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概要: \_\_\_\_\_\_\_\_\_\_\_\_

**Introduction**

“Half a world away”—this time-worn phrase has little of the panache it once did. As recently as 100 years ago, being at that great distance away from an interlocuter meant communication was primarily—if not entirely—asynchronous. Indeed, a letter sent by ship or cable from Japan to the US would require an average of 24 days. The advent of air travel and transportation, however, sliced the time to hours instead of weeks, and the development of e-communication brought the beginning of synchronous communication.

With the speed of communication having become nearly instantaneous, the quantity of data has undergone a similar expansion. The Internet now affords countless opportunities for the exchange of information (read: data), the form of which can be manifested in any number of symbols, be those orthographic, pictorial, or audio. Moreover, such symbols are readily preserved for asynchronous use or consumed in real time.

In the realm of language education, such advances provide myriad tools. Faced with an unfamiliar word, one can google it and be inundated with countless resources, images, and the like. The challenge becomes, of course, coping with the cornucopia of information rather than a paucity thereof. Having waded through that deluge, however, likely leaves the language learner with context rich enough to grasp that unfamiliar word as well as glean some incremental increase in knowledge and appreciation of the target culture.

The crux of the matter is thus to provide a rich context to language learners, a task which will likely benefit them in terms of linguistic and cultural development (citation here).

The information medium underlying the current project is blogging in two incarnations, blogging and its SMS-like cousin, Facebook. Both platforms extend to the respective user the ability to publish works for public consumption, but the ease of doing so varies. Both allow consumers to reciprocate although the ease of doing so differs somewhat.

Other features diverge more markedly. Blogs exist very much in isolation, rather like such solitary avian scavengers as hawks and eagles. Facebook, however, is more akin to a school of fish or a flock of social birds flying, roosting, or perhaps communicating (“tweeting”?) as a group. Facebook is also more amenable to the inclusion of media with photos, icons, and videos easily uploaded, whereas traditional blogs (e.g., WordPress) employ a more staid, less easily customized experience.

This paper includes two sections. The first outlines the development of the AAA Corpus, which consists of posts from blogs and Facebook. The second section looks at several corpus analysis questions.

**Literature review**

[*Effect(s) of context-rich environment*]

[*Use of social media in education*]

[*environment*]

[***material following copied from grant application***]

**Purpose of the Research (Outline)**

This research explores a language exchange activity between university EFL (English as a foreign language) students in Japan and JFL (Japanese as a foreign language) students in the U.S. using Web 2.0 technology. This project aims to stimulate students beyond classroom learning to informal learning outside the classroom. To this end, the authors developed a novel approach to encourage informal language learning through the use of Web 2.0 applications that facilitate place-based communication and social networking.

**1. The Gap**

Language is the basis of transnational and intercultural dynamics; it impacts human welfare in all facets of life. This is reflected in Japanese and U.S. foreign language education policies and efforts, with mixed results. Despite a decade of research and practice investment (Mori & Mori, 2011), the 2002 Ministry of Education, Culture, Sports, Science, Technology (MEXT) goal of “Japanese with English Abilities” has not led to improved international test scores (Kim, & Lee, 2010; Matsumoto, 2009). Even as the total number of undergraduates studying foreign languages is on the rise in the U.S., the proportion enrolled in a foreign language has halved in the past four decades (Furman, Goldberg, & Lusin, 2007).

**2. Scientific Background**

Part of the solution may be orienting classroom goals towards promoting voluntary, self-directed learning outside the classroom, the environment where some 70% of learning takes place (Falk, & Dierking, 2002). The potential channels of communication have changed in ways that facilitate collaboration and promote crossing cultural and linguistic divides. The evolution of online functions from the linear, one-way presentation of static web pages (Web 1.0), to dynamic information sharing and collaboration (Web 2.0), at any time or place can “normalize” language and cultural exchanges among peers. Our capacity to influence language learners beyond the classroom has increased as Web 2.0 technologies not only encourage interaction, but also facilitate user-generated content and collaboration. These innovations can potentially be used as learning tools to stimulate students’ development of language skills and intercultural competence (Byram, 1997). Forums, wikis and blogs can be used for online collaborative writing, helping students achieve learning outcomes (Miyazoe & Anderson, 2010). YouTube videos (Terantino, 2011) and virtual environments like “Second Life” (Hislope, 2008) help introduce language within cultural context, supporting language-based projects that encourage L1-L2 interaction. Corrective feedback embedded in the social context (Vygotskian sociocultural constructivism) can be enhanced through collaborative learning activities, particularly when expert (L1) and non-expert learners (L2) assist each other (Lee, 2008). The recent focus on Active Learning in Japanese and American University classrooms has spurred educators to consider innovative ways to actively engage students in the learning process. Problem Based Learning (PBL) can be used to extend the potent cycle of applying what is learned in the classroom to activities outside of the classroom. Web 2.0 sites are being used more regularly in the L2 classrooms in the U.S. and Japan, but little formal research has been conducted assessing the effectiveness of these practical tools.

