

# 高校・大学・産学連携のICT英語ライティング グ・スピーキング教育

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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

# 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

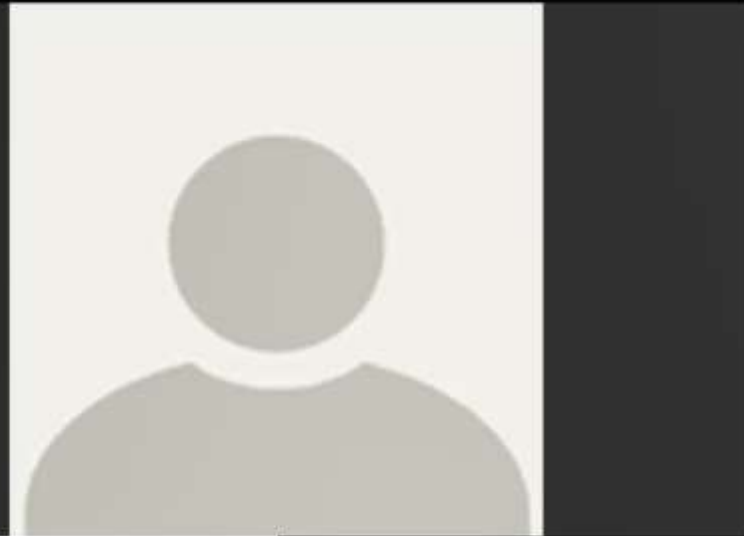
A new model?

# 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  
 ⇒ **Maximize speaking time in class**

4. Understanding Other Cultures:  
 Provides **cultural background** and know-how  
 ⇒ Spark students' interest in a range of topics

**Lesson 1** 大卒入試英語検定試験対応テキスト - 標準版 Standard

**Introduce the Meaning of Your Name in English**  
 あなたの名前の意味を英語で説明しよう

**0. Preparation (50-minute time limit)** 予習 制限時間50分 英作文100words程度

Instructions: Please write answers to the following questions using an NG Word document. You can refer to your dictionary or textbook if necessary. You will use your answers during "Section 3, Practice," where you will further discuss the questions with your tutor. If NG Word software is not available, please use notepad.

課題) 以下の問いに、自分の名前に関する内容を、Word文書を用いて解答してください。各のシナリオで、この課題内容を基に会話します。(Wordソフトがない場合は、メモソフトやファイルなどで代用してください)

**1. How can you explain the meaning of your name in English?**  
 あなたは自分の名前を英語でどのように説明しますか?

**2. If your name has Chinese characters, explain the meaning of the Chinese characters in your name.**  
 あなたの名前に使われている漢字を説明してください。

**3. If you chose an English name, what name would you choose? Why would you choose this name?**  
 もしあなたが英語の名前を選んだら、どのような名前を選びますか? それはなぜですか?

**1. Dialogue (5 minutes)**

Instructions: First repeat each sentence after your tutor. Then practice the dialogue in pairs. Try to be creative!

Peter: Hello, nice to meet you.  
 Miyuki: Hello, nice to meet you too.  
 Peter: My name is Peter, what's your name?  
 Miyuki: My name is Miyuki.  
 Peter: What a nice name, what does it mean?  
 Miyuki: It means "beauty and luck" in Japanese.  
 Peter: Is your name written with Chinese characters?  
 Miyuki: Yes, my name uses two Chinese characters. The first one means, "beauty," and the second one means, "luck." Why did your parents name you "Peter"?

いい名前ですね。あなたの名前は、どのような意味ですか?  
 私の名前は、「美しさと幸運」という意味の漢字が使われています。  
 あなたの名前は、漢字が使われていますか?  
 はい、自分の名字、「美」と「運」という漢字が使われています。その意味は、「美」と「幸運」です。なぜあなたを「ピーター」と名づけたのでしょうか?

1. Dialogue: Students listen to the dialogue online before class  
 ⇒ **Contact with World Englishes**

**Lesson 1** 大卒入試英語検定試験対応テキスト - 標準版 Standard

**Introduce the Meaning of Your Name in English**  
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Peter: The name "Peter" comes from Christianity, and my parents are pretty religious. If you changed your name, what name would you choose?  
 Miyuki: I would choose "Hanuka," because my favorite actress's name is Hanuka.  
 Peter: Oh, nice! If you chose an English name, what name would you choose?  
 Miyuki: I would choose "Naomi."  
 Peter: Why would you choose that name?  
 Miyuki: Because it's an international name.  
 Peter: Yeah, that's an easy name to remember.  
 Miyuki: Yeah, I think so too. You can call me Naomi if you'd like!  
 Peter: Okay! In English speaking countries, I think using an English name is very useful for making friends.  
 Miyuki: Really? Thank you for your advice. Well, I need to get going. See you later.  
 Peter: I hope I'll see you around!

