

Day	Time	Topic	Facilitator	Location																			
Wednesday 28 August 2019	09:00	WORKSHOP Research methodology in CALL journals: "do's and don'ts" Alex Gimenó-Sanz Philip Hubbard Anita Slickler Nobue Tanaka-Ellis	WORKSHOP Utilizing free, corpus-based wordlists and tools to teach vocabulary Charles Browne	WORKSHOP Creating your own corpus-driven CALL materials from A-Z Emily Sheehey Clinton Hendry	WORKSHOP Open access versus private publishing: a complex case for trust Karine Fenix Sylvie Thouéusny	WORKSHOP What is an LMOOC? The what, the how and the best practice Elena Martín-Monje Kate Borwick	WORKSHOP Web 2.0, virtual reality and interactive videos in foreign language teaching and learning Salvador Monteran-Willaba Alice Rubenstein	WORKSHOP Language learning through gaming: Embracing changing platforms for learner interaction Chris MacGuirk Susanna Nocchi	SOCR219														
	10:30	Break: SOCRATE HALL																					
	10:45	Designing e-interview research to address complexity in CALL Joanna Pittura	Let's go to the MALL? Content and Language activities and dynamics Alexandra Simões Andrade	(Continued) Creating your own corpus-driven CALL materials from A-Z Emily Sheehey Clinton Hendry	(Continued) Open access versus private publishing: a complex case for trust Karine Fenix Sylvie Thouéusny	PeerEval lets students speak more with simultaneous mini-tasks Thomas Robb	(Continued) Language learning through gaming: Embracing changing platforms for learner interaction Chris MacGuirk Susanna Nocchi																
	12:15	Lunch (for workshop attendees) SALLE DU CONSEIL FIAL, COLLEGE ERASME																					
	13:00	Wooclap Demo Session SALLE DU CONSEIL																					
	13:30	Opening Ceremony SOCR10																					
	14:00	Keynote SOCR10 Task complexity and technology-mediated language learning: Issues and possibilities Andrea Révész																					
	15:00	Changeover time																					
	15:15	DIGITAL LITERACIES DOLZing your teaching: going beyond the use of concordance lines Fanny Meunier	CLIL A practical application of Content and Language Integrated Learning Kent Andersén	MALL Using smartphone language learning applications to encourage Chinese students' willingness to Communicate: A Confucian Heritage Cultural perspective Dan Zhao	CMC Understanding the complexities associated with conceptualising pedagogical scenarios for online multimodal interaction between two languages and cultures: a case of the curating telecollaborative project Oeill Madden Anne-Laure Foucher	TBLT Task design and autonomy: Results from a US-Germany collaboration Carolin Fuchs	VIDEO Teaching presentation skills through reflective practice via video annotation software Chad Cottam Troy Rubesch	MALL Supporting CALL/MALL use for autonomous out-of-class language learning Louise Oshashi															
	15:45	Upper secondary students' experiences of formal instruction incorporating digital literacies Jan Berggren	Podcasting in a CLIL context: Giving teachers a voice Julie Walaszczyk Glac Zangara Ciler Orner Anne Falkenaueer	Learning intentionally and incidentally: A multiple case study of mobile dictionary in L2 learning in the digital age Danyang Zhang Junjie Gavin Wu	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	Integrating MosaTeach into task-based Business English reading activities Qi Xu	Learners' emotional response to a complex video-creation task Alice Meurice Véronique Henin Marie Van Reet	Cambridge First: Using Google Cardsboards to prepare students for the speaking part Alexandra Simões Andrade															
16:15	Break: SOCRATE HALL																						
