessions ending in B: <https://eduhk.zoom.us/j/95110623757?pwd=UllSTEVRbGJzRjdIRDJvVFhaTjAvdz09>

Parallel sessions ending in C: <https://eduhk.zoom.us/j/97801737713?pwd=aGRvTEdib2hEelZ6c1RuK2c5b1R1QT09>

Parallel sessions ending in D / Symposium 1: <https://eduhk.zoom.com.cn/j/91773627011?pwd=RGE2clY5amliUGp3Y2x1bWRFSncyQT09>

DAY 2: THURSDAY 8th JULY 2021

9:30	Zoom meeting rooms for the Conference start
10:00-11:00	Plenary Session 3: KEYNOTE SPEECH by Randi REPPEN Title: <u>Using Corpus Resources to Inform Teaching and Learning</u> Zoom Link: <u>https://eduhk.zoom.us/j/99495064926?pwd=amNTUU1qMUprTmxaOUl0YzczZmpQUT09</u> Chair: Hsueh Chu Rebecca CHEN
11:00-11:20	Break

11:20-13:00	Parallel Session 3A Chair: Ron DARVIN	Parallel Session 3B Chair: Rebecca CHEN	Parallel Session 3C Chair: Qing Ma	Parallel Session 3D Chair: Sheng YAO
	<u>“Technology Enhanced” vs. “Digital Literacy” Learning: What’s the Difference?</u> Ron DARVIN	<u>Effectiveness of Technology-Mediated TBLT in Improving College Students' Oral Proficiency</u> Xin ZHANG	<u>Developing Corpus-based Language Pedagogy: A Case Study of Two English Language Teachers</u> Qing MA, Fang MEI, Lok Ming Eric CHEUNG & Jing YANG	<u>基於語料庫的現代漢語副詞“仍舊”和“仍然”對比研究</u> Sheng YAO
	<u>Preparation for IELTS under the New Normal</u> Calvin Yiu San TANG	<u>Chinese Pre-Service English Teachers’ Narratives about their Online Pronunciation Learning Strategies</u> Hsueh Chu Rebecca CHEN & Jing Xuan TIAN	<u>An Analysis of Mandarin Resultative Verb Compound V-jìn(盡)—A Corpus-Based Study</u> Chi-ling LEE & Siaw-Fong CHUNG	<u>"基於語料庫的留學生嵌偶單音詞使用和習得特點研究——以“享”為例"</u> Yu ZHANG
	<u>Learner Feedback on Computerized Dynamic Assessment</u> Yanfeng YANG & David D. QIAN	<u>What a Learner Corpus Tells us: Tonal Features of Mandarin by Hong Kong Cantonese Learners</u> Hsueh Chu Rebecca CHEN & Xiaona Tina ZHOU	<u>A Corpus-based Approach to Shell Nouns Analysis in Dcard Social Platform</u> Wei-Ting YANG & Siaw-Fong CHUNG	<u>本體研究與韓國學習者二語習得情況互動研究——以“立刻”“馬上”為例</u> Xiaolin BU
	<u>Online English Engagement: Antecedents and Outcome</u> Baohua YU & Yuyang CAI	<u>Promoting Technology-Enhanced Language Learning and Teaching (TeLLT) through the Establishment of a Community of Practice on TeLLT</u> Lixun WANG, Hsueh Chu Rebecca CHEN, Chi Kin John LEE &	<u>互聯網+教學實踐 (Internet Plus Teaching Practice)</u> Ping LEE WONG	<u>以課外電子學習活動促進學生的文言文學習</u> Kit Ling Dinky LAU

		Kwan Wai Eric YU		
13:00-14:00	Lunch Break			
14:00-15:00	Plenary Session 4: KEYNOTE SPEECH by Alex BOULTON Title: Three Decades of Data-Driven Learning: Lessons from the Past for the Future Zoom Link: https://eduhk.zoom.us/j/99495064926?pwd=amNTUU1qMUprTmxaOUl0YzczZmpQUT09 Chair: Qing MA			
15:00-15:20	Break			
15:20-17:00	Parallel Session 4A Chair: Christine APPEL	Parallel Session 4B Chair: Yanjie SONG	Symposium 2 Chairs: Lixun WANG & Rebecca CHEN	Symposium 3 Chair: Qing MA
	The Magnificent Seven: Design Elements in TandemMOOC Christine APPEL & Joan-Tomàs PUJOLÀ	Technology-Enhanced Self-Regulated Language Learning: A Systematic Review Yin YANG & Yanjie SONG	Students' Presentation on E-Portfolios of Technology-Enhanced Language Learning Hoi Yan CHAN, Jinghan DONG, Yongqi DONG,	Corpus-Based English Teaching Design 2 Po Yi KWOK Jing ZHANG, Hui ZHANG, Chuhua HUANG,
	Learning Pronunciation and Vocabulary through Websites Supported by Automatic Speech Recognition Technology: A Classroom Experiment in Indonesia Muzakki BASHORI, Roeland van HOUT, Helmer STRIK &	Integrating Feedback Technology in and beyond the Classroom: Using Dialogic Peer Feedback to Develop Feedback Literacy Brenda YUEN		

	<i>Catia CUCCHIARINI</i>		<i>Xiaoyun HAO,</i>	<i>Yanchao YANG,</i>
	<u>Chatbots in Egypt: Way to Learn or Passing Time?</u> <i>Heba TOUKHY</i>	<u>Implementation of a Blended-Learning Strategy in an Undergraduate French Language Course in Hong Kong</u> <i>Alice MOULIMOIS</i>	<i>Simon Jean LEUNG,</i>	<i>Bosheng JING &</i>
	<u>Using Multimedia to Enrich the Chinese Language Learning Experience of Beginners</u> <i>Yan Yan CHAN</i>	<u>Shifting Response, Delayed Response, or No Response: The New Normal of Small Talk for Online Classroom Management</u> <i>Bernie Chun Nam MAK & Mike Hin Leung CHUI</i>	<i>Chiao Yi LOH,</i> <i>Ka Wing Charles NG,</i> <i>Ngo Kwan POON,</i> <i>Yan SUN &</i> <i>Yiran WANG</i>	<i>Peng ZHAO,</i> <i>Cong CHEN,</i> <i>Chunlan JIN,</i> <i>Bojie QIAN</i>
17:00	Conference closes for Day 2			

Remarks – Zoom meeting links for Day 2

Parallel sessions ending in A: <https://eduhk.zoom.us/j/99807667969?pwd=bmpSNTM4c2h1K3V6YW5WeUJkTzFydz09>

Parallel sessions ending in B: <https://eduhk.zoom.us/j/99079947749?pwd=M25PRWtickRUem1LKzFUeTd4Z1R3dz09>

Parallel sessions ending in C / Symposium 2: <https://eduhk.zoom.us/j/95187937640?pwd=WXhSc3FPQUQ4WFZPTWxCZk0wdHo0dz09>

Parallel sessions ending in D / Symposium 3: <https://eduhk.zoom.com.cn/j/99403161480?pwd=YzdHbUpiOEduUWQyYjk4My9Kc0NDZz09>

DAY 3: FRIDAY 9th JULY 2021

9:30	Zoom meeting rooms for the Conference start
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10:00-11:00	Plenary Session 5: KEYNOTE SPEECH by Haojan CHEN Title: Developing and Promoting a Comprehensive OER Website for English Learners in Taiwan Zoom Link: https://eduhk.zoom.us/j/93475632724?pwd=ZlBzZVNvRWZHWTVRc0FUZkUxanhrZz09 Chair: Hintat CHEUNG			
11:00-11:20	Break			
11:20-13:00	Parallel Session 5A Chair: Qin LUO	Parallel Session 5B Chair: Wing Yee CHOW	Parallel Session 5C Chair: Ziye XIAO	
	Exploring the Potential of TextMix, a Corpus-Based Tool for Creating Word Jumble Reading Tasks to Implicitly Raise Syntactic Awareness <i>Brendon ALBERTSON</i>	Technology and Poetry: Pathway to Designing a Popularist English App from a Teacher's Perspective <i>Hang Joshua CHAN</i>	China Meets Colombia in Text Analysis Based on Rover from OCW Project: Cross-cultural Collaborative Online Writing <i>Ziye XIAO</i>	
	Peer Feedback via WeChat in an EFL Speaking Class: Learners' Motivation, Engagement, and Learning Gains <i>Yan DING & Jing ZHU</i>	How ICT Enhances the Process of Learning and Teaching in Tertiary Education <i>Yiu Tung James FONG</i>	Enthusiastic Wechat or Silent Dingtalk: Why the difference?- Study Based on an Intercultural Program between China and Colombia <i>Liping HU</i>	
	EFL Students' Perceptions of Online Flipped Instruction (OFI) during COVID-19 -A Case Study in China <i>Wulin MA & Qin LUO</i>	A Content Analysis of English-Vocabulary Learning Apps <i>Keyi ZHOU, Chin-Hsi LIN & Shiyun YANG</i>	An Online Collaborative Project Between China and Colombia Using Technology-Supported Communication: A Look at the Role of the Coordinator <i>Ying ZHOU</i>	

	<u>Research on the Effect of Data-Driven Learning on Eliminating L2 Avoidance in Senior Secondary Students' English Writing Using PED</u> Guangwei CHEN	<u>Motivating Students in the English Classroom with Technologies</u> Wing Yee CHOW	<u>Exploring Group Interaction and Its Relationship with Collaborative Writing Products in Distance Learning</u> Fang MEI, Jinlan TANG & Qing MA	
13:00-14:00	Lunch Break			
14:00-15:40	Parallel Session 6A Chair: Qin XIE	Parallel Session 6B Chair: Manny RAYNER	Parallel Session 6C Chair: Paola AGUILAR-CRUZ	Symposium 4 Chair: Chaak-ming LAU
	<u>Technology-Enhanced Video Feedback – Feedback that is Relational, Dialogic and Engaging in Nature, Feedback that Learners Find Prospective and Actionable</u> Nicole Judith TAVARES	<u>Using the LARA Platform to Crowdsource a Multimodal, Multilingual Little Prince</u> Elham AKHLAGHI, Anna BĄCZKOWSKA, Branislav BÉDI, Cathy CHUA, Catia CUCCHIARINI, Hanieh HABIBI, Ivana HORVÁTHOVÁ, Christèle MAIZONNIAUX & Manny RAYNER	<u>Difficulties in Communication through Technology Overcome in an Online Collaborative Writing Project</u> Yutong YANG	<u>Cantonese Teaching and Learning in the Digital Age</u> Viveik Mohan SAIGAL, Chaak-ming LAU, Mingfei LAU, Muhan ZHONG, Wai See PANG, Mei-ying KI, Yik-PO LAI &
	<u>The Gamelex Online Adventure: Gamification, ICT and Teacher Training</u> Joan-Tomàs PUJOLÀ & Christine APPEL	<u>Fair-Read: An Extensive Reading Platform</u> Dubhgan HINCHEY, John BLAKE & Norbert PREINING	<u>Communication, Motivation, and Satisfaction: Participants' Experiences and Perceptions in a Cross-Cultural Collaborative Online Writing Project</u> Kexin XIA	
	<u>Enhancing Assessment Literacy of Pre-Service English teachers</u>	<u>Technology-Enhanced Vocabulary Learning Activities: A Research</u>	<u>Challenges and Strategies During an Online Collaborative Story Writing</u>	

	<u>through an Online Data-Base of Assessment Tasks</u> <i>Qin XIE</i>	<u>Synthesis</u> <i>Chin-Hsi LIN, Keyi ZHOU, Fangzhou JIN & Weiwei LI</i>	<u>Project between China and Colombia</u> <i>Paola AGUILAR-CRUZ & Zongping XIANG</i>	<i>Ka-Fai YIP</i>
	<u>Investigating Primary and Middle School English Teachers’ Technological Pedagogical Content Knowledge Self-efficacy</u> <i>Chenshu ZHENG</i>	<u>Teachers’ Perceptions of Flipped Classroom: A Survey among English Teachers in Mainland China</u> <i>Fan SU & Di ZOU</i>		
15:40-15:50	Break			
15:50-16:50	Plenary Session 6: KEYNOTE SPEECH by Jozef COLPAERT Title: <u>The role of Open Data and Corpora in the Contextualization of the Language Learning and Teaching process</u> Zoom Link: <u>https://eduhk.zoom.us/j/93475632724?pwd=ZlBzZVNvRWZHWTVRc0FUZkUxanhrZz09</u> Chair: Chi On Andy CHIN			
16:50-17:00	Conference Closing Zoom Link: The same as the one of Plenary Session 6 (<u>https://eduhk.zoom.us/j/93475632724?pwd=ZlBzZVNvRWZHWTVRc0FUZkUxanhrZz09</u>)			
17:00	End of the Conference			

Remarks – Zoom meeting links for Day 3

Parallel sessions ending in A: <https://eduhk.zoom.us/j/92633636157?pwd=bSt4K0tEVkhQOUo1UXRVanBJcS9RZz09>

Parallel sessions ending in B: <https://eduhk.zoom.us/j/97171376477?pwd=Q0FHVYkyYkxoaFNmT2lybnpEbUIDQT09>

Parallel sessions ending in C: <https://eduhk.zoom.us/j/96305987749?pwd=cDVyNmNiYXRHb1lqeTlMMm5Wb3ZxQT09>

Symposium 4: <https://eduhk.zoom.com.cn/j/95008377287?pwd=OGxoamxuTWQzVGZVR04vSkZSVTJXZz09>

III. Welcome Speech

Professor Chi Kin John LEE

**Vice President (Academic) & Provost and Chair Professor of Curriculum and Instruction
The Education University of Hong Kong**

Dear keynote speakers, conference participants, ladies, and gentlemen,

It is my great pleasure to welcome all the participants today for the three-day International Conference on Technology-Enhanced Language Learning and Teaching & Corpus-based Language Learning and Teaching. This joint conference is co-organized by the Department of Linguistics and Modern Language Studies, the Centre for Language in Education, and the Centre for Research on Linguistics and Language Studies at The Education University of Hong Kong.

With our strong dedication to education and the wide use of educational technology, our Education University of Hong Kong aspires to be a world-class university that contributes to the advancement of educational technology, including technology-enhanced language education and corpus-based language learning and Teaching. Our university encourages the pursuit of academic knowledge, data-driven pedagogies, and information technology competencies, with a vision to nurture our staff, graduates, and postgraduates in advanced methods of the education field. This vision is well echoed by this international conference which greatly encourages the discussion and exchanges between researchers and practitioners on technology-enhanced language education and corpus-based language learning and teaching.

The jointly held TeLLT and CoLLT 2021 conference aims to bring together academics from around the world to report on their various research work related to technology-enhanced language learning and teaching (TeLLT), and corpus-based language learning and teaching (CoLLT).

It is our great pleasure to have invited 6 world-leading scholars in the field of technology-enhanced language education and corpus-based language learning and teaching to deliver keynote speeches. I'm sure that we will learn a lot from them. I would also like to extend my thanks to the participants from different parts of the world, such as Asia, Europe, Africa, Australia, North America, and South America. It is your participation and great support that will make our conference a great success. I hope you will enjoy this conference and gain cutting-edge insights on technology-enhanced language education and corpus-based language learning and teaching from this conference. Thank you and have a great conference!

IV. Plenary Sessions

[KEYNOTE 1] Glenn STOCKWELL (Waseda University, Japan)

Topic: Learning in the Wild: Living and Learning with Mobile Devices

ABSTRACT

The impact of mobile devices in education has exceeded the expectations of many teachers and at the same time failed to meet the expectations of others. Mobile-assisted language learning has expanded beyond relatively humble beginnings of replicating computer-based activities assigned in formal language learning contexts, and it now often consists of a complex mix of formal and informal learning activities that take place at different times and places throughout learners' daily lives. In saying this, we still have little idea of how learners do engage in language learning activities with their mobile devices, particularly when this learning takes place outside of class. Decisions about what tools to use are often driven by the costs, choice of hardware, and the knowledge of what tools actually exist, and how these tools are then used will depend on learners' skills, motivation, as well as their short- and long-term goals. The presentation describes learning through mobile devices in terms of "lifelong mobility", that is, how learning fits into the everyday lives of learners as humans living their lives. The complexities involved in understanding each individual learner's own ecological context as well as how these ecologies shift over time will be discussed with an eye on optimising learning opportunities for learners that will keep them engaged in learning throughout their lives.



Glenn Stockwell (Ph.D., University of Queensland) is Professor in Applied Linguistics at Waseda University, Tokyo, Japan. His research interests include designing language learning environments through technology, language teacher and learner motivation, mobile learning, and the development of learner autonomy. He is the author of three books and numerous articles and book chapters in the field of technology in language teaching and learning.

[KEYNOTE 2] Yueguo GU (Beijing Foreign Studies University, China)

Topic: A Critical Appraisal of Online Education Design from a Reflective Practitioner

ABSTRACT

Society, Norman (1993) observes, “has unwittingly fallen into a machine-centered orientation to life”, an orientation reinforced even further by the lockdown imposed by the pandemic Covid-19. Online learning no doubt provides a way to rescue formal education from a total collapse. At the same time, as Norman warns us, “things that make us smart can also make us dumb”. Advantages e-learning technology affords us may equally blind us from seeing its weaknesses, i.e., its constraints on the development of human intelligence.

This paper attempts to maintain a sober balance by appraising critically the designs of online education programmes over the last decade. The appraisal is made by a reflective practitioner, i.e., the current author himself, who has been the key designer for Beiwaionline Education Platform, iContent Platform, and a hundred e-learning courses. In a sense, the paper presents a case study of pros and cons concerning a field practitioner’s decade-old designing practice. It is worthy, so the author assumes, of a CALL Community’s attention, because it is intended to act as a mirror against which the community members may also take a look at their own practices.

The appraisal includes the following: (1) fundamental principles of e-learning design; (2) a critical evaluation scheme; (3) designing educational management system; (4) designing content management system; (5) designing user-computer interaction interfaces; and (6) reflections and regrets.

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The Routledge Handbook of Pragmatics (co-edited), The Encyclopedia of Chinese Language and Linguistics (co-edited, 5-volumes, Brill), Using the Computer in ELT, Pragmatics and Discourse Studies, and Chinese Painting. He has also edited several series of textbooks, and collections of academic papers such as Initial Exploration of Online Education, Second Exploration of Online Education. He is a member of the editorial boards for many international journals. He was the winner of five national top research prizes, and was awarded a K. C. Wong Fellow of the British Academy in 1997. He is a holder of many honorary posts, most noticeably special professorship of the University of Nottingham, Adjunct Professor of West Sydney University, Visiting Lecture Professor of Peter the Great St. Petersburg Polytechnic University, and Distinguished Research Fellow of Sydney University. (Personal website: www.multimodalgu.com)

[KEYNOTE 3] Randi REPPEN (Northern Arizona University, The USA)

Topic: Using Corpus Resources to Inform Teaching and Learning

ABSTRACT

Awareness of the use of corpus-informed or corpus-based materials for language instruction has increased over the last several decades, however, there remains much to be resolved before widespread use is practical. This presentation explores three approaches for using corpora and corpus information to inform language instruction. The approaches range from using existing corpus-based research and corpus-informed materials, to carrying out classroom-based corpus research. The approaches move from: 1. a focus on teachers' relationships with existing research and materials; 2. a focus on learners' use of online resources; 3. back to a focus on teachers, but with the goal of teacher as researcher. The three approaches can be used individually, or in combination depending on the instructional goals and student level. Each approach is described through detailed examples and practical classroom-based applications using freely available tools and websites.



Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University (NAU) where she teaches in the MA and Ph.D. programs. She has extensive ELT and teacher training experience, including presentations and workshops in over 25 countries. Randi has a keen interest in using corpus research to inform language teaching and to develop better language teaching materials. She is co-editor with Doug Biber of *Cambridge Handbook of Corpus Linguistics* (2015), and the lead author of two corpus informed grammar series, *Grammar and Beyond* (2012), and *Grammar and Beyond Essentials* (2019), both with Cambridge University Press. In addition, Randi's research has appeared in academic journals including, the *International Journal of Corpus Linguistics*, the *Journal of Second language Writing*, the *International Journal of Learner Corpus Research*, and *TESOL Quarterly*. In her spare time, Randi enjoys many outdoor activities.

[KEYNOTE 4] Alex BOULTON (University of Lorraine, France)

Topic: Three Decades of Data-driven Learning: Lessons from the Past for the Future

ABSTRACT

Corpus tools and techniques were very early appropriated by teachers and learners of foreign or second languages, with published research on their use beginning to appear over 30 years ago. Largely associated with work by Tim Johns who coined the term 'data-driven learning' in 1990, the approach has given rise to large quantities of academic publications such that it can be difficult to take stock of the whole. This paper reviews a number of syntheses and meta-analyses, and presents recent work conducted in association with Nina Vyatkina that attempts to collate as exhaustive a collection of empirical evaluations of DDL as possible. Extensive trawls uncovered 489 studies up to and including 2019; these were coded and additionally been converted to txt for a searchable corpus of over 2.5 million tokens that can provide key words and n-grams to gain an initial picture of the field. For a historical perspective, they are divided into five time periods; questions of 'quality' are examined by separately analysing 117 that were published in internationally ranked journals. The results show a generally healthy field featuring tremendous variety on some dimensions, though there may be a reluctance to embrace new types of tools and activities, and methodological rigour and transparency can clearly be improved. Under-researched areas and designs can be taken as suggestions for future avenues and opportunities.



Alex Boulton is Professor of English and Applied Linguistics at the University of Lorraine and director of the research group "Analyse et Traitement Informatique de la Langue Française" (ATILF: UMR 7118, CNRS & Université de Lorraine). Particular research interests centre on corpus linguistics and potential uses for 'ordinary' teachers and learners (aka data-driven learning). He has published and edited books and papers in these fields over the years and is on various boards and committees for scientific journals and associations: ReCALL (editor), Alsic, ASp,

CALL-EJ, the EUROCALL Review, IJCALLT, JALT-CALL Journal, Language Learning & Technology, Al-Lisaniyyat; AFLA (Association Française de Linguistique Appliquée; vice-president), EUROCALL (European Association for Computer Assisted Language Learning) and TaLC (Teaching and Language Corpora).

[KEYNOTE 5] Haojan CHEN (National Taiwan Normal University, Taiwan)

Topic: Developing and Promoting a Comprehensive OER Website for English Learners in Taiwan

ABSTRACT

It is critical for EFL students to develop good English ability in this globalized world. To enhance EFL students' motivation and English ability, an innovative English online learning website (Cool English: <http://www.coolenglish.edu.tw>) was developed by English department of National Taiwan Normal University. The research and development funding for this website was provided by Ministry of Education. The site has three major sections to serve elementary school, junior high school, and senior high school students. This website has adopted a wide variety of new CALL technologies. For listening, many interactive videos and even movies were prepared for students, and there are tools for students to adjust speech rate and to consult an online dictionary. For speaking, advanced automated speech recognition technology and AI chat bots were developed to facilitate speaking skills. Students can get instant feedback about their pronunciation via the website and cellphones. Materials for Google Assistant were also created. For reading, interesting OERs multimedia books and quizzes are available. For writing, a free grammar checker is available, it can provide feedback similar to Grammarly. In addition, to make English learning more engaging for young learners, several types of digital games were also developed. These games include a 3D role-playing games, various HTML5 games, unity-based English games. In addition to these, there are various exam preparation materials for students at different levels. So far, this website has more than 550,000 registered users. To better understand the needs of our users, Matomo, a web analytics application, was installed on our website. The tool helps to track online visits and display reports on user behaviors.

Howard Hao-Jan Chen (Ph. D, University of Pennsylvania) is Distinguished Professor at National Taiwan Normal University, Taipei, Taiwan. Professor Chen has extensive experiences developing various CALL websites and he also published papers in Computer-assisted Language Learning, ReCALL, English for Specific Purposes, Interactive Learning Environments, and Journal of Educational Computing Research. His research interests include computer-assisted language learning, corpus research, and second language acquisition. He is now developing and maintaining a large English Learning website, Cool English, serving about 500,000 elementary and secondary school students in Taiwan.



[KEYNOTE 6] Jozef COLPAERT (University of Antwerp, Belgium)

Topic: The role of Open Data and Corpora in the Contextualization of the Language Learning and Teaching process

ABSTRACT

Design mainly consists of applying universal principles and adapting those to local and individual aspects, taking into account the specific characteristics of 'the context'.

The notion of context in literature is a multifarious concept. On the one hand, context is seen as an ecology of factors and actors that may impact on the learning process. This impact is being described in terms of limitations, but also in terms of affordances. On the other hand, context is also often considered as an environment to be designed by the teacher (in a socio-constructivist, situated learning or simply motivational approach).