**3. The Research**

Our own preliminary work suggests that the use of Web 2.0 innovations that facilitate place-based communication—a combination of online collaborative mapping (for context) and blogs (for exchange and collaborative learning)—encourages language learners in two different countries to interact more, learn more, and engage further in cultural exchange on their own initiative (Fujii, Elwood, & Orr, 2010). We argue that interactivity, sharing, and ultimately language learning can be greatly enhanced through near-synchronous time “place” immersion if the L2 learners can “virtually” travel to the home communities, streets and buildings of their L1 native speaker counterparts, sharing perspectives (written and oral), images, and language expertise. Given the capacity to visualize their counterparts’ world (Google interactive maps and mapping capability and associated street-view oblique images create a simulated physical/cultural landscape), exchange comments using the language they are learning (personal blogs, images, video), and provide feedback on language use of their overseas counterparts, learning and exchange can be enhanced and sustained. Through this initiative we propose to test this concept (with previously developed lesson plans; Silverstein, 2004) in a controlled trial among Japanese and English language learners at two universities in Japan and four in the U.S., simultaneously engaging introductory course undergraduates in both countries (*N* = 900).

**Student perception of using Facebook, SMS for educational purposes** ([Irwin et al., 2012](#Irwin2012): Facebook perceived to be somewhat effective, but students wanted to continue using it in class. See own earlier work – perhaps the WUT paper?

**Why do students use Facebook?** ([Cheung et al., 2010](#Cheung2010): We-Intention to use online social networks is strongly determined by social presence.

**4. Expected Outcomes and Significance**

Our research approach is based on the convergence of intuitive yet revolutionary developments in our understanding of the language-culture nexus and educational theory: (a) Language communicates through culture even as culture communicates through language (Silverstein, 2004), (b) Meaning stems from the learner rather than from educational content (the human constructivist model of teaching and learning; Mintzes, Wandersee, & Novak, 1998); and (c) In-class learning can motivate out-of-class learning (Falk & Dierking, 2002). Our approach is also technologically innovative, encouraging engagement, motivation and activism through interactive, collaborative, and place-based virtual learning environments. We expect to see positive changes in perceptions, behavior, language production, and attitudes towards learning.

[***end of material copied from grant application***]

**Research Questions**

This study focuses on the \_\_\_\_\_\_\_\_ of university students who study a foreign language. Given the necessity of understanding the underlying structure of \_\_\_\_\_\_\_\_ and the degree to which learners possess \_\_\_\_\_\_\_\_, the following research questions were posed:

1. To what extent do motivation, WTC, and International Posture change over one academic term?

2. What level of WUT do students exhibit before and after the language exchange?

3. To what extent does intercultural awareness change over the course of one academic term?

**Method**

In this section we explain the participants and the instrument, the various scales employed. Thereafter the procedure and analyses will be outlined.

*Participants*

A total of 875 university students participated in this study (Table 1). These participants were students in intact foreign language classes at four universities: the University of Florida and the University of Nevada in the United States and the Kanazawa Institute of Technology and Meiji University in Japan. The Florida and Nevada students were learning Japanese as a foreign language, and the Kanazawa and Meiji students were learning English as a foreign language.

|  |  |  |
| --- | --- | --- |
| Table 1. *Number of Participants and Interaction Modes in the Three Cohorts (2013-2016)* | | |
| Annual Cohorts | Japan | United States |
| 2013-2014 (maps, blogs) | 200 | 175 |
| 2014-2015 (Facebook) | 125 | 125 |
| 2015-2016 (Facebook) | 125 | 125 |
| Total | 450 | 425 |

*Protocol*

A battery of questionnaires was administered to the participants at the three points for each of the three cohorts. The first time was at the beginning of the project in early autumn, which represented the beginning of the first term for the US students and the second term for the Japanese students. The second administration occurred near the end of that term in December (for the US students) or January (for the Japanese students). Finally, the post-project followup iteration occurred in April, some three months after the completion of the project.

