



Conference Programme  
& Abstract Book

WorldCALL2023

CALL in Critical Times

November 09-13, 2023 | Chiang Mai, Thailand & Online



INTERNATIONAL | INTERCULTURAL | INTERDISCIPLINARY



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take you next?

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# WorldCALL2023 Supporters



## **The International Academic Forum (IAFOR)**

[iafor.org](http://iafor.org)

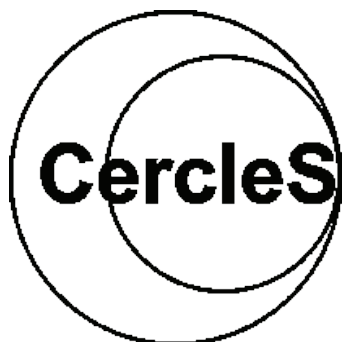
Founded in 2009, The International Academic Forum (IAFOR) is a politically independent non-partisan and non-profit interdisciplinary think tank, conference organiser and publisher dedicated to encouraging interdisciplinary discussion, facilitating intercultural awareness and promoting international exchange, principally through educational interaction and academic research. Based in Japan, its main administrative office is in Nagoya, and its research centre is in the Osaka School of International Public Policy (OSIPP), a graduate school of Osaka University.



## **Computer Assisted Language Instruction Consortium (CALICO)**

[www.calico.org](http://www.calico.org)

CALICO, the Computer Assisted Language Instruction Consortium is a professional organization that serves a membership involved in both education and technology. CALICO has an emphasis on language teaching and learning but reaches out to all areas that employ the languages of the world to instruct and to learn. CALICO is a recognized international clearinghouse and leader in computer assisted learning and instruction. It is a premier global association dedicated to computer-assisted language learning (CALL).



## **Confédération Européenne des Centres de Langues de l'Enseignement Supérieur (CercleS)**

[www.cercles.org](http://www.cercles.org)

Founded in Strasbourg in 1991, the Confédération Européenne des Centres de Langues de l'Enseignement Supérieur (CECLES) is a European organization that connects language centers and professionals from higher education institutions. Its main goals are to promote language teaching and learning in higher education, foster cooperation among language professionals, and support research and innovation in language teaching and learning. Through conferences, workshops, and other events, CECLES provides a platform for language professionals to exchange ideas and share best practices.



## **European Association for Computer-Assisted Language Learning (EUROCALL) [nuspress.nus.edu.sg](http://nuspress.nus.edu.sg)**

The European Association for Computer-Assisted Language Learning (EUROCALL) is a professional association that promotes the use of technology in language teaching and learning across Europe. EUROCALL provides a forum for researchers, practitioners, and educators to share their knowledge and expertise on the use of technology in language education. The organization also hosts conferences, workshops, and online events to promote collaboration and networking within the field. Additionally, EUROCALL publishes a peer-reviewed journal and other publications to disseminate research and best practices in the field of computer-assisted language learning (CALL).



# WorldCALL2023 Supporters



International Association for  
Language Learning Technology  
(IALLT)

## International Association for Language Learning Technology (IALLT) [www.iallt.org](http://www.iallt.org)

IALLT is a meeting ground for professionals with overlapping interests: language teachers, librarians, lawyers, architects, software developers and others. IALLT is a community of volunteers dedicated to providing students and teachers the best language methods and technologies possible.



## Korea Association of Multimedia-Assisted Language Learning (KAMALL) [kamall.or.kr](http://kamall.or.kr)

The Korea Association of Multimedia-Assisted Language Learning (KAMALL) is a professional organization that aims to promote the use of multimedia technology in language education in Korea. KAMALL provides a platform for researchers, practitioners, and educators to exchange ideas, share research findings, and collaborate on projects related to multimedia-assisted language learning (MALL). The organization hosts conferences, workshops, and seminars to facilitate networking and professional development opportunities for its members. KAMALL also publishes a scholarly journal and other publications to disseminate research and best practices in MALL. Additionally, KAMALL works to increase public awareness of the importance of MALL in language education and advocates for policies that support its integration in educational settings.



The Japan Association  
for Language Education  
& Technology

## Japan Association for Language Education and Technology (LET) [www.j-let.org](http://www.j-let.org)

The Japan Association for Language Education and Technology (LET) is a nonprofit professional organization dedicated to the enhancement of foreign language teaching in Japan and the development of media and information technologies in education. With a 50-year history, LET has strongly encouraged the development, improvement and exchange of ideas and resources amongst not only educators, but individuals of all backgrounds who share an interest in this field. The LET vision is to create a vast community of individuals interested in developing and sharing a rich abundance of resources and information.



## Asia Pacific Virtual Exchange Association (APVEA) [apvea.org](http://apvea.org)

The Asia Pacific Virtual Exchange Association (APVEA) was established with the goal of linking students in the Asia Pacific region and beyond via virtual exchanges. The growing need for more dialogue amongst the many countries that make up the dynamic Asia Pacific region and other countries around the world, spurred the committee on to developing this new association so that it now works to expand virtual exchange not just in the Asia-Pacific region, but around the world.

# Letter of Welcome



Dear WorldCALL Attendees,

It gives me great pleasure to welcome you to the 6th WorldCALL Conference, an event that brings us together for four intense days onsite at the Khum Phucome Hotel and Convention Hall in Chiang Mai, Thailand, as well as online.

WorldCALL is an umbrella association for organizations that focus on Computer-Assisted Language Learning (CALL) around the world. It aims to enhance CALL in the global community by bringing educators from all five continents together. As an international association, WorldCALL provides a worldwide focus for the promulgation of innovative research, development and practice in all sectors of education; it enhances opportunities for knowledge and skills transfer to those nations currently underserved and serves as a

forum for exchanging information and forging professional relationships among educators, researchers, and industry leaders across the world.

As the worldwide organisation that is concerned with CALL in all its manifestations, WorldCALL is ideally placed to highlight the benefits of new technological developments. It plays a leading role in providing a forum for discussing the application of state-of-the-art technologies - including artificial intelligence- for language learning and teaching, supplying professional training and development for teachers and, significantly, giving developing countries, through sponsorship, the opportunity to project their culture worldwide and to become involved in the application of technology in language learning. Since its foundation in the mid-nineties, WorldCALL has visited four continents: Melbourne, Australia (1998); Banff, Canada (2003); Fukuoka, Japan (2008), Glasgow, Scotland, United Kingdom (2013), and Concepción, Chile (2018). As you can see, the WorldCALL Conference takes place every 5 years so we could call it the “Olympic Games” or the “World Cup” of Computer-Assisted Language Learning!

In 2023, WorldCALL has continued its Scholarships Programme to enable postgraduate students and junior academics to attend the Conference. The Scholarships Programme, first introduced in 1998, is a way in which WorldCALL brings the experiences of language professionals to colleagues working in less developed nations. This exchange of ideas and practices also promotes the development of international networks that bridge the gap between technologically advanced countries and those underserved in technology and CALL. I am particularly delighted, therefore, to welcome the six WorldCALL scholarship awardees who, through a competitive process, have proven their academic excellence and passion for CALL. They are joining us from Bangladesh, Brazil, Cambodia, India, Indonesia, and Sri Lanka. Congratulations to them! This year, the scholarships programme was coordinated by colleagues Tom Robb and Siew-Ming Thang, to whom I would like to express my gratitude.

Many thanks are also due to David Barr and Emerita Bañados for leading the Programme Committee and putting together such an out-reaching high quality academic programme. This would not have been possible without the help of our team of international reviewers who diligently put their expertise at our service. My most sincere gratitude also goes to Mike Levy, from whom I picked up the baton in 2016, and who has led the Keynote Speakers Selection Committee. Last, but not least, I would like to express my gratitude to Joseph Haldane, Chairman and CEO of IAFOR and his staff members Alexander Pratt, Matthew Chima and Amina Batbold for their courage in taking on the commitment of organising such a challenging event, a conference that creates enormous expectation among the CALL community worldwide, at such short notice due to unexpected dire international circumstances. You have done a wonderful job. Thank you!

As the theme of the conference suggests -CALL in Critical Times- we have tried to depict the turbulent times we are living, having suffered the COVID-19 pandemic, where millions died worldwide, and sadly witnessing two devastating ongoing wars. Our thoughts are with all the innocent lives that have been taken.

Warmest regards,

Professor Ana Gimeno  
Department of Applied Linguistics  
Universitat Politècnica de València, Spain  
Chair of the WorldCALL 2023 Conference Steering Committee  
President of WorldCALL  
Professor, Universitat Politècnica de València, Spain



# Letter of Welcome



Dear All,

I am very happy to welcome you to Chiang Mai, and to the WorldCALL 2023 conference,

The International Academic Forum (IAFOR) is proud to work with WorldCALL, whose internationalising mission aligns with our own. WorldCALL aims to enhance computer-assisted language teaching and learning in the global community by bringing educators from around the world together. IAFOR is dedicated to encouraging interdisciplinary discussion, facilitating intercultural awareness and promoting international exchange, principally through educational interaction and academic research.

Held every five years, WorldCALL was first held a quarter of a century ago in Melbourne, Australia in 1998, with events in Banff, Canada (2003), Fukuoka, Japan (2008), Glasgow, Scotland (2013), and last held in Concepción, Chile in 2018. Since that first conference, both language learning, and computer assisted language learning have seen numerous technological advances. However, since the last conference, we have seen a paradigm shift in the ways in which people teach and learn due to the coronavirus pandemic. This conference will therefore be a particularly exciting occasion to hear the latest research, as well as swap notes comparing and contrasting experiences. I encourage your active participation in this hybrid conference, and to take full advantage of the catch-up live stream and visual presentations.

I would like to congratulate the organising committee for putting together the rich programme, which promises to excite and provoke the intellect and engagement of the international audience of researchers and teachers representing 33 countries, and particularly Professor Ana María Gimeno Sanz, for her continued leadership of WorldCALL.

Warm regards,

Dr Joseph Haldane  
Chairman & C.E.O, The International Academic Forum (IAFOR)  
Professor, European Center for Peace and Development (ECPD), United Nations University for Peace  
Guest Professor, Osaka School of International Public Policy, Osaka University, Japan  
Visiting Professor, Doshisha University, Japan  
Visiting Professor, The University of Belgrade, Serbia  
Honorary Professor, University College London (UCL), United Kingdom  
Member, Expert Network, World Economic Forum

# About You

One of the greatest strengths of WorldCALL is our international and intercultural diversity.

**WorldCALL2023 has attracted 150+ delegates from 30+ countries**

**Total Attendees: 154**

**Total Onsite Presenters: 87**

**Total Online Presenters: 50**

**Total Audience: 17**

**Total Countries: 33**

## Attendee Registrations by Country

United States: 32

Japan: 25

Spain: 12

China: 11

Australia: 9

South Korea: 6

Taiwan: 5

United Kingdom: 5

Germany: 4

India: 4

Indonesia: 4

Thailand: 7

Netherlands: 3

Sweden: 3

Brazil: 2

Ireland: 2

Malaysia: 2

Sri Lanka: 2

Turkey: 2

Bahrain: 1

Bangladesh: 1

Cambodia: 1

Canada: 1

Chile: 1

Colombia: 1

Croatia: 1

Hong Kong: 1

Iran: 1

Italy: 1

New Zealand: 1

Saudi Arabia: 1

Singapore: 1

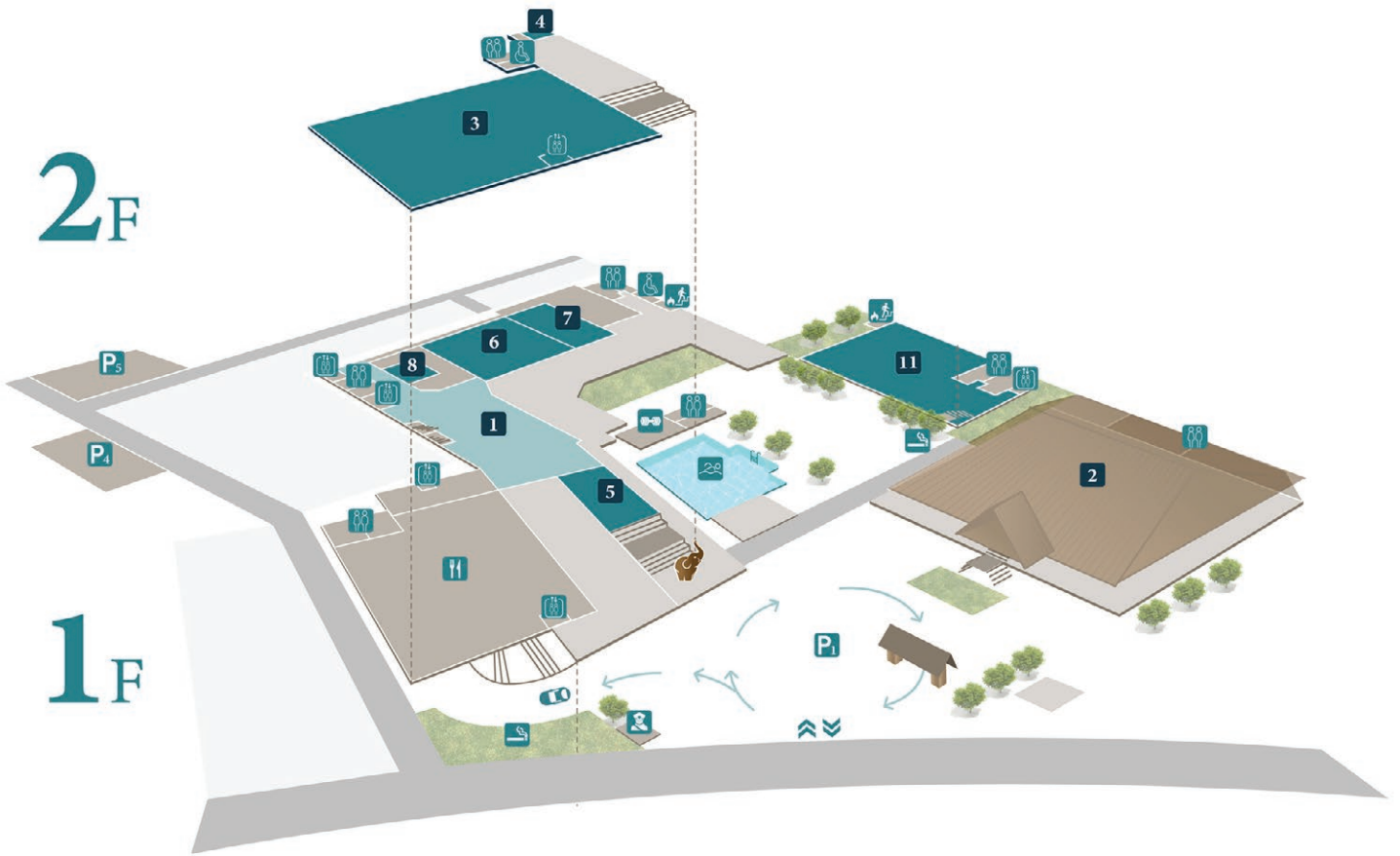
Vietnam: 1



Conference Venue: Thursday, November 9 to Sunday, November 12

# Khum Phucome Hotel & Convention Hall

Address: 14/23 Cholprathan Road, Chang Phuak, Muang, Chiang Mai



 พื้นที่สูบบุหรี่  
Smoking Area

 ห้องอาหารไบเตย  
Baiteoy Restaurant

 ห้องน้ำ  
Restroom

 สระว่ายน้ำ  
Swimming Pool

 ห้องออกกำลังกาย  
Fitness

 ลิฟท์  
Elevator

 รปภ.  
Security Station

 บันไดหนีไฟ  
Fire exit stairs

**1** Lobby

**2** เรือนคุ้มภูคำ  
Khum Phucome  
Convention Hall

**3** ห้องสวรรค์โลก  
Sawankalok Ballroom

**4** ห้องทุ่งเสลี่ยม  
Thung Saliam

**5** ห้องคีรีมาศ  
Kirimas

**6** ห้องศรีสัชชาลัย  
Sri Sachanalai

**7** ห้องศรีนคร  
Sri Nakorn



## November 9 | All times are Indochina Time (UTC+7) Thursday at a Glance

**Conference Venue: Khum Phucome Hotel & Convention Hall, Chiang Mai**

12:00-13:00      Registration & Coffee | Lobby (1F)

**13:00-14:30      Workshop 1 | Sri Sachanalai (1F)**  
*How to Design Materials to Boost Language Learners' Reading Skills with Clilstore*  
Ana Gimeno, Universitat Politècnica de València, Spain  
Caoimhín Ó Dónaill, Ulster University, United Kingdom

14:30-14:45      Coffee Break | Lobby (1F)

**14:45-16:15      Workshop 2 | Sri Sachanalai (1F)**  
*Using the International Virtual Exchange Project to Allow Your Students Access to Collaborate Internationally*  
Eric Hagley, Griffith University, Australia

18:00-19:00      Welcome Reception | Poolside (1F)





## November 10 | All times are Indochina Time (UTC+7) Friday at a Glance

Conference Venue: Khum Phucome Hotel & Convention Hall, Chiang Mai

09:00-10:00	Registration & Coffee   Lobby (2F)
10:00-10:30	<b>Welcome &amp; Recognition of WorldCALL Scholars   Sawankalok Hall (2F)</b>
10:30-11:30	<b>Keynote Presentation 1   Sawankalok Hall (2F)</b> <i>How CALL Can Help Save Language Learning in Critical Times</i> Marta González-Lloret, University of Hawai'i at Mānoa, United States
11:30-11:45	Coffee Break   Lobby (2F)
11:45-12:45	<b>Keynote Presentation 2   Sawankalok Hall (2F)</b> <i>Why Theory Matters: Conceptualizing CALL</i> Regine Hampel, The Open University, United Kingdom
12:45-13:45	Lunch Break   Baiteoy Restaurant (1F)
13:45-14:45	<b>Keynote Presentation 3   Sawankalok Hall (2F)</b> <i>Critical Times for CALL: a Retrospective</i> Andrew Lian, Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; University of Canberra, Australia
14:45-15:00	Coffee Break   Lobby (2F)

