

English Learner Dialogue Corpus and Applications

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Structure of the Presentation

1. Project Outline
2. Case Study: The Situation at Joto High School
3. Platform Development
4. Academic Collaboration: Video Resources at TUFS
5. Data Processing

1. Project Outline

Laurence NEWBERRY-PAYTON

Challenges for English Education in Japan: How do Schools...

- A) adapt to the incoming university entrance exam system?
- B) improve students' productive language skills?
- C) use ICT to augment English education programs?

Professional & Academic Collaboration

- TUFS research group higher education
 - High Schools (Nagano, Tokushima) secondary education
 - Sankei Human Learning; industry
Lingua House Institute for Education
- ⇒ **long-distance, interactive** English education with support from higher education and business

A new model?

Teachers & Class Structure

- Monthly lessons with teachers based in the Philippines
- High schools provided with webcams & headsets
- Lessons recorded as part of publicly-funded two year longitudinal research*

*KAKEN “Research on cross-referential learners' corpora of English, Chinese and Japanese through international educational collaboration at secondary and tertiary levels” (17H02357)

Individual Lessons with Teachers in the Philippines



Participants

- First year high school students
 - Nagano Prefectural Ueda Senior High School (18)
 - Tokushima Prefectural Joto Senior High School (32)
- Collect information on students' motivations, goals, study methods etc.
⇒ do these variables affect students' subsequent progress?

Resources

- Online resources developed at TUFS
 - Textbook
 - Audio files (World Englishes)
- Focus on **productive** skills
 - Speaking
 - Writing
- Focus on **interaction**
 - Feedback from teachers
 - Feedback from TUFS
 - Feedback from students

Resources

0. Preparation: Students write a short essay and prepare answers to the class questions
 ⇒ **Contact with World English class**

3. Practice: Students are **free to express themselves**, thanks to their know-how earlier preparation
 ⇒ Spark students' interest in a range of topics

Lesson 1
 Introduce the Meaning of Your Name in English

0. Preparation

- How can you explain the meaning of your name in English?
- If your name has Chinese characters, explain the meaning of the Chinese characters in your name.
- If you chose an English name, what name would you choose? Why would you choose this name?

1. Dialogue

Lesson 1
 Introduce the Meaning of Your Name in English

2. Key Expressions

A: What does _____ mean?

B: It means _____.

Lesson 1
 Introduce the Meaning of Your Name in English

3. Practice

- Explain the meaning of your name to your tutor.
- Explain which English name you would want to use and why.

4. Understanding Other Cultures

Sharing Resources in Real-Time

The screenshot shows a Zoom meeting interface. The main window displays a shared document with the following content:

1. What was the most impressive travel experience that you have ever had? Explain its impact on you in English.
あなたにとって最も印象深い旅行の思い出を英語で説明しましょう。

2. What countries would you like to visit? Why?
あなたはこの国に行つてみたいですか。理由もあわせて教えてください。

1. Dialogue (3 minutes) 🔊 🔇 🗣️ 🗣️

Instructions: First repeat each sentence after your tutor and then practice asking and answering.
指示: 最初に各文を自分の先生に繰り返して、その後質問と回答の練習をしましょう。

Layla: Where are you going on your summer vacation?
レイラ: 夏休みの旅行先はどこに行きますか？

Yukiko: I'm going on a school club vacation to Nagano Prefecture with a student who is here on an internship from Harvard University.
ユキコ: ハーバード大学のインターンシップ生と一緒に長野県で学校クラブの旅行に行きます。

Layla: Wow, that sounds like a meaningful, international vacation! Where in Nagano are you going?
レイラ: ワウ、それは有意義な国際的な旅行ですね！長野のどこに行きますか？

Yukiko: We're going to the Beicho hot springs in Ueda city.
ユキコ: 上田市の別荘温泉に行きます。

On the right side of the Zoom window, there are three video thumbnails. The top one is a grey placeholder. The middle one shows a man with short dark hair. The bottom one shows a woman with long dark hair and glasses. Below the thumbnails is a black bar.