*Instruments*

In addition, demographic information (e.g., age and academic major) was collected. Participants completed a consent form in their respective L1 granting permission for the use of both questionnaire data and CMC data. Participants were also given the option of opting out of the research at any time, but none chose to do so.

The instrument in this study consisted of a battery of five questionnaires, three of which originated in the work of Tomoko Yashima and colleagues: *Motivation* (Yashima, 2002), *International Posture* (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004; Yashima & Zenuk-Nishide, 2008), and *L2 Willingness to Communicate* (WTC; Yashima, 2002). The *Motivation* instrument is a 12-item instrument with such queries as “sample text here”. International Posture is a 26-item instrument posited to check four facets: Approach-Avoidance Tendency, Interest in International Affairs, Cultural Friendship Orientation, and Something Else. Third, L2 Willingness to Communicate asks about the participant’s willingness to engage in oral communication in a variety of L2 situations; the instrument includes 14? items.

The fourth instrument, *Willingness to Use Technology* (WUT; Elwood & MacLean, 2011), addressed the informant’s inclination to choose a technological mode to perform a task when given the choice of a non-technological mode (e.g., using a paper and pencil) or a technological mode (using a calculator). The 11 items cover a range of activities from classroom activities (e.g., taking a test, either on a computer or on paper) to non-classroom activities (making a budget).

The *Enhancing Crosscultural Awareness Questionnaire* (Zeiss & Isabelli-Garcia, 2005) was designed to examine whether CMC cultural exchange is an effective tool for increasing students’ awareness of the target culture, motivation to learn more about each topic, and interest in studying abroad. Please note that the questionnaire in no way ascertains whether students in fact learned more about the foreign culture. The questionnaire consists of 36 questions thematically organized by seven topics including awareness of several areas: the educational system, daily life, food, and current events in that foreign country, along with study abroad plans, motivation to study abroad, and motivation to learn more about each topic (see the Appendix for a complete list of questions). A sample question is, ‘‘I have a good idea of what going to college is like in at least one Hispanic country because of activities I did for this class’’. Note that every question on the questionnaire, excluding those about the concrete study-abroad plans, ends with the phrase ‘‘because of the activities I did for this class’’. For the students in the experimental group, this phrase was a specific reference to the CMC cultural exchanges performed in the classroom.

*Data*

The data analyzed in this study were culled from the three one-year iterations of this project. More specifically, data include the questionnaire information collected three times during each wave (at the onset of the project early in the autumn term, near the end of the autumn term, and then 3-4 months hence). For all three waves reflective data were also collected; in the first wave (maps and blogs), those data consisted of interview data, while in the two Facebook waves the participants wrote reflection logs.

Data were culled, with permission, from the participants’ social media communication. These data included written communication as well as all images (photographs, videos, and emoticons). All information that might identify participants was removed or anonymized to protect participants’ privacy, and pseudonyms are used in this manuscript.

*Analyses*

The respective instruments were first validated using Rasch analysis (citation here) and exploratory factor analysis for the International Posture instrument. The Rasch analyses were performed using WINSTEPS (Linacre, 2012), and the fit statistics were judged using the ±2SD criterion (Huffleston & Someone, 1995), while the category function and dimensionality were also scrutinized.

As stated above, one purpose of this study was to validate the various instruments employed. The analyses proceeded as follows. First, the data were screened. Second, exploratory factor analyses (EFAs) using PASW (Version 18; SPSS, 2009) were conducted to ascertain tentative configurations of the IP construct for the two grades in this context. Next, the performance of items and persons as well as the dimensionality of each factor were examined using Winsteps (Version 3.70.0; Linacre, 2010).

For the several types of analyses used, the various criteria are detailed next. Item fit was judged using the 0.5-1.5 range for MNSQ infit and outfit suggested by Linacre (2006). When assessing dimensionality of the various factors, in a Rasch PCA of residuals two criteria were assessed: an eigenvalue below 2 and a disattenuated correlation above .70 were considered indicative of unidimensionality.