In fact, we can say that there are four types of contexts: the sociocultural context, the educational context, the geotemporal context and the learning environment. All four do have an impact on learning, but the first three types of contexts also impact on the design process that leads to the fourth: the learning environment.

In this presentation, we will focus on the role of Open Data and Corpora in the contextualization process. We will analyze in more detail the extent to which we can use information about the location of the learner (proximity of artefacts, information sources and contacts) in order to enrich the learning experience with relevant and motivating tasks and activities. To what extent can we use Open Data and Corpora in order to provide tailor-made, relevant and meaningful content?

Jozef Colpaert will try to convince the participants that this geotemporal contextualization will become one of the most exciting research topics in CALL, given the simplicity of the technology to be developed and the numerous application possibilities in language education.



Jozef Colpaert teaches instructional design, educational technology, and CALL at the department of Training and Education Sciences and at the School of Education in the faculty of Social Sciences of the University of Antwerp. Originally a language teacher, developer of a wide range of language courseware packages and manager of a research team in the 1980s and 1990s, he has been editor-in-chief of Computer Assisted Language Learning since 2002 and organizer of International CALL Research

Conferences since 2004. His current research focuses on educational engineering, motivational language task

design, courseware design, natural language structure and transdisciplinarity. His keynote presentations often include bold, funny, and provocative position statements.

V. Themed Symposium Presentation

[Symposium 1]

Topic: Corpus-Based English Teaching Design 1

OVERVIEW

Corpus linguistics is an innovative and effective approach to language studies and has great potential to help teachers design teaching activities. However, a corpus-based linguistic approach remains largely unknown to most of the professional teaching community for various reasons. The EdUHK corpus team, with their expertise in corpus linguistics, conducted various corpus workshops to transfer the knowledge on corpus linguistics to in-service as well as pre-service teachers in order to help them develop a good corpus literacy as well as take full advantage of the new corpus-based language pedagogy.

The theme of this Symposium is to share excellent lesson designs from the Corpus-based ELT Lesson Design Competition (2020 Spring) to enhance pre-service and in-service teachers' knowledge and skills to implement the corpus-based and student-centred approach to ELT.

1.1 Using Hands-On Concordancing to Teach Stylistic Features of Political Speech: Evaluation and Implications for Extensive Reading Classes

Jing YANG (ChengDu Normal University)

ABSTRACT

Under the background of new liberal Arts, the deep integration of information technology with liberal Arts is conducive to its upgrade and transformation. The improvement of analytical reading ability of English majors has become the goal of English education. However, traditionally, it is difficult for students to grasp the theme of a long text, judge the typical language features and analyze the author's intention by reasoning. This study, starting from the change of teaching environment, adopts the data-driven learning model, integrates hands-on corpus activities with discourse analysis, and uses AntConc's functions of word list, concordance and concordance plot to conduct discourse analysis on the theme and stylistic characteristics of political speech. A teaching experiment has been designed and conducted. Qualitative and quantitative methods are used to measure its effectiveness. Forty-six English major students who participated in the lesson completed a questionnaire to evaluate the teaching effect, and seven students were interviewed subsequently. It is found that students have positive attitude towards corpus assisted reading lesson, and their metalinguistic awareness and metacognitive strategies are improved. More than 90% of the participants agree or strongly agree that they understand the language features of the political speech through concordance analysis and point out that it is engaging with the corpus that bridge the gap between their awareness of the stylistic features and their lexicogrammatical knowledge, which effectively motivate their interest in learning and reflection. They hold positive attitude towards the use of corpus to monitor their language learning process and recommend the use of corpus to their peers in the future. In order to effectively promote the integration of corpus into classroom teaching, before class, this study recommends teachers to provide technical support to cultivate students' corpus consciousness, that is, to have an understanding of a certain corpus tool's functions and available information provided; in class, teachers should adopt problem-oriented and new-and-old-correlated strategies to design controlled hands-on tasks to cultivate students' corpus literacy, that is to combine the macro data of corpus search and the micro characteristics of discourse analysis to solve the problems under the established teaching objectives; after class, teachers can also provide more corpus tools and resources for learners to independently explore the discourse features of different texts with different styles, so as to achieve the goal of mastering corpus to assist their reading.

1.2 Developing Students' Critical Thinking by Probing into Meanings Hidden in News Analysis

Jieyi TANG (South China Normal University)

ABSTRACT

To develop language proficiency and critical thinking at the same time is one of the top priority issues in the pedagogical reform in Chinese higher education. How to achieve this aim is open to various practices and approaches.

The purpose of this teaching design is to guide students in building up framework for critical thinking to analyze news media with the help of corpus tools in the audio-visual news lessons at tertiary level. To be specific, this lesson focuses on two news reports from China Daily and the American Broadcasting Corporation (ABC) respectively, both of which are about the US president Donald Trump's decision on May 20 to cut funds permanently for WHO. This corpus-based lesson design aims to enhance students' awareness of value position in news media through analyzing and understanding the English words based on the context and social reality. The teaching follows five stages. Stage 1: students guess the main idea based on the news titles and then think out some possible expressions to illustrate the potential main ideas; Stage 2: they watch the news report, skim the two news reports, and locate the theme/content-connected expressions such as "funding", "cede the global stage to", "shift blame", "smear sb./sth.", "fault sb./sth."; Stage 3: they search the theme/content-connected expressions in SkELL and COCA to identify the form, meaning and use of these expressions; Stage 4: they reread the two news reports to consolidate the form and meaning of the words and expressions, and summarize the language features and the value position embedded in the two news reports; Stage 5: they probe into critical thinking hidden in other current news affairs.

These five stages are implemented through a series of explorative and inductive activities such as guessing the main idea of the news reports, watching the news broadcasting video, searching the corpora to confirm the form-meaning-use of the words and expressions in the news reports, exchanging views and comments by highlighting the language evidence in the news reports. Hopefully, with the help of corpus tools students can learn to probe into the hidden meanings in news media and develop their critical thinking skills.

1.3 Replacing the Overused Word 'People' in IELTS Writing to Demonstrate Lexical Variety

Jiayi ZHONG (Fung Kai No.1 Primary School)

ABSTRACT

According to IELTS Examination criteria, it is expected that candidates are able to 'use a wide range of vocabulary'. However, learners tend to lack lexical variety in their writing tasks. One of the common problems as shown in our teaching practice is that students would overuse 'people' in their compositions, which could be substituted by other more appropriate items in context. Therefore, I would like to design an 80-minute double lesson to improve the lexical awareness of students by utilizing the BNC corpus to explore the near-synonyms of the target vocabulary items. In this 'corpus-based', 'data-driven learning' and 'computer-aided' lesson, students will be motivated to learn the vocabulary, and enhance their writing ability. Generally speaking, this lesson plan includes four stages, including knowledge-testing and consciousness-raising, hands-on corpus search, semi-controlled practice and consolidation and free output. First, at the 'knowledge-testing and consciousness-raising' stage, a sample article containing repeated use of the word 'people' is displayed. Students are expected to spot this problem by some guiding questions in doing pair work. Secondly, at the 'hands-on corpus search' stage, multiple functions of corpus will be introduced. The basic function of 'List' is introduced first. Then, the core function to find near-synonyms as well as the sub-menu function of 'section' are covered. The 'Compare' function and concordance lines are recommended to make comparison of these two words in a particular context. At the 'semi-controlled practice and consolidation' stage, students are asked to use the context-specific near-synonyms of 'people' to substitute the word in the article presented at the first stage. At the final 'free output' stage, students are required to improve another sample article in the writing task 1. In this process, learners are enabled to operate the corpus by themselves, and thus be more familiar with the various search functions of the corpus.

1.4 The Chinese Writing System: Connecting the Past and the Present

Yunliang CHEN (Guangzhou Xiehe Middle School)

ABSTRACT

“Theme” and “context” are the main features of this corpus-based lesson design. Two objectives are to be achieved, namely, to help students explore the functions of keywords in understanding the theme according to their positions in the paragraph and to help students retell the passage by means of word cloud and mind map of the keywords. WordSmith 8.0 and AntConc 3.5.8. are used to generate the keywords (16 in this practice), their file view and their word cloud.

The first step is to observe and discover the thematic functions of keywords. This is to guide students in observing the keywords contextually, semantically and thematically. The definition of keyword will first be provided to students. Then they are encouraged to observe the keywords occurring in the first sentence of each paragraph and to predict the main idea of each paragraph. Similarly, students observe the keywords occurring in the rest of each paragraph and understand how these keywords can reveal the thematic content. Furthermore, students find the salient words in the word cloud and see how these keywords collocate with the nearby words in the context and how they work together to convey the meaning.

The second step is to invite students to observe the word cloud of the keywords and complete the keyword-based mind map. First, Students refer to the word cloud and complete the mind map. Second, they summarise orally the text according to the mind map. With the keywords as aid, the retelling of the text will become smoother and more accurate.

1.5 Unpacking the Structure Pattern of “Suggest”

Yun LONG (The Affiliated High School of South China Normal University)

ABSTRACT

The structure pattern “suggest that somebody (should) do something” has been so frequently emphasized in textbooks that it has become, in many senior secondary students’ eyes, a fixed collocation and in a way prevents them from understanding the other usages of the word “suggest”. In this lesson, two more structure patterns, “suggest that somebody may / might / can / ought to do something” and “suggest that somebody did / does something”, are introduced and the accordingly two more meanings of the word “suggest”: If you suggest that something is the case, you say something which you believe is the case ; If one thing suggests another, it implies it or makes you think that it might be the case.

The purpose of this teaching design is to help students compare the three different patterns of “suggest + that clauses”, study the multiple meanings of the word “suggest” and apply the word in new situations. In the meanwhile, this corpus-based lesson design aims to enhance students’ awareness of understanding and using English words based on the context.

Corpus use is essential in the teaching in that it provides authentic language samples for students to observe and analyse, and for the teacher to design consolidating exercises. In addition, the concordance lines of the target word “suggest” help students summarize the three patterns.

The teaching follows four stages: stage 1. notice the differences in pattern, stage 2. explore the patterns with corpus results, stage 3. summarize and consolidate, stage 4. apply it to a new situation. These four stages guide students in learning of the word’s form, meaning and use, and testing their prior knowledge, and encouraging inductive discovering to output exercises. Special attention is paid to the arrangement of the activities, following the rule from familiar to unfamiliar, from obvious to hidden. Each process consists of the following teaching steps: focus on the form → understand the meaning → deepen the understanding → enrich the form → connect the form and meaning. The consolidating and the output exercise are also carefully designed so as to cover all three patterns and the multiple meanings.

1.6 Designing for Corpus-Based Learning: A Lesson Plan on the Teaching of ‘Switch on’ and ‘Open’

Po Yin WONG (Pentecostal School)

ABSTRACT

Lesson plan designs often involve the teaching of words with similar meanings. How could we help a group of mix-ability Secondary one L2 learners in a local Hong Kong school differentiate between the use of ‘switch on’ and ‘open’? What could we do to address the influence of L1 which often causes confusion and mistakes in vocabulary learning in a second language? In this presentation, I will share an interactive lesson plan on vocabulary teaching that integrates corpus-based teaching, collaborative learning approach, task-based language learning approach, inductive approach in teaching and reflective learning. The 70-minute lesson aims to achieve four learning outcomes: (1) create opportunities for learners to distinguish between ‘switch on’ from ‘open’ with the use of concordance lines on Word and Phrase; (2) induce rules of using them; (3) create space for learners to self-correct and reflect on their language production; and (4) use the four macro skills (reading, listening, writing and speaking) and vocabulary repertoire to fulfil meaningful communicative purposes.

1.7 Differentiating ‘Read’, ‘Watch’ and ‘See’ in Context of the Movie *Harry Potter and the Philosopher’s Stone*

Yui Wan WONG (Pui Tak Canossian College)

Ruixi XIAN (Lee Chi Tat Memorial School)

ABSTRACT

The lesson plan is designed for upper primary students in Hong Kong to differentiate and use ‘read’, ‘watch’ and ‘see’ in context. Students are expected to be familiar with the use of past tenses, the characters and the plots of the movie, *Harry Potter and the Philosopher’s Stone*. At the end of the lesson, students will make use of the three verbs and turn in an entry re-writing one scene from the movie.

The lessons consist of four stages. The first stage aims to test students’ prior knowledge and understanding of the use of ‘read’, ‘watch’ and ‘see’. Students will fill in the blanks in a worksheet by using the three verbs. In the second stage, the teacher will introduce the Corpus of Contemporary American English (COCA) to students and demonstrate how to do a corpus search. To facilitate students’ learning of COCA, they will receive a COCA guide prepared by the teacher. Then, they follow the instructions on the guide to find nouns that collocate with ‘read’, ‘watch’ and ‘see’ respectively. This stage aims to give students hands-on experience of searching collocations on a corpus. During the third stage, students are guided to differentiate the use of ‘read’, ‘watch’ and ‘see’ through observing the results from COCA. They will also watch three contextualized video clips extracted from the movie. Then they will complete a matching task in pairs with the reference of the search results from COCA. After that, they share answers in groups and discuss the differences among the three verbs. In the final stage, students will be asked to use the three verbs by completing a creative writing task in groups. Each group will get a guiding worksheet which consists of a picture showing a scene from the movie and some guiding questions on the side to prompt students to use ‘read’, ‘watch’ and ‘see’ in describing the scene. The guiding worksheet is specially designed to cater for learner diversity. In groups, students will make an oral presentation on their writing products and the use of the three verbs will be evaluated in class.

1.8 Corpus-Based Lesson Design on Learning Vocabulary through Corpus: ‘A little’ vs. ‘Little’ & ‘A few’ vs. ‘Few’

Jingwen CHEN (The Education University of Hong Kong)

Man Chun CHENG (The Education University of Hong Kong)

ABSTRACT

Vocabulary is considered to be one of the key elements in language teaching and learning (Rouhi & Negari, 2013). English teachers in Hong Kong have a tendency on explicitly explaining the meaning and the use of the lexical items instead of guiding students to implicitly discover the use of the words in contexts. It may be due to a lack of available linguistic resources. Over decades, researchers have noticed that corpus tools have been used in pedagogical contexts and suggested that corpora as authentic language data be applied in language classrooms to help students to seek additional information to address their specific needs (McCarten, 2007; Römer, 2011).

This corpus-based lesson aims to promote corpus vocabulary teaching in Hong Kong schools, and investigate the effectiveness of corpus vocabulary teaching on enhancing students’ learning autonomy; the lesson objective is to help primary school students differentiate the use of ‘a few’, ‘few’, ‘a little’ and ‘little’ in contexts of a Marvel story.

To engage students in a context to learn the use of the qualifiers, a Marvel story is designed to link each part of the lesson. As Marvel series is popular among young learners, it can attract students’ interest and motivate their learning. In our lesson design, four stages are involved. Stage 1 aims to test students’ knowledge regarding the target qualifiers, which includes activities that are appropriate to students’ English proficiency. This is followed by inductive discovery of the language use by students through working with corpus data. Students in this stage read the concordance lines to self-discover the use and the difference of the target lexical items. In Stage 3, students are required to do hands-on corpus searches to find out the similarity and differences between ‘a few’ and ‘few’. They should collaboratively conduct corpus searches and make a short summary of the information searched.

Stage 4 contains three parts which include individual and group tasks. First, students do a blank filling exercise with two pairs of quantifiers and check the answers with their groupmates. Then, each group is responsible for role-playing one scene of the Marvel story by drawing lots. This activity aims at helping students practise their spoken language. Finally, a writing exercise is set as homework. Two different writing tasks are designed to cater for students’ different English proficiency.

In conclusion, this lesson design enables students to learn and differentiate two pairs of quantifiers in an interesting story context as well as conducting hands-on corpus searches. Learning some basic corpus search

functions can help them learn other different vocabulary items in future.

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[Symposium 2]

Topic: Students' Presentation on E-Portfolios of Technology-Enhanced Language Learning

OVERVIEW

The Community of Practice (CoP) project “Language enhancement at EdUHK and beyond: Fostering a Community of Practice on technology-enhanced language learning and teaching” organized the “Technology-enhance Language Learning E-Portfolio Competition” from March to June 2021, with the following aims:

1. To promote technology-enhanced language learning in local universities in Hong Kong
2. To share students' experiences in using technologies to enhance language learning

Students were invited to develop e-portfolios using any platform (e.g., Google Sites, Weebly, Wix, Mahara, Sway, etc.), and they needed to write a review (at least 200 words) explaining how they used e-resources/tools (e.g., language learning mobile app/language learning website/social media/online videos/online news/online radio/podcasts/corpus, etc.) to enhance their language learning. They also needed to write a personal reflection (at least 200 words) on how technologies enhance their language learning. They needed to include relevant images (i.e., screenshots of the mobile app/learning website/learning software, etc.) and short video clips about the e-resources/tools they use so as to illustrate their own learning experiences in their e-portfolios.

The e-portfolios were assessed in the following four areas: CONTENT, LAYOUT, ORGANIZATION and LANGUAGE.

The competition was successfully launched with 39 participants from 3 local universities: the Hong Kong Baptist University, the University of Hong Kong, and the Education University of Hong Kong.

In this Symposium, the results of the competition will be announced. There are 10 winners, including one 1st prize, two 2nd prizes, and seven 3rd prizes. The awardees will give a 3-5 minute presentation on their e-portfolios to share their experiences in using technologies to enhance their language learning.

[Symposium 3]

Topic: Corpus-Based English Teaching Design 2

OVERVIEW

Corpus linguistics is an innovative and effective approach to language studies and has great potential to help teachers design teaching activities. However, a corpus-based linguistic approach remains largely unknown to most of the professional teaching community for various reasons. The EdUHK corpus team and distinguished guest speakers, with their expertise in corpus linguistics, conducted various corpus workshops to transfer the knowledge on corpus linguistics to in-service as well as pre-service teachers in order to help them develop a good corpus literacy as well as take full advantage of the new corpus-based language pedagogy.

The theme of this Symposium is to share excellent lesson designs from the Corpus-based ELT Lesson Design Competition (2021 Spring) to enhance pre-service and in-service teachers' knowledge and skills to implement the corpus-based and student-centred approach to ELT.

3.1 Designing for Corpus-Based Learning: A Lesson Plan on the Use of WordSift in the Reading Lesson

Po Yi KWOK (Buddhist Yip Kei Nam Memorial College)

ABSTRACT

A group of mixed-ability Secondary 3 L2 learners have encountered challenges that are related to their low Cognitive Academic Language Proficiency (CALP) when reading academic articles across the curriculum. Students have also found it challenging to identify the keywords and main ideas of the articles. Therefore, WordSift was adapted in the reading lessons. In this presentation, I will further explain how WordSift was introduced to students in a collaborative learning approach and how it helped this group of L2 learners become independent readers.

The 70-minute lesson aims to achieve three learning objectives: (1) to expand students' subject-related words; (2) to facilitate students to identify the keywords by using WordSift; and (3) to guide students to utilise WordSift as a self-directed learning tool. Students' feedback and comments were highly positive towards the use of WordSift.

3.2 A Lesson Plan on the Corpus-based Teaching of Restrictive Attributive Clauses Led by Who/Which/That/Whose

Jing ZHANG (Guangzhou Xiehe Middle School)

ABSTRACT

For many senior 1 (Grade 10) students in Chinese mainland, they often have much confusion about the three aspects of restrictive attributive clauses, namely the form, function, and use. To be exact, they are not clear about the correct form (the antecedent + the clause led by relative pronouns). Besides, they cannot fully understand the function of the restrictive attributive clauses. They also have great difficulty in using them in real-world context. In this presentation, I will share an interactive lesson plan on grammar teaching that integrates corpus-based teaching, collaborative learning approach, task-based language learning approach and inductive approach in teaching. The 80-minute lesson aims to achieve five learning outcomes: (1) create opportunities for learners to perceive the three aspects of restrictive attributive clauses, namely the form, function and the use; (2) induce the rules of using the four relative pronouns, who/which/that/whose; (3) create space for learners' exploration and reflection on their language production; (4) use the four macro skills (reading, listening, writing and speaking) to fulfil meaningful communicative purposes; and (5) raise students' awareness of showing love and gratitude to their mother.

3.3 A Reading Lesson Plan for the Text *Mother of Ten Thousand Babies*

Hui ZHANG (*The Affiliated High School of South China Normal University*)

ABSTRACT

This reading lesson integrates corpus-based teaching and task-based language teaching for Senior One students. The teaching procedure includes the following steps: (1) predict the content of the text; (2) identify the text type and features; (3) grasp and reconstruct the detailed information through jigsaw reading; (4) discuss some questions to further understand the morals and virtues of the character; and (5) role-play an interview between Lin Qiaozhi and a reporter. At the end of this lesson, students are expected to (1) predict the main idea of the text according to the word clouds; (2) identify the text type according to the keyword list; (3) acquire the information about Lin Qiaozhi's life experiences; and (4) conclude the qualities of Lin Qiaozhi by listing some supporting evidence from the concordance lines.

3.4 More than “SAY”: Corpus-Based Dialogue Tag Writing Learning

Chuhua HUANG (The Affiliated High School of South China Normal University)

ABSTRACT

In Mainland China, story continuation writing has been one of the evaluative tools to gauge English language achievement of high school students. Dialogue is one of the essential elements of a story, showing in a direct way the opinions or attitudes of the character. This lesson is thus intended to help students to improve their skills in dialogue writing, specifically by expanding their dialogue tag structures. In this corpus-based writing lesson, students are required to work collaboratively in their inductive analysis of form and function of sentence structures of a dialogue tag. The objectives include helping students to (1) enjoy a chance to explore sentence structures with a corpus tool, (2) be aware of the sentence patterns clustering around the reporting verb “say” in dialogue tags, (3) learn the functions of these patterns, and (4) witness their improvement by applying what is learned to polish their own writing.

3.5 A Corpus-Based Learning: Intonation Matters: “Sorry” Seems to be the Hardest Word

Yanchao YANG (North China University of Science and Technology)

Bosheng JING (The University of New South Wales)

Peng ZHAO (Tangshan Normal University)

ABSTRACT

English major students in Mainland China face a lack of exposure and opportunities to learn, practice and use the language in authentic context. This is especially true when it comes to enhancing students’ speaking communication skills. In order to address this issue and help students develop linguistic skills in authentic context, we have designed this 45-minute teaching and learning plan using Youglish as the corpus to (1) help students build awareness of functions of English intonation; (2) scaffold students through various class activities and tasks to apply the newly gained explicit knowledge in conversations; and (3) equip and encourage students to continuously develop their language skills utilising corpora. In this presentation, we will share an interactive teaching process on learning English intonation that integrates corpus-based teaching and learning and task-based language learning approach.

3.6 Corpus-Based Lesson Plan: From a Topic to an Essay

Cong CHEN (Information Engineering University)

ABSTRACT

One of the problems that graduate students encounter when learning English for Research Publication Purposes (ERPP) is that they have little know-how of academic writing. A survey between the author's two classes (56 students) shows that most students acquire writing skills by preparing for exams like CET4 instead of from English for General Purposes (EGP) classes. Consequently, this causes heavy burden to ERPP teachers. Based on this needs analysis, the primary goal of this lesson plan is to instruct students on three basic writing skills including how to extend a topic into a thesis statement, how to start an essay and how to develop a topic. Heuristic teaching, collaborative learning and case-study methods are used to encourage students to discover and solve problems by studying the reading material. Corpus tools like WordItOut and AntConc are fully employed in terms of word frequency, key words and their positions in the essay. Both quantitative and qualitative data from the corpus are shown and interpreted to students to justify our prediction on essay development. Students are then asked to do hands-on group work, using corpus tools to handle real writing problems.

3.7 Designing for Corpus-Based Learning: A Lesson Plan on the Teaching of College English Writing Vocabulary

Chunlan JIN (East China University of Science and Technology)

ABSTRACT

Research shows that there has been a strong impact of mother tongue on the writing of English for Chinese college students. The primary purpose of this study was to examine how corpus technology affects students' development of competence as second language (L2) writers in the process of diction. The research was mainly based on case studies of some typical phrases, including “重要、美好、有用、困难”, which were used by about 100 college students in an English for Academic Purposes writing course. The findings revealed that corpus use not only had an immediate effect by helping the students solve immediate writing/language problems, but also promoted their perceptions of lexico-grammar and language awareness.