ピーターという名前がキリスト教の由来から来ているんです。私の両親は結構宗教的なんです。もし、あなたの名前を変えたいとしたら、どのような名前を選びますか?  
 「カン」を選びます。自分好みの「カン」は、私の好きな女優の名前だから。  
 そうですね。もし、あなたが英語の名前を選ぶとしたら、どのような名前を選びますか?  
 「ナオミ」を選びます。  
 なぜその名前を選ぶのですか?  
 国際的に通じる名前だからです。  
 ええ、覚えやすい名前ですね。  
 はい、私もそう思います。では、よろしくね。もしよかったら、私をナオミと呼んでください。  
 本当ですか。英語の名前を使っていると、友人を作るのにとても便利ですね。  
 そうですね。英語が話せる国では、英語の名前を使うのは、友達を作るのにとても役に立ちます。  
 ぜひ会えるのを楽しみにしています。

**2. Key Expressions (5 minutes)** 重要表現 5分

**A: What does \_\_\_\_\_ mean?** \_\_\_\_\_ というのはどういう意味ですか。  
**B: It means \_\_\_\_\_.** それは「\_\_\_\_\_」という意味です。

Instructions: First repeat the key expressions after your tutor and then read them aloud by yourself. 課題) 講師の発音に続いて繰り返して読み、今度は一人で発音してみてください。

[1] A: What does "Tomo (智)" mean? B: "Tomo" means "wisdom."  
 [2] A: What does "puppy" mean? B: "Puppy" means "baby dog."  
 [3] A: What does "Hanabi (花火)" mean in English? B: "Hanabi" means "fireworks."

**Lesson 1** 大卒入試英語検定試験対応テキスト - 標準版 Standard

**Introduce the Meaning of Your Name in English**  
 あなたの名前の意味を英語で説明しよう

**3. Practice (13 minutes)** 練習 13分

Instructions: Read the following essay before writing your response essay for the Practice section. If you still have time after finishing Sections 1-2, talk about this topic freely with your tutor. 課題) 本題で課題文を読み終えた後、このコラムを読んで自分の考えを話し、レッスンで講師が読んだら、このテーマについて議論してみてください。

台湾・香港・シンガポールの人々は、中国語名のはかに、英語名も持っていることが多いです。  
 なぜなら、中国語は、8つ方言があるうえに、日本語より右利きと発音が複雑であるため、中国語母語話者以外には、覚えにくく発音がむずかしいからです。日本人の名前は、日本語の発音が中国語や韓国語に比べて顕著なため、発音しやすいのですが、英語名を便宜上持っている人が、名前を覚えてもらいやすく、コミュニケーションが円滑になるという利点があります。  
 アメリカでは、ファーストフード店でも、注文時に名前を聞かれ、出来上がるまで、「Naomi」と呼ばれて出来上がった商品を取りに行く習慣があります。日本では、番号札をもらうのに対して、個人の名前を呼んでファーストフードの商品をおさす習慣は、興味深いですね。  
 あなたが英語名を持つとしたら、どのような名前がいいでしょうか?

It is common for people in Taiwan, Hong Kong, and Singapore to use not only their name with Chinese characters, but also an English name.  
 This is because, on top of the fact that there are at least eight different major dialects in spoken Chinese, the pronunciation of Chinese names often uses phonics (sounds) that are unfamiliar to people who are not native Chinese speakers. As a result, these sounds can be very difficult to remember upon hearing for the first time. When it comes to Japanese names, Japanese pronunciation may seem easier than that of Chinese or Korean, but some people think that it is still convenient to also use an English name. Using English names can help people from all over remember each other easily and communicate smoothly.  
 In the United States, there is a custom where even at fast food restaurants the cashier may ask you for your name. Then, when your order is ready, the cashier will call out, "Naomi!" so that you will know that you need to pick up your food. It's an interesting twist on the custom of picking up your food after hearing your name that differs from that of using number cards in Japan.  
 If you were to choose an English name for yourself, what name would you want to use?