2. Case Study: The Situation at Joto High School

Tomohito NAKANO

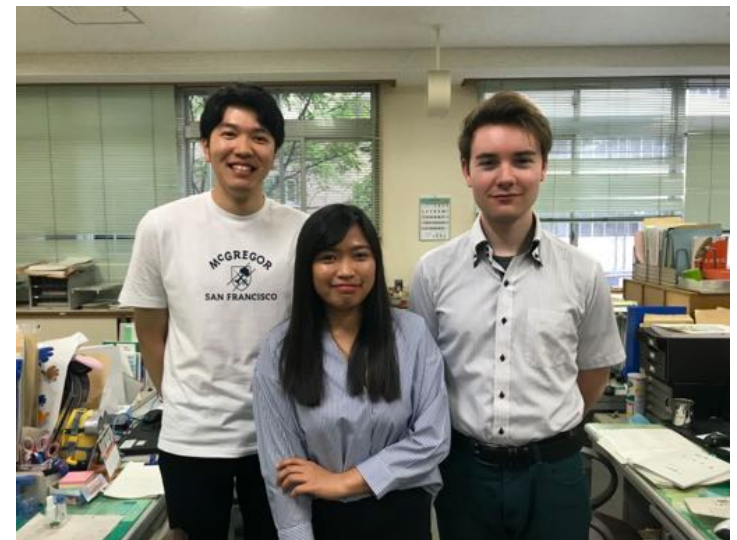
Tokushima Prefectural Joto High School



- Biggest challenge; Adopting to the incoming university entrance exam system
- How to enhance four skills?
→ issue; few times to speak English

e.g.) **English class with ALT**

- 1st grade student → once/wk.
- 3rd grade student → none



What teachers are trying

- “One-minute talks” in the beginning of the class
- Preparing for the speaking test (Eiken test) with ALT
- English debate competition with other schools
- Interaction with students in Indonesia or France

Speaking education in Tokyo

- Top high schools
→ one-to-one online English conversation class
- All the public high schools
→ English classes with ALT once a week in every grade

Huge education gap between Tokushima and Tokyo

Implementation of our project in Joto

- **First online lesson**... Nov 12th 2018

→ Seven times so far



- **From feed back from students**...

- Students enjoy and feel more comfortable to speak English.
- Their attitude towards lessons makes them motivated to study English.

3. Development of an E-Learning Platform for Two-Way Communication

ZHANG Zheng



TUFS

Sankei Human Learning
Filipino tutors



writing/speaking feedback,
supplementary videos,
student survey...

