Foreword

Dear Presenter at the 13th FL Teaching and Research Mini-Conference in Matsuyama

thank you very much for your proposal. There were so many submissions that we had to turn down a few, but we think we have come up with an interesting and scientifically rewarding program.

As attachment to this mail please find a very preliminary version. All slots and beginning and ending times as well as times of your presentation can be changed, if you tell us your wishes. *Please do so at your earliest convenience in order to leave us time to re-arrange*. We will also be using Skype for some presentations, so please send us a Skype invitation, so that we can set up everything well in advance. We will be using the following (old but still valid) Skype address:

the11thMatsu16@outlook.com

We would thus like to ask you:
A) For your presentation:
1) Check the time of your presentation:
- All times in the preliminary program are Japan Standard Time (JST), which is, for example, 9hrs before Greenwich Mean Time (7hrs for countries with European summertime) and 12hrs before Eastern Standard Time (US). Please check the time differences yourself for confirmation.
- If you will be using Skype, please tell us when (time - local and JST -) you want to do your presentation. We can, however, not guarantee to accommodate all wishes.
- Skype has been requesting an invitation before contact in a conference can be established. Thus, please send us your Skype address AND an invitation so we can try out well in advance.
2) We will try to keep the Skype conference open all the time, but as presenters and audience come to the site and join from various countries, there may be break-downs. In that case please be lenient as we will be trying to re-establish contact immediately.
B) If you or your colleagues or whoever may be interested in listening in and commenting at other times, this is of course welcome. Please also send us their Skype contacts and an invitation so we can configure the Skype conference accordingly.
C) If you will come to the conference site in Matsuyama, Japan, please book your room early as this is a long weekend and rooms may be fully booked fast.
If you have any questions, please contact us any time at this e-mail address: reinelt.rudolf.my@ehime-u.ac.jp. Our phone contact is -81-89-927-9359 (on answering machine, please let ring at least 5 times and leave a message in case we do not answer).
Wishing you a good time with the preparation of your presentation
and looking forward to meeting you in person or over Skype
For the organization
Rudolf Reinelt

Program ＜プログラム＞

Please see the note below (all times are in JST)

The 13th FL Teaching and Research Mini-Conference in Matsuyama
『第 13 回外国語教育研究についてのミニ学会 in Matsuyama』

Theme: Learning FLs: Is the longer really the better?
テーマ：外国語学習：長い方が本当に良いのでしょうか

Time and Day of the Conference 開催日時：2018 年 9 月 22 日(土) 10:00-20:30 JST
9 月 23 日(日) 10:00-19:00

開催場所： 愛媛大学（松山市文京町３） 愛大ミューズ 3F 343 会議室
Venue: Ehime University, Matsuyama City, Bunkyo-cho, Aidai Muse 3F Convention Room 343

主催：ルードルフ・ライネルト（愛媛大学 教育・学生支援機構）
Organisor: Rudolf Reinelt (Ehime University Education and Student Support Center)

後援：松山市、松山市教育委員会、公益財団法人松山国際交流協会
Support: Matsuyama City, Matsuyama City Board of Education , Matsuyama International Center

1 presentation slot: 50 mins (40 mins presentation + 10 mins break) except if requested otherwise by the presenter(s)
Contact address 連絡先: <reinelt.rudolf.my@ehime-u.ac.jp**> 0081- (0)89-927-9359**

Note:
Everything on this preliminary schedule, except the conference dates and the venue, can be changed: Starting times, ending times, presentation days and times as well as length etc., and of course the order of speakers.
Please, especially for Skype-presentations using the skype address

the11thMatsu16@outlook.com

also consider that the schedule is in Japanese Standard Time. In this case, please send an e-mail notification with your Skype address AND a Skype invitation to reinelt.rudolf.my@ehime-u.ac.jp with the title **the13thMatsu18** many days in advance.
Please tell us your preferences at your earliest convenience
Thank you very much for your cooperation.
For the organization

Rudolf Reinelt

Saturday 9月22日(土) First day ＜第1日目＞
Morning 午前 10:00 – 12:00
Organizational meetings and set-up 関係者ミーティング 及び設営
additional slots 予備

12:45 開会 歓迎の挨拶 Welcome address

13:00 個人発表 Individual presentations

① **13:00-13:40** Harry Carley (Matsuyama University), "Does Money Matter When it comes to Government Educational Spending? : A Close look at Cambodia, Japan, and Vietnam"
③ **13:50-14:30** Eun-Hee Lee (Kyung Hee Cyber University)

Instructional Challenges in Distance Language Education

⑤**14:40-15:20** Anna Sasaki (Waseda University), "Interpreter training as an EFL

education"

④**15:30-16:10** Eunjeong Oh (& Kang Chorong) (Sangmyung University, Seoul

National University), "Probing L2 learners' syntactic knowledge by prosodic

sensitivity"

② **16:20-17:00** Rudolf Reinelt (Ehime University), "Lessons from this year's German

courses"

⑥ **17:10-17:50** Junko Nakamura (Sophia University, Tokyo), "Mothers' Efforts for

Raising Bi-/Multilingual Children"

⑦ **18:00-18:40** Neda AKBARNEJAD (Sorbonne University), "Impact of the Theater

Method on Dimensions of Foreign Language Learning"

⑧ **18:50－19:30** Kumon Tokumaru (Toulouse), "A Group Theory for Conceptual

Meanings (Digital Linguistics)"

⑨ **19:40-20:20** Marina Sokolova (University of Southampton, UK , Northwestern

University, USA.), "Sentence Processing at Early Stages of Foreign Language

Acquisition"

20:20-20:30 Conclusion まとめ
20:30 第一日目終了 End of first day
20:30- 反省会及び懇親会 Welcome party

Sunday 9 月 23 日 (日) Second day＜第 2 日目＞

Opening
① **10:00-12:00** Saturday summary and Sunday preview

12:00-13:00 Lunch 昼食

② **13:00-13:40** Rudolf Reinelt (Ehime University 愛媛大学), "The New one Quarter FL Standards for Ehime University: The Example of German"

③ **13:50-14:30** Harry Carley (Matsuyama University 松山大学), "Read/Write/Speak - Are Japanese English Lessons Really Effective : At the Senior High School Level?

