

Center for Language Research



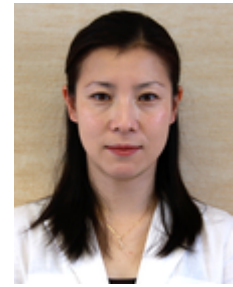
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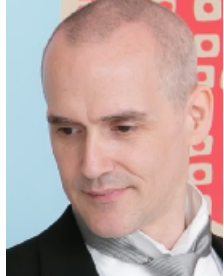
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Centers

The Center for Language Research (CLR), in the School of Computer Science and Engineering, was established the same year as the University of Aizu (1993) to contribute to the development of professionals in computer science, computer engineering, and related fields. CLR professors carry out research and teaching of successful language use in academic and workplace contexts – in particular, the use of English for academic and professional purposes. Our research focuses on language theory, use, pedagogy, and acquisition, as well as on supporting educational technologies. Grounded in this research, we provide innovative English language training to University of Aizu students primarily at the undergraduate, but also at the graduate level. All students at the university, both undergraduate and graduate, are computer science majors, but they must write and present their theses in English, so CLR professors teach students the skills that are necessary for writing a research paper and presenting it in English.

At the undergraduate level, along with 1st- and 2nd-year core courses in the 4 skills (reading, writing, speaking, and listening), the CLR provides a variety of interesting elective courses for 3rd- and 4th-year students; some of the offerings in AY2017 included Design of Human Languages, Pronunciation: Comparing English & Japanese Sound Systems, Analysis of English Sentence Structure, Language and Linguistics, Music and Language, English Grammar for Test Preparation, Computer Assisted Ethnomusicology, Advanced English Grammar, Reading Fluency, Writing & Design for E-learning, Presentation Skills, Writing in the Workplace, Language in Manga, Japanese Pop Culture through English, Writing and Design with Lego, Digital Storytelling for Engineering Narratives, Experimental Methods and Statistics for Linguistics, Pronunciation: Acoustic Analysis Using Software, and English through Communicative Media.

At the graduate level, courses offered include Computer-Assisted Language Learning, Technical Writing in Software Engineering, Information Technology Society & Values, Multinational Business Communication, and Speech Articulation & Acoustics.

CLR faculty members are also extremely active in research, as is attested by our high success rate in obtaining national, prefectural, and internal research grants. For details, please see individual professors' websites linked to the University of Aizu homepage. We welcome inquiries from researchers in Japan and overseas regarding opportunities to collaborate with us. Our homepage, which can be found at <http://www.u-aizu.ac.jp/labs/clar/> gives more details about our center.

Refereed academic journal

[droy-402-073-01:2017] Debopriyo Roy and Stephen Crabbe. An investigation into the efficacy of technical illustrations depicting physical orientation in sports procedures. *Cogent Education Taylor and Francis*, pages 1–20, September 2017.

This study on mental imagery set out to investigate the efficacy of technical illustrations depicting physical orientation in sports procedures. The study was carried out by junior level students on an undergraduate degree in computer science at a Japanese technical university with no specialized knowledge of information design or visual communication. The study participants were asked to match body and overhead images shown from different height perspectives (waist and chest height) and camera positions (front, 1/3rd side, side, 1/3rd back, back) of a man holding a bat and a man hitting with a bat. These physical actions were selected by the researchers as they can typically be seen in multiple sports such as baseball, rounders or cricket, thus widening the potential applicability of the study findings. Overall, the study participants achieved relatively high levels of accuracy in matching the body and overhead images and no consistent or clear pattern emerged with regard to preferred height perspectives or camera positions. However, what can be suggested is that the study participants appeared to prefer - and the mean accuracy levels were higher for - viewpoints shown into the display plane. In addition, the study participants self-reported relatively high overall confidence in their matches despite not having any specialised knowledge of visual communication. It is hoped that this study and accompanying literature review could help technical communicators in thinking about how to design 2D technical illustrations and contribute to existing research into information design and visual communication, particularly in a sporting context.

[droy-402-073-02:2017] Debopriyo Roy. Developing a Project-Based CALL Environment with Technical Communication in an Exploratory 3D Printing Context. *IJCALLT International Journal of Computer Assisted Language Learning and Teaching*, April-June 2017.

Involving EFL students in 3D printing in a language classroom introduces the idea of project-based CALL, where different technology interfaces engage students in complex technical writing activities and social interactions in a fluid language-learning environment. This paper took an instructional approach to explaining how project-based CALL environment could be created with 3D printing based practices, combining technical communication with systems thinking,

Summary of Achievement

online research, 3D scanning, computer-aided design, sketch boarding and concept mapping, prototyping, and digital content management. Class performance in this collaborative, autonomous and social language-learning environment suggested that students were able to produce technical writing, prepare documentation, demonstrated critical thinking and brainstorming, and develop design and implementation strategies while handling 3D printing-enabled processes. Results and patterns of student engagement with technology indicated that project-based learning (PBL) approach in TC classroom is engaging, unique, realistic and feasible.

[kimusik-402-073-01:2017] Rockell K. and Ocampo M. The use of music in English Teaching in the Philippines. *Humanising Language Teaching*, 19(1), 2017.

Although the role of musical approaches within language education is becoming firmly established, few studies have considered music and language education in specific regional contexts. Building on a recent study conducted in Japan (Rockell and Ocampo, 2014), the authors present research on the use of music to teach English in the Philippines. Based on the responses of 37 teachers at high schools and tertiary institutions to a self-assessment questionnaire administered at the end of 2014, the study examines teachers' appraisal of general musical skills and strategies, use of specific musical techniques and specific song repertoire used when teaching English. For readers less familiar with the English language situation in the Philippines, a brief historical summary is provided near the beginning of the paper. In addition to details of music use, the information provided by teachers offers insight into the professional activities of English teachers in the contemporary Philippines. Comparisons with the authors' recent Japan-based study are also discussed in the text.

