

## List of accepted presentations

(May 2019)

### Papers

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'Make me feel English language part of my life': Using WhatsApp beyond the classroom  
— Jessica Mackay, Elsa Tragant

'So close, yet so different': Reflections on the multicultural course of Slavic languages  
— Anna Kyppö

A Blended Learning Approach with the Babbel App  
— Maren Pauli

A case study of Alexa for autonomous second language learning  
— Daniel Tang, Gilbert Dizon

A Case Study on a Flipped Classroom in an EFL Grammar Course in Military Context  
— Cem Bulut, Zeynep Kocoglu

A child's perspective of the use of robotics in the early years of primary education: A pilot study  
— Ann Devitt, Susan Nic Réamoinn

A corpus-based context-sensitive reading tool for learners of English and Dutch  
— Guy Deville, Laurence Dumortier, Jean-Roch Meurisse

A corpus-based vocabulary profile analysis in CALL software  
— Majid Fatahipour, Solmaz Alizadeh

A Franco-Irish project for the automatic identification of criterial features in learners of English  
— Nicolas Ballier, Thomas Gaillat, Manel Zarrouk, Andrew Simpkin, Manon Bouyé, Annanda Sousa, Bernardo Stearns

A Practical Application of Content and Language Integrated Learning  
— Kent Andersen

A Study on the Effectiveness of the Course "Professional Communication Skills" in Computer-Mediated Communication: From the Student's Perspective  
— Guanzhen Wu, Zhu Zhu, Li Cheng, Liu Dong

A telecollaboration project in your hand: fostering students' engagement  
— Alberto Andujar

Adding to the mix: Learning through live and vicarious participation in languages tutorials  
— Christine Pleines

Addressing the Challenges of Mainstreaming Virtual Exchange in Both Language and Non-Language Disciplines

— Sake Jager, Mirjam Hauck, Shannon Sauro

An analysis of a corpus of Teacher Talk in the secondary-level EFL classroom: highlighting differences in modality and in the use of phrasal verbs

— Eric Nicaise

An Application for L2 Free Reading on the Web and Its Usage in the Classroom

— Mircea Lungu, Jeroen van Engen

An iCALL approach to morphophonemic training for Irish using speech technology

— Neasa Ní Chiaráin, Ailbhe Ní Chasaide

Analysis of mobile and non-mobile interactions within collaborative activities

— Peter Ilic

Applications of MALL – mobile learning of English for Specific Purposes at the university level

— Dorota Czerska-Andrzejewska

Assessing SLA in an online environment. Opportunities and challenges

— Goedele Vandommele

Assessing teachers' readiness to online language teaching: Validating an online assessment instrument

— Koen Van Gorp, Luca Giupponi

Assessing vocabulary knowledge for learners of French as a foreign language: accounting for L1 variability to go beyond the CEFR scale

— Nuria Gala, Catherine David, Anaïs Tack, Thomas François

Assessment of Interculturality in Online Interaction: Methodological Considerations

— Ana Kanareva-Dimitrovska

Automatic detection of discourse-organizing nouns

— Irina Panteleeva, Olga Lyashevskay, Olga Vinogradova

Avoiding the Chaos of Theory: Assemblage Theory in Technology Enhanced Language Education

— Blair Matthews

AWARL (Automated Writing Assistant for Russian Learners) as a Computer-Assisted Language Learning Tool

— Olga Vinogradova, Elizaveta Ershova, Aleksandr Sergienko

Brazil and Colombia virtual exchange project: the Brazilian view

— Claudia Beatriz Martins, Maristela Werner

Bricolage Ecologies of Online, Paper, and Face-to-face Technologies

— Don Hinkelman

CALL and the discord between Japanese and Foreign language teachers of English: Recommendations from the Japanese public schooling system

— Michelle Lees, Andria Lorentzen, Ward Peeters

CALL for CLIL: Investigating the adoption of learning technology designed for CLIL Teachers.  
— Caoimhín Ó Dónaill, Ana Gimeno-Sanz

