



SLaTE

NICT

SCAR



**INTERSPEECH 2010 Satellite Workshop on
"Second Language Studies:
Acquisition, Learning, Education and
Technology"**

**Co-organized by AESOP, SLaTE, NICT & LASS
September 22-24, 2010,
The International Conference Center,
Waseda University, Tokyo, Japan.**

AESOP: Asian English Speech cORpus Project

SLaTE: the ISCA SIG on Speech and Language Technology in Education

NICT: National Institute of Information and Communications Technology

LASS: Language And Speech Science of Waseda University

Aim of the workshop:

INTERSPEECH 2010 Satellite Workshop on Second Language Studies will be held at the International Conference Center of Waseda University in Tokyo, immediately before the main conference. The aim of the workshop is for people working in speech science and engineering, linguistics, psychology, and language education to get together and discuss second language acquisition, learning, education and technology. The workshop theme is interdisciplinary, ranging over but not exclusive to spoken and written L2 acquisition and learning, designing and constructing corpora for language research, speech science and engineering, and their application to education. The workshop is 'trans-disciplinary' and all theoretical and practical topics will be considered.

Special session:

One day before the workshop, we hold an open symposium on "Primary School English Education in Asia". During the workshop, a special session is planned, which deals with some specific topics related to primary school English education. This session is organized as a panel discussion among leading teachers and educators of China, Korea, Taiwan, and Japan. See details of [the open symposium](#).

Student awards:

The best student awards, based on the independent reviewers' scores, were given to Melanie Pinet and Masayuki Suzuki.

Organization:

This workshop is co-organized by AESOP, [SLaTE](#), [NICT](#), and [LASS](#).
The members of the local organizing committee are as follows.

Sylvain Detey	LASS & Waseda University
Tetsuo Harada	LASS & Waseda University
Miki Ikoma	LASS & Waseda University
Hiroaki Kato	NICT
Mariko Kondo	AESOP, LASS & Waseda University
Nobuaki Minematsu	SLaTE & The University of Tokyo
Michiko Nakano	AESOP, LASS & Waseda University
Hajime Tsubaki	LASS & Waseda University

Messages from the General Chair

Welcome to L2WS. The aim of this workshop is for people working in speech science and engineering, linguistics, psycholinguistics, language education to get together and discuss L2 acquisition in the classroom settings: the problems that classroom researcher-teachers are facing in their daily practice and to what extent technology can help us improve our classroom practice. Therefore, this workshop is not only for speech engineers but also for researcher-teachers (applied linguists). We aim to enhance didactic competences among us.

We have also organized a pre-workshop symposium: An Open Symposium on “Primary School Education in Asia.” English Education is going to be introduced in Japanese primary schools in 2011. We have invited the experts on primary school English Education from China, Korea, Taiwan and Japan. Their talk covers brief history of primary education in each country, unique teaching methodologies for young learners and their learning processes. They are also invited to hold special sessions on the second day of our workshop. During our workshop, we have arranged technical presentations and empirical investigations in an balanced way so that we can learn from each other.

I would like to thank the SLaTE committee, AESOP, NICT, LASS and CCDL for their support, and the reviewers for reading and assessing their allocated papers.

I would like to especially thank Nobuaki Minematsu and Mariko Kondo for organizing this wonderful workshop! It is well-planned and is full of interesting events, papers and demos. I hope you all enjoy this workshop and find many new ideas to take home with you.

Michiko Nakano,
Chair, L2WS'2010

Messages from the Local Organizers

We are very happy to welcome you to the first workshop on Second Language Studies: Acquisition, Learning, Education and Technology. As the long name suggests, the workshop aims to be truly interdisciplinary. The idea for the workshop was initially conceived by researchers involved in second language acquisition and the second language speech corpus. The team was interested in collaborating with language education specialists and education software engineers to host an interdisciplinary workshop on second language studies. We are interested in various areas of L2 research and are keen to learn about new areas, but it is not always easy to step out of our own academic discipline. We tend to stick to our own areas and are shy to adventure into a new world. So the aim of this workshop is to provide an opportunity for all of us working in different fields to meet and learn what other people are doing.