[yasuta-402-073-01:2017] Takako Yasuta. Use of Comic Panels and Images for an Effective Graphic Organizer in L2 Writing. *Studies in English language and literature*, 39:153–182, 2017.

Using visuals promotes language learning, especially for low-level learners. This study introduces an effective outline organizer with colored comic panels and pictures in order to teach basic English paragraph structure to EFL learners. Without any previous authentic writing experience in high school, many Japanese freshmen struggle with paragraph writing in college-level English courses. They are also influenced by Japanese rhetoric organization, and write inconsistent English paragraphs in wrong formatting, without clear main ideas. This study is conducted in order to help such English learners to learn the basic rules in paragraph writing in English. The study was conducted in a freshman-writing course

at a computer science college in Japan. An outline organizer with colored comic panels was introduced in paragraph writing, in order to visualize the components of paragraph and how they are organized in an English one-paragraph essay. It was hypothesized that colored comic panels would visualize the structure of English paragraphs and help the participants to write their ideas in a coherent sequence. In order to reinforce visual effects, pictures were inserted optionally. The participants' writing samples were analyzed in terms of organization of paragraph components and formatting, and were compared with two control groups that underwent the same class instruction and procedure but without using the comic panel outline organizer. The results showed that the comic panel outline organizer had positive effects in learning paragraph structure. The participants performed significantly better than the control groups in terms of paragraph organization, coherency, and formatting.

Unrefereed academic journal

[kaneko-402-073-01:2017] Kaneko E. Development of the academic survival word list. *The Institute of Statistical Mathematics Cooperative Research Report*, (397):25–36, 2018.

[yasuta-402-073-02:2017] Takako Yasuta. Teaching paragraph writing effectively with online comic creator Pixton. *Proceedings of the Japan Association for Language Education and Technology 57th National Conference*, 2017.

This paper shows how the comic creator Pixton can be used for effective L2 writing activities.

Refereed proceedings of an academic conference

[anich-402-073-01:2017] A. Nicholas. Developing a Dynamic Assessment of Interactional Competence: The Act of Requesting. In *The 21st Annual Conference of the Japan Language Testing Association*, 2017.

This presentation reports on the development and implementation of a dynamic assessment (DA) of interactional competence among Japanese learners of EFL at a higher education institution in Japan. Specifically, the primary focus of the assessment was to investigate interactional competence with regards to the speech act of requesting in the English L2. The purpose of the report

Summary of Achievement

is to provide an overview of dynamic assessment, its applicability to second language learning, and how a dynamic assessment of interactional competence was developed and implemented. The effectiveness of this approach is also discussed. DA aims to provide a detailed analysis of not only a learner's current stage of development, but also their still developing abilities. Unifying instruction and assessment, the learner and a mediator co-construct a task, with the mediator providing assistance when necessary. By examining both the types of mediation practices and their frequency, insights can be gained as to the learner's still maturing abilities, and future potential. DA also aims to uncover sources of learner difficulty, offering a diagnostic function as part of assessment. Drawing on conversation analysis research, concept-based instruction and dynamic assessment methodology, an assessment was developed in which the speech act of requesting in spoken interaction was examined, assessing the effectiveness with which DA promoted development in the learners. Further, the ability of the DA to uncover specific locations of learner difficulty was investigated. This report focuses on the theoretical foundations and assumptions of dynamic assessment, with dynamic and non-dynamic assessments compared and contrasted. The key characteristics and features of DA are outlined, and the development process of the assessment, including the ways in which the methodology was adapted to the particular requirements of pragmatics assessment, is also discussed. The results of the the DA indicate that, when applied to the speech act of requesting, DA methodology can be an effective way to both promote learner development and assess learner's abilities. Evidence was found of learners co-constructing more complex request-based spoken interactions, with an increased ability to verbally explain their language choices. Evidence was also found of the social context of the spoken interactions informing the learners' language choices to a greater extent.

[anich-402-073-02:2017] A. Nicholas. Dynamic Assessment as a Diagnostic Tool: Investigating Learner Difficulties with Regards to Making Requests-in-Interaction. In *American Association for Applied Linguistics Annual Conference 2018*, 2017.

In recent years, assessments have been developed that focus on various aspects of pragmatics. While these typically assess learners' independent pragmatic competence, few to date have focused on the diagnostic potential of assessment. Dynamic assessment (DA) is put forward as an alternative, allowing the causes of learner problems to be uncovered through interactions with a mediator. This paper reports on a short DA program focusing on the requesting

speech act. The aim was to assess DA methodology's effectiveness in locating specific aspects of making requests that caused difficulty for the participants. Six Japanese EFL learners in a university context co-constructed role-play type language tasks with the researcher. During the tasks, the researcher engaged in mediation with the learners when they encountered difficulty. In informing the mediation, the researcher drew upon conversation analysis (CA) research, describing typical characteristics of request-based talk, and also the key contextual factors of power, social distance and degree of imposition. Analysis of the transcript data took both a quantitative approach, tabulating the occurrence and frequency of objects of researcher mediation, and a qualitative approach, in which mediation sequences of talk between the researcher and learners were analyzed. A number of locations of learner difficulty related to the organization of talk were identified. Specifically, learners struggled with the pre-requesting stage of talk, omitting it entirely, or producing it in a limited form. Learners also had difficulty with the pre-closing stage, with closing implicature environments not frequently initiated by the learners. Further, learners struggled with their level of directness in the request turn of talk, with language choices not clearly related to the social contexts of the role-play scenarios. Overall, findings indicate that DA methodology, when applied to the speech act of requesting, can be an effective way to locate sources of learner difficulty.

