

Research Institute for Learner Autonomy Education (RILAE)

Kanda University of International Studies, Chiba, Japan

10th LAb session
Friday 14th July, 2023



Technology in and for Learner Autonomy

<https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/lab10/>

[Link to schedule](#)

[Link to theme](#)

[Link to abstracts](#)

Details

Pre-recorded session: Available from 9 am, July 14th, 2023

Session 1: 3:00 pm to 5:10 pm (JST)

Featured speakers:

- Olga Viberg, *KTH Royal Institute of Technology, Sweden*, with Ward Peeters, *Monash University, Australia*
- Yukie Saito, *Chuo University, Japan*
- Napat Jitpaisarnwattana, *Silpakorn University, Thailand*

Moderators:

The LAb sessions are moderated by Phillip Bennett, Isra Wongsarnpigoon, and Satoko Kato.

Event support:

The LAb sessions are supported by Amelia Yarwood, Isra Wongsarnpigoon and Satoko Kato.

Contacting the presenters:

- Email rila@kuis.ac.jp and we will forward the message

Schedule

Pre-recorded sessions (Available from 9 am, July 14th, 2023)

Presenter		Title	Presentation type
1. Olga Viberg, <i>KTH Royal Institute of Technology, Sweden</i> with Ward Peeters, <i>Monash University, Australia</i>	 	Learning Analytics, Affect and Learner Autonomy in Online Learning Spaces: An Interview With Dr Olga Viberg (Abstract)	Featured interview (35 minutes) Link to recording
2. Thomas Stringer, <i>Kwansei Gakuin University, Japan</i>		GPTeaching: Embracing Generative AI, Empowering Autonomous Language Learning (Abstract)	Description of practice (10 minutes) Link to recording
3. Hatice Karaaslan, <i>Ankara Yıldırım Beyazıt University, Türkiye</i> with Yazgülü Gökgöz, <i>Ankara Yıldırım Beyazıt University, Türkiye</i>	 	Vision Board Party: Humanising Digital Learning (Abstract)	Short workshop-type activity (10 minutes) Link to recording
4. Roxana Rebolledo Font de la Vall, <i>Universidad de Playa Ancha, Chile</i>		Artificial Intelligence Tools for Autonomous English as a Foreign Language Learning (Abstract)	Research summary (10 minutes) Link to recording

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Live sessions (recordings will be added later) (All times listed are Japan Standard time)

3:00 pm	THE LAB SESSIONS AUTONOMY IN RESEARCH AND PRACTICE	Welcome to the Live Session by Satoko Kato (2 minutes) Link to recording		
3:05 pm	Yukie Saito, <i>Chuo University, Japan</i>		ChatGPT as a Language Companion: Integrating AI Into a University English Course (Abstract)	Featured speaker (24 minutes) Link to recording
3:35 pm	Napat Jitpaisarnwattana, <i>Silpakorn University, Thailand</i>		Developing Learner Autonomy in Language MOOCs (Abstract)	Featured speaker (30 minutes) Link to recording
4:05 pm	Antonie Alm, <i>University of Otago, New Zealand</i>		Exploring the Role of ChatGPT as a Study Assistant in a University German Language Course: A Preliminary Analysis of Student Experiences (Abstract)	Description of practice (15 minutes) Link to recording
4:15 pm	Manisha Das, <i>Tezpur University, India</i>		The Use of Technology-Enabled Learning in and Outside the Classroom Scenario: A Study to Understand if a Learner Becomes Autonomous in the Process (Abstract)	Theoretical conceptualisation (14 minutes) Link to recording
4:25 pm	Jennie Roloff Rothman, <i>Kanda University of International Studies, Japan</i>		Using Vocabulary Profilers to Improve Writing (Abstract)	Description of practice (13 minutes) Link to recording
4:35 pm	THE LAB SESSIONS AUTONOMY IN RESEARCH AND PRACTICE	Thoughts and reflections on the pre-recorded and live sessions		Open breakout rooms (20 minutes)
4:55 pm	THE LAB SESSIONS AUTONOMY IN RESEARCH AND PRACTICE	Final announcements and wrap up by Satoko Kato (3 minutes) Link to recording		