16:45	MALL SIG SYMPOSIUM MALL tools tried and tested Bruce Lander Valentina Morgana Tim Knight Jaime Selwood Robert Gettings Catherine Caws Julie Van de Vyver Carole Delforge	CMC Addressing the challenges of mainstreaming virtual exchange in both language and non-language disciplines Sake Jager Mijam Hauck Shane Nishida Sakuro	VR Virtual Reality and 360 degree video applications to support foreign language learning Iván Ruiz-Rube Miguel Mota-Macias Juan Manuel Docero Edson Castro Oona Rynnänen Lissy Werner Nina Rodriguez	GAMIFICATION Shouting in space: Promoting oral reading fluency with Spaceteam ESL Waldir Cardoso David Waddington Enos Kiforo Anne-Marie Sénécal	CORPUS Learner attitudes towards Data-driven learning: the effect of teaching context Luciana Forti	DIGITAL STORYTELLING Creating collaborative digital stories to promote community awareness Bradley Irwin	MEDIA / DIG. LITERACIES Plotting Netflix for intra-formal language learning Antonie Alm																
17:15		Complexity and tool selection for purposeful communication in telecollaborative encounters in primary and secondary education Kristi Jauregi Ondarra	Impact of Virtual Reality on speaking activities Samar Kassin Neil Witkin	Effect of gamification on foreign language anxiety and speaking achievement in second language acquisition Nadia Azzoug Boudadi Mar Gutiérrez-Colón	Corpus consultation: Does it have to be perceived as complex? Reka R. Jablonkai	FantacEES: Managing the complexity of fiction-based storytelling in the European classroom Frederick Cormille Shannon Saunderson Joeri Van der Veeken Mark Turpin	How to apply SLA principles in CALL? Lesson plans from two case studies Marta Sotillo Marta Sotillo																
17:45		Instructional design for collaborative online learning with smartphones Yayoi Anzal	Enhancing global citizenship through implementing VR 360 videos Jerrin Frazier Jennie Rotloff Rothman	Evaluating the effect of digital game tasks, including different levels of involvement load, on the acquisition of new vocabulary items Amin Rasti Behbahani Maryam Shahbazi	Using a multimodal corpus in EFL classrooms: Perspectives on learner attitude Sara Aljohani	Collaborative learning through story invention in virtual reality Maryam Sadat Mirzaei Oiang Zhang Kourosh Meshgi Tokyo Nishida	Brincade ecologies of online, paper, and face-to-face technologies Don Hinkelmann																
18:15	Editorial board of CALL			Graduate Students SIG SOCR25		Wooclap Demo Session SOCR10																	
19:15	Welcome Reception HERGE MUSEUM																						
Thursday 29 August 2019	09:00	TEACHER ED SIG SYMPOSIUM The TESOL Technology Standards: Challenges for CALL course integration Philip Hubbard	CMC VE, warts and all: 'catastrophes', 'disasters' and 'failing better' Marta Giralt Liam Murray Silvia Benini	GAMIFICATION Escape from Desolo: The safe way to bring-seaengers into classroom Giulio Pappalardo Salomi Papadimitriou	INCLUSION Newly arrived students' meaning making in CALL Anna Hell	CONTENT CREATION It is a small world after all: Promoting digital literacy and closing the educational gap using a global project Tal Levy	ICALL A case study of Alexa for autonomous second language learning Gabriel Tang Daniel Zeng	CORPUS Syntactic complexity in L2 writing: Testing different levels of formality Tove Karstén Henk Lasson															
09:30	Language students constructing "the engaged pupil" while designing a learning project for children Riikka Kumpulainen Leena Tuusula	Brazil and Colombia virtual exchange project the Brazilian view Claudia Beatriz Martins Martiela Werner	Students' perceptions about the use of digital badges in online English terminology course: A three-year study Jun iwata Wang Shudong John Clayton	Digital learning as a bridge for Syrian refugee women teachers Rima Bradley Linda Bradley Rima Badway	ReDesigning language learning through digitally-afforded, intercultural activities: The ReDesign project Maria Hadjistiassou Stella Vagstad	Instantaneous corrective feedback in the context of ASR-supported pronunciation training: does it work? Natalia Liakina Deniss Liakina	Automatic detection of discourse-organizing nouns Olga Panteleva Irina Lantsevskaya Olga Vinogradova																