[brine-402-073-01:2017] J. W. Brine. Active learning in computer science with student-produced video. In *Paper presented at JALTCALL 2017, Matsuyama University, Matsuyama, Japan.*, 2017.

June 16-18

[brine-402-073-02:2017] J. W. Brine. Thesis Development in a Japanese Computer Science University with Student-Produced Video. In *Paper presented at GLOCALL 2017, University of Technology, Brunei Darussalam.*, 2017.

September 7-9

[droy-402-073-03:2017] Debopriyo Roy. Project-based language learning in a 3D printing context. In *Proceedings of the 6th International Conference on Information and Education Technology. ICIET2018*, January 6-8 2018.

This article highlighted an important project-based language learning case study in a Japanese technical university. The idea of the project was to create a creative factory classroom with computer-aided design (CAD) design and 3D scanning-based activities leading up to the 3D printing of products. The focus of the course was on both technical design and technical writing and

Summary of Achievement

presentation in a realistic work context. Students not only learned how to use different CAD software and 3D scanning apps, they also had to continuously engage in technical writing, online information management and presentation, working collaboratively both for individual and team-based activities. Data from course-related activities and self-reports indicated reasonable proficiency with the assignments, and reasonable ability to work with strict Schoology-based assignment instructions. Self-reports indicated relatively high levels of motivation and reasonable comfort with course activities. Recommendations for future study highlighted a more integrated and balanced course structure focused on both language learning and information and communication technology (ICT) tools.

[droy-402-073-04:2017] Debopriyo Roy and Stephen Crabbe. 3D printing with critical thinking and systems design: an innovative approach to task-based language teaching in technical communication. In Jozef Colpaert, editor, *CALL 2017 Proceedings*, pages 650–657, Berkeley, United States, 2017.

3D Printing is commonly referred to as a third industrial revolution in manufacturing (Council et al., 2014; Anderson, 2012; Blikstein, 2013), offering a dynamic alternative to traditional manufacturing with its capacity for design innovation, digital fabrication, and data management. Educators who employ 3D Printing initiatives in their language teaching have the opportunity to academically explore new and innovative teaching and learning strategies. This paper discusses 3D Printing as a platform that provides educators with multiple opportunities to explore, invent and implement language teaching ideas while teaching technical communication in an English as a foreign language (EFL) context. The paper takes an instructional approach to explaining how 3D Printing initiatives - including 3D scanning, computer-aided designing, sketchboarding, concept mapping, prototyping with LEGO and maintaining online design feeds - could be successfully included in technical communication pedagogy alongside more traditional genres of document production.

[droy-402-073-05:2017] Debopriyo Roy. Developing entrepreneurial abilities with ICT and technical presentations. In *Proceedings of the 6th International Conference on Information and Education Technology*. ICIET2018, ICIET, 2017.

The paper attempts to make a case for how students' entrepreneurial skills could be improved effectively by improving their ability to put together technical presentations on complex topics, by using a variety of ICT tools. This

paper discussed a graduate-level English language learning course offered in a technical university in Japan where 13 students presented on a variety of technical topics to persuade, demonstrate and explain procedures related to technology or technical matters, including their own skillset in getting job in the technology market. Based on specific guidance including assignment instructions, peer-review, in-class interactions, and instant feedback, students developed skills that could be used in a workplace context to showcase important concepts and data. The course further makes a case for allowing students more formal opportunities for technical presentations and use of ICT, that are likely to increase their confidence levels, think about complex constructs, take decisions, and represent information reasonably well in a text-graphics visual environment.

[droy-402-073-06:2017] Debopriyo Roy. Developing Globalization and Entrepreneurship in the English Language Teaching Context in Japan. In Tomorrow People Organization EDC, editor, *Proceedings of the 13th Annual Education and Development Conference*, pages 32–45. EDC, EDC, March 2018.

Japanese universities are in a difficult situation as they struggle to enroll more foreigners, and internationalize the student body and the campus environment. One important aspect of such internationalization is to prepare students for a global workplace with adequate corporate awareness and exposure. This paper discussed the plan outline for developing a series of undergraduate elective courses in computer science English language research center that addresses the issue of exposure and corporate mindset from the perspective of both product-based knowledge dissemination, and intercultural and organizational communication. The paper discussed how an undergraduate elective track for 4 courses aimed at globalization in a Japanese computer science university have been laid out to teach both business and technical communication, while making students aware of different organizations such as Apple, Tesla, Uber, Airbnb, and the Tokyo start-up ecosystem. The first semester electives have been designed to teach soft communication skills and develop a corporate mindset in a business communication and text-mining environment. Students learnt about the basics of Silicon Valley, and what it means as a Japanese to experience and learn about such a model. The second -semester electives have been developed to teach product design and analysis in a technical writing and usability environment; cultivate how products and ideas take shape in the Silicon Valley companies. Initial student reactions suggest that the Silicon Valley (SV)

Summary of Achievement

impresses upon a relatively positive mindset that should be further pursued and nurtured. Students were seen expanding their imagination as to how Silicon Valley works, and what it means to be working in such an international environment.

[droy-402-073-07:2017] Debopriyo Roy. Monitoring Poverty with Technology: Designing Social Decisions with Language Pedagogy. In Tomorrow People Organization EDC, editor, *Proceedings of the Annual Poverty and Social Protection Conference*, pages 25–29. EDC, EDC, March 2018.

