Foreword

Dear Presenter at the 14th 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 the pre-final version. All slots and beginning and ending times as well as times of your presentation can still 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 14th FL Teaching and Research Mini-Conference in Matsuyama

『第 14 回外国語教育研究についてのミニ学会 in Matsuyama』

Theme: Learning FLs before the Tokyo Olympics
テーマ：外国語学習：東京五輪大会外国語学習

Time and Day of the Conference 開催日時：**2019 年 9 月 21 日(土) 10:00-19:00 JST**

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

1 presentation slot: 50 mins (40 mins presentation + 10 mins break) except if requested otherwise by the presenter(s)
Contact address 連絡先: <<u>reinelt.rudolf.my@ehime-u.ac.jp</u>> **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 <u>reinelt.rudolf.my@ehime-u.ac.jp</u> with the title **the14thMatsu19** 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 21 日(土)
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** Phillip Rowles (Tokyo University of Science), "Constructing FL Quantitative Research Literacy Before the Tokyo 2020 Games: An Introduction to Rasch Measurement via a Modified Olympic Event Example"

② **13:50-14:30** Phillip Rowles (Tokyo University of Science), "FL Quantitative Researchers Banning the Equivalent of Olympic Performance Enhancing: Meeting Statistical Assumptions Prior to the Main Events"

③ **14:40-15:20** Rudolf Reinelt (Ehime University), "Features of the optimized approach"

④ **15:30-16:10** Kumon Tokumaru (Toulouse), "Brain Adaptation for the Third Stage Digital Evolution of Linguistic Information"

⑤ **16:20-17:00** Zhao-Ming Gao (National Taiwan University) "Incorporating Speech Technology into a Freshman English Class: A Pilot Study of Online Shadowing Exercises and their Potential Pedagogical Effects"

⑥ **17:10-17:50** Jeng-yih Tim Hsu (National Kaohsiung University of Science and Technology), "Enhancing the effectiveness of business oral communication course for EFL learners bound for workplace"

⑦ **18:00-18:40** Rajesh Kumar (Ram Lal Anand College, Delhi University), "'HINDI' : Future Language of the World"

18:50-19:00 Conclusion まとめ
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

Volume of received accepted abstracts (in order of presentation)

Constructing FL Quantitative Research Literacy Before the Tokyo 2020 Games:
An Introduction to Rasch Measurement via a Modified Olympic Event Example

Phillip Rowles (Tokyo University of Science)

Abstract

Foreign language quantitative research best practices need test and survey researchers who desire to develop their knowledge base and increase their participation through action. The key point here is having the desire to actively do something towards achieving these goals.

The concept of measurement in human sciences is a sought after, but unfortunately, not so clearly understood notion. A goal of this presentation is to shed light on this important mental construct. However, developmentally, before we can walk, we must crawl. Likewise, before we can measure, we must count. Counting and measuring are a fundamental part of our everyday lives. In a profound sense, these two concepts are completely different. Yet, many researchers continue to conflate them, by intertwining them in a confusing way. It is little wonder that others are confused too.

In this presentation, a modified Olympic event example will be used to illustrate the advantages that Rasch model measurement analyses can deliver to foreign language quantitative researchers. The purpose is to avoid the confusion that often surrounds some other attempts to define measurement. Rasch model measurement analyses offer a modern approach to clearly illustrate measured differences in location between two measurement parameters. From these measured differences, probabilistic inferences about future events may be offered. This useful approach to measurement will be explored for its practical applications.

FL Quantitative Researchers Banning the Equivalent of Olympic Performance Enhancing:
Meeting Statistical Assumptions Prior to the Main Events

Phillip Rowles (Tokyo University of Science)

Abstract

Data quality control is an important principle in foreign language quantitative research. At a most fundamental level, low-quality input will lead to low-quality output. Therefore, every effort should be made to maintain a high level of data quality from the beginning until the end when running a set of statistical analyses.

At a deeper level, researchers should be aware of these ideas even when reading other studies written by other researchers. The hidden problem exists because it lies beneath the surface, out of plain sight. Often, when quantitative researchers write reports or make presentations on the parametric statistical testing procedures they have carried out, they neglect to include the documentation of checking the various assumptions that underly these processes. The conclusions to be drawn from this are that the researchers are unaware of the relevant assumptions or that they just simply avoided to check the assumptions.