3.8 Designing for Corpus-Based Learning: A Lesson Plan on the Teaching of English Pronunciation - /tʃ/ & /dʒ/

Bojie QIAN (Wuhan University of Communication)

ABSTRACT

This lesson design follows OBE (Outcome-based Education), TBLT (Task-based Language Teaching) and Dr. Angel Ma's four self-developed design principles (4ps). Since there are no similar sounds like /tʃ/ or /dʒ/ in Chinese, it is a little difficult for students to pronounce these sounds. How could teachers help students pronounce them? What are the ways for teachers to implement the corpus-based teaching? Here are the key steps of the lesson plan: (1) Lead-in (4ps, TBLT and student analysis); (2) Introduction and self-test task (OBE and TBLT); (3) Features Discovery and Practice (OBE, TBLT and 4ps); (4) Test and More Exercises (4ps); and (5) Conclusion and the Introduction of Praat (OBE and 4ps). After the 45-minute lesson, students should be able to achieve the following outcomes: (1) understand what affricate is and the most common spelling of it; (2) differentiate between /tʃ/ and /dʒ/; (3) pronounce the consonants correctly; (4) find the features of the target sounds that speakers from different regions have; and (5) use the EdUHK spoken corpus and Praat to learn pronunciation by themselves.

[Symposium 4]

Topic: Cantonese Teaching and Learning in the Digital Age

OVERVIEW

Digital-enhanced language pedagogy sees significant improvement in recent years, with digital tools heavily integrated in both classroom teaching and self-learning of English and other major languages. This trend should not be limited to a handful of popular languages, and the natural next step is to apply these technologies to the teaching and learning of less-resourceful languages.

The theme of this panel is to explore how Cantonese, a popular yet less-resourceful language, fares in the digital age. The lack of language-specific commercial platforms for Cantonese has inspired teachers, researchers, and app developers to explore ways to adapt existing digital tools creatively, or to create minimally viable tools, to improve the Cantonese T&L experience. What have been done for Cantonese can be readily applied to other languages in the future.

4.1 Hear the Music, See the Tones! Enhanced Jyutping Font for Better Pronunciation, Tonal Control and Recall

Viveik Mohan SAIGAL (*The Hambaanglaang Team*)

Chaak-ming LAU (*The Education University of Hong Kong and The Hambaanglaang Team*)

ABSTRACT

Cantonese romanisation is a crucial tool for learners at any stage of Cantonese learning, and there has been resistance in the use of any system so far, due to inherent differences between these systems and the English orthography. Although knowledge in English can provide a handy tool for users to write out Cantonese sounds, any system that attempts to write out Cantonese systematically, according to the phonology of the language, will run into conflict with English's deep, irregular orthography. It is impossible to ask learners to ignore English spelling rules, and there is a need to keep reminding learners that certain elements in Cantonese romanisation do not follow English spelling rules.

A font typeface that displays elements in a certain way may help reinforce the idea that Cantonese romanisation is different from English. The idea of typographical variation has been explored, to highlight (a) sounds that deviate from English spelling rules, (b) minor distinctions, like long-short distinction, not explicitly marked in Cantonese romanisation, and (c) tonal contrasts. The earliest version of the font was created based on the Yale romanisation system, and Jyutping was added to the family.

The first two items can be captured in a normal font typeface, using built-in font configuration features for ligature and contextual variants, as shown in *Figure 1*. The configuration of the font typeface file allows immediate use of the font on all desktop programs. Linguistic features highlighted for Jyutping romanisation include the contrast between long and short vowels (e.g., *saam1* vs *sam1*), the backing of *z* and *c* onsets, the special pronunciation of letter *j*.

Tones are known to be difficult to learners from a non-tonal language background. Most learners are able to mimic the change in pitch spontaneously but lacks a way to write out and visualize the movement of pitch in words. Jyutping marks tonal contrast using numerals 1-6, which is useful but the conversion from the numerals to actual pitch is not trivial. We would like to suggest that tones can be acquired better if the change in pitch can be visualized and associated with other clues. A better representation is proposed here. Each tone is associated with a pre-defined colour, and the pitch height and pitch contour are visualized by changing the orientation on a panel. The resulting panel is shown in *Figure 2*.

Figure 1: Built-in Font Features

saam ¹	sa ¹ m ¹	Ci ₃	Co ₃	jau ⁵
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Figure 2: Enhanced Tone Visualization

三	碗	半	牛	脯	麵
saam ¹	wun ²	bun ³		naam ⁵	min ₆
three	bowl	half	cow	brisket	noodles

4.2 Infrastructure Development for Cantonese Education

Mingfei LAU (CanCLID)

Muhan ZHONG(CanCLID)

Overview

Until the last century, language education materials and tools are mostly paper-based, ranging from dictionaries, text books to word cards. In the Internet era, more advanced approaches are introduced for language education. However, compared to the affluent resources of mainstream languages like Mandarin and English, Cantonese is relatively short of technical support at the moment. We, the Cantonese Computational Linguistics Infrastructure Development Workgroup (CanCLID), hope to change the status quo by developing more resources from the technical perspective. The followings are the recent achievements of our team.

Jyutping input method: *rime-cantonese*

Input method (IME) is a powerful way of practicing one's Cantonese ability. We devised an input method lexicon, rimecantonese, which is the state-of-art Cantonese input method lexicon. We have also collaborated with Sogou Inc., the largest virtual keyboard company in China, to support Jyutping on their keyboards. Input methods are great tools for practicing the language proficiency of Cantonese learners. When typing with Jyutping, the learner must first come up with the Cantonese pronunciations in their minds, then type them with the Jyutping spelling, and choose the target words from the candidates proposed by the input method. Through this process, learners are repeatedly trained with standard Cantonese pronunciations.

Aside from this training effect, input method can assist learners to progressively acquire the knowledge of Chinese characters. Since Chinese characters are logographic, learning Chinese characters by memorizing the structures and strokes can be a formidable task. Jyutping provides a transitional stage from sound to characters. When typing the Cantonese pronunciations (Jyutping), the software automatically detects and output a list of candidate words in Chinese characters, which prompts the user which character to pick. Through this repeating process, the user can learn the mapping from Cantonese pronunciations to Chinese characters.

Browser extension: *inject-jyutping*

Based on the data from rime-cantonese, we built a browser extension called inject-jyutping. It automatically annotates Chinese characters with Jyutping on any web pages. By seeing the Jyutping above characters, Cantonese learners can get the pronunciation of those characters in no time, saving the hassle of looking up dictionaries thus greatly improves the learning experience.

4.3 Digitally Enhanced Classroom: Teaching Cantonese to Bilingual Families with Digital Tools

Wai See PANG (Rainbow Seeds Cantonese)

ABSTRACT

We run a Cantonese language learning centre based in London and have been providing online lessons to children aged between 2 to 8, mainly from bilingual families, for around one and a half years. We constantly update our lessons by integrating appropriate digital tools to improve learners' experience. This integration of digital tools is crucial to keep the interaction between the teacher and the learners in distant learning setting.

In this workshop, we will demonstrate how online classes can be conducted in a fully digitally enhanced mode, which allows us to seamlessly integrate *Zoom*, *Pear Deck*, and multiple other tools in every lesson.

This interactive session will include a sharing of our experience in using these tools with both our bilingual (Cantonese/English) and non-native Cantonese speaking students. The inclusion of these online tools allows students to work on all Cantonese language skills: listening, speaking, reading, and writing in a task-based setting. This practice also increases students' interest and motivation in learning Cantonese with all the fun interactions in class.

4.4 Tones are Colourful and Animate: The Self-Learning Mobile App CantONEse

Mei-ying KI (*The Chinese University of Hong Kong*)

Yik-Po LAI (*THE Education University of Hong Kong*)

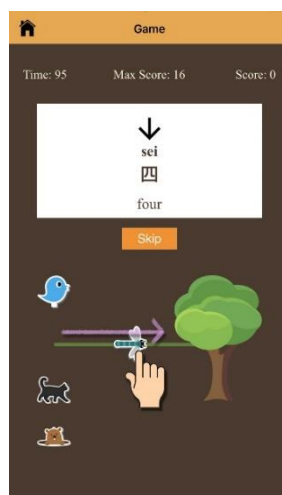
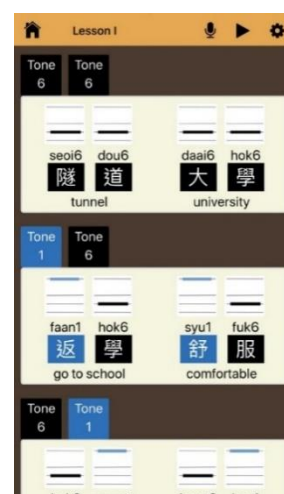
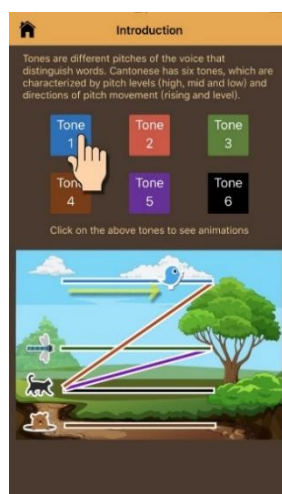
Ka-Fai YIP (*Yale University*)

ABSTRACT

Tone is arguably the hardest area for self-learners of Cantonese, especially if one's native language is not tonal. In order to help non-Cantonese native speaking students to master this important and significant aspect of Cantonese sound system, a mobile app, **CantONEse**, was designed to provide them with a self-learning tool for Cantonese tones. Teaching materials with recordings, self-assessment exercises, an interactive game and daily conversations are available in the app. Three main features are highlighted below:


1. Visualisation of tones. In order to turn abstract pitch difference into a concrete and intuitive representation, tones are displayed via different means in addition to numerals (1-6). Throughout the app, tones are (1) colour-coded according to sound-colour synaesthesia (Ward, Huckstep & Tsakanikos 2006), (2) represented by movements of animals according to pitch heights and contours, and (3) drawn on a music score sheet.

2. Interactive learning. These interactive functions are designed to improve tone production and perception: (a) **recording function** which allows students to compare their own pronunciation with the pre-recorded native ones, (b) a **tone-shape game** that requires learners to recognise and draw the tone shape of recorded words, and (c) **five video clips of daily**



conversations with colour-coded subtitles,
line-by-line transcription and playback
functionality.

3. Well-designed learning sequence. Lessons are ordered with pedagogical concerns:



T1 (55) & T6 (22)	T1 and T6 are two level tones with a sharp contrast
T2 (25)	T2 is described as a transition from T6 to T1
T3 (33)	T3 is described as the mid point between T1 and T6
T5 (23)	T5 is described as a transition from T6 to T3
T4 (11)	T4 is an extra low tone that may easily be confused with T6, therefore it is placed at the end of the learning sequence

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Ward, J., Huckstep, B., & Tsakanikos, E. (2006). Sound-colour synaesthesia: To what extent does it use cross-modal mechanisms common to us all? *Cortex*, 42(2), 264-280.

VI. Parallel Sessions (Abstracts of Paper Presentation)

Parallel Session 1A

1A.1 Designing a Localized English Learning App to Enhance Language Education and Motivate Daily Acquisition

Ka Yee CHAN (The Education University of Hong Kong)

Mobile learning and technologies have become an integral part of education, especially during the COVID-19 pandemic. Everyday English in HK (EEHK), an English listening mobile app, was created to provide a self-learning platform with localised context to enhance learners' listening and speaking skills and build up their lexical resources beyond the classroom. Unlike most foreign English listening apps, the stories included here are culturally adapted, including Hong Kong's history and the daily encounter in Hong Kong. This tailor-made mobile app addresses the common errors or challenges among English learners in Hong Kong or those interested in discovering this city.

The app is divided into three levels of difficulty and contains four chapters in each level, while the following components will be included in each chapter:

1. Pre-listening mini-game for learning vocabulary
2. Scenario-based video
3. Lecture video (teaching pronunciation and expression)
4. Post-listening mini-game for consolidation

This app has been under its first trial in a language course, CLE 1242 Speaking Skills for English Language Test, as a sideline for 21 Year 2 non-English-major students at the Education University of Hong Kong. The mobile app was integrated as a Blended Learning Task while students need to complete specific chapters on the app and reflect their learning experiences in a forum on the app to earn 10% of the course grade.

In the short term, students would learn (1) the targeted vocabulary, (2) the slang uniquely used in Hong Kong, and (3) pronunciation features used by native speakers in the connected speech (e.g., sentence stress, intonation, etc.), which are closely related to the course's teaching foci as the marking criteria in public speaking exams. Cultural awareness will also be raised.

In the long term, by listening to English daily with familiar topics surrounding them, it is hoped it can promote learner autonomy to elevate language learning sensitivity in their daily lives.

This presentation examines whether this mobile app can reap the mentioned positive learning outcomes

beyond the classroom from the tracked students' progress recorded in both pre-task and post-task in each chapter. An online survey and a focus group meeting will be conducted to collect feedback from the end-users in this first run. More food for thoughts will be highlighted to advance and refine language learning apps further.

1A.2 Digital Transformation in Education: The Hong Kong's First-Year English Flipped Classroom Case Study

Frankie HAR (The Hong Kong Polytechnic University)

To enhance student engagement and support both peer and teacher interactive educational practices, a pilot study was conducted in a Hong Kong tertiary institution on the use of the Perusall annotation platform. Using this platform, ESL freshmen students were engaged collectively with academic texts in an EAP module. The usefulness and effectiveness of Perusall were assessed based on 1. students' perceptions of Perusall as an appropriate tool to support the processing of academic texts and 2. the impact of student engagement in Perusall on students' assessment results. Student perceptions were evaluated by means of online questionnaires concerning their use of Perusall as well as the learning analytics gathered by the Perusall platform itself. The results of the pilot study show that Perusall can foster deep engagement in course content, but such learning depends on the transparency of annotation assignments, the perceived ease of working in Perusall and teachers' use of students' annotations to discuss course content during lessons.

1A.3 Investigating the Use of Turnitin Feedback Studio for Feedback on Writing Assignments at Universities: Students' Perceptions and a Reflection on Feedback Practices

Yanyan Catherine LIN (The Education University of Hong Kong)

Feedback is perceived as one of the most influential factors in learning achievement, but its impact is often found variable as it largely depends on feedback quality and learner engagement. In particular, if learners do not have the motivation and strategies to process teachers' feedback, the assumed positive impact might be minimal. As supported by research regarding feedback practices in higher education, both students and lecturers seem not very satisfied with the feedback process and the outcomes. Some students complain about the feedback quality which often causes less motivation to act on the feedback, while lecturers feel frustrated that their students do not appreciate their time and effort invested in the feedback process. For the enhancement of feedback effectiveness, innovative practices should be explored, and providing online written feedback could be one of the ways. Some research supports that students in general welcome this technology-enhanced feedback approach because they often encounter less difficulties when decoding typed text feedback compared to handwritten feedback and it is easy and convenient to access. There are many tools to support teachers to provide online written feedback, such as the commenting functions in Word or PDF.

This exploratory study aims to investigate university students' perceptions of which domains of feedback on English written assignments they expect from teachers of language enhancement courses as compared to discipline-related courses and whether the use of Turnitin Feedback Studio as the online feedback tool could help to fulfil students' expectations. Data were collected through an online questionnaire after the participants received the Turnitin feedback on a formative writing assessment of an English enhancement course. The results showed that students expected language teachers to give unfocused corrective feedback on language-related local issues (e.g., grammar, punctuation, spelling, and vocabulary choice) in their writing for English enhancement courses so as to avoid similar systematic errors in the future, while interestingly having feedback on writing-related global issues (e.g., argumentation, organisation, coherence, register) was rated slightly higher. As for English writing assignments of a subject course, the expectations of more feedback from subject teachers on content development were much higher than on language areas. Students' response towards the use of Turnitin Feedback Studio was highly positive because it is embedded in the learner management system Moodle and it can display teachers' written feedback on both form and content in a clear and organised way. This to some extent motivates them to address and use the feedback to improve their writing. The implications of the small-scale study will be summarised and recommendations for enhanced online feedback practices will be proposed.

1A.4 Study on Affordances of Augmented Reality (AR) Learning Digital Games in Japanese Language Education

Kazuaki NAKAZAWA (Yuan Zi University)

Technologies can improve the quality of language teaching/learning when integrated with appropriate pedagogies in language courses. One of the technologies that may revolutionize language education is Augmented Reality (AR) because of its immersive mixed-reality environment. Although there are studies exploring applications of AR to language education, many of their results are questionable because of the limited time for their participants to use AR in the studies (Akçayır & Akçayır, 2017; Khoshnevisan & Le, 2019). AR-related research in Japanese language education is also undoubtedly scarce (Parmaxi & Demetriou, 2020). Furthermore, due to the pandemic of COVID-19, it is extremely difficult for language learners to go to foreign countries where their target languages are spoken to experience the languages and the cultures. Consequently, the importance of technological tools that provide the immersive environment has been drastically increasing so that language learners can still experience those countries in the digital world. The present study, therefore, investigated how Japanese learners' perceptions and attitudes toward AR learning digital games implemented in intermediate-level Japanese Communication Skill and Presentation Skill classes would vary over two semesters. AR learning games were designed and created using Augmented Reality and Interactive Storytelling (ARIS) by the present researcher. The 30 learners were asked to play the AR games to complete language tasks requiring them to create short movie clips demonstrating Japanese conversations as a group of 4 students. At the end of each semester, the learners answered a questionnaire asking their perceived effects of AR learning games and likes/dislikes about AR. The learners' responses were analyzed employing text mining (including the frequency of words and co-occurrence network) and compared between the first and the second semesters. The results exhibited the following findings, (1) the AR learning games helped the learners stay focused on engaging in language tasks, (2) the learners felt that they improved their speaking skills and enjoyed working on tasks collaboratively, (3) the learners sustained their interests in completing tasks in the AR games over two semesters, and (4) there were several technical problems, such as failures of uploading movie files to the ARIS server and logging in the ARIS app account. Based on the results above, the affordances of the AR technology will be discussed. Moreover, educational implications and suggestions for efficient and effective use of AR in language education will be provided during the presentation.

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Parmaxi, A., & Demetriou, A. A. (2020). Augmented reality in language learning: A state-of-the-art review of 2014–2019. *Journal of Computer Assisted Learning, 36*, 861–875.

Parallel Session 1B

1B.1 Computer Rules to Detect and Correct Structural Particle 的 Grammar Errors: A Corpus-Driven Approach

Sihui LIU (The Education University of Hong Kong)

Ming Ming CHIU (The Education University of Hong Kong)

Alex MORAKHOVSKI (The Education University of Hong Kong)

Research background

Chinese learners often mis-use structural particle 的 and make grammar errors in their writing. Thus, teachers have to correct them to facilitate students' higher grammatical accuracy and communication efficiency. Previous studies for automatic detection and correction of Chinese grammar errors either require very high computer expertise beyond most teachers or have very low grammar error correction accuracy rates (previous best F1-ratio = .34) (Zhou et. al., 2018).

Objectives

To relieve Chinese teachers' grammar error correction workload, this study designed and implemented computer rules to automatically detect and correct grammar error involving the misuse of structural particle 的 in students' essays.

Methods

We collected 1,501 Chinese essays from primary and secondary school students in Hong Kong. The Chinese Knowledge and Information Processing (CKIP) parsing computer software (Ma & Chen, 2003) automatically segmented and parsed all the essays. Next, we manually identified and extracted grammar error patterns based on three rules: 1). A + 的 + B (B is a Noun [Phrase]), in which A modifies B; 2). C + 地 + D (D is a Verb [Phrase]), in which C modifies D; 3). E + 得 + F (E is an Adjective [Phrase]) or a Verb [Phrase]), in which F modifies E. Then, we formulated computer rules to detect and correct these errors, along with exclusion rules for counter examples. Finally, we implemented these rules via Python.

Outcomes

Application of such computer grammar rules face five major challenges: (a) a Chinese word can serve as different parts of speech, (b) counter-examples, (c) incorrect segmentation problems, (d) incorrect parsing, and (e) omitted words. We addressed the first two challenges via collocative word usages, collocative word inherent properties, and exclusion rules.

Applying our 27 computer rules (11 for error detection and correction and 16 for counter example exclusion) to these 1,501 students' essays yielded an F1 score of .97 (precision = .94; recall = 1.00), far above the previous best result.

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1B.2 ‘Kahoot! Self-Paced Games as Flipped Pre-Class Tasks: Does it Generate the Inquiry-Based Learning?’

Qunfan MAO (The Education University of Hong Kong)

The pre-class tasks in a flipped classroom approach are critical in preparing students for deep learning in class. The most frequently used video lectures plus quizzes model for pre-class task designs may be effective in a theory-intensive course. However, in language proficiency courses, learning theories may not always lead to improved motivation and learning of language in class. In a university English academic writing course, a self-paced Kahoot! game has been composed with an intention to generate such motivation in learning ‘academic register’ for writing academic discussion essays. The design of the pre-class Kahoot! self-paced game is based on Assessment-as-Learning (AsL) theory with an aim to put students in a more self-evaluative, inquiry-based independent learning mindset, with which they supposedly make metacognitive judgments of their learning and raise more questions for discussion in class. The Kahoot! game has been assigned to a total of 51 Year 1 English academic writing students from three disciplines in two mixed-ability groups before class. In-class discussions and writing practices have been used in the ensuing in-class teaching to deepen learning. A questionnaire with regard to students’ preferences of such a flipped pre-class design has been distributed to the learners after in-class teaching and 32 responses were collected. The results show that, though the learner-players are demonstrating enthusiasm in self-paced games, the effectiveness of this flipped design in generating inquiry-based learning is dependent on students’ differed educational backgrounds. The presentation will report the flipped Kahoot! pre-class game design and discuss how to adjust Kahoot! games with consideration of learner differences so as to enhance inquiry-based language learning.

1B.3 Using Computer-Assisted Language Teaching Technology to Develop Multiple-Levels of Medical Vocabulary Knowledge of Second Language Medical Students from India

Huiwan ZHANG (Macau University of Science and Technology)

Katherine Yiqian CAO (University of Melbourne)

Yuhan HUANG (Macau University of Science and Technology)

Wei WEI (Macau University of Science and Technology)

The role of computer-assisted language learning (CALL) in vocabulary learning has been investigated extensively in the field of English for Academic Purposes (EAP) with very positive outcomes (Enayati & Gilakjani, 2020; Gorjian et al., 2011; Ömer, 2011; Wang, 2016; Yu, 2018) while its implications for medical education (ME) for second language medical students in particular, have not received enough attention and the research has been scarce (Van de Poel et al., 2013; Vorona, 2019). This study intends to fill the gap by investigating a cohort ($n = 22$) of Indian medical students' descriptions and explanations of their preferred vocabulary learning strategies in one of the largest medical universities in Southern China with specific reference to the conventional ways of vocabulary learning and their engagement with CALL technologies. A total of 77 vocabulary learning strategies were identified. Two coding systems were adopted to label and quantify the interview transcripts from two perspectives: vocabulary learning strategies (Oxford, 1990) and taxonomies of vocabulary knowledge (Nation, 2013).

The results indicate that CALL technologies were reported to support cognitive and metacognitive learning activities but not reported to support vocabulary learning for the strategies of compensation and affect. An independent T-test shows that the participants reported significantly more memory (direct), meta-cognitive (indirect) and social (indirect) vocabulary learning strategies in a traditional learning condition than in a CALL condition with a medium level of effect size ($d = 0.5-0.8$). In relation to the vocabulary knowledge level, an independent T-test suggests that CALL technologies were used significantly more often to learn the meaning aspect, rather than the form and use of medical vocabulary with a medium level of effect size ($d = 0.53$). Moreover, the students reported that they used conventional way of vocabulary learning strategies significantly more often to develop productive vocabulary skills and used CALL technologies to develop receptive vocabulary skills with a medium level of effect size ($d = 0.60$ and 0.74). This study yields pedagogical implications for incorporation of CALL technology into developing L2 medical students' vocabulary learning strategies in the social, affective, and compensational dimensions. It is recommended that more opportunities should be created by supervisors to discuss clinical cases with their medical students in social media platforms after classes. New CALL technologies should assist in attending to their students' emotions and linguistic barriers during interactions and offer support accordingly.

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Parallel Session 1C

1C.1 Improving STEM Writing through Data-Driven Learning: An Ethnographic Account of a DDL Intervention in a Girls' Secondary School

Peter CROSTHWAITE (University of Queensland)

Research background

Secondary school students in Australia must quickly develop knowledge of the language features required to meet disciplinary literacy standards for Science, Technology, Engineering and Mathematics (STEM). However, many girls feel frustrated when encountering STEM language, particularly those for whom English is an additional language (Jones & Seilhamer, 2020), while secondary school teachers lack the technological, pedagogical and content knowledge (TPACK, Koehler & Mishra, 2009) to develop students' abilities to discover the language of science through technology.

Corpora are increasingly used to enhance the teaching of language and disciplinary literacies - including science writing- through an approach known as Data-Driven Learning (DDL, Johns, 1997). However, its efficacy for secondary education is still largely untested (Crosthwaite, 2019). Therefore, providing targeted training, support and resources in this area is a way for both students, and their teachers, to fight back.