Sixty five papers were submitted on all areas of second language research and we have selected 43 papers for presentation at the workshop. It was a very difficult task to select only 43 papers because the level of academic quality of submitted papers was very high, but we had to draw a line in order to avoid parallel sessions. Interestingly, there were almost equal numbers of theoretical papers and technical papers submitted and more or less equal numbers were finally selected. There are also 15 demonstrations, and a special session on Primary School English Language Education in Asia is scheduled on the 2nd day.

We are very lucky to be financially supported by a few institutions, namely NICT, SCAT, LASS and CCDL of Waseda University, and Waseda University International Office, and we are grateful to all of them for supporting the workshop. We would also like to thank all reviewers who had to read and assess the many papers in a short period of time.

I hope that all of you will enjoy the workshop.

Mariko Kondo
Local Organizer, L2WS'2010

Welcome to the L2WS'2010! We're very happy to see more than a hundred participants from all over the world and from many fields related to second language learning and teaching. Following SLaTE'2007 and SLaTE'2009, this workshop is the third ISCA-supported workshop on Speech and Language Technology in Education since 2007. This time, the workshop is co-organized by plural associations of AESOP, SLaTE, NICT, and LASS and this co-organization has added a new flavor to the workshop. How to support teachers and students in classrooms? A good answer to this question can be found only by good collaboration among teachers, researchers, and engineers. We hope that this workshop will be a place where different cultures meet and inspire each other.

In Japan, English education starts at every public primary school next year. In China, Korea, Taiwan, it was already introduced to primary schools some years ago. In my case, I started to learn English by reading a textbook when I was a middle school student. But primary school children today encounter the new language mainly by hearing and speaking. We organized a special session of Primary School English Language Education in Asia. We hope that Japanese teachers can learn many things from our neighbors and that speech scientists and engineers can find what kind of scientific and technical support is still needed for Asian children to learn English as *spoken* language.

You will see many interesting demonstrations. Teachers can learn what is possible and what is impossible by using the current speech technology and engineers can learn what kind of technologies are really needed in language learning environments. In the workshop, you will find many technical and scientific papers. In them, I found some new keywords, one of which is RALL (Robot-aided Language Learning). How can robots, embodied agents, help teachers and students? You will also find other new technical, scientific, and/or educational ideas. Why are these new ideas needed? For true understanding, you may have to learn a new language of a different culture. Give it a try!

Nobuaki Minematsu,
Local Organizer, L2WS'2010

Local Organizing Committee

Sylvain Detey	LASS & Waseda University
Tetsuo Harada	LASS & Waseda University
Miki Ikoma	LASS & Waseda University
Hiroaki Kato	NICT
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Michiko Nakano	AESOP, LASS & Waseda University
Hajime Tsubaki	LASS & Waseda University

The organizers would like to thank Maxine Eskenazi (Chair of SLaTE) and Martin Russell (Organizer of SLaTE'2009) for giving us instructive advice to organize this workshop.

The organizers also appreciate Aki Kunikoshi's contribution to design a beautiful leaflet for the symposium and the front page of this book.

Scientific Review Committee

The organizers would like to thank the following individuals who took part in the review of papers submitted to L2WS'2010.

Gregory Aist	Reiko Akahane-Yamada	Tomoyasu Akiyama
Abeer Alwan	Shigeaki Amano	Makiko Aoyagi
Anton Batliner	Kay Berkling	Jared Bernstein
Louis ten Bosch	Lei Chen	Jean-Pierre Chevrot
Martin Cooke	Catia Cucchiarini	Rodolfo Delmonte
Sylvain Detey	Ryan Downey	Donna Erickson
Maxine Eskenazi	Horacio Franco	María Luisa García Lecumberri
Björn Granström	Susan Guion	Carlos Gussenhoven
Tetsuo Harada	Mark Hasegawa-Johnson	Valerie Hazan
Yukari Hirata	Julia Hirschberg	Guoping Hu
Kaori Idemaru	Miki Ikoma	Akinori Ito
W Lewis Johnson	Hiroaki Kato	Hideaki Kikuchi
Mariko Kondo	Nuno Mamede	Dominic Massaro
Helen Meng	Hansjörg Mixdorff	Haruko Miyakoda
Hirohide Mori	Sachiho Mori	Satomi Mori
Kevin G. Munhall	Michiko Nakano	Jean-Luc Nespoulous
Mari Ostendorf	Takashi Otake	Kazuharu Owada
Masanori Oya	Kyung-Ja Park	Martin Russell
Stephanie Seneff	Shigeeko Shinohara	Helmer Strik
Kazuyo Tanaka	Joseph Tepperman	Isabel Trancoso
Chiu-yu Tseng	Yasushi Tsubota	Chiharu Tsurutani
Tanya Visceglia	Kimiko Yamakawa	Kiyoko Yoneyama