10:00	New technologies in professional development programmes: A time for action Christina Nicole Gianikas	Local and remote participation in a blended-learning writing course: Exploring webcasting, webinars, and net meetings Diane Pilkinton-Peetters Sigrane Anita Lindgren	EFL learners' language learning and autonomy through peer and teacher post-performance analysis Ching-fen Chang	Social awareness in LMOOCs: Spanish for refugees and migrants Elena Martín-Monje M. Dolores Castillo Elena Barcelona	Can digital storytelling enhance learning motivation for EFL students with low proficiency and confidence in English? Konko Kasami	Interactivity in dialogued-based CALL practice: effects on learners' perception and production Serge Bibauw Thomas François Piet Desmet	'That' structures in L2 academic English with focus on orthographic complexity Gabriela Vaškú Katerina Brühova Markéta Malá																
10:30	Break: SOCRATE HALL																						
11:00	RESEARCH TRENDS The history of CALL: The upward march of progress? John Gillespie	DIGITAL LITERACIES / CORPUS Learning to design a mobile hunt on Actionbound: a complex task? Julie Van de Vyver Carole Delforge Alice Meurice	TEACHER ED Integration in the curriculum: the case of a Brazilian university Claudia Beatriz Martins Rita de Cassia Marrott Egiantine Guey Costa	USCS Lessons from online resources as cognitive tools: What complexity does it imply for language learning? Morgane Domanchin	COMMONLY TAUGHT LANGUAGES SYMPOSIUM Monica Ward Anna Kyppó	VR Trends of virtual reality environments for language learning from 2009 to 2018 Xiaohua Xu Lingyu Xu Mengyao Gao Chunping Zhang	ICALL The prediction of lexical competence in foreign language reading: a systematic synthesis Anaïs Tack Thomas François Piet Desmet Cédric Fard																
11:30	The disruptive effect of technology on communication and meaning-making in the language classroom: a complex systems theory approach Regine Hampel	The social-linguistic approach to foster digital literacy in foreign language learning: teaching languages via real-world tasks Marie-Josée Hamel Catherine Caws	One project, three perspectives: Online language learning development in Finnish higher education Gabriela Barco Jinhua Xeng David Erent	Using online modes of communication for task-based learning in the EFL classroom: Is it worth the bother? Anthony Young	Integrating a virtual reality application to simulate situated learning experiences in a foreign language course Maria Christoforu Efrat Xerou Salomi Papadimitriou Sophocles	Assessing vocabulary knowledge for learners of French: accounting for a foreign language in a systemic-synthetic approach Nuria Gala Catherine David Anaïs Tack Thomas François																	
12:00	Introducing Post-connectionism as an approach to the challenges of digital convergence and complexity within CALL Liam Murray Marta Giralt Silvia Benini	Data-driven learning in ESP university settings in Romania: multiple case studies and approaches for academic writing support Madalina Chiteaz Loredana Berescu	CALL and the discord between Japanese and Foreign language teachers' English Recommendations from the Japanese public schooling system Michelle Lees Andria Lorentzen Ward Peeters	Saudi University students' attitudes and practices in web-based synchronous speaking platform Abdurrzagh Alghamami	Virtual reality participatory approach in foreign language learning and teacher training: Is there an added value? Sabrina Priego Meel-Ling Liaw	The effects of learner characteristics and beliefs on usage of ASR-CALL systems Nicolas Gallat Manel Zarrouk Andrew Simpkin Manon Bouaye Annanda Sousa Bernardo Stears																	
12:30	Lunch FOYER DU LAC, AULA MAGNA		12:30-13:15 SIG MEETINGS	CorpusCALL SIG SOCR10	CALL Teacher Education SIG SOCR20	CMC (Computer-Mediated Communication) SIG SOCR23	Virtual Worlds and Serious Games SIG SOCR25																
13:00	POSTER SESSION 1																						