Objectives

This project establishes how corpus technology and DDL pedagogy can improve outcomes in science writing development with young females at the individual and cohort levels, through the incorporation of a range of existing DDL tools into STEM writing-focused lesson planning. I ask to what extent engagement with corpora and DDL can improve the teaching and learning of science writing for young females, and what are the perceptions of younger female learners and their teachers regarding the affordances of engagement with corpora and DDL for improving science writing development over time.

Methods

A range of ethnographic data including samples of science writing pre/post-DDL, questionnaire and interview data, and teachers' lesson planning materials was collected from 100 female secondary school students and their teachers at an Australian all-girls secondary school following exposure to SKeLL, SketchEngine, Linggle, Versatext and Voyant Tools DDL software platforms. This data was triangulated to chart fine grained qualitative and quantitative impact of DDL on girl's science writing and their perceptions of DDL as a teaching and learning approach.

Outcomes

A range of improvements to STEM-specific vocabulary, disciplinary phraseology, and genre-appropriate writing structures were captured in our analysis of students' written production pre-, mid- and post-implementation of DDL pedagogy, while a number of innovative pedagogical interventions arose from teachers' improved TPACK for DDL. Qualitative stakeholder perceptions of improved disciplinary linguistic knowledge, increased data management skills, and positive engagement with "science" measured were achieved via post-hoc survey/interview data, although a number of challenges still remain.

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1C.2 A Learner Corpus is Born This Way: Design, Demonstration and Direction

Danny LEUNG (The Open University of Hong Kong)

Vanliza CHOW (The Open University of Hong Kong)

Haoyan GE (The Open University of Hong Kong)

This presentation will introduce to participants a new learner corpus, the Chinese and English Learner Language (CELL) Corpus, first released for use in 2021. The CELL Corpus is a major outcome from an Institutional Development Scheme research project funded by the Research Grants Council, HKSAR. It is chiefly composed of English academic essays (4 million words) and Chinese academic essays (18 million characters) written by undergraduate students majoring in language studies and education at the Open University of Hong Kong. A key objective for establishing the CELL Corpus is to allow researchers, teachers and learners of the Chinese and English languages to investigate university students' patterns of language use in Chinese and English academic essays.

Nesselhauf (2004) defines learner corpora as “systematic computerized collections of texts produced by language learners” (p. 40). The word ‘systematic’ highlights the ways in which a thoughtful design necessitates the overall establishment of a corpus. This presentation will begin with the design of the CELL Corpus by discussing the systematic processes of collecting the academic essays and of cleaning the collected essays for subsequent POS tagging and essay-subsection annotation. Qualtrics surveys on meta-data such as gender, first language and public English and Chinese examination results were administered to the undergraduate students whose academic essays were collected. This has endowed the CELL Corpus with a unique feature which allows the corpus data to be matched with the meta-data for various types of analysis. Potential challenges arising from these data collection and cleaning processes will be discussed. The second part of this presentation will be a demonstration of the two features of the CELL Corpus – concordance and word list. Specifically, three filter functions – (i) categories of the academic essays; (ii) sub-sections of the academic essays; and (iii) meta-data of the undergraduate students - available in the concordance feature will be explained in relation to the ways in which they can facilitate learner corpus analysis. This presentation will sum up with the direction of research studies the CELL Corpus would point to. In particular, speakers will discuss in what ways the CELL Corpus will enable interlanguage analysis and error analysis focusing on frequency, accuracy and complexity of vocabulary use in learner language. A list of potential second language acquisition (SLA) research questions emerging from the CELL Corpus will also be discussed at the end of the presentation.

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1C.3 Facilitating the Development of TESOL Trainees' Corpus-Based Language Pedagogy with Online Collaboration

Qing MA (The Education University of Hong Kong)

Equipping language teachers with adequate corpus knowledge and skills can facilitate language learners' exploration and learning from authentic language data. Nonetheless, corpus training for pre-service and in-service teachers faces great challenges and difficulty (Callies, 2019; Leńko-Szymańska, 2017; Zareva, 2017). This research explores online collaborative work of a group of TESOL trainees from a MA programme in the context of developing a corpus-based language pedagogy (CBLP) via an online community of inquiry (Col) (Akyol & Garrison, 2011). CBLP is a new concept, defined as the ability to integrate the technology of corpus linguistics into classroom language pedagogy to facilitate language teaching. This CBLP, blending both corpus linguistics and language classroom pedagogy, is similar to Shulman's (1987) pedagogical content knowledge. This research aims to (1) evaluate the effectiveness of online collaboration, and (2) understand the dynamics of developing CBLP via social interactions.

The research adopted a case study approach and investigated learning processes and outcomes from eight groups in an online Col. Both the intra- and inter-group interaction processes were investigated. Multiple data were collected and analysed, including lesson plans, online peer comments and interviews. Shulman's (1987) model of pedagogical reasoning and action were adapted to analyse the data, especially in the initial key stages of developing teachers' pedagogical content knowledge. The results show that the collaborative work, the interactions within the group, the interaction between the groups, have provided important peer support and feedback, all of which can help facilitate the exchange of ideas in developing our TESOL trainees' CBLP. The interactive collaborative work facilitated the construction and convergence of knowledge considered to be new or demanding, e.g., building up a CBLP in the context of pre-service teacher training in higher education.

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Parallel Session 1D

1D.1 Learning English Academic Writing at University: A Longitudinal Learner Corpus Study in Hong Kong

Meilin CHEN (Hong Kong Baptist University)

TanJun LIU (Hong Kong Baptist University)

Since the introduction of data-driven learning by Johns (1990, 1991), there has been a plethora of literature exploring the affordances of corpora in language learning and teaching. Studies have shown that corpus-driven learning could provide learners with authentic language, promote learner autonomy, and improve a range of cognitive learning strategies (Boulton, 2009; O’Sullivan, 2007; Yoon, 2011). While some DDL studies have incorporated general corpora like BNC and COCA (Crosthwaite 2017; McGarrell 2015), others have used in-house built specialised corpora of academic or professional discourse (Flowerdew, 2015). Learner corpora, which consists of written or spoken samples produced by second or foreign language learners, also have great potential for facilitating language teaching and learning (Flowerdew, 2001; Gilquin et al., 2007; Granger, 2019). While it is not new to incorporate specialised learner corpora in language studies (e.g., Charles, 2006), few of these corpora contain both longitudinal and cross-sectional data that may shed more light on students’ development in academic writing (e.g., Bestgen & Granger, 2014).

This presentation reports on an on-going university-wide project that aims to fill this gap by building a longitudinal and cross-sectional learner corpus of an English for specialised academic purposes nature and using this learner corpus to inform university’s language teaching and learning, including material design, course planning for different disciplines and language assessment. To build this learner corpus, students’ writing from six disciplines (i.e., Arts, Social science, Science, Business, Visual Arts, and Chinese medicine) in the four years of their undergraduate studies are collected. The preliminary results indicate clear disciplinary variations regarding author stance (e.g., pronouns), the use of cohesion strategies (e.g., connectives), and text styles (e.g., verb/verbal phrase types) in learners’ writing. The preliminary findings of this study may provide pedagogical implications for the design or the reform of discipline-specific academic writing courses at the tertiary level. Suggestions for developing corpus-informed materials for discipline-specific writing courses at the university level will be given.

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1D.2 Evaluating the Effectiveness of a Corpus-Based Visual Feedback Paradigm on Chinese EFL Learners' Intonation Performance

Jiayi ZHONG (Fung Kai No.1 Primary School)

With the help of speech analysis tools, it has been found that intonation patterns can be most effectively trained through the comparison of visualized information from learners' own speech productions and those of a native speaker (Anderson-Hsieh, 1994). However, students may be confused of what exactly should be observed and compared due to the over-general information on the original visual feedback (Weltens & De Bot, 1984). While customizing the visual feedback with extra signal (e.g., upward arrow represents a rising tone) can better guide student to focus on the target language features (Mantini, 1980; Vilches, 2015), it can hardly be done immediately by teachers in the classroom. Addressing this gap, this study proposed an innovative pronunciation training framework, integrating non-native data in a spoken learner corpus (i.e., The Spoken English Corpus of Chinese and Non-Chinese Learners in Hong Kong [Chen, 2020]) as the counterpart of learner-self production in existing proven visualized comparison system (i.e., Olson's [2014a] visual feedback paradigm [VFP]) for EFL learners. Analyzing the existing learner data, teachers can prepare the visualized materials in advance. To explore the pedagogical effectiveness of this proposed training framework, namely the spoken learner corpus-based visual feedback paradigm (SLCVFP), a pilot study was conducted. Both quantitative and qualitative data were collected from 12 voluntary EFL learners, who were randomly allocated into a control group (N=6) and an experimental group (N=6) using VFP and SLCVFP settings respectively in an 8-day training session. Results first showed significant pedagogical effectiveness of both trainings on improving the appropriateness of the EFL learners' intonation performance from around 50% to 80%, without any noticeable between-group differences in each of a pre-test, an immediate post-test and a delayed post-test. Furthermore, experimental group were found better in maintaining the gained improvement in two-week time. Comparing the performance of question types, tag questions enjoyed most benefit from SLCVFP. Following the performance tests, a 9-point Likert scale questionnaire was sent to collect learners' perceptions on both VFP and SLCVFP trainings. To further explore the potential pedagogical implications using SLCVFP, 6 participants from experimental group were also invited to attend a 15-minute follow-up interview, where their further opinions were detected to support the triangulation of the study. While all the experimental participants held positive perception on the SLCVFP training by attaching a score of no less than 8 to all statements in the questionnaire, they also showed more confidence in using the question sentences and more willing to further apply the learner corpora and speech analysis tool to their future study in the interview.

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1D.3 Hong Kong Secondary School Students' Chinese Writing Performance in a Public Exam: A Corpus-Based Perspective

Hin Yee Hinny WONG (The Open University of Hong Kong)

In Hong Kong, the task of writing in standard written Chinese (SWC, which is closely aligned to Mandarin) poses a unique challenge to students whose first language is typically Cantonese. The underlying problem is that Cantonese-speaking students simply cannot write the way they speak. They must suppress their impulse of using Cantonese when writing Chinese in formal situations.

Hong Kong Diploma of Secondary Education Examination (HKDSE) is a public exam which assesses secondary school leavers' academic attainment in Hong Kong. In the Chinese Language exam Paper 2 of HKDSE, candidates have to choose one out of three questions to answer, and write at least 650 characters in 90 minutes. Students' writing performance in this public exam serves as a useful indicator of how and what they have achieved in learning the written language.

The study aims to analyse texts in HKDSE Chinese Paper 2 Writing composed by students taking the exam. While previous studies on Hong Kong students' Chinese writing performance are mainly qualitative in nature (Ho, 2007; Lai, 2019), we take a corpus-based approach to analyse students' Chinese writings. A total of 180 writing exam scripts, comprising of three different writing topics were transcribed and annotated for data analyses. For each writing topic, there are 20 high-scored, 20 mid-scored and 20 low-scored exam scripts. At the macro-level, a higher number of characters, paragraphs, sentences and words and fewer typos was produced by high than low scorers. However, the average sentence length was shorter for high than low scorers, and fewer clauses per sentence was found for high than low scorers. There was no difference in lexical diversity among writings which are assigned different scores. Part-of-speech analysis reveals that more different types of nouns, verbs, adjectives, adverbs, conjunctions, and idioms were produced by high than low scorers. The logistic regression analysis shows that longer text length, larger lexical diversity, the use of more nouns, full stops, commas, and pauses are the main contributors for being marked as high-score writings. Using machine learning method, a classification tree has been generated to predict the scores of the writings.

The findings of this study contribute to our understanding of the relationship between linguistic features and different levels of writing quality, providing insights into the teaching and learning Chinese writing in the local community.

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1D.4 Relative Clauses in Written Hong Kong English: A Corpus-Based Study

Chi Wui NG (*The Chinese University of Hong Kong*)

Keck and Kim (2014) put forward a framework for pedagogical grammar research, which possesses three dimensions: grammar description, L2 grammar acquisition, and L2 grammar instruction. Kennedy (2003) also contends that learning, teaching, and content constitute three areas of language teacher education. For all the importance of relative clauses in Hong Kong English language education, second language teaching research on relative clauses in Hong Kong English is limited.

Following up Gisborne (2000)'s study on relative clauses in Hong Kong English, the present corpus-based study of relative clauses in written Hong Kong English possesses both developmental and sociolinguistic dimensions. On one hand, it aims at investigating to what extent three hypotheses explicating second language development of English relative clauses, videlicet the Keenan and Comrie (1977)'s Noun Phrase Accessibility Hierarchy, Kuno (1974)'s Perceptual Difficulty Hypothesis, and Hamilton (1994)'s Subject-Object Hierarchy Hypothesis, are supported by data of written Hong Kong English respectively as well as significance of the three hypotheses in English language education in Hong Kong. On the other hand, it is intended to examine quantitative and qualitative differences between relative clauses in written Hong Kong English as well as those in written British English as well as significance of such differences in English language education in Hong Kong. Primary language data of relative clauses were collected from written components of the International Corpus of English – Hong Kong (ICE-HK) and the International Corpus of English – Great Britain (ICE-GB). Frequencies of occurrence and syntactic structures of distinct types of relative clauses were computed and analyzed respectively. Preliminary findings as well as theoretical and practical implications of the study will be presented.

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Parallel Session 2A

2A.1 Online Language Learning Throughout and Post-Pandemic

Sijia GUO (Macquarie University)

Matt BOWER (Macquarie University)

The swift transition to online teaching during the COVID-19 pandemic may fundamentally change language educators' teaching approaches, and thus greatly influence students' learning experiences. Like thousands of institutions worldwide, educators at Macquarie University had to halt their classes in the middle of the semester and switch from in-person to digital teaching. Although the language units offered at Macquarie University were mostly "online ready," the sudden shift to exclusively virtual learning environments led to a radical change in the way students learn and interact with peers and teachers. To understand its impact on learners' experience throughout and post-pandemic and aspects that could still be improved, 28 students who enrolled in foreign language units (including Chinese, Japanese, French, German, Italian, Modern Greek, and Croatian) at Macquarie University were surveyed, and 6 of them were interviewed after one year of study in 2020. The goal of the study was to identify and examine the use of the web-conferencing tool Zoom and designed interactive activities (Zoom tutorials and other collaborative tasks carried out live) that drive student success in remote language learning environments. The results revealed technical challenges that remote students encountered in online sessions and their needs for more student-centred activities. Additionally, it confirmed the critical roles that the synchronous web conferencing tool and collaborative tasks play in foreign language learning at a distance from learners' perspectives. The positive influences can be summarised as follows: (1) receiving feedback from teachers in real-time to improve language skills; (2) scaffolding and learning from peers while working on collaborative tasks; (3) stimulating language learning motivations. The paper will further shed light on remote language education design in post-pandemic teaching practices.

2A.2 Task Impact on Second Language Learners' Video-Conferenced Collaborative Writing

Jookyoun JUNG (The Chinese University of Hong Kong)

Amid the rapid development of technology-assisted learning platforms, researchers began examining the pedagogical potential of online second/foreign language learning. In particular, the Web 2.0 technology, such as Google Docs and wikis, has further fuelled studies into online collaborative writing tasks premised on the sociocultural assumption that peer interaction generates ample learning opportunities and facilitates literacy development.

Against this background, the present classroom-based study explored task impact on second language (L2) learners' performance in video-conferenced collaborative writing tasks. In Zoom-mediated university courses, 22 students collaboratively wrote suggestions for improvement on their peers' lesson plans using Office 365. The suggestion-giving task was manipulated in terms of reasoning demands (i.e., writing suggestions as bullet-pointed sentences vs writing suggestions in the form of a coherent and polite letter) and interactional demands (i.e., a pair vs a group of three or four). Data came from audio-recordings of the students' interactions while engaging in the zoom-mediated collaborative writing task, their subsequent written texts, and their responses to a post-task survey.

The results revealed that the participants' interactional patterns were largely unique between task conditions as well as group compositions. Yet, connecting suggestions into a coherent structure and working in a group were perceived as considerably more demanding compared to simple listing of suggestions and working in a pair. Also, the participants' discussions were predominantly content-based with very little attention to linguistic accuracy, which further led to comparable linguistic complexity of the written suggestions regardless of the task manipulation. Overall, students evaluated video-conferenced collaborative writing as highly interactive and efficient way to collaborate with their peers in a web-based mode. The findings of this study demonstrate that different task goals and group compositions can alter the way learners engage in a web-based collaborative writing task, and thereby affect the amount of potential language learning opportunities.

2A.3 Promoting Learners' Information Literacy in Writing from Web-Based Resources: The Implementation of a WebQuest-Based Course

Katayoun REZAEI (Alzahra University)

Susan MARANDI (Alzahra University)

The advent of web-based technologies has altered teaching and assessment approaches to academic writing literacy. Since web-based resources are frequently the main source of input for learners while composing their written assignments and doing research (Thompson et al., 2013), the world wide web has turned into an instructional corpus-based resource which is used by learners for various learning and rhetorical purposes in composing their source-based texts, including looking for ideas, getting language support, reaching for authoritative voice to confirm one's arguments (Plakans & Gebril, 2012; Wette, 2017). Nevertheless, writing from web-based resources requires information literacy skills to effectively search for relevant reliable web-based sources among a plethora of online information, evaluate sources critically (Chang et al., 2011; Greene et al., 2014), and synthesize them into one's ideas in writing while acknowledging the input source materials (Shi, 2004). Researchers (Akayoğlu et al., 2020; Bennett et al., 2008; Tsai et al., 2012) also insist that even digital "natives" (Prensky, 2001), who are literate users of information and communication technology in their everyday life, may face difficulties in successfully transforming their everyday digital literacy skills to the formal learning environment. In fact, searching, evaluating, and incorporating multiple web-based sources of information into one's own writing in the process of meaning construction entails higher-order cognitive skills which stands in need of formal instruction in the academic context (Tsai et al., 2012). To this end, an embedded mixed-method research was conducted to find the effect of a WebQuest-based instruction on the information literacy skills of novice EFL students at higher-level education. A WebQuest was designed and implemented in two blended writing courses where the students practiced the components of information literacy in writing from web-based resources, completing tasks which represented their real-life academic activities. The quantitative findings indicated that the WebQuest-based instruction enhanced learner's information literacy skill as well as their source-based writing performance. However, the students' interviews revealed that synthesizing ideas from multiple web-based sources was still a cognitively demanding task for some learners. The results of the study have implications for the explicit instruction of information literacy skills using the web-based environment in academic writing courses at higher education to facilitate the critical and efficient use of web-based resources by learners for their research and academic purposes.

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2A.4 They are of Different Kinds: A Corpus-Based Approach to Category Nouns *zhong* and *lei* ‘Kind; Type’ in Spoken Mandarin

Chen-Yu Chester HSIEH (National Taiwan University of Science and Technology)

Category nouns such as *kind* and *sort* in English and *zhong* and *lei* in Mandarin have long been found to form idiomatic expressions or grammaticalized units that serve particular functions (Lakoff, 1973; Aijmer, 2002; Huang & Ahrens, 2003; Biq, 2007; Hsieh, 2019). As indicated by Huang and Ahrens (2003), some of these nominal elements, including *zhong* and *lei*, can function as *kind classifiers*, which constitute a distinctive feature of Mandarin Chinese, even among classifier languages. Ahrens and Huang (2016) further reveals that each kind classifier in fact shows peculiar collocation patterns despite their similarity in meaning. Although sporadic efforts have been made to investigate Chinese category nouns and the related expressions, our understanding about this group of linguistic devices is still restricted, especially with regard to their usage patterns.

In light of this gap, the current study, drawing on the data from the *NCCU Corpus of Spoken Taiwan Mandarin* (Chui, 2018) and the analytic framework of Interactional Linguistics (Couper-Kuhlen & Selting, 2018), aims to examine and contrast the distribution, collocation and pragmatic functions of two monosyllabic, near-synonymous category nouns *zhong* and *lei* ‘kind’ in spoken Mandarin. The results suggest that both *zhong* and *lei* tend to co-occur with a limited set of linguistic elements in the immediate context and seem to form prefabricated expressions with some of them, as noted in the literature. These expressions enable the speaker to construct or co-construct an *ad hoc category* (a category created spontaneously) (Barsalou, 1983; Mauri, 2014, 2017) in conversation.

Aside from these commonalities, the two category nouns in question also display a number of differences. First, *zhong* outnumbers *lei* by a significant margin in the corpus (904 vs 216). Partly as a result, *zhong* is found to co-occur with a wider range of collocates than *lei*. Second, while most instances of *zhong* are preceded by *na* ‘that,’ *lei* shows a strong preference to follow the linker *zhi*. Third, in contrast to *zhong*-expressions, which can appear before or after a noun phrase or a clause, linguistic items that involve *lei* mostly occur after the noun phrase or clause. Finally, while *zhong* is often used to foreshadow an utterance and express the speaker’s evaluative stance, *lei* is more frequently deployed to mark the end of a turn and indicate the speaker’s lack of commitment to the presented information. The findings thus hold implications for both researching and teaching Mandarin Chinese.

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Parallel Session 2B

2B.1 A Reading Tutor for Learning to Read: The Contribution of ASR Technology

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Learning to read is a fundamental skill that children acquire at the beginning of primary school and that requires intensive practice in reading aloud with individual guidance by teachers. Since this is not always possible, generally because of lack of time, researchers have been looking for alternatives that can support this process through technology-enhanced learning.

One technology that seems particularly useful is Automatic Speech Recognition (ASR) because this would allow a reading tutor software to determine whether children read words correctly when they read aloud and, possibly, to provide personalized feedback. In the project Dutch Automatic Reading Tutor (DART) we set out to investigate to what extent this is possible and how personalized feedback can best be provided. In this paper we report on preliminary studies conducted in the framework of this project to evaluate the performance of the technology and to determine whether this kind of practice leads to improved reading in terms of both accuracy and speed.

A Reading Tutor was developed that incorporates ASR technology and stores the audio files containing the speech read by the children, as well as log files that record information about the interactions between children and the system. The reading material consists of words and sentences belonging to a widely used method in Dutch primary schools in which children learn the relationships between graphemes and phonemes and gradually read texts of increasing difficulty. For this project we selected material from the reading method for first graders by Zwijsen Publishers, Veilig & Vlot, which is used in the majority of primary schools in the Netherlands.

In the software words and sentences are shown on the screen and the child can click on the microphone to start the recording. The audio files are then sent to the ASR for analysis so that feedback can be provided to the child during practice.

Preliminary studies were conducted to study the performance of the ASR technology and the impact of practicing with ASR-based feedback on reading performance. The results show that the feedback provided by

the reading tutor helps improve both reading accuracy and reading speed. In the presentation we will discuss how further improvements can be obtained by optimizing the ASR technology and by using the log-files to obtain more specific information on individual practice and possibly more personalized feedback.

2B.2 Development of a Computerized Diagnostic Language Assessment Platform for Second Language Email Writing

Allan NICHOLAS (University of Aizu)

John BLAKE (University of Aizu)

Maxim MOZGOVOY (University of Aizu)

In academia email is the primary written mode of digital communication between faculty and students. While students can draw upon online tools to assist with the formal aspects of writing, pragmatics– the relationship between social context and language choices– remains a challenge and is often undertaught in the language classroom. In part, this may be due to its complexity and relatively subjective nature. In the university context when faculty IS required to teach large groups of students, there is also the challenge of providing effective, individualized instruction, and feedback in a timely manner. This is problematic, as failing to adhere to second language pragmatic norms may lead to negative social consequences for learners. Computerization of this process can mitigate time and resource issues, allowing large numbers of learners to receive tailored instruction and feedback simultaneously. This paper describes the development of a computerized diagnostic language assessment (C-DLA) platform that aims to address this issue.

The development of the C-DLA can be categorized into two main phases: (1) corpus creation, annotation, and analysis and (2) software development and engineering. In the corpus phase, a corpus of over 1000 Japanese EFL learner emails was created and annotated by expert English users for instances of perceived pragmatic failure, applying a coding scheme adapted for email texts. Instances of perceived pragmatic failure were analyzed to inform the development of the software. In the software development phase, a basic C-DLA prototype was created and revised based on multiple piloting phases. The C-DLA administers assessments, provides tailored feedback to learners based on identified pragmatic failure in their submissions, and offers further individualized instruction based on the sum of their performances during assessments. When a pragmatic error is discovered, the error type is identified, and feedback provided. As the number of attempts increases, the explicitness of the feedback increases, enabling the C-DLA to scaffold learners. A particularly novel feature is its focus on identifying pragmatic rather than grammatical issues. This is achieved using a combination of probabilistic and rule-based parsing to match the instances of pragmatic failure identified in the corpus analysis. A practical approach to pragmatic failure identification was adopted by focusing on instances that are most severe, most frequent, and most easily detected. The paper concludes with a demonstration of the deployed C-DLA prototype, a discussion of the challenges encountered in the development process and the next steps.