Fundamentals of content and language integrated learning (CLIL) in a technology-based poverty measurement context provide a unique perspective to rediscover language teaching and learning. This article provides a holistic overview of how different technological applications such as Google Maps, Google Earth, Concept Mapping, and other worldwide entrepreneurial, philanthropic and social initiatives makes a difference; how crowdsourcing of spatial and location-specific data could help identify poverty, understand local socio-economic and lifestyle-oriented problems, and trigger a discussion about community decision-making. Such use of technology could potentially help make a convincing case for the type of poverty; including exact issues in the locations, proximity to resource hubs, lack of basic health and other facilities, employment and so on. The primary focus in this article is to bring to focus how content language integrated learning (CLIL) combines content areas such as mechanism and technology for poverty identification and analysis on the way to learning the target language. Use of such technological applications in a foreign language-learning course for policy decisionmaking and community engagement is rather unique, and has hardly been investigated in a foreign or second language classroom. But such applications help students learn a specific content area; help learn how to document data systematically, and how to design and present policy documents for a social cause. Such language teaching initiatives in this technology-driven context of poverty identification and measurement could potentially cover all 4-skills (reading, listening, speaking, and writing).

[jblake-402-073-01:2017] John Blake. Scientific research abstracts: Commonalities and differences in similarity. In *Faces of English 2*, 2017.

[jblake-402-073-02:2017] John Blake. Error proofing the data flow. In *Doing Research in Applied Linguistics 3*, 2017.

- [jblake-402-073-03:2017] John Blake. Annotator (dis)agreement. In *Doing Research in Applied Linguistics 3*, 2017.
- [jblake-402-073-04:2017] John Blake. Annotator agreement: Strategic decisions and rhetorical choices. In *Annual Meeting of British Association of Applied Linguists*, 2017.
- [jblake-402-073-05:2017] John Blake. Scientific research abstracts: Commonalities and differences in similarity. In *Annual Meeting of British Association of Applied Linguists*, 2017.
- [jblake-402-073-06:2017] John Blake. Going global: the pathway from bi-partlingual to bilingual. In *Seiryō University Global Symposium on Language Education, Tourism, and Culture in a Globalized Society: Issues and Prospects*, 2017.
- [jblake-402-073-07:2017] John Blake. Automated presentation script annotation tool: Development and evaluation. In *15th International Conference of AsiaCALL*, 2017.
- [jblake-402-073-08:2017] John Blake. Online writing tool: Corpus-based error detection. In *International Conference on ESP, digital technologies and digital learning*, 2017.
- [jblake-402-073-09:2017] Hiroki Inoue and John Blake. Script annotator: Design, development and evaluation. In *International Conference on ESP, digital technologies and digital learning*, 2017.
- [jblake-402-073-10:2017] John Blake. Genre-specific error detection: Online writing tool. In *ESBB 2018 Conference and Symposium on English Academic Writing in a Global World*, 2018.
- [jblake-402-073-11:2017] William Holden and John Blake. English for research purposes: Read, write and speak. In *ESBB 2018 Conference and Symposium on English Academic Writing in a Global World*, 2018.
- [kaneko-402-073-02:2017] Kaneko E. Report on Content-based Flipped English Class. In *Proceedings of the Japan Association for Language Education and Technology (LET) 57th National Conference*, 2017.

This paper reports on the trial of flipped classroom in an English-medium instruction subject matter course. By studying with a lecture video before coming

Summary of Achievement

to class, students can better understand the materials than listening to a live lecture . (This paper is written in Japanese)

- [kaneko-402-073-03:2017] Kaneko E. Report on Content-based Flipped English Class. In *Proceedings of the Japan Association for Language Education and Technology (LET) 57th National Conference, 2017*.

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- [kaneko-402-073-04:2017] Kaneko E. Content-based flipped English for lower-intermediate learners. In *TESOL 2017 International Convention, 2017*.
Oral presentation

- [kimusik-402-073-02:2017] Kim Rockell. Creating Noh Theater in English with Japanese University Students. In *Paper presented at the JALT Speech, Drama and Debate SIG Conference. Shonan Institute of Technology, Japan.*, 2018.

Recognizing the value of performing arts activities within EFL education, teachers have experimented with a wide variety of approaches in their teaching. This article draws broadly on one such project, which took place at a prefectural university in Fukushima during late 2016 and early 2017. Here, English was embedded in a traditional Japanese dramatic form and students in a third year elective course developed an English language Noh theatre set in cyberspace. While this work is discussed in detail elsewhere (Rockell, 2019), the current article focuses on some of the practical ways the project was carried out and uses these as a basic for a suggested English Noh Theatre Workshop to be offered to language teachers in Japan in the near future.

- [kimusik-402-073-03:2017] Kim Rockell. Creating Noh Theater in English with Japanese University Students. In *Paper presented at the JALT Speech, Drama and Debate SIG Conference. Shonan Institute of Technology, Japan.*, 2018.

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[kimusik-402-073-04:2017] Kim Rockell. Pathways towards authentic communication in English. In *Paper presented at the IEEE Professional Communication Society Japan Chapter. Shibaura Institute of Technology, Toyosu Campus, Japan.*, 2018.

Based on a hermeneutic understanding of professional communication, the presentation offers a sociolinguistic perspective on professional communicative practice in the context of teaching English as a foreign language (EFL). Specifically, an intercultural setting at a higher educational institution in contemporary Japan is the locus of activity considered. Given the constraints and exigencies of this context, the presentation considers ways that can help Japanese students learn to express themselves more effectively by encouraging the reduction of self-monitoring and aiming towards more honest, open and authentic communication. The importance of heightened speech within the spoken domain of professional communication is also considered in the presentation.

[kimusik-402-073-05:2017] Kim Rockell. Translingualism and Noh in the Japanese Computer Science EFL Classroom. In *Paper presented at the Long Colloquium: The factors of everyday globalization, the relocalization of mediascapes and technoscapes in multilingualism from below, Sociolinguistics Symposium SS22 University of Auckland, New Zealand.*, 2018.