13:00	• Finnish intelligibility classification – Nikolay Babakov, Nick Howell, Francis Tringali	• Can intelligent personal assistants be used to develop L2 listening and speaking skills? – Gilbert Dizon	• A case study on the usability of an Intelligent Personal Assistant for L2 learning – Benjamin Thanyawatpokin, Gilbert Dizon	• Annotated scientific text visualizer: Design, development and deployment – John Blake	• L2 text recommendation system for Russian language – Ekaterina Lytkina, Oxana Chikmagova, Anastasia Bonch-Osmolovskaya, Olga Erenina	• L2 tool to assist learners of Chinese with the acquisition of lexical tone using real-time pitch tracking and auditory visualisation – Zheyi Huang, George Christodoulides, Bernard Harmegny	• Integrating creative extensive reading activities into a reading course – Peter Harrold	• Going 99.9% digital: The highs and lows of a smartphone classroom – Jaime Selwood	• Affordances for cultural adjustment of international students learning Chinese as a second language using a mobile-assisted teaching environment – Shixin Jiang, Li Cheng, Liu Sheng, Guanzhen Wu	• A sociocultural analysis of identity negotiation in a joint project of intercultural communication using the mobile-learning technologies – Jigang Yao, Li Cheng, Liu Sheng, Guanzhen Wu, Zhixian Dong	• Dynamics and complexity in academic socialization of engineering students in two universities using the mobile-learning technologies – Hirona Tanaka, Akio Ohgishi, Ken Urano, Shinya Ozawa, Daisuke Nakamishi	• The impact of integrating learning records of a web-e-portfolio application and mobile applications on L2 English vocabulary learning – Hirona Tanaka, Akio Ohgishi, Ken Urano, Shinya Ozawa, Daisuke Nakamishi	• From extensive reading to fan fiction via digital storytelling: A small classroom project – Kazumichi Enokida	• Student perceptions of group writing processes and feedback – Kym Jolley	• In Kahoots: Learning vocabulary with learner-created quizzes – Paul Dickinson	• A workstation for an M-teacher (Advancing M-Learning in Russia) – Daria Timoshina	• The popularity of using Facebook in EFL and ESL writing classes – Joe Lauer	• Examining the conditions of using an English movie with subtitles – Toshiko Koyama, Takaaki Okura	• Student created media projects for peer grammar teaching in EFL – Carlee Arnett, Harriett Jernigan	• Effects of video-based formative practices on EFL learners' public speaking anxiety and language proficiency – Xiaohua Xu, Liu Wang, Yutong Lu, Chunping Zheng	• Testing LI and FL writing with Internet access: effect on task complexity – Dee Jespersen, Sanne Larsen	• Designing tasks for developing complex skills and cognitive competence in distance learning of Slovak as a Foreign Language – Michaela Mošáková, Jana Vyskrobková	• Practical Shadowing Activities in class with the reflection of CMC with Filipino teachers – Yasushi Tsubota, Yoshitaka Sugimoto, Sandra Healy, Kayoko Ito
14:00	Keynote SOCR10 Analysing linguistic complexity – and then what? Detmar Meurers																						
15:00	Changeover time																						
15:15	RESEARCH TRENDS IRIS: The database of instruments for research into second language learning environments? An eye-tracking study Magali Paquot Emma Marsden Luke Plosky Sophie Thompson	CORPUS HydralMUST: A community-based web interface for translation teaching Sylviane Aude Lefer Marie-Anne Granger Adam Obrušnik	VIDEO Adding to the mix: Learning through live and vicarious participation in languages tutorials Christine Pleines	MALL The feasibility of using the Bandes à Part mobile application to aid French language learners: An application of the TAM model Ross Sundberg	MALL/ICALL The impact of AI on ELT using flipped lesson instruction Hiroyuki Obari Steve Lambacher	CMC Fostering cultural competence awareness by engaging in intercultural dialogue: a telecollaboration partnership Maria Villalobos-Buenher	ICALL An ICALL approach to morphophonemic training for Irish using speech technology Aislinn Ni Chiaráin Neasa Ni Cháinín																