# Sharing Resources in Real-Time

Textbook for ZOOM lesson tod... x Pages For Tutor x 大学入試外部検定試験対応 Sta... x 大学入試外部検定試験対応 Sta... x Launch Meeting - Zoom x + - □ x

→ ↻ [https://learning.sankei.co.jp/curriculum/restrict/shs/shs1/shs1\\_005.pdf](https://learning.sankei.co.jp/curriculum/restrict/shs/shs1/shs1_005.pdf) ☆ 👤 ⋮

Apps ▶ The science of attra... ▶ English Grammar: A... ▶ English Grammar: A... ▶ Past Modals of Spe... ▶ Modals & Past Mo... ▶ B Apply | Bizmates - ... ▶ f (12) Max O'Neil An... » | Other bookmarks

課題: レッスン前に、次の質問に対する回答を、Word文書を用いて作文しましょう。  
セクション3で、この課題作文をもとに会話します。(Wordソフトがない場合は、テキストファイルでもかまいません)

**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?**

あなたはどの国に行ってみたいですか。理由もあわせて教えてください。

## 1. Dialogue (5 minutes)

会話練習 5分

Instructions: First repeat each sentence after your tutor and then practice acting out each role.  
課題: 先生の後に続いて繰り返した後、それぞれの役を練習してみましょう。

Layla: Where are you going on your summer vacation?

Yukako: I'm going on a school club vacation to Nagano Prefecture with a student who is here on an internship from Harvard University.

Layla: Wow, that sounds like a meaningful, international vacation! Where in Nagano are you going?

Yukako: We're going to the Bessho hot springs in Ueda city.

夏休みは、どこかへ旅行へいきますか？

はい、ハーバード大学からのインターンシップの学生と一緒に、クラブ活動の合宿に長野県へ行く予定です。

わあ、すごく国際的で有意義な合宿になりそうですね。長野県のどこへ行くんですか？

長野県上田市にある別所温泉です。



## 2. Case Study: The Situation at Joto High School

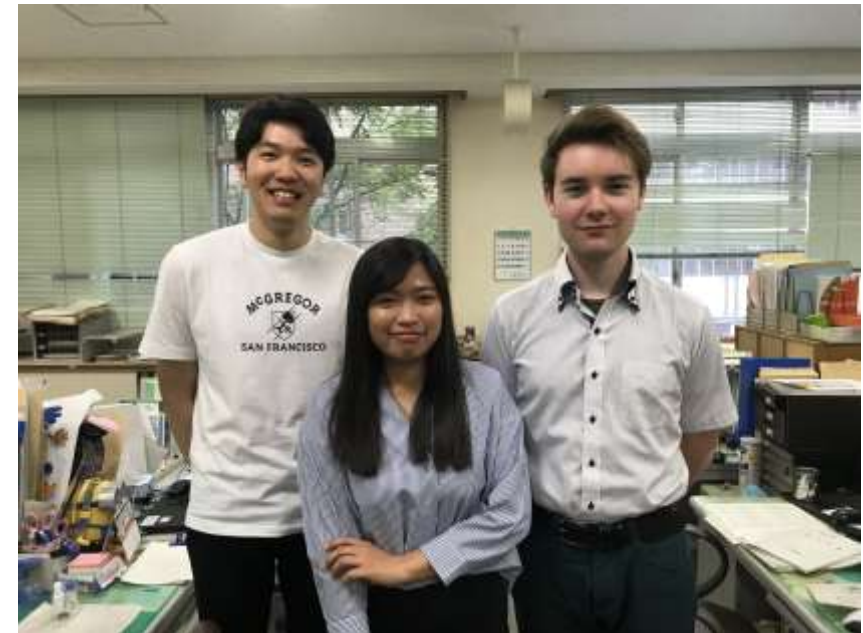
# Tokushima Prefectural Joto High School



- 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.
- 3<sup>rd</sup> 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 12<sup>th</sup> 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