The spread and role of English has dramatically accelerated due to globalization, placing Japan in a context where it has to increasingly promote English. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan has undertaken strenuous efforts aimed at improving Japanese Students Level of English Proficiency in all educational sectors based on the English Education Reform Plan in Response to Globalization announced in December 2013. However, there is still strong support for traditional grammar-translation and teacher-textbook approaches in the country. This short panel thus seeks to challenge these common trends in Japan, exploring other opportunities for teaching English as a foreign language in the higher education context of Japan. Drawing on varied ethnographic and qualitative studies carried out among Japanese EFL university students, the authors in this panel

Summary of Achievement

will explore the educational and pedagogical implications of their studies, while introducing the possibility of other alternative approaches to English language teaching in Japan. The panel pulls together scholars and language educators who are all based in Japanese universities, with themes such as: How emotional state, the impact of a wide range of stressors and general motivation level strongly influence English learning process for EFL students in Japan and thus, it is important if language educators consider communicative mixed approaches combined with touch of family-like environment in the classroom settings; how the ethnomusicological resources such as the Rondalla of the Philippines and the traditional Japanese play Noh can be usefully appropriated in the context of EFL university classrooms in Japan; How the glocal approach introducing globally controversial and locally challenging themes among EFL Japanese students using English social media such as Facebook - may raise students sociolinguistic and critical awareness.

[kimusik-402-073-06:2017] Kim Rockell. Teaching English through Ethnomusicology. In *Paper presented at the Short Colloquium: English language education, communicative teaching approaches, and EFL university students in the higher education context of Japan, Sociolinguistics Symposium SS22 University of Auckland, New Zealand.*, 2018.

The spread and role of English has dramatically accelerated due to globalization, placing Japan in a context where it has to increasingly promote English. The Ministry of Education, Culture, Sports, Science and Technology(MEXT) of Japan has undertaken strenuous efforts aimed at improving Japanese Students Level of English Proficiency in all educational sectors based on the English Education Reform Plan in Response to Globalization announced in December 2013. However, there is still strong support for traditional grammar-translation and teacher-textbook approaches in the country. This short panel thus seeks to challenge these common trends in Japan, exploring other opportunities for teaching English as a foreign language in the higher education context of Japan. Drawing on varied ethnographic and qualitative studies carried out among Japanese EFL university students, the authors in this panel will explore the educational and pedagogical implications of their studies, while introducing the possibility of other alternative approaches to English language teaching in Japan. The panel pulls together scholars and language educators who are all based in Japanese universities, with themes such as: How emotional state, the impact of a wide range of stressors and general motivation level strongly influence English learning process for EFL students in Japan

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[wilson-402-073-01:2017] K. Suzuki, I. Wilson, and H. Watanabe. Visual Learning 2: Pronunciation app using ultrasound, video, and MRI. In *Proceedings of Interspeech 2017*, pages 831–832, 2017.

We demonstrate Visual Learning 2, an English pronunciation app for second-language (L2) learners and phonetics students. This iOS app links together audio, front and side video, MRI and ultrasound movies of a native speaker reading a phonetically balanced text. Users can watch and shadow front and side video overlaid with an ultrasound tongue movie. They are able to play the video at three speeds and start the video from any word by tapping on it, with a choice of display in either English or IPA. Users can record their own audio/video and play it back in sync with the model for comparison.

[youngheo-402-073-01:2017] Jeremy Perkins Younghyon Heo and Incheon Paik. Detection of Machine-Translated Academic Texts Using Machine Learning. In *The Role of the Language Science in the Big Data Era*, pages 43–47, 2017.

In this study, we use deep learning for the multi-layered analysis and detection of Japanese academic texts machine-translated into English. Since becoming widely available to the public by Google in 2006, machine translation has constantly evolved along with increasing computation power to meet the need for tools dealing with large data sets. Particularly after the transition from Statistical Machine Translation (SMT) to Neural Machine Translation (NMT) in 2016, translated texts between the world’s major languages are of far better quality than ever before. NMT is based on a large neural network, allowing natural translation if it is between a pair of languages with a large amount of data available. Given such large improvement in the quality of machine translation, many L2 writing instructors insist language learners refrain from using machine translation. It is primarily because some students rely heavily on it without even basic modification of machine-translated sentences, resulting in

Summary of Achievement

no language learning whatsoever. While monitoring the use of machine translation was relatively easy with SMT-based products, NMT has raised quality to the point where results are not easily identified as machine-translated. The goal of this study is to establish a system detecting machine-translated texts. More specifically, we aim to test whether machine learning can learn the traits of machine-translated academic texts and classify data into machine-translated and human-written texts.

[youngheo-402-073-02:2017] Younghyon Heo Incheon Paik and Jeremy Perkins. Classification of Machine-Translated Text Using Deep Learning. In *International Conference on Electronics, Information, and Communication*, 2017.

In this paper, we investigate the automatic detection of machine-translated text using multi-layered perceptron network (MPN). Using more than 4 hidden layers of perceptron network, the architecture learns order of words in a sentence internally. We could reach a very high classification accuracy (99.8) with a large training data set.

Unrefereed proceedings of an academic conference

[anich-402-073-03:2017] A. Nicholas. Concept-based Instruction and Pragmatics: Teaching Requesting in the EFL Classroom. In *Japan Association for Language Teaching PanSIG 2017*, 2017.

This presentation reports on a study in which the principles of concept-based instruction were combined with findings from conversation analysis research to create a short course on talk-in-interaction and making requests in English. By combining these two areas, some of the challenges facing the teaching of pragmatics in the classroom can be addressed. Key features of the course and its applicability to other speech acts are discussed, examples given in relation to requesting and other speech acts, and a set of principles for effective concept-based speech act instruction put forward.