15:45	Disciplinary literacy as a solution for the complex multidisciplinary of CALL Josef Colpaert Philip Hubbard	Using LARA for learning Icelandic Branislav Bedi Cathy Chua Hestien Habek Ruth Martinez-Lopez Manny Rayner	The Video Assessment Module: Self-peer and teacher post-performance analysis for learning Matthew Cotter Don Hinkelmann	'Make me feel English language part of my life': Using WhatsApp beyond the classroom Jessica Mackay Elsa Tragant	Does MALL make a positive impact on Communicative Language Teaching? Results from a meta-analysis Rupert Walsh	Implementing EVE: Some preliminary findings Marta Giralt Lingyu Xu Mengyao Gao	The effects of learner characteristics and beliefs on usage of ASR-CALL systems Nicolas Gallat Manel Zarrouk Andrew Simpkin Manon Bouaye Annanda Sousa Bernardo Stears																
16:15	Break: SOCRATE HALL																						
16:45	LEARNING ANALYTICS How do learners use an online multimedia language learning environment? An eye-tracking study Isabelle Fievez Marta Montoro-Perez Frederick Cormille Piet Desmet	ICALL On building L2 lexical performance profiles: from learner data to CALL tool Marie-Josée Hamel	CMC Cultures in interaction (CI): Reflections on the culture of CMC in online intercultural exchange (OIE) using English and French Amira Benabdelkader	RESEARCH TRENDS Avoiding the chaos of theory: Assemblage theory in technology enhanced language education Blair Matthews	CMC A telecollaboration project in your hand: fostering students' engagement Alberto Andujar	LMOOC/LMS WriteUp: towards a tailor-made annotation and feedback plugin to develop writing skills on Moodle Céline Gouverneur Sabrina Knorr	EAP / CORPUS Toward an online writing tool for doctoral students Christine Horton																
17:15	Screenwriting and keylogging as pedagogical tools to enhance writing skill development Gaétanelle Gilquin	Investigating critical features of learner English and predicting CEFR levels in French learners of English Thomas Gallat Nicolas Gallat Manel Zarrouk Andrew Simpkin Manon Bouaye Annanda Sousa Bernardo Stears	Assessment of interculturality in online interaction: methodological considerations Dina Kanareva-Dimitrovska	Using Activity Theory to explore the affordances for L2 learning in design-based CALL research Joanna Pittura	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	Learners as teachers? An evaluation of peer interaction and correction in a German language MOOC Hilary Thomas Elizabeth Hayward Christine Pleines	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																
17:45	EuroCALL Annual General Meeting SOCR10																						
18:30	Guided tour of the city of Louvain-la-Neuve PLACE CARDINAL MERCIER																						
Friday 30 August 2019	09:00	CORPUS/CALL SYMPOSIUM First contact with language corpora: Perspectives from students Alex Bouillon	CMC Negotiating the difference in interaction: the meaning-making of international language exchanges and regular online activities Laila Canals	TEACHER ED The shared course initiative: Addressing the needs of LCTLs through inter-institutional collaboration Christopher Kaiser Stephane Chartos	ICALL/CAF CALL replication studies: getting to grips with complexity Cornelia Tschichold	GAMES The MO of MMOs: exploring the changing social dynamics of gaming, and the role it plays in a future-centric language learning approach Chevrin Guirk	SLA Online corrective feedback provision and teacher training in EFL writing: coping with complexity Muriel Grosbols Cédric Sarre Cédric Brudermann	MALL Peer evaluation and class presentations with Spelling Photo and PeerEval Bruce Lander															
09:30	Tasks that address the complexity of corpus consultation Reka R. Jablonkai	Computer mediated communication and Task-based learning for adolescent learners of Chinese as a Second Language in Ireland: systematic review and meta-analysis Mengdi Wang Clairan Bauer Ann Devitt	Assessing teachers' readiness to online language teaching: Validating an online assessment instrument Koen Van Corp Luca Giupponi	Learner-adaptive partial and synchronized caption for L2 listening skill development Maryam Sadat Mirzaei Kourosh Meshgi	Levraging collaborative work for game-based language learning Dirk Hansen Ferrer Susner Munoz	Online extensive reading as a predictor of standardized reading outcomes Paul Lyddon Brandon Kramer	A blended learning approach with the Babbel app Maren Pauli																