**Continued on next page**



**November 10 | All times are Indochina Time (UTC+7)**  
**Friday at a Glance (continued)**

**Conference Venue: Khum Phucome Hotel & Convention Hall, Chiang Mai**

- |                    |   |
|--------------------|---|
| <b>15:00-16:00</b> | <b>Keynote Presentation 4   Sawankalok Hall (2F)</b><br><i>Artificial Intelligence and English Language Teaching<br/>– Challenges and Opportunities</i><br>Nik Peachey, PeacheyPublications, United Kingdom |
| <b>16:00-16:15</b> | Conference Photograph   |
| <b>19:00-21:00</b> | <b>Conference Gala Dinner   Sawankalok Hall (2F)</b>  |





## November 11 | All times are Indochina Time (UTC+7) Saturday at a Glance

**Conference Venue: Khum Phucome Hotel & Convention Hall, Chiang Mai**

- |                    |   |
|--------------------|---|
| 09:00-09:30        | Registration & Coffee   Lobby (1F)  |
| <b>09:30-11:30</b> | <b>Onsite Parallel Presentation Session 1</b><br>Room: Kirimmas (1F)   Artificial Intelligence<br>Room: Sri Nakron (1F)   Telecollaboration/Virtual Exchange<br>Room: Sri Sachanalai (1F)   Online and Mobile Learning<br>Room: Thung Saliam (2F)   Virtual Reality     |
| 11:30-11:45        | Coffee Break   Lobby (1F)   |
| <b>11:45-13:15</b> | <b>Onsite Parallel Presentation Session 2</b><br>Room: Kirimmas (1F)   Artificial Intelligence<br>Room: Sri Nakron (1F)   Language Skills Development<br>Room: Sri Sachanalai (1F)   Online and Mobile Learning<br>Room: Thung Saliam (2F)   Task-based Learning        |
| 13:15-14:15        | Lunch Break   Baiteoy Restaurant (1F)   |
| <b>14:15-15:45</b> | <b>Onsite Parallel Presentation Session 3</b><br>Room: Kirimmas (1F)   Artificial Intelligence<br>Room: Sri Nakron (1F)   Learner & Curriculum Needs<br>Room: Sri Sachanalai (1F)   Task-based Learning<br>Room: Thung Saliam (2F)   Telecollaboration/Virtual Exchange |
| 15:45-16:00        | Coffee Break   Lobby (1F)   |
| <b>16:00-17:00</b> | <b>Technology Showcase Session   Sri Sachanalai (1F)</b>  |



## November 12 | All times are Indochina Time (UTC+7) Sunday at a Glance

**Conference Venue: Khum Phucome Hotel & Convention Hall, Chiang Mai**

09:00-09:30 Registration & Coffee | Lobby (1F)

**09:30-11:30 Onsite Parallel Presentation Session 1**  
Room: Kirimas (1F) | Artificial Intelligence  
Room: Sri Nakron (1F) | Language Skills Development  
Room: Sri Sachanalai (1F) | Virtual Reality  
Room: Thung Saliam (2F) | Learner & Curriculum Needs

11:30-11:45 Coffee Break | Lobby (1F)

**11:45-13:15 Onsite Parallel Presentation Session 2**  
Room: Kirimas (1F) | Teacher Education  
Room: Sri Nakron (1F) | Telecollaboration/Virtual Exchange  
Room: Sri Sachanalai (1F) | Online and Mobile Learning  
Room: Thung Saliam (2F) | Artificial Intelligence

13:15-14:15 Lunch Break | Baiteoy Restaurant (1F)

**14:15-15:45 Onsite Parallel Presentation Session 3**  
Room: Kirimas (1F) | Learner & Curriculum Needs  
Room: Sri Nakron (1F) | Telecollaboration/Virtual Exchange  
Room: Sri Sachanalai (1F) | Online and Mobile Learning  
Room: Thung Saliam (2F) | No Session

15:45-16:00 Coffee Break | Lobby (1F)

**16:00-16:40 Challenges to Implementing CALL | Sri Sachanalai (1F)**  
A series of short presentations from WorldCALL Scholarship Awardees

**16:40-17:10 Panel Discussion & Closing Ceremony | Sri Sachanalai (1F)**  
Panel discussion with invited speakers & WorldCALL Steering Committee members followed by Closing Ceremony





## November 13 | All times are Indochina Time (UTC+7) **Monday at a Glance**

Conference Venue: Online via Zoom

**08:55-09:00** Message from WorldCALL

**09:00-10:40** **Online Parallel Presentation Session 1**  
Room A (Live Stream) | General CALL  
Room B (Live Stream) | General CALL

10:40-10:55 Break

**10:55-12:35** **Online Parallel Presentation Session 2**  
Room A (Live Stream) | Learner & Curriculum Needs  
Room B (Live Stream) | Virtual Reality

12:35-12:50 Break

**12:50-14:55** **Online Parallel Presentation Session 3**  
Room A (Live Stream) | Artificial Intelligence  
Room B (Live Stream) | General CALL

14:55-15:00 Message from WorldCALL







## General Information

### Registration Desk

You will be able to pick up your name badge at the Conference Registration Desk at the times listed below.

Thursday, November 9 | 12:00-16:00 - Khum Phucome Hotel & Convention Hall (1F Lobby)

Friday, November 10 | 09:00-16:00 - Khum Phucome Hotel & Convention Hall (2F Lobby)

Saturday, November 11 | 09:00-16:00 - Khum Phucome Hotel & Convention Hall (1F Lobby)

Sunday, November 12 | 09:00-16:00 - Khum Phucome Hotel & Convention Hall (1F Lobby)

Monday, November 13 | No in-person registration

If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

### Name Badges

Wearing your badge is required for entrance to the sessions. You must wear your badge at all times.

### Online Schedule

The full conference schedule (including abstracts) and conference programme are available on the conference website.

### Conference Survey

Please take a few moments to fill out our conference survey at the end of the conference.







## General Information

### Refreshment Breaks

A buffet lunch will be available in the Baiteoy Restaurant (1F) on Friday, Saturday, and Sunday. Complimentary coffee, tea, water, and light snacks will be available during the scheduled coffee breaks.

### Welcome Reception

There is a welcome reception following the workshops on Thursday, November 9 (18:00-19:00). The welcome reception will take place at the poolside on the first floor, where delegates can network while enjoying a variety of snacks and beverages.

### Conference Gala Dinner

There is a Gala Dinner following the plenary sessions on Friday, November 10 (19:00-21:00). This will take place in the Sawankalok Hall (2F) and will provide an opportunity for networking over a fully-catered meal. The Gala Dinner is included in the conference registration.

### Connecting to WiFi

There is a free Wi-Fi internet connection at the conference venue. However, this can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation. You can log in without a password. Please note that the WiFi can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation.

### Photo/Recording Waiver

Human interaction through networking, and dissemination of this knowledge, is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy.

Read our full privacy policy – [www.iafor.org/about/privacy-policy](http://www.iafor.org/about/privacy-policy)

# Conference Proceedings

All accepted authors who present at WorldCALL2023 may have their full paper published in the online Conference Proceedings on the IAFOR Research Archive (papers.iafor.org) – an online searchable research archive that offers free access to anyone, anywhere, where there is internet access, regardless of institutional affiliation or scholarly rank. All papers published in the Conference Proceedings are given a DOI (Digital Object Identifier). This enables published articles to be cited properly and increases their visibility.

Please note that the WorldCALL Conference Proceedings are *not peer-reviewed* and are not "Scopus-indexed". Full text submission is due by **Saturday, December 23, 2023**, through the online system. The proceedings will be published on **Saturday, January 27, 2024**.

# Conference Catch-up

All Keynote Presentations and Monday's live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **December 30, 2023**.

# Virtual Presentations

A full list of pre-recorded virtual video presentations and virtual poster presentations will be on the conference website during and after the conference. We encourage you to watch these presentations and provide feedback through the video comments.







## WorldCALL2023: Meet the Winners of Our Scholarship Competition

We are delighted to announce the six exceptional individuals who have been selected as the winners of our highly competitive scholarship competition for the 6th WorldCALL conference, to be held on November 09-13, 2023 in Chiang Mai, Thailand.

The selection process was not an easy task, as there were numerous well-qualified candidates vying for the opportunity. However, after careful consideration, we have chosen a group of scholars who not only possess impressive qualifications but also represent a diverse range of backgrounds and aspirations.

The six scholarship winners are:

- Muhammed Shahriar Haque, Bangladesh
- Lemmuella Alvita Kurniawati, Indonesia
- Piyumi Udeshinee Wickramasinghe Arachchige, Sri Lanka
- Kyria Finardi, Brazil
- Vichet Song, Cambodia
- Kuheli Mukherjee, India

We would like to note that the first two candidates listed were unable to attend the WC5 event in Concepción, Chile. WorldCALL has decided to allow these two to join as scholarship winners in Chiang Mai.

We received 26 applications from 15 countries. During the selection process, we placed emphasis on maintaining a balance in geographical distribution, varied interests, and career aspirations. By doing so, we aim to create an environment that encourages cross-cultural learning and collaboration.

It is worth mentioning that out of the selected candidates, only one is from outside the Southeast Asian region. This strategic decision was made to ensure that costs associated with the program remain manageable while still upholding our commitment to diversity and inclusivity.

These scholarship winners will receive financial support to pursue their education, but the benefits extend far beyond monetary assistance. They will also gain access to a network of accomplished professionals and mentors in their respective fields. This support system will enable them to maximize their potential and thrive in their academic and professional endeavors.

We extend our warmest congratulations to the winners and commend all the candidates who participated in the competition. Each one of them demonstrated exceptional qualities and potential, making the selection process truly challenging. We are confident that these scholars will not only make a positive impact in their own lives but also contribute to the betterment of society.



# Thursday, November 9

## Workshop Sessions

All times are in Indochina Time (UTC+7)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.



13:00-16:15 | Sri Sachanalai (1F)

# Thursday Onsite Workshop Sessions

## Open Educational Resources

13:00-14:30

74850 | *How to Design Materials to Boost Language Learners' Reading Skills with Clilstore*

Ana Gimeno, Universitat Politècnica de València, Spain

Caoimhín Ó Dónaill, Ulster University, United Kingdom

This workshop will present the work of the EU-funded CLIL Open Online Learning Project ([www.languages.dk](http://www.languages.dk)) and its major outcome clilstore.eu - an Open Educational Resource which serves as a repository of open access materials and an authoring tool that enables educators to create multimedia learning units combining audio, video, text, images and Web 3.0 applications. Learner autonomy is underpinned by the way the authoring software treats embedded texts, that is, verbatim typescripts of audio or audiovisual recordings are automatically linked word for word to a nexus of online dictionaries that helps boost students' reading skills. This workshop will introduce participants to the ways in which Clilstore can support language learning and they will learn to create materials for their particular teaching purposes.

## Collaborative Learning and Telecollaboration / Virtual Exchange

14:45-16:15

75511 | *Using the International Virtual Exchange Project to Allow Your Students Access to Collaborate Internationally*

Eric Hagley, Griffith University, Australia

In this workshop, the International Virtual Exchange Project will be outlined. Research shows students with low levels of English ability increase their interactional confidence, intercultural sensitivity and knowledge of their own culture whilst gaining motivation to learn English. They become more interested in other cultures after participating in this project. The IVEProject has been sponsored by the Japanese government in the past and remains free-of-charge to participate. Participants in this workshop will have a hands on session to learn how they and their students can participate. This session will showcase the features and extra tools developed for the project that help teachers and students gain the intercultural understanding and communicative competence that comes with active participation in the IVEProject.



# Friday, November 10

## Plenary Session

All times are in Indochina Time (UTC+7)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

# Keynote Presentation: Marta González-Lloret

## How CALL Can Help Save Language Learning in Critical Times

Friday, November 10, 2023 | 10:30-11:30 | Onsite & Online

We are living in critical times for CALL and for language learning in general. According to the Merriam Webster dictionary “critical” means “at a turning point or a specially important juncture”. In many learning institutions we find ourselves at such a critical turning point, and if we want to survive, we need to change the way language is taught. We need to be perceived as “critical” in the sense of indispensable, crucial, vital, and decisive for human education. I believe technology and current language teaching methodologies can help us accomplish that. This talk critically looks at the state of language learning around the world to identify some of the issues as to why our institutions, our colleagues, and the industry think learning other languages is irrelevant or a waste of time. I will then present some ideas of how the field of CALL can help change that perspective by not only educating our students as digital citizens, but also by implementing methodologies and pedagogical choices that will help our students learn language that is relevant, useful, and sociopragmatically appropriate while developing their critical digital skills for a multilingual globalized world.



### Marta González-Lloret

Marta González-Lloret is a Professor of Applied Linguistics at the University of Hawai'i at Mānoa where she has taught for over 30 years. Her main areas of research are at the intersections of technology, task-based language teaching and technology, and L2 pragmatics. She is also interested in conversation analysis for L2 interaction, teacher training and assessment, especially performance-based assessment. Dr González-Lloret has shared her knowledge and practices with audiences in multiple countries and has published her research in venues such as *CALICO Journal*, *LL&T*, *Foreign Language Annals*, *Language Teaching Research*, *ARAL*, etc. Among her recent publications is *The Routledge Handbook of Second Language Acquisition and Technology* (2022) edited with Nicole Ziegler.

She serves on the board of several CALL publications and has recently been President of CALICO Association. She is co-editor of the *John Benjamins Task-based Language Teaching* book series and editor of the NFLRC book series *Pragmatics & Language Learning*.



Keynote Presentation: Regine Hampel

# Why Theory Matters: Conceptualizing CALL

Friday, November 10, 2023 | 11:45-12:45 | Onsite & Online

This keynote presentation will focus on why researchers and teachers would want to use theory in computer-assisted language learning (CALL) rather than just focusing on what works in practice. Theories are influenced by our cultural values and belief systems and they help us to make sense of the world. The theoretical choices made by the researcher or teacher impact on the approach that s/he takes, as well as on the tools and techniques used in a particular study for data collection and analysis. This presentation will provide an overview of key theories that are used in CALL research today, focusing in particular on ecological theories which have proved useful for trying to understand the impact of the digital media on language learning and teaching.



## Regine Hampel

Regine Hampel is Full Professor of Open and Distance Language Learning at the Open University, UK, and Deputy Associate Dean (Research) in the Faculty of Wellbeing, Education and Language Studies. Alongside teaching German, she works closely with the Associate Dean, leading a large group of researchers in the areas of education; childhood, youth and sports; languages and applied linguistics; and health, wellbeing and social care. She oversaw the faculty's successful submission to REF 2021, the UK's system for assessing the quality of higher education research. Regine's own research explores the impact of using technologies for language

learning and teaching, contributing to a theoretical and pedagogical framing of online learning which goes beyond narrow cognitive approaches and takes account of sociocultural theories of learning as well as the multimodal nature of the new media. She is particularly interested in the affordances of the digital media and the potential they offer for interaction and communication. This has resulted in articles, book chapters, conference presentations, keynotes, special journal issues and several books, including a monograph entitled *Disruptive Technologies and the Language Classroom: A Complex Systems Theory Approach* (2019). She is currently editing *The Bloomsbury Handbook of Language Learning and Technology*.

Keynote Presentation: Andrew Lian

# Critical Times for CALL: a Retrospective

Friday, November 10, 2023 | 13:45-14:45 | Onsite & Online

English language-learning in most Asian countries is stagnating despite large investments by governments. This is reflected in the results of major standardized proficiency tests such as the EF English Proficiency Index. There are other disturbing signs too. Other languages everywhere may be similarly affected. Responsibility for this situation must rest, at least in part, on the teaching and learning systems currently in place. Developing CALL support should help improve the situation. However, this is not a straightforward process. There is a confluence of social, technological, and pedagogical factors that is likely to hinder this process and we seem to be at a turning point in the history of language education and CALL: it is truly a critical time for both. With this in mind, the presentation will briefly re-examine the state of the language learning enterprise and its connection to the research field of CALL past, present and future. It will review some promising research directions and make suggestions for a more robust, adaptable, sustainable and successful future. Short demonstrations will accompany the presentation as appropriate. And no, there is no typo in the presentation title. The word is in fact "*Retrospective*".



## Andrew Lian

Professor Dr Andrew Lian, Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; Professor Emeritus, University of Canberra, Australia. He specializes in developing frameworks for learning foreign/second languages and has had a special and ongoing interest in the uses of modern technology to enhance language learning since the late 1970s. He is one of the pioneers of modern Technology-Enhanced Language-Learning in Australia. He has been Professor and Chair of the Department of Foreign Languages and Literatures at Western Illinois University, USA, Professor of Humanities and Director of the Center

for the Study of Languages at Rice University, USA, and Professor and Head of the School of Languages and International Education at the University of Canberra in Australia. He has held further Professorial leadership positions in James Cook University and Bond University, Australia. His current research interests include neuroscience, perception and cerebral lateralization as they relate to language learning as well as self-adjusting and self-organizing (language/culture-) learning systems based on rhizomatic principles (including the generation of personalized learning environments). These approaches necessarily rely on modern technology, including multimodal systems and personalized feedback mechanisms.

More details can be found at <https://andrewlian.com>. He is the current President of AsiaCALL (the Asia Association of Computer-Assisted Language Learning) and he may be reached at: [andrew.lian@andrewlian.com](mailto:andrew.lian@andrewlian.com).



# Keynote Presentation: Nik Peachey

# Artificial Intelligence and English Language Teaching - Challenges and Opportunities

Friday, November 10, 2023 | 15:00-16:00 | Onsite & Online

With recent developments in the training of large language models and machine learning, artificial intelligence tools have been able to take a huge leap forward. It's likely that the impact of these developments will have significant implications across both the academic world and the world of work. These tools offer huge opportunities for the development of languages and education more generally, but in order to ensure we use them wisely we need to have a firm understanding of how they will impact the lives of our students both now and in their future careers.

In this session I will share some of the opportunities and challenges that AI brings to our classroom and explore some of the ways it can be used to have a positive impact on both the ways we develop and educate teachers as well as how we develop our students.