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Theme

Technology has become an indispensable part of our modern lives. In language learning, as in the education field, the integration of learning technologies has boosted the call-to-action when it comes to supporting the development of learner autonomy (Reinders & White, 2016). The rise of the internet and advances in online communication in the mid-1990s, allowed collaboration between learners and presented opportunities to form spaces to interact, share, raise questions and negotiate their own learning (Reinders & White, 2016). Emerging extended reality (XR), which accounts for developments in virtual reality (VR), augmented reality (AR) and mixed reality (MR) technologies, is now being integrated with AI to facilitate learner engagement, provide enriched learning environments and improve learning outcomes (Ijaz et al., 2017; Zhang & Aslan, 2021). At present, the emergence of generative AI platforms and the unprecedented speed at which they are advancing offer the potential to transform the practices of both learners and educators. Sharing and learning about possible ways to positively utilise such resources will not only alleviate some of the apprehension towards them, but also reveal new avenues for research and good practice. In this LAb session, we acknowledge that technology is continuing to evolve at exponential rates, and with this evolution, the use of digital technology-based approaches needs to be reviewed, discussed and critically evaluated in order to understand its role in and for learner autonomy.

In our 10th LAb session, we are interested in hearing from colleagues in all contexts around the world who can help us add to our understanding of this transformative area of research and, in particular, answer these questions:

- What are the barriers to implementing Information and Communication Technology (ICT) in your local context?
- What are the effects of ICT on learner autonomy at different institutional levels?
- How do we raise student awareness and develop their abilities to use and critically assess their use of digital resources?
- How can generative AI be employed for autonomous language learning in and beyond the classroom?
- How can technology and digital resources be used to bridge learning in the classroom and beyond?
- How can technology be used to support learners with different learning styles and preferences in language learning?
- Are there any ethical considerations related to the use of technology in supporting learner autonomy for language learning?

Abstracts

Pre-Recorded Sessions

Available from 9:00 am (JST)

Presentation P-R01 (Featured Presentation)

Title: Learning analytics, affect and learner autonomy in online learning spaces: An interview with Dr Olga Viberg

Speakers: **Olga Viberg** obtained her PhD in Informatics at Örebro University School of Business (Sweden) in December 2015. She is associate professor in Media Technology with specialization in Technology-Enhanced Learning at the School of Electrical Engineering and Computer Science at KTH. Viberg's research includes a focus on the learning analytics in higher education, the application of mobile technology in language education, integration of formal and informal learning environments, design for learning, self-regulated learning, cross-cultural research and responsible use of student data in education, focusing on the issues of privacy and trust.

Ward Peeters is a Lecturer in Linguistics at Monash University (Australia) and a Visiting Professor at Kanda University of International Studies (Japan). His main research interests include studying digital discourse in language learning contexts, language acquisition and development, and learning analytics. Ward has coordinated research projects in Australia, Belgium, Japan, the Netherlands and South Africa as part of an extensive study on computer-supported collaborative language learning.

Abstract: In this interview, Dr Ward Peeters (Monash University) talks to Dr Olga Viberg (KTH) about the use of technology in and for learner autonomy. The talk features an in-depth discussion on the ways learning analytics (i.e., the field of research that aims to better understand and improve learning by using computational analyses of learning process data) can improve our understanding of learner autonomy development. Ward and Olga pay special attention to the role of affect in this development, and further discuss the opportunities studying affect in digital spaces can bring to the table. This interview features discussions, tips and tricks for designing online learning spaces and teaching with technology, and tackles the question: where does effective integration of mobile or digital technology begin and end?