Technical and Social Program at a Glance

Wednesday 22nd	Thursday 23rd	Friday 24th
08:30 Registration	08:30 Registration	08:30 Registration
09:20 Opening <i>Welcome to L2WS'2010</i>	08:50 Oral session 3 <i>Production of a second language</i>	08:50 Oral session 4 <i>Prosodic training and corrective feedback</i>
09:40 Oral Session 1 <i>Perception of a second language</i>	10:40 Coffee break	11:05 Coffee break
	11:00 Demo session 1 <i>New technologies and methodologies help LL.</i>	11:20 Demo session 2 <i>New technologies and methodologies help LL.</i>
11:30 Lunch break	12:40 Lunch break	13:00 Lunch break
13:00 Poster session 1 <i>Teaching and learning environment</i>	14:00 Poster session 2 <i>Science and technology of speech and language for education</i>	14:00 Closing
14:40 Coffee break	15:40 Coffee break	
15:00 Oral session 2 <i>Automatic pronunciation assessment</i>	16:00 Special session <i>Primary school English education in Asia</i>	
18:30 Reception	18:30 Banquet	15:00 Tour to Sugamo

Guidelines for Presentation

Instructions for oral presentation:

Each oral session starts with the session chair's overview remark on the papers of that session. Each presentation slot is limited to 25 min, 20 min for presentation and 5 min for Q&A and change of speakers. You're supposed to present your work by connecting your own PC or Mac to the projector pre-installed in the hall. Test and confirm that your machine can be properly connected to the projector no later than the starting time of the session.

Instructions for poster presentation:

A poster panel of 114 cm wide and 168 cm high is provided for each presentation. Note that the panel is in a portrait format. Each poster session is held *after* a lunch break and it is 100 min long. You must put up your poster in the lunch break. Materials to fix your poster on the panel will be provided in the session room. You must remove your poster by the end of the entire sessions of that day. If you need a small table, a power supply, etc, please make a contact with the committee. Wireless internet connection is available in the room.

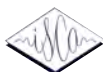
Instructions for demonstration and exhibition:

A poster panel of 114 cm wide and 168 cm high and a table is provided for each presentation. Note that the panel is in a portrait format. Wireless internet connection is available in the session room. Each demo session is held *before* a lunch break and it is 100 min long. You must set up your demo system and poster *before* the morning session or during a break before the demo session. Materials to fix your poster on the panel will be provided in the room. You must remove your demo system and poster during the lunch break so that a poster session will start smoothly. If you need a chair, a monitor, loud speakers, etc, please make a contact with the committee.



A poster panel provided for each poster presentation (left) and a poster panel and a table provided for each demonstration (right)

Open Symposium on “Primary School English Education in Asia”