CALL integration in the curriculum: the case of a Brazilian university  
— Claudia Beatriz Martins, Rita de Cássia Marriott, Eglantine Guély Costa

CALL replication studies: getting to grips with complexity  
— Cornelia Tschichold

Cambridge First – Using Google Cardboards to Prepare Students for the Speaking Part  
— Alexandra Simões Andrade

Can digital storytelling enhance learning motivation for EFL students with low proficiency and confidence in English?  
— Naoko Kasami

Can Spaceteam ESL, a multi-skill shouting game, promote the development of oral reading fluency in English? A Kenyan experience  
— Walcir Cardoso

Capturing the effects of a long term telecollaboration practice in teacher education: a mixed method study  
— Tina Waldman, Efrat Harel, Gotz Schwab

Collaborative Learning through Story Envisioning in Virtual Reality  
— Maryam Sadat Mirzaei, Qiang Zhang, Kourosh Meshgi, Toyooki Nishida

ColloCaid: a web-based text editor that assists writers with academic English collocations  
— Ana Frankenberg, Robert Lew, Jonathan Roberts, Geraint Rees, Nirwan Sharma, Butcher Peter

Comparing Computer Mediated Peer Corrective Feedback of High and Low-Proficiency Learners  
— Travis Past, Bradley DF Colpitts

Complexity and CALL  
— Robert Godwin-Jones

Complexity and Potential of Synchronous Computer Mediated Corrective Feedback: A Study from Sri Lanka  
— W A Piyumi Udeshinee, Ola Knutsson, Chitra Jayathilake, Sirkku Männikkö Barbutiu

Complexity and tool selection for purposeful communication in telecollaborative encounters in primary & secondary education  
— Kristi Jauregi Ondarra

Complexity of social dimensions in telecollaborative classes  
— Sandra Healy, Yasushi Tsubota

Computer mediated communication and Task-based learning for adolescent learners of Chinese as a Second Language in Ireland: systematic review and needs analysis  
— Mengdi Wang, Ciarán Bauer, Ann Devitt

Computer-assisted pronunciation training through learner-made family narratives

— Pi-hua Tsai

Corpus consultation: Does it have to be perceived as complex?

— Reka R. Jablonkai

Creating collaborative digital stories to promote community awareness

— Bradley Irwin

Critical Cultural Awareness and Learning Through Digital Environments

— James Dunn

Crowdsourcing corpus cleaning for language learning resource development

— Tanara Zingano Kuhn, Peter Dekker, Branislava Šandrih, Rina Zviel-Girshin

Cultures in interaction and the culture of CMC in online intercultural exchange (OIE) using English and French

— Amira Benabdelkader

Data Driven Learning: The Impact of Online Concordancing as a Revision Tool on Writing Performance of EFL Learners

— Aysel Şahin Kızıl

Data visualisation tools for corpus-driven language learning

— Lynne Flowerdew

Data-driven learning in ESP university settings in Romania: multiple corpus consultation approaches for academic writing support

— Madalina Chitez, Loredana Bercuci

DDLizing your teaching : going beyond the use of concordance lines.

— Fanny Meunier

Designing for learning with your eyes open: the importance of the development of critical digital literacies.

— Teresa MacKinnon

Designing mobility into Mobile-Assisted LMOOCs

— Timothy Read, Beatriz Sedano, Elena Barcena

Developing EFL Writing Skills through WhatsApp Dialogue Journaling

— Ebru Noyan, Zeynep Koçoğlu

Developing motivational videos in tertiary education as a way of student empowerment

— Eleni Nikiforou

Development of an online test to examine the relationship between size, recognition time and automaticity of L2 auditory and spoken vocabulary

— Yutaka Yamauchi, Kay Husky, Aki Kunikoshi, Megumi Nishikawa

Digital communication landscapes: Exploring multimodality from students' Whatsapp interactions in a virtual exchange project

— Pilar Concheiro, Joan-Tomás Pujolá, Olivia Espejel Nonell

Digital learning as a bridge for Syrian refugee women teachers

— Linda Bradley, Rima Bahous

Digital resources for very young Russian language learners: a post-integration educators' assessment

— Gulnara Sadykova, Albina Kayumova, Alsu Vafina

Digital Stories: Improving the Process Using Smartphone Technology

— Jeremy White

Digital teaching and learning courses: a survey of current teacher education for CALL

— Scott Windeatt

Does MALL make a positive impact on Communicative Language Teaching? Results from a meta-analysis.