Session type: Featured interview

Pre-recorded session: [Link to recording](#)

Presentation P-R02

Title: GPTeaching: Embracing Generative AI, Empowering Autonomous Language Learning

Speakers: **Thomas Stringer** is a full-time Instructor of English as a Foreign Language at the Language Center of Kwansei Gakuin University in Hyogo, Japan. He is also a doctoral student in TESOL at the University of St Andrews, UK, and a Fellow of the UK Higher Education Academy.

Abstract: Alongside rapid technological advancement, exploring intersections of technology and learner autonomy is crucial. This 'description of teaching practice' presentation discusses affordances and limitations of generative AI in fostering learner autonomy and transforming learning experiences in my context. I will detail a case-study of courses I currently offer at a Japanese university. Course

aims include integrated content and language instruction and preparing learners for instructional styles in higher education outside Japan. These learners need support in developing diverse active learning strategies for handling reading and lecture content. The technology-supported explicit strategy instruction and practice opportunities I offered in class may expand learners' repertoire of self-directed learning skills, enabling them to better select and use appropriate ones, thus enhancing their autonomy as language learners. The major focus of the talk is introducing exploratory learner training methods being implemented. This innovative approach utilises generative AI to bridge the gap between classroom instruction and independent language learning, by comparative guided analysis of both AI exemplars and learner generated summaries. The aim is empowering learners by scaffolding awareness, nurturing positive dispositions, and impacting strategy usage. I will reveal ongoing student reactions to this teaching approach and shed light on implementation barriers- including ethical concerns around consent. This session is relevant to educators interested in teaching for autonomous language learning with generative AI in diverse settings. The insights and examples shared may be applied in their own classrooms or advising sessions.

Session type: Description of practice

Links: <https://learnerautonomy.wp.st-andrews.ac.uk>

Pre-recorded session: [Link to recording](#)

Presentation P-R03

Title: Vision Board Party: Humanising Digital Learning

Speakers: **Hatice Karaaslan**, PhD in Cognitive Science, works as an EFL instructor and learning advisor at Ankara Yıldırım Beyazıt University, Türkiye with experience as a guest instructor at the RILAE in Kanda University of International Studies, Japan.

Yazgülü Gökğöz currently enrolled at the School of Foreign Languages, is a pre-freshman at the Department of Political Science & Public Administration in Ankara Yıldırım Beyazıt University, Türkiye.

Abstract: This talk offers one way to humanize digital spaces—designing and presenting a vision board at a hybrid Vision Board Party. It aims to integrate a popular social media tool, YouTube, while practicing vision boarding as well as some social emotional skills including self-awareness, self-management, social-awareness and relationship skills. As such, it illustrates how technology and digital resources are used to bridge language learning in the classroom and beyond, with a consideration of varying learning styles and preferences. Participants get the chance to explore and express their beliefs, values, emotions, thoughts and actions as they reflect on themselves from an alternative perspective using visualization (Kato & Mynard, 2016). Becoming aware of their potential, options, resources and limitations as well as those of their classmates, they draw a more authentic, realistic and actionable future and language learning journey for themselves and develop a sense of belonging in this digital space through such community-building activities as vision boarding.

Session type: Short workshop-type activity

Links: [Presentation slides](#)

Pre-recorded session: [Link to recording](#)

Presentation P-R04

Title: Artificial Intelligence tools for autonomous English as a foreign language learning

Speakers: **Roxana Rebolledo Font de la Vall** is an EFL/ESP teacher with a Master's degree in Educational Communication specializing in ICTs. She is pursuing a Doctorate in Educational Technology at the Universitat Rovira i Virgili in Tarragona, Spain, on a scholarship from Fundacion

Carolina. As an Associate Professor at Universidad de Playa Ancha in Chile, Roxana specializes in training teachers and future educators on the effective use of technology for teaching and learning.