TUFS

Sankei Human Learning  
Filipino tutors



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



GLEXA

ZOOM

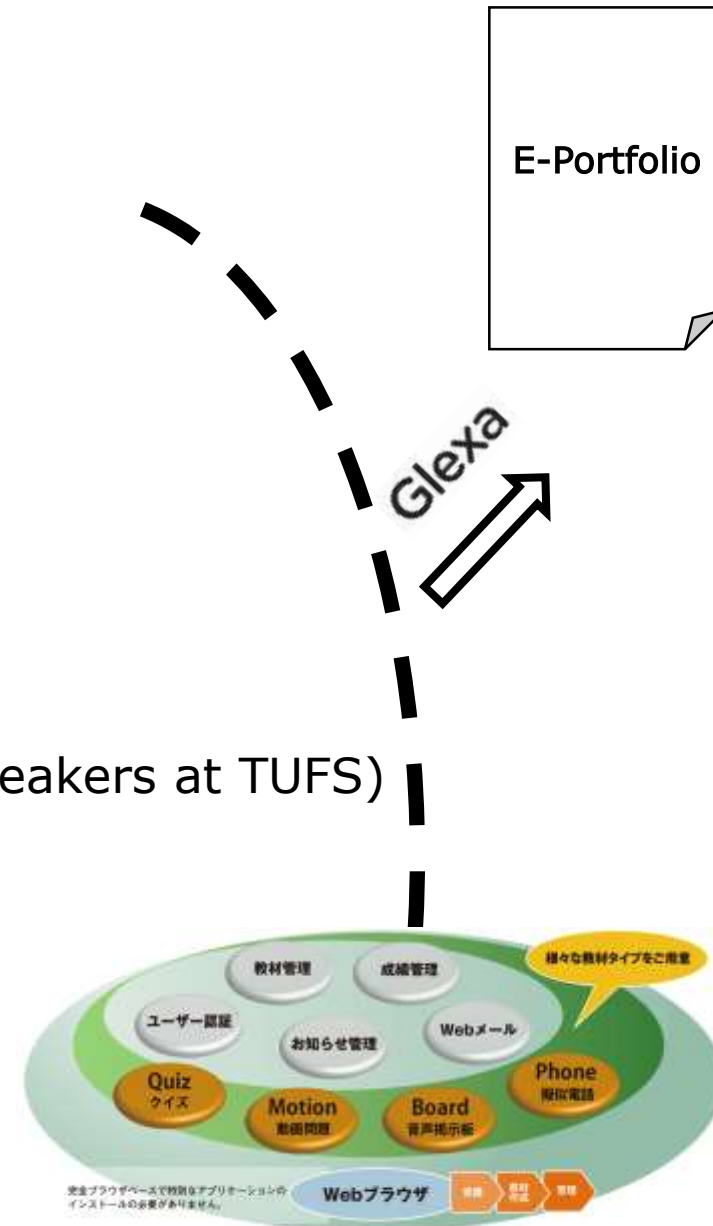
High school students



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

 Textbook - NEW Collated

 NEW Collated Lesson 1~3.pdf  ダウンロード状況  13 / 13

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 **Audio Textbooks (Lesson1~Lesson3)**