## Nik Peachey

Nik Peachey is an accomplished educator, author, and learning technology consultant renowned for his expertise in integrating technology into education. With over 30 years of experience in the field, Nik has become a prominent figure in the realm of digital learning and teacher professional development.

Having taught in various educational settings across the globe, Nik possesses a deep understanding of the challenges and opportunities faced by teachers and learners in the digital age. His passion for exploring innovative approaches to enhance teaching and learning

has driven him to share his knowledge through numerous publications, workshops, and presentations.

His books include:

*ChatGPT for the Language Classroom*

*Team Building Activities for the Remote Classroom*

*Digital Tools for Teachers*

*Thinking Critically through Digital Media*

*Digital Video - A Manual for Language Teachers*

*Hacking Creativity*

*Conversation & Listening - A series of lesson for the digital classroom*



# Notes

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# Saturday, November 11

## Parallel Sessions

All times are in Indochina Time (UTC+7)

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09:30-11:30 | Kirimas (1F)

# Saturday Onsite Presentation Session 1

Artificial Intelligence

Session Chair: Min-Chang Sung

**09:30-10:00**

73393 | *A Study on the Development of a Smart Mirror Chatbot to Improve Children's Second Language Speaking*

Sungsook Lee, University of Chung-Ang, South Korea

Heyoung Kim, University of Chung-Ang, South Korea

This study aims to investigate the effect of a smart mirror on creating an engaging EFL children's language learning environment. For this study, the researchers developed a smart mirror as a natural object for use in children's educational environments. Additionally, a voice chatbot was specifically designed for children and optimized for use with smart mirrors. The combination of the chatbot program and smart mirror is expected to provide greater accessibility and authenticity compared to any other speaking programs for children. Playing with smart mirror chatbot children can learn English with enthusiasm, feeling as if they are conversing with a real friend while looking into the mirror at eye level. In this ongoing project, the smart mirror chatbot was implemented into a kindergarten language program with 15 six-year-old Korean children for 4 weeks to examine its effectiveness in terms of the young participants' interaction behavior, learning motivation, and language achievement.

**10:00-10:30**

73395 | *Language Assessment Using Word Family-Based Automated Item Generation: Evaluating Item Quality Using Teacher Ratings*

S. Susan Marandi, Alzahra University, Iran

Shaghayegh Hosseini, Alzahra University, Iran

This study presents an innovative approach to language assessment by integrating Artificial Intelligence (AI) technologies. It explains the development and evaluation of an Automated Item Generation (AIG) system that utilizes word families as a foundation for the automatic generation of high-quality test items. Developed using cutting-edge machine learning techniques, the system enhances language assessment and facilitates the creation of extensive item banks. To evaluate item quality, this research employs a comprehensive evaluation strategy, utilizing teacher ratings for quantitative measures and in-depth interviews for qualitative insights. The findings reveal promising outcomes, validating the efficacy of employing word families for generating test items. This study contributes to automated item generation in language assessment by shedding light on the advantages and effectiveness of word family-based AIG. It offers valuable insights for optimizing language assessment practices in the era of AI, benefiting educators and researchers alike.

**10:30-11:00**

73313 | *Machine Translation Use in the Language Classroom: Insights from a Computer Tracking Study*

Kimberly Vinall, University of California, Berkeley, United States

Emily Hellmich, University of California, Berkeley, United States

The recent advent of more powerful, neural-network-based machine translation (MT) tools has significant implications for world language teaching and learning. That said, little is known about actual student use of MT tools. In this talk, we draw on our recent computer tracking study to examine how learners of French, Spanish, and Mandarin use machine translation and what influences these uses. Our findings revealed a myriad of complex machine translation use strategies in terms of input and output, which we present with video and audio data. We also identified additional factors that influence these strategies, including: knowledge of language, specific beliefs about online tools, learners' perceptions of their own role and the roles ascribed to online tools and classroom policies. We conclude the talk with a discussion of how instructors and researchers might draw on this research to think differently about integrating MT into classroom practices.

**11:00-11:30**

74068 | *AI Chatbots for Enhancing Pragmatic Competence in Second Language Learners*

Min-Chang Sung, Gyeongin National University of Education, South Korea

Sooyeon Kang, Sinyeon Middle School, South Korea

This study explores the use of AI chatbots in improving second language (L2) learners' pragmatic competence. Pragmatic knowledge is crucial in human communication and learning it in L2 requires effective instructional methods. While technology, such as computer-mediated communication and digital games, offers rich contexts for practicing pragmatics, there is limited research on integrating AI chatbots for this purpose. We developed chatbots that enable L2 learners to practice PDR-high requests, which involve making requests to individuals of higher status or authority. By utilizing the Dialogflow CX console on the Google Cloud platform, chatbot responses and user intents were designed based on major pragmatic steps. We posit that interaction with these chatbots will foster L2 learners' metapragmatic awareness and pragmatic competence, highlighting the potential of AI chatbots as valuable tools for L2 pragmatic instruction.



11:45-13:15 | Kirimas (1F)

# Saturday Onsite Presentation Session 2

Artificial Intelligence

Session Chair: Takeshi Sato

11:45-12:15

73406 | *The Potential of Using Chat GPT in Shaping Students' Academic Writing*

W A Piyumi Udeshinee, NSBM Green University, Sri Lanka

This study examines the potential of employing Chat GPT in shaping students' academic writing. Ten English-as-a-Second-Language learners participated in the study, which involved a pre-test, treatment and post-test. The pre-test and post-test were evaluated by a teacher who was not involved in the treatment phase. During the treatment stage, all the students wrote ten 400-word academic essays and then used Chat GPT to rephrase them in academic writing style. The completion of each essay was followed by a teacher-student discussion comparing students' original text with the AI-generated text. The teacher assisted students in identifying the accurate use of language and determining whether any inappropriate prompts were offered by the AI tool. The data collected through pre-test, post-test and students' focus group interviews are scheduled to be analysed in August 2023. The study anticipates an improvement in students' academic writing and their interest in learning academic writing.

12:15-12:45

75519 | *Multimodal Deep Learning Methods and Counterfactual Reasoning for EFL Learners' Public Speaking Anxiety Detection*

Tingting Zhang, Beijing University of Posts and Telecommunications, China

Xu Chen, Beijing University of Posts and Telecommunications, China

Chunping Zheng, Beijing University of Posts and Telecommunications, China

Bin Wu, Beijing University of Posts and Telecommunications, China

Public speaking anxiety (PSA) is one of the most common social phobias, which hinders learners speaking performance. Accurate evaluation of PSA helps identify learners' anxiety state and provides personalized instructional guidance to alleviate their anxious feelings. Recently, deep learning models have gained widespread attention in various fields, so we employ multimodal deep learning techniques to achieve automated detection of PSA. In this study, we integrated learners' visual, acoustic, and textual information and constructed a deep learning model named Multimodal Speaking Anxiety Detection (MSAD). The construction of the MSAD model involves feature extraction, unimodal representations, cross-modal fusion, multimodal representations. Moreover, although deep learning models have achieved promising performance, they are still inevitably affected by spurious correlations within modalities. We resort to causal inference and leverage counterfactual reasoning to eliminate the single-modal bias. The results showed that the proposed model based on counterfactual reasoning is effective for the automated assessment of PSA.

12:45-13:15

75518 | *The Effectiveness of ChatGPT in Enhancing English Language Proficiency and Reducing Second Language Anxiety (L2)*

Kotaro Hayashi, Toyohashi University of Technology, Japan

Takeshi Sato, Tokyo University of Agriculture and Technology, Japan

This study investigates the potential of generative AI (ChatGPT3.5) to improve English language proficiency and reduce second language anxiety (L2). We created an interactive English language application and conducted a four-week study with twenty Japanese university students, engaging them in daily 10-minute English conversations with artificial intelligence. Pre- and post-interaction, an English-speaking proficiency test, and a questionnaire were used to assess the impact of this innovative educational strategy. Preliminary findings indicate that AI-facilitated language practice not only enhanced students' conversational skills but also reduced their L2 apprehension. This study demonstrates an optimistic possibility for incorporating generative AI into L2 education, thereby illuminating a new path for innovative pedagogical strategies.

14:15-15:45 | Kirimas (1F)

# Saturday Onsite Presentation Session 3

Artificial Intelligence

Session Chair: Huifen Lin

**14:15-14:45**

75521 | *Quo Vadis Language Teaching for STEM and Management Students in Times of AI: Experiences, Strategies, and Future*

Denise Lichtig, Technical University of Munich, Germany

This presentation provides insights into the integration of AI in university language teaching at the Technical University of Munich, Germany. It showcases the strategic approach and anticipated developments in competency-based language education, with a particular focus on STEM and Management students. The emphasis lies in preparing students for their professional journey, achieved through the effective utilization of AI-based technologies. Moreover, the presentation highlights the commitment to equip students with AI competence and nurturing critical thinking. The ultimate aim is to empower STEM and Management students to confidently navigate AI-driven language learning, thereby enhancing the overall educational experience while maintaining the human touch.

**14:45-15:15**

73401 | *Undergraduate Students' Perceptions on the Application of AI in English Textbooks*

Bin Zou, Xi'an Jiaotong-Liverpool University, China

Yi Yin, Xi'an Jiaotong-Liverpool University, China

Sitian Xie, Xi'an Jiaotong-Liverpool University, China

Using AI in the field of English education may bring new developments to English language teaching and learning. Integrating AI technology into English textbooks can bring significant changes to them and promote the development of e-textbooks and interactive textbooks. This study aims to investigate undergraduates' perception towards integrating AI technology in textbook. Participants are undergraduates who are recruited from Chinese mainland universities. This research employs mixed method to collect data. Participants will fill in questionnaire first, and then undergraduates who provide typical data are invited to participate in the interview part. Hope this pioneering research can provide some inspiration for future research.

**15:15-15:45**

73566 | *Using ChatGPT in Second Language Writing: What Are Students' Perceptions*

Huifen Lin, National Tsing Hua University, Taiwan

ChatGPT, an advanced AI product, has significantly impacted human life with its human-like text generation capabilities. It extends its influence to second/foreign language writing, and this study explores its applicability in aiding English L2 writing challenges. By analyzing students' prompts seeking feedback from ChatGPT and conducting a survey, the study reveals students primarily sought advice on vocabulary, language use, and clarity. However, prompts often lacked specificity, including whole paragraphs instead of specific sentences or phrases. Although students welcomed ChatGPT's immediate advice, they expressed concerns about its long-term impact on their writing development. Nevertheless, the research suggests that ChatGPT's AI capabilities hold promise in assisting L2 writing instructors with prompt diagnosis and immediate feedback, requiring cautious integration for balanced long-term writing development.

09:30-11:30 | Thung Saliam (2F)

# Saturday Onsite Presentation Session 1

Virtual Reality

Session Chair: Julian Chen

**09:30-10:00**

75540 | *Research on Resource Design of Virtual Simulation Experiment of Language Category*

Shijie Wang, Beijing University of Posts and Telecommunications, China

Ru Zhang, Beijing University of Posts and Telecommunications, China

Fuan Wen, Beijing University of Posts and Telecommunications, China

In order to ensure the practicality and efficacy of the resources, the design of language virtual simulation experimental resources must take into account the experimental objectives, virtual scenarios, learning content, interaction methods, assessment methods, technical implementation, and student differences. This paper adopts a combination of comparative research method and case study method to summarize, compare, test and analyze the nine selected evaluation mechanism samples with 39 sample cases of language virtual simulation experimental teaching resources. Through theoretical analyses and practical case studies, seven principles of language virtual simulation experimental resources design are constructed, including teaching objectives, teaching content, teaching mode, teaching evaluation, research and development technology, operating environment, sharing effect, design ideas and requirements, design system and framework. It is hoped that this paper provides reference for language virtual simulation developers and designers, and jointly promotes the scientific, systematic and standardized design and development of virtual simulation experimental resources.

**10:00-10:30**

75188 | *Enhancing Vocabulary Acquisition Through Immersive VR: Investigating the Power of Object Interaction*

Tricia Thrasher, Immerse, United States

Regina Kaplan-Rakowski, University of North Texas, United States

This presentation reports on a study that was conducted as part of a large-scale project testing the cognitive and affective aspects of language learning in VR in 11 secondary schools located throughout the U.S. This specific project examined the impact of VR on vocabulary learning. Participants were 91 beginner and intermediate learners of French from a high school in Texas, USA. All participants completed vocabulary learning activities in a VR language learning platform, Immerse, in one of two groups: an experimental group who used VR headsets and a control group who used computers. A pre-/post-/delayed-post-test design was used to measure vocabulary learning outcomes. Preliminary analysis showed a slight advantage of using VR headsets to retain vocabulary. When comparing the effect of interactive objects versus non-interactive objects on vocabulary learning, the interactivity yielded higher vocabulary scores.

**10:30-11:00**

73198 | *The Perceived Engagement of English Language Learners' Experience in Learning Content Vocabulary Through Virtual Reality Games*

Muleyke Sahinler Albayrak, Edith Cowan University, Australia

Julian Chen, Curtin University, Australia

John Williams, Curtin University, Australia

The acquisition of content-specific vocabulary poses a significant challenge for English as an additional language or dialect (EAL/D) students. In light of this concern, this study examines the perceptions of fourteen Year 7 and 8 students of Middle Eastern origin engaging with virtual reality (VR) games, delivered via Google Cardboard headsets, as a means to improving their content-specific vocabulary. The study employed a qualitative approach to collecting data from multiple sources, such as a background survey, semi-structured focus group interviews, exit slips, observation notes, and a researcher's journal. Thematic analysis was adopted to interpret the triangulated data, resulting in two main categories: 1) EAL learners' perceptions and attitudes towards headset-enabled 3D educational VR games, and 2) the effects of these games on vocabulary acquisition and retention. The findings indicate that the use of VR games provided an engaging and enjoyable learning experience, leading to improved content and vocabulary learning.

**11:00-11:30**

72749 | *Language Teaching and Research in the 3D Virtual World: A Tale From a Practitioner Researcher in Second Life (SL)*

Julian Chen, Curtin University, Australia

This presentation intends to respond to the subtheme in 'growing diverse online communities of language learners/teachers'. It speaks for 'newbie' teacher researchers who venture to embark on a challenging but rewarding adventure in 3D multi-user virtual environments (MUVes) such as Second Life (SL). Taking an autoethnographic approach, I candidly demystify the dos and don'ts in SL teaching and research while vividly walking the audience through each step of my 3D journey.



11:45-13:15 | Thung Saliam (2F)

# Saturday Onsite Presentation Session 2

Task-based Learning

Session Chair: Gota Hayashi

**11:45-12:15**

73309 | *Conversation Analytic Study of Online Task-Based Interaction: Implications for Task-as-Workplan vs Task-in-Process*

Sumita Supakorn, Thammasat University, Thailand

Adopting a conversation analytic approach, this study aims at explicating Thai undergraduate students' task-based interaction in an online environment. The analysis unpacks the students' talk-in-interaction concerning their organization of turn-taking, sequence and repair. The naturally-occurring data were collected from 49 non-English major students' role-play task performance via Microsoft Teams which amount to approximately 6 hours of recording. From a fine-grained detail of Conversation Analysis (CA), the findings show that the same task design results in diverse ways of turn allocation, speaker selection, and sequence pattern during students' actual interactional tendencies. The present study builds on the disparity between task-as-workplan and task-in-process and previous studies on task-based interaction. This study not only provides pedagogical implications for designing tasks that potentially promote interactional practices in a digital platform, but also shows how process-oriented and micro-detailed insights from CA work can inform Task-Based Learning and Teaching and Computer-Mediated Communication.

**12:15-12:45**

73987 | *Teaching Reading for Japanese EFL Undergraduate Students via Zoom*

Gota Hayashi, Tokyo Keizai University, Japan

This paper documents how one teacher taught a reading course online using Zoom during COVID-19 for nine second- and third- year EFL undergraduate students in Japan in three phases: (1) getting to know the students, (2) staying attuned to the students' wants and needs, and (3) getting students to become autonomous learners. Challenges as a result of COVID-19 and a move from classroom teaching to online teaching included difficulties in having students borrow and purchase books and having students conduct extensive reading throughout the course. Implications for teachers teaching reading in EFL contexts not limited to Japan are also provided.

**12:45-13:15**

73140 | *A Universal Infrastructure for Learning Language Through Culture: The ENACT Web App*

Paul Seedhouse, Newcastle University, United Kingdom

Muge Satar, Newcastle University, United Kingdom

ENACT is a free web app <https://enacteuropa.com/> which enables people to learn aspects of foreign languages while performing a meaningful real-world task which enables them to experience the culture of the foreign language. With the ENACT interactive player, you can learn a foreign language through the foreign culture by carrying out a cultural activity. Your device will guide you through the stages of doing the activity through structured interactive content, using photos, text, audio and video to help you. Use the ENACT Author to create your own favourite cultural activity in your language so that anyone else round the world can use it to learn your language and culture. We demonstrate how the app works, explain the principles of app design, discuss the research we have done/ are doing in relation to the project and how we are tracking/recording impact.

14:15-15:45 | Thung Saliem (2F)

# Saturday Onsite Presentation Session 3

Telecollaboration/Virtual Exchange (Symposium)

**Session Chair: Eric Hagley**

**14:15-15:45**

73419 | *Virtual Exchange – Benefits, Challenges and the Future*

Eric Hagley, Griffith University, Australia

Robert Steel, De Paul University, United States

Melinda Dooly Owenby, Universitat Autònoma de Barcelona Research, Spain

Masahito Watanabe, Yokohama National University, Japan

Jennifer Claro, Kitami Institute of Technology, Japan

Ruben Alberto Pulgarin Cruz, LatinCALL, Colombia

Virtual Exchange (VE) now has a relatively long history in educational environments and is having a profound effect on many students around the world. The benefits are being shown in a growing body of research and governments are working to incorporate it into syllabi. Yet it is still not truly mainstream. Challenges remain for this to happen and this symposium will take those up as well as noting the incredible benefits VE can result in when applied well in the classroom.