In this section we will explain something in beary, beary clear and exciting language. Trust us on that one, or—go ahead, you see this coming, right?—bear with us. ☺

**Results and Discussion**

In this section, the five instruments will be addressed in detail. First, steps undertaken to validate the instrument will be outlined, after which the results of a repeated-measure ANOVAs will be provided. Finally, the results of the respective analyses are discussed.

*Motivation*

The *Motivation* instrument (Yashima, 2002) consisted of … Rasch results here. Some tripe here in semi-intelligent English. Or not. Will have to depend on Roosevelt the Furry (God forbid).

A one-way repeated-measures ANOVAs was conducted compare the effect of IV on motivation (DV) before and after the CMC project. A significant effect of time on motivation emerged with Wilks’ lambda = .023, F(2,6) = 128, *p* < .01.

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| Table #. *Repeated-Measure ANOVA Results for Motivation* | | | | | | |
| Source | SS | *df* | MS | *F* | Sig. | partial *η2* |
| Time | 143.78 | 2 | 71.34 | 12.53 | <.01 | .32 |
| Error | 84.50 | 10 | 5.72 | 12.53 | .78 | .01 |
| Within | 0.50 | 3 | .30 | 12.53 | .08 | .10 |
| *Note.* Helpful link at http://www.slideshare.net/plummer48/ reporting-a-one-way-repeated-measures-anova | | | | | | |

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*International Posture*

The *International Posture* instrument consisted of a 26-item instrument originally conceived of with four distinct factors ((Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004; Yashima & Zenuk-Nishide, 2008). More tripe here in semi-intelligent English. Or not. Will have to depend on Roosevelt the Furry (God forbid).

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| Table 2. *Configuration (Pattern Matrice) for the International Posture Scale* | | | | | | | |
|  | 2-factora | |  | | 3-factor | | |
|  | Approach | IFA | | IFOEL-INTVA | | IFA | IAAT |
| IFOEL4 | .88 |  | | *.47* | |  | *.49* |
| IAAT1 | .86 |  | |  | |  | .59 |
| IFOEL1 | .77 |  | | .58 | |  | .23b |
| IAAT3 | .70 |  | |  | |  | .58 |
| IAAT4 | .68 |  | |  | |  | .50 |
| IAAT5 | .65 |  | |  | |  | .75 |
| IFOEL2 | .62 |  | | .50 | |  |  |
| IFOEL3 | .62 |  | | .74 | |  |  |
| IAAT7 | .61 |  | |  | |  | .58 |
| INTVA4 | .58 |  | | .29b | |  | .25 b |
| INTVA3 | .53 | .21b | | .73 | |  |  |
| INTVA2 | .46 |  | | .71 | |  |  |
| IFA2 |  | .78 | |  | | .77 |  |
| IFA5 |  | .69 | | .21b | | .62 |  |
| IFA1 |  | .67 | |  | | .73 |  |
| IFA3 |  | .58 | |  | | .67 |  |
| IFA4 |  | .52 | |  | | .58 |  |
| Eigenvalue | 6.88 | 2.31 | | 6.41 | | 1.65 | 1.09 |
| % of variance | 31.26 | 10.48 | | 29.14 | | 7.48 | 4.81 |
| Reliability | .86 | .78 | | .87 | | .81 | .78 |
| *Note*. Approach = International Approach Tendency; IFA = Interest in Foreign Affairs; IFOEL = Intercultural Friendship Orientation in English Learning; INTVA = Interest in International Vocation/Activities; IAAT = Intergroup Approach-Avoidance Tendency. Factor loadings greater than .20 are shown. The complex factor loadings for Item IFOEL4 are shown in italics.  aThis 2-factor configuration was found to be statistically and substantively valid for both the 5th- and the 6th-graders. Loadings and factor summary statistics (e.g., eigenvalues) are for the 6th-graders. bMinor loadings greater than .20 and less than the cutoff criterion of .40. | | | | | | | |