The upshot of this is that when the statistical assumptions have been violated, it draws into question the accuracy of the interpretations made from the statistical results. The purposes of this presentation are to raise awareness of parametric statistical assumptions and to recommend that meeting assumptions will lead to improved data quality of foreign language quantitative research.

Features of the optimized approach

Rudolf Reinelt (Ehime University)

Abstract

Answering to foreign language teaching reform wishes and trying to advance as far as possible in the limited teaching time, the presenter has developed the optimized approach. Due to certain characteristic of the learning environment, this approach features a number of unusual methods and activities, which may be of interest to other FL teachers and learners as well.

Thus, this presentation briefly outlines the development of the approach(1), mentions two decisive issues in third language learning (2) demonstrates learning with this approach along a timeline from the first contact to the fourth year at university from the presenters' German courses (3) and discusses results for classes, textbooks and foreign language teaching and learning on a wider scale.

Brain Adaptation for the Third Stage Digital Evolution of Linguistic Information

Kumon Tokumaru (Digital Linguist)

Abstract

Digital linguistics (DL) identifies human language as a digital evolution of mammalian analog vocal communications, which is operated by the spinal sign reflex mechanism. (Tokumaru 2018a) Analog signs are unique with their physical waveforms, while digital signs are constructed as permutations of logical phonemes.

There are three breakthroughs in the physical layer (Figure-1): (i) acquisition of syllables (66,000 years ago in South Africa), (ii) the invention of a character set to write in text format (5000 years ago in Mesopotamia), and (iii) an interactive electronic data (now, worldwide). As the digital evolution took place in physical layer, linguistic humans invented special brain adaptation to take full benefit of syllabic, written and electronic linguistic information.

With the acquisition of syllables, grammatical modulation started. DL analyzed that the microphysical structure of human speech sound is a sequence of alternately aligned grammatical and word sign syllables. Two different types of syllables are sent to the listener's ear and processed by neural logic of dichotomy and dualism. It is plausible that grammatical processing is a dualistic integration of a word sign and grammatical sound vector at the brainstem auditory nuclei exploiting the sound localization function.

Written text helped create civilization and sciences. Schooling started with the invention of cuneiform. Written language is translated into inner speech inside the brain with the help of memorized orthography. Dictionaries are the building blocks of a linguistic society used to standardize spelling and the way to use words. Both monasteries and universities are low noise environment to allow deep and thorough thoughts, where scientific concepts were generated.

Vygotsky (1935) stated that "the concept is not simply a collection of associative connections learned with the aid of memory. We know that the concept is not an automatic mental habit, but a complex and true act of thinking that cannot be mastered through simple memorization. The child's thought must be raised to a higher level for the concept to arise in consciousness." DL identifies that the breakthrough from word signs to concepts is in applied logics: word signs are operated by logic of dualism,

"If A then B" one to one connection, whole concepts require logic of generalization or groups. Concepts function as groups to which five conditions of "combinativity, reversibility, associativity, general operation of identity, tautology or special identities" (Piaget 1947) are applicable (Tokumaru 2018b).

Electronic linguistic information is interactive and searchable with keywords. We can obtain or find the location of relevant information within seconds through the internet. It is necessary to enhance our learning ability to read carefully and in depth as many interdisciplinary scientific documents as possible. (Tokumaru 2019) Concepts are the key for interdisciplinary integration of sciences: (i) identifying concepts specifying the same phenomenon, such as "instinct" in animal ecology is "reflex" in brain science, and (ii) verifying the birth of concepts: why "entropy" in information theories are opposite to that of thermodynamics. The author envisages to establish error-corrected collective human intellectual genomes so that future generation can easily inherit human intellectual efforts. (Tokumaru 2018c)

Incorporating Speech Technology into a Freshman English Class: A Pilot Study of Online Shadowing Exercises and their Potential Pedagogical Effects

Zhao-Ming Gao (Department of Foreign Languages and Literatures, National Taiwan University)