10:00	Language awareness, motivation, and autonomy: the role of language corpora in EFL remedial classes Elisita Corino	Digital communication landscapes: Exploring the multimodality from students' WhatsApp interactions in a virtual corpus project Pilar Concheiro Joan-Tomás Pujolá Olivia Espejel Nonell	So close, yet so different: Reflections on the multicultural course of Slavic languages Anna Kyppó	Towards the design of an ICALL platform for beginner Mandarin Chinese learners in Ireland Hongfei Wang Neasa Ni Chiaráin	A child's perspective of the use of robotics in the early years of primary education: A pilot study Ann Devitt Susan Nic Réamoinn	Understanding the complexity of the context and the learner in the development of discourse markers through language learning Christina Lyrifkoku	The use of Quizlet to enhance vocabulary in the English language classroom Salvador Monteran-Willaba																
10:30	Break: SOCRATE HALL																						
11:00	TEACHER ED Perspectives and trajectories of the language teacher in the 21st century Sarah Heiser Ursula Slickler Regine Hampel Aline Germain-Rutherford Banafsheh Karamifar Marina Enke Joseph Hopkins Pauline Ernest	ICALL A corpus-based context-sensitive reading tool for learners of English and Dutch Guy Deville Laurence Dumortier Jean-Roch Meurisse	CORPUS Data-Driven Learning: The Impact of online concordancing as a revision tool on writing performance of EFL learners Ayset Sahin Kizil	CAF The effects of scripting of an ICALL platform for collaborative writing Maribel Montero-Perez Carmen Eggemont Annelies Raes	CMC/TEACHERED Language students' writing assistance for simultaneously layered technology-mediated encounters with children Leena Kuure Riikka Turmeus	MALL The (interim) results of the context and the learner in the development of discourse markers through language use Ton Koenraad	HIGHER ED From Peanut Butter to Persuasi: and with Moodle in the middle: evolution of online tools for a faculty of academic research skills Sylvia Goetze-Wake Samantha Gouyette																
11:30	Paradox of ubiquity of technology use in education and limited use in society Frances Shiobara	Writing assistants: from word lists to NLP and artificial intelligence Serge Verlinde Lieve De Wachter An Lauff Kristina Blomquist Geert Peeters Ken Sevenants Margot D'Hertefelt	Crowdsourcing corpus creation for language learning resource development Tanara Zingano Kuhn Peter Dekker Branislava Sandrich Rina Zvieli-Girshin Spela Arhar Holdt Tanneke Schoonheim	Measuring syntactic complexity of spoken language: a survey of methods and approaches Barbara Bulantová Kay Husky Aki Kunkikoshi Megumi Nishikawa	Supporting CALL Normalisation for Language Teacher Education through a MOOC (Massive Open Online Course)/Virtual Exchange (VE) Reflective Blend Marina Orsini-Jones	How can Duolingo work better for students? Mari Yamauchi	Not a language course (I): enhancing leadership skills through a foreign language classroom Nobue Tanaka-Ellis Sachyo Sekiguchi																
12:00	CALL for CLIL: Investigating the adoption of learning technology designed for CLIL Teachers Caiohinó O'Donnall Ana Gimenó-Sanz	SimpleApprent: a platform to assist French L2 language learners to develop writing skills Amalia Todirasca Marion Cargill	The effect of e-feedback on syntactic development in EAP students' writing Blanka Pojslová	Informal CALL: a discussion of L2 development measures and systemic complexity Meryli Kusyk	Capturing the effects of a long term telecollaboration practice in teacher education: a mixed method study Travis Waldman Erat Harel Götz Schwab	Tablets in Second Language Education: Learners' and Teachers' Perceptions Amira Shouma Waldir Cardoso	Wooclap Demo Session Wooclap																
12:30	Lunch FOYER DU LAC, AULA MAGNA		12:30-13:15 SIG MEETINGS	LCTL (Less Commonly Taught Languages) SIG SOCR14	ICALL (NLP & AI for CALL) SIG SOCR20	LMOOC (Language Massive Open Online Course) SIG SOCR23	MALL (Mobile Assisted Language Learning) SIG SOCR25																