— Rupert Walsh

Effect of Gamification on Foreign Language Anxiety and speaking achievement in Second Language Acquisition.

— Nadia Azzouz Boudadi, Mar Gutiérrez-Colón

Effects of a telecollaborative project on EFL teacher trainees' intercultural competence

— Hsin-Chou Huang, Barbara Loranc-Paszylk

EFL learners' language learning and autonomy through digital gaming

— Ching-fen Chang

Enabling EFL digital literacy by implementing student use of NLP apps

— Hsiang-ling Huang

Escape from Desolo: The Safe Way To Bring Sea Dangers Into Classroom

— Giouli Pappa, Salomi Papadima-Sophocleous

Evaluating the effect of digital game tasks, inducing different levels of involvement load, on the acquisition new vocabulary items

— Amin Rasti Behbahani, Maryam Shahbazi

Examining the Benefits and Limitations of Flipped Adult Community-Based English and French Language Programs

— Geoff Lawrence

Exploring data-driven learning in academic writing education: the acquisition of hedging devices

— Xiao Wang

FanTALES - managing the complexity of fanfiction-based multilingual interactive storytelling in the European classroom

— Frederik Cornillie, Judith Buendgens-Kosten, Shannon Sauro, Joeri Van der Veken, Mark Turpin

Five great ideas to encourage collaboration, interaction and autonomy in language learning with Mobile Phones!  
— Aysegul Salli

Fostering Cultural competence awareness by Engaging in Intercultural Dialogue- A Telecollaboration Partnership  
— Maria Villalobos-Buehner

From Peanut Butter to Perusall and with Moodle in the middle: evolution of online tools for a faculty academic reading skills course  
— Sylvia Goetze-Wake, Samantha Gouyette

From river to bank: The importance of sense-based graded word lists  
— David Alfter, Elena Volodina

How can Duolingo work with your students?  
— Mari Yamauchi

How can students with dyslexia be assisted through technology when learning a language?  
— Georgia Savvidou, Anastasia Peck

How do learners use an online multimedia language learning environment? An eye-tracking study  
— Isabeau Fievez, Maribel Montero-Perez, Frederik Cornillie, Piet Desmet

How to apply SLA principles in CALL? Lessons learnt from two case studies.  
— Mariet Schiepers, Helena Van Nuffel

Hypal4MUST: A community-based web interface for translation teaching  
— Sylviane Granger, Marie-Aude Lefer, Adam Obrusnik

Impact of Virtual Reality on Speaking Activities  
— Samar Kassim, Adam Stone, Neil Witkin

Implementing EVE: Some preliminary findings  
— Marta Giralt, Margarita Vinagre

Informal CALL: a discussion of L2 development measures and systemic complexity  
— Meryl Kusyk

Instantaneous corrective feedback in the context of ASR-supported pronunciation training: does it work?  
— Natallia Liakina, Denis Liakin

Instruction on English prepositions for Korean secondary school students: Connecting corpus-based formulaic language analysis and instructed SLA  
— Yu Kyoung Shin, Sanghee Kang, Isaiah WonHo Yoo

Instructional Design for Collaborative Online International Learning with Smartphones  
— Yayoi Anzai

Integrating a Virtual Reality application to simulate Situated Learning experiences in a Foreign Language course

— Maria Christoforou, Eftychia Xerou, Salomi Papadima-Sophocleous

Integrating MosoTeach into task-based Business English reading activities

— Qi Xu

Integration of a bilingual dictionary agent to facilitate lower-intermediate EFL learners' interaction with general-purpose conversational agents