④ **14:40-15:20** Fuk-chuen HO (The Education University of Hong Kong), "Development of a Software for Students with Reading and Writing Problems"

⑤ **15:30-16:10** Nuttanart M. Facundes (King Mongkut's University of Technology Thonburi), "Computer-Assisted Foreign Language Learning: Towards iCALL"

⑥ **16:20-17:00** Uthaivan Danvivath* and Nathaporn Phong-a-ran (Khon Kaen University, Thailand), "Effects of Using *Reading Cards* to Promote Reading Comprehension of Grade 10 Students"

⑦ **17:10-17:50** Ichchha Purna Rai (Tribhuvan University, Nepal) "Tense and Aspect in Chhintang and English: A Contrastive Study"

⑧ **18:00-18:40** Darin Nshiwi (Pannonia University, Hungary), "The Effect of Implicit verses Explicit way of Teaching Cognitive and Memory Strategies on Learning Vocabulary by EFL Intermediate Learners at the HLI"

⑨ **18:50-19:00** Rudolf Reinelt (Ehime University, Matsuyama)

Symposium: Results of the conference and future vistas

19:00 Closing address 閉会の挨拶
End of conference 全日程終了
Extension possible 延長可

Contact address 連絡先: <reinelt.rudolf.my@ehime-u.ac.jp**> 0081- (0)89-927-9359**

Flyer

第13回外国語教育及び研究についてのミニ学会 in Matsuyama
テーマ：外国語学習：長い方が本当に良いのでしょうか
開催予定日：平成30年9月22(土)&23日（日）
開催場所：愛媛大学　愛大ミューズ3F 343会議室

13th FL Teaching and Research Mini-Conference in Matsuyama
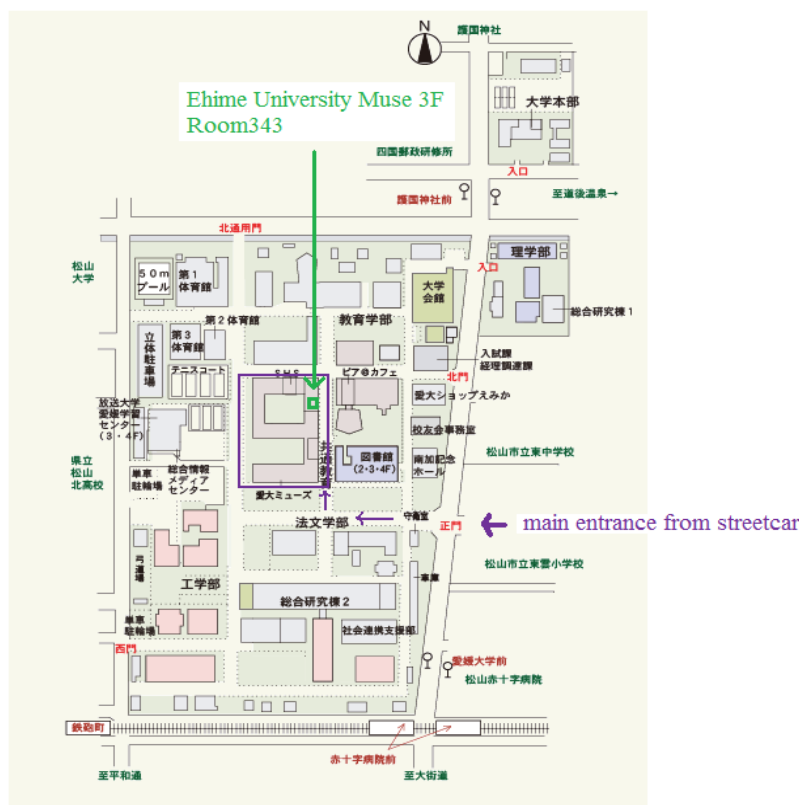
Theme: Learning FLs: Is the longer really the better?

Dates: Sat, Sept. 22&23, 2018.
Venue: Ehime University, Room 343- Aidai Muse 3F

発表申し込み締め切り：7月29日（月）24:00
申し込み方法：メール（件名　13thMatsu18）で reinelt.rudolf.my@ehime-u.ac.jp 宛て
演題名、発表者所属、A4縦、横40字×20行一枚、発表のタイトル、
あらすじ(要約)、連絡先(TEL/メール)
問い合わせ先：愛媛大学　教育・学生支援機構　Rudolf Reinelt 宛て
reinelt.rudolf.my@ehime-u.ac.jp
〒790-8577　松山市文京町3　電話：089-927-9359（FAX兼用）

Proposal Submission deadline Mon. July 29, 24h.
Send proposal by e-mail (title line: 13thMatsu18) to reinelt.rudolf.my@ehime-u.ac.jp including presenter name and association, presentation title, one page abstract, and contact information (T/F)
Application address: Rudolf Reinelt, Ehime University, Center for General Education
Bunkyo-cho 3, Matsuyama-shi, 790-8577 Ehime, Japan.