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An open symposium on

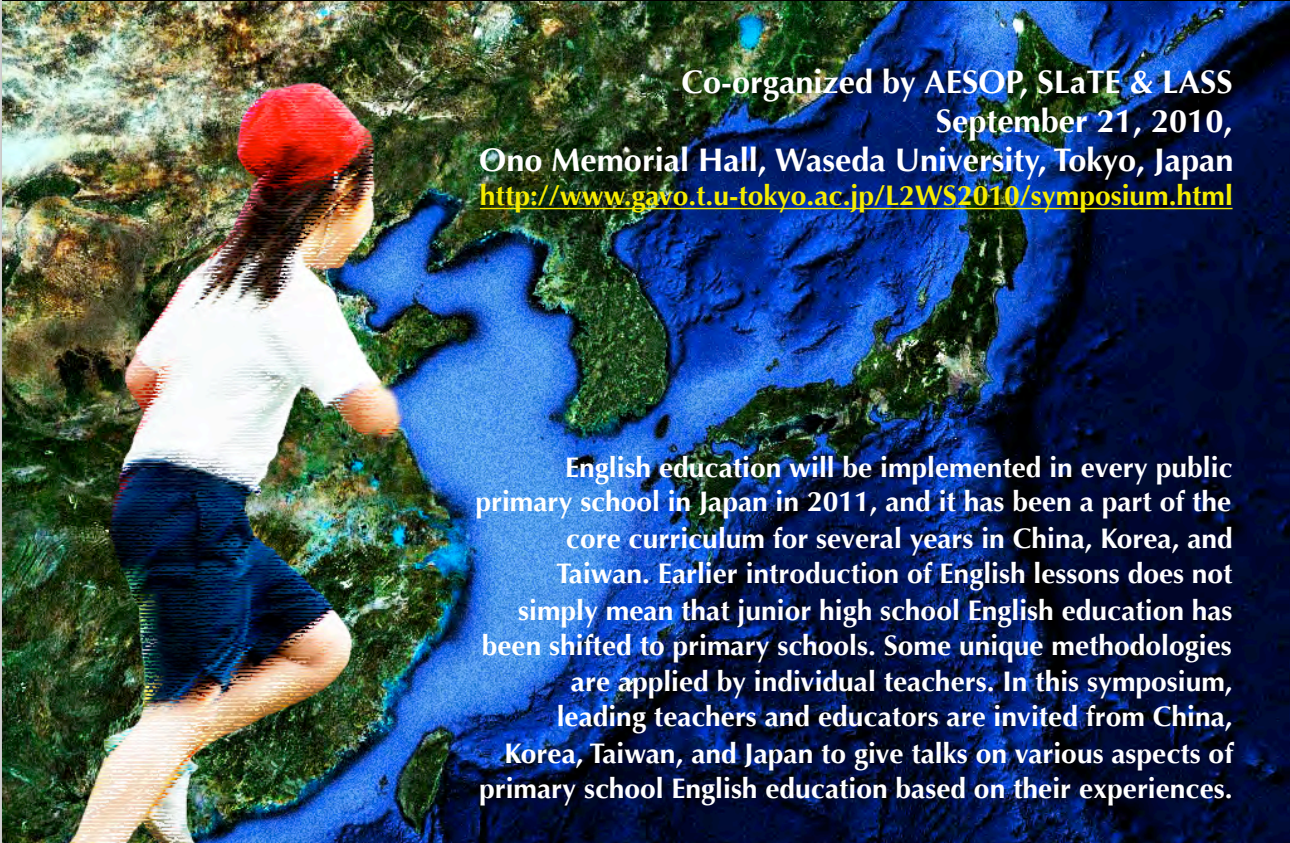
“Primary School English Education in Asia”

Co-organized by AESOP, SLATE & LASS

September 21, 2010,

Ono Memorial Hall, Waseda University, Tokyo, Japan

<http://www.gavo.t.u-tokyo.ac.jp/L2WS2010/symposium.html>



English education will be implemented in every public primary school in Japan in 2011, and it has been a part of the core curriculum for several years in China, Korea, and Taiwan. Earlier introduction of English lessons does not simply mean that junior high school English education has been shifted to primary schools. Some unique methodologies are applied by individual teachers. In this symposium, leading teachers and educators are invited from China, Korea, Taiwan, and Japan to give talks on various aspects of primary school English education based on their experiences.

Program

- 12:00 Ono Memorial Hall opens.
- 13:00 **“Primary English Curriculum Reform in Beijing”**
Prof. Zehang Chen (Beijing Normal University, China)
- 14:00 **“Primary ELT in Korea: Start, Taxi, Take-off and Fly”**
Prof. WonKey Lee (Seoul National University of Education, Korea)
- 15:20 **“An Overview of English Language Education at Primary Level in Taiwan”**
Prof. Chiou-lan Chern (National Taiwan Normal University, Taiwan)
- 16:20 **“Elementary School English Education in Japan”**
Prof. Kyoko Kasuya (Tokyo Gakugei University, Japan)
Prof. Yuri Kuno (Chubu Gakuin University, Japan)
- 18:00 Ono Memorial Hall closes.

Admission

It is free.

Registration

Please notify your attendance to us by email (L2WS-org@list.waseda.jp). Note that the registration will be closed without notice when the number of the attendance reaches the capacity of the hall.