2B.3 Self-Paced Online Learning to Prepare the Common Recruitment Examination (CRE)

Hon Fong POON (The University of Hong Kong)

After years of education, graduates are naturally keen to give something back and contribute to society. One of the most efficient ways is to join the civil service and serve the public. The Civil Service Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR) requires that anyone applying for civil service posts at a degree or professional level must first pass the Common Recruitment Examination (CRE). Since there is no formal training from faculties and departments in the University of Hong Kong (HKU), an online self-paced courseware for the CRE using the e-learning system 'HKU Open EdX' was piloted in 2016. It is then further developed and launched in 2020 to meet the students' needs. This paper is going to present the details of the online courseware and the participants' feedbacks.

2B.4 Technology-Enhanced English Language Teaching and Assessment since 1980: A Bibliographic Review on 40 Years' Publications in Mainland China

Lan YANG (The Education University of Hong Kong)

Juan GAO (The Education University of Hong Kong)

Research background

Technology-enhanced language education has been a long-standing research field since the invention of computer technology. However, little is known about the research trend of this field in terms of teaching and assessment across 40 years starting from the early 1980 when computer was available to the masses in Mainland China.

Objectives

Given a lack of big data analysis from a bibliographic perspective, the key objective of this study was to explore research hotspots and development trends of technology-enhanced language teaching and assessment ranging from 1980 to 2020 in Mainland China.

Methods

This study employed a powerful bibliographic analysis software named CiteSpace software (Chen, 2006) that enables researchers to analyze over thousands of publications to map scientific literature. By using a range of key words pertaining to the meanings of technology-enhanced and English education, 2505 studies published in the past four decades and documented in China National Knowledge Infrastructure (CNKI) were sought out. All publications were imported to the CiteSpace software for detailed analyses.

Outcomes

Cluster analysis results showed the first cluster is composed of college English teaching, application, multimedia, Constructivism and teaching mode (top 5 hotspots generated from the centrality of keywords), suggesting a substantial body of research falls in the first cluster. Moving forward, the citation bursts of keywords highlight Multimodal Machine Learning (MMML), College English, and teaching mode (e.g., Flipped classroom, Micro-lecture) as the top 3 studied keywords in this field. Overall, based on three algorithms (e.g., LSI, LLR & MI, see Chen, 2006), those 2505 studies were allocated into 23 clusters presenting meaningful information for understanding the research trends of technology-enhanced language teaching and assessment. Details of the 23 clusters will be presented and discussed in the conference. As for cooperative networks, we did not find 'significant' cooperative networks identified among authors and organizations. Based on over 2000 publications documented in CNKI, this study was informative for further research development on technology-enhanced English language teaching and assessment.

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Parallel Session 2C

2C.1 EFL Students' Use of Online Corpus Consultation to Overcome Vocabulary Errors in Academic Writing

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Writing is an important skill, and it is a tool that EFL students need to improve and develop their knowledge. To master writing in any language, the learner should be able to master spelling, grammar, vocabulary and punctuation. Corpus technology has gained an increasing attention in the field of language education in recent years and has made a great influential contribution to the English language in general and academic writing in particular. Therefore, using corpus consultation and corpus activities have the potential ability to help students overcome their writing errors in vocabulary through exposing the students to a large number of written authentic examples. The corpus used in the study is the Contemporary American English (COCA); COCA was chosen for its free availability online and its large size. This study aims to investigate how using online corpus consultation could help EFL students to overcome vocabulary errors in academic writing. Also, the study aims to highlight the difficulties that EFL students face while using corpus consultation. Finally, the study also seeks to explore EFL students' perspectives and attitude toward the use of corpus consultation in a writing class. The participants of this study are 40 Saudi Female students, EFL majors at the College of Language and Translation, Al-Imam Mohammad ibn Saud Islamic University (IMSIU) in Riyadh, Saudi Arabia. This study used a Mixed-Methods to ensure the credibility of the data and obtain clear descriptions about the topic. The study instruments are: (1) Pre-post vocabulary and essay writing tests, (2) Questionnaire and (3) Semi-structure interviews. The study results show that integrating corpus consultation into L2 classes will be very useful and effective. First, the pre-post vocabulary and essay writing tests shows a noticeable improvement in students' writing performance. Second, the questionnaire result indicates a general positive attitude toward using corpus consultation in writing classes. Finally, the semi-structure interview highlights the main difficulties that students face while using corpus consultation. Suggestions and implications for future research are mentioned at the end of this study.

2C.2 Abstract Writing in Research Articles: Comparison of the Writing Style in Student Dissertations and Journal Publications in Applied Linguistics

Ching Hang Justine CHAN (*The Education University of Hong Kong*)

Abstract is the first impression for reviewers of the followed research articles, and often affect the possibility of being accepted by the conference or published in the relevant journals (Widerquist, 2000). The present study is set to demonstrate the comparison between the students' dissertations and scholars' publications in the field of Applied Linguistics in terms of the writing style by looking at the use of self-mention markers and verbs of saying when expressing claims and topics in the abstract. Two mini corpora were compiled in order to facilitate the present study. 54 pieces of abstract were retrieved from the dissertations submitted by Master of Arts in Applied Linguistics (MAAL) students from 2010 to 2017 on The HKU Scholars Hub (<http://hub.hku.hk>), a website that contains publications and theses from the students or staff of The University of Hong Kong. As for the abstracts of journal publications, a renowned journal of the field, *Applied Linguistics*, was selected as the source. Another 54 pieces of abstract were retrieved from the publications in the journal from 2013 to 2017. For students' abstracts, 88.9% had adopted impersonal style and only 0.531‰ was found in the normalized frequency of all self-mention markers. When looking at the use of verbs of saying, locational pattern was dominant in both claim-making verb "show" and topic-setting verb "investigate". For scholars' abstracts, 59.3% had adopted impersonal style, while 5.89‰ was found in the normalized frequency of all self-mention markers. When looking at the use of verbs of saying, while locational pattern was the majority in both claim-making verb "show" and topic-setting verb "investigate", personal and impersonal patterns, such as "it is shown" and "I investigate", were observable. Based on the statistics, the present study concluded that impersonality, on the one hand, appears to be the major style in both corpora. This allows writers to explicitly express their research and at the meantime to retain a degree of objectivity (Bondi & Cavalieri, 2012). Mixed style, on the other hand, should not be neglected, especially in the writing style for scholars. This may be explained that for scholars, subjectivity is used for expressing the expertise status (Bondi & Cavalieri, 2012). The results may provide some writing advice for students on developing their abstracts in the research articles.

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2C.3 Lexical Bundles in Artificial Intelligence Journals

Hsin-Yu CHEN (National Chengchi University)

Lexical bundles, recurring multi-word sequences of three or more words, have been considered building blocks in developing coherence in a text for they serve certain discourse functions. Gaining a control to recognize or produce lexical bundles also facilitates naturalness and fluency in communication. However, these bundles are found to behave differently in specific contexts, and this has drawn attention in the fields of corpus linguistics, discourse analysis and English for academic purpose (EAP). Although much research has investigated lexical bundles across disciplines (Hyland, 2008), there are still some underexplored fields. Furthermore, little attention has also been paid to the variation and uniformity among the subfields under a certain discipline. The current study, therefore, aims to unveil lexical bundles in Artificial Intelligence (AI), one of the subfields of Computer Science. The genre targeted here is the published journals from which 250 articles, consisting of 2.9 million words, are collected. The software AntConc is used to extract four-word bundles, which are further analyzed with respect to their structures and discourse functions based on Hyland's (2008) framework. The preliminary results exhibit that most of the bundles serve as research-oriented and text-oriented functions. In terms of syntactic patterns, the noun phrase followed by a preposition and the passive structure are frequently used. This corpus-driven study thus suggests pedagogical implications for language teachers as well as subject teachers to aid students with text coherence in writing AI-related journal articles. Future research could look into lexical bundles along with move structures across sections in journal articles such as abstract, introduction, method, findings and discussion.

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2C.4 Reporting Verbs for Citation Practices: A Corpus-Based Study on Academic Writing in English Language Teaching

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As a crucial way of attributing content to sources, the use of reporting verbs allows authors to convey the information reported and determine whether the claims are to be accepted (Hyland, 2002). Considering the importance of the use of reporting verbs for citations, studies have provided meaningful discussions and classifications on citations (e.g., Hyland, 2002; Thompson & Ye, 1991). However, previous studies tend to associate reporting verbs with fixed evaluative dispositions and purposes and largely ignore the fact that the usages of reporting verbs are heavily influenced by the contexts of citations where they occurred. Hence, this study aims to investigate the use of reporting verbs for citation practices.

To distinguish various citations, we proposed a polarity-function classification scheme. Polarities refer to the negative, positive, and neutral evaluative dispositions towards the cited aspects, and citation functions explain the purposes for which the writer cites other's work. Based on the classification schema in Abu-Jbara et al. (2013) and Hernandez-Alvarez et al. (2017), we adopted the three-way scheme on polarities (*positive*, *neutral*, and *negative*), and elaborated six categories of functions (*background*, *correlation*, *basis*, *comparison*, *critique*, and *substantiation*). Citations are extracted from the expert component in the sub-genre of ELT (English Language Teaching) Research of Parallel EAP (English for Academic Purposes) Corpora specialised in language studies/education (Ma, 2014). All the citations are annotated based on the proposed classification scheme.

We identified 14 frequently used reporting verbs for citations (such as *use*, *suggest*, *find*, *show*, and *argue*, etc.) of ELT Research. It is found that these reporting verbs have their own preferences regarding citation polarities. By using cluster analysis, the frequently used reporting verbs are classified according to their preferences towards positive, neutral, or negative polarities. For example, *use*, *demonstrate*, and *identify* are grouped as 'Positive plus Neutral' because they are predominantly used for positive polarity, occasionally for neutral polarity, and rarely for negative polarity. The analysed reporting verbs also displayed specific preferences towards functions of citations. For example, *argue* is primarily used to comment on cited aspects (*critique*), while *use* mainly reports the theories or methods that will be used by the author (*basis*). Our study demonstrated that the polarity-function scheme is efficient and useful for investigating citations and classifying the use of reporting verbs for citations. Finally, meaningful pedagogical implications are provided for EAP researchers and instructors as how to enhance students' citation practices in research writing.

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Parallel Session 3A

3A.1 “Technology Enhanced” vs. “Digital Literacy” Learning: What’s the Difference?

Ron DARVIN (*The Chinese University of Hong Kong*)

Based on an 18-month ethnographic case study of the digital practices of secondary school students in Canada, this paper asserts the need to differentiate technology enhanced language learning from digital literacy learning. Drawing on specific data from interviews of teachers and using Darvin and Norton’s (2015) model of investment to frame its argument, this paper presents findings that highlight teacher beliefs about the integration of technology into the language classroom. Data from the study shows how digital literacies and educational technologies are often conflated, shaping contrasting teacher beliefs about what needs to be taught in the language classroom. Such beliefs impact the extent to which these practitioners value their own knowledge and competencies and invest in specific teaching practices. At the same time, their own dispositions towards technology and cultures-of-use (Thorne, 2016) shape what they believe constitutes digital literacies. Recognizing the significance of these stances, this paper articulates the boundaries that distinguish digital literacy from technology enhanced learning and the pedagogical implications of setting these epistemological parameters. As speech and writing converge in the everyday use of technologies, language learners need to develop a communicative competence that enables them to navigate digital spaces more fluidly. This paper responds to this need by asserting how a focus on digital literacies can equip learners with a critical awareness of digital genres, their structures, and linguistic and semiotic conventions, so that learners can participate in these spaces with greater agency.

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3A.2 Preparation for IELTS under the New Normal

Calvin Yiu San TANG (The Education University of Hong Kong)

As the COVID-19 pandemic has been affecting both teaching and learning for more than a year, prospective IELTS (International English Language Testing System) candidates have also moved their preparation online. The current online mode of studies has accelerated and compelled students to utilize online resources which were often underrated and underused in the past, especially by those who need them the most (Zephyrhawke, 2011). As the instructor for a course on Skills in IELTS, it is important to explore whether online learning can help students better prepare for IELTS. On the teacher's part, pre-recorded lecture videos were provided for students for their learning and revision. In addition, a variety of useful online resources, including mobile applications, websites and online video platforms were also recommended to students for their use. Since students submit their work online, instructors can provide timely comments with more back-and-forth exchanges through communication via not only official email channels but social media platforms as well. This can possibly compensate for and even surpass the lacking interaction in face-to-face regular lessons. The study by Hasan (2020) has found success in conducting language lessons through the use of Facebook and students were generally responsive as long as instructors were skilled, friendly and caring. As for students, periodic self-reflections on the use of online resources and peer evaluations during online assessments are used to monitor students' progress and experience. Students' eventual IELTS scores or their self-practice scores, along with their comments in their reflections and evaluations, as well as in the SET (Student Evaluation of Teaching) could be the indicators on how effective online preparation is for IELTS. There were three classes overall in the academic year of 2020-2021 with 82 students in total. All four skills were covered in the course, with self-practice Reading and Listening tests conducted during the Blended Learning week, and synchronous live assessment done for the Speaking and Writing tests. One student reflected through email that "I am delighted to tell you that I have just received my IELTS exam results, and I have an overall Band 7 which meets my target! Thank you for arranging the IELTS preparation course and giving me advice on the writing assessment in your spare time." Another student mentioned that "I got 6.5 in overall result, with listening 6.5, Reading 7.5, Written and speaking 6", which fulfilled the students' exit requirement. As for the SET, students commented that "Although I personally think that I have done a great number of reading and listening tests, I still found your test skills useful and they really help a lot" and "Calvin's teaching is in high quality, he give[s] us many useful comment to improve our learning". It seems that even though online learning forfeits the in-person interaction between teachers and students, it still has positive impacts on students' learning, especially when preparing for IELTS. Further research should be conducted to compare students' IELTS results, reflections, and evaluation between those who received online-mode learning and those who had face-to-face regular lessons.

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3A.3 Learner Feedback on Computerized Dynamic Assessment

Yanfeng YANG (Dongguan University of Technology)

David D. QIAN (The Hong Kong Polytechnic University)

Predicated on Vygotsky's socio-cultural theory, dynamic assessment (DA) integrates assessment with teaching in a single activity in which mediation is provided when a learner encounters difficulties in the process. Facilitated by computer technology, computerized dynamic assessment (CDA) makes it possible to extend DA research to large scale studies, which are impractical in DA, since the mediator-learning interaction is individualized and time-consuming. There were positive findings from previous CDA studies but not much was reported on learner's feedback on CDA. The present study addressed this issue by looking into (1) learners' perceptions of CDA in relation to promoting their reading comprehension ability, (2) learners' evaluations of mediation contents, (3) learners' preferences of CDA, and (4) their perceptions of the possibility of the application of CDA in large scale assessment. One hundred and twenty-five Chinese EFL university students completed an open-ended questionnaire upon their completion of a CDA which was devised by the researchers based on an authentic test for English majors in Mainland China. Qualitative analysis using NVIVO was conducted on the questionnaire data. Results show that learners' feedback on CDA is highly positive. A majority of the learners believed that CDA is useful in promoting their reading comprehension ability, especially in enhancing their thinking ability during reading. The efficacy of CDA's immediate feedback on learners' incorrect choices is widely acknowledged by the learners in that the timely mediation improved their response efficiency and accuracy since they realized their mistakes with the assistance of the mediations and thought more thoroughly before moving to the next choice. Learners were positive about the three levels of mediation provided by the CDA program though the second level of mediation was most favored. It was found that CDA was popular among the learners not only because of its efficacy in promoting learners' reading ability but also because of its innovation, novelty, and usefulness in fostering learner autonomy in language learning. However, the learners who were negative towards the possibility of the application of CDA to large scale assessment outnumbered those who held a positive view in this regard. Possible underlying reasons leading to this result are discussed. We will also discuss the potential contribution of the present study to language learning and teaching and to future research, especially in computer assisted language learning.

3A.4 Online English Engagement: Antecedents and Outcome

Baohua YU (The Education University of Hong Kong)

Yuyang CAI (Shanghai University of International Business and Economics)

The COVID-19 pandemic has brought about unprecedented challenges to people's lives and students' learning. During the pandemic lockdown in mainland China, English as a foreign language (EFL) courses in universities had to shift from classrooms to online courses. The double-fold aim of the current study was to examine how students' online English learning engagement affect their English learning outcome and possible antecedents (i.e., enjoyment of ICT use, and metacognitive strategies) that determined students' online learning engagement and, hence learning outcome. Participants included 427 first-year undergraduate students from a university in mainland China. Results of structural equation modeling indicated that (1) online English engagement positively predicted English learning outcome; (2) English learning engagement was positively associated with enjoyment of ICT use and metacognitive strategies, and (3) enjoyment of ICT use and metacognitive strategies positively affected learning outcome by way of online learning engagement, in the face of the negative direct association between enjoyment of ICT use and learning outcome. Implications for online English learning engagement and instruction are discussed.

Parallel Session 3B

3B.1 Effectiveness of Technology-Mediated TBLT in Improving College Students' Oral Proficiency

Xin ZHANG (Shantou University)

Due to the sophisticated and affordable mobile devices and internet access, the implication of mobile-assisted language learning (MALL) has tackled the technology and economy. Even though MALL is a recently emergent sub-discipline of Computer-Assisted Language Learning (CALL), MALL has vigorous research and diverse implications. More importantly, on the review-based study which is conducted by Duman et al. (2014), there is a trend of investigating the effectiveness of MALL practice on certain language skills. However, the effectiveness of MALL in the field is still doubtful due to the insufficient empirical evidence and lack of theoretical framework for the MALL practice. In addition, recent studies (González-Lloret & Ortega, 2014; Lai & Li, 2011; Thomas & Reinders, 2010) have demonstrated increasing interests in technology-mediated tasks. Research on technology-mediated TBLT is still scant and key concepts are worth to be “operationalized and a research agenda articulated” (González-Lloret, 2017, p. 237). Therefore, this study aimed to find out the effect of technology-mediated TBLT instruction on students' performance on the oral proficiency and students' perceptions toward it.

This study adopted a quasi-experimental design to investigate the impacts of technology-mediated TBLT on students' oral proficiency. The independent variables were two different instructional designs: experimental classroom which had adopted the technology-mediated task-based instruction and traditional class. The dependent variables were the students' oral proficiency (as measured by the pre-and post-test), learning attitude (as measured by semi-structured focus group interviews) and engagement level (as measured by the study logs). The results showed that the experimental group which adopted technology-mediated TBLT mode had made more progress in speaking compared to the control group.

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3B.2 Chinese Pre-Service English Teachers' Narratives about their Online Pronunciation Learning Strategies

Hsueh Chu Rebecca CHEN (The Education University of Hong Kong)

Jing Xuan TIAN (The Education University of Hong Kong)

The study investigated online pronunciation learning strategies used by 60 Chinese pre-service English teachers. Thirty participants received a 13-session English pronunciation training course, including 2 sessions of blended learning plus 11 synchronous online Zoom lessons, while the other 30 participants joined 2 sessions of blended learning plus 11 f2f lessons. After completion of the course, each participant was required to narrate the online pronunciation learning strategies that they had used during the course period. Participants' narratives were analyzed using the coding scheme of Oxford's (1990) six language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social.

Results revealed that participants from both groups reported the greatest number of cognitive strategies (Online: 68.70%; f2f: 61.02%). For participants who received f2f pronunciation instruction, they reported metacognitive as the second frequently used strategy (30.50%), which is statistically more frequent than learners who received online pronunciation instruction (12.36%) with $t(51.062) = -2.923, p = 0.005^*$. However, online pronunciation learners used more memory strategy than f2f pronunciation learners (Online: 16.56%; f2f: 6.98%) with $t(48.318) = 2.064, p = 0.044^*$. Social strategy was considered as the least frequently used method for both groups (Online: 2.37%; f2f: 1.50%). Participants in both groups reported different methods that they used when conducting each online learning strategy. For memory, three different methods were reported, namely, applying visual symbols using online resources (e.g., using IPA provided by vocabulary building Apps), representing sounds in memory using online resources (e.g., using TV shows/movie clips on the online platforms as resources), and reciting (e.g., memorizing the pronunciation of new words or IPA symbols directly). For cognitive, participants also reported three different methods, practicing (e.g., imitating/dubbing using online resources), analyzing (e.g., conducting acoustic analysis), and receiving messages from online platforms (e.g., receiving online instructions). For metacognitive and social strategies, two methods were reported respectively, namely arranging and planning your learning using online resources (e.g., planning for a pronunciation task using resources online), evaluation your online learning (e.g., self-monitoring one's learning process after online activities), communicating with others using online platforms (e.g., communicating with proficient users of the new language using online platforms), and receiving feedback from others using online platforms (e.g., receiving feedback from native speakers using online platforms).

Online pronunciation learning strategies used in the two groups shed some light on the design of online

pronunciation pedagogy courses. Challenges and opportunities for teacher education on pronunciation in pandemic and post-pandemic times will also be discussed.

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3B.3 What a Learner Corpus Tells us: Tonal Features of Mandarin by Hong Kong Cantonese Learners

Hsueh Chu Rebecca CHEN (The Education University of Hong Kong)

Xiaona Tina ZHOU (The Education University of Hong Kong)

Recent years have witnessed growing demand for Mandarin pronunciation learning and teaching in Hong Kong. Tone is an essential component in Mandarin pronunciation as it contributes to lexical distinctions. However, it is observed that Hong Kong learners find difficult with production of Mandarin tone. This study investigated the tone production of Mandarin by Hong Kong Cantonese learners, using a learner corpus “The Spoken Corpus of Hong Kong Learners of Mandarin” constructed by the first author. The corpus contains recorded speech data of four types of tasks elicited from 40 Hong Kong Cantonese college students and provides phonological annotations. In this study, an analysis of tone production was carried out from three aspects, including tone production in isolated word, disyllabic word in different tonal combinations, and continuous speech.

The results indicated that absence of neutral tone was the most salient feature and that the accuracy of the production of Tone 3 in individual word was significantly lower than other citation tones. Among the four citation tones in individual word, the accuracy of production for Tone 3 was only 51.98%, which was significantly lower than other tones (Tone 2: 88.56%; Tone 4: 95.27%; Tone1: 96.69%). In addition, the tonal error pattern of Tone 3 and Tone 2 in different contexts were analyzed. There was a striking difference of the patterns for Tone 2 and Tone 3 in monosyllabic word and disyllabic word or in continuous speech. For example, Hong Kong learners in the corpus tended to replace Tone 3 with Tone 1, such as ‘荒’ [huang3] pronounced as ‘荒’ [huang1]. But when Tone 3 was placed in disyllabic word or continuous speech, Hong Kong learners tended to produce Tone 3 in Tone 2, such as ‘瓦’ [wa3] in ‘瓦房’ produced as ‘娃’ [wa2].

For pedagogical suggestions, a corpus-aided and tone-visualization-enhanced approach to Mandarin tone was introduced. Teachers and learners are first suggested to make use of the learner corpus to sort out the priority to the specific tones. Then, learners are required to observe and compare the corresponding pitch contours of the target tone made by both native speakers and learners themselves. After receiving the intensive input, learners can practice the target tone from a syllabic level and gradually over to a sentential level. It is expected that such a “need-oriented” strategy can enhance teaching and learning of Mandarin tone in a more effective way.

3B.4 Promoting Technology-Enhanced Language Learning and Teaching (TeLLT) through the Establishment of a Community of Practice on TeLLT

Lixun WANG (The Education University of Hong Kong)

Hsueh Chu Rebecca CHEN (The Education University of Hong Kong)

Chi Kin John LEE (The Education University of Hong Kong)

Kwan Wai Eric YU (The Education University of Hong Kong)

The innovative use of technologies in language learning and teaching has great impact on language education. This paper reports on a project aiming to promote technology-enhanced language learning and teaching in higher education through the establishment of a Community of Practice (CoP) among four universities in Hong Kong. Through surveying over 200 students and around 100 teachers across four Hong Kong universities, and interviewing around 50 students and 20 teachers, the project investigated what e-resources/tools had been commonly adopted in language learning and teaching, how participants perceived the affordances of technology-enhanced language learning and teaching, and what challenges they had faced in technology-enhanced language learning and teaching. The results reveal that students and teachers perceived a number of affordances of technology-enhanced language learning and teaching, such as provision of authentic materials, enhancement of interactivity, and enhancement of learner autonomy. A list of commonly adopted e-resources/tools for language learning and teaching were identified. The students and teachers also indicated what support they would hope to receive from a CoP on technology-enhanced language learning and teaching.