09:30-11:30 | Sri Nakron (1F)

# Saturday Onsite Presentation Session 1

Telecollaboration/Virtual Exchange

Session Chair: Meei-Ling Liaw

**09:30-10:00**

73404 | *Virtual Exchange in Practice – Research on a Large-scale Virtual Exchange Project*

Eric Hagley, Griffith University, Australia

In this presentation, an outline of the IVEProject, research done to date, research projects on assessment of VE that are being carried out presently and future research plans and ideas will be shown. A showcase of the manner in which VE in general, and the IVEProject in particular, affects students' intercultural understanding will occur. I will show how new tools measure students' engagement levels within VE and the way these tools are being used by teachers to assist in assessment. A discussion of ways in which different educational settings have incorporated VE into their EFL/ESL curricula will entail.

This is an APVEA presentation.

**10:00-10:30**

73073 | *Fostering Intercultural Competence Through Virtual Exchange in Japanese Higher Education*

Yoko Matsumoto, Monash University, Australia

This research project investigates the experiences of Japanese university students who participate in virtual exchange programs. Most intercultural competence frameworks have been developed by Western scholars and are based on Western perspectives and often do not include other cultural views of intercultural competence. Moreover, intercultural competence frameworks have been designed on an assumption that interactions are carried out in physical contexts and as yet do not appear to have been applied to online contexts. This research project, therefore, aims to examine the potentials of "virtual exchanges" to support the development of intercultural competence focusing on the Japanese university students. This research project will expand our understanding of how intercultural competence is manifested and developed in online contexts while questioning whether the predominantly Western conceptualisation of intercultural competence that have been adopted in foreign language education are appropriate.

**10:30-11:00**

74856 | *Unlocking Linguacultural Learning: Integrating Virtual Exchange in Secondary Education*

Kristi Jauregi-Ondarra, Utrecht University, Netherlands

This presentation showcases the pedagogical integration of VE in secondary education. By employing surveys, interviews, and analyzing exchange data, the presentation unveils the linguistic and cultural gains achieved by students through VE participation. It emphasizes the significance of integrating VE in secondary education and presents key findings regarding learner satisfaction and linguacultural development. Through the exploration of VE's impact in secondary education, this presentation aims to inspire educators and policymakers to harness the potential of virtual exchange, while fostering enhanced language proficiency and intercultural competence among students.

**11:00-11:30**

75530 | *Virtual Reality for Language Teacher Telecollaboration*

Meei-Ling Liaw, National Taichung University of Education, Taiwan

As communication technologies advance, newer and more sophisticated ICT tools, including virtual reality (VR), are being used for telecollaboration. Although researchers have applied different models and approaches to understand the specific features of VR on students' language learning and intercultural communication, little has been done to examine language teacher telecollaboration via VR technologies. This presentation reports a study in which student teachers of an additional language (LX) from different geographical locations and cultural backgrounds participated in a project to cultivate their critical views on LX teaching and intercultural communication skills. The participants interacted and discussed LX teaching/learning issues in VR environments during the telecollaboration. Screen recordings of the participants' interactions in VR environments were analyzed to unpack the thematical salencies and significant moments of the participating LX teachers' intercultural interaction. Based on the findings, this presenter offers suggestions and caveats for future designing and researching intercultural telecollaboration in VR environments.



11:45-13:15 | Sri Nakron (1F)

# Saturday Onsite Presentation Session 2

Language Skills Development

Session Chair: Manashi Gogoi Dutta

**11:45-12:15**

73432 | *Automatic Speech Recognition Technology for Practicing and Testing Reading Aloud in L1 and L2*

Wieke Harmsen, Radboud University, Netherlands

Yu Bai, Radboud University, Netherlands

Ferdy Hubers, Radboud University, Netherlands

Catia Cucchiari, Radboud University, Netherlands

Helmer Strik, Radboud University, Netherlands

Reading is a learned skill that children acquire after intensive practice involving guided reading aloud. Since reading aloud is not always feasible in classrooms, researchers have been considering Automatic Speech Recognition (ASR) technology to support reading programs, especially for English. In the project 'Dutch ASR-based Reading Tutor' we investigated how ASR technology can contribute to reading development in 752 first graders, for a language other than English. In this contribution we present results about the affordances of different ASR systems for learning to read, both for providing practice in guided reading aloud and for developing more efficient and objective tests of reading proficiency. We discuss the performance of traditional and more recent ASR systems for reading practice in L1 and L2 and outline possible lines of future research.

**12:15-12:45**

73390 | *A Social Semiotic Study of EFL Students' Writing as Multimodal Composing*

Pattaramas Jantasin, Newcastle University, United Kingdom

The omnipresence of digital and multimodal communication practices leads to a call for new perspectives on the primacy of language and what should be taught in language and literacy education. This study investigated the multimodal composing activities of Thai university students in one EFL classroom. Based on social semiotics (Bezemer & Kress, 2016) and multiliteracies (the New London Group, 1996), it examined the students' multimodal texts and their composing processes to gain insights into how the students composed multimodally and their transformative engagement processes when making and remaking signs. The analysis of two focal groups reveals that multimodal composing is not a simple addition of modes. The findings highlight the need for teachers to not only expand a range of modes in the learning environment but also develop students' understanding and recognition of how different modes offer specific ways to configure the world and the interrelation as a complex whole.

**12:45-13:15**

74711 | *Word Clouds, Text Mining and Online Paraphrasing Tools for Critical Reading*

Manashi Gogoi Dutta, King Mongkut's Institute of Technology Ladkrabang, Thailand

In the field of education, whatever is happening because of technology, is triggering an intellectual revolution. The fundamental changes that the tactics and theories of reading are going through have inspired the current study which took place at the King Mongkut's Institute of Technology Ladkrabang of Bangkok. The purpose of the experiment was a paradigm shift in teaching about reading strategies, types of texts, and theories of reading for critical analysis.

14:15-15:45 | Sri Nakron (1F)

# Saturday Onsite Presentation Session 3

Learner & Curriculum Needs

Session Chair: Yiting Han

**14:15-14:45**

75525 | *Zooming Students' Multimodal Embodiment of Their Willingness to Communicate in English*

Corry Caromawati, University of Leeds, United Kingdom

In the context of English as a Foreign Language (EFL) classrooms, promoting students' Willingness to Communicate in English during (L2 WTC) has been challenging, moreover in online learning. Thus, it is important for teachers to design some interventions to promote it by first identifying their students' L2 WTC. Previous studies found that students' L2 WTC can be observed through their nonverbal behaviors. Three Indonesian freshmen attending online learning through Zoom were involved in this study. Their turn frequency was measured to indicate their L2 WTC. Their multimodal behaviours, categorized as artifacts, proxemics, kinesics, and paralinguistic cues were studied. Explanations from two recall interviews were used to uncover their multimodal behaviours' relation with L2 WTC. The findings found that students' multimodal behaviours can indicate their L2 WTC. However, some behaviours are not as visible in online environments, highlighting the need for teachers to consider both nonverbal and verbal cues.

**14:45-15:15**

73386 | *Comprehensive Student Preferences for L1/L2 Usage in a Classroom*

Davis Shum, Kyushu Sangyo University, Japan

In previous studies, researchers have argued that teaching in the target language (L2) is the most effective approach (Krashen & Terrell, 1983, p. 9). Recent studies show, however, that using students' language (L1) can offer a variety of benefits to language learners (LLs) (Leeming, 2013; Bartlett, 2017; Inada & Inada, 2021). In the following presentation, I will present the results of the first stage of a long-term data collection, which explored university LL perspectives regarding English-only and Japanese-only lessons. In this study, students enrolled in compulsory English lessons at a Japanese university completed a survey at 3 different times throughout the first semester. Results from initial data collection show that students prefer neither L1- nor L2-only lessons, but a mixed usage of both. The presentation will conclude with advice for language teachers. Specifically, how to find balance in your language use, and how your language use can affect learner development.

**15:15-15:45**

73143 | *Autonomous L2 Learners Navigating the Digital Wilds: A Complexity Theory Perspective*

Yiting Han, Nanyang Technological University, Singapore

In the digital era, language learning extends beyond the confines of a classroom, and autonomous L2 learners can leverage various digital tools and resources. Drawing from Complexity Theory, this presentation explores the dynamic language learning process of five autonomous adult L2 learners in the digital wilds. The study investigates the mediating role of digital tools, the interaction of technology with learners' identity, motivation, and autonomy, and the triggers for emergent learning moments. Findings reveal learners' agency in resource utilization, their intricate interactions with technology, and the intertwined role of identity, motivation, and autonomy in learning. These insights contribute to the theoretical understanding of complexity in life-wide language learning, innovate methodologies through a Complexity Theory-oriented longitudinal case study, and suggest pedagogical strategies to foster learners' agency and mindfulness in digital language learning contexts.

09:30-11:30 | Sri Sachanalai (1F)

# Saturday Onsite Presentation Session 1

Online and Mobile Learning

Session Chair: Napat Jitpaisarnwattana

**09:30-10:00**

73415 | *Online Communities of Language Learners/Teachers in Post-pandemic Bangladesh*  
Muhammed Shahriar Haque, East West University, Bangladesh

This paper aims to explore the online communities of English language learners/teachers in the aftermath of the pandemic crisis in higher educational institutions of Bangladesh from mid-2022 to mid-2023. Online communities have grown since the pre-pandemic days. However, how much of that growth can be attributed to the English language learning/teaching communities needs to be academically discussed.

**10:00-10:30**

71686 | *An Online Educational Framework for Teaching Second Language Reading and Writing*  
Stephen Peridore, College of Southern Nevada, United States  
Ken Umland, College of Southern Nevada, United States  
Veronica Mcvay, College of Southern Nevada, United States

Teaching second language (L2) reading and writing skills in an online learning environment has increasingly become common place due to rapid advances in educational technology that very closely approximate a face-to-face learning environment. Join us in our presentation where we will highlight specific activities and online tools that simulate face-to-face classroom activities as well as demonstrate the ways in which to seamlessly embed and organize them within a Learning Management System (LMS). Furthermore, through a comparative analysis of the success rates of face-to-face versus online sections of the same L2 reading and writing courses, we will show that the online modality was just as effective as the face-to-face modality whereby success rate and effectiveness were determined by a common final exam or essay that was administered across all sections of the L2 reading and writing courses.

**10:30-11:00**

75550 | *Adjusting to Online Teaching: The Role of ESL Instructors' Online Job Satisfaction in Predicting Burnout*  
Nina Maness, Concordia University, Canada  
Walcir Cardoso, Concordia University, Canada

This study examines the relationship between post-secondary ESL instructors' online job satisfaction and rates of burnout. The study is guided by the following research questions: (1) Do instructors of online English courses perceive themselves as having lower job satisfaction? (2) Are online ESL instructors experiencing burnout? Finally, (3) Does decreased online job satisfaction correlate with increased experiences of burnout? Participants completed an online survey consisting of Bolliger and Wasilik's (2009) Online Faculty Satisfaction Survey and Maslach and Jackson's (1981) Maslach Burnout Inventory-Educator Survey, as well as an online interview. Data collection and analyses are ongoing, but we predict that when teaching online compared to in person: (1) teachers will experience lower levels of job satisfaction and higher rates of burnout; (2) teachers will rate institution-related factors as the cause of lower job satisfaction; and (3) institution related factors in job satisfaction will be a predictor in emotional exhaustion and depersonalization.

**11:00-11:30**

74772 | *Understanding the Roles of Personalization and Social Learning in a Language MOOC Through Learning Analytics*  
Napat Jitpaisarnwattana, University of Cambridge and Silpakorn University, Thailand

In the last decade, there has been a great deal of interest in language MOOCs (LMOOCs) and their potential to offer learning opportunities for large audiences. For the current study, a dedicated LMOOC was designed and implemented, called the "Social and Personal Online Language Course (SPOLC)." This language learning environment incorporates a recommendation system and emphasizes personalisation and social interaction. The study identified the types of learning behaviour that were related to course completion and observed how 270 learners in the LMOOC used the various course features. The data were collected using learning analytical methods and analysed using binary logistic regression and feature extraction prediction model. The results demonstrated that working in groups and creating a learning plan were important factors associated with course completion, while interacting with other learners online was not. I conclude with several suggestions and implications for future LMOOC design, implementation, and research



11:45-13:15 | Sri Sachanalai (1F)

# Saturday Onsite Presentation Session 2

Online and Mobile Learning

Session Chair: Kalyan Chattopadhyay

11:45-12:15

75585 | *Investigating the Use of Smartphone in a Flipped Classroom for English Language Learners in India*

Kuheli Mukherjee, Sakhawat Memorial Govt. Girls' High School, India

The talk will present a classroom-based action research on using mobile technology through smartphone for flipped learning in an English language classroom for 31 learners of grade seven during the Pandemic. It will explore the impact of using video clips through WhatsApp group to create opportunity for self learning before a class. It will also focus on use of Quizziz, Padlet and Google form for creating opportunities of flipped learning using the pedagogies of cooperative, collaborative and problem-based learning. The paper will conclude with the suggestion of integrating 'use of mobile technology' into the core curriculum of mainstream in-service teacher education for English language teachers.

12:15-12:45

73428 | *Developing an m-learning Framework for Teacher Learning in Low-resourced Context*

Kalyan Chattopadhyay, University of Calcutta, India

It is well-documented that the use of mobile devices enhances learning opportunities and contributes to the knowledge and skill development of teachers. Despite such affordances, the actual use of m-learning for supporting teacher development in countries with low resources and limited infrastructure has remained inadequate. This paper presents an m-learning framework for teacher learning based on a comprehensive review of the deployment of m-learning frameworks in various countries between 2008 and 2023. The key elements adapted from these frameworks include compatibility issues, support for multimedia content, access to content in low-resourced contexts, a user-friendly interface, assessment types for learner engagement, mechanism for tracking learner progress, and feedback provision, etc. This comprehensive and contextually appropriate m-learning framework will enhance the teacher learning experience on mobile devices.

12:45-13:15

73423 | *Fostering Learner Autonomy: Web-based Goal Setting and Self-evaluation in Japanese Higher Education*

Nicolas Emerson, Kyushu Sangyo University, Japan

This presentation introduces an innovative Moodle plugin designed to foster learner autonomy in compulsory EFL education at a Japanese university. The plugin, facilitating online goal setting and self-evaluation, incorporates a unique tripartite model of goal setting. The aim is to balance between nurturing learner autonomy and addressing practical considerations of compulsory EFL instruction. This digital platform streamlines regular self-reflection, providing information in an intuitive format that aligns with the technological proficiencies of contemporary learners. Preliminary insights from a mixed-methods research study reveal students' preference for the digital medium of goal setting and a positive correlation between the challenge level of goals set and students' self-assessments. As preparations for wider release within the global Moodle community are underway, the presenter invites attendee feedback to help refine and enhance the tool's effectiveness in supporting autonomous language learners worldwide.

14:15-15:45 | Sri Sachanalai (1F)

# Saturday Onsite Presentation Session 3

Task-based Learning

Session Chair: Peter Gobel

**14:15-14:45**

74391 | *Language Learning in the Digital Game Minecraft: A Task-based Learning Study of Japanese EFL Learners*  
Jeremy White, Ritsumeikan University, Japan

This presentation presents case study research incorporating mixed methods and drawing on the social constructivist conception of SLA to investigate the task-based interaction of EFL learners in the commercial digital game Minecraft. This study investigated beginner and lower intermediate-level Japanese university English language learners. The written chat discourse elicited by playing Minecraft in English was analyzed to establish how vocabulary learning and fluency development was facilitated through play and interaction. The presentation will show that in a positive finding, discourse analysis and the communication environment provided by the game and the tasks elicited TL use that enabled students to engage in meaningful social interaction involving collaboration. Data showed evidence of constructs identified in the social constructivist account of SLA. The presentation will also highlight how participants consistently came to a shared understanding regarding the tasks (achieve intersubjectivity) and experienced zones of ZPD.

**14:45-15:15**

74985 | *Teaching Cultural Theory Through Digital Task-based Projects: Content-based Instruction and Task-based Learning*  
Peter Gobel, Kyoto Sangyo University, Japan  
Makimi Kano, Kyoto Sangyo University, Japan

The paper discusses how content-based instruction in cultural theory was made more relevant to students through the use of two kinds of digital task-based projects: digital storytelling and the creation of a digital zine. A brief background of the content-based course is given, followed by a detailed description of the two tasks. The process of creating and recording a digital story and its connection to the course content is explained, as well as the purpose and process of creating a digital zine. The results of these two projects are discussed in light of the course materials and student reactions to the material presentation. It is hoped that these results will provide evidence for the positive interface between CBI and digital task-based projects.

**15:15-15:45**

73138 | *Learning Language and Culture While Cooking: The Linguacuisine and ENACT Web Apps*  
Paul Seedhouse, Newcastle University, United Kingdom

The Linguacuisine and ENACT apps and websites help users learn a language while cooking a meal. Your own smartphone will speak to you in the foreign language in your own kitchen and talk you through all of the stages of cooking the recipe, with different levels of help to support their language learning. When you've finished, eat the food you've cooked and learn something about the culture of the country. Learners can also use the recipe author tools to upload their own favourite recipe from their own country in their own language. The talk covers pedagogical and technological design, implementation and research findings, demonstrating how the apps work.

<https://enacteuropa.com/>

<https://linguacuisine.com>

16:00-17:00 | Sri Sachanalai (1F)

# Saturday Onsite Presentation Session 4

## Technology Showcase

**16:00-17:00**

73271 | *Customized Moodle: Enhancing Foreign Language Course Management at a Japanese University*

Nicholas Bovee, Kyushu Sangyo University, Japan

This presentation showcases a customized Moodle implementation for foreign language education at a Japanese university. Developed to meet the demands of online instruction during the pandemic, our platform offers superior features compared to Google Classroom while maintaining a simplified user interface. Designed for part-time language teachers working at multiple institutions, our streamlined Moodle minimizes the learning curve and maximizes instructional time. Key features include a forum sidebar for post display and filtering, a versatile grade dashboard, and a multi-purpose note-taking plugin. Additional demonstrated features include toggling between social and non-social forum formats, labeling task categories, duplicating and archiving lessons, and adjusting class-specific settings for shared quizzes. Our tailored Moodle implementation has had a positive impact, with most teachers continuing to use it in post-pandemic face-to-face classes. Our aim is to inspire other institutions to optimize their LMS platforms based on their unique requirements, using our successful integration as a model.