Nearby Places of Interest

Sugamo (巣鴨): It is an area in the center of Tokyo that has a different atmosphere to most of the city. It has kept a feeling of old traditional Tokyo. It developed as a commercial center in the middle of the Edo era, on one of the five main roads linking Edo (old name of Tokyo) with the rest of Japan. Sugamo was the first stop on Nakasendo Road after departing from Nihonbashi near Ginza. It is also famous for Sugamo Togenuki Jizo temple. Jizo was a disciple of Buddha who is considered as a protector of children. In Sugamo there is a traditional shopping street leading to and from the Jizo temple with shops selling traditional sweets, snacks, dried seaweeds, dried fish, curio and fashion shops catering for old ladies. It is a very popular place with old people and is always mobbed with visitors young and old. There are special market days on the 4th, 14th and 24th of each month with many stalls which sell second-hand kimonos, potteries, bits and pieces etc.

Kansenen Park (甘泉園公園): There is a public park with a traditional Japanese garden called "Kansen-en" just a 3-4 minute walk from the workshop venue. "Kansen" means "sweet spring" and the name came from the spring water in the center of the park that was suitable for making Japanese green tea. It used to be much larger and was a garden of the Shimizu family who worked for the Tokugawa shogun. Waseda University acquired the garden in 1938 but later transferred the ownership to Shinjuku-Ward of Tokyo.

Opening hours: 7:00am - 7:00pm (free)

Shin-Edogawabashi Park (新江戸川橋公園): It is only a few minutes walk from the workshop venue, situated just beside Chinzanso where we will have the workshop dinner. It used to be one of houses of the Hosokawa family who had been an influential samurai family since the 13th century. The garden shows a dynamic landscape and it is famous for beautiful autumn leaves.

Opening hours: 9:00am - 5:00pm (last admittance: 4:30pm, free)

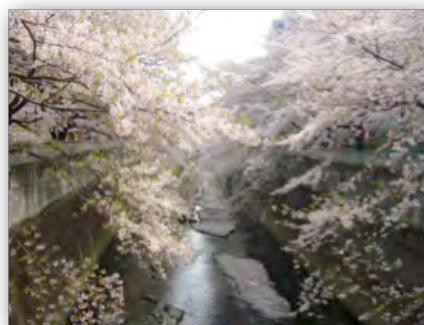
Kandagawa River (神田川): It is 24.6 km long starting in the west of Tokyo. It runs through the center of the city and then joins Sumida River and eventually flows into Tokyo Bay. The river around Waseda University is quite pretty and is famous for cherry blossoms in spring; the river is lined with about 2.5 km of cherry trees between Waseda and Edogawabashi - one of the best cherry blossom spots in Tokyo. The water around Waseda is amazingly clean and you can see lots of carp, tortoises, and many birds including herons and storks. It is a very good strolling and jogging spot.



Kansenen Park in early summer



Shin-Edogawabashi Park in late spring



Kandagawa River in spring

Technical Program of Day 1

Registration [8:30-9:20]

Opening [9:20-9:40]

Oral Session 1: Perception of a Second Language [9:40-11:30]

chaired by Chiu-yu Tseng

Overview of the papers of this session (10min)

O1-1: Second-Language Experience and Speech-in-Noise Recognition: the Role of L2 Experience in the Talker-Listener Accent Interaction

Melanie Pinet, Paul Iverson, Mark Huckvale

O1-2: Inter- and Intra-L1 Differences in L2 Speech Perception

Jeffrey J. Holliday

O1-3: Categorizing Mandarin Tones into Japanese Pitch-Accent Categories: The Role of Phonetic Properties

Connie K. So

O1-4: A Pilot Study on Perception of Spanish Stress by Japanese Learners of Spanish

Takuya Kimura, Hirotaka Sensui, Miyuki Takasawa, Atsuko Toyomaru, José Joaquín Atria

Lunch break [11:30-13:00]

Poster Session 1: Teaching and Learning Environment [13:00-14:40]

P1-1: A Resource for Learning Swedish Oral Skills

Linda Ösp Heimisdóttir, Cecilia Ovesdotter Alm, Ian Alden Coots, Kateri Krantz-Odendahl

P1-2: Bridging a Gap between L2 Research and Classroom Practice (1): English as a Lingua Franca (ELF) in Asia and Some Assessment Based on Common European Framework of Reference for Languages(CEFR)

Michiko Nakano, Eiichiro Tsutsui, Yusuke Kondo

P1-3: Bridging the Gap between L2 Research and Classroom Practice (2): Evaluation of Automatic Scoring System for L2 Speech