In order to involve more language learners in the CoP, students from the four universities were invited to produce e-portfolios and to demonstrate how they used technologies to enhance their language learning. Meanwhile, some teaching staff were invited to share their good practices of technology-enhanced language related teaching with other CoP members through Monthly Sharing Sessions, and to showcase their blogs concerning how they used technologies in language related teaching to other CoP members. To facilitate sharing among community members, a website titled 'Technology-enhanced Language Learning and Teaching' has been created to highlight tertiary students and teachers' good practices in using technologies to enhance language learning and teaching. A variety of resources have been featured on the website, such as video clips of public seminars or sharing sessions about technology-enhanced language learning and teaching, e-resources, students' e-portfolios, and teachers' blogs. The challenges and solutions of creating and maintaining a substantial Community of Practice on TeLLT will be discussed. It is hoped that our study will shed some light on how technology-enhanced language learning and teaching can be promoted in higher education institutions through the establishment of a Community of Practice on TeLLT.

Parallel Session 3C

3C.1 Developing Corpus-Based Language Pedagogy: A Case Study of two English Language Teachers

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Fang MEI (The Education University of Hong Kong)

Lok Ming Eric CHEUNG (College of Professional and Continuing Education, PolyU)

Jing YANG (Chengdu Normal University)

Corpus linguistics proves to be an innovative and effective approach to language studies and analyses. However, a corpus-based linguistic approach remains largely unknown to the majority of the professional teaching community for various reasons. A key concept regarding corpus-based teacher training is corpus literacy (CL) (Mukherjee, 2006). Another key concept, largely ignored by researchers, is corpus-based language pedagogy (CBLP), which is defined by Ma et al. (2021) as the ability to integrate corpus linguistics technology into classroom language pedagogy to facilitate language teaching. A few studies (Heather & Helt, 2012; Leńko-Szymańska, 2014, 2017; Zareva, 2017; Lin & Lee, 2015) have only investigated how corpus literacy was developed among teachers, but little attention has been paid to empirical investigations regarding how CBLP is developed by English language teachers.

Adopting a case study approach, this research investigated two English teachers' engagement of acquiring CBLP, integration of the learned CBLP into their design of corpus-based lessons, and implementation and evaluation of their corpus-based classroom teaching. Shulman's (1987) framework of developing pedagogical content knowledge was adopted as an analytical framework for data analysis. The analysis centres around five phases (1) comprehension, (2) transformation, (3) instruction, (4) evaluation, and (5) reflection. The results show both teachers have acquired a good level of CBLP while taking different routes that are shaped by various contextual factors, including their initial corpus literacy, selected topic of the linguistic skills, theories for informing teaching, student background and mode of teaching. Implications are provided as for how to help English teachers develop their CBLP for addressing needs arising from their specific teaching contexts.

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3C.2 An Analysis of Mandarin Resultative Verb Compound V-jìn(盡)—A Corpus-Based Study

Chi-ling LEE (National Chengchi University)

Siaw-Fong CHUNG (National Chengchi University)

The Mandarin word jìn is polysemous. It has the meanings ‘to use up’(verb), ‘the utmost’(adjective), and ‘the limit of something’(noun). And when it serves as an adverb, it can mean ‘completely’ or ‘over’. However, when jìn appears in the resultative verb compound (RVC) construction [V-jìn], its meaning is often metaphorically exaggerated. For instance, xiǎngjìn bānfǎ (think-all method ‘to think of all possible methods’) is a common expression of jìn in which jìn is an imaginary limit of ‘all’ methods. There are many more uses as such. The research aims to use the corpus to analyze the semantics of the verb compound [V-jìn]. Unlike previous work on polysemy, we analyzed the semantic distributions of jìn and the types of verbs (V) that go with jìn, respectively, and when they are combined. Thus, there would be respective analysis of [V-jìn], [V], and [jìn]. It will be a cross-examination of meanings in these combinations.

The data in this research came from the Corpus of Contemporary Taiwanese Mandarin (COCT). A total of 37,615 tokens were collected (36,603 from the written 2019 corpus, and 1,012 from the spoken 2019 corpus). For analysis, 1,655 tokens were randomly selected. The verbs of [V-jìn] were classified based on Chen’s (2003) verb semantic categories, which included ‘verbs of exhausting’ (e.g., huā ‘spend’), ‘verbs of disappearing’ (e.g. sàn ‘to dissipate’), etc. And the meanings of jìn were annotated based on the senses from the Chinese WordNet and Revised Mandarin Chinese Dictionary¹.

The quantitative analysis showed that there are 12 semantic categories of verbs that can pair with jìn, and the three most frequent categories are: ‘exhausting verbs’ (e.g., hàojìn consume-exhaust ‘to deplete’) (41.8%), ‘mental verbs’ (e.g., xiǎngjìn think-all ‘to think all of something’) (18.2%), and ‘suffering verbs’ (e.g., shòujìn suffer-all ‘to suffer all of something’) (11.9%). On the other hand, the majority of jìn in [V-jìn] mean ‘to exhaust’ (e.g., fèijìn spend-exhaust ‘to strain’) (41.8%) or ‘high, large or many in degree’ (e.g., lìjìn experience-many ‘to strain’) (37.4%). Finally, the combined [V-jìn] data were also investigated with the Configuration Schema (Talmy, 2000a, 2000b). We found that, although the basic meaning of jìn means ‘to remove all out’, the sense of jìn will change according to the verb type in [V-jìn].

The Profiling theory (Langacker, 1987) was employed to explain the sense change and three profiling types of jìn (REMOVE-OUT, ENOUGH-FROM, and END-POINT) were found in the study. In addition, the hyperbole function of [V-jìn] was also discussed with ontological metaphor. The study will shed light not only on the morphology of Chinese RVC but also on the interaction of meanings in this construction.

Notes:

¹ Chinese WordNet: <http://lope.linguistics.ntu.edu.tw/cwn/>

Revised Mandarin Chinese Dictionary: <http://dict.revised.moe.edu.tw/cbdic/>

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3C.3 A Corpus-Based Approach to Shell Nouns Analysis in Dcard Social Platform

Wei-Ting YANG (National Chengchi University)

Siaw-Fong CHUNG (National Chengchi University)

Shell nouns are a special type of unspecific nouns, such as *fact*, *report*, and *result*, and they often appear in academic writing (Aktas & Cortes, 2008). They shell “events and abstract relations” and refer to them as ideas (Schmid, 2000:188). The ideas that shell nouns portray are the speakers’ psychological states or experiences (Schmid, 2000). Hsieh (2012, 2018) worked on the stance-taking of Chinese shell noun *Wenti-shi* from a pragmatic point of view. Biq (2004) examined the general nouns in a Chinese spoken corpus and found that each lexical item displayed different tendencies with regard to referential specificity. Several studies of shell nouns that used as cohesive devices in speaking and writing production were also found (Aktas & Cortes, 2008; Biq, 2004; Schmid, 2000). However, previous findings have not reported the analysis of shell nouns in users’ comments on the social platform. To innovate the shell nouns studies, this article intends to observe the use of shell noun in Dcard (<https://www.dcard.tw/f>), which is a Mandarin anonymous social platform in Taiwan often used by college students to comments on matters of interest to them. We aim to analyze the semantic properties, pragmatic implications, and syntactic constructions of shell nouns in Dcard.

We first collected data from the Dcard news forum, this paper firstly set a mechanism to categorize different article structure. A total of 257 shell nouns were searched in 100 texts with 5852 words of commentaries. We removed the forwarded contents and only kept the comments of the users. The searches returned 2 instances. Among the data, we investigated specific shell nouns such as *result* (*jie2guo3*) and *report* (*bao4gao4* as a noun).

We found that *result* (*jie2guo3*) was used most in the news forum. Since these articles are to describe facts or objective events, *result* (*jie2guo3*) was used as a conjunction to cohere articles structure. In addition, *report* (*bao4gao4*) is a high frequency word in this forum, because these articles are taken from online news or newspapers. The findings showed that shell nouns are used in commentary writing to organize ideas in logical order, and also express the positive or negative stance of writers. The findings will shed light on shell nouns stance and discourse analysis in social media.

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3C.4 互聯網+教學實踐 (Internet Plus Teaching Practice)

Ping LEE WONG (The Education University of Hong Kong)

2019 新型冠狀病毒席捲全球下，任何行業都不可能墨守成規。為了生存，為了可持續發展，無論你願意還是不願意，都不可能阻擋時代的洪流，順應、轉變、改革、創新川流不息。疫情下，催生了互聯網+教育的新常態，相信這對未來的教育形態會產生深遠的影響。

一年多的疫情，打破了原有的教育生態，學生的學習環境發生了巨大的變化。這一年多以來，大部分時間，學生都不可能在傳統的課堂環境中學習。這給教師的教學帶來前所未有的挑戰。在學習資源共享的時代，教師如何整合資源，創建促進語言學習的生態環境，是本文需要探討的。

本年度第一學期開發的高階普通話電子課堂內容已投入使用，共收到有效問卷 19 份。100%的同學認為練習內容對提高拼音和聆聽能力是有幫助的；84%的同學認為練習內容適中，也有 16%的同學認為練習內容較深。拼音和聆聽網上練習各佔總成績的 10%。為了幫助學生創造更好的語言學習環境，本人也嘗試利用 FB 專頁，以及配音秀 app 等配合教學。

Against the backdrop of the COVID-19 pandemic, it is impossible for any industry to stick to the rules. In order to survive and develop sustainably, whether you like it or not, it is impossible to stem the tide, constant adaptation, change, reform and innovation is needed. The epidemic has catalyzed a new normal for Internet + education, which is believed to have a profound impact on the future of education.

The year-long epidemic has transformed the education ecology, and the learning environment of students has undergone tremendous changes. For more than a year, majority of the time, students have not been able to study in a traditional classroom environment. This brings unprecedented challenges to teachers' teaching. In an era where learning resources are shared, how teachers can integrate resources and create an environment that promotes language learning is what this article needs to explore.

The online lessons for the course Advanced Putonghua developed in the first semester of this year has been put into use, and a total of 19 valid questionnaires have been received. 100% of the students thought that the exercise content was helpful to improve pinyin and listening ability; 84% of the students thought the exercise content was suitable, and 16% of the students thought the exercise content was difficult. Pinyin and listening online exercises each account for 10% of the total score. In order to help students create a better language learning environment, I also try to use the FB page and the Dubbing Show app to enhance the teaching.

Parallel Session 3D

3D.1 基於語料庫的現代漢語副詞“仍舊”和“仍然”對比研究

Sheng YAO (The University of Hong Kong)

副詞“仍舊”和“仍然”分別是 HSK 六級和四級詞，意義和分佈相近，兩者異同是漢語教學的一個難點，然而現有探討很少。本研究從大規模現代漢語語料中，窮盡性抽取“仍舊”和“仍然”的例句，據相應的語義、句法特徵進行標記，繼而得出統計結論：

一、兩詞的相同點，是語義都表示參照某個序列發生的狀態延續。

二、兩詞的區別，首先是“仍舊”涉及的參照序列主要是時間序列，“仍然”尚多涉及非時間序列。這在語料統計上表現為：1、涉及非時間序列的例句中，“仍然”比“仍舊”更多見（統計上顯著，下同）；2、述謂事件帶[+創造]語義的例句中，“仍然”更多見。

三、另一點區別，是即便都涉及時間序列，“仍然”多表示事件違反說話人（或語境中出現的人）的預期，並凸顯這一層意思，“仍舊”則不然。這在語料統計上表現為：1、述謂事件在一般人的認知裡為反常的例句中，“仍然”更多見；2、有語法成分表示反預期語義的例句中，“仍然”更多見。

3D.2 基於語料庫的留學生嵌偶單音詞使用和習得特點研究——以"享"為例

Yu ZHANG (*Ludong University*)

語料庫的建設與發展，極大地便利了語言的研究，已成為語言研究和參考的利器，而欲真正發揮它指導實踐的作用必須對其進行"二次開發"。本文運用"HSK 動態作文語料庫"、"BCC 語料庫"和"中小學生發展語料庫"，對比漢語作為第二語言學習者使用嵌偶單音詞"享"與母語者使用的諸多情況，統計探索其使用和習得特點，並對其中的偏誤進行了分析。發現：嵌偶單音詞"享"的習得效果較好;在使用時能夠與嵌偶成分共現，固定搭配使用多，自主生成搭配少;韻律相關偏誤少，意義相關偏誤多。

3D.3 本體研究與韓國學習者二語習得情況互動研究——以"立刻""馬上"為例

Xiaolin BU (Ludong University)

本文在國家社會科學基金專案「多維參照的國別化漢語中介語動態語料庫庫群構建與研究」課題成果的基礎上進行研究。利用該課題構建的四維參照的國別化漢語中介語動態語料庫庫群提供的數據作為支撐，結合漢語本體研究，以 Nation 的詞彙知識框架為參照，對韓國留學生短時類時間副詞"立刻""馬上"各自的習得情況及兩者的混淆偏誤進行分析，以期了解韓國學習者習得兩詞的具體情況。本文通過對正確語料和偏誤語料的分析及與本體研究的對比，發現韓國學習者未完全掌握本體研究中已經梳理清楚的有關"立刻""馬上"的知識，且有的偏誤並未涵蓋在漢語本體的研究中。本文用到了語料庫語言學、對比分析的方法。

3D.4 以課外電子學習活動促進學生的文言文學習

Kit Ling Dinky LAU (The Chinese University of Hong Kong)

文言文學習一直是華人地區語文科的學習重點和難點，學生閱讀文言文時往往在字詞、句子以及內容層面都遇到極大的困難，亦普遍缺乏學習動機，很少會主動在課外進行文言文的學習。本研究針對文言文的學習難點，配合課內的文言課文教學，設計了三類課外電子學習活動：教學短片、網上遊戲平台及網上生活化教材，以促進學生學習文言文的動機、策略運用及自學習慣。本研究邀請了 6 所香港中學參與，合共 13 名教師及 551 名初中學生參與，研究採取了問卷和訪談以了解教師和學生對各類課外電子學習活動成效的觀感。比較前後測問卷的結果，學生參與研究後在閱讀文言文的動機、運用策略和自學活動的經常性均有顯著的提升，教師普遍對以電子活動促進學生的文言文學習抱持正面觀感，部分學生認同電子活動有趣及有助提高閱讀文言文的能力，亦有部分學生不太願意參與這些活動。本研究的結果有助教師思考如何改善電子教材和活動的設計，以吸引學生參與及提升他們學習文言文的成效。

Parallel Session 4A

4A.1 The Magnificent Seven: Design Elements in TandemMOOC

Christine APPEL (Universitat Oberta de Catalunya)

Joan-Tomàs PUJOLÀ (Universitat de Barcelona)

Learning design for tandem language learning (Little & Brammerts, 1996) has its own set of particularities: there are two different target languages involved and learners coming from two different cultural backgrounds who will possibly have different learning objectives. For example, the question of which language be used in the learning platform, by the facilitators of the course and in the instructions of the tasks is not a trivial one. Also, different cultural backgrounds will mean that images used for tasks, gamification strategies or task topics will need to address these differences. How we design the way learners will give feedback to each other or even the task types that are used will be perceived through different lenses. In addition, tandem language learning is at its most productive when learners understand that their learning objectives are complementary and that rather than each of them using their own TL, it is essential that both of them use the two languages. The design of the activity and all its elements should follow this same model.

In this presentation we present the design process of an LMOOC, *English-Spanish tandemMOOC*, that integrates tandem language learning (Appel & Pujolà, forthcoming). The course adopts a task-based approach mainly through synchronous oral communication, and its learning objectives are to equip learners with the necessary competences to be able to make the most out of online speaking opportunities with native speakers of their target language. The tandemMOOC is run at the Center for Modern Languages at the Open University of Catalonia and is offered to adult learners of Spanish and English with proficiency levels B2 upwards.

The decision-making process for tandemMOOC design revolved around seven design elements defining the tandem mechanics of the course: the learning environment, facilitation dynamics, dyads configuration, task types, task topics, feedback provision and the gamification components used to enhance engagement in all the previously mentioned elements. Each of these elements is introduced and described in relation to each of the 3 iterations undertaken within a Design-based research (Reeves, 2006) study that allowed for a cycle of improvements based on the data collected in the initial edition and its subsequent 3 iterations. This paper will include a discussion on the logistics of bringing eTandem into a MOOC, and on how this new format fits into the current scenario of LMOOCs and eLearning instructional design.

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4A.2 Learning Pronunciation and Vocabulary through Websites Supported by Automatic Speech Recognition Technology: A Classroom Experiment in Indonesia

Muzakki BASHORI (Radboud University Nijmegen)

Roeland van HOUT (Radboud University Nijmegen)

Helmer STRIK (Radboud University Nijmegen)

Catia CUCCHIARINI (Radboud University Nijmegen)

Speaking skills generally receive little attention in traditional foreign language classrooms, and this especially applies to secondary education in Indonesia. Large class sizes, low competences of English teachers, and limited teaching time are three contextual constraints hindering learners in their efforts to improve speaking proficiency. In the present study, we show the effects of Technology-Enhanced Language Learning and Teaching (TeLLT), i.e., using two websites, NovoLearning (NOVO) and I Love Indonesia (ILI), on students' pronunciation skills and vocabulary knowledge. These websites were equipped with Automatic Speech Recognition (ASR) technology, with each website providing different types of immediate feedback. We conducted a quasi-experimental intervention study with secondary school students ($n=232$) in Indonesia with two experimental groups (ILI and NOVO) and a control group. We measured their vocabulary knowledge of 40 target words before and after the intervention in which they practiced with these two websites instead of classroom lessons, compared to that of a control group with classroom lessons. A subset of the students ($n=24$) participated in a pronunciation pre- and post-test. We also interviewed 12 students and three English teachers to get a deeper qualitative insight into their experiences with the websites. Our findings show that students who received the ASR-based treatment (NOVO and ILI) outperformed those of the control group, both with respect to vocabulary (Figure 1) and pronunciation (Figure 2). We will present more detailed analyses of the kind of progress found. Overall, the interviewees felt positive about using the websites and stated that they were user-friendly and helped them learn English. In conclusion, the ASR-based websites successfully helped students enhance their pronunciation skills and vocabulary knowledge.

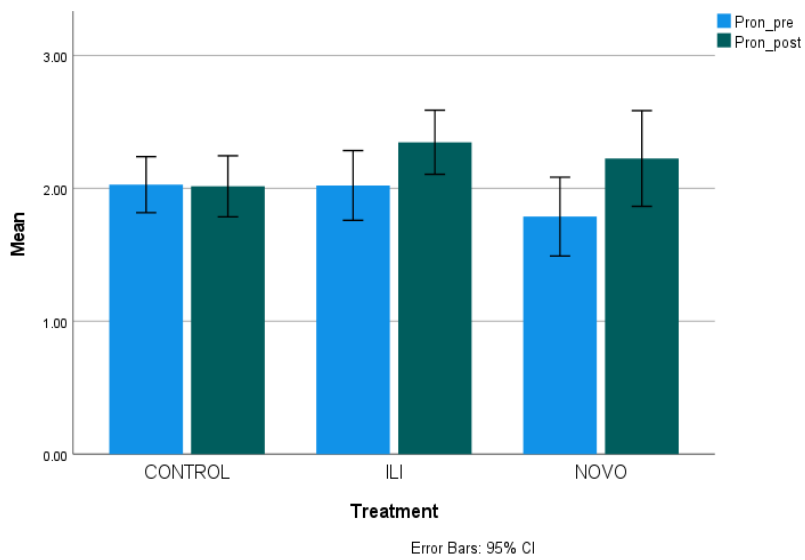


Figure 1. Bar chart of the pre- and post-test scores on pronunciation by control and treatment groups

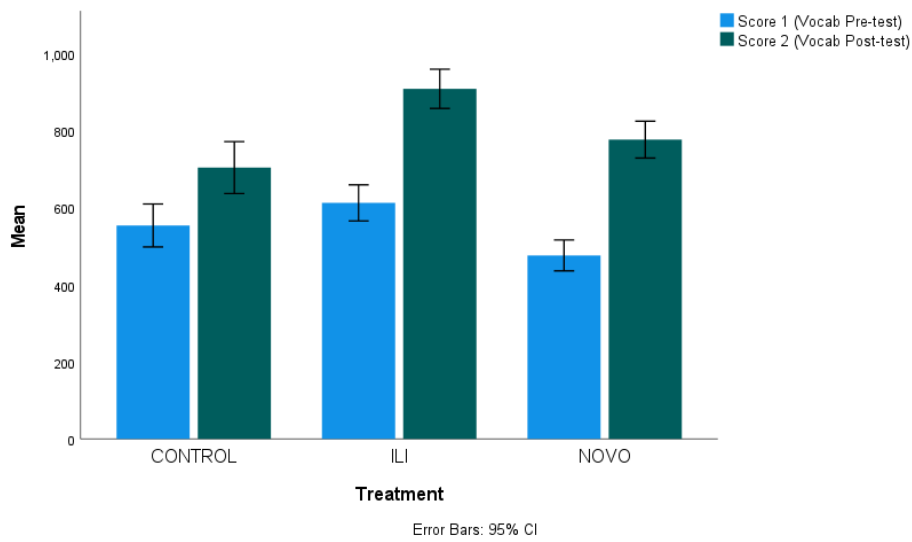


Figure 2. Bar chart of the pre- and post-test scores on vocabulary by control and experimental groups

4A.3 Chatbots in Egypt: Way to Learn or Passing Time?

Heba TOUKHY (Tanta University)

Teachers in foreign language learning do their best to create opportunities during class through pair or group work, but a variety of factors ranging from a lack of time to shyness or limited opportunities for quality feedback hamper this. This presentation discusses online chatbots' potential role in fulfilling this need; considering the Egyptian aspects starting with economic factors ending with social points of view. Chatbots could be providing a mean of language practice for students anytime anywhere and possibly could be time-consuming, depending on how, why, and who is using it. The presentation will focus on the Egyptian way of using it whether it is successful or not, and reasons for that.

4A.4 Using Multimedia to Enrich the Chinese Language Learning Experience of Beginners

Yan Yan CHAN (The University of Hong Kong)

Based on our observation, we have learned that although smaller classes offering more communication opportunities, there is not enough time to teach grammar and simplified Chinese characters in class, because the amount of class time is insufficient and students reside in a non-target language learning environment. In order to help students establish a solid foundation in syntax and lexicon, enhance self-access language learning environment, as well as enrich their educational experience of virtual learning, two e-learning coursewares were created in the past two years.

This paper attempts to analyze how the technical tools have motivated beginners for active and self-directed learning, helped the in-class teaching more efficient, and enriched the learning environment through investigating the implementation of two online courses offered for the beginners taking Chinese (Mandarin) as a second language course at the University of Hong Kong.

This investigation is based on the online vocabulary and grammar courses and online Chinese character course offered in 2019-20 and the first semester of 2020-21 respectively. Regarding the online vocabulary and grammar courses, the teacher used Camtasia and Panopto to make all the video clips illustrating the pronunciation, vocabulary, and grammar. An online Chinese character course based on 150 characters that beginners must master was created. Two video clips for each Chinese character were made. In the first video, the students found the Chinese character with the Chinese pronunciation, the English meaning and listened to a description of the character. In another video clip, the students saw the teacher writing the Chinese characters.

According to the statistics, this paper finds that: (1) the successful application and implementation of the e-learning components depend on the language learners' needs; (2) the e-learning components can enhance the students' engagement; (3) e-learning helps the in-class teaching more efficient; and (4) the online courses have enriched the educational experience of virtual learning under the pandemic.

Parallel Session 4B

4B.1 'Technology-Enhanced Self-Regulated Language Learning: A Systematic Review

Yin YANG (The Education University of Hong Kong)

Yanjie SONG (The Education University of Hong Kong)

It is widely acknowledged that self-regulated learning is one of the most essential capabilities for lifelong learning to cope with the challenges of the twenty-first century (Lehmann et al., 2014; Zheng et al., 2018). Many studies have been conducted and show that SRL is positively related to students' academic achievement (C. M. Chen et al., 2014; Lai et al., 2018). Furthermore, Zimmerman (2002) posits that self-regulatory processes are teachable. In recent years, a growing number of studies on SRL mediated by technologies have been conducted (e.g., Lai et al., 2018; Sonnenberg & Bannert, 2019). Some studies indicate that online learning environments can provide technology affordances for fostering student SRL skills and improving their learning performance (e.g., Y. L. Chen & Hsu, 2020; Serrano, Vidal-Abarca, & Ferrer, 2018).