Ehime University Muse 3F Room343

main entrance from streetcar

http://www.ehime-u.ac.jp/access/johoku/index.html#anc01

アクセス情報：

松山空港からJR松山駅、松山市駅まで
伊予鉄バスをご利用の場合
JR松山駅まで：空港リムジンバス
「JR松山駅前」下車　松山市駅まで：空港リムジンバス

「松山市駅」下車　JR松山駅から
伊予鉄道市内電車をご利用の場合
環状線(古町方面行き)「赤十字病院前」下車、
北へ徒歩約2〜5分
伊予鉄バスをご利用の場合
東西線「愛媛大学前」下車

松山市駅から
伊予鉄道市内電車をご利用の場合
環状線(大街道方面行き)
「赤十字病院前」下車、北へ徒歩約2〜5分

From Matsuyama Airport – (Limousine)–>
Matsuyama JR Station – (Streetcar) –>
Byoin-Mae, turn left for Ehime University

以前開催された「第12回外国語教育及び研究についてのミニ学会 in Matsuyama」の全集「1アクティブ・ラーニングから最適化へ：新しい外国語教育及び学習」は、愛媛大学HPに掲載されています。
URL:
http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukoku.html の後
http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukokuProcConfPapComps3.html

The 12th seminar's papers have appeared in the following volume:
Rudolf Reinelt (ed.) (2018) From active learning to optimizing in new FL teaching and learning
Rudolf Reinelt Research Laboratory, Ehime University, Matsuyama Japan, and are now available for download at
http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukokuProcConfPapComps3.html

Volume of received accepted abstracts (no fixed order yet!)

Effects of Using *Reading Cards* to Promote Reading Comprehension of Grade 10 Students

Uthaivan Danvivath* and Nathaporn Phong-a-ran (Khon Kaen University, Thailand)

Abstract

Reading Cards (RC) is a set of supplementary materials constructing for Grade 10 students in a rural school studying English as a foreign language (Danvivath et al, 2016). This mixed-method study, *Effects of Using Reading Cards to Promote Reading Comprehension of Grade 10 Students*, was aimed to identify the way grade 10 students comprehend EFL texts, to contribute the validation of the comprehension tasks in the *Reading Cards* (RC), and to investigate students' attitudes through telling about topic and poster presentation. Twenty-nine students voluntarily participated in an experimental group (n = 15) and a comparison group (n = 14). The students in the experimental group studied a set of RC comprising three units. Three sets of data collected were: pre and post tests for reading comprehension, video records during the implementation and an interview to investigate students' learning behavior and attitudes. It was found that RC improved significantly students' reading comprehension and vocabulary at p-value < 0.01, but not grammar. However, the video data revealed that there were positive changes of students' interaction from passive learners to more active learners as well as the interview data showed the positive attitudes of students toward RC. Implications can be made in classroom management and material development for EFL courses at different levels. (210 words)

Probing L2 learners' syntactic knowledge by prosodic sensitivity
Dr. Eunjeong Oh (& Dr. Kang Chorong) (Sangmyung University, Seoul National University)

The similarity in syntactic properties between unaccusatives and passives has been suggested as the primary cause of overpassivization errors with unaccusatives by L2 English speakers. For example, Zobl (1989) argues that L2 learners' "incorrectly" use the passive morpheme to unaccusatives due to their "correct" syntactic knowledge that the subject of unaccusatives is base-generated within VP and undergoes A-movement, as in passives. However, we challenge the idea for the following reason. Passives and unaccusatives share not only syntactic derivations but also the same thematic role of the subject, which is either a theme or a patient. Thus, the difference between unaccusatives and unergatives regarding error rates does not guarantee that L2 learners distinguish syntactic derivations of the two types of intransitives because there is a possibility that overpassivization errors are a consequence of a mere analogy between passives and unaccusatives based on the thematic role of the subject without considering syntactic derivations. Rather, we argue that the opposite way of thinking is more reasonable: Once we find evidence for L2 learners' sensitivity to different syntactic derivations between the two types of intransitives, syntactic similarity between passives and unaccusatives can be assumed to be a factor. Very little work on overpassivization errors has seriously teased apart structure properties and semantic information of subjects. This study aims to investigate whether L2 English speakers distinguish unaccusatives from unergatives by their different syntactic derivations, not by the different thematic roles of subjects. Fortunately, studies on syntax-prosody interface provide a good source to test L2 learner's sensitivity to syntactic derivation, which is independent of their knowledge about thematic roles of subjects. It has been widely assumed that sentence stress assignment in wide-focus contexts is associated with syntactic structural properties, rather than thematic roles of the subject (Nava and Zubizarreta 2009, Kahnemuyipour 2004, Kratzer & Selkirk 2007). This implies that which prosodic pattern English native speakers produce informs which syntactic structure they develop to produce the sentence. Based on this background, we assume that if L2 learners distinguish syntactic differences between unaccusatives and unergatives, they prefer different stress patterns depending on the types of verbs. We are well aware that L2 learners' responses on prosody do not directly indicate their knowledge about syntactic structures since this methodology must assume that L2