— Yueh-Chin Lin

Interactive Grammar Metaphors: An Intervention Study

— Daniel Pust

Interactivity in dialogue-based CALL practice: effects on learners perceptions and production

— Serge Bibauw, Thomas François, Piet Desmet

Intercultural communicative competence development through online lingua franca exchanges

— Kurt Kohn, Petra Hoffstaedter

Introducing Post-connectivism as an approach to the challenges of digital convergence and complexity within CALL

— Liam Murray, Marta Giralt, Silvia Benini

Introducing postgraduate research students to corpus-assisted learning of academic writing

— Meilin Chen, John Flowerdew

Investigating criterial features of learner English and predicting CEFR levels in French learners of English

— Thomas Gaillat, Nicolas Ballier, Manel Zarrouk, Andrew Simpkin, Manon Bouyé, Annanda Sousa, Bernardo Stearns

IRIS: The Database of Instruments for Research into Second Languages

— Magali Paquot, Emma Marsden, Luke Plonsky, Sophie Thompson

It Is a Small World After All - Promoting Digital Literacy and Closing the Educational Gap Using a Global Project

— Tal Levy

Joining the blocks together – an NLP pipeline for CALL development

— Monica Ward

Language students orchestrating layered simultaneity during technology-mediated encounters with children

— Leena Kuure, Riikka Tumelius

Language students' sense making for agency in appropriating new practices of language teaching

— Leena Kuure, Maritta Riekk

LARA - The Learning and Reading Assistant

— Branislav Bédi, Hanieh Habibi, Elham Akhlaghi, Emmanuel Rayner, Cathy Chua, Ruth Martinez

Learner attitudes towards Data-driven learning: the effect of teaching context

— Luciana Forti

Learner-Adaptive Partial and Synchronized Caption for L2 Listening Skill Development

— Maryam Sadat Mirzaei, Kourosh Meshgi

Learners as teachers? - an evaluation of peer interaction and correction in a German language MOOC

— Hilary Thomas, Elisabeth Clifford, Susanne Winchester, Christine Pleines

Learners' emotional response to a complex video-creation task

— Alice Meurice, Véronique Henin, Marie Van Reet

Learners' uses of online resources as cognitive tools – what complexity does it imply for language learning?

— Morgane Domanchin

Learning intentionally and incidentally: A multiple case study of mobile dictionary in L2 vocabulary learning in the digital age

— Danyang Zhang

Learning Languages InforMALLY: An Investigation into the Effectiveness of MALL and MALL Apps

— Talip Gonulal

Learning to design a mobile hunt on Actionbound: a complex task?

— Julie Van de Vyver, Carole Delforge, Alice Meurice

Leveraging collaborative work for game-based language learning

— Dirk Hansen, Ferran Suner Munoz

LMOOCs and SPOC, a negotiation between chaos and rigidity

— Christelle Hoppe

LMS-based e-learning ESP programme for Gerontological Nursing in collaboration among universities in Japan and Finland

— Iwao Yamashita, Kari Vehamaskoski, Hannele Tiittanen, Etsuko Yokoyama, Marjo Palovaara

Local and remote participation in a blended-learning writing course: Exploring webcasting, webinars, and net meetings

— Diane Pilkinton-Pihko, Signe-Anita Lindgren

Massive Intercultural Oral Discussions: L2 Learners' Use of Engagement Strategies

— Ana Sevilla-Pavón, Ana Gimeno-Sanz

Maximizing Student Engagement in Extensive Reading Using a Hybrid Analog and Digital Approach

— Cory Koby

Measuring Syntactic Complexity of Spoken Learner Language: A Survey of Methods & Approaches

— Barbora Bulantová



Mobile-assisted language learning and voice mapping in the development and design of the app Platzwit neu

— Ikumi Waragai, Makoto Ishii, Andreas Meyer, Tatsuya Ohta, Yukiko Sato, Stefan Brückner, Shuichi Kurabayashi