Abstract: In the current context of increasing evolution and use of artificial intelligence (AI) tools in the educational field, there is a need to understand how these technologies are used and integrated within the teaching-learning process of English as a foreign language and its potential for autonomous learning. This study aims to answer two questions: Q1. What are the types of AI tools used for learning English? and Q2. What are the pedagogical uses of these AI tools? Using the PRISMA 2020 systematic review methodology and analyzing frequent words through Atlas.ti software, this research offers a perspective on how AI is being implemented in teaching and learning English as a foreign language between 2019 and 2023 and the way it could be implemented for autonomous language learning. Preliminary partial results are presented based on 39 preselected studies where 100 common English concepts extracted from titles and abstracts and their relationship with the research questions are analyzed. The reviewed literature describes chatbots as the most investigated type of AI tool and automatic assessment as the main pedagogical use. Some pedagogical practices using AI tools for autonomous language learning include personalized learning experiences, immediate feedback, interactive environments, and 24/7 accessibility. They can help reduce language-related anxiety, provide data-driven progress, and give access to vast resources. However, while AI tools are beneficial, they are meant to complement, not replace, the teacher's important role in guiding the whole process.

Session type: Research summary

Links: <https://roxanarebolledo.com>

Pre-recorded session: [Link to recording](#)

Live session

3:00 pm to 5:00 pm (JST)

Presentation L05 (Featured Presentation)

Title: ChatGPT as a Language Companion: Integrating AI Into a University English Course

Speakers: **Yukie Saito** obtained a MA in TESOL from Teachers College Columbia University and a Ph.D. in education from Temple University. She is a professor at the Faculty of Global Informatics of Chuo University. She coordinates an English course for first-year students and study abroad programs and is in charge of a seminar focusing on EdTech and its application to English education. She has been interested in pragmatics, English teachers' cognition and classroom practice, CEFR, and EdTech. Her main interest is the application of Virtual Reality (VR) in English education. Her research about VR led to her obtaining support from the XR Fund Project by Meta, and she is also a strategic advisor of Immerse, a VR software company.

Abstract: In recent years, there has been a remarkable surge in the development of AI. One such breakthrough is ChatGPT, a state-of-the-art language model that exhibits human-like conversational capabilities. The key strength of ChatGPT lies in its capacity to generate human-like responses, making it an ideal language companion for learners. In this presentation, the speaker details the full integration of ChatGPT into a four-skilled integrated course for first-year university students. This integration involves engaging students in grammar and vocabulary quizzes, facilitating the creation of personalized vocabulary lists, providing writing feedback, offering guidance for group presentations, imparting storytelling techniques, and tailoring English article summaries to individual proficiency levels. Additionally, the results of a student questionnaire survey are shared, highlighting their perspectives on ChatGPT as a language companion. Based on these findings, the discussion

explores the potential of ChatGPT in fostering students' creativity, curiosity, critical thinking skills, and communication skills, as well as its role in promoting learner autonomy.

Session type: Featured speaker

Live session: [Link to recording](#)

Presentation L06 (Featured Presentation)

Title: Developing Learner Autonomy in Language MOOCs

Speakers: **Napat Jitpaisarnwattana** is a Lecturer of English and Computer-assisted Language Learning at Silpakorn University, Thailand. He has a PhD in Applied Linguistics from King Mongkut's University of Technology Thonburi, Thailand. He is currently studying for a master in English Language Assessment at Homerton College, Cambridge University. He has a master in Teaching English Language in University Setting from Linacre College, Oxford University, and a master in Digital Language and Literacies from Lancaster University. He is an Editor of the *Malaysian Journal of ELT Research*, an Assistant Editor of *Online Learning Journal* and an associate editor of *Scalable Computing: Practice and Experience*. His research interests are AI in language education, machine learning for language assessment, educational data mining, learning analytics, MOOCs and digital literacies.