learners know the correct application of the English Nuclear Stress Rule (NSR). However, once the assumption is satisfied, it will provide meaningful information on L2 learners' syntactic knowledge about English intransitives. We tested Korean L2 learners' perception of English stress patterns (English native speakers were also recruited as controls). Since Korean is not a stress-based language, we expect that recruiting L2 English speakers with Korean L1 minimizes the L1 prosody effects on the application of English NSR. We manipulated two factors with two levels each: (i) verb types (unaccusatives, unergatives) and (ii) prosody (sentence stress on the subject noun, sentence stress on the verb). We confirmed that the prosody conditions are well manipulated prior to the main experiment through acoustic analysis and norming tests with English native speakers. 8 unaccusative and 8 unergative verbs in high frequency were used in target sentences. Each subject item (e.g., baby) was rotated through the four conditions in a Latin square design. Subject nouns were all human individuals to control animacy. We included 16 transitive sentences and 16 *wh*-interrogatives as fillers. Participants listened to audio files paying attention to the prosody and decided whether the prosody of the sentences feels natural under the given broad-focus inducing context. The results show that the control group and the advanced group prefer the subject-accent condition to the verb-accent condition in both unaccusatives and unergatives conditions. Given that every group prefers the sentence-final stress pattern (i.e., the object-accent condition) in transitive fillers, the shift in preference to the word-initial position in intransitives in the results of the two groups indicate that they may well apply the English NSR. Crucially, the two groups prefer the subject-accent condition over the verb-accent condition more in the unaccusative condition than in the unergative condition. In the beginner, low- and high-intermediate group, the verb-accent condition was preferred over the subject-accent condition in both unaccusative and unergative condition. We interpret this as showing that L2 learners in those groups do not fully acquire the application of the English NSR. The greater subject-accent preference in unaccusatives than unergatives by the advanced group, but not by the other L2 learners, show that at least advanced learners can distinguish different prosodic pattern depending on verb types. Interestingly, the high-intermediate group shows that the relative preference of the subject-accent condition over the verb-accent condition in the unaccusative condition is higher than that in the unergative condition even though participants in that group still prefer the verb-accent condition. One potential account for the results of the high-intermediate group is that they

distinguish unaccusatives and unergatives with respect to syntactic differences but their premature acquisition of the English NSR veils it. We claim that the experiment shows at least advanced learners can distinguish different syntactic derivations of different types of intransitives even when the information about the thematic role of the subject does not play a role. Therefore, it provides authentic evidence that the similarity in syntactic derivations between unaccusatives and passives can be factors of overpassivization errors.

References. Kahnemuyipour, Arsalan. 2004. The Syntax of Sentential Stress. Kratzer, Angelika. & Elisabeth Selkirk. 2007. Phase theory and prosodic spellout. Nava, Emily and Maria Luisa Zubizarreta 2009, Order of L2 Acquisition of Prosodic Prominence Patterns: Evidence from L1 Spanish/L2 English Speech. Zobl, Helmut. 1989. Canonical typological structures and ergativity in English L2 acquisition.

Mothers' Efforts for Raising Bi-/Multilingual Children

Junko Nakamura (Sophia University, Tokyo)

The present study investigates how Muslim mothers raise their children bi-/multilingually in Japan by focussing on how those mothers viewed bi-/multilingual education. There is already a vast amount of literature on how parents' language policies and motivations affect children's bi-/multilingual education. The research questions in the present study include: What were the family's language goals, strategies, and methods? And, what resources — financial, time, cultural, social, schooling choices, etc. — were spent to achieve the stated goals? The participants were from Japan, China, Indonesia, Uzbekistan, and the Philippines. The results, which were obtained through questionnaires and semi-structured interviews, indicated multilingual mothers indeed showed efforts and language policies to educate their children bi-/multilingually. Although the number of participants was very small, several suggestions were obtained for future study. At the presentation, various implications will be presented along with the results.

Interpreter training as an EFL education

Sasaki Anna (Waseda University)

Abstract; This presentation introduces the Interpreter training as a part of an English as a second language education approach to learning FL. Interpreter training is a very recent discipline and is not widely implemented in Japanese universities. However, judging from the examples of European universities, in time the benefits of Interpreter training as a language education tool will be recognized and implemented on a wider scale. The presenter covers the topic of the language competences that will be built in the course of Interpreter training, the Interpreter training as a language learning tool and who it should be taught in class.

This presentation is supported with the statistics kindly shared by a public university in Russian and a public university in Finland. These two universities implemented Interpretation training as a part of their EFL curriculum. The statistic covers the data since 1989s, when these two universities opened the Interpreter training courses as a part of Interpreter training program. The courses then were introduced in other faculties and implemented as a part of EFL program. According to the last year data, the proficiency level of students who took the Interpreter training seminar last year has speedily grown, comparing with that of the students who did not take the course. The presentation concludes that Interpreter training is just one of the language learning tools. Be it a mobile learning, or an interpreter training – any means is good if the students develop a motivation for learning a foreign language.

The Effect of Implicit verses Explicit way of Teaching Cognitive and Memory Strategies on Learning Vocabulary by EFL Intermediate Learners at the HLI

Darin Nshiwi (Pannonia University/Hungary)

Abstract

This research falls within the area of teaching English as a foreign language (FL). It focuses on the short-term effects of memory and cognitive strategies on learning vocabulary for EFL intermediate learners at the Higher Language Institute (HLI), Damascus University. Moreover, it sheds light on the adopted approaches while teaching these strategies by EFL teachers at the HLI. It investigates whether these strategies are taught implicitly, explicitly or both. To conduct this study, the researcher applied two main tools: the first tool is a questionnaire to evaluate the used memory and cognitive strategies by teachers and intermediate learners at the HLI. The second tool is pre- and post- vocabulary tests to investigate the effect of using memory and cognitive strategies on vocabulary learning. These tools were applied on the sample that included 36 intermediate learners who were divided into experimental and control groups and 30 EFL teachers at the HLI.

The data obtained was dealt with descriptively and analytically. The findings show that training students to use memory and cognitive strategies explicitly enhance learning vocabulary more than the implicit way of teaching. This research concludes with a brief summary and few suggestions for further research.