MOOCs as environments for learning spoken academic vocabulary

— Clinton Hendry, June Ruivivar

National CALL Research vs. Leading CALL Research

— Aysel Saricaoglu, Volker Hegelheimer, Sinem Sonsaat

National CALL solutions for complexity – digitalization projects in Finnish higher education

— Heidi Rontu, Pasi Puranen

Negotiating for meaning in interaction: the differences between virtual exchanges and regular online activities

— Canals Laia

Newly arrived students' meaning making in CALL

— Anna Hell

Not a language course (!): Teaching global leadership skills through a foreign language in a ubiquitous learning environment

— Nobue Tanaka-Ellis, Sachiyo Sekiguchi

On building L2 lexical performance profiles: from learner data to CALL tool

— Marie-Josée Hamel

On-Demand Writing Frames: A latent potential of classroom corpus

— Mei-Hua Chen, James Lu

One Project, Three Perspectives: Online Language Learning Development in Finnish Higher Education

— Gabriela Barco, Jinhua Cheng, David Erent

Online corrective feedback provision and accuracy development in EFL writing: coping with complexity

— Muriel Grosbois, Cédric Sarré, Cédric Bruderemann

Online Extensive Reading as a Predictor of Standardized Reading Outcomes

— Paul Lyddon, Brandon Kramer

Online speech: evaluating the effectiveness of speech recognition for language learners

— Gary Ross

Paperless, cooperative, and flipped- radical change in academic writing course design

— Troy Rubesch, Chad Cottam

Paradox of Ubiquity of Technology Use in Society and Limited Use in Education

— Frances Shiobara

Peer Evaluation and Class Presentations with SpeakingPhoto and PeerEval

— Bruce Lander

Perspectives and Trajectories of the Language teacher in the 21st century

— Sarah Heiser, Ursula Stickler, Regine Hampel, Aline Germain-Rutherford, Banafsheh Karamifar, Martina Emke, Joseph Hopkins, Pauline Ernest

Piloting Netflix for intra-formal language learning

— Antonie Alm

Podcasting in a CLIL context: Giving Teachers a Voice

— Julie Walaszczyk, Giac Zangara, Ciler Omer, Anne Falkenauer

Professional Identity Development in TESOL: Dialogic, Multimodal Engagement in Online Spaces

— Neil Johnson, Michael Hepworth

Quality for online language courses

— Kirsi Korkealehto

ReDesign

— Maria Avgousti, Stella Hadjistassou

Reflections on Skills for Business, a blended EAP course

— Sarah Winspear

Research on the Effectiveness of a Blended Teaching Mode from the Perspective of Social Constructivism — A Case Study on the “Model International Conference”

— Zhu Zhu, Guanzhen Wu, Li Cheng, Liu Dong

Research Trends of Virtual Reality Environments for Language Learning from 2009 to 2018

— Xiaohan Yu, Lingyu Xu, Mengya Gao, Chunping ZHENG

Saudi University students' attitudes and practices in Web-based Synchronous speaking platform.

— Abdurrazzag Alghammas

Screencasting and keylogging as pedagogical tools to enhance writing skill development

— Gaëtanelle Gilquin

Second Language Learning In Knowledge Forums: An Analysis of L2 Acquisition of students participating in the Knowledge Building International Project

— Marni Manegre, Mar Gutiérrez-Colón, Merce Gisbert

SimpleApprenant: a Platform to Assist French L2 Language Learners to Improve Writing Skills

— Amalia Todirascu, Marion Cargill

Social awareness in LMOOCs: Spanish for refugees and migrants

— Elena Martín-Monje, M. Dolores Castrillo, Elena Barcena

Speak, play, learn: introducing GRAAL, a narrative MALL software for EFL pronunciation teaching and learning

— Zoe Broisson, Robin Guérit, Georgios Athanasopoulos

Students discussing issues in different disciplines in webinars in foreign language

— Tiina Männikkö, Kaisa Alanen

Students' Perceptions about the Use of Digital Badges in Online English Terminology Course: A three-year study

— Jun Iwata, Wang Shudong, John Clayton

Supporting CALL Normalisation for Language Teacher Education through a MOOC (Massive Open Online Course)/Virtual Exchange (VE) Reflective Blend