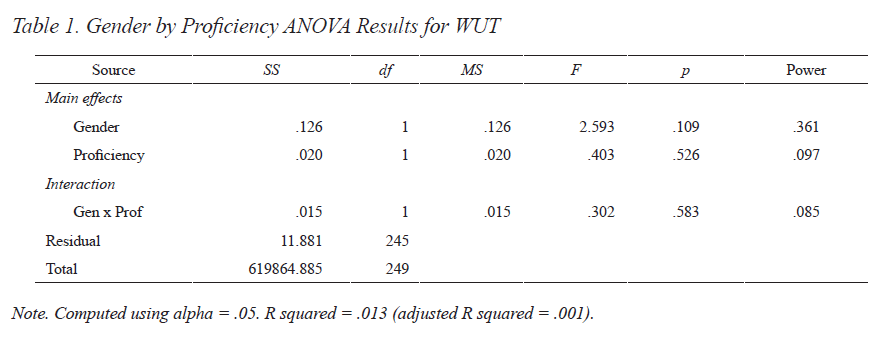
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 3. *Factor Correlation Matrices for 4-factor Configurations for International Posture* | | | | |
|  | Factors | | | |
|  | 1 | 2 | 3 | 4 |
| 1. IAAT (Approach) | – |  |  |  |
| 2. IFA | .50 | – |  |  |
| 3. IFA | .60 | .40 | – |  |
| 4. IFOEL-INTVA | .70 | .40 | .30 | – |
| *Note 1*. IAAT = Intergroup Approach-Avoidance Tendency; IFA = Interest in Foreign Affairs; IFA = Interest in Foreign Affairs; INTVA = Interest in International Vocation/Activities. | | | | |

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*L2 Willingness to Communicate*

Some tripe here in semi-intelligent English (WTC; Yashima, 2002). A one-way repeated-measures ANOVAs was conducted compare the effect of IV on L2 Willingness to Communicate (DV) before and after the CMC project. A significant effect of time on WTC emerged with Wilks’ lambda = .023, F(2,6) = 128, *p* < .01.

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| Table #. *Repeated-Measure ANOVA Results for L2 WTC* | | | | | | |
| Source | SS | *df* | MS | *F* | Sig. | partial *η2* |
| Time | 143.78 | 2 | 71.34 | 12.53 | <.01 | .32 |
| Error | 84.50 | 10 | 5.72 | 12.53 | .78 | .01 |
| Within | 0.50 | 3 | .30 | 12.53 | .08 | .10 |
| *Note.* Helpful link at http://www.slideshare.net/plummer48/ reporting-a-one-way-repeated-measures-anova | | | | | | |



Concluding paragraph here, meaning more bilgewater in semi-intelligent English. Or not. Will have to depend on Roosevelt the Furry (God forbid).

*Willingness to Use Technology*

A one-way repeated-measures ANOVAs was conducted compare the effect of IV on *Willingness to Use Technology* (WUT; Elwood & MacLean, 2011) before and after the CMC project. A significant effect of time on WUT emerged with Wilks’ lambda = .023, F(2,6) = 128, *p* < .01.

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| Table #. *Repeated-Measure ANOVA Results for WUT* | | | | | | |
| Source | SS | *df* | MS | *F* | Sig. | partial *η2* |
| Time | 143.78 | 2 | 71.34 | 12.53 | <.01 | .32 |
| Error | 84.50 | 10 | 5.72 | 12.53 | .78 | .01 |
| Within | 0.50 | 3 | .30 | 12.53 | .08 | .10 |
| *Note.* Helpful link at http://www.slideshare.net/plummer48/ reporting-a-one-way-repeated-measures-anova | | | | | | |

Concluding paragraph here, meaning more bilgewater in semi-intelligent English. Or not. Will have to depend on Roosevelt the Furry (God forbid).

*Enhancing Crosscultural Awareness Questionnaire*

A one-way repeated-measures ANOVAs was conducted compare the effect of IV on *Enhancing Crosscultural Awareness Questionnaire* (Zeiss & Isabelli-Garcia, 2005) before and after the CMC project. A significant effect of time on *Crosscultural Awareness* emerged with Wilks’ lambda = .023, F(2,6) = 128, *p* < .01.

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| --- | --- | --- | --- | --- | --- | --- |
| Table #. *Repeated-Measure ANOVA Results for WUT* | | | | | | |
| Source | SS | *df* | MS | *F* | Sig. | partial *η2* |
| Time | 143.78 | 2 | 71.34 | 12.53 | <.01 | .32 |
| Error | 84.50 | 10 | 5.72 | 12.53 | .78 | .01 |
| Within | 0.50 | 3 | .30 | 12.53 | .08 | .10 |
| *Note.* Helpful link at http://www.slideshare.net/plummer48/ reporting-a-one-way-repeated-measures-anova | | | | | | |

Concluding paragraph here, meaning more bilgewater in semi-intelligent English. Or not. Will have to depend on Roosevelt the Furry (God forbid).