Does Money Matter When it comes to Government Educational Spending?
A Close look at Cambodia, Japan, and Vietnam
Harry Carley (Matsuyama University)

Abstract: This presentation will analyze government expenditures toward education in the nations of Cambodia, Japan and Vietnam. Each of these countries is very similar but at the same time markedly different. Cambodia, Japan, and Vietnam have all experienced wars or internal strife that devastated their countries. There were extremes numbers of civilians killed in each case. The genocide from the Khmer Rouge in Cambodia, nuclear bombs and defeat in WWII for Japan, and finally during the struggle between the North and the South for the unification of Vietnam left many dead, bombs dropped, and mass destruction throughout the country. Large numbers of structures were demolished due to conflict in all of three countries. Among these buildings were many schools. Additionally, the number of school teachers at all educational levels was drastically reduced due to illness and death resulting from these conflicts.

Fortunately, all three countries have overcome their hardships and are on economically stable paths. Due to varying factors and the reality that all three conflicts were many years apart the positive economic results are at dissimilar stages. Due to this, the amount of money that each country can spend on education is also vastly disparate. As of 2017 Cambodia had a GNP (Gross National Product) of 22.158 M$, Vietnam, 223.864 M$ and Japan 4.872.137 M$. In comparison, Japan's GNP is roughly 200,000 times more than that of Cambodia. Population wise, Cambodia has a population of roughly 16 million, Vietnam, 93 million, and Japan, 127 million people. Although varying in numbers of citizens, the expenditure for education is education is highest in Vietnam, where the government is currently outlaying around 18,5% of GNP towards education. Both Cambodia and Japan expend around 9% of there government revenue towards education. Does this mean that education and specifically English language education is better in Japan because have they more money or are Cambodia or Vietnam striving for better English speakers? Cambodia has less people, but they also have a larger youth population that is overcrowding its educational system. Vietnam's demographic breakdown includes those 24 years and under at close to 40%. Vietnam is spending nearly 20% on educational funding which more than twice that of Cambodia and Japan.

Currently all Cambodia, Japan, and Vietnam have placed great emphasis on English language education. Each country begins English studies around the 3rd or 4th grade of primary school (Japan 2020). Regardless of overall funds spent are means justifying positive results as far as language attainment is concerned? The EPI (English Proficiency Ranking) on a world-wide scale casts Cambodia as 77th, Vietnam as 34th, and Japan as 37th. According to this index then, the amount of money that Vietnam is spending is showing positive results since they are also ranked higher than China (36th), Taiwan (40th), Thailand (53rd). Although Vietnam's neighbor South Korea is ranked 30th, it has steadily been declining since 2011, when it was ranked 11th. At the end of this talk participants will hopefully have a better understanding of the ratio of educational expenditures compared to actual achievements.

Read/Write/Speak - Are Japanese English Lessons Really Effective At the Senior High School Level?

Harry Carley (Matsuyama University)

Abstract: Choosing an appropriate textbook to match the students needs and the teacher's instructional skills is a very delicate matter. When it comes to senior high school students it can be especially troublesome. As 3rd year students are preparing for the Center Test and possibly going on to university it is a very important choice of which text to choose. Many schools form special committees amongst the teacher's solely for this purpose. Additionally, as all senior high schools in Japan tend to also have special goals and types of students of which they are educating (university prep, vocational, specialty) the selection of an applicable book and study material is of keen importance.

It is unclear how many types of senior high school texts are published each year but all the major textbook manufacturers seem to be involved. These include such publishers as Bun-Eido, Kairyudo, Tokyo Shoseki, & Zoshindo, to name a few. Most textbook distributers have multiple titles to cover a variety of levels and learning objectives. A majority of the English texts for senior high school courses consist of multiple chapters with a story that centers around some kind of reading theme; famous people such as Martin Luther King, social issues such as a graying society, or environmental issues such as plastic pollution are common.

Within and around these core themes there might be a short dialog, the main topic, new vocabulary words in English and Japanese and then concluding with some tasks or exercises to evaluate if students have understood the material. Thus it goes on chapter after chapter all through the year. It should be noted that this style of lesson is almost identical to the format used in junior high school English language texts. Beginning in 2020, 5th & 6th grades of Japanese primary schools will be evaluated and graded according to their performance in regular English classes. Is this a conducive manner in which learners are able to comprehend the English language?

Japan has lagged behind other countries with regards to English language attainment for many years. Textbooks and the educational plans formulated by the Japanese government have been revised again and again with no signs of improvement. What is the problem? What are possible solutions?

This presentation will therefore explain the current situation with regards to textbook usage with emphasis but not confined to English language education at the senior high school level. Possible remedies and alternative teaching styles will be laid forth for discussion and debate.

Instructional Challenges in Distance Language Education

Eun-Hee Lee (Kyung Hee Cyber University)

Coursera offers a number of world's best courses, and many universities and organizations in the world participate in the project. Countless students in the world have been taking the courses through the Internet, and they can get a certificate or a master's degree as well as earn course credits if they want. Online courses are now diversified including advanced and technical areas. Students can take courses in a variety of fields, ranging from general education to specialized areas. However, distance language education has faced instructional difficulties and some discrepancies between learning theories and distance education practice. The presentation will discuss what distance language education can do with its potential and introduce educational and cultural differences between language courses at Coursera and those at a Korean cyber university. Due to the large number of students in one class and lack of actual practice in speaking and writing courses, instructional and interactional challenges have arisen in EFL online courses. Factors impacting distance learners' satisfaction and reasons of taking online courses in an EFL context will be discussed as well. As global distance education market is increasing around the world, it is necessary to discuss educational limitations, ways to overcome difficulties, and where to go.