 00:00  -00:00   ダウンロード状況  12 / 13

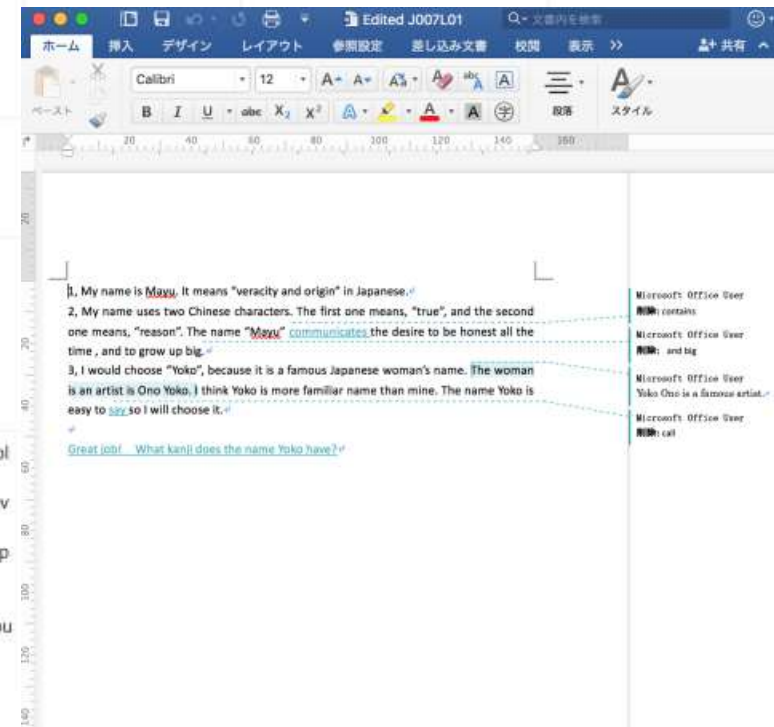
 00:00  -00:00   ダウンロード状況  7 / 13

 00:00  -00:00   ダウンロード状況  6 / 13

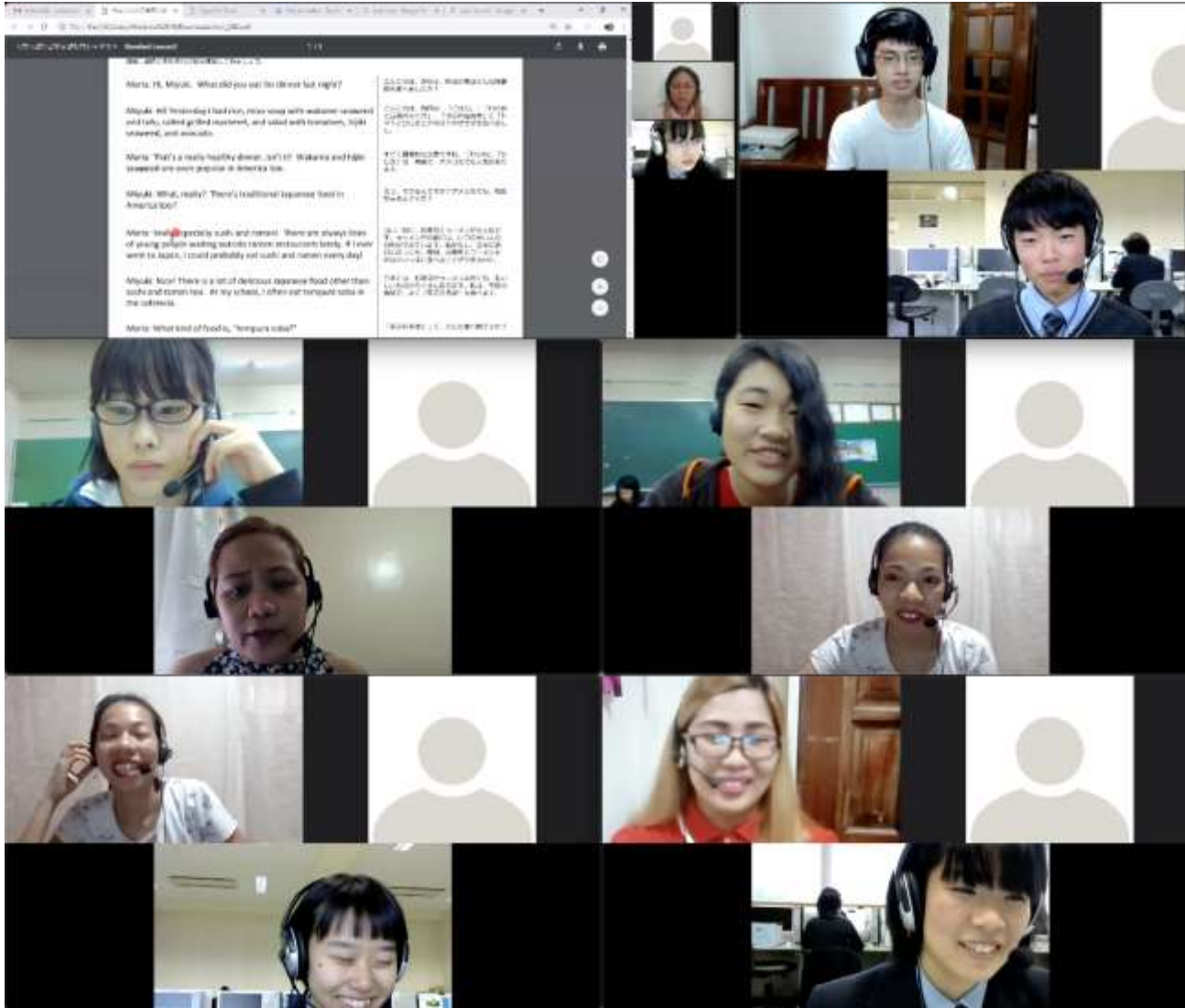
# Step 1: Preparation

## 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	桑辺 真由	1	7AC7934F-B52E-435F-BB40-79A6174AAFE4.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	よろしくお願ひします。 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.		