**16:00-17:00**

75513 | *AI Startup Edutem's AI System for Languages Learning: e-library System and AI Solution for English Learning*

Inseok Kim, Dongduk Women's University, South Korea

Jeung Hun Shin, Edutem, Inc, South Korea

This presentation is intended to introduce two major AI products for languages learning developed by an A.I. startup company, Edutem, Inc of Republic of Korea. The first one is an e-library system for English learning which consists of the following features: 1) diagnosis of reading levels, 2) calibrated recommendation to the readers' level, and 3) various personalized learning activities by utilizing AI technology. It currently houses more than 500 English readers, the levels of which range from pre-1 to C1. Through this e-library AI system English learners can practice multifaceted pronunciation training, vocabulary learning, and reading comprehension exercises. The other one is an AI Engine which encompasses such technology as ASR and speech separation and synthesis), AI chunking, and NLU/NLG. This AI engine enables learners to learn English, Korean, Chinese and Spanish, which will not only enhance their learning motivation, but also reduce the time for reaching their next level.

**16:00-17:00**

73139 | *Producing Your Own Materials for the ENACT Web App: Learning Language Through Culture*

Paul Seedhouse, Newcastle University, United Kingdom

Muge Satar, Newcastle University, United Kingdom

ENACT is a free web app <https://enacteuropa.com/> which enables people to learn aspects of foreign languages while performing a meaningful real-world task which enables them to experience the culture of the foreign language. There are 128 existing activities for 24 languages and cultures from 29 countries. However, this workshop shows you how to use the ENACT Author to create your own favourite cultural activity in your own language to add to the crowd-sourced ENACT system, so that anyone else round the world can use it to learn your language and culture. Workshop participants learn how to use the CREATE authoring system. We explain the procedures involved and participants can start the process of producing materials for their own favourite language and cultural activity. We also evaluate the extent to which the apps succeed in the aim of giving all languages and cultures an equal voice and a universal infrastructure for learning language through culture.





# Sunday, November 12

## Parallel Sessions

All times are in Indochina Time (UTC+7)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:30-11:30 | Kirimas (1F)

# Sunday Onsite Presentation Session 1

Artificial Intelligence

Session Chair: Yi-chen Chen

**09:30-10:00**

74848 | *Effects of Peer and Automated Feedback on Learners' English Public Speaking Self-efficacy and Performance*

Xu Chen, Beijing University of Posts and Telecommunications, China

Tingting Zhang, Beijing University of Posts and Telecommunications, China

Huayang Zhang, Beijing Normal University, China

Chunping Zheng, Beijing University of Posts and Telecommunications, China

Assessing EFL learners' English public speaking (EPS) performance in real classroom settings is a challenging issue. This study reported the development of a self-designed AI-supported formative assessment platform for evaluating EFL learners' public speaking performance. Based on a quasi-experimental design, the study further explored the impact of peer and automated feedback on students' EPS self-efficacy and performance. Fifty-two Chinese college students were randomly assigned into two different groups. The experimental group carried out self-, automated- and teacher- assessment, while the control group undertook self-, peer- and teacher assessment. Our results showed that the two modes of formative feedback had positive effect on improving learners' EPS self-efficacy and performance. However, no significant difference was found in terms of EPS self-efficacy and performance among the two groups. Qualitative results found that learners showed different concerns and affordances towards the platform and the assessment modes. Related pedagogical implications were provided.

**10:00-10:30**

73398 | *Can AI Teachers Enhance EFL Learners' Communicative Confidence? A Mixed-research Study*

Chenghao Wang, Xi'an Jiaotong-Liverpool University, China

Bin Zou, Xi'an Jiaotong-Liverpool University, China

The investigation of utilising AI teachers to augment communicative confidence and establish a more dynamic online learning atmosphere is conducted through the present research, which utilised two distinct AI teachers for managing an online English-speaking course consisting of two lectures in both the traditional and the AI-powered online synchronous classroom.

**10:30-11:00**

73391 | *Task-based AI Voice Chatbot for EFL Young Learners*

Heyoung Kim, Chung-Ang University, South Korea

Sungsook Lee, Chung-Ang University, South Korea

There has been extensive discussion over the years regarding the potential of utilizing AI chatbot to enhance L2 communication skills. However, it is crucial for a language learning chatbot to offer more than just natural human-computer interactions. An L2 chatbot should also serve as a language curriculum, providing appropriate tasks and references that contribute to successful L2 learning. To ensure effective and sustainable use, the interlanguage, language learning needs, and proficiency of chatbot users should be also carefully taken into account. In this presentation, a newly developed task-based voice chatbot named "Kai" is introduced for young EFL learners.

**11:00-11:30**

73565 | *Exploring the Potential of Artificial Intelligence in Fostering Creativity Among EFL Students: A Case Study in Taiwan*

Yi-chen Chen, Yuan Ze University, Taiwan

This study explores the use of AI to enhance creativity among EFL university students. Thirty-one students from a Taiwan university participated in an eight-week AI training program. They engaged in activities including text-to-picture and text-to-speech functions and created short video clips with AI assistance. Pre- and post-training questionnaires and interviews were used to measure motivation, attitude, and experiences. Results show significant improvements in students' perception of creativity, problem-solving skills, knowledge expansion, and technology acceptance. However, social interaction did not significantly improve. Students expressed interest in further exploring AI's potential but faced challenges in operating AI tools and imbalances in technology literacy within teams. The study contributes to AI in language education literature, informs pedagogical practices, and emphasizes the need for enhanced AI training to foster creativity in EFL students. Practical implications include integrating AI into language learning curricula and addressing technological challenges and digital literacy among EFL learners.

11:45-13:15 | Kirimas (1F)

# Sunday Onsite Presentation Session 2

Teacher Education

Session Chair: Kyria Finardi

11:45-12:15

75515 | *Developing Targeted Technology Standards for Teachers: Report on a Project for the Canadian Settlement Language Sector*

Philip Hubbard, Stanford University, United States

Deborah Healey, University of Oregon, United States

We report on a project to develop technology standards for English language teachers in the Canadian settlement language sector. We describe the project background and how the team built on their experience with TESOL Technology Standards, decades as teacher educators, and growing understanding of the Canadian settlement language sector. The result was just seven standards (vs. 14 for TESOL) and a combined 38 performance indicators (vs. 95 for TESOL), a more focused and we believe more approachable target for these teachers. The full standards are written in direct, teacher-friendly language and include explanations and reflection questions for each performance indicator together with vignettes describing how the standards are realized in real teaching situations. We conclude by discussing feedback from stakeholders and progress on similar technology standards for programs and learners. The standards will be available to the audience and are being released with a CC-BY, non-commercial, share alike license.

12:15-12:45

73230 | *Changes in Priority of Influencing Factors for Evaluating/Selecting Online Materials: Are They Intuition- or Research-Based?*

Neny Isharyanti, Universitas Kristen Satya Wacana, Indonesia

Ardiyarso Kurniawan, Universitas Kristen Satya Wacana, Indonesia

Integrating ICT into a lesson has been one of the essential teacher competences suggested by the British Council's Continuing Professional Development Framework (2015) in evaluating the potential effectiveness and appropriacy of digital content, tools, and platforms for achieving desired learning outcomes. Past CALL studies have suggested several influencing factors of evaluation in planning a lesson (Chapelle, 2001; Davies, 2005; Egbert, 2005; Laurillard, 2002). However, teachers may only rely on their intuitions in deciding the factors. This study aims to look at the change of priority of the influencing factors in evaluating/selecting online materials and the reasons for the change of 300 in-service teachers before and after attending two workshops on integrating ICT in creating lesson plans through the quantitative and qualitative methodology. This study offers insights to teacher educators and CALL researchers into what needs to be emphasised in CALL-related teacher professional development.

12:45-13:15

73372 | *Post-pandemic Virtual Exchange as a Third Space for English Teacher Education: Reflections on South-North Technology-supported Encounters and Challenges*

Marina Orsini-Jones, Coventry University, United Kingdom

Kyria Finardi, Univerdidad Federal do Espirito Santo, Brazil

This paper offers a reflection on English language teacher education in undergraduate and graduate level courses that integrated Virtual Exchange (VE) into their curricula in the post-pandemic period, in academic year 2022-2023. It discusses two different Higher Education contexts, one in the Global South (Brazil) and one in the Global North (UK). It discusses how VE offered the opportunity to both decenter the ELT curriculum through international encounters and 'upskill' students in teacher education and their tutors in terms of both digital competences in general and online interactional and intercultural competences in particular, providing a fertile knowledge-sharing and metareflective Third Space. The paper will conclude with a reflection on what technological lessons learnt during the pandemic will stay, and what national/local policies and/or institutional and infrastructural barriers might prevent the lessons learnt during the pandemic to be implemented in some contexts.



14:15-15:45 | Kirimas (1F)

# Sunday Onsite Presentation Session 3

Learner & Curriculum Needs

Session Chair: Mar Gutierrez-Colon

**14:15-14:45**

73366 | *Eighty Years of Open Educational Resources in CALL*

Deborah Healey, University of Oregon, United States

Phil Hubbard, Stanford University, United States

For the past four decades, the two presenters have devoted substantial portions of their professional careers to developing and maintaining free and open resources for CALL. They begin this session with what motivated them to start working in this area. In the 1980s, microcomputers like the Sinclair, Apple IIe, and IBM PC made CALL more widely possible. Both presenters, like others, were inspired then to begin creating and sharing free educational technology resources. Over time, even more teachers were involved in using CALL and sharing ideas with each other. The presenters describe some of the open resources that they created and shared, along with the stories behind them. They conclude by discussing some of the challenges of creating and disseminating freely usable material and describing their plans for future open resources, encouraging their colleagues to do the same.

**14:45-15:15**

73595 | *Tripping Over Cables: Discussing Tech Pitfalls and Working Toward a Positive Framework*

Isobel Hook, Kyoto Notre Dame University, Japan

Daniel King, Konan University, Japan

Despite its advantages, technology can create more problems than solutions. This presentation explores potential drawbacks, advocates for low- or no-tech cases, and discusses how to navigate these decisions. Through duoethnographic dialogues, two digital natives explore the shared and different beliefs and experiences concerning the integration of technology into their classrooms. The history and existing literature explored includes types of technology as a framework for the terms used, gamification, motivation and normalisation, and drawbacks of technology usage. The differences and similarities are explored along the lines of workspaces, support, techno-joy, limitations, and potential harms. Through these dialogues, a consensus on how to refine utility and guidelines for justifying the usage of technology in education.

**15:15-15:45**

73299 | *English Language Acquisition, CALL and Students with Special Educational Needs*

Mar Gutiérrez-Colón, Universitat Rovira i Virgili, Spain

Cristina Jacas Osborn, Universitat Rovira i Virgili, Spain

The present study is an experimental research carried out through a teaching intervention focused on adult learners with Special Educational Needs (SEN), currently not studying English and with none or little learning background in ESL, to find out which ESL activities and strategies, using a computer assisted language learning (CALL) methodology, were more suitable, accessible, and engaging for language learning.

09:30-11:30 | Thung Saliam (2F)

# Sunday Onsite Presentation Session 1

Learner & Curriculum Needs

Session Chair: Fuan Wen

**09:30-10:00**

73044 | *The Pandemic as a Catalyst for Technology-enabled Innovation*

Luca Giupponi, Michigan State University, United States

Emily Heidrich Uebel, Michigan State University, United States

This study investigates patterns of technology integration practices of post-secondary language instructors after Emergency Remote Teaching (ERT). During the pandemic, university faculty have been forced to embrace a variety of educational technology tools in order to deliver their course remotely. Do these practices remain after the pandemic? Data shows that, for most of the language instructors that participated in this study, the pandemic was a deeply transformative experience. As they sought to ensure teaching continuity during ERT, they gravitated towards tools and approaches that were compatible with their student needs, had a demonstrably positive impact, and improved some aspect of teaching and learning compared to their pre-pandemic situation. Engaging in these innovative practices, over time, resulted in a renewed focus on the student experience, a realignment with present-day uses of digital communication and interaction, an embracing of asynchronous interactions, and overall professional advancement for these instructors.

**10:00-10:30**

73076 | *Exploring Social Justice and Critical Awareness Through Digital Multimodal Texts and Translanguaging Practices*

Marta Tecedor, Arizona State University, United States

Idoia Elola, Texas Tech University, United States

Pedagogical initiatives that foster discussions about the roots and manifestations of social inequalities (e.g., Arnold & Faudree, 2019; Alim 2007; Charity et al. 2008; Wolfram 2011) challenge the notion of a primarily proficiency-based curriculum and pave the way for a critical approach to curriculum development. Inspired by this work, a cultural curriculum aimed at making visible agentive practices of minoritized communities was designed. This session examines how university learners use multimodal texts and translingual practices to engage with issues of social justice in the Spanish-speaking world.

**10:30-11:00**

73408 | *Becoming Digital Educational Leaders*

Chosa Kastuhandani, Universitas Sanata Dharma, Indonesia

The Indonesian government set forth sets of policies to deal with the country's imminent problems. One of the policies is integrating technologies in classroom contexts as one part of school's infrastructure. This study investigated how English teachers manifested their instructional behavior that will lead to student learning.

**11:00-11:30**

75541 | *Research on Application Scenarios of Educational Metaverse*

Fuan Wen, Beijing University of Posts and Telecommunications, China

Shijie Wang, Beijing University of Posts and Telecommunications, China

Ru Zhang, Beijing University of Posts and Telecommunications, China

The future vision of the digital transformation of education is the Educational Metaverse. The success of educational objectives can be significantly impacted by its application scenarios, which can also alter the setting and instructional strategies used in traditional education. This paper offers three world models for the educational metaverse and conducts a thorough analysis of the concept, characteristics and significance of it. The article constructs four types of educational metaverse application scenarios, including virtual simulation scenarios, XR teaching scenarios, intelligent teaching scenarios, and management platforms. This paper focuses on the research of more than 150 enterprises, of which 36 are higher education enterprises, 77 are vocational education enterprises, and 45 are basic education enterprises, based on the aforementioned four categories of educational metaverse application scenarios connotation analysis and system classification. This paper assists researchers from various domains in mastering the application scenarios of educational metaverse.

11:45-12:45 | Thung Saliam (2F)

# Sunday Onsite Presentation Session 2

Artificial Intelligence

Session Chair: Stephane Charitos

**11:45-12:15**

73417 | *Why Smartphones are Key to Unlocking the (Potentially) Transformative Impact of A.I. and Computer Assisted Language Testing (CALT) in ELT*

Colm Downes, EnglishScore, Indonesia

The use of technology to support language learning and language testing is not new. However, the exponential growth of technological developments has recently entered a steeper curve. New innovations in computer assisted language tests, especially on mobile devices, stand to have a transformative impact on English language teaching, learning and assessment. This is particularly the case in developing countries where smartphone penetration rates are increasing rapidly whilst English proficiency levels remain stubbornly low. In Indonesia less than 20% of the population have regular access to a computer in urban areas, as low as 5% in rural and remote areas; whilst the national smartphone penetration rates is now over 80% (Statista, 2023). This talk will outline the steps necessary to harness the power of smartphone innovations in CALT and support the equitable development of ELT, providing all English language teachers and learners' equal opportunity to improve their English language proficiency skills.

**12:15-12:45**

74983 | *Balancing Challenges and Potential: Integrating AI into Ongoing Professional Development*

Stephane Charitos, Columbia University, United States

Christopher Kaiser, Columbia University, United States

In this presentation, we will detail some of the strategies we are putting in place at the Language Resource Center to help Columbia's language instructors harness the potential of AI. These include organizing professional development workshops to introduce instructors to AI; providing instructors with opportunities to interact with AI tools and technologies; and demonstrating how AI can enhance specific aspects of language learning.



09:30-11:30 | Sri Nakron (1F)

# Sunday Onsite Presentation Session 1

Language Skills Development

Session Chair: Xirui Cai

**09:30-10:00**

71847 | *Grammar in the Internet Age: Changes in Attitudes*

Jonathan White, Dalarna University, Sweden

The presentation presents research into changing attitudes to grammar norms due to English being used in online learning contexts. Students studying on net-based courses in English were asked to give their attitudes to various examples of non-standard English usage, including typical norms from English used as a lingua franca and Internet usage such as abbreviations and elliptical sentences. Students expressed formal standard attitudes to norms for their own usage, but were much more forgiving when it came to non-standard usage by other speakers. Similarly, different non-standard grammar norms were more generally acceptable, but some were seen as completely unacceptable. This indicates that students of English have a more nuanced attitude to grammar, but are still quite formal towards their own usage.

**10:00-10:30**

73367 | *Gamification as a Motivational Tool for Japanese EFL Students*

Tyler Mitchell, Kyushu Sangyo University, Japan

Davis Shum, Kyushu Sangyo University, Japan

The effects of gamified instruction via the Classcraft website on Japanese ELLs' self-reported motivation levels are explored in this study. Classcraft is geared toward increasing ELLs' motivation to study English by 'gamifying' the classroom through game elements like points, rewards, leveling, and teamwork. A2-level (the CEFR equivalent of elementary level) students across four compulsory Listening and Speaking classes at a university in western Japan were chosen for this study. Similar to traditional role-playing video games (RPGs), the participants were required to create and 'level-up' online avatars with points they acquired through good in-class behavior and performance. To measure changes in motivation over the course of the semester, the two instructors involved in the study recorded observational data and conducted pre- and post-study surveys. The data suggests that while students generally had a positive outlook on the rewards Classcraft offered, it had a negligible effect on their motivation.