A GROUP THEORY FOR CONCEPTUAL MEANINGS (DIGITAL LINGUISTICS)

Kumon Tokumaru

Digital Linguistics is an interdisciplinary study that identifies human language as a digital evolution of mammal analog vocal sign communications, founded on the vertebrate spinal sign reflex mechanism. Analog signs are unique with their physical sound waveforms but limited in number, whilst human digital word signs are infinite by permutation of their logical property, phonemes.

Figure-1 demonstrates an overview of linguistic intelligence. Linguistic information takes the shape of noise-resistant mono-dimensional structures of discrete and known signals, i.e. sequence of syllables, in the physical layer. On closer examination, there are conceptual and grammatical syllables, and it is clear that each grammatical syllable is modulating its adjacent concept. It seems that speech sound consists of a minimum semantic unit of a concept and grammar, and the brain processes linguistic information unit by unit, which indicates that the complexity lies in concepts which develop inside the individual brains.

Figure-1   Linguistic Intelligence Analysis based on OSI Reference Model with Noise Factors

	Teacher's brain		Disciple's brain
Applications	Human Collective Intelligence	DYNAMIC and EVOLVING	Further Development of Intelligence
Presentation	Index, Chapters, References	PHENOMENA	Reindex, Recombine:
Session	Method Attitude,	in Extremely Low Noise	Rebuild: New word memory generation
	Key Concepts,	Logical Layer Environment	Dualistic thought operations
	Chronology, (Betrayal)	i.e. Ventricle System, CSF,	Interdisciplinary integration
Transport	Supralaryngeal Vocal Tract,	Brainstem Reticular Formation,	Receive: Ag/Ab, Data Verification:
	Data Protection Measures (coding)	in Monasteries, Temples	Aucenticity, Forward Error Correction
	From Brain		From Speech Voice
	to Speech Voice	DISCRETE, KNOWN, LINEAR	to Brain
Network	Face-to-Face Lecture,	NOISE RESISTANT FORM	Translating foreign/ancient languages,
	Secretary/Clerks, Publisher	(= Mono-Dimensional)	Literacy (ability to vocalize written text)
Data Link	Printing Transcription Copy	in Noisy Physical Layer	Search engine, OPAC, citation by others
Physical	Speech, Manuscripts, Books, Archives, Electric/Electronic Recordings, Database, Archive		

NOISE FACTORS

Logical	Falsifications, Apocryphal, Censorship
Physical	War, Fire, Water, Chemical

At MKR6, the author submitted a new hypothesis on the brain mechanism for linguistic processing, where B-lymphocytes inside CSF are identified as conceptual devices equipped with logic of dichotomy and dualism. [Jerne1974] [Jerne1984][Tokumaru2017] Dichotomy executes pattern recognition of learned words. (A or not-A) Dualism allows to formulate versatile logical circuits such as "if A then B" (Reminiscence of memory B), "A+B=C" (Judgment, Evaluation: B= conditions or another concept, C = logical memories such as ◎○×△＝≠〈≒) "A+B=C" (Integration, Complication: C = conceptual memories) Thus meanings of any complex concepts can be constructed through the operation of dichotomies and dualisms.

Sensory, logical and conceptual memories connected to a concept consist of a group, which is its meanings. J. Piaget [1947] made a pioneering study on the functional meaning and structure of "groupings", which are similar to "groups" in mathematics and are operable with five simple formulae of Combinativity, Reversibility, Associativity, General operation of identity and Tortology. These formulae are necessary when we want to identify, examine and verify conceptual meanings.

(I)   Combinativity: $x + x^1 = y; y + y^1 = z;$ etc.

(II) Reversibility: $y - x = x^1$ or $y - x^1 = x$.

(III) Associativity: $(x + x^1) + y^1 = x + (x^1 + y^1) = (z)$.

(IV) General operation of identity:

   $x - x = 0; y - y = 0;$ etc.

(V) Tautology or special identities:

   $x + x = x; y + y = y;$ etc.

As meanings consist of memories, they are based on individual experiences, learning and thought operations. "The remarkable fact in the continuous assimilation of reality to intelligence is, in fact, the equilibrium of the assimilatory frameworks constituted by grouping. ….. Throughout its formation, thought is in disequilibrium or in a state of unstable equilibrium; every new acquisition modifies previous ideas or risks involving a contradiction. From the operational level, on the other hand, the gradually constructed frameworks, classificatory and serial and spatial, temporal, etc., come to incorporate new elements smoothly; the particular section to be found, to be completed, or to be made up from various sources, does not threaten the coherence of the whole but harmonises with it." [Piaget1947]

This equilibrium, which is not desirable for the development of human intelligence, seems to be a trace of the vertebrate spinal sign reflex in charge of fundamental activities such as food, security, reproduction, etc. In order to overcome restrictions attributable to reflex, we should keep it in mind that the sciences are *raison-d'être* of linguistic humans.

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SENTENCE PROCESSING AT EARLY STAGES OF FOREIGN LANGUAGE ACQUISITION

Marina Sokolova (University of Southampton, UK , Northwestern University, USA.)

The experiment compares sentence processing at the early stages of second language (L2) acquisition to the processing of native speakers. The task creates a linguistic environment, where sentence interpretation is a matter of a language-specific preference, like in (1).

(1) The neighbor called [HA [LA the mother] [of the woman] [that comes to this café every day]].

There are two ways to interpret the relative clause (RC) *that comes to this café every day*: a) *the mother* comes to the café (HA) b) *the woman* comes to the café (LA)

In languages like Russian and English, the sentence in (1) looks similar but the speakers of these languages prefer different interpretations: *the mother* in Russian and *the woman* in English. In Armenian the same sentence has a different overt form, (2), but native speakers (NS) of Armenian interpret the sentence in (2) like NSs of Russian – *the mother*.