In the field of language learning, preliminary studies have investigated self-regulated language learning mediated by technologies, such as in reading (e.g., Serrano et al., 2018; Zheng et al., 2018), writing (e.g., Ducasse, & Hill, 2019) and vocabulary learning (e.g., Y. L. Chen & Hsu, 2020). Some studies show that the technology facilitates self-regulated language learning (e.g., Zheng et al., 2018); however, other studies show that technology is not positively related to language learning outcomes (e.g., Z. H. Chen & Lee, 2018) or SRL skills (e.g., Seifert & Har-Paz, 2020). The findings of these studies are mixed.

A comprehensive review of technology-enhanced self-regulated language learning could hardly be found. Therefore, this meta-review attempts to fill in the research gap and provides a holistic picture in this regard. This review adopted a systematic review method. Thirty-four eligible studies published from 2011 to 2020 were selected and analysed, focusing on four main aspects, namely, (1) study trends in terms of publication distribution according to the categories of years and regions, language areas, learning context and participants; (2) research methods; (3) types of technologies and how technology supports self-regulated language learning; and (4) learning outcomes.

The results revealed (1) increased use of technology-enhanced self-regulated language learning studies in the past decade; (2) issues of research methods; (3) a range of technology adopted to support self-regulated language learning; and (4) diverse learning outcomes. This review sheds light on the need to understand student self-regulated learning behaviors when they are engaged in technology-assisted learning environments.

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4B.2 Integrating Feedback Technology in and beyond the Classroom: Using Dialogic Peer Feedback to Develop Feedback Literacy

Brenda YUEN (National University of Singapore)

In response to the paradigm shift of feedback from the transmission of diagnostic information to a dialogic process, dialogic peer feedback, as a collaborative meaning-making process about feedback (Filius et al., 2018), has been used as formative assessment in higher education to develop students' reflection and self-regulation skills. However, students' dissatisfaction with peer feedback has been a concern when general advice or harsh criticism is involved (Boud & Molloy, 2013; Mulliner & Tucker, 2015). Recent higher education literature has suggested that feedback literacy development could support students' engagement with and understanding of feedback and maximize feedback uptake especially when a learner-centred, process-oriented approach to feedback is employed. Feedback literacy has been coined by Sutton (2012) and further conceptualized by Carless and Boud (2018) as the "understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies" (p. 1315). Carless and Boud's (2018) conceptual model of feedback literacy includes four inter-related features: appreciating feedback; making judgments; managing affect; and taking action. These four features are considered as manifestations of feedback literacy at students' level of engagement with feedback.

Although the literature review suggests collaborative feedback dialogue (Han & Xu, 2019a; Mutch et al., 2018), systematic scaffolding (Winstone et al., 2019) and teacher mediation (Han & Xu, 2019b) are crucial factors to promote feedback literacy in higher education, none of the research to date has focused on a technology-enhanced dialogic feedback process with teacher mediation to promote feedback uptake and literacy development. This study presents the implementation of feedback technology in and beyond a language classroom in higher education and investigates its impact on feedback literacy development and academic writing performance. The survey results of 25 undergraduates show that their self-reported feedback literacy was relatively high, and students perceived feedback useful due to the explicit and focused nature of peer feedback. The statistical analysis indicates that correlations between feedback literacy and academic writing competence were positive, but weak. Students' reflections also show evidence of how dialogic feedback has enhanced their academic writing skills. The survey and reflection data confirm Carless and Boud's (2018) and Sutton's (2012) arguments that feedback literacy can be developed through planned scaffolding. This study provides implications for educators in higher education on how to plan and conduct effective technology-enhanced dialogic feedback sessions.

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4B.3 Implementation of a Blended-Learning Strategy in an Undergraduate French Language Course in Hong Kong

Alice MOULIMOIS (The Education University of Hong Kong)

In 2020, the Department of Linguistics and Modern Language studies at EdUHK developed a Massive Open Online Course in French (Beginner's level) as part of its blended learning efforts. The learning package, consisting of 9 hours of asynchronous learning, was developed to provide learners with explicit instruction and opportunities for metacognitive reflection, with the aim to free up time for synchronous task-based/communicative learning. In this presentation, the developer and course instructor will introduce the package and its integration into her French Level 1 course. She will then reflect on the effects of this teaching strategy on learning outcomes and learners' experience, in light of data collected through assessment, questionnaire surveys and interviews.

4B.4 Shifting Response, Delayed Response, or No Response: The New Normal of Small Talk for Online Classroom Management

Bernie Chun Nam MAK (Hong Kong Baptist University)

Mike Hin Leung CHUI (The Education University of Hong Kong)

Although small talk in the workplace has been extensively researched over the past two decades, there is scarce research on this discursive strategy in an educational context, let alone one situated in the Digital Age. This study examines the small talk between two college teachers and their respective students in lectures held on Zoom during the COVID-19 pandemic. Drawing on a dataset of 1500 minutes of Zoom lectures and a database of 3100 words of Zoom chat, it employed conversation analysis (CA) to identify the overall patterns of their small talk, followed by discussing the generic functions of small talk from the teacher's perspective. With respect to the pattern, the results show that the teacher tends to initiate small talk orally, but students usually respond in the Chatbox. Only a few students will initiate small talk, and they tend to do so in the Chatbox, but the teacher often responds orally. It is argued that this pattern seems to develop from the unequal rights to speak in the traditional classroom and the different aptitude for computer-mediated communication. With respect to the functions, the teacher's small talk mainly occurs in three forms: (i) phatic communion and ritualistic interjections to draw attention and set boundaries between activities, (ii) chitchat to establish rapport during the break and near the end of class, and (iii) social talk to help explain subject knowledge and humanize the digitalized classroom during the lecture. Closer analysis indicates that these instances often go with a delayed response or even without any response from the students. It is argued that the teacher may hardly ensure the small talk is collaboratively responded to, so it is possible to simply move on to finish the conversation without significant verbal input from students. This study concludes that teachers and students tend to shift between spoken and written language when doing small talk in online lectures, and that such small talk would afford delayed or missing responses due to the specific teaching and learning environment. The flexibility and tolerance could make small talk a strategy for classroom management which is easier to adopt in online lectures than in offline ones. The theory generated would provide insights into the changing structure and the new normal of digitalized small talk.

Parallel Session 5A

5A.1 Exploring the Potential of TextMix, a Corpus-Based Tool for Creating Word Jumble Reading Tasks to Implicitly Raise Syntactic Awareness

Brendon ALBERTSON (Pine Manor College)

Background

The “word jumble” task, which involves rearranging the mixed words of a sentence into the correct order, can be an effective grammar practice activity. By requiring a focus on word order, word jumbles have the potential to improve students’ understanding of sentence structure (Murasawa & Brine, 2010), sentence variety and complexity in writing (Killagallon, 1997), and acquisition of basic grammar structures in English (Wulandari 2019). In addition, because a word jumble can be designed to focus on rearranging only certain words in a sentence such as prepositions or articles, it can also be an effective way to draw attention to grammatical forms; this idea informed the creation of the FLAX project (Murasawa & Brine, 2010), which can automate the creation of online word jumbles from corpus data. Such web-based language learning activities have been well-received by students (Son, 2008), and have potential to be enhanced by incorporating corpora as sources of authentic text.

Objectives

This paper explores the potential of TextMix, an internet-based language learning tool that builds on these premises by connecting with the MediaWiki API and other existing text databases to automate the creation of “word jumble reading” tasks. These tasks feature students reading a text by unscrambling it one sentence at a time; they differ from traditional word jumbles by providing repeated exposure to many of authentic sentences in context, without focusing on a target form. Thus, “word jumble reading” tasks share elements of both extensive and close reading. Because the word jumbles require students to closely examine the syntax of a variety of sentences without focusing on a particular form, potential learning is implicit. Word jumble tasks in TextMix are highly customizable, gamified, sharable, and can create a set of jumbled sentences for an entire text. As such, they hold potential for raising syntactic awareness via convenient exposure to many authentic sentences as input.

Methods

A pilot of the TextMix application was conducted with university student participants from China, Indonesia, and South Korea. Participants were asked to use TextMix freely over a four-week period, during which their usage and number of correctly/incorrectly-completed sentences were logged. An increase in correctly-unscrambled sentences over time would suggest that use of TextMix can implicitly increase syntactic

awareness. Participants also completed a survey regarding their opinions on using the application.

Outcomes

Findings from the pilot suggested TextMix has potential as a tool for raising syntactic awareness.

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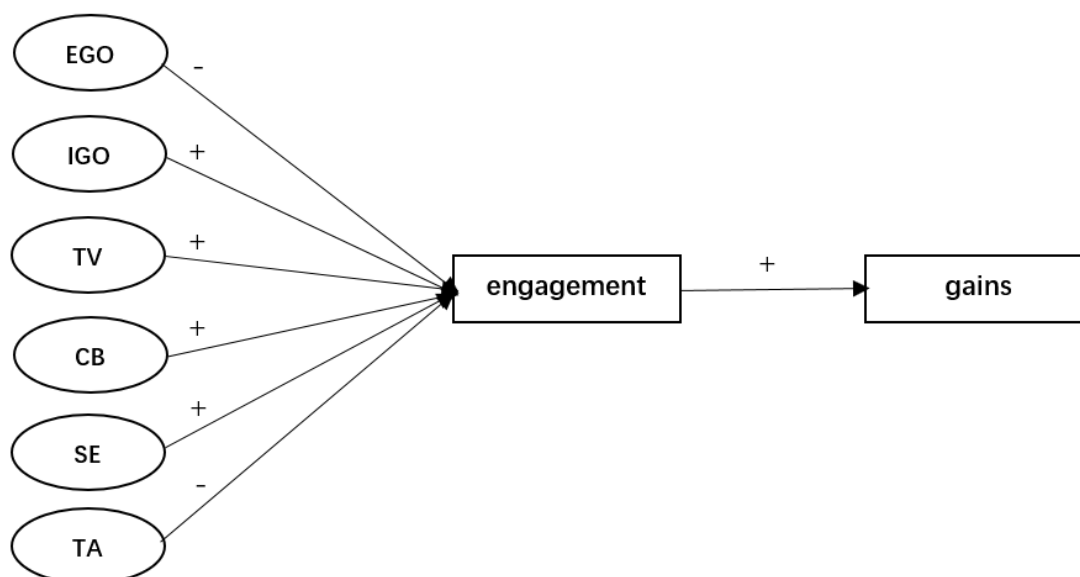
5A.2 Peer Feedback via WeChat in an EFL Speaking Class: Learners' Motivation, Engagement, and Learning gains

Yan DING (Beijing Jiaotong University)

Jing ZHU (Beijing Jiaotong University)

Technology-supported peer feedback has gained increasing popularity and extensive scholarly attention in the last decade. A number of studies have investigated the nature, type, effect, and user experience of peer feedback in various technology-supported environment (e.g., Cheng et al., 2015; Dippold, 2009; Guardado & Shi, 2007; Liao et al., 2020; Lu & Law, 2012; van der Pol et al., 2008; Yu & Wu, 2016). However, these studies have been primarily concerned with the learning and teaching of writing. There has been a paucity of research on technology-supported peer feedback in other fields of foreign language learning. Moreover, few studies have related peer feedback to learners' cognitive and emotional factors which greatly affect learners' performance and achievement (Zhang & Cheng, 2020).

The present study is thus conducted to address these gaps. Specifically, it aims to build and test a model concerning the relation between learners' motivation for participating in peer feedback tasks, engagement in the tasks, and learning gains in the course. Based on the work of Pintrich et al. (1993) and Pintrich (2000), motivation is further divided into extrinsic goal orientation (EGO), intrinsic goal orientation (IGO), task value (TV), control beliefs (CB), self-efficacy (SE), and task anxiety (TA). The hypothesized model is shown in the figure below, where "+" indicates positive prediction and "-" indicates negative prediction.



The participants will be 120 non-English-major undergraduates taking the course "English Public Speaking and Debate" in a Chinese university. The students will be organized into 24 WeChat groups. They will be required to record their speaking assignments and send them to the WeChat group. They will then give comments on

their groupmates' assignment in the WeChat group. Each student will complete eight speaking assignments. Motivational constructs will be measured by a questionnaire survey conducted in the beginning of the coming semester. The engagement scores will be given by the two teacher researchers throughout the semester based on the quantity and quality of students' comments. Learning gains will be measured jointly by students' score gains and self-reported gains at the end of semester (June 2021). The model will be tested using structural equation modelling techniques.

The findings of the study will contribute to research on technology-supported peer feedback and provide pedagogical implications for using such feedback in the teaching and learning of EFL speaking.

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5A.3 EFL Students' Perceptions of Online Flipped Instruction (OFI) during COVID-19: A Case Study in China

Wulin MA (Sichuan International Studies University)

Qin LUO (Sichuan International Studies University)

With courses being moved online because of COVID-19, there is a need for exploring new online teaching models. This article firstly introduces the online flipped instruction (OFI) model adopted for undergraduates in China during COVID-19. A questionnaire and two focus group discussions were conducted to investigate students' perceptions of this model. The data were collected and analyzed quantitatively and qualitatively, which reveal their positive perception in relation to teacher instruction, varied interaction, and multifunctional platforms. However, less-motivated students hold contrasting opinions on learning platforms and online interaction. This study also demonstrates that students' interest, self-regulation, and learning environment significantly affect learner experience and learning outcomes. The implications for the implementation of OFI are further discussed.

5A.4 Research on the Effect of Data-Driven Learning on Eliminating L2 Avoidance in Senior Secondary Students' English Writing Using PED

Guangwei CHEN (Guangdong Experimental High School)

Avoidance in writing, regarded as one of the communicative strategies, refers to the action of students deliberately avoiding some target language structures or vocabulary to achieve communicative efficiency. However, the overuse of avoidance will surely hinder students' language competence progress in the long run. Using data from 94 secondary school students from mainland China, I researched the effect of data-driven learning (DDL) on eliminating L2 avoidance in secondary school English writing using pocket electronic dictionary (PED) with concordance function. In a 20-week teaching experiment with a class of 46 Chinese EFL learners, corpus-aided DDL with PED as tool was used to assist the subjects towards a deeper mastery of target language. A post-study writing experiment was conducted to the subjects and a parallel class of 48 students and a post-study questionnaire to the subjects. The study found PED-aided DDL effective in eliminating the subjects' avoidance in three aspects (i.e., vocabulary, grammatical forms, and message) and that the approach had small to medium effect sizes to the subjects' avoidance of vocabulary and grammatical forms, small to none to message. These findings demonstrate usefulness of corpus-aided DDL for eliminating L2 avoidance and highlight the importance of variety in the provision of language input.

Parallel Session 5B

5B.1 Technology and Poetry: Pathway to Designing a Popularist English App from a Teacher's Perspective

Hang Joshua CHAN (Hong Kong Baptist University)

In English language education, pronunciation teaching is quite a first area to take advantage of affordances given by software, websites and mobile-based technology. The scope of pronunciation instruction, however, can be broadened to include other English knowledge domains. Poetry reading, which is a form of performance-assisted learning, is perfectly suited to allow learners to reframe the purpose of learning English pronunciation. Poetry reading involves reading with meaning. Poems are particularly suitable for introducing the interfaces among words, intonation, and emotions, as well as the linguistic and socio-pragmatic knowledge embedded in these texts.

This presentation is told from the perspective of teachers-turned-app-designers. In this endeavour, our team builds a mobile-based app for poetry leisure learning, placing something that is commonly seen as remote as well as on the periphery of the English curriculum into the palms of English learners. In this presentation, we will focus on how the team combines theory and practice in the app design process, the ways in which this tool is aligned with general user expectations, and its relevance to theories of technology-assisted language teaching and learning.

5B.2 How ICT Enhances the Process of Learning and Teaching in Tertiary Education

Yiu Tung James FONG (The Education University of Hong Kong)

The use of information and communication technology (ICT) in education has become critically important, particularly since the start of the COVID-19 pandemic in spring 2020. As far as language teachers are concerned, one significant concern for using ICT is the potential barrier limiting the interaction in the class. Cheung's (2021) findings reveal that there were fewer interactions in synchronous English online classes in a secondary school in Hong Kong. However, with reference to the data generated in the current study on students' interaction in my English enhancement classes in university, the utilitarian value of conducting lessons via Zoom is noteworthy in two folds. First, my observation of students' enthusiasm in the lessons in March 2021 reveals that almost half the size of each class was active to different extents in group activities in Breakout Rooms, which I find them a useful function of Zoom that enables students to form groups on their own for in-class activities. This allows them to have discussion with their friends in the class without being heard by other groups. Second, the messaging data from the chat box of Zoom seems to provide students with a private and secure channel of communication with me. Direct messages from certain students in answering my questions were frequent. For one thing, students' enthusiasm for answering questions cannot be generated easily in real physical classrooms, especially in English enhancement classes where students are not very confident in speaking English. Their higher willingness to participate in a virtual online classroom may be associated with their lesser anxiety in such a setting in case they fail to meet specified performance. And for another, some tend not to be as academically engaged as they are in virtual online lessons for fear that they may be judged as flaunting their ability in front of their peers in real classroom settings. Therefore, a higher level of interaction in virtual online lessons suggests that synchronous online teaching is apt to cultivate and mobilise interactions in the class in tertiary education. This study concludes that the pedagogical benefits embedded in the sole use of ICT in English enhancement classes at the tertiary level may yield more benefits than at the secondary level.

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5B.3 A Content Analysis of English-Vocabulary Learning Apps

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Chin-Hsi LIN (The University of Hong Kong)

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Mobile technology and vocabulary-learning strategy are two of the most important approaches to facilitating vocabulary learning. Yet, despite the increasing use of mobile devices for vocabulary learning, little research has examined whether the vocabulary-learning apps currently on the market are well designed. Building on prior research from the spheres of instructional design, educational technology, and vocabulary learning, this study developed an evaluation framework, which consists of five dimensions: learning tasks, supportive information, procedural information, part-task practice, and instructional control. And this framework was used to review 30 apps aimed at teaching English vocabulary to non-native speakers through content analysis. It involved systematic procedures for making valid inferences from the text, including retrieving, evaluating, and coding types of the content.

The results showed that these popular apps had some instructional designs to support the improvement of students' self-regulated learning, of which the three main components are metacognition, cognitive strategy, and motivation. In the sphere of metacognition, mobile technology presented its users with clear goals, and allowed users to control over content and pace. As for strategy, spaced repetition and vocabulary learning strategies (such as Flashcard and Wordlist) were provided to strengthen learners' memories. With regard to motivation, the apps provided various forms of positive feedback (including textual praise, star ratings, sounds, and animations) to boost learners' motivation. However, they covered narrow ranges of learning activities (including matching, typing, and recording), most of which relied on lower-order thinking skills (such as remembering and understanding). And they lacked scaffolded feedback. In terms of strategy instruction, they focused more on the breadth of vocabulary knowledge than its depth.

The findings of this study have some important implications for future vocabulary-learning apps design and development. First, more types of learning activities should be adopted, especially those corresponding to higher-order cognitive activities, i.e., applying, analyzing, evaluating, and creating. Second, more incremental hints like roots and affixes, example sentences, synonyms, antonyms, and definitions should be provided to help learners to correct their mistakes and generate the right answers by themselves. Third, designers should strive to incorporate a variety of learning strategies, such as contextual cues, semantic associations, and word parts, that will help their users master both broad and deep vocabulary knowledge.

5B.4 Motivating Students in the English Classroom with Technologies

Wing Yee CHOW (*The Education University of Hong Kong*)

Enhancing second language learners' motivation in English in the language classroom has always been the main challenge among teachers. However, it is vital for one to understand that technology is only a tool for aiding and facilitating teaching and learning, rather than the focus of the lesson. Various technological tools allow teachers and students to communicate and hence enabling more understanding between them and building closer relationship. This can then be one of the incentives of being more attentive in class and their learners' autonomy could be developed.

It is suggested that technologies can play an important role before the commencement of an English course, during every class and after each teaching session in motivating students. Learners and teachers can engage and interact in a meaningful way when "the three communicative strands: cooperative learning, collaborative learning, and interaction" appear in a language classroom (Oxford, 1997, p. 444). It indicates that learning takes place in a constructive manner when there is interaction among not only students, but also between teachers and learners. Besides this, motivation can be enhanced if each lesson is scaffolded with "clear initial planning, goal-setting, intention-formation, generation of subtasks and evaluation of outcomes" (Dornyei & Otto, 1998, p. 45). Therefore, careful planning of the lesson with the help of technologies can improve students' motivation in English learning.

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Parallel Session 5C

5C.1 China Meets Colombia in Text Analysis based on Rover from OCW Project: Cross-Cultural Collaborative Online Writing

Ziye XIAO (Central China Normal University)

Today, the rapid development of technology brings the world together by connecting people across countries and providing an online environment with efficient teaching and learning. According to Lee and Choi (2017), technology can play a major role in helping learners “use higher-order thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources”. Chen, Hus, and Caropreso (2006) also support online communication, and they believe it has provided a good platform for both teachers and learners around the world to interact and collaborate, however, the cultural context of the participants may have an influence on their thinking patterns and the ways of communication.

Hence, this study aims at presenting the results of the text analysis of the story Rover written by participants during an OCW (Online Collaborative Writing) project between China and Colombia. This project is a qualitative research project involving 29 Chinese students and 22 Colombian students who were required to collaborate online to finish the writing project. Apart from 2 professors from each country, there were 6 coordinators from China and Columbia as well who provided guidance and support along the way. Besides using qualitative data involving interviews and messages between students, they also looked at what aspects of the text did cultural differences take part and what strategies the participants used to work with cultural differences.

The analysis of the data indicates that different cultural backgrounds and contexts can have an influence on students’ writing, which is shown in the choices of characters, vocabulary, and the plot. In writing, participants from different countries tended to choose elements significant to their own culture, for example, the name of the female character Stephanie. When intercultural differences occurred, participants tried to achieve successful communication by using the following strategies: guessing from the context, searching information on the Internet, and discussing the topic, settings, and the general plots with other group members.

These findings support that when given the opportunity to work together online with people from another culture like China or Colombia, students work past cultural differences to accomplish the goal of analyzing texts in a collaborative writing process which also results in improving their intercultural awareness.

5C.2 Enthusiastic WeChat or Silent DingTalk: Why the Difference?: Study based on an Intercultural Program between China and Colombia

Liping HU (Central China Normal University)

The development of technology has made online interaction and collaboration across different countries more and more common. Convenient, efficient, and user-friendly platforms of interaction are necessities for intercultural programs. Various studies have been done to identify the critical points that need to be considered when designing and choosing an effective online platform for intercultural collaboration (Kok, 2008; Patel & Sobh, 2008). Both WeChat and DingTalk are commonly used platforms for interaction and collaboration in the workplace in China. But in intercultural programs, these platforms might cause communication problems and difficulties for users trying to collaborate from other countries.

Based on a collaborative writing program between 29 Chinese students and 22 Colombian students, this paper investigates how the choice of platforms can influence intercultural communication. In this program, the students from the two countries are divided into six groups. Each group needs to work collaboratively in writing a story. Three groups work on WeChat and the other three work on DingTalk. Observation and interviews suggest that students in WeChat groups are generally more willing to have personal contact with each other and tend to have deeper, longer, and more frequent communication than those working in DingTalk groups.

Further analysis shows that the reasons why WeChat groups are more active than DingTalk groups are: (1) WeChat is a commonly used communication platform for Chinese students while DingTalk is not; (2) WeChat provides more functions for users to display their personal life, therefore increasing casual interaction between group members; and (3) WeChat can guarantee timely notifications of new messages for both Chinese and Colombian students while DingTalk does not.

Based on the analysis, several suggestions are provided for future intercultural programs about the communication platform: (1) it should be frequently used by at least one side; (2) it should guarantee timely notifications of new messages; and (3) the communication platform providing more functions for displaying personal life and interests is preferred.

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5C.3 An Online Collaborative Project between China and Colombia Using Technology-Supported Communication: A Look at the Role of the Coordinator

Ying ZHOU (Central China Normal University)

Through existing research on collaborative communication projects, researchers have mainly focused on students. For example, Jason, Harrison, and Xiang (2017) focused on students' intrinsic motivation and social interdependence in collaborative learning between the USA and China. Chen, Hsu and Caropreso (2006) also investigated students' opinions and attitude toward cross-cultural collaborative online learning. However, the role of the coordinator in the project has rarely been mentioned.

CCBCC project was an online collaborative learning project integrating technology and online writing, which consisted of two supervisors (organizers), 29 Chinese students and 22 Colombian students. Supervisors were not directly involved in the project. Hence, coordinators were used as a bridge to establish the connection between supervisors and students. The students were divided into six groups. Each group was assigned two coordinators, one from China and the other from Colombia. The coordinators are all EFL pre-service teachers. Through interviews and narrative research, this study started with examining the actual role of coordinators in the project, compared with their perceptions. As a result, it discovered effective suggestions by looking at the troubles coordinators came across when participating in the project.