GLEXA

ZOOM

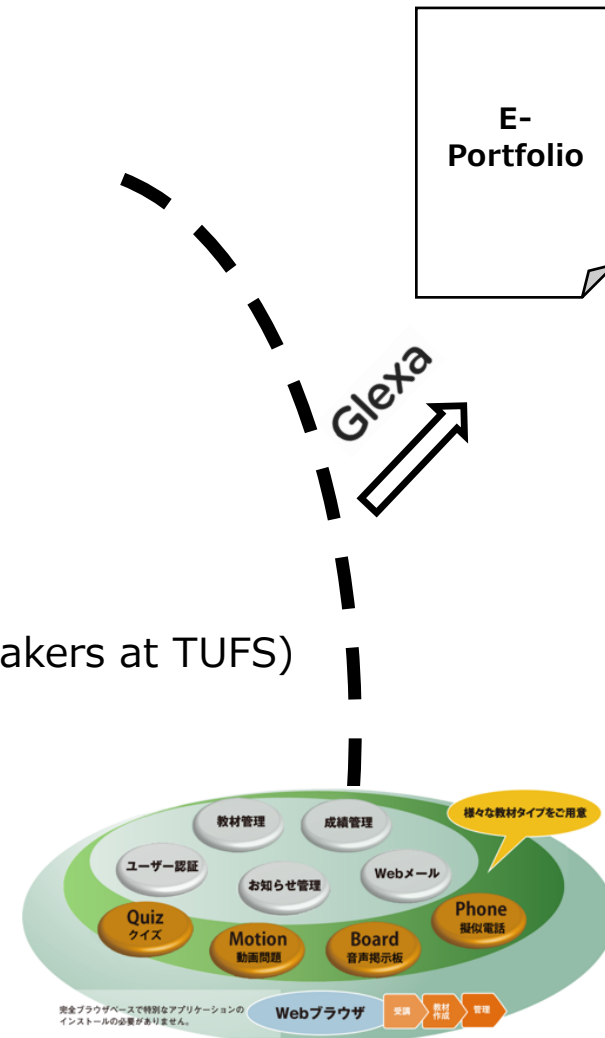
High school students



one-on-one
English
conversations

Unit Outline

- **Step 1: Preparation**
 - A) Text and dialogue
 - B) Mini essay
- **Step 2: Online Lesson**
 - Support from TUFS and Sankei
- **Step 3: Feedback**
 - A) Speaking feedback (from teachers)
 - B) Writing feedback (English native speakers at TUFS)
- **Step 4: Student Survey**
 - Conducted online
- **Step 5: Support from TUFS students**
 - Supplementary videos



Step 1: Preparation

Text and dialogue

The screenshot displays a digital learning interface with two main sections. The top section is titled "Textbook - NEW Collated" and features a PDF icon and the text "NEW Collated Lesson 1-3.pdf". To the right, there is a download status indicator labeled "ダウンロード状況" with a green progress bar and the text "13 / 13". The bottom section is titled "Audio Textbooks (Lesson1-Lesson3)" and contains three audio player controls. Each player has a play button, a progress bar, and a volume icon. To the right of each player is a download status indicator labeled "ダウンロード状況" with a green progress bar and the text "12 / 13", "7 / 13", and "6 / 13" respectively.

Step 1: Preparation

Mini essay, Writing support

学籍番号	氏名	提出回数	提出	最終提出日時	評価
j007	森田 真由	1	7AC7934F-B52E-435F-BB4D-79A6174AAFE4.jpeg	2018年12月6日(木) 21:44	100点 デントン・ウィリアムズ 2019年1月9日(水) 18:57 Edited J007L02.docx 100点 デントン・ウィリアムズ 2019年1月9日(水) 18:57
j012	中西 亮輔	1	Yesterday I had rice, miso soup with wakame seaweed and tofu, salad, and fried chickens. I like rice and miso soup but especially I like fried chickens very much. So, I ate many fried chickens. But I did not eat salad much because it is in tomatoes. Tomato is most disliked food for me. When I was five years old, I ate it for the first time. At that time I found I hate it. I have stopped eating it from that day. question Why do you eat it every day? When did you eat it for the first time? Did you have the time when you didn't want to eat it?	2018年12月6日(木) 19:02	Edited J012L02.docx 100点 デントン・ウィリアムズ 2019年1月9日(水) 18:58
j013	手塚 実里	1	よろしくお聞いします。 J013-2.docx		
j014	加藤 美里	1	clip_now_20181207_131809.png clip_now_20181207_131803.png		
j015	山本 結衣	1	Yesterday, I ate curry and rice, salad and Onion soup. Also I had scrambled eggs after meals. They were made by my mother. I think I will ask three questions about the type of meals a tutor eats every day. First, There are people who eat bread and breakfast for breakfast in Japan, but what does the teacher eat? Second, I do not cook much, but do the tutor usually cook? Third, it is natural that Japanese food can be eaten in Japan, but can you eat Japanese food abroad? That's all.		