# 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	森田 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(日) 20:36
J012	中西 流輔	1	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 really king.	2018年11月24日(土) 18:45	Edited J012L01.docx 0点 デントン・ウィリアムズ 2018年12月4日(日) 20:36
J013	手塚 実彦	1	よろしくお願いたします。 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(日) 20:36
J014	加藤 実彦	1	よろしくお願いたします! dig_new_20181124_211549-2.png dig_new_20181124_211539-2.png dig_new_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(日) 20:37
J016	藤井 真由	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 beautiful 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(日) 20:37 0点 デントン・ウィリアムズ 2018年12月4日(日) 20:37
J017	高木 理雄	1	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(日) 20:37

Microsoft Word interface showing the document 'Edited J007L01'. The ribbon includes Home, Insert, Design, Layout, Reference, Mailings, Review, and Send to Mobile. The font is Calibri, size 12. The document content is as follows:

1. My name is Maxu. 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 "Maxu" 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?!

Feedback comments in the right margin:

- contains
- communicates
- and big
- Yoko Ono is a famous artist.
- cal

Page 1 of 1, 99 characters, English (United States), 103% zoom.



# Step 3: Feedback

## Speaking feedback (from teachers in the Philippines)

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

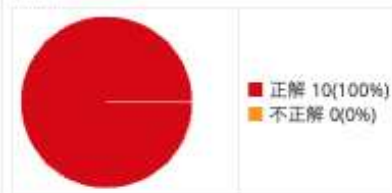
Better: I like Udon because it is very cheap

# 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)に関して思ったことを自由に記述してください。

正答率



解答一覧

自分の持っている知識を活用できた。(1件)

スペルや文法、複数形にしているのかダメなのかなどが分からなくなってしまって、もっと実践できるように英語を勉強していく必要を感じた。(1件)

100文字も書く内容がなくてこまりました(1件)

「質問を作る」という項目があると、一つの質問に対して一文になってしまいなかなか100wordsまで書くことが出来ませんでした。(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。(模範解答のような)(1件)

今回は上手くかけたと思う(1件)

単語力が少ないなと実感した(1件)

日常で使う英単語を、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)