13:00	POSTER SESSION 2																						
13:00	• Language exchanges on Facebook: Learners of L2 German and Japanese comment on the usefulness of social media for L2 learning – Axel Harting	• Asynchronous online peer judgments of intelligibility: Simple task, complex factors – Suzanne Yonesaka	• Impact of CMC on L2 learning demotivation: The case of Irish Chinese learners – Chang Zhang	• Learners' contacting behaviors in large-scale asynchronous computer-mediated communication and perception of their own learning – Tamao Araki, Kayo Yamamoto	• Supporting academic writing through expanded blended and flipped approaches: The student perspective – Sigrane Anita Lindgren, Diane Pilkinton-Peetters	• Literature circles online: self-directed peer interactions in text comprehension – Euan Bonner, Anna Twitwell	• GER-FIN-GER business-dictionary – Hans-Joachim Schulze	• Modeling Data-driven learning effects through the properties of the learning aims: a combined view of frequency and L1 congruency in collocations – Luciana Forti	• Vocabulary ordering in text-driven historical language instruction: Sequencing the Ancient Greek vocabulary of Homer and the New Testament – James Tauber	• A STANAG-based CALL for military personnel: materials for vocabulary learning and reading – Sayaka Kamio	• A GLOBE of activities to explore literacy and approximation in Dutch, English and French – Sylvie De Cock, Philippe Hilgsmann	• GLOBISH: Promoting digital literacy and closing the educational gap through the use of a global project – Tal Levy	• The use of digital media in the Russian language classroom: an empirical research project conducted in the German-speaking countries Austria, Germany and the region South Tyrol – Sonja Bacher	• The application of badges to encourage greater extensive reading – Thomas Robb	• Virtual reality in language learning from educators' perspective: Case study in a Saudi university – Hana Althudaly, Nigel Newburt	• Effects of self-rated can-do statements during one academic semester – Shusaku Kida, Kazumichi Enokida, Shuichi Amano, Kunihito Kusanagi, Mitsuhiro Morita, Atsushi Nakagawa, Tatsuya Sakau, Yuka Takahashi	• Moodle and CEFR-informed, timed, extensive, EFL writing task management – Bob Gettings						
14:00	Keynote SOCR10 Dealing with complex learning: opportunities offered by technology Jan Elen																						
15:00	Changeover time																						
15:15	MALL Speak, play, learn: introducing GRAALL, a narrative MALL software for EFL pronunciation teaching and learning Zoe Brissson Robin Guériet Georgios Athanasopoulos	CORPUS MOOCs as environments for learning spoken academic vocabulary Clinton Hendry June Ruivivar	DIGITAL LITERACIES National CALL solutions for complexity: Digitalization projects in Finnish higher education Heidi Rontu Pasi Puranen	SLA The long and winding road towards a diagnostic, task-based, digital language test Goedele Vandommele	ICALL From river to bank: The importance of sense-based graded word lists David Alfter Elena Volodina	CMC/TEACHERED Virtual Exchange for Teacher Education: a focus on critical digital literacy Zeynep Bilki Müge Salar Mirjam Hauck	MALL 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																
15:45	Mobile-assisted language learning and voice mapping in the development and design of the app PlatziTV neu Ikumi Waragai Makoto Ishi Andreas Meyer Tatsuya Ohta Yukiho Sato Sarina Brückner Shuchi Kurabayashi	The use of data-driven learning in legal vocabulary learning of international law Yi-ju (Archie) Wu Chi-Ting (Robert) Tsai Tung-ying Huang Zi-Yuan (Cuency) Lih	Quality for online language learning Kirsi Korkealahto	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 Kunkikoshi Megumi Nishikawa	An application for L2 free reading on the web and its usage in the classroom Mircea Lungu Jeroen van Engen	Effects of a telecollaborative project on EFL teacher trainees' intercultural competence Hsin-Chou Huang Barbara Loranc-Pasztyk	Analysis of mobile and non-mobile interactions within collaborative activities Peter Ilie																