**Discussion**

For the present study, three research questions were posed about the changes in affective variables and crosscultural awareness. The first question (*To what extent do motivation, WTC, International Posture change over one academic term?*) was

The second question dealt with the use of technology (*What level of WUT do students exhibit before and after the language exchange?*).

Finally, the principal focus of the current study was addressed in the third question, *To what extent does intercultural awareness change over the course of one academic term?*

**Conclusion**

In this study the focus was on something furry. Might just have been a bear. Continuing, we will craft an erudite paragraph or two detailing earthshaking results, mindboggling implications, and the upcoming delivery of salmon to the bears. What more can one possibly ask for (except an extra salmon or two)?

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Facebook is a popular platform that may facilitate learning activities at university. In this study, students’ perceptions of using ‘Facebook pages’ within individual university subject offerings were evaluated. Individual ‘Facebook pages’ were developed for four university courses and used to provide information relevant to the courses and allow opportunities for student interaction. An initial questionnaire administered in the first lecture of semester indicated that nearly all students (*n* = 161, 93.1%) possessed an active Facebook account. Most students (*n* = 135, 78.0%) anticipated that a Facebook page would facilitate their learning, by increased interaction with students and instructors, and notifications for course information. A second questionnaire was completed in the final lecture of semester indicating that 81.9% of students engaged with the course Facebook page at some stage. However, perceptions of the effectiveness of the page as a learning tool were variable, with only 51% of students stating that it was effective. Despite this, the majority of students (*n* = 110, 76.4%) recommended using Facebook in future courses. This preliminary evaluation of Facebook as a learning aid suggests that it has the potential to promote collaborative and cooperative learning, but further research is required, specifically to understand if and how it can enhance learning outcomes.

Sung, K.-Y., & Lin, W.-Y. (2010). Intercultural exchanges in the blogosphere. *JALTCall Journal, 6*(3), 171-188. doi: 10.1016/j.chb.2010.07.028

This paper reports on a semester-long blog project in which a group of US third-year university students studying Chinese as a foreign language collaborated with a group of Chinese native speakers enrolled in a university in Taiwan. Specifically, this study investigated the language learners’ reactions to learning the Chinese language and culture through blogging, and examined the presence of intercultural competence in blog exchanges using Byram’s (2000) intercultural competence guidelines. Data included blog entries, pre and post-blogging surveys. and informal discussions with the participants. The results showed that: (1) the language learners had a positive experience in the blog project with many Chinese language and culture gains, and (2) the Taiwan and the US groups’ instances of intercultural competence fell within different categories in Byram’s (2000) guidelines, with the Taiwan group reflecting their role as Chinese culture experts and the US group reflecting their role as culture learners of Chinese.

Cheung, C. M. K., Chui, P.-Y., & Lee, M. K. O. (2010). Onlince social networks: Why do students use Facebook? *Computers and Human Behavior, 27*,1337-1343*.* doi: 10.1016/j.chb.2010.07.028 [in Publications folder]

The growth and popularity of online social networks has created a new world of collaboration and communication. More than a billion individuals around the world are connected and networked together to create, collaborate, and contribute their knowledge and wisdom. Despite the importance of online social networks, there is relatively little theory-driven empirical research available to address this new type of communication and interaction phenomena. In this paper, we explored the factors that drive students to use online social networks (e.g., Facebook). Specifically, we conceptualized the use of online social networks as intentional social action and we examined the relative impact of social influence, social presence, and the five key values from the uses and gratification paradigm on We-Intention to use online social networks. An empirical study of Facebook users (*n* = 182) revealed that We-Intention to use online social networks is strongly determined by social presence. Among the five values, social related factors had the most significant impact on the intention to use. Implications for research and practice are discussed.

Maness, J. M. (2012). A linguistic analysis of chat reference conversations with 18-24 year-old college students. *Journal of Academic Librarianship, 34*(1), 31-38. doi: 10.1016/j.chb.2010.07.028 [in Publications folder]

Thirty-one chat reference conversations were linguistically analyzed, compared to twenty-three instant messaging (IM) conversations held between students, and further correlated to students’ satisfaction with the reference interaction. Conversations between librarians and students in chat reference are more formal than those solely involving students, and the use of some linguistic patterns is correlated to user satisfaction.

