JACET-ICT Survey and Research Committee Special Symposium: Integrating educational methods and technology: Its effects and evaluation

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Our mission in the 21st century is to educate our university students as Global Citizens who can express their opinions in English about not only global issues but also the more immediate issues in Asia. To accomplish the mission, English language education at university level should provide students with opportunities for discussion in their daily life by making use of Information and Communication Technology. The problem is our student's lack of English oral proficiency required to discuss the current problems in the world. In order to overcome the local problem mentioned above, Waseda University adopted three stages of English language education: 'Tutorial English' to promote communicative competence, 'cross-cultural distance learning (CCDL)' to promote inter-cultural competence and 'Cyber Seminars' among Asian students to promote discussion ability on complex issues.

In this symposium, we report four studies conducted in English language education at Waseda University and a research plan for assessment of speaking ability. Firstly, we describe two studies related to information technology device: Experiments of mobile learning in 'Discussion Tutorial English' and usability of virtual desktop in English language learning. We report the results of the preparations and the reviews on the different devices: PC, tablet computer and mobile phone. In the experiment of usability of virtual desktop, students did three sorts of tasks often used in English language learning on PC and virtual desktop, and we investigated the differences of between two different devices. Secondly, we depict the development of students' inter-cultural competence through 'CCDL' course. Thirdly, we delineate the educational effectiveness in an intensive course, English Tutorial Training Camp, in terms of the development of speaking ability. Lastly, we present a research plan for automated scoring system of L2 speech, which utilizes discourse completion task to assess various aspects of learners' speaking ability.
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