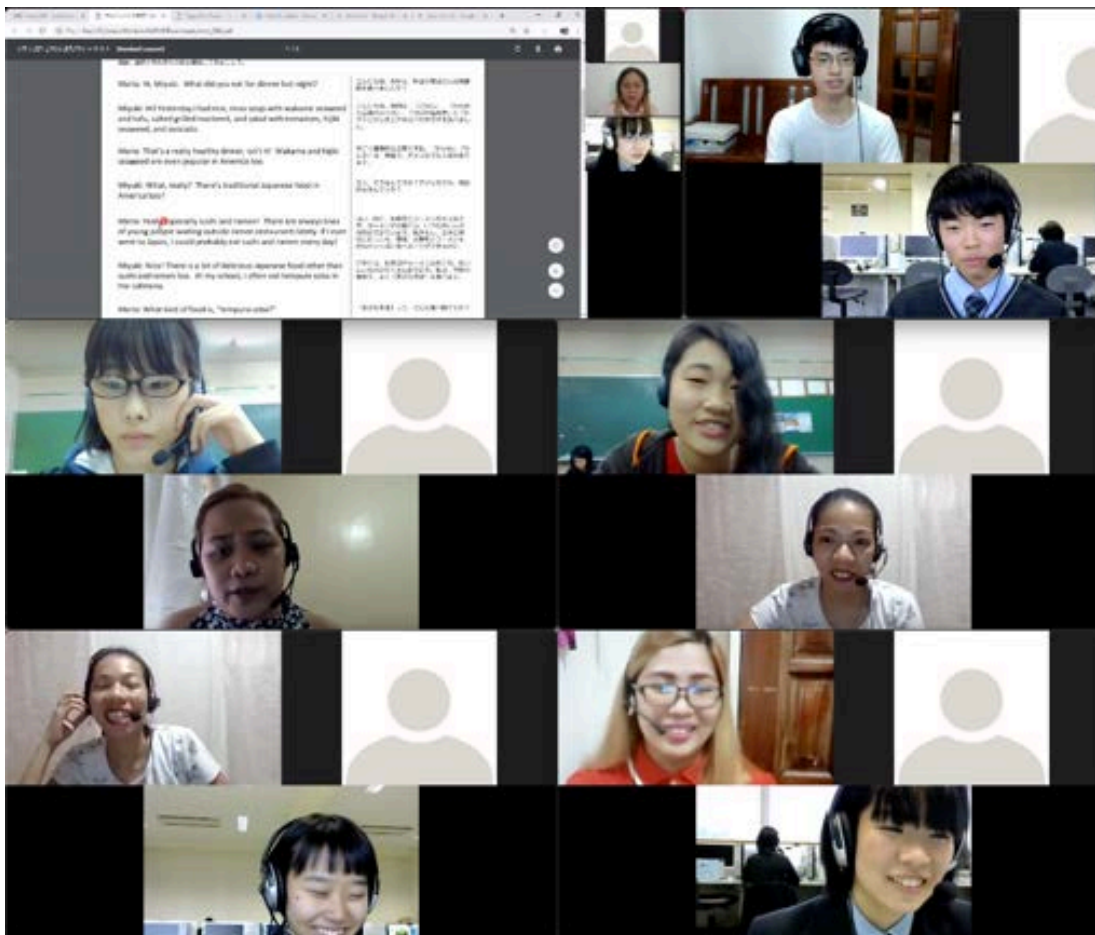
The screenshot shows a Microsoft Word document titled "Edited J007L01". The document contains the following text:

- 1, My name is **Mayu**. It means "veracity and origin" in Japanese.
- 2, My name uses two Chinese characters. The first one means, "true", and the second one means, "reason". The name "**Mayu**" communicates the desire to be honest all the time, and to grow up big.
- 3, I would choose "Yoko", because it is a famous Japanese woman's name. The woman is an artist is Ono Yoko. I think Yoko is more familiar name than mine. The name Yoko is easy to say so I will choose it.

Below the list, there is a blue link: [Great job!... What kanji does the name Yoko have?!](#)

On the right side of the document, there are several redaction marks with labels: "Microsoft Office User", "contains", "Microsoft Office User", "and big", "Microsoft Office User", "Yoko Ono is a famous artist.", "Microsoft Office User", and "cal".