Yusuke Kondo, Eiichiro Tsutsui, Michiko Nakano

P1-4: Bridging the Gap between L2 Research and Classroom Practice (3) -- Online Assessment and Practical Teaching

Eiichiro Tsutsui, Yusuke Kondo, Michiko Nakano

P1-5: Laying the Groundwork for Ongoing Learning: A Scaffolded Approach to Language Education in Japanese Elementary Schools and Beyond

Francesco Bolstad, Toshiyuki Kanamaru, Akira Tajino

P1-6: Form-Focused Task-Oriented Dialogues for Computer Assisted Language Learning: A Pilot Study on German Dative

Magdalena Wolska, Sabrina Wilske

P1-7: Development of a System to Assist Simultaneous Interpretation and Shadowing

Michiko Watanabe, Youichi Tokioka, Keikichi Hirose

P1-8: ARTICULA - A Tool for Spanish Vowel Training in Real Time

William R. Rodríguez, Oscar Saz, Eduardo Lleida

P1-9: A Multilingual Platform for Building Speech-Enabled Language Courses

Manny Rayner, Pierrette Bouillon, Nikos Tsourakis, Johanna Gerlach, Claudia Baur, Maria Georgescu, Yukie Nakao

P1-10: Visual Articulatory Feedback for Phonetic Correction in Second Language Learning

Pierre Badin, Atef Ben Youssef, Gérard Bailly, Frédéric Elisei, Thomas Hueber

P1-11: Cognitive Effects of Robot-Assisted Language Learning on Oral Skills

Sungjin Lee, Hyungjong Noh, Jonghoon Lee, Kyusong Lee, Gary Geunbae Lee

Coffee break [14:40-15:00]

Oral Session 2: Automatic Pronunciation Assessment
chaired by Björn Granström

[15:00-17:15]

Overview of the papers of this session (10min)

O2-1: Automatic Fluency Assessment by Signal-Level Measurement of Spontaneous Speech

Suma Bhat, Mark Hasegawa-Johnson, Richard Sproat

O2-2: A Simple Feature Normalization Scheme for Non-Native Vowel Assessment

Mitchell Peabody, Stephanie Seneff

O2-3: Pronunciation Proficiency Estimation Based on Multilayer Regression Analysis Using Speaker-Independent Structural Features

Masayuki Suzuki, Yu Qiao, Nobuaki Minematsu, Keikichi Hirose

O2-4: Automatic Pronunciation Error Detection in Repetitor

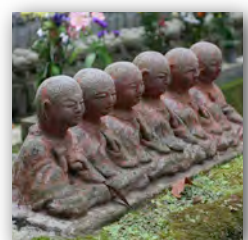
Eric Sanders, Henk van den Heuvel

O2-5: How Many Labellers? Modelling Inter-Labeler Agreement and System Performance for the Automatic Assessment of Non-Native Prosody

Florian Hönig, Anton Batliner, Karl Weilhammer, Elmar Nöth

Welcome Reception

[18:30-]



Technical Program of Day 2

Registration [8:30-8:50]

Oral Session 3: Production of a Second Language [8:50-10:40]
chaired by Valerie Hazan

Overview of the papers of this session (10min)

O3-1: Interaction of Lexical and Sentence Prosody in Taiwan L2 English

Tanya Visceglia, Chiu-yu Tseng, Zhao-yu Su, Chi-Feng Huang

O3-2: German Learners of Japanese - Perceptual and Prosodic Analysis of Utterances from a Meditative Setting

Hansjörg Mixdorff, Ryoko Hayashi, Yoriko Yamada-Bochynek, Keikichi Hirose, Hiroya Fujisaki

O3-3: A Cross-Language Study of Compensatory Response to Formant-Shifted Feedback

Takashi Mitsuya, Ewen N. MacDonald, David W. Purcell, Kevin G. Munhall

O3-4: Phoneme Errors in Read and Spontaneous Non-Native Speech: Relevance for CAPT System Development

Joost van Doremalen, Catia Cucchiarini, Helmer Strik

Coffee break [10:40-11:00]

Demo Session 1: New Technologies and Methodologies Help Language Learning. [11:00-12:40]