閉じる

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。

分布

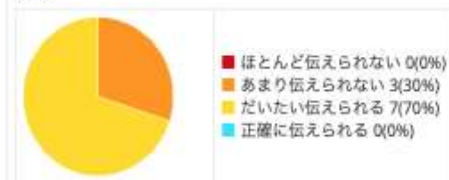


閉じる

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。

分布



閉じる

6

オンライン英会話について  
楽しく、満足のいくものでしたか。

分布



閉じる

# Step 5: Support from TUFS students

Lesson1 カウンセリング動画



0:13 2:29

ダウンロード状況 8 / 13

0:04 1:30

ダウンロード状況 5 / 13

仮定法 if の使い方

# 4. Academic Collaboration: Video Resources at TUFSS

# 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

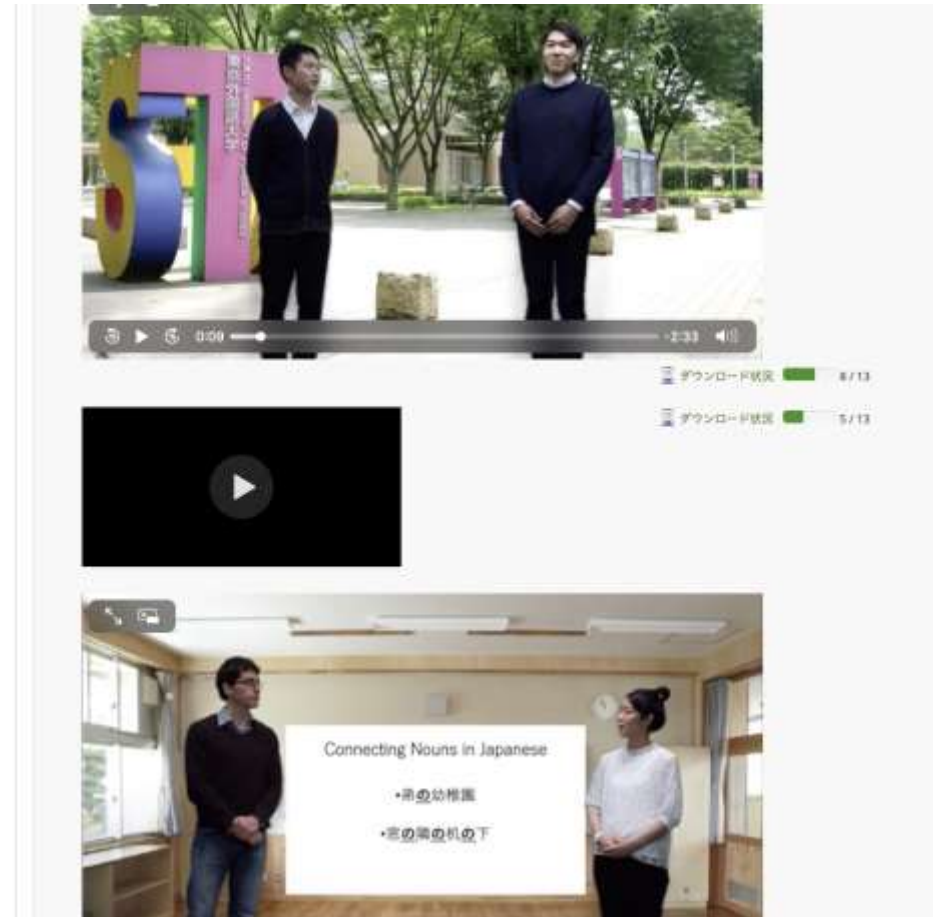
→ one-on-one conversation

But due to limited resources...

→ videos for students to watch remotely

# Sharing Videos

- Through the e-learning system  
→ Glexa



The screenshot displays a video player interface with two video thumbnails. The top thumbnail shows two men standing outdoors in front of a colorful structure. The bottom thumbnail shows two people standing indoors in front of a presentation slide titled "Connecting Nouns in Japanese".

Below the top video player, there are two download status indicators:

- ダウンロード状況 8 / 13
- ダウンロード状況 5 / 13

# 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)

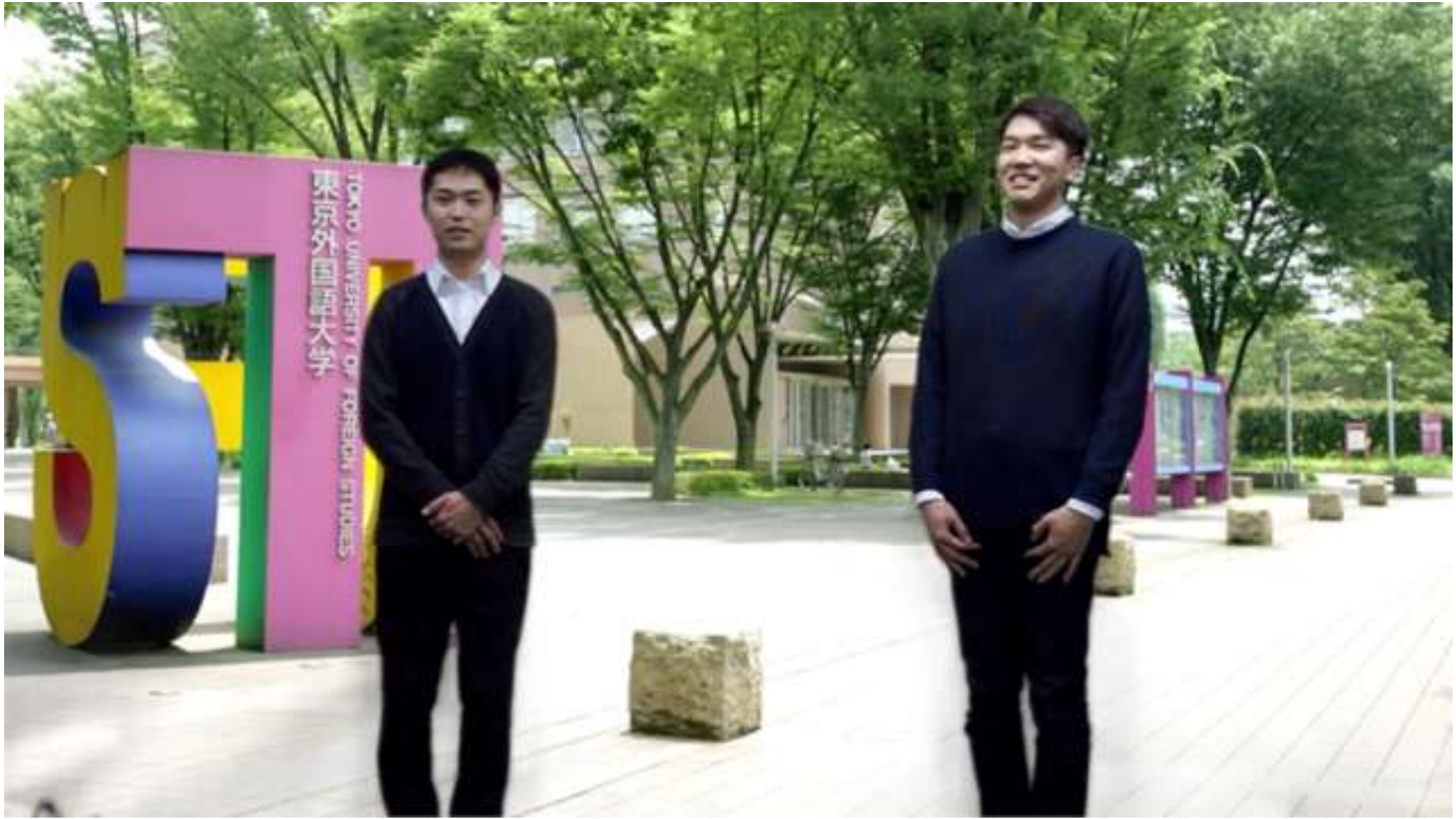


# Content of the Videos 3

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

# 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](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**

# Another Case Study for University Students:

a graduate student in life science ,  
weak in English, his goal is to get 650 points in TOEIC,  
**BUT** now only 470 points!



# 1. Needs Analysis

He has a TOEIC score of 470:

- 1 ) Busy conducting experiments in graduate school
- 2 ) Studying English is difficult
- 3 ) Weak at listening
- 4 ) But a desire to reach a score of 650 for purposes of job hunting

# Individual Instruction using ICT: ZOOM

50 minute lessons using ZOOM

- Free unlimited use for one-on-one conversations
- Lessons in the form of dialogue
- Participants can see each other's face
- Lesson content can be recorded (e.g. for review)



# GLEXA Learning Platform

- 1) Setting learning goals
- 2) Make a record of preparation for each lesson
- 3) Self-evaluation
- 4) Comments from teacher
- 5) Make a record of any other English study outside of class

# GLEXA Interface



# Issues Going Forward: Learner's Perspective

- Reach TOIEC 650
- Raise motivation to study English more widely
- Listening → Listening & **Speaking**

# Issues Going Forward: Provider's Perspective

- Develop individual long distance learning
- Replicate face-to-face lessons online
- Respond to demand for TOEIC teaching
- Increase learners' motivation and confidence

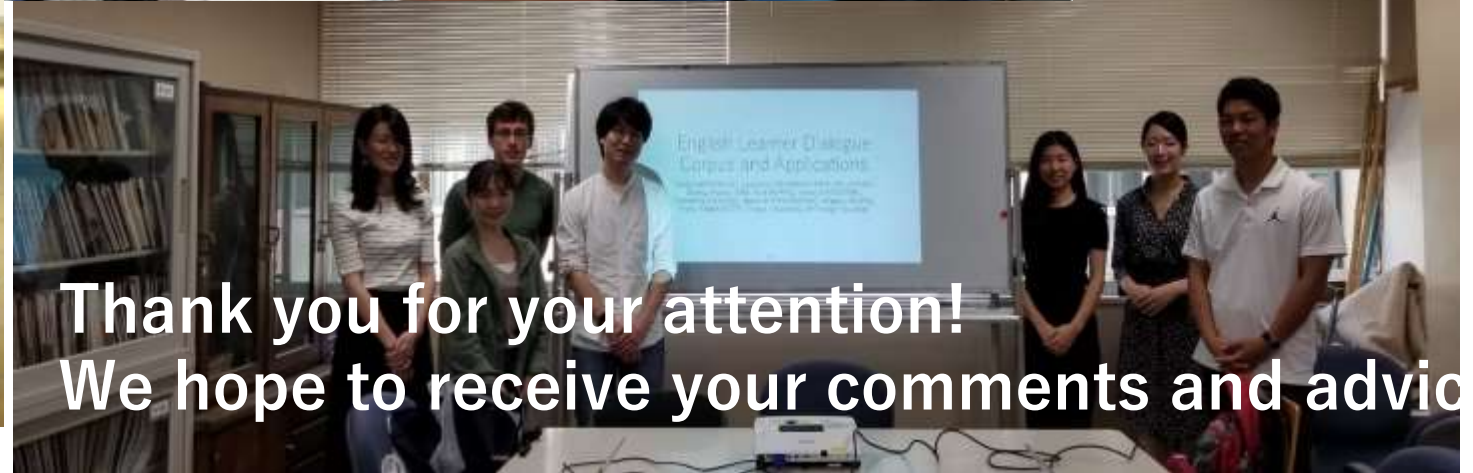
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- 4) Participants can see each other's face
- 5) Lesson content can be recorded (e.g. for review)

# 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