Step 2: Online Lesson



Step 3: Feedback

Writing feedback (English native speakers at TUFFS)

学籍番号	氏名	提出回数	提出	最終提出日時	評価
J007	桑辺 真由	1	Lesson 1.docx	2018年11月24日(土) 08:49	Edited J007L01.docx 0点 デントン・ウィリアムズ 2018年12月4日(火) 20:36
J012	中西 良輔	1	I teach why I got the name to explain the meaning of my name. My name is Ryojuku. It means "cheerful and help" in Japanese. So, my parents want me to be a cheerful and gentle person who can help others. To be such a person, if there are people who need help, I will call out them. If I chose an English name, I chose "Roy". I have two reasons. First, my name started "R". So, I want to name my English name starting with "R". Second, Roy means "king". Someday, I want to get knowledge like a realy king.	2018年11月24日(土) 18:41	Edited J012L01.docx 0点 デントン・ウィリアムズ 2018年12月4日(火) 20:36
J013	手塚 美里	1	よろしくお願います。 j013-1.docx	2018年11月23日(金) 17:15	Edited J013L01.docx 0点 デントン・ウィリアムズ 2018年12月4日(火) 20:36
J014	加藤 美里	1	よろしくお願います！ clip_now_20181124_211549-2.png clip_now_20181124_211539-2.png clip_now_20181124_211529-2.png	2018年11月24日(土) 21:20	Edited J014L01.docx 0点 デントン・ウィリアムズ 2018年12月4日(火) 20:37
J016	菊井 優香	1	1.1.My name means star and music. 2.My name uses two Chinese characters. The first one means, star,and second one means, music. 3.I would chose Luna because I like Harry Potter. 3.1.My name came from stars. I was born when stars are very beatful night. 2.I want to use Luna. I like Harry Potter. So this name come from my favorite character in Harry Potter.	2018年11月26日(月) 12:50	Edited J016L01.docx 0点 デントン・ウィリアムズ 2018年12月4日(火) 20:37
J017	高木 碧樹	1	My name is Tamaki.I have two Chinese characters in my name. It means glossy round rock in the first one and bright fire in the second one in Chinese characters. My mother named me with a wish to want me to shine like a glossy round rock or bright fire. I choose Claire if I choose an English name. It is because Claire has a meaning of shine in English name. Also,Claire is a popular name in foreign country, so foreigner can call me easier than my Japanese name,Tamaki.	2018年11月25日(日) 22:58	Edited J017L01.docx 0点 デントン・ウィリアムズ 2018年12月4日(火) 20:37

1. My name is **Maxy**. It means "veracity and origin" in Japanese.

2. My name uses two Chinese characters. The first one means, "true", and the second one means, "reason". The name "**Maxy**" communicates the desire to be honest all the time, and to grow up big.

3. I would choose "Yoko", because it is a famous Japanese woman's name. The woman is an artist is Ono Yoko. I think Yoko is more familiar name than mine. The name Yoko is easy to say so I will choose it.

Great job! What kanji does the name Yoko have?

Microsoft Office User
削除: contains

Microsoft Office User
削除: and big

Microsoft Office User
Yoko Ono is a famous artist.

Microsoft Office User
削除: call

1/1 ページ 99 文字 英語 (米国) 103%

Step 3: Feedback

Speaking feedback (from teachers in the Philippines)

	J012	中 [REDACTED]	100	合格	Ryosuke-san! We had SENIOR HIGH COU
-----------------------------------------------------------------------------------	------	--------------	-----	----	-------------------------------------

Ryosuke-san!

We had SENIOR HIGH COURSE LESSON 2.

Thank you for having this class with me. A nice day can become very nice but it can also become bad if you choose it to be. Choose to be happy even if it's a little hard. This can change all the outcomes you have for the rest.

A little tip for your English:

- keep a dictionary with you. No problem with checking the words.
- Always try to find the shortest way to deliver your message.
- Always be ready. If you can read an article or the textbook in advance, do so. You can then prepare more sentences before your class.