16:15	Break: SOCRATE HALL																						
16:45	RESEARCH TRENDS Complexity and CALL Robert Godwin-Jones	DIGITAL LITERACIES Designing for learning with your eyes open: the importance of the development of critical digital literacies Teresa MacKinnon	INTERPRETING 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	VR Critical cultural awareness and learning through digital environments assessment James Dunn	YOUNG LEARNERS Digital resources for very young Russian language learners: a post-integration educators' assessment Gulnara Sadykova Albina Kayumova Aisu Vatina	LMS-based e-learning ESP programme for gerontological nursing in collaboration among universities in Japan and Finland Iwao Yamashita Kari Vehmaskoski Hannalei Tittanen Etsuko Yokoyama Marjo Palovaara	Using and adapting a DBR approach to teaching EAP and digital literacy skills Heejin Chang Scott Windcraft																
17:30	Bus departure to Leuven for tour participants BUS STATION, LOUVAIN-LA-NEUVE																						
18:30	Guided tour of the city of Leuven																						
18:30	Bus departure to Leuven for dinner-only participants BUS STATION, LOUVAIN-LA-NEUVE																						
19:30	Conference Dinner FACULTY CLUB, GROOT BEUGINHOF, LEUVEN																						
22:30	Bus return to Louvain-la-Neuve FACULTY CLUB																						
Saturday 31 August 2019	09:30	TEACHER ED Time to evaluate: The students' perspective of an online MA in CALL programme Salomi Papadimitriou Christina Nicole Gianikas	CMC Using virtual exchange in the language classroom: results Eric Högley Matt Cotter Thom Rawson		SLA Online speech evaluation: the effectiveness of speech recognition for language learners Gary Ross	SLA Students discussing issues in different disciplines in webinars in foreign language Tiina Männikkö Kaissa Alaten																	
10:00	The role of educational technologies in the provision of language courses in higher education: a case study Christophher Alton David Richardson	Complexity and potential of synchronous computer-mediated corrective feedback: a study from Sri Lanka W.A. Piyumi Udeshinee Ola Kuntzson Chitra Jayathilake Sirikku Männikkö Barbutiu		Measuring syntactic complexity of spoken language: a survey of methods and approaches Barbara Bulantová Kay Husky Aki Kunkikoshi Megumi Nishikawa	Supporting CALL Normalisation for Language Teacher Education through a MOOC (Massive Open Online Course)/Virtual Exchange (VE) Reflective Blend Marina Orsini-Jones	Enabling EFL digital literacy by implementing student use of NLP apps Hsiang-ling Huang	Assessing SLA in an online environment: opportunities and challenges Goedele Vandommele																
10:30	Break: SOCRATE HALL																						
11:00	CORPUS 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	MALL Learners' languages for learning: An investigation into the effectiveness of MALL and MALL apps Tali Gonualt		ICALL AWAFL (Automated Writing Assistant for Language Learners) as a computer-assisted language learning tool Olga Vinogradova Eliavsha Alekseyeva Sofya Generalova	HIGHER ED Language students' sense making for agency in appropriating new practices of language teaching Leena Kuure Maritta Riekkilä	LMS / HIGHER ED The effects of an online learning management system on students' academic socialization: a qualitative study on a Chinese graduate course Liu Dong Li Cheng Shangyan Guanzhen Wu																	
11:30	On-Demand Writing Frames: A latent potential of classroom corpus Mei-Hua Chen James Lu	Digital stories: improving the process using smartphone technology Jeremy White		Joining the blocks together: an NLP pipeline for CALL development Monica Ward	Reflections on Skills for Business, a blended EAP course Sarah Winspear	Towards sustainable language learning in higher education: engagement through multimodal approach Vera Korkealahto Kirsi Korkealahto																	
12:00	Lunch SALLE DU CONSEIL FIAL, COLLEGE ERASME																						
13:00	Round Table SOCR10																						
13:30	Closing Ceremony SOCR10																						