**10:30-11:00**

75514 | *Speaking Practice Using Text-to-speech Technology: Japanese EFL Learners' Perceptions*

Takatoyo Umemoto, Kyoto University of Foreign Studies, Japan

Shinnosuke Takamichi, The University of Tokyo, Japan

Yuta Matsunaga, The University of Tokyo, Japan

Yusuke Yoshikawa, Kyoto University of Foreign Studies, Japan

Shigeo Fujiwara, Uchida Yoko Co., Ltd., Japan

Yasushige Ishikawa, Kyoto University of Foreign Studies, Japan

This study investigated whether speaking practice with text-to-speech (TTS) technology would decrease students' anxiety and increase their confidence associated with making presentations in English in front of their classmates in a university EFL course. In this study, two TTS-synthesized speech models were developed. The first was based on the utterances of a native English speaker, while the second was based on utterances from a non-native Japanese English speaker. Two classes of first-year students (upper and lower) participated voluntarily in the study. The results of a post-questionnaire survey revealed that both the upper and lower groups reported that using TTS to practice their presentations reduced their anxiety, and the lower group strongly felt that practicing their presentations using TTS made them feel less concerned about their own English pronunciation. They valued the TTS-synthesized speech of native English speakers more than twice as much as that of Japanese English speakers.

**11:00-11:30**

74710 | *Neural Correlates of Linguistic and Prosodic Processing in Chinese English-as-a-Foreign-Language (EFL) Learners*

Xirui Cai, Kunming Medical University, China

The current study investigates the neurobiological bases of language processing and the influence of physical language signals on neural processing in Chinese EFL learners. The study utilized 320 Hz low-pass filtered and unfiltered sentences in both L1 and L2 as prosodic and linguistic stimuli based on the Verbotonal theory and organized in the diotic and dichotic listening conditions. The results revealed a widely-distributed network involved in L1 and L2 processing, with overlapping and distinct brain regions associated with acoustic, phonological, linguistic, prosodic processing, attention control, and high-level cognitive control during the processing of the diotic and dichotic signals in L1 and L2. These outcomes have far-reaching theoretical and practical implications for language education.

11:45-13:15 | Sri Nakron (1F)

# Sunday Onsite Presentation Session 2

Telecollaboration/Virtual Exchange

**Session Chair: Jennifer Claro**

**11:45-12:15**

73396 | *Linguistics Landscapes Through Telecollaboration: Purposes, Communities, and Prestige*

Ana Oskoz, University of Maryland Baltimore County (UMBC), United States

Ana María Gimeno Sanz, Universitat Politècnica de València, Spain

This study focuses on data collected in a telecollaboration project between higher-intermediate EFL students in Spain and students of Spanish as a Heritage Language in the USA. The project aimed to encourage the learners to reflect upon examples of linguistics landscapes, i.e., "linguistic objects that mark the public space" (Ben-Rafael et al., p. 1, 2006) using English in Spain and using Spanish in the US, both in public and private spaces. Data was collected through photographs and written blog posts and through a pre- and post-questionnaire. The researchers analyzed the posts applying Grounded Theory (Glaser & Strauss, 1967). Preliminary results indicate that, whereas English in Spain was used to reach out mostly to global communities and as a sign of prestige, Spanish in the United States was frequently employed to connect with global and local communities for practical purposes.

**12:15-12:45**

73400 | *Effects of a New COIL Project Combining Synchronous Discussions and Asynchronous Video-based Exchanges*

Yutaka Yamauchi, Soka University, Japan

Mizuki Mazzotta, Emory University, United States

A new COIL project combining synchronous discussions and asynchronous video-based exchanges was originally designed and implemented between Japanese university students learning English and American university students learning Japanese. In synchronous exchanges, real-time discussions were conducted based on the background knowledge obtained from prior extensive reading. In asynchronous exchanges, participants made explanatory videos about their culture and exchanged their opinions in commentary videos. After three months of implementation, questionnaires were administered to examine participants' awareness of the project. The results showed that lower L2 proficiency learners regarded real-time discussions hard to follow because of difficulties in understanding partners' intentions immediately. They preferred video-based exchanges that could be viewed repeatedly. This project was found to be effective, including low-proficiency learners, in promoting motivation, improving L2 skills and deepening cross-cultural understanding. Thus, it was clarified that the combination of synchronous and asynchronous COIL projects was effective for learners at various proficiency levels.

**12:45-13:15**

73392 | *Authentic Experience in a Japan-Canada University Online Exchange Leads to Increases in Confidence and the Ideal L2 Self*

Jennifer Claro, Kitami Institute of Technology, Japan

In a 10-week Japan-Canada university online intercultural exchange, students communicated via self-recorded video posts in Moodle forums. Video posts allow students to see each other, hear each other's voices, and show each other things—to have a rich, authentic experience. Video posts are multimodal, capturing voice, facial expressions, body language, backgrounds, etc. Multimodal information in video posts enhances the authenticity of the interaction, leading to student trust, and helps to prevent miscommunication. In this exchange, the "rich contact" provided by video, in association with high involvement of the self, resulted in increases in the means of Linguistic Self-Confidence and the Ideal L2 Self. During the project, two students identified with peers and their motivation to learn English increased. Their images of themselves and what they were capable of changed and they set new goals of study abroad and were able to meet these goals soon after the project ended.

**14:15-14:45**

14:15-15:45 | Sri Nakron (1F)

# Sunday Onsite Presentation Session 3

Telecollaboration/Virtual Exchange

**Session Chair: Masahito Watanabe**

73314 | *The Effects of Telecollaboration on ELLs' Motivation and Intercultural Competence: A Pilot Project*

Ester Quiroz, University of Concepción, Chile

Karis Hanson, University of Concepcion, Chile

Sarah Shaw, Nazareth College, United States

The use of technology in university level ESL/EFL classrooms is an ever expanding topic. This telecollaboration pilot project between students from Universidad de Concepción and the English Language Institute at Nazareth College focused on the ability of technology to enhance students' motivation, intercultural competence, and second language acquisition. Drawing on various scholarly sources, teacher observations, and student survey results from the 24 student participants, it was concluded that telecollaboration is an effective method of increasing student engagement and motivation in an intercultural dialogue. Telecollaboration also provided an authentic environment to develop key L2 (second language) communicative skills.

**14:45-15:15**

73365 | *The Reflection Video: Students Assess their Virtual Exchange Experiences*

Robert Steel, DePaul University, United States

In any successful collaboration, each person working together needs to have the emotional intelligence to understand how they are perceived in the group. As a professor of film sound and music, it is my responsibility to share what I have learned about the nature of collaboration with my students. I began by observing and assessing how students work together on projects. Often these projects go well and other times they fail simply by the lack of collaborative skills. These skills include strong communication skills, empathy, patience and an understanding of the dynamics of the group. While all of these collaborative skills can be learned, I have discovered that my students often do not have the ability to see themselves through other people. This is the key element missing in many failed collaborations that I have experienced in the classroom.

**15:15-15:45**

73437 | *Virtual Exchange Practices for Fostering Multicultural Understanding in Japanese Language Education*

Masahito Watanabe, Yokohama National University, Japan

Offering various types of virtual exchanges is prospective for multicultural understanding since it can facilitate reducing geographical and temporal distance. In a virtual exchange, people with different cultural backgrounds can meet. In a more virtual exchange, students can tackle the unsolved controversies that have the roots in the remote past. In a less virtual exchange, students can learn about the successful multicultural dialogues. The different degrees of virtuality can provide students with appropriate dialogue skills for non-violent global integration.

09:30-10:00



09:30-11:30 | Sri Sachanalai (1F)

# Sunday Onsite Presentation Session 1

## Virtual Reality

### Session Chair: Melinda Dooly

75543 | *English Medium Instruction on Immersive Virtual Reality Platforms: The Case of Spatial*  
Tuong Vy Nguyen, The Education University of Hong Kong, Hong Kong

This paper will introduce university educators and researchers to Spatial, a rather new immersive VR platform, which can be used in English Medium Instruction (EMI). The student and teacher perspectives about the effectiveness of this platform will suggest important pedagogical implications about immersive learning at university level and potential research ideas for any scholars interested in AI-assisted education.

### 10:00-10:30

73360 | *Virtual Learning Environments in Language Teaching: Interactive and Immersive VR Projects in the Study of Italian Language and Culture*  
Elisabetta Ferrari, The University of Melbourne, Australia

Scholarly literature on virtual reality and experiential learning has underlined the pedagogical benefits of the use of the former, particularly for language subjects, as it allows students to have a more realistic engagement with cultural aspects of countries that are often far away or not otherwise accessible. This paper offers an overview of two VR projects, integrated into Italian subjects, and designed to enhance students' experience and understanding of critical historical periods. The first project (Dal Foro Romano al Foro Italico) is a non-immersive 360 virtual tour that can be watched on computer or tables. The second project (La Spedizione dei Mille) is an immersive VR 360 video, accessible via Oculus Quest headsets or as an immersive video. The two projects will be presented both in terms of technical realisation and of content and curriculum implementation. Data collected from students' questionnaires will also be presented to show impact and reception.

### 10:30-11:00

75536 | *Virtual Reality and Global Learning in English Language Education: Innovations for English Teacher Education*  
Michelle Zirkel, University of Bamberg, Germany  
Theresa Summer, University of Bamberg, Germany

One of the United Nations' Sustainable Development Goals is combating climate change, which has become a global educational objective across subjects and school levels. Consequently, English educators must foster both language skills and environmental literacy. Virtual reality (VR) learning environments can enhance language learning (e.g., listening, reading, speaking) (Chien et al. 2020, Lan et al. 2018; Vázquez et al. 2018) and benefit pro-environmental behavior and knowledge (Ahn et al. 2014, Bailey et al. 2015, Fonseca & Kraus 2016). Our team of the DiSo-SGW project across 13 German universities aims to develop, test, implement, and widely distribute research-based teacher training modules as Open Educational Resources, focusing on integrating VR and global learning in English teacher education. This presentation outlines the DiSo-SGW project and introduces a theoretical framework developed in this project, which can be used to guide and assess the efficacy of VR learning environments for language learning and environmental education.

### 11:00-11:30

73435 | *You're Spray Painting Me! Exploring Children's Foreign Language Learning in a VR Environment*  
Melinda Dooly, Universitat Autònoma de Barcelona, Spain  
Mónica López Vera, Universitat Autònoma de Barcelona, Spain

Immersive Virtual Reality (VR) Environments for language learning have garnered interest from researchers and practitioners, based on realistic imitations of environments where target languages might be used for 'authentic-like' interactions (with other learners, bots and avatars). This talk will present data collected from two 3 months-long VR-interventions of young learners (10- to 11-year-old students (N = 25) and one group of 11- to 12 year olds, (N = 26), both studying English as a Foreign Language (EFL). Data are analyzed to identify learners' EFL comprehension and production in both VR and non-VR activities (interaction data) and language gains, based on pre-, mid- and post-tests. Preliminary findings provide support for the use of VR-based language teaching with early-stage language learners.

### 11:45-12:15

11:45-13:15 | Sri Sachanalai (1F)

# Sunday Onsite Presentation Session 2

Online and Mobile Learning

**Session Chair: Inseok Kim**

74851 | *Quis Custodiet Ipsos Custodes? E-learning Hegemonies and Educational Justice*

S. Susan Marandi, Alzahra University, Iran

Although the pandemic has brought about a global interest in online education, the prevalence of e-learning hegemonies still hinders educational justice in many settings, Iran being no exception. This presentation explores the lived experiences of various stakeholders among the Iranian Computer Assisted Language Learning (CALL) academia with regard to six hegemonies of e-learning and CALL (i.e., linguistic, technological, economic, educational, sociocultural, and sociopolitical), and attempts to demonstrate how these are detrimental to online educational justice. Recurring themes are discussed, and the decisive roles of sociocultural and sociopolitical hegemonies, in particular, are emphasized. The presentation will also touch upon whether some of the self-appointed custodians of educational justice might not occasionally exacerbate the situation through setting an accepted tone for the dialog, thus suffocating competing narratives.

**12:15-12:45**

73427 | *The Impact of Using Gamified Podcasts on Secondary School Students' Motivation: An Experimental Study*

Cecilia Vallorani, Universitat Rovira i Virgili, Spain

Isabel Gibert, Universitat Rovira i Virgili, Spain

The purpose of this study is to determine the impact of gamified podcast interventions on the self-perceived motivation of 12-14 year-old students of Spanish as a Foreign Language. It applies a mixed methodology that included quantitative and qualitative data obtained from questionnaires administered to 53 students. The results indicate that the methodology of using podcasts is perceived by students as motivating due to the factors of autonomy, gamification, and free choice involved. It is crucial to carefully choose podcasts that not only align with their language proficiency level (i.e. speaking speed or topic), but also meet technical criteria such as appropriate volume levels and reasonable audio duration.

**12:45-13:15**

71556 | *AI Powered Foreign Language Education in a New Normal Era: Promises and Challenges*

Inseok Kim, Dongduk Women's University, South Korea

The paper focuses on the incorporation of artificial intelligence (AI) into foreign language learning and teaching in a new normal era enforced by the COVID-19. First, it overviews the changes brought to foreign language teaching and learning by AI powered tools and discusses AI language learning programs. Second, it identifies various types of AI powered programs which language learners can use for their foreign language learning in and out of a classroom and explains how language teachers can use. Third, it discusses the shift of the role of foreign language practitioners from content providers to facilitators. Fourth, it calls for establishing a teacher training program through which foreign language practitioners can be prepared for applying AI based programs to their classroom teaching. Finally, the author addresses the promises of foreign language learning derived from using AI based programs as well as AI's accountability and plagiarism issue.

**14:15-14:45**

14:15-15:45 | Sri Sachanalai (1F)

# Sunday Onsite Presentation Session 3

Online and Mobile Learning

**Session Chair: Maria Grazia De Angelis**

73387 | *Exploring the Potential of In Real Life (IRL) Streaming for Language Learning: A Participant Observation Study of Japanese University Students*

Ryan Barnes, Nagoya Gakuin University, Japan

In Real Life (IRL) streaming is a rapidly-growing practice of Internet broadcasting real-time video footage of daily routines, social events, personal interactions, and travel adventures. This participatory form of social media allows for a high degree of viewer interaction and collaboration through text-based chats with the streamer. This paper also discusses the pedagogical implications for learner autonomy, cultural competence development, and integrating livestream-based activities in the language learning curriculum. Ethical considerations of IRL streaming are also covered, discussing the inherently necessary issues of consent, privacy norms, and varying local regulations.

**14:45-15:15**

75528 | *Evaluation of the Integration of Websites and Software Applications in Teaching French as a Foreign Language in Sri Lanka*

Ashani Erandika Jayasundara, NSBM Green University, Sri Lanka

At present, enhanced technology is used in education to facilitate language learning process. Learners can choose the one that aligns best with their learning preferences and goals. The study will focus on assessing the content relevance, pedagogical approach, user-friendliness, interactivity, and overall user experience provided by these websites. In the qualitative phase, interviews will be conducted with French language teachers and learners to gain insights into their perceptions and experiences on learning or teaching French language in Sri Lanka. Data will be collected through user surveys, interviews, and analysis of website features. These surveys aim to gather information regarding learners' preferences, satisfaction levels, and perceived effectiveness of the websites. The study will contribute to the existing body of knowledge and understanding of online language learning strategies within the Sri Lankan context.

**15:15-15:45**

73409 | *Daily Language, Daily Learning: A Study of How to Use Vlogging to Maximize the Student Experience in Language Courses*

Maria Grazia De Angelis, Saint Mary's College of California, United States

This presentation explores classroom activities integrating social networking technologies to enhance student language acquisition and expose them to another culture. Specifically, the presentation describes ways faculty can integrate shared vlogging as a classroom activity in language courses. The presentation shares the results of a series of surveys completed by students after each vlog to explore two main questions: 1) does vlogging for an audience engage and motivate students in a way that enhances their development of language skills, and 2) which language skills are most enhanced by shared vlogging activities?



# Monday, November 13

## Online Parallel Sessions

All times are in Indochina Time (UTC+7)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.





09:50-10:40 | Room A

# Monday Online Presentation Session 1

General CALL

Session Chair: Ivana Rehman

**09:50-10:15**

73065 | *Integrating Virtual Exchange Practices in EFL Pre-Service Teaching and English Spanish Translation University Programmes: Learners' Perceptions*

Emerita Bañados, Universidad de Concepción, Chile

Angie Quintanilla, Universidad de Concepción, Chile

René Oportus, Universidad de Concepción, Chile

This paper describes Chilean learners' perceptions of their participation in an international virtual exchange project, which was carried out through the IVEProject platform (Hagley, E. 2023, <https://iveproject.org/>). The Chilean project was set up to innovate the English language learning environment of pre-service Teaching and Translation programmes, at Universidad de Concepción, with the aim of developing learners' intercultural awareness and placing their learning experience in an international context in view of acquiring global citizenship. 140 students interacted asynchronously, in an eight-week project, which encompassed discussions over question-reply posts on different topics. Qualitative data was collected through questionnaires and video recordings. Results show a positive impact on motivation, and learning outcomes, particularly regarding intercultural knowledge and vocabulary.

**10:15-10:40**

75527 | *Accuracy Evaluation of Google and Microsoft's Computer-assisted Segmental Feedback Features*

Ivana Rehman, Iowa State University, United States

The increasing development of technology for second language pronunciation training presents opportunities for improving the feedback methods as well. Segmental features' impact on L2 pronunciation improvement is well-established, but the technology for providing such feedback is limited in both availability and transparent accuracy evaluation. This study investigates the accuracy of Google's pronunciation practice and Microsoft Speech segmental feedback (both accessible for free) on 150 recorded content words from 50 utterances (L2-Arctic database). The results show that neither tool is more accurate than the other, and although human annotations are more reliable, both tools are adequate for complementing L2 pronunciation teaching and learning. The study's findings inform future research and technological developments, as well as assess the feasibility of these tools for individual learner and classroom use.