Tomatoes|tu-mah-tos|-|tu-mey-tows|

buckwheat|Buhk-weet|

fermented|fer-men-ted|

sour|sa-wer|

plum|plum|-|pluhm|

- I favorite is Fried chicken.

Better: my favorite is Fried chicken.

- When I finished I'm eat fruit.

Better: When I'm finished, I eat fruit.

- i can eat it very cheap.

Better: I like Udon because it is very cheap

Step 4: Student Survey

3 予習ライティングについて
予習ライティングに慣れてきたことを自由に記述してください。

正解率



正解	100(100%)
不正解	0(0%)

解答一覧

自分の作っている和語を活用できた。(1件)

スベレや文法、敬語用になっているのがメタなかなどが分からなくなってしまって、もっと英語できるように英語を勉強し
(1件)

100文字も書く内容がなくてごまやりました(1件)

「費用を作る」という項目があると、一つの費用に対して一文になってしまいがちな100wordsまで書くことが出来ませ
(1件)

「100文字程度」というのが、量が多すぎて書くのが大変だった。
例文を載せてもらいたい。(質問解答のような)(1件)

今回は上手くかけたと思う(1件)

単語力が少ないと実感した(1件)

日常で使う英単語も、あまり自分は知らないのだと分かった。(1件)

今回の内容で100字書くのは少し難しく感じました。(1件)

4 オンライン英会話について
講師の言っていることを理解できましたか。

分析



十分に理解できた	70(70%)
理解できた	7(7%)
どちらともいえない	1(1%)
あまり理解できなかった	1(1%)
理解できなかった	0(0%)

閉じる

5 オンライン英会話について
自分の言いたいことを伝えられましたか。

分析



ほとんど伝えられない	0(0%)
あまり伝えられない	0(0%)
どちらともいえない	0(0%)
だいぶ伝えられる	0(0%)
正確に伝えられる	0(0%)

閉じる

6 オンライン英会話について
楽しく、満足のものでしたか。

分析



満足していない	0(0%)
あまり満足していない	1(10%)
どちらともいえない	1(10%)
だいぶ満足した	1(10%)
充分満足した	1(10%)

閉じる

Step 5: Support from TUFS students

Lesson1 カウンセリング動画



The image displays two video player screenshots. The top screenshot shows two men standing outdoors in front of a large, colorful sculpture of the number '5'. The video player interface below the frame shows a progress bar at 0:13 and a total duration of 2:29. The bottom screenshot shows two people standing indoors in front of a whiteboard. The whiteboard has the text '仮定法 if の使い方' (Usage of the conditional 'if' in Japanese). The video player interface below this frame shows a progress bar at 0:04 and a total duration of 1:30. Both video players have a 'ダウンロード状況' (Download status) indicator showing progress bars and file counts (8/13 for the top video, 5/13 for the bottom video).

4. Academic Collaboration: Video Resources at TUFSS

Yuri AMANO, Kaoru IMAI & Maksim TIKHONENKO

The Role of University Students at TUFS

As university students and exchange students...