Abstract: Autonomy of language learners in technology-supported learning environments has attracted much scholarly attention. One learning environment that has been believed to hold great potential to promote learning autonomy is Language Massive Open Online Courses (LMOOCs). As LMOOCs are accessible and, by and large, flexible in how learners can learn, learners often have to make personal choices about their learning, set their own learning goals and devise their own learning plans. This talk will look at characteristics of LMOOCs and discuss how learners and teachers can use LMOOCs not only as a language learning environment, but also as a space where autonomy can be fostered and developed.

Session type: Featured speaker

Live session: [Link to recording](#)

Presentation L07

Title: Exploring the Role of ChatGPT as a Study Assistant in a University German Language Course: A Preliminary Analysis of Student Experiences

Speakers: **Antonie Alm** (PhD, UCLA) is an associate professor at the University of Otago, New Zealand. Her research interests lie in L2 motivation and engagement, learner autonomy, and informal language learning.

Abstract: This presentation provides a preliminary analysis of the use of ChatGPT as a study assistant in a university German language course in New Zealand. The course was structured to support learner autonomy by integrating guided sessions and self-study with AI tools. The current analysis centers on the student experiences documented in blogs. It reveals different ways in which ChatGPT was used to facilitate language learning. Key applications included using ChatGPT as a conversation partner, for grammar and vocabulary improvement, text correction, content recommendations, vocabulary lists, simulations and reading comprehension practice. Preliminary findings suggest that ChatGPT can be a versatile and valuable tool to support autonomous language learning by providing personalised, adaptive and engaging experiences. Interviews were also conducted and will be analysed in the next phase of this project. This study adds to the emerging literature on the integration of AI in language learning and its potential to empower learners to take greater control of their learning process.

Session type: Description of practice

Live session: [Link to recording](#)

Presentation L08

Title: The Use of Technology-Enabled Learning in and Outside the Classroom Scenario: A Study to Understand if a Learner Becomes Autonomous in the Process

Speakers: **Manisha Das** is currently pursuing her PhD in the department of English, Tezpur University, Assam, India.

Abstract: With the advancement of technology and digitalization, there has been a shift in the way individuals learn and acquire new knowledge in their daily life. “Historically, a learner’s educational opportunities have been limited by the resources found within the walls of a school. Technology-enabled learning allows learners to tap resources and expertise anywhere in the world.” Therefore, the primary aim of this paper is to understand how technology and digital resources can be used to bridge learning in the classroom and beyond. In addition to this primary aim, the paper also seeks to explore if learners use technology in their learning, can they become autonomous in the process and if so, can learning take place even when a teacher is not present. Thus, in order to understand how autonomous the learners are and if learning without a teacher is possible or not a semi – structured interview has been conducted with the students of class 9 and 10 of three government schools in Guwahati (Assam). This paper and study explores if the learners become autonomous in the teaching-learning scenario with the use of technology in and outside their classroom scenario.

Session type: Theoretical conceptualisation

Live session: [Link to recording](#)

Presentation L09

Title: Using Vocabulary Profilers to Improve Writing

Speakers: **Jennie Roloff Rothman** has been teaching English and academic writing for over a decade in Japan, with her writing teaching having been informed by her experience as a writing center tutor in the United States. She is Senior Coordinator for Teacher Professional Development in the ELI at KUIS.

Abstract: This talk will introduce a tried and tested activity for the language classes, but is of particular benefit for the writing classroom and students looking to become autonomous, independent writers. The session will demonstrate two easy-to-use vocabulary profilers, one called VocabKitchen and the other Lextutor. By introducing these, teachers can reinforce a sense of ownership in student authors and give them a tool for use both inside and outside the classroom. Both profilers help students notice what language they are using and what level they may be at (GSL, AWL, CEFR, etc.). Furthermore, one can even indicate the frequency of usage, thus allowing writers to easily identify areas of improvement in a piece of writing beyond vocabulary. Students can use the tool themselves to make texts more academic or increase word variety. It is an excellent tool to equip writers with the skills to grow without a teacher needing to be present.

Session type: Description of practice

Live session: [Link to recording](#)