[jperkins-402-073-01:2017] Perkins J., Lee S.J., and J. Villegas. Psychoacoustic roughness as a measure of creakiness in two dialects of Zhuang. In *Proceedings of the 2017 Seoul International Conference on Speech Sciences*, pages 111–112, 2017.

[jperkins-402-073-02:2017] Villegas J., Perkins J., and Lee S.J. Psychoacoustic roughness as proxy of creakiness in White Hmong. In *Proceedings of the*

2017 Seoul International Conference on Speech Sciences, pages 74–75, 2017.

[jperkins-402-073-03:2017] Heo Y., Perkins J., and Paik. I. Depiction of Machine-Translated Academic Texts Using Machine Learning. In *Proceedings of the 2017 Summer Conference of the Korean Association of Language Sciences*, pages 43–47, 2017.

[jperkins-402-073-04:2017] Perkins J. Consonants and tones: A view from two Tibeto-Burman languages. In *The 156th Meeting of the Linguistic Society of Japan*, 2017.

[kimusik-402-073-07:2017] Kim Rockell. English Noh in Cyberspace: A practical solution to the dilemma of oral English production. In *Paper presented at the 16th International Conference of AsiaCALL. College of International Studies and Education of Tongren University, China.*, 2018.

Paper presented at the 16th International Conference of AsiaCALL. College of International Studies and Education of Tongren University, China.

Writing a textbook or technical book

[kaneko-402-073-05:2017] Vance T., Kaneko E., and Watanabe Y. *Study of Rendaku*. Kaitakusha, 2017.

Writing a part of textbook or technical book

[droy-402-073-08:2017] Debopriyo Roy. *Understanding the Value of Website Design and Analysis in a Comprehensive CALL Environment: Website Analysis in a Wider CALL Environment*, chapter 5, pages 86–117. IGI Global Press, 2017.

Book Name: Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching

[kaneko-402-073-06:2017] Vance T., Kaneko E., and Watanabe Y. *Introduction*, chapter Introduction, pages 1–24. Kaitakusha, 2017.

[kimusik-402-073-08:2017] Kim Rockell. *Critical Inquiries in the Sociolinguistics of Globalization*. Eds. Tyler Andrew Barrett, Sender Dovchin., chapter The

Summary of Achievement

Coding Catastrophe: Translingualism and Noh in the Japanese Computer Science EFL Classroom, page 200. *Multilingual Matters*, 2019.

[kimusik-402-073-09:2017] Kim Rockell. *Critical Inquiries in the Sociolinguistics of Globalization*. Eds. Tyler Andrew Barrett, Sender Dovchin., chapter The Coding Catastrophe: Translingualism and Noh in the Japanese Computer Science EFL Classroom, page 200. *Multilingual Matters*, 2019.

Research grants from scientific research funds and public organizations

[anich-402-073-04:2017] E. Kaneko, I. Wilson, Y. Heo, T. Yasuta, and A. Nicholas. Development of the University of Aizu Survival Word List (internal competitive research funding), 2017.

[jperkins-402-073-05:2017] Heo Y., Perkins J., and Paik I. Using Google Translate for Academic English Writing Instruction, 2018.

[kaneko-402-073-07:2017] Kaneko E. and Hirai A. The development of picture prompts with objective difficulty information and the effects of their features on L2 utterances, 2016-2020.

[kaneko-402-073-08:2017] Negishi M. et al. Development of can-do pedagogic and test tasks based on CEFR-J, 2016-2019.

[kaneko-402-073-09:2017] Hirai A. and Kaneko E. Instruction on vocabulary and grammar that facilitates L2 spoken fluency, 2015-2018.

[wilson-402-073-02:2017] I. Wilson, J. Blake, S. Dovchin, Y. Heo, J. Perkins, D. Roy, and T. Yasuta. University of Aizu Strategic Research Funding, 2017.

[yasuta-402-073-03:2017] Y. Heo Takako Yasuta: primary investigator, J. Brine. Kakenhi Category C: Yakuwarigo bunseki-no Eigokyo-oiku dounyu:Yakuwarigo bunseki-no academic writing-heno ouyou, 2016-2018.

[yasuta-402-073-04:2017] et.al D. Roy, Takako Yasuta: co-investigator. 3D printing in creative factory contexts for English language learning, 2015-2017.

Academic society activities

[droy-402-073-09:2017] Debopriyo Roy, 2017-2018.

Debopriyo Roy Chair. The ACM Chapter on Elearning and Technical Communication, 2017-2018 I have been organizing international conferences on campus and in other campuses in Japan, and in international locations ever since 2010. I have been doing this single-handedly and every year.

[droy-402-073-10:2017] Debopriyo Roy, 2017-2018.

Member of the Organizing Committee, Japan Association for Language Teaching JALT Computer Assisted Language Teaching CALL SIG

[droy-402-073-11:2017] Debopriyo Roy, 2017-2018.

Member of Japanese Technical Communication Association JTCA and has established the Technical Communication certificate program at the University of Aizu.

[droy-402-073-12:2017] Debopriyo Roy, 2018.

Invited Keynote Presentation, IEEE Professional Communication Society, JAPAN

[droy-402-073-13:2017] Debopriyo Roy, 2017.

Keynote Presentation, JAPAN Association for Technical Communication JTCA

[kaneko-402-073-10:2017] Kaneko E., 2017.

Organizing committee chair of the 21st Japan Language Testing Association Annual Conference

[kaneko-402-073-11:2017] Kaneko E., 2017.

Chair of research meeting committee

[kaneko-402-073-12:2017] Kaneko E., 2017.