D1-1: A New Force in the Interpretation Technology

Yoichi Tokioka, Kazuhiro Okuda

D1-2: CALL Systems at Kyoto University

Yasushi Tsubota, Tatsuya Kawahara, Masatake Dantsuji

D1-3: CALL-SLT/Web, A Speech-Enabled Translation Game on the Internet

Manny Rayner, Nikos Tsourakis, Pierrette Bouillon, Matthew Fuchs

D1-4: Phonensynthesis: A System for Teaching French Pronunciation to Japanese Students of French

Josafá de Jesus Aguiar Pontes, Sadaoki Furui

D1-5: Automatic Assessment of Non-Native Prosody

Florian Hönig, Anton Batliner

D1-6: Pronunciation Assessment System Using Structural Features

Masayuki Suzuki, Nobuaki Minematsu

D1-7: Dialect (Regional Accent)-Based Speaker Classification of Chinese

Xuebin Ma, Nobuaki Minematsu

D1-8: JaFIX (Japanese as a Foreign Language with Integrative-Communicative Steps)

-- JFL-Acquisition through Relax and Gesticalization

Yoriko Yamada-Bochynek

Lunch break (SLaTE meeting) [12:40-14:00]

Poster Session 2: Science and Technology of Speech and Language for Education [14:00-15:40]

P2-1: A Study of Pitch Patterns of Sentence Utterances by Japanese Speakers of English in Comparison with Native Speakers of English

Tomoko Nariai, Kazuyo Tanaka

P2-2: Towards a Computer-Aided Pronunciation Training System for German Learners of Mandarin - Prosodic Analysis

Hussein Hussein, Hansjörg Mixdorff, Hue San Do, Si Wei, Shu Gong, Hongwei Ding, Qianyong Gao, Guoping Hu

P2-3: Effects of Pitch Cues on the Identification of Vowel Length in L2 Japanese

Izumi Takiguchi

P2-4: Examination of the Relationship between L2 Perception and Production: An Investigation of English /r/-/l/ Perception and Production by Adult Japanese Speakers

Kota Hattori, Paul Iverson

- P2-5: Consonant Cluster Production in Japanese Learners of English
Yoshiho Shibuya, Donna Erickson
- P2-6: Can We Predict Who Will Benefit from Computer-Based Phonetic Training?
Valerie Hazan, Yoon Hyun Kim
- P2-7: Attention to Critical Acoustic Features for L2 Phonemic Identification and Its Implication on L2 Perceptual Training
Yoon Hyun Kim, Jung-Oh Kim
- P2-8: Speech Analysis for Automatic Evaluation of Shadowing
Dean Luo, Yutaka Yamauchi, Nobuaki Minematsu
- P2-9: Synthesizing Expressive Speech to Convey Focus Using a Perturbation Model for Computer-Aided Pronunciation Training
Fanbo Meng, Helen Meng, Zhiyong Wu, Lianhong Cai
- P2-10: Multimodal Learning of Words: A Study on the Use of Speech Synthesis to Reinforce Written Text in L2 Language Learning
Kevin Dela Rosa, Gabriel Parent, Maxine Eskenazi
- P2-11: Automatic Generation of Cloze Question Distractors
Rui Correia, Jorge Baptista, Nuno Mamede, Isabel Trancoso, Maxine Eskenazi
- P2-12: Automatic Selection of Collocations for Instruction
Adam Skory, Maxine Eskenazi
- P2-13: Toward a Chanting Robot for Interactively Teaching English to Children
Ryo Nagata, Tomoya Mizumoto, Kotaro Funakoshi, Mikio Nakano
- P2-14: Applications of the Buckeye GTA Corpus for L2 Teaching and Research
Jocelyn B. Hardman, Elizabeth McCullough

Coffee break

[15:40-16:00]

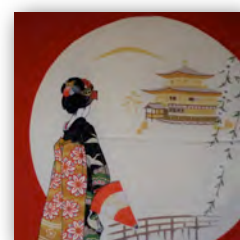
**Special Session: Primary School English Education in Asia
chaired by Nobuaki Minematsu**

[16:00-17:40]

- S-1: Primary English Curriculum Reform in Beijing
Zehang Chen, Lingdi Shen
- S-2: Primary ELT in Korea: Start, Taxi, Take-off and Fly
WonKey Lee
- S-3: An Overview of English Language Education at Primary Level in Taiwan
Chiou-lan Chern
- S-4: Elementary School English Education in Japan -- Its History and the Sound of Its Teaching Materials --
Kyoko Kasuya, Yuri Kuno