— Marina Orsini-Jones

Supporting CALL/MALL Use for Autonomous, Out-of-Class Language Learning

— Louise Ohashi

Syntactic complexity in L2 writing: The pertinence of T-units as a unit of measure across levels of formality

— Tove Larsson, Henrik Kaatari

Tablets in Second Language Education: Learners' and Teachers' Perceptions

— Amira Shouma, Walcir Cardoso

Task Design and Autonomy: Results from a U.S.-Germany Telecollaboration

— Carolin Fuchs

Teachers as trainees of a moodle platform: challenges and support

— Dina Tsagari, Anna Mavroudi

Teaching presentation skills through reflective practice via video annotation software

— Chad Cottam, Troy Rubesch

Teaching vocabulary to young learners with QR Codes: a Reflective Practice journey

— Giuliana Amaral Azevedo

That-structures in L2 academic English with focus on phraseological complexity

— Kateřina Vašků, Gabriela Brůhová, Markéta Malá

The (interim) results of the EU project 'Designing and Evaluating Innovative Mobile Pedagogies' (DEIMP)

— Ton Koenraad, Ton Koenraad

The disruptive effect of technology on communication and meaning-making in the language classroom: a complex systems theory approach

— Regine Hampel

The Effect of e-Feedback on Syntactic Development in EASP Students' Writing

— Blanka Pojslová

The Effect of Online Video Games on EFL University Students' Language Outcome

— Amel Benaissa

The Effects of an Online Learning Management System on Students' Academic Socialization: A Qualitative Study on a Chinese Graduate Course

— Liu Dong, Li Cheng, Shixin Dong, Guanzhen Wu

The effects of learner characteristics and beliefs on usage of ASR-CALL systems

— Gemma Artieda, Bindi Clements

The effects of scripting and vocabulary knowledge on L2 learners' collaborative writing

— Maribel Montero-Perez, Carmen Eggermont, Annelies Raes

The eLANG project: A social-interactional approach to foster digital literacy in language teaching and learning of languages via real-world tasks

— Marie-Josée Hamel, Catherine Caws

The Feasibility of Using the Bande à Part Music Application to Aid French Language Learners: An Application of the TAM

— Ross Sundberg

The History of CALL: the Upward March of Progress?

— John Gillespie

The Impact of AI on ELT using Flipped Lesson Instruction

— Hiroyuki Obari, Steve Lambacher

The importance of CALL to address the complexity of oral comprehension in interpreting : a didactic experiment in Saudi Arabia to improve the training of interpreters

— Shua'a Al-Amri

The long and winding road towards a diagnostic, task-based, digital language test

— Goedele Vandommele

The MO of MMOs: exploring the changing social landscape of gaming, and the role it plays in a future-centric language learning approach.

— Chris McGuirk

The MOONLITE LMOOC Rubric for Social Inclusion

— Timothy Read, Elena Barcena, Beatriz Sedano

The Prediction of Lexical Competence in Foreign Language Reading: A Systematic Synthesis

— Anaïs Tack, Thomas François, Piet Desmet, Cédric Fairon

The Role of Educational Technologists in the Provision of Language Courses in Higher Education: a Case Study

— Christopher Allen, David Richardson

The role of socially-mediated alignment in the development of second language grammar and vocabulary: Comparing face-to-face and synchronous mobile-mediated communication

— YeonJoo Jung

The Shared Course Initiative: Addressing the Complexities of LCTLs through Inter-institutional Collaboration

— Christopher Kaiser, Stéphane Charitos

The Use of Data-Driven Learning in Legal Vocabulary Learning of International Law

— Yi-ju, Ariel Wu, Chi-Ting Robert Tsai

The use of Quizzlet to enhance vocabulary in the English language classroom  
— Salvador Montaner-Villalba

The Video Assessment Module: Self, Peer and Teacher Post-Performance Assessment for Learning  
— Matthew Cotter, Don Hinkelman