We devised and recorded videos for the high school students

Purpose of the Videos

The best way to teach or give advice

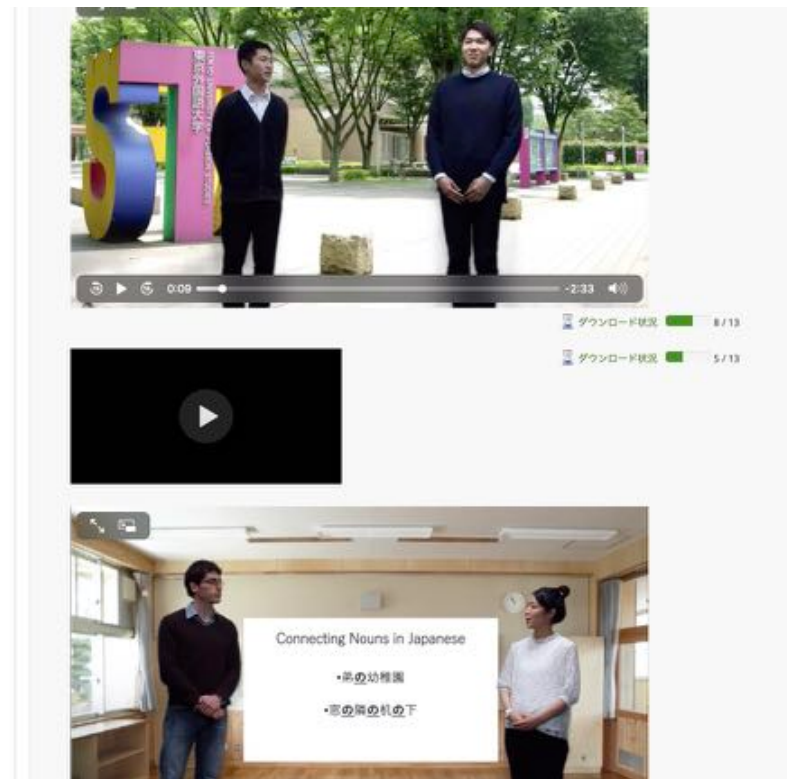
→ one-on-one conversation

But due to limited resources...

→ videos for students to watch remotely

Sharing Videos

- Through the e-learning system
→ Glexa



Goals

1. Have participants learn more about different cultures, and see Japan from other perspectives
2. Give feedback about grammar and language usage
3. Give advice about studying English

Content of the Videos 1

1. Cultural differences between Japanese and other cultures

Ex.) food, extracurricular activities...

(Have them learn more about different cultures and see Japan from other perspectives)



Content of the Videos 2

2. • How to correct mistakes seen in the writing assignments
 - Points to be careful about, related to students' comments and feedback

(Give feedback about grammar and language usage)



Content of the Videos 3

3. Messages to the students about how they can enjoy studying English

→ important contributions from the collaboration between high school and university

(Give advice about studying English)



Teaching English as a Non-Native

- Image of English teachers as native speakers
 - But more likely to converse with non-native speakers
- Students need to get used to other accents

Teaching English as a Non-Native

- Japanese students often know little about non English-speaking countries

→ Teach students about cultural differences, which may be large



Summary

- Main purposes of the videos
 - teach about other cultures
 - provide feedback
 - give advice for studying English
- Future directions
 - Create one video for each chapter
- Benefits for university students
 - **Make use of project data for undergraduate/graduate research**

5. Data Processing

Masaki MURAI & Yuna YAMAMOTO

Transcription and Annotation

- Follow NICT JLE Corpus guidelines:
 - Filler, repetition, self correction etc.
 - Cut off, overlap etc.
 - Non-verbal sound, laughter etc.
- Source: https://alaginrc.nict.go.jp/nict_jle/index_E.html
- Additional Tags:
 - Facial expressions (confused, smiling, surprise···)

Preliminary Transcription

T: Okay, how are you today? ↵

S: I'm very tired ↵

T: Oh, why? What did you do? ↵

S: I er practiced table tennis, today ↵

T: Oh, did you play table tennis? This morning? ↵

S: Er, yes ↵

T: Oh, how many hours ↵

S: Uh, but I, only 30 minutes, 30 minutes ↵ **repetition**

T: Ah, 30 minutes, haha, okay. So did you have your lunch? ↵

S: Yes ↵

T: Well, that's good. Alright, so umm, by the way, so [REDACTED], you are from oh, from what city are you from? ↵

S: Pardon me? ↵

T: From what city do you live? ↵

S: Uh I er live, I live Nagano, uh Komoro City in Nagano ↵

T: Uh-huh ↵

**hesitation,
filler**

Going Forward

- Annotate data with appropriate tags
- Create database with:
 - A) Text
 - B) Audio
 - C) Video

Project members

Thank you for your attention! We hope to receive your comments and advice!