10:55-12:35 | Room A

# Monday Online Presentation Session 2

Learner & Curriculum Needs

Session Chair: Geraint Paul Rees

10:55-11:20

75512 | *Investigating the Relationship Among EFL Learners' Grit, Engagement and Academic Achievement in the Blended Learning Environment: A Structural Equation Model*

Bowen Jing, Beijing University of Posts and Telecommunications, China

Yanqing Yi, Beijing University of Posts and Telecommunications, China

Lin Luan, Beijing University of Posts and Telecommunications, China

The arrival of the post-pandemic era has led to the shift from online to blended learning, named as "new normal". Along with students' adversity in such blended learning settings, the role of personality traits, especially grit, in promoting language learning performance remains crucial yet under-explored. To address this issue, the current study aims to investigate the relationship among grit, engagement and academic achievement in a blended English learning context based on trait activation theory. 402 students from a Chinese university were enrolled in the study. They participated in a 16-week mandatory English curriculum delivered through a blended learning approach with online practice on learning management systems (LMSs) merged into face-to-face instruction. By conducting a structural equation model (SEM), the findings indicated that engagement partially mediated the link between grit and achievement. The current research suggests setting sustainable learning goals, inspiring interests and promoting persistence in post-pandemic EFL instruction.

11:20-11:45

74916 | *Investigating the Way Contextual Teaching and Learning Approach Improves Senior High School Students' Writing Skill in Indonesia*

Adzkiya Noor Ifadha Rahman, Chulalongkorn University, Thailand

Maneerat Ekkayokkaya, Chulalongkorn University, Thailand

This study explores the way the Contextual Teaching and Learning (CTL) approach improves senior high school students' writing skills. The participants include 35 eleventh grade students who study at one public high school located in Kabupaten Bogor, West Java province, Indonesia. A qualitative research design was employed, and a learning journal became the instrument for data collection. Moreover, the data was analyzed by content analysis in accordance with four CTL characteristics by Johnson (2002). The result found that there are four ways that the CTL approach helps improve students' writing skills, which are: 1)making meaningful task, 2)gathering information independently, 3)collaborating, and 4)asking questions.

11:45-12:10

73173 | *The Impact of EFL Learners' Sensory Learning Style Preference on EFL Learners' Feedback Reception in CMC*

Chao-jung Ko, National University of Tainan, Taiwan

This study explored the relationship between EFL learners' sensory learning style preference and reception of corrective feedback on their grammatical errors in an online writing system. The participants of this study were 17 English-major university students enrolling in a writing class at a university in Southern Taiwan. The teacher/researcher provided focused corrective feedback on the participants' three types of grammatical errors in their written works in the text mode through the system during an academic semester. The three types of grammatical errors were nouns, articles and subject-verb agreements. The data of this study was collected from the learners' sensory preference survey, online written works, and pre- and post- written tests. The findings will be reported in the presentation.

12:10-12:35

73430 | *How Usable are Writing Assistants for Real Academic Writing?*

Geraint Paul Rees, Universitat Rovira i Virgili, Spain

There are a plethora of writing assistants available (e.g., Grammarly (Shevchenko et al., 2009), Write Assistant (Fuertes-Olivera & Tarp, 2020, Scrido (Zomer, 2023)). Usability evaluations are usually positive (Frankenberg-Garcia, Rees, et al., 2019). However, they are predominantly lab- or classroom-based. This allows for a high internal validity but comes at the price of external validity. Similarly, the types of writing undertaken differ from real-world academic writing. Historically, realistic studies often proved unfeasible. Using the affordances of cloud-computing and webapps, this diary study overcomes these impediments. Twelve writers recorded experiences with ColloCaid (Frankenberg-Garcia, Lew, et al., 2019) for ten days. This was followed by interviews. Findings demonstrate how cloud-computing and webapps can facilitate an ecologically valid and efficient means of evaluating usability. Moreover, they not only reaffirm the positive impression of writing assistants, but also suggest the need for their closer integration with productivity tools such as word-processors and email clients.

12:50-14:30 | Room A

# Monday Online Presentation Session 3

Artificial Intelligence

Session Chair: Jasmin Cowin

**12:50-13:15**

73403 | *Exploring the Effectiveness of AI (ChatGPT) as a Learning and Motivational Tool in Undergraduate English Literature Courses*

Andrea Roxanna Bellot, Universitat Rovira i Virgili, Spain

Katarzyna Baran, Universitat Rovira i Virgili, Spain

Mar Gutiérrez-Colón, Universitat Rovira i Virgili, Spain

Teaching English literature at undergraduate level can be challenging nowadays, as students lack experience in analysing poetry or literary texts. It is even more complex for non-native students. This paper presents the outcomes of two studies that incorporated AI (ChatGPT) in undergraduate English literature courses in the Bachelor's Degree in English Studies at Rovira i Virgili University, Tarragona, Spain. The primary research objectives were to assess the effectiveness of ChatGPT as a learning tool, explore the advantages and limitations of integrating technology in the English literature classroom, and investigate the influence of teaching innovation on student engagement and learning outcomes. A mixed-methods approach was followed, incorporating both quantitative and qualitative data gathering and analysis. The general results were clearly positive towards the use of AI in class. The insights stemming from both studies can inform future pedagogical approaches and contribute to the advancement of technology integration in literature education.

**13:15-13:40**

71802 | *A Bleeding Edge or a Cutting Edge? A Systematic Review of ChatGPT and English as a Second and/or Foreign Language Learners' Writing Abilities*

Hala Fawzi, University of Bahrain, Bahrain

This systematic review examines the educational implications of ChatGPT, an AI language model by OpenAI, on English as a Second/ Foreign Language (ESL/EFL) learners. Relying on data from academic databases like Scopus and Web of Science, the review integrates both statistical techniques and qualitative content analysis to assess the model's multi-faceted impact.

**13:40-14:05**

75545 | *Student Perceptions of Technology Acceptance, Usability and User Experience Regarding Using Bing Chat in Teaching English for Specific Purposes*

Andreja Kovačić, University of Zagreb, Croatia

Goran Bubaš, University of Zagreb, Croatia

The introduction of ChatGPT and GPT-4 as well as Bing Chat and Bard has created challenges for educators of English as a Foreign Language (EFL) and English for Specific Purposes (ESP). There are potential negative and positive consequences of the use of such artificial intelligence (AI) tools, predominantly regarding assessment issues and the design of online learning activities. A survey was conducted among participants (N=85) of several ESP courses to investigate various aspects of technology acceptance and user experience associated with the use of Bing Chat for pedagogical activities. Before the survey the students performed learning activities that demonstrated possible uses of Bing Chat for language competencies development. The results of the survey indicate that most of the students positively evaluated Perceived Usefulness, General Usability, Learnability, System Reliability, Visual Design & Navigation, Information Quality, Information Display, Cognitive Involvement, Design Appeal, Trust, and Risk Perception regarding the use of Bing Chat.

**14:05-14:30**

71555 | *Empowering Educators for the 21st Century: Discovering the Potential of Immersive Technologies and AI for Simulation Training*

Jasmin Cowin, Touro University, United States

This proposal explores the integration of AI and intelligent systems into teacher education programs, specifically through the use of immersive simulation training. Immersive simulations offer teacher candidates personalized clinical experiences tailored to their content specialization to develop and refine their teaching skills through customized simulation scenarios. Through these immersive simulations, teacher candidates can apply and reflect on teaching methods, professional skills, and pedagogical knowledge in a safe and controlled environment. This presentation compares and contrasts two distinct immersive ecosystems, Mursion and simSchool, which provide unique AI-driven and mixed-reality simulation experiences. In addition, the use of simulation platforms has the potential to improve institutional administrative functions, strategic planning, supporting accreditation pathways, and program planning through data aggregation and informed decision-making. The presentation will include a "live" field trip into a teacher training simulation.



09:00-10:40 | Room B

# Monday Online Presentation Session 1

General CALL

Session Chair: Joy Egbert

**09:00-09:25**

73364 | *Task Engagement and Educational Escapes for Language Classrooms*

Joy Egbert, Washington State University, United States

Jendra Elbek, Washington State University, United States

This presentation briefly introduces Egbert et al.'s (2021, 2022) comprehensive model of task engagement and then links it to the design of different types of language- and culture-focused escape experiences. Session participants will acquire both an awareness of task engagement facilitators and knowledge of resources for developing their own engaging escapes.

**09:25-09:50**

73436 | *C-LARA: Bridging Language Learning Gaps with AI and Social Networking*

Manny Rayner, University of Geneva, Switzerland

ChatGPT 4, OpenAI, United States

Belinda Chiera, University of South Australia, Australia

Catia Cucchiari, Radboud University, Netherlands

Annika Simonson, University of Iceland, Iceland

Rina Zviel-Girshin, Ruppin Academic Center, Netanya, Israel

C-LARA (ChatGPT-based Learning And Reading Assistant) is a novel open source platform that combines artificial intelligence, personalized language learning strategies, and social networking to revolutionize language learning. An evolution from the earlier LARA, C-LARA leverages GPT-4, OpenAI's advanced language model, to generate texts of various difficulty levels in numerous languages, overcoming a major language learning challenge. The platform caters to individual users' unique learning needs and promotes collaborative knowledge exchange through its social learning environment. Our presentation will highlight how C-LARA integrates AI and pedagogical strategies, tackles sourcing language learning texts, and fosters a vibrant, collaborative language learning space. We will discuss the challenges and impact of implementing such a system, prompting discourse on the potential of AI and social networking technologies in evolving language education and the CALL landscape.

**09:50-10:15**

74853 | *Exploring Emotional Functioning of Nonverbal Cues in Language Learning Task Performance Through Instagram Chats*

Muntaha Muntaha, Curtin University, Australia

Julian Chen, Curtin University, Australia

Toni Dobinson, Curtin University, Australia

This research explored the significant roles of nonverbal cues, especially those related to emotions, in enhancing online language learning via Instagram. Guided by a sociocognitive perspective, this study investigated how thirty-six first-year Indonesian business school students utilised nonverbal cues to complete nine communicative tasks via Instagram chats outside the classroom. This study employed multimodal interaction analysis to capture a comprehensive perspective of emotions by investigating the different modes, including verbal and nonverbal cues, used during task performances. Findings revealed that learners utilised nonverbal cues on Instagram chat not only to express their emotions but also humour and appreciation. The use of emojis (e.g., 😊, 🙌, 🥰) in text chat or gestures (e.g., iconic thumbs-up) in video chat to express emotion, humour and appreciation created intimacy and a positive online social climate. Thus, the study underscores the importance of nonverbal cues in creating an engaging and emotionally rich online learning environment.

**10:15-10:40**

75547 | *My Ton: A Teaching Tool to Develop English Language and Translation Competence from a Perspective of Internationalization in Brazilian Higher Education*

Ciléia Menezes, Federal University of South and Southeast of Pará (UNIFESSPA), Brazil

Lincoln Fernandes, Federal University of Santa Catarina (UFSC), Brazil

This presentation aims to share the introductory chapters of a translation organizer notebook (My Ton) to be used as a teaching tool to develop English language and translation competence from an internationalization perspective in higher education contexts. Materials development, Translation Competence, and Internationalization were used as theoretical backgrounds to support the studies and discussions. Since it is an ongoing post-doctorate project, a plan has been undertaken to redesign, analyze and test the material, methods, and procedures to validate the research ideas for future application. This plan is meant to be justified by the need of sharing and spreading learning and research institutional practices and policies. For this to happen, it is necessary to enable professionals with creative skills who may deal with different pedagogical practices to perform in teaching and learning English scenarios proposed by the multicultural education environments.

10:55-12:35 | Room B

# Monday Online Presentation Session 2

Virtual Reality

Session Chair: Hsieh-Jun Chen

**10:55-11:20**

73988 | *Developing Academic Oral Presentation Skills Through a VR-assisted Course*

S. Susan Marandi, Alzahra University, Iran

Fatemeh Saneie Kashanifar, Alzahra University, Iran

Juxtaposing the capabilities of virtual reality (VR) with the pedagogical guidelines and practices of English for Academic Purposes (EAP), this study investigates the effectiveness of an interactive VR-assisted course for the development of academic oral presentation skills and the enhancement of self-efficacy beliefs regarding presenting in English in the Iranian academic context. To this aim, a mixed-methods study was conducted, and 3 Iranian university lecturers and 10 post-graduate students participated in a 6-session course. The participants' pre-test and post-test scores, semi-structured interviews and reflection notes were utilized. The results indicated that the course had made contributions to the improvements in their academic oral presentation skills and self-efficacy regarding presenting; furthermore, the participants had a positive perception toward the application of virtual reality in the course. The findings can have significant implications and applications for educational policy makers, administrators, curriculum developers, EAP teacher educators and EAP practitioners in the EFL context.

**11:20-11:45**

75533 | *Unveiling Virtual Charisma: Amplifying English Presentation Impact with VTuber Avatars*

Hsieh-Jun Chen, National Changhua University of Education, Taiwan

Imparting English presentations to EFL learners has proven intricate, even for pre-service teachers destined for English instruction. To empower these digital natives, researchers and educators have explored strategies, spotlighting virtual learning's efficacy in boosting motivation, engagement, and overall learning experience. However, the potential of Vtuber avatars in English presentation, along with their design's impact, has remained largely unexplored. Addressing this gap, this mixed-methods study delved into the pedagogical viability of Vtuber avatars in English presentation for EFL pre-service teachers. Participants comprised 27 sophomore English-major undergraduates from a teacher-education institution in central Taiwan. Following conventional group collaboration, students adopted Vtuber avatars to enhance presentation. Data encompassed presentation performance, avatar identification responses, and reflective notes. Findings revealed how Vtuber avatar-assisted learning heightened presentation quality and learning experiences, propelled by substantial virtual embodiment. The study underscores the potential of Vtuber avatars as tools for EFL learners' speaking proficiency development.

**11:45-12:10**

75509 | *Exploring Chinese EFL Learners' Willingness to Communicate in a Self-Developed 3D Virtual Environment*

Huiqi Fan, Beijing University of Posts and Telecommunications, China

Yan-qing Yi, Beijing University of Posts and Telecommunications, China

Bo-wen Jing, Beijing University of Posts and Telecommunications, China

Lin Luan, Beijing University of Posts and Telecommunications, China

Willingness to communicate (WTC) has been considered as a prerequisite for successful foreign or second language learning. With the advancement of technologies, virtual reality (VR) has witnessed growing application in language learning, especially in English. However, the impact of VR on EFL learners' WTC has so far been insufficiently investigated. To fill this gap, this study aimed to explore the potential of VR in enhancing Chinese EFL learners' WTC based on a self-developed 3D virtual environment and investigate their perceptions of this VR-assisted English learning approach. Seventy college students were randomly divided into experimental and comparison groups. WTC questionnaires and semi-structured interviews were conducted for both quantitative and qualitative data. Results were obtained through one-way analysis of covariance (ANCOVA) and the thematic analysis method. A detailed discussion of these results and pedagogical implications concerning VR-assisted language learning is provided.

**12:10-12:35**

71554 | *The Advantages and Challenges of VR-Enhanced Foreign Language Learning in a Japanese University: A Preliminary Study*

Wakako Kobayashi, Nihon University, Japan

Researchers from Nihon University conducted a longitudinal VR-enhanced foreign language learning in the 2022 academic year. The first purpose of this study was to investigate how the participants perceived Virtual Reality (VR) English sessions. The second purpose concerned how the participants' English proficiency changed before and after VR English sessions. The third purpose was to investigate how the participants perceived five affective orientations: Speaking Self-Confidence, Speaking-Motivation, Willingness to Communicate, Attitude toward Speaking English, and Speaking Anxiety after the five VR sessions.

12:50-14:55 | Room B

# Monday Online Presentation Session 3

General CALL

Session Chair: Phiphawin Srikrai

**12:50-13:15**

73424 | *Facing the Winds of Change: A New Zealand Teacher Educator's Appreciative Inquiry Self-Study in Response to the Covid-19 Pandemic*

Susie Kung, Manukau Institute of Technology, New Zealand

The Covid-19 pandemic made a significant impact on education and accelerated the need for online learning platforms that are flexible, ready and responsive to rapid changes. Literature abounds on the effects of this rapid transformation in education landscapes on tertiary students. However, there is scant literature on the experiences of teacher educators as they navigated and adapted to the rapid emergence of new technologies in online teaching environments. This presentation is based on a self-study project undertaken by a teacher educator as part of a larger team research project by the School of Education. Using the Self-study methodology and embedding the principles of Appreciative Inquiry (AI), this teacher educator's project revealed the importance of relational pedagogy in an online space and the building of individual and team resilience as the cornerstone for quality online environments. These findings have implications for the professional development of teacher educators.

**13:15-13:40**

72985 | *The Impact of Speaking Practice via Asynchronous Video Exchange with Native Speakers*

Nami Takase, Shizuoka University, Japan

This study examined the impact of video letters (VLs) as a form of computer-mediated communication (CMC) on the speaking skills of English language learners at the CEFR A1 and CEFR B2 levels. Two groups, one using VLs and the other using video conferencing, interacted with a native English-speaking university student for three weeks. Pre- and post-speaking tests and a survey were conducted to assess the effects. The results showed that the non-VL group experienced decreased sentence complexity but increased basic-level vocabulary, while the VL group maintained sentence complexity. The survey indicated that VLs provided an opportunity for beginner learners to interact with native English speakers and practice speaking in an authentic communication activity. The study emphasized the impact of VLs on vocabulary and sentence structure for basic-level learners and highlighted the influence of different CMC approaches on speaking performance.

**13:40-14:05**

75524 | *FOCUS – An App with Access to Literacy*

Beatrice Johansson, Disperse Foundation, Sweden

Qarin Franker, Disperse Foundation, Sweden

The Swedish organization Disperse has been offering a free and digitally based literacy program (DLP) in Peru since 2017. The target group is women who previous have not had access to education. A central part of the DLP is the digital application FOCUS, which is used on tablets and works without wi-fi. The DLP is based on the Four Resources Model and its four literacy practices. We highlight how digital tools together with individual and group sessions can lead to agency for the learner. We hope to contribute to increased inspiration for using digital tools in literacy training for adults.

**14:05-14:30**

75531 | *Assessing Japanese University Students' Online Study Abroad and the Future of Study Abroad Post-Corona*

Marshall Klassen, Hokkaido University, Japan

This presentation reports a case study of students who have gone through an online study abroad program during the COVID-19 pandemic at a Japanese university. The students in this study are enrolled in a liberal arts college in the department of humanities in which they learned English linguistics, culture, education and tourism. This study utilized student reflections to understand students' feelings and perceptions of learning in a digital environment during the pandemic, and specifically, their learning experience in "online" study abroad. Based on the current study, I propose a holistic approach in assessing an online study abroad program. This approach involves setting a clear agenda and goal for students and faculty members that are different from "real" study abroad programs. For example, the assessment methods will include creating digital portfolios, focusing on communication technologies.