(2) Հարևանուհի **տեսել** [SC է ամեն օր սրճարան հաճախող [DP աղջկա մորը]]

Kharevanukhin **tesel** e amen or srcharan khechokhoh akhdzhka more
Neighbor **saw** every day café visiting girl's mother
'The neighbor **saw** the mother of the girl coming to the café every day'

Adult L2-learners of Russian, show Russian-like interpretation, no matter whether their native language is English or Armenian. This finding means that L2-speakers are capable of L2-like processing even at early stages of L2 acquisition.

In the situation when a linguistic context preconditions a certain interpretation, both L2-speakers of Russian and NSs of Russian, English and Armenian follow the given linguistic prompt. When the main verb of the sentence is a verb of sense-perception (3), the preferred RC-interpretation is (1a) – *the mother* (Grillo & Costa, 2014). On top of the two interpretations explained in (1), the perception verb creates the what-interpretation, or an event-oriented interpretation (Grillo & Costa, 2014), explained in (3').

(3) The neighbor **saw** *(what?)* [*that* the mother of the woman ~~that~~ comes to this café every day].

(3') The neighbor saw the event of coming to the café performed by the mother of the woman.

The possibility of mental restructuring of a restrictive RC in (1) under the influence of the perception verb *saw* in (3) facilitates the interpretation of sentences like (3) towards option (1a) – *the mother*. Both monolinguals and L2-learners are sensitive to the effect of the perception verb.

The experiment shows that even at early stages of L2 acquisition adult L2-learners choose the parsing strategy that is relevant for the language in use rather than processing the L2 in a native language-like manner. Another big finding of the study is that the participants adjust their parsing strategies in accordance with the changing linguistic environment. The adjustment of the parsing mechanism occurs in the native language, as well as in the L2.

Impact of the Theater Method on Dimensions of Foreign Language Learning

Neda AKBARNEJAD (Sorbonne University)

Teaching should be such that it "sparks students" interest and inspires themes to keep on learning independently. It should also help them take a pride in their accomplishment. For foreign languages teachers, this means motivations and retaining students by presenting dynamic, creative meaningful, and enjoyable language classes. When language instruction take place outside the target country, teachers need to immerse the students in the foreign language and culture as much as possible by assigning them tasks that encourage language production in real and meaningful contexts. In order to achieve these goals on a consistent basis, teachers need to frequently test their teaching practices with regard to effectiveness and student appeal. At the same time, they should strive to develop and implement new technique that will make student learning even more successful and their own teaching rewarding. Many textbooks still do not provide enough material that involves students not only intellectually, but also emotionally in their learning process, and that is personally relevant to them. We want to explore practical applications of theater as a tool for foreign language teaching and learning. Several characteristics of the theater approach can be found in well established and scientifically proven language learning theories as well as in both traditional and modern teaching methodologies.

In order to fulfill the objectives of communicative competence , teachers must—from the outset— equip students to express themselves spontaneously and appropriately in meaningful interactive encounters and thus involve them with "head, heart, hand, and foot" (Fitzgibbon 1993, 7, my translation) in their learning process.

What is the impact of the theater communication on the learning of the learner and the ability of talking fluently? What we can wait as the learner of FL from the theater? Do the theater allows us to learn the language and the culture?

 In this article, we intend to explore one such alternative approach, a theoretical foundation for the following hypotheses:

 1. There are many significant parallels between language teaching and the theater arts which are beneficial to language learning and which justify and strongly support the application of theater arts in foreign language teaching.

 2.The use of theater in foreign language teaching primarily benefits the following areas of l a n g u a g e l e a r n i n g :

 - communicative competence, appreciation and understanding of foreign literature and

 - culture, emotional and social development, motivation and enthusiasm for learning a foreign langage.

In choosing the topic for this dissertation, I was strongly influenced by my own positive experiences with theater exercises and theater projects while learning French for many years. When I first experimented with a few theater exercises in my French

learning years ago, I did so on the basis of my own intuition without reflecting much upon the rationale behind it. Afterwards, I realized that it actually worked!

Computer-Assisted Foreign Language Learning: Towards iCALL

Nuttanart M. Facundes

Mastering foreign language skills can be achieved by relentless practices. However, in the age of globalization whereby everything is individual-based and can be reached with fingertips (i.e. smartphones), the learning of foreign language has to keep pace with this. Furthermore, the factors that contribute to student learning experience have to be considered. In this project, we consider the factors involved in the development of computer-assisted language learning tools to be used in addition to language teachers.

Since learning can happen anywhere and anytime, classroom settings with teachers might not be scenarios for foreign language learning nowadays. People do everything with their smartphones or with the help of smartphones. Thus, their learning is individualized. To create ideal student experience for individual-based learning, we have to consider student agency, personalized learning, mastery-based education and relationships. Student agency means students are in control of their learning process. Personalized learning means students can receive what they need (i.e. feedback) when they need it, which corresponds to their level of understanding. Mastery-based education means students have to show competency before progressing to the next level. Finally, relationships mean the relationships between teacher-student (mentor) and student-student (peer) which are key in good learning environment.

To achieve student agency, personalized learning, and mastery-based education, computer-assisted language learning tools should help language learners practice to improve themselves by benchmarking or comparing with the standards or good models. These tools can be found in the domain of writing such as automatic essay grading systems by Larkey (1998), Shermis et al. (2001), Foltz et al. (1999), Landauer and Laham (2003) and Facundes and Netjinda (2017). Lastly, computer mediated communication (CMC) allows relationships between mentor and learners and among peers to be established outside of classrooms and it promotes cooperation and valuable assessments from teachers and peers. (Mellati and Khademi, 2014)

In conclusion, in the era where digitalization is prevailed and information is available at the fingertips, foreign language learning needs to be adapted and combined with emerging technologies. To create individualized student experience, many factors are taken into consideration in order to develop platforms or computer-assisted language learning tools that can analyze language automatically, provide learners with individualized feedback and allow for cooperative learning.