Time to Evaluate: The students' perspective of an online MA in CALL programme  
— Salomi Papadima-Sophocleous, Christina Nicole Giannikas

Toward an Online Writing Course for Doctoral Students  
— Christine Horton

Towards sustainable language learning in higher education; engagement through multimodal approach  
— Kirsi Korkealehto, Vera Leier

Towards the Design of an iCALL Platform for Beginner Mandarin Chinese Learners in Ireland  
— Hongfei Wang, Neasa Ní Chiaráin

Transdisciplinarity as a solution for the complex multidisciplinary of CALL.  
— Jozef Colpaert, Phil Hubbard

Transform your teaching with digital tools  
— Sara Bruun

Understanding the Complexities associated with Conceptualising Pedagogical Scenarios for Online Multimodal Interaction between two Languages and Cultures: A case of the ClerKing Telecollaborative Project  
— Oneil Madden, Anne-Laure Foucher

Understanding the complexity of the context and the learner in the development of discourse markers through Mobile Assisted Language Use  
— Christina Lyriqkou

Upper secondary students' experiences of formal instruction incorporating digital literacies  
— Jan Berggren

Using a Multimodal Corpus in EFL Classrooms: Perspectives on Learner Attitude  
— Sara Aljohani

Using Activity Theory to explore the affordances for L2 learning in design-based SLA theory-driven CALL research  
— Joanna Pitura

Using and adapting a DBR approach to teaching EAP and digital literacy skills  
— Heejin Chang, Scott Windeatt

Using online modes of communication for task-based learning in the EFL classroom. Is it worth the bother?  
— Anthony Young

Using smartphone language learning application to encourage Chinese students' Willingness to Communicate (WTC): A Confucian Heritage Cultural (CHC) perspective  
— Dan Zhao

Using virtual exchange in the language classroom - results  
— Eric Hagley, Matt Cotter, Thom Rawson

Using voice assistants for language learning: a case study for Alexa  
— Lucy Skidmore

VE, warts and all: 'catastrophes', 'disasters' and failing better  
— Marta Giralt, Liam Murray, Silvia Benini

Virtual Exchange for Teacher Education: a focus on critical digital literacy  
— Zeynep Bilki, Müge Satar, Mirjam Hauck

Virtual Reality and 360 degree video applications to support Foreign Language Learning  
— Anke Berns, Iván Ruiz-Rube, Miguél Mota-Macías, Edson Castro, Oona Rynnänen, Lissy Werner, Nina Rodríguez

Virtual Reality Participatory Approach in Foreign Language Learning and Teacher Training: Is There an Added Value?  
— Sabrina Priego, Meei-Ling Liaw

Vlogging in higher education: students' reflections on a research-based practice  
— Anu Muhonen, Pauliina Puranen

VR 360 to Enhance Learning Impact for Global Citizenship  
— Erin Frazier, Jennie Roloff Rothman

WriteUp: towards a tailor-made annotation and feedback plugin to develop writing skills on Moodle  
— Céline Gouverneur, Sabrina Knorr

Writing assistants: from word lists to NLP and artificial intelligence  
— Serge Verlinde, Lieve De Wachter, An Laffut, Kristin Blanpain, Geert Peeters, Ken Sevenants, Margot D'Hertefelt

## Symposia

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### CorpusCALL Symposium

— James Thomas, Alex Boulton, Reka Jablonkai, Elisa Corino

### Less Commonly Taught Languages Symposium

— Monica Ward, Anna Kyppö

### MALL Tools Tried and Tested

— Bruce Lander, Valentina Morgana, Tim Knight, Jaime Selwood, Robert Gettings, Mari Yamauchi, Julie Van de Vyver, Carole Delforge

### New technologies in professional development programmes: A time for action

— Phil Hubbard, Rikka Tumelius, Christina Nicole Giannikas

## Workshops

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### Creating your own corpus-driven CALL materials from A-Z