Banquet

[18:30-]



Technical Program of Day 3

Registration	[8:30-8:50]
Oral Session 4: Prosodic Training and Corrective Feedback chaired by Maxine Eskenazi	[8:50-11:05]
Overview of the papers of this session (10min)	
O4-1: MusicSpeak: Capitalizing on Musical Rhythm for Prosodic Training in Computer-Aided Language Learning <i>Hao Wang, Peggy Mok, Helen Meng</i>	
O4-2: Lexical Tones Learning with Automatic Music Composition System Considering Prosody of Mandarin Chinese <i>Siwei Qin, Satoru Fukayama, Takuya Nishimoto, Shigeki Sagayama</i>	
O4-3: Practicing Syntax in Spoken Interaction: Automatic Detection of Syntactical Errors in Non-Native Utterances <i>Helmer Strik, Janneke van de Loo, Joost van Doremalen, Catia Cucchiarini</i>	
O4-4: Simicry - A Mimicry-Feedback Loop for Second Language Learning <i>Preben Wik, Björn Granström</i>	
O4-5: The Role of Corrective Feedback in Second Language Learning: New Research Possibilities by Combining CALL and Speech Technology <i>Bart Penning de Vries, Catia Cucchiarini, Helmer Strik, Roeland van Hout</i>	
Coffee break	[11:05-11:20]
Demo Session 2: New Technologies and Methodologies Help Language Learning.	[11:20-13:00]
D2-1: Changyan Interactive English Learning System <i>Guoping Hu</i>	
D2-2: A Multi-Player Vocabulary Game that Teaches While It Learns <i>Adam Skory, Maxine Eskenazi</i>	
D2-3: NTU Chinese -- A Chinese Language Pronunciation Learning Software <i>Yow-Bang Wang, Lin-Shan Lee</i>	
D2-4: REAP.PT <i>Rui Pedro dos Santos Correia</i>	
D2-5: Development of an Automatic Evaluation System of ESL/EFL Learners' Skills of Shadowing <i>Dean Luo, Yutaka Yamauchi, Nobuaki Minematsu</i>	
D2-6: Automatic Tests of Spoken Spanish, Arabic, and Chinese; and 4-Skills Testing in English <i>Jared Bernstein, Jian Cheng, Elizabeth Rosenfeld</i>	
D2-7: A Vowel Training System for All <i>Toshiko Isei-Jaakkola, Takatoshi Naka, Keikichi Hirose</i>	
Lunch break	[13:00-14:00]
Closing	[14:00-15:00]
Tour to Sugamo	[15:00-]

Exhibitions

E-1: CHleru Digital Language Lab System CaLabo EX
CHleru Co., Ltd.

Chieru is dedicated to the whole integration of technology, content and communication for ICT in Education to build schools for the future. In this workshop, we are introducing CaLabo EX, which is the most popular Computer-Assisted Language Lab system brand in Japan. With CaLabo, institutions can create a computer-assisted language learning environment that includes high quality audio, video and multimedia educational resources.

E-2: The English Learning Materials You Can Learn Anytime and Anywhere
-- English Learning for Entrance Examinations with Nintendo DS Machines --
Educational Network Inc.

We are a publisher of educational materials for prep schools called "juku" and private junior and high schools. In this time, we are introducing our Nintendo DS software for entrance examinations to the high school and university. You can learn English anytime and anywhere you want.

E-3: A New Method of Second Language Studies Linked to Simultaneous Interpretation and Translation
Powershift and Straightword, Inc.

1. "is" (A system to assist simultaneous interpretation and shadowing.)
2. "Nowgaku" (An English learning system)
3. "Interlingua" (Translation system on twitter).
4. "Realscript" (Simultaneous Interpretation on twitter)
- 5 "Eigo Onkan Lesson" (Written by Yoichi Tokioka / Published by Asahi Press 2010. 09.22)

E-4: Application of Pronunciation Recognition to CALL -- Hatsuon-ryoku (Power of Pron.) --
Prontest Inc.

We developed the technology to judge the condition of the phonic-organ automatically using the precise phonetic-analysis technique. It is possible to guide specifically in the level of the phonic-organ and also possible to systematize knowledge having to do with a phonetics and the know-how of the pronunciation guide directly.

Very effective teaching method of pronunciation. It establishes a road to build good teaching materials.