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Tense and Aspect in Chhintang and English: A Contrastive Study

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Chhintang is one of the endangered languages of Nepal. The total population of Chhintang people is 3712. They live in Dhankuta, east Nepal. Chhintang learners are learning English as compulsory subject from nursery so English is mandatory for them but they are so weak in English. This is because they speak Chhintang among family members and neighbours and speak Nepali across Nepal and speak English as a foreign language. Most of the Chhintang students fail in English (Rai 2011). The main reason is that these two languages are formally different to a great extent.

This paper firstly deals with Tense and Aspect system of Chhintang and compares and contrasts between Tense and Aspect system of Chhintang and English. This paper focuses on formal aspect of Tense and Aspect of both and points out some pedagogical implications. Chhintang is a Tibeto-Burman language with SOV whereas English is SVO language. Chhintang is a postpositional language whereas English is a prepositional language. Chhintang is a polysynthetic language whereas English is not a polysynthetic language. Chhintang has a complex morphological systems which allows several morphemes and free prefix ordering (Bickel 2007) whereas English has a simple morphological system.

In this way, the paper mainly explores the Tense and Aspect system of Chhintang and compares and contrasts between them and suggest some EFL teaching and learning suggestions for those students who need to learn English or Chhintang as second language.

Development of a Software for Students with Reading and Writing Problems

Fuk-chuen HO (The Education University of Hong Kong)

Students with reading and writing problems may need special accommodations to their educational programme to be successful in school. Accommodations are minor changes in how instruction is delivered without substantially altering curriculum or expectations (Laprairie, Johnson, Rice, Adams, & Higgins, 2010; Thompson, Morse, Sharpe, & Hall, 2005). Computer-based instruction (CBI) could be a tool for the development of accommodation tasks for students with special educational needs. (CBI; Researchers (e.g., Bosseler & Massaro, 2003; Hetzroni & Tannous, 2004) suggested that CBIis a potentially effective approach to students with special needs academic, social and communicative skills for several reasons (Powell, 1996). First, research has shown that students with special needs often respond well to teaching techniques that are presented visually (Bondy & Frost, 1994; Whalen et al., 2010). The visual displays of CBI can attract the attention of students with special needs. More important, CBI can cater to the individual needs of students with special needs. Students can select difficulty settings appropriate for their own levels of ability. Levels of difficulty can be adjusted to fit the needs of the individual user. Computerized instruction potentially can be explicit with immediate feedback, extensive skills review, and consistent error correction procedures. Lessons in the computer program can be repeated; thus, creating consistency in structure and the development of a training routine (Golan & Baron-Cohen, 2006). Our team has developed a software for students with reading and writing problems to work independently to review their own writing. In this software, students are provided with the opportunity to organize the writing into paragraphs, to use appropriate wording and punctuations as well as to strengthen the writing contents. The software was tried out in six secondary schools. Teachers had positive feedback about the effectiveness of the teaching materials in the software.

Lessons from this year's German courses
Rudolf Reinelt (Ehime University) (CompAppr2FLlessonsST2018)

Abstract

Comparing approaches in adult second foreign language education: The optimized approach and textbook approaches (lessons from ST 2018)
In the summer term 2018, the author, using the optimized approach (Reinelt 2017) in all of his classes, was paired with five German partner teachers using different approaches based on various textbooks. While an extensive analysis of the possible comparisons has to be left to future research projects, this presentation will focus on three contentious areas for which materials can be readily obtained from the term-final "free writing" productions of the learners.
1) While few students had problems with contents introduced and extensively practiced solely in the optimized approach, such as German sentence beginnings with non-subjects,
issues surfaced in the term-final written tests in the following two areas:
2) When learners used contents which they were taught in a similar way, beginning with grammar, in both approaches, such as the determination system in German (a man vs. the man vs. the nice man);
3) when the learners tried to include contents from outside the optimized approach, and thus mainly taught from textbooks, into their written productions.
Both sets will be analyzed regarding the students achievements. The results should give the audience hints for deciding, even in adult FL teaching, whether to employ practical approaches, such as the optimized one used by the presenter, or rely on grammar-oriented courses.

The New One Quarter FL Standards for Ehime University: The Example of German

Rudolf Reinelt (Ehime University) OneQEhU2FLStandards

Towards New 1Q FL Standards for Ehime University: The Example of German
With the introduction of the quarter system (7/8 weeks of classes) instead of terms, the reduction of length of 2FL courses has reached a new stage at Ehime University, Matsuyama.

In direct contrast to the pronounced internationalization/ globalization and in derision of any meaningful preparation for the Olympics, students can (or sometimes even have to) switch or abandon 2FL courses after 8 weeks. Accordingly, teachers have to design syllabuses which are separate (for each quarter) but enable continuing (for one recommended term).

This presentation takes German as an example, but the situation is similar across all 2nd FLs at said university. Its five parts
1) present a brief history of the destruction;
2) explain the most recent changes to a quarter system;
3) exemplify them with issues from the summer term, i. e. Q1 and 2, in 2018;
4) briefly present standards recently developed for one-term courses, which may help to
5) attempt at designing standards which can also be applied to other FL in similar situations.

The audience will be presented with pieces of a proposal and asked for advice on what to include in order to arrive at reduced but feasible interesting courses.
Finally, we may wonder where second foreign language courses will founder before being abolished at all.