— Emily Sheepy, Clinton Hendry

### Designing e-interview research to address complexity in CALL

— Joanna Pitura

### Language Learning through Gaming: Embracing changing platforms for learner interaction.

— Chris McGuirk, Susanna Nocchi

### Let's go to the MALL? Revisiting Classroom Activities and Dynamics

— Alexandra Simões Andrade

### Open access versus vanity publishing: a complex case for trust

— Karine Fenix, Sylvie Thouésny

### PeerEval lets students speak more with simultaneous mini-talks

— Thomas Robb

### Research methodology in CALL journals: “do.s” and “don’t.s”

— Alex Boulton, Muriel Grosbois, Bryan Smith, Jozef Colpaert, Jesús García Laborda, Ana Gimeno, Phil Hubbard, Ursula Stickler

### Utilizing Free, Corpus-based Wordlists & Tools to Teach Vocabulary

— Charles Browne

### Web 2.0, Virtual Reality and interactive videos in Foreign Language Teaching and Learning

— Salvador Montaner Villalba, Alice Gruber

### What is an LMOOC? The what, the how and the best practice

— Elena Martín-Monje, Kate Borthwick

## Posters

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A case study on the usability of an Intelligent Personal Assistant for L2 learning

— Benjamin Thanyawatpokin, Gilbert Dizon

A slew of activities to explore quantity approximation in Dutch, English and French

— Sylvie De Cock, Philippe Hiligsmann

A Sociocultural Analysis of Identity Negotiation in a Joint Project of Intercultural Communication Using a Mobile-Assisted Teaching Approach

— Li Cheng, Jigang Yao, Liu Dong, Shixin Dong, Guanzhen Wu

A STANAG-based CALL for military personnel: materials for vocabulary learning and reading in English

— Sayaka Kamio

A Tool to Assist Learners of Chinese with the Acquisition of Lexical Tone Using Real-Time Pitch Tracking and Prosody Visualisation

— Yizhi Huang, George Christodoulides, Bernard Harmegnies

A Workstation for an M-Teacher (Advancing M-Learning in Russia)

— Daria Timoshina

Affordances for Cultural Adjustment of International Students Learning Chinese as a Second Language in a Mobile-Assisted Learning Environment

— Shixin Dong, Li Cheng, Liu Dong, Guanzhen Wu

Annotated scientific text visualizer: Design, development and deployment

— John Blake

Asynchronous online peer judgments of intelligibility: Simple task, complex factors

— Suzanne Yonesaka

Can intelligent personal assistants be used to develop L2 listening and speaking skills?

— Gilbert Dizon

Change of Self-Rated Can-Do Statements during One Academic Semester

— Shusaku Kida, Kazumichi Enokida, Shuichi Amano, Kunihiro Kusanagi, Mitsuhiro Morita, Atsushi Nakagawa, Tatsuya Sakaue, Yuka Takahashi

Competition to spur motivation to learn technical vocabulary

— Shinichi Hashimoto

Corpus consultation for writing revision and motivation: A year-long observation

— Hsien-Chin Liou

DaF-Tag-Seminar – A two day training seminar for university teachers of German language in Finland and the Baltic states

— Hans-Joachim Schulze, Stefan Kuzay

Design and development of CELEN: a written learner corpus of Spanish in Japan.

— Pilar Valverde



Designing tasks for developing complex language skills and cognitive competence in distance learning of Slovak as a Foreign Language

— Michaela Mošaťová, Jana Výškrabková

Dynamics and Complexity in Academic Socialization of Engineering Students in Two Universities Using the Mobile-Learning Technologies

— Jigang Yao, Li Cheng, Liu Dong, Guanzhen Wu, Shixin Dong

EEEE English for electrical and electronics engineers

— Goh Kawai

Effects of HVPT on Perception and production of English fricatives by Japanese learners of English

— Atsushi Iino

Effects of video-based formative practices on EFL learners' public speaking anxiety and language proficiency

— Xiaohan Yu, Lili Wang, Yutong LU, Chunping ZHENG

Elicitation feedback through screencasts: student uptake and impact on linguistic accuracy and complexity

— Sascha Stollhans, Dale Munday

Examining the conditions of using an English movie with subtitles

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