It was found that the main job of coordinators is to remind students to upload works on time. Furthermore, coordinators played a role in improving the relationships between the group members. Some coordinators even arranged online meetings, so that students could get familiar with each other as soon as possible by introducing themselves and discussing and agreeing on writing topics. In order to maintain the atmosphere in the group, some coordinators created chatting topics and guided students to participate in communication. In the project, out of their expectations, the coordinators most generally encountered the problem of students not uploading documents on time. Some coordinators were troubled by having to contact strangers. However, other coordinators were not troubled, and she/he regarded this as an opportunity to enhance group communication. In addition, the coordinators also encountered some other problems, such as the silent atmosphere in online group chat, the unreachable students in the group, etc. After identifying the above problems, this study puts forward the following suggestions: (1) The supervisor should clearly define the duties of coordinators. (2) Coordinators in the same group should have close contact, share the latest developments of the project in time, and make the information consistent. (3) Coordinators should give timely feedback to the supervisor to reflect the problems, so that the supervisor can give solutions immediately.

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5C.4 Exploring Group Interaction and its Relationship with Collaborative Writing Products in Distance Learning

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Qing MA (The Education University of Hong Kong)

With the increasing accessibility of the Internet and online distance education, university courses have reached large numbers of students regionally and globally to promote connective knowledge building (Siemens, 2008; Siemens & Downes, 2011). Accordingly, the emergence of online tools such as wikis, blogs, Google docs, online forums and chats has empowered collaborative work especially in distance learning settings. Considering the pedagogical benefits of group work, different group formats are arranged in distance education courses, such as large whole class, small whole class and large class divided into subgroups depending on instructors' various considerations (Qiu et al., 2014). Previous studies on collaborative writing focuses on writing processes, influence of collaboration on writing products and student perception within a small group writing task environment (Donato, 1994, 2004; Li & Zhu, 2013, 2017; Storch, 2002, 2004; Swain & Lapkin, 1998). The majority of studies reported collaborative writing activities within small groups of 3 to 5 members (e.g., Arnold et al., 2012; Bradley et al., 2010; Lee, 2010; Li & Kim, 2016), a few in pairs (e.g., Elola & Oskoz, 2010; Kost, 2011). However, few studies investigated collaborative writing between large groups, i.e., how members in large groups of 8 to 10 interact with each other and how their interaction processes influence the quality of the writing products and/or students' perceptions.

Adopting a mixed method approach, the current study investigated how intra-group interaction processes among large groups on a CALL writing assignment could contribute to students' writing outcome and enhance their learning experiences. Both quantitative and qualitative data were collected, coded, and analysed in terms of language functions, supplemented with evaluation of the writing products and follow-up group interviews. Results show that the high-performance group demonstrated an expert/participant pattern, while the low-performance group adopted a dominant/passive pattern. In addition, interview data reveals students' learning perceptions which inform us about why and how different interaction pattern was formed as well as its influence on student learning outcomes. Some implications are provided regarding how to use task design to foster higher levels of collaborative knowledge construction in order to improve students' writing and L2 learning among large groups.

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Parallel Session 6A

6A.1 Technology-Enhanced Video Feedback: Feedback that is Relational, Dialogic and Engaging in Nature, Feedback that Learners Find Prospective and Actionable

Nicole Judith TAVARES (The University of Hong Kong)

This study is situated within the context of initial teacher education at a university in Hong Kong. With undergraduates preparing themselves to be English teachers as the focus, the paper explores the effectiveness of the teacher educator's use of technology-enhanced video feedback in supporting the student-teachers' learning and development of their own feedback practices. Video feedback emerged as a new initiative amid the COVID-19 pandemic in response to students' needs in the sudden shift to virtual learning. The idea was inspired by leading feedback scholars Carless, Stoakes and Moody (2020) who advocated video use as a powerful strategy to give the teacher stronger social presence, re-establish rapport with students and re-connect them as a learning community in an all-online environment. In this case, video feedback was integrated into a pedagogy course not only to achieve the aforementioned goals but also to equip the student-teachers with the skills needed for a subsequent assessment task – to practice, reflect on and re-enact their own oral feedback. Data of the qualitative study was gathered through students' written reflections from multiple sources, artifacts of their work and the teacher's observational notes. Findings indicate the affordances of digital technology in enhancing the effectiveness of video feedback in promoting students' learning. Students demonstrated a higher level of engagement with the given feedback and increased depth of reflections compared to when written and audio feedback was used. As students received the mid-course feedback with the help of technology, its prospective effect was evident. As Boud and Molloy (2013) assert, feedback "cannot be justified if there is no explicit expectation that it will be specifically used." The study shows how impactful video feedback was on the quality of the student-teachers' performance in their own feedback-giving as required by the assessment task and on how they perceive its role in their future teaching. How the assessment task design engendered "actionable" feedback (e.g., Malecka et al., 2020; Winstone & Carless, 2020) will be examined. While the findings reinforce the need for agentic student response (Mahoney et al., 2019), they also challenge the proposition that video feedback should be brief to minimise cognitive load. How the feedback on video is conceptualised by the teacher educator and strategically used by the student-teachers with diversified learning needs will be analysed. Implications for using video feedback when designing feedback processes in higher education in general and teacher education specifically will also be discussed.

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6A.2 The Gamelex Online Adventure: Gamification, ICT and Teacher Training

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Studies on gamification in foreign language learning show encouraging preliminary results by examining the use of gamified apps in the foreign language classroom (Perry, 2015; Cruaud, 2016). Gamified language learning apps such as Duolingo or Memrise have also caught the attention of teachers and researchers (Karjo & Andreani, 2018; Munday, 2016; Rachels & Rockinson-Szapkiw, 2017; Tao et al., 2020). These apps use a rather traditional pedagogical approach while incorporating different gamification elements used to help encourage students to continue progressing through the contents of the course (Exton, 2017; Zhang 2019). A different approach is found in studies that report gamified learning experiences designed entirely by teachers and implemented with the help of different technologies. There are few examples in the literature to be found, since it is an emerging practice, and many of the experiences are shared in conference proceedings or blogs (Lam et al., 2018; Stockwell, 2019; Vallejo 2018). When it comes to foreign language teacher education there are even fewer studies addressing the use of gamification (Pujolà & Appel, 2020).

The Gamelex project carried out a gamified in-service teacher training course on gamification and digital competences for foreign language teachers to adults as part of a project financed by the Ministry of Science, Innovation and Universities of Spain (Pujolà et al., 2017). This course introduces participants into two areas of knowledge: the use of ICT and gamification for educational purposes. It comprises several phases: the first one is a 5-week online gamified course in which participants learn the fundamental concepts in a practical way, the second phase participants design their gamified proposal under a tutors' supervision which they implement with their own students in the last phase of the course.

This paper analyses how the different gamification elements used in the design of the course were perceived by participants who took part, and the extent to which they developed their digital competence over the course. There were 30 teachers of different foreign languages taking part in two editions of the course, which included several gamification components such as avatars, combats, levels, badges, etc. and a narrative that tied all these components together. Data for the analysis was collected by means of questionnaires, learning outputs and observations in the online classroom. To conclude, guidelines and recommendations are given for the design and implementation of gamified interventions in language teacher training.

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6A.3 Enhancing Assessment Literacy of Pre-Service English Teachers through an Online Data-Base of Assessment Tasks

Qin XIE (The Education University of Hong Kong)

Assessment, both formal and informal, plays a central role in language education. However, due to the general lack of assessment literacy among school teachers, assessment instruments with little pedagogical value are widely used in schools. The term assessment literacy (AL) refers to the knowledge and principles needed to conduct assessment-related procedures professionally and ethically (Inbar-Lourie, 2013). It encompasses the technical knowledge required to design test items and to interpret and report test results; an understanding of the role of assessment in education and society and of the proper uses of language tests, and an ability to contextualize one's professional knowledge about assessment with school and classroom constraints.

This paper will report a web-based online assessment database funded by the Teaching Development Grant given to the present researcher, who designed and maintained it and made it freely-accessible to the public. The purpose of the database is to improve pre-service teachers' assessment literacy and enhance their skills to design assessment instruments with sufficient quality and variety.

The database stores selected language assessment tasks innovated by cohorts of postgraduate and undergraduate TESOL students enrolled in the language assessment courses taught by the present researcher in a university in Hong Kong. All tasks have been tagged and categorized according to the levels of the target students (e.g., Primary 1-6, Secondary 1-6), the target language skills and knowledge, and the target school contexts (i.e., local, international or mainland schools). The database allows prospect teachers to search individual tasks with keywords and their combinations such as: primary 3, listening, local school or secondary 4, grammar, mainland school. In addition, each task in the database has been annotated in terms of its input genre, output format, target linguistic knowledge or sub-skills in accordance with the Hong Kong English Language Curriculum for Primary and Secondary schools.

Having 366 tasks currently, the database is live, and it continues to expand each year as new tasks are designed, validated, annotated before entering the system. The platform also hosts a gallery of posters which document dozens of small-scale test development studies conducted by pre-service teachers.

During the presentation, I will present the theoretical framework underlying the design and organization of the database, how it is integrated into the AL courses given to pre-service teachers, and the project's implications for language assessment literacy education of pre-service teachers.

6A.4 Investigating Primary and Middle School English Teachers' Technological Pedagogical Content Knowledge Self-Efficacy

Chenshu ZHENG (Central China Normal University)

As TPACK has become a brand-new knowledge that teachers should be equipped, there are an abundant number of studies exploring TPACK development and measurement. But studies paying attention to this kind of knowledge from the “emotion-belief” level are lacking. To better understand this self-perceived knowledge structure at “emotion-belief” level, this study investigated primary and secondary school English teachers' technological pedagogical content knowledge (TPACK) self-efficacy by employing a quantitative method. TPACK self-efficacy questionnaire (TPACK-SQ) consisting of 35 items was used to measure 280 Chinese in-service teachers' TPACK self-efficacy from 7 TPACK knowledge constructs: TK, PK, CK, TPK, TCK, PCK, and TPACK. Two research questions were addressed:

1. What is the TPACK self-efficacy level of primary and middle school in-service English teachers?
2. How does TPACK self-efficacy show differences in terms of gender, period of service, educational level and districts?

The findings revealed that teachers perceived TPACK self-efficacy level in general was close to “confidence”. In each dimension, it was ranked in the following order: PK, PCK, TPCK, TK, TCK, TPK and CK. The composite dimensions related to technology were relatively low-ranking. Findings also suggested male teachers were more confident than female teachers in all technology related dimensions. Moreover, significant differences were also showed in different periods of service and educational levels. Experienced teachers were found to lack confidence in technology integration but believed in their ability to deal with PCK, in which dimension novice teachers showed nonconfidence. In general, CK was in accordance with their educational level while PK was the opposite. And efficacy toward TCK showed differences between rural area and urban district teachers. Finally, suggestions for teacher education and teacher trainee are recommended.

Parallel Session 6B

6B.1 Using the LARA Platform to Crowdfund a Multimodal, Multilingual Little Prince

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Manny RAYNER (University of Geneva)

Learning a language requires intensive practice and access to suitable learning materials, which is not always within reach for many learners. Technology-enhanced learning, language resources, crowdsourcing and language technology can be employed to develop open access materials for language learners that allow them to work independently at their own pace.

The open source, LARA platform [1; 2; 3; <https://www.unige.ch/callector/lara/>] was developed for this purpose. In LARA, groups in several countries collaborate to build annotated multimedia online texts that include integrated audio and translations. Just by clicking or hovering on a word or sentence, the reader can listen to it, get a contextually appropriate translation, and find other places in the text where the word occurs, possibly in a different inflected form. Unusual features compared with other similar platforms are a customised concordance and the fact that multiword expressions are explicitly marked.

In this paper we describe an ongoing initiative aimed at producing annotated multimedia online editions of one of the world's most popular texts for low intermediate reader self-study, Saint-Exupéry's *Le petit prince* ("The Little Prince"). There are various reasons for choosing this text. The length, about fifteen thousand words, is short enough to be approachable, but long enough to give a feeling of accomplishment. The vocabulary and grammar are reasonably easy, but the story is appealing to both children and adults. Above all, the novel is extremely well-known, with translations in over 300 languages. Many people will have read it in their own language and may be prepared to attempt it in a language they have not yet mastered. With just a little help, they can get past this initial barrier and feel it is possible to read a real book.

Appropriately given the theme of the book, much of the audio was recorded by preteen and young teen

volunteers. Adults with relevant skills performed the other tasks, correcting the automatically tagged text to associate words with lemmas and mark multi-word expressions, and adding translations. The groups experimented with various ways of dividing up the work and using the learning materials.

The original French edition can be found at <https://www.issco.unige.ch/en/research/projects/lepetitprincevocabpages/ hyperlinked text .html>.

In the presentation we will describe how we constructed editions in French, Polish, Italian, English, and Icelandic, using the LARA platform to divide up the work efficiently between different people, and give preliminary data on how these materials were used in learning practice.

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6B.2 Fair-Read: An Extensive Reading Platform

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Learners of English, both native and non-native, benefit greatly from access to appropriate reading matter. Learners in more economically developed countries may have access to public libraries and be able to borrow age- and level-appropriate books while in less economically developed countries access to English-language books is reserved for the privileged. In the Japanese context, access to English language books varies greatly. Some Japanese universities operate extensive reading programs using simplified graded readers. A core belief of extensive reading advocates, or at least an often-cited statistic, is the necessity to ensure that 95% of the words are comprehensible. For paper-based books, this means that, at the most, one in every twenty words may be an unknown or new word. However, with the advent of pop-up translation apps, the meaning of unknown words in electronic environments may be displayed on demand. This could be considered to remove the necessity to grade readers as finely, opening up the possibility to use books designed for native speakers rather than specially adapted simplified books.

Project Gutenberg houses a vast library of open domain eBooks. However, there are three core problems with switching to this resource: (1) book selection is primarily based on titles due to a lack of metadata (e.g., length and readability); (2) file formats are not standardized creating technical difficulties, and (3) associated open-domain audio files are not cross-referenced.

Fair-Read solves these usability and technological problems and provides a free-of-charge, open-access platform, giving equitable access to English-medium books to users worldwide. To ensure the suitability of the materials a core library of over 500 ebooks was identified. These were graded with regards to vocabulary, readability, and length using the Common Core List. A self-placement test and recommendation engine were created to streamline the book selection process. All ebooks were repackaged as publishable quality PDF files incorporating illustrations. There is also an option to select a DOCX file to allow users to edit texts easily. In addition, audio books for 40% of the core library are included.

This presentation describes the challenges overcome and describes those that are now faced. The short-term goals are to increase usability and user experience while the longer-term goals include expanding the core library. Future possibilities of utilizing the Fair-Read platform with extensive reading programs and integrations with library management software will be described.

6B.3 Technology-Enhanced Vocabulary Learning Activities: A Research Synthesis

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Fangzhou JIN (The University of Hong Kong)

Weiwei LI (The University of Hong Kong)

Technology-enhanced vocabulary learning has been a popular way of learning new words. Recently, a number of meta-analyses are conducted on the effectiveness of various approaches of technology-enhanced vocabulary learning, such as computer-assisted, mobile-assisted, web-based, and digital game-based learning. While these results generally showed positive effects on vocabulary learning, it remains largely unclear what technology-enhanced instructional activities work better. Drawing on self-regulated learning, this study retrieved 1,221 journal papers published between 2010 and 2020 based on keyword search on PsycInfo. While we are still reviewing these papers, based on the preliminary analysis of papers that meet the criteria, we identified three major characteristics of technology-enhanced vocabulary instructional activities, including cognitive processing, metacognitive regulation, and social engagement. Instructional activities that promote cognitive processing of words are commonly included in technology-enhanced vocabulary learning, yet the other two types of instructional activities are used less frequently in technology-enhanced vocabulary learning environments. Cognitive-processing activities are primarily these three types: flashcards, word lists, and meaning-related quizzes (e.g., multiple choices and fill-in-the-blanks). Metacognitive regulation activities ask students to set up their goals and review their progress, and some provide personalization so that learners can customize the learning materials and paces. Social engagement activities enable learners to connect and/or compete with learners with similar goals. All the three types of instructional activities are commonly accompanied with affective promotion messages, such as encouragement and praise, or let learners feel challenged by other learners. Practical recommendations for educators and instructional designers will be discussed.

6B.4 Teachers' Perceptions of Flipped Classroom: A Survey among English Teachers in Mainland China

Fan SU (The Education University of Hong Kong)

Di ZOU (The Education University of Hong Kong)

Flipped classroom (FC) has been used in language education (Zou, 2020). As the China Ministry of Education emphasized the application of information communication technologies (Planning and Editing Expert Group, 2012; Yang & Wang, 2020), educators in Mainland China attempted to integrate FC into classroom practices, with some schools in developed cities (e.g., in Guangzhou, Shanghai, and Chongqing) taking the initiatives (Yang & Wang, 2020), and providing valuable experiences. Despite the existing experiences, FC's implementation in Mainland China faced many challenges under the pressure of examinations such as high school and college entrance examinations. In this situation, majority teachers hesitated to apply FC; they followed other teaching methods such as task-based language teaching and communicative language teaching to orchestrate learning and teaching. This phenomenon showed that not all teachers accepted and applied FC in their daily teaching practices. Therefore, this study investigated how Mainland teachers perceived FC.

As the literature showed, most FC studies concerned students' achievements and perceptions. A few studies conducted on teachers' sides; among which, except one study explored K-12 teacher perceptions regarding the flipped learning and teaching through the quantitative survey (Gough et al., 2017), others tended to analyze one or several teachers' perceptions qualitatively (e.g., Yang & Chen, 2020; Zou, 2020).

To address the limitations, the author(s) conducted a large-scale mixed-method investigation through questionnaires and semi-structured interviews modified from Chen Hsieh, Wu, and Marek (2017) and Akayoğlu (2019) to seek answers for: Do Mainland teachers in different grades (i.e., primary-, middle-, high-, and higher education), different areas (developed cities VS. developing cities), different age ranges, and different subjects perceive the flipped classroom differently?

The results suggested that teachers who worked in higher education and the developed cities (e.g., Beijing and Shanghai) were more familiarized with FC than their counterparts in basic education and developing cities (e.g., Nanchang). Additionally, young (21-45) and major subject teachers (Chinese, Math, and English) used FC with higher frequency than those above 45-year-old and taught minor subjects. Moreover, a few teachers rarely applied FC because it was time-consuming for them to prepare materials and design courses, and most students could not accustom the learning and teaching model of FC. This study described Mainland teachers' perceptions, informing policymakers and educational reformers to adjust methods to propel the implementation of FC in Mainland.

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Parallel Session 6C

6C.1 Difficulties in Communication through Technology Overcome in an Online Collaborative Writing Project

Yutong YANG (*Central China Normal University*)

The rapid growth of online technology in our world has created new possibilities to effectively collaborate with others online to complete a reading and writing task together. Although online environments provide many opportunities for collaborative writing, Lowry and Nunamaker (2003) support there is a dramatic increase of complications in collaborative writing compared with face-to-face interaction learning situations. Nykopp, Marttunen and Erken's (2019) research also confirms that technical problems seemed to have a negative effect on essay quality. That is to say, sometimes technology problems will slow down or even prevent efficiency in communication and collaborative projects. So how do we work past technological complications in online writing collaborations?

Based on an online collaborative writing project between 29 Chinese students and 22 Colombian students, this paper aims to find out: (1) What technological difficulties did students encounter? (2) How did they overcome them? (3) What are the implications for future online communication projects? In this project, students are mixed and divided into six groups. Each group needs to write one story together.

The findings come from the observation during the project and interviews after it, which include: (1) For Chinese students, they encountered difficulty in connecting to the internet. For Colombian students, they have the same difficulty, but they were also unfamiliar with WeChat or Dingtalk used in China. They did not know how to use these two applications. (2) To solve these problems, Chinese students used another device and asked the coordinators for help. For Colombian students, some paid for wireless data traffic to keep connection. And for those who failed to use WeChat or Dingtalk, the coordinators offered help to solve the problems. (3) As a result, some solutions are recommended for future online collaboration. The most commonly used application should be utilized so all the participants are familiar with it, providing sufficient help for those who may not understand how to use specific applications or technology, and have another device or internet channel as backup to keep connection.

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6C.2 Communication, Motivation, and Satisfaction: Participants' Experiences and Perceptions in a Cross-Cultural Collaborative Online Writing Project

Kexin XIA (Central China Normal University)

Today, the rapid development of technology brings us convenient internet connectivity across the world. As a result, cultural exchanges and cross-cultural collaborative projects are becoming more and more achievable. Communication and culture are inextricably interconnected; how we come to know ourselves and our world involves complex social processes of communication (DeWine et al., 2000). In intercultural collaboration, communication is essential to facilitate understanding and cooperation among people. According to researchers like Rashid and his team, online interaction can enhance participants' motivation and performance in collaborative writing projects (Rashid et.al, 2019). While Capdeferro and Romero (2012) found that difficulties in communication during online collaboration leads to frustration among learners. There have been lots of research done to understand intercultural communication across online platforms in collaborative settings, but this project delves into more real-life situations.

Hence, this paper aims to figure out whether the frequency, form (spoken or written form) and function (formal or informal) of communication have influence on learners' experiences and perceptions (especially motivation and degree of satisfaction) during an online collaborative writing project in which 29 Chinese and 22 Colombian learners participated. Qualitative research was conducted through observation during the project and interviews after the project.

Based on the data analysis, here are some findings. Communication is essential to promote cross-cultural collaborative online writing. 1) Lack of communication causes difficulties both before the writing process (e.g., the motivation and expectation are largely decreased) and during the writing process (e.g., being stuck in a confusing part of the story for a long time). More communication increases motivation and degree of satisfaction and effectively solves the problems in the process. 2) Students have greater desire and happiness to have spoken form of communication with foreigners to have more authentic and special experience. Oral communication makes students more positive and active while written communication is less refreshing but still works. 3) Both formal and informal communication do help in improving English writing skills and learning useful expressions from others. Besides, informal communication makes students have better experiences with higher satisfaction. It also improves students' cultural awareness. Through it, students could learn about each other's culture and lifestyle while correcting any misunderstandings about each country.

Note

Formal communication is task-oriented, which is done to complete the task. Informal communication is

non-task daily conversation about their own life to know more about each other.

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6C.3 Challenges and Strategies During an Online Collaborative Story Writing Project between China and Colombia

Paola AGUILAR-CRUZ (Jorge Eliecer Gaitan High School and Amazonia University)

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Current technological advancements provide new online environments in which learning is negotiated and 21st century skills such as collaboration are incorporated. Walker and White (2013) suggest that “digital technologies not only create new environments in which language use occurs, they also bring together interlocutors who might not otherwise have opportunities to interact” (p.17). In addition to this, research confirms that the incorporation of technology and Online Collaborative Writing (OCW) into language teaching and learning have positive effect on students’ attitudes, motivation, and performance (Albeshier, 2012; Freiermuth & Huang, 2012; Gharehblagh & Nasri, 2020) and their learning process becomes more engaging, effective, and meaningful (Mahmod, 2019). In such environments learners are challenged to search for effective Online Collaborative Learning (OCL) strategies, in order to cope successfully with interaction and communication (Hampel & Hauck, 2006; Zhou & Wei, 2018).

This paper focuses on presenting the results of a qualitative research study aimed at identifying collaborative strategies used by the students during an OCW project between China and Colombia. Correspondingly, surveys and interviews were implemented to gather data from the 29 Chinese and 22 Colombian learners that participated in the study. The analysis of the data illustrated that the challenges faced, and the strategies used by students to accomplish the writing task were framed in the OCL model proposed by Harasim (2012). Evidence from this research claims that idea generating was accomplished through strategies, like planning online meetings, discussing the topic, the settings and the general plots with group members and assigning roles. Likewise, discussing with group members to figure out the main plots of the story, discussing with others in their mother tongue to better communicate and express their ideas, asking partners to translate, and requesting explanations from coordinators, were the main challenges and strategies confirmed by students in the idea organizing phase. In terms of intellectual convergence, negotiating for error corrections, changing their own thoughts and ideas to keep the story plot, sticking to the theme of the story by pulling the plot line back to the original setting, and checking understanding with other writers, were some of the challenges and strategies reported. These findings will be of interest for educators who want to connect classrooms of different backgrounds and promote collaborative learning through online environments. More research should be focused in analyzing cultural and motivational issues in the OCL process.

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VII. Poster Presentation

Topic: Use of Robots in Enhancing Engagement and Performance in Language Learning of Children with Intellectual Disabilities

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