Abstract

While many computer-assisted language learning (CALL) systems have emerged, there are very few systems which provide automatic feedback on the pronunciations by learners of a foreign language. Most existing CALL systems have not incorporated cutting-edge speech technology to help learners improve their pronunciations and fluency. To bridge this gap, we have developed a web-based system for students taking Freshman English by drawing on speech recognition technology. The system aims to allow users to improve their English pronunciations and fluency at any place and any time so long as there is internet connection and a Chrome browser. Learners first listen to a word and its example sentence. They then do exercises in shadowing. They are asked to repeat what they have heard as closely as possible. In order to evaluate their performance in a speaking exercise, the Google automatic speech recognition (ASR) API is invoked with the users' speech as the input. If the similarity of the output of Google ASR API and what the learners have heard is below a given threshold under the minimal edit distance algorithm, the speaker's oral output is considered unsatisfactory and the learner is required to try again. Our preliminary results show that while there were 14% learners negative and 11% learners unsure about the effects of proposed approach, 75% of the learners' participating in the experiment were positive towards the benefits of the proposed online pronunciation and speaking system. The reason why there were 1/4 of students unhappy or unsure of the pedagogical value of system was presumably because the exercise was considered very boring and learners found the automatic feedback not entirely reliable. Based on our preliminary survey results, we are currently improving the system and converting the system from fully automatic into semi-automatic mode, where the learners' speech can be recorded in the database so that the instructors can analyze the common errors of individual learners and demonstrate to them the correct pronunciations in one-to-one consultations. The effects of this revised hybrid approach is expected to solve the problems we have encountered in our pilot study. We are now collecting and exploring learners' data based on the number of errors and the speech rate

derived from learners' speech, which will be processed by computers and manually checked by the instructor.

Enhancing the effectiveness of business oral communication course for EFL learners bound for workplace

Jeng-yih Tim Hsu (Department of English
National Kaohsiung University of Science and Technology)

Abstract

This action-research aims to describe how a business oral communication course prepared for college English majors in Taiwan can work in the EFL context and report how effective of its teaching activities on students. Specifically, four research questions were formulated in the present study:

1. What is the overall design of a business oral communication course for college English majors? And what is college English majors' overall perceived effectiveness of the business oral communication course?
2. How effective are the 10 in-class activities, including (1) preparation for resume and autobiography, (2) self-introduction audio and video clips, (3) elevator speech, (4) simulated job interview, (5) presentation for innovative products, (6) job interview with the industry, (7) design thinking, (8) business meeting, (9) case study, and (10) simulated international meeting with the industry, in a business oral communication course?
3. What do I learn, as a teacher-researcher, from this business oral communication course?
4. How is this study related to the future development of business oral communication course and the direction of EFL education in Taiwan?

This proposed study plans32
 to enroll 20-25 undergraduate English majors in a public university of science and technology in southern Taiwan for the fall semester of 2019-2020 academic year. And to answer the four questions, five kinds of instruments are to be adopted: (1) course syllabus, (2) midterm/final questionnaire, (3) interviews with students, (4) interviews with course teacher, and industry specialists, and (5) final course evaluation.

'HINDI': FUTURE LANGUAGE OF THE WORLD

Rajesh Kumar (Ram Lal Anand College, Delhi University, India.)

Abstract

Today's global scenario all the languages of the world has developed cultural forum of their respective countries. The most popular language of the world has not only impressed the readers, but also those connected with industry and knowledge science through their communication. In today's time, 'Hindi Language' is also a popular language which is fast catching its hold among peoples all over the world. Today Hindi language is not limited to speaking only but through it there is a vast exchange in information and technology. All the countries of the world want to make cultural relations with India because of India's fast growing economy. Peoples of India have gained global expertise in art, commerce, science and technical education.

Polities like Indian communities living all over the world, increasing import-export, and exchange of art etc. have increased the credibility of India and its language abroad. The product culture and its market setting and the need for a medium have increased the global utility of 'Hindi Language'.

Translations of world famous books today are available in Hindi language, The Hindi language is taught in almost all the prestigious educational institutions of the world. Hindi is a market language of world. It has been observed in the recent past that the interest of the people of the world has increased in the Indian culture and history. The tourism sector has brought people closer to this language. Educational exchange programs (MoU) with other countries have promoted Hindi linguistic culture. India has created the world's largest consumer category through Hindi language. There are many basics that make Hindi popular. Finally, it can be said that Hindi is the most spoken and used language in the world.