Anonymous reviewer of JLTA Journal

[kaneko-402-073-13:2017] Kaneko E., 2017.

Academic publications committee

Summary of Achievement

[yasuta-402-073-05:2017] Takako Yasuta, 2017.

Japan Association for Language Teaching, regular member

[yasuta-402-073-06:2017] Takako Yasuta, 2017.

Regular member

[yasuta-402-073-07:2017] Takako Yasuta, 2017.

Regular member

[yasuta-402-073-08:2017] Takako Yasuta, 2017.

regular member

Advisor for undergraduate research and graduate research

[jblake-402-073-12:2017] Hiroki Inoue. Verification and improvement of software to support reading English aloud, Computer Science and Engineering, 2017/8.

Graduation Thesis (undergraduate)

[wilson-402-073-03:2017] Hamed Ahmed Dahan Al-Tairi. PhD Dissertation: Tongue retraction in Arabic: An ultrasound and acoustic study, University of Auckland, Department of Applied Language Studies and Linguistics, November 2017.

External Examiner: I. Wilson

[wilson-402-073-04:2017] Kyori Suzuki. MSc Thesis: Visual Learning: Pronunciation iPhone app with ultrasound, video and MRI data, Graduate School of Computer Science and Engineering, March 2018.

Thesis Advisor: I. Wilson, Referees: Prof. M. Hamada and Prof. J. Villegas

[wilson-402-073-05:2017] Yuki Iguro. MSc Thesis: Praat script for automatic vowel labeling of new English and Japanese speech databases, Graduate School of Computer Science and Engineering, March 2018.

Thesis Advisor: I. Wilson, Referees: Prof. K. Markov and Prof. J. Villegas

[wilson-402-073-06:2017] Yui Takeda. MSc Thesis: Readability categorization of Eiken documents using machine learning, Graduate School of Computer Science and Engineering, March 2018.

Summary of Achievement

Thesis Advisor: Prof. I. Paik, Referees: I. Wilson and Prof. K. Ofuji

[wilson-402-073-07:2017] Yohei Tomita. Graduation Thesis: Investigation of differences between Aizu regional dialects by acoustic data analysis, School of Computer Science and Engineering, March 2018.

Thesis Advisor: I. Wilson, Referee: Prof. M. Cohen

[wilson-402-073-08:2017] Aozora Kobayashi. Graduation Thesis: Automatically extracting phoneme samples from an ultrasound, video, and audio speech database, School of Computer Science and Engineering, March 2018.

Thesis Advisor: I. Wilson, Referee: Prof. M. Cohen

[wilson-402-073-09:2017] Nagisa Yonehara. Graduation Thesis: Influence of complexity on kanji identification reaction time, School of Computer Science and Engineering, March 2018.

Thesis Advisor: I. Wilson, Referee: Prof. J. Villegas

Others

[kimusik-402-073-10:2017] 2018.

Undergraduate Student Mentor meeting with students and interviewing them as well as coordinating mentor class social activities.

[yasuta-402-073-09:2017] Takako Yasuta. Manga comics as new EFL materials: Through role language analysis. The Hawaii International Conference on Education, 2017.

Conference oral presentation

[yasuta-402-073-10:2017] Takako Yasuta. Language in Manga: role language analysis for L2 writing. The 17th annual Second Language Acquisition and Teaching Interdisciplinary Roundtable 2017, 2017.

Conference oral presentation

[yasuta-402-073-11:2017] Takako Yasuta. Language in Manga: role language analysis for L2 writing. The 17th annual Second Language Acquisition and Teaching Interdisciplinary Roundtable 2017, 2017.

Conference oral presentation

Summary of Achievement

[yasuta-402-073-12:2017] Jungpil Shin Sassy Wong Eunjin Bang, Takako Yasuta. Engineering students'stereotypic images of scientists in Japan. Science, Technology, Engineering, Arts, Math and Education 7th annual conference, 2017.

Conference oral presentation

[yasuta-402-073-13:2017] Takako Yasuta. Role language analysis: how language in Manga can help L2 writing. Symposium on Second Language Writing 2017, 2017.

Conference oral presentation

[yasuta-402-073-14:2017] Takaok Yausta. Teaching writing through the language in Manga. The 45th Japan Language Testing Association Research Meeting, 2017.

Conference oral presentation

[yasuta-402-073-15:2017] Takako Yasuta. Fukushima Revitalization EFL Project through Akabeko-chan Role Language Analysis. Role Language Research Meeting, 2017.

Conference oral presentation

[yasuta-402-073-16:2017] Takako Yasuta. Fukushima Revitalization EFL Project through Akabeko-chan Role Language Analysis. Role Language Research Meeting, 2017.

Conference oral presentation

[yasuta-402-073-17:2017] Takako Yasuta. Project-based EFL for Fukushima Revitalization: Through Role Language Analysis. The 2017 Tohoku ELT expo, 2017.

Conference oral presentation

[yasuta-402-073-18:2017] Takako Yasuta. Project-based EFL for Fukushima Revitalization: Through Role Language Analysis. The 2017 Tohoku ELT expo, 2017.

Conference oral presentation

Contributions related to syllabus preparation

Summary of Achievement

[anich-402-073-05:2017] Co-ordinator of Introductory English 3 and Introductory English 4 freshmen English courses.

[anich-402-073-06:2017] Member of the CLR Curriculum Working Group.

[kaneko-402-073-14:2017] Introductory English 1, 2, 3, 4

[kimusik-402-073-11:2017] 2017 Group coordinator for exam question creation for University Entrance Exam

[yasuta-402-073-19:2017] Introductory English 1 Introductory English 2 Language in Manga Japanese pop culture through English

[youngheo-402-073-03:2017] I created the syllabus for the two core courses (Intermediate English 1 and 2) and also my elective courses (Design of Human Languages and Presentation Skills).