Stevenson, M. P., & Liu, M. (2010). Learning a language with Web 2.0: Exploring the use of social networking features of foreign language learning websites. *CALICO Journal, 27*(2), 233-259. doi: [in Publications folder]

This paper presents the results of an online survey and a usability test performed on three foreign language learning websites that use Web 2.0 technology. The online survey was conducted to gain an understanding of how current users of language learning websites use them for learning and social purposes. The usability test was conducted to gain an understanding of how potential users would interact with three foreign language learning websites and explore the pedagogical and technical usability of these sites. It is hoped that the results of this exploratory study would provide an insight into how the goals and designs of these websites incorporating Web 2.0 tools fit with the goals and needs of current and potential language learners.

Gallaugher, J., & Ransbotham, S. (aaaa). Social media and customer dialog management at Starbucks. *MIS Quarterly Executive.*

While listening to and learning from customers has long been recognized as important, social media are fundamentally changing interaction between firms and customers. To help understand this changing interaction, we conceptualize customer dialog management in a Megaphone, Magnet, and Monitor (3-M) framework, with the Megaphone representing firm-to-customer communication, the Magnet customer-to-firm, communication and the Monitor customer-to-customer interaction. This framework provides a structure for understanding the opportunities and risks presented by social media. We describe an in-depth case study of Starbucks, a firm widely regarded as a leader in corporate use of social media. Using the 3-M framework, we identify the challenges social media introduce and offer case-based examples of how to manage these challenges. Based on our analysis, we provide guidelines that can assist firms in navigating the evolving environment of social-media-based customer dialog.

Schwartz, H. A., Eichstaedt, J. C., Kern, M. L., Dziurzynski, L., Ramones, S. M., Agrawal, M., Shah, A., Kosinski, M., Stillwell, D., Seligman, M. E. P., & Ungar, L. H. (2013). Personality, gender, and age in the language of social media: The Open-Vocabulary Approach. *PLOS One, 8*(9), e73791. doi: 10.1371/journal.pone.0073791 [in Publications folder]

We analyzed 700 million words, phrases, and topic instances collected from the Facebook messages of 75,000 volunteers, who also took standard personality tests, and found striking variations in language with personality, gender, and age. In our open-vocabulary technique, the data itself drives a comprehensive exploration of language that distinguishes people, finding connections that are not captured with traditional closed-vocabulary word-category analyses. Our analyses shed new light on psychosocial processes yielding results that are face valid (e.g., subjects living in high elevations talk about the mountains), tie in with other research (e.g., neurotic people disproportionately use the phrase ‘sick of’ and the word ‘depressed’), suggest new hypotheses (e.g., an active life implies emotional stability), and give detailed insights (males use the possessive ‘my’ when mentioning their ‘wife’ or ‘girlfriend’ more often than females use ‘my’ with ‘husband’ or 'boyfriend’). To date, this represents the largest study, by an order of magnitude, of language and personality.

Baron, N. S. (2004). See you online: Gender issues in college student use of instant messaging. *Journal of Language and Social Psychology, 23*(4), 397-423. doi: 10.1177/0261927X04269585 [in Publications folder]

Instant Messaging (IM) is becoming a mainstay for online one-to-one communication. Although IM is popularly described as a written version of informal speech, little empirical investigation of the linguistic nature of IM exists. Moreover, although gender issues are being addressed for one-to-many forms of computer-mediated communication,we have no comparable studies of IM. This article offers a linguistic profile of American college student IM conversations. In addition to analyzing conversational scaffolding and lexical issues, the article identifies gender divergences in IM usage. Some differences reflect commonly reported functional gender distinctions in face-to-face spoken conversation; other differences indicate gender-based attitudes toward the importance of language standards in speech and writing.

Keywords: instant messaging; IM; gender; computer-mediated communication

Botha, A., Vosloo, S., Kuner, J., & van den Berg, M. (2009). Improving cross-cultural awareness and communication through mobile technologies. *International Journal of Mobile and Blended Learning, 1*(2). DOI: 10.4018/jmbl.2009040103 [in Publications folder]

Increasingly, technology is mediating the way in which the youth around the world communicate, consume content and create meaning. As mobile communication media and the internet become more pervasive, young people from different cultures and communities are afforded more opportunities for collaboration across previously unbridgeable distances. The need for cross-cultural awareness and communication is thus more important than ever. The initiative described in this article, successfully demonstrated the role of mobile phones and the web as mediating technologies in the development of intercultural competencies and communication skills among a group of teenagers scattered across two countries.