Preparation of course examination to measure comprehension

[youngheo-402-073-04:2017] I created course exams for Intermediate English 1, Intermediate English 2, Design of Human Languages and Presentation Skills.

Contribution related to the selection of library or textbook materials

[yasuta-402-073-20:2017] Chose the textbook for Introductory English 1 and 2.

[yasuta-402-073-21:2017] Library Committee: Created the journal subscription list for 2018 for CLR

[youngheo-402-073-05:2017] I selected the textbooks of two core courses (Intermediate English 1 and 2).

Contribution related to toward equipment management, classroom management, building management, and crime or fire prevention.

[youngheo-402-073-06:2017] I am a member of Harassment Prevention committee.

Summary of Achievement

Advisor of a student club or circle

[yasuta-402-073-22:2017] SGU Global Lounge coordinator: Hirig and traing TAs. File monthly activity reports.

Contribution related to faculty personnel (outside scouting, etc.)

[kaneko-402-073-15:2017] Hiring committee member for the Center for Language Research

[kaneko-402-073-16:2017] Hiring committe for the Center for Cultural Research and Studies

Contribution related to on-campus/off-campus publicity work

[anich-402-073-07:2017] Gave lecture at Aizu High School.

Contribution related to educational planning management

[kaneko-402-073-17:2017] Chair of the English curriculum revision committee

[kaneko-402-073-18:2017] Member of the Academic Affairs Committee

[youngheo-402-073-07:2017] I am the course coordinator of Intermediate English 1 and 2. I created the course materials and am managing course websites on Schoology.

[youngheo-402-073-08:2017] I plan on the schedule of on-campus TOEIC tests and participate in the administration of them.

Contribution related to planning administration for research, research conferences, or international research

[droy-402-073-14:2017] Organized an ACM Chapter Conference on Project Based Language Learning <http://web-ext.u-aizu.ac.jp/labs/clr/pbl.html>

[droy-402-073-15:2017] Helped University of Aizu sign a Memorandum of Understanding MoU with Karlsruhe University of Applied Sciences, HSKA Germany for international research partnership. We will henceforth be collaborating on coursewide international research with student groups from UoA and HSKA, Germany.

[kaneko-402-073-19:2017] Organizing chair of the 21st Japan Language Testing Association Annual Conference (JLTA2017)

[youngheo-402-073-09:2017] I was a member of the organizing committee of Japan Language Testing Association held on the UoA campus in September 2017.

[youngheo-402-073-10:2017] I was a member of the organizing committee of Japan Language Testing Association held on the UoA campus in September 2017.

Other significant contribution toward university planning, management, or administration

[anich-402-073-08:2017] University entrance examination item writing.

[anich-402-073-09:2017] University of Aizu Special Entrance Examination for applicants from abroad. Responsible for evaluating applicants' English proficiency levels.

[anich-402-073-10:2017] University entrance examination proctoring.

[droy-402-073-16:2017] - In charge of organizing the CLR wide effort in the making of the English questions for the undergraduate entrance examinations. - Member of the undergraduate entrance exam committee at the university of Aizu.

[droy-402-073-17:2017] - Member of the university public relations and website management working group

[jperkins-402-073-06:2017] Statistical analysis of student TOEIC test scores with presentations given at U. of Aizu administrative meetings

[jperkins-402-073-07:2017] English Admission Exam Creation: Question creation and grading

[jperkins-402-073-08:2017] English Entrance Exam Service: Available during the test in order to answer queries from applicants

[kaneko-402-073-20:2017] Project management team member of the Top Global University project

Summary of Achievement

[yasuta-402-073-23:2017] Evaluation Office Working Group Governance Improvement Group Library Committee University-High School Cooperation Committee Entrance Exam Committee (question making)

Contributions related to regional education

[kimusik-402-073-12:2017] July 19th Lecture at Aizu High School as part of the Project for Development of Future Global Leaders

[kimusik-402-073-13:2017] 2017 Study Abroad Student Escort to Waikato University, New Zealand (Pathways College) as part of the Global Experience Gateway

[yasuta-402-073-24:2017] Eiken STEP test interviewer

[yasuta-402-073-25:2017] March 2017. Globalization of Japan: The importance of English, Spot lecture series at Aizu Gakuho Junior High School, Aizuwakamatsu-shi, Fukushima, Japan

[yasuta-402-073-26:2017] July 2017. Presentation skills in English, Super Science High School Project at Aizu Gakuho High School, Aizuwakamatsu-shi, Fukushima, Japan

Contribution toward promotion of traditional arts and industries (for example, lacquer ware arts)

[kimusik-402-073-14:2017] Collaborative performance with Aizu Calligrapher Igarashi

[youngheo-402-073-11:2017] Students enrolled in the course Presentation Skills created brochures of local businesses such as Horse meat butcher and Suehiro.

Did you participate in students recruitment, support the alumni, and/or contact with student's parent? (Yes or No) If yes, please describe what you did.

[wilson-402-073-10:2017] Gave a lecture at "Yumenavi Live" Tokyo on using cutting-edge technology for improving English pronunciation, July 2017.

Summary of Achievement

Did you participate in Faculty Development? (Yes or No) If yes, please describe what you did.

[kaneko-402-073-21:2017] Member of the Faculty Development Committee

Did you participate in Public Lectures, and/or Open Campus? (Yes or No) If yes, please describe what you did.

[wilson-402-073-11:2017] Participated in Open Labs in 2017.

[yasuta-402-073-27:2017] Public lecture: Let's learn Korean! (canceled due to the number of participants)

Centers