**14:30-14:55**

75539 | *Introducing a Corpus-based Project for English Major Students*

Phiphawin Srikrai, Khon Kaen University, Thailand

The Corpus of Contemporary American English (COCA) was introduced to 41 English major students who took English Structure class. The project aimed particularly at showing the students how to use COCA and highlighting the benefits of a corpus as a tool for English language learning. The feedback of the students shows that they were generally satisfied with the project introduction (guidelines) (95%). In terms of the product, 85% of them believed that their final projects met the objectives, and they were evaluated by various means in different aspects. Furthermore, this project should be less complicated. Because this corpus-based project was introduced for the first time to this class, relevant feedback and suggestions from the students are valuable reflections for the benefit in improving the quality of teaching in the future.



# Virtual Presentations

**Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations**

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.



# WorldCALL2023 Virtual Poster Presentations

## Teacher Training

75523 | *Korean Elementary English Teachers' Professionalism Development in Using EduTech: A Grounded Theory Study*  
Jihye Sim, Gyeongin National University of Education, South Korea  
Kyuhee Jo, Gyeongin National University of Education, South Korea

This study illuminates the experiences and professional development of nine Korean elementary English teachers using Educational Technology (EduTech). We discerned essential elements of EduTech professionalism, including task design, student guidance, and technology adoption readiness. Using Grounded Theory, the central phenomenon, 'Efforts for Enhancing EduTech Professionalism through Autonomous Engagement,' emerged, culminating in a visual model and strategic suggestions for further professional development. This investigation enriches our understanding of Korean elementary English teachers' experiences with EduTech utilization, an innovative approach in elementary English education in Korea.

## WorldCALL2023 Pre-Recorded Virtual Presentations

### Artificial Intelligence

73397 | *Analyzing Tandem Language Learner Rapport with Large Language Model-Based AI*  
Tony Mullen, Northeastern University, United States  
Christine Appel, Open University of Catalonia, Spain

We explore the application of large language model (LLM) based artificial intelligence (AI) tools to the analysis of personal rapport between learners in a tandem language exchange environment.

73416 | *Student's Perceptions of Google Translate for Spanish Language Learning: A Study Across Four Continents*  
Dolores Barbazán, Columbia University, United States  
Sandra Iglesia-Martín, Universitat Rovira i Virgili, Spain  
Isabel Gibert, Universitat Rovira i Virgili, Spain

Considering the possibilities and limitations of online resources for teaching Spanish as a Foreign Language, students can use digital tools such as e-dictionaries and artificial intelligence to improve vocabulary and writing skills. Although the use of these tools presents a challenge and requires the establishment of new usage norms, this exploratory study examines the perception of 539 university students of Spanish regarding Google Translate and seeks to determine which aspects of language learning it helps them with the most. Qualitative methodology has been applied through surveys to students from four different continents. Results highlighted the accessibility and convenience of Google Translate as major advantages, enabling students to quickly access translations whenever needed. Moreover, students recognize Google Translate's usefulness for vocabulary expansion, assistance in completing language tasks, and support in improving pronunciation were also emphasized.

75542 | *ChatGPT in the ESL Classroom: A Qualitative Exploration of Teachers' Reflections on Practical Applications, Outcomes, and Future Implications*  
Amreet Kaur Jageer Singh, Sultan Idris Education University, Malaysia

This qualitative case study explores ESL teachers' first-hand experiences and perspectives on integrating ChatGPT into classrooms to support developing English proficiency across core language skills. Twelve (12) ESL teachers in a Malaysian public university with over five years of experience and adept at using technology tested ChatGPT by implementing it in lessons using various applications. Data gathered through interviews, journals, observations and materials was thematically analysed. Teachers reflected on ChatGPT's potential benefits like customised feedback and risks of overreliance and limitations in handling complex tasks. Findings revealed considerations for strategic integration, like using ChatGPT as a supplemental aid alongside quality teaching. While conversations helped listening/speaking, ChatGPT struggled with variability. It supported reading comprehension but not inference. For writing, it aided drafting, but overreliance could hinder critical skills. The study provides implications for thoughtfully leveraging ChatGPT to enhance ESL instruction through guided, reflective use while mitigating risks.

75516 | *NINE: Digital Counseling Guide for Teenagers' Instant Messaging with AI*  
M. Dolores Ramirez-Verdugo, UAM-TeLL Research Group, Spain  
Maria Puertas, UAM-TeLL Research Group, Spain

It is crucial to use technology responsibly to safeguard personal information and treat others with respect on the internet. Teenagers can benefit from the digital counseling guide called Net Instant Emotions (NINE), which can enhance their emotional intelligence and communication skills, particularly in interpreting nonverbal cues and tone. The guide employs AI and deep learning to provide feedback and assistance, and the results from a pilot implementation in secondary education are encouraging.

# WorldCALL2023 Pre-Recorded Virtual Presentations

## Language Skills Development

73369 | *Effectiveness of Duolingo English Course in Developing Reading and Listening Proficiency of Japanese Speakers*

Xiangying Jiang, Duolingo, United States

Ryan Peters, Duolingo, United States

Mobile-based language courses have seen accelerated growth but evidence of their effectiveness based on standardized measures remains lacking. This study aims to address this gap by investigating the reading and listening proficiency outcomes of Duolingo learners at the completion of A2 content in its English course for Japanese speakers. The STAMP 4S test by Avant Assessment was used for testing, and findings demonstrated that Duolingo learners reached Intermediate High in both reading and listening at the end of its A2 content, after completing the first four sections of the course.

75189 | *Technology-assisted Collaborative Writing: A Comparative Study Between Product vs. Product-and-process Assessment Methods*

Ha Pham, FPT University, Hanoi, Vietnam

Shota Mukai, Hakuoh University, Japan

Lan Nguyen, FPT University, Hanoi, Vietnam

Influenced by the widespread application of technology-assisted pedagogies in ESL/EFL teaching and learning, the effects of coupling collaborative writing (CW) with technology have captured the interests of language teachers and researchers in recent years. Various research topics have been examined, including students' interactions, writing quality, student revision, peer feedback, and group dynamics. Nonetheless, limited research has focused on assessing students' group work, and even fewer studies have explored the effects of different assessment methods used in technology-assisted CW. This research aims to address this gap.

## Learner & Curriculum Needs

72995 | *Language Learners Approaches (LLA) in LMOOC: The Mediation Roles of Pedagogical, Technological, Peer Support, and Learners' L2 Motivational Self-system*

Amir Reza Rahimi, University of Valencia, Spain

The study applied a tri-phenomenon perspective to mitigate LMOOC's high attrition rate. Thus, 539 Iranian EFL learners answered the study instruments before getting the course certificate. The result of the Structural Equation Modeling (SEM) presented that language learners' peer support and instructional support shape their deep approach to LMOOC, While technical support could not be predicted to approach. Moreover, both types of intrinsic and extrinsic motivation mediated the correlation between learners' perceived support and approaches to MOOC. Indeed, those who had intrinsic motivation to enroll in LMOOC perceived more instructional support of LMOOC, while those with extrinsic motivation peer more peer support to shape their deep approach to MOOC. Hence, this study contributes a three-dimensional conceptual framework to the literature on LMOOC. In order to mitigate LMOOCs' high dropout rate, designers will need to increase LMOOCs' open access and features and provide more instructional objectives.

## Online and Mobile Learning

73269 | *Digital Storytelling for Better Language Learning in a Post Pandemic World*

Naoko Kasami, J. F. Oberlin University, Japan

This study explores how digital storytelling (DST) in a remote course during the pandemic affected students' learning motivation in comparison with that of a face-to-face (F2F) course held before the pandemic. In the past, some students struggled with writing scenarios in English and had difficulties in conducting DST confidently. However, with remote learning, it became possible for students to get individual support if they participated in optional Zoom meetings. Some course materials and the manual creation of a digital story became standard formats and were shared on the Learning Management System (LMS) The impact of DST on students' motivations was analyzed by means of assessment questionnaires based on Keller's ARCS model. This result suggests that some of the practical ideas in remote courses may be effectively utilized in F2F courses in a post pandemic world.

# WorldCALL2023 Pre-Recorded Virtual Presentations

## Online and Mobile Learning (cont.)

73431 | *Leveraging Online Professional Learning Communities to Address the Challenges in Japanese Language Education: Boston x New York Study Group*

Kazuko Saito, Hunter College of the City University of New York, United States

Naomi Asakura, Harvard University, United States

Atsuko Takahashi, Smith College, United States

Naemi McPherson, Brown University, United States

Kazuo Tsuda, MLC and Welcome Japan, United States

Sachiko Hiramatsu, Brown University, United States

Japanese language education in the United States is facing a critical teacher shortage, necessitating the exploration of online professional learning communities to foster collaboration and retain effective educators. The Boston x New York Study Group (BNYSG), founded in 2022, is a community of Kindergarten through Grade 16 educators, guided by the World-Readiness Standards for Language Learning. BNYSG utilizes the Community of Inquiry framework and the Synchronous Online Flipped Learning Approach for an online pedagogy and emphasizes teaching, cognition, and social presence to promote effective interaction among Japanese language educators. The BNYSG's online format eliminates geographical affiliation-based restrictions and promotes equal opportunity for teachers at all levels to participate. Community discussions covering theory, teaching methods, and technology enable educators to stay current and explore new approaches. This paper presents the current status of the BNYSG, outlines the frameworks used, and shares our work and visions for the collaborative online community.

73412 | *Online Language Learning in the Time of COVID: Instructor and Student Perspectives*

Gwendolyn Williams, Auburn University, United States

Mary Diamond, Auburn Global, United States

This presentation will compare the results of two qualitative studies that explored how intensive English program instructors and international students responded to the rapid transition to online learning because of the COVID pandemic. One study was an open-ended survey about instructors' experiences of migrating to online instruction during COVID, while the other study examined student texts about their experiences. Respondents in both populations shared both benefits and challenges that were encountered during this time. After describing the similarities and differences between themes in the two groups' narratives, the presentation will provide some conclusions about how these diverse experiences can inform future instruction in online language learning.

75517 | *The Professional Identity and Roles of CALL Teachers: Issues and Evolution*

Alice Gasparini, University for foreigners of Siena, Italy

The professional teachers' identity is a combination of instructional goals, pedagogical decisions, based on integrating their theoretical and pedagogical knowledge, values, and contextual features of their classroom (Pennington & Richards, 2016). It is a context-related concept, strictly connected to the environment (Shafiee et al. 2022), physical or virtual classroom, where the teaching process takes place. The contribution aims at exploring and defining the concept of the professional identity and roles perceived by the online Italian as Second Language in digital environments working in the Online Italian as L2 courses at the Foreign Languages Center of the University for Foreigners of Siena.

71862 | *Becoming More Resilient by Using Research-Supported Standards and Practices to Improve Course/Program Design for Multiple Delivery Modalities*

Yaping Gao, Quality Matters, United States

This presentation will provide an opportunity for participants, both administrators and practitioners, to 1) have an overview of current USA-based educational technology landscape and the global trends in education, 2) review a research-supported quality assurance process and four sets of quality criteria at programmatic levels including program design, teaching support, learning support and student success, 3) examine quality standards and practices adopted by the global education community to guide the design and development of quality courses and programs to be delivered in multiple modalities regardless of language or discipline, and 4) reflect on and determine what resources can be adapted and adopted to their respective teaching and learning environments.

71557 | *Flipped Classrooms, Learner Autonomy and the Educators Technology Resource Wheel*

Jasmin Cowin, Touro University, United States

This poster presentation aims to highlight the significance of the flipped classrooms' role in enhancing students' learning autonomy, and positive engagement while fostering critical thinking and digital skills. The complementary Educators Technology Wheel was designed by the presenter as a practical resource connecting theory, practice, and application for a flipped classroom through the use of tech tools. The objective of this poster session is to enable teachers and educators to plan, design and deliver authentic student learning experiences by integrating flipped classroom approaches using interactive tech tools featured in the complementary Educator Tech Resource Wheel.

# WorldCALL2023 Pre-Recorded Virtual Presentations

## Online and Mobile Learning (cont.)

73223 | *Online practices for Teaching English Grammar in Higher Education: Combining the Flipped Classroom with Digital Learning Paths (DLPs)*

Eirini Busack, University of Education Karlsruhe, Germany  
Isabel Martin, University of Education Karlsruhe, Germany

The study aimed to investigate whether combining DLPs and flipped classrooms could help English teachers improve grammar and meet communication and social needs during the pandemic. We used Remote Synchronous Delivery in combination with the flipped classroom method to answer this question. Specifically, we used the BigBlueButton videoconferencing platform for synchronous lessons, the Stud IP virtual learning environment for asynchronous DLPs (courseware), and our own Learning Management System Innovation Space to create DLPs. Asynchronous sessions include DLPs focused on grammar. Data was collected using the post-grammar test and an online course evaluation questionnaire with a mix of closed and open-ended questions to assess the seminar as delivered. There were 29 participants in total. The results showed that 90% of the participants improved their grammar knowledge and 85% confirmed that they had benefited from a seminar that involved continuous reflection and a plausible relationship between technology and pedagogy.

74984 | *Developing a Design Framework of a Responsive Approach for an Online English Writing Course*

Serpil Meri-Yilan, Agri Ibrahim Cecen University, Turkey

This study delves into students' experiences in an online learning environment developed in response to the COVID-19 pandemic. An online English Writing course was tailored for 20 Turkish undergraduate students, covering micro-level and macro-level perspectives. The investigation explored dimensions such as learning needs, autonomy, content knowledge, learning awareness, and self-assessment skills. Data from surveys and student writings demonstrated that this emergent learning design effectively enhanced writing skills through scaffolded support. The findings emphasized the importance of adopting a responsive design approach and diverse interaction in online learning. The study presented a diagram outlining the four key stages of the responsive approach: pre-design, implementation, evaluation, and redesign. It also discussed pedagogical implications derived from activities fostering interaction among students, instructors, and the learning context. Overall, this research contributes valuable insights for optimizing online learning experiences in crisis situations.

## Task-based Learning

74919 | *The Effects of Feedback Timing on L2 Development in Written Synchronous Computer-mediated Communication (SCMC)*

Nektaria Kourtali, University of Liverpool, United Kingdom  
Lais Borges, Universidade Catolica de Brasilia, Brazil

The study explores the effects of feedback timing on development of semantic and morphosyntactic features. Feedback was provided in the form of recasts (i.e., reformulation of learners' errors) and it was supplied during a written SCMC task (i.e., immediate feedback group) or after the task (i.e., delayed feedback group). The study showed that delayed recasts delivered after the task were more beneficial than immediate recasts provided during the task; however, this difference was found only when delayed feedback addressed vocabulary errors and only in the immediate post-test. Regarding morphosyntactic constructions, both immediate and delayed SCMC recasts led to limited gains. Drawing on the findings of the study, I will discuss what pedagogical conditions may influence the effects of immediate and delayed feedback in the SCMC mode. I am hoping that the findings of the study will be informative to TBLT and CALL researchers who use written SCMC.

## Teacher Education

75510 | *Trainee Teacher Perceptions of Smartphones as Teaching Resources*

Martin Mullen, University of the West of Scotland, United Kingdom

This presentation will describe research which explores the attitudes held by trainee English language teachers towards smartphones as a teaching resource. Through a mixed methods approach which combined a survey and interviews, the perceptions the trainees hold regarding the devices, and the factors which either support or limit their use as a tool, were identified. The findings indicate that while the participants were tentatively enthusiastic regarding the use of smartphones, and feel that being able to use them effectively for teaching purposes is a part of their job, they remain hesitant to actually integrate the devices, with their primary concerns being a lack of confidence in their own knowledge of smartphone-based teaching, and also regarding potential disruption in the classroom.

75552 | *H5P Interactive Content and the Sustainable Development Goals in FL Teaching and Pre-service Teacher Education: Project Overview and Preliminary Results*

Juan Carlos Casan-Nunez, Universitat de València, Spain

This presentation gives an overview of the R+D+i project "H5P interactive content and Sustainable Development Goals (SDGs) in foreign language teaching, social sciences and pre-service teacher education" (Reference: CIGE/2021/131, <https://ci5ods.blogs.uv.es/>) funded by the Generalitat Valenciana (Spain). The project goals are to introduce the SDGs in university degrees in teaching, research the potential of H5P interactive and multimedia content in education, and offer training in the pedagogical use of H5P to the teaching and research staff and to students. The experiences of introducing the SDGs in teaching have been successful, research on H5P has offered productive insight related to its implementation in the classroom, and H5P workshops have been offered to students and teachers. Moreover, two conferences have been organized to reflect and promote the SDGs and H5P. Finally, two book chapters are in press, and a questionnaire on the SDGs for pre-service teachers is currently under development.



# WorldCALL2023 Pre-Recorded Virtual Presentations

## Teacher Education (cont.)

73310 | *Uncovering Digital Competence Among Language Teachers: A Case Study of Pre-service English Teachers in Saudi Arabia*

Ahmed Al Khateeb, King Faisal University, Saudi Arabia

The summary has shown that there is no correlation between levels of study and digital competencies. There was also no influence of gender on digital competencies. From such summary, the researcher concluded that the identification of competencies is essential for instructors, educators, administrators and policymakers, in order to design more effective and appropriate training programs for teachers in each context. Finally, the findings provided realistic analysis of the components and sub-components related to digital competencies among the target audience.

## Telecollaboration/Virtual Exchange

71688 | *Creating Innovative Educational Hackathons as a Means for International Institutions to Collaborate While also Assisting NGOs*

Katherine Green, The Chicago School of Professional Psychology, United States

Kelly Torres, The Chicago School of Professional Psychology, United States

Educational hackathons offer a unique learning opportunity for participants. They provide a platform for individuals to learn new skills, collaborate with others, and solve complex problems while working on real-world projects and gaining hands-on experience. This approach is particularly rewarding when used to connect universities across continents and to partner with international NGOs. This session will outline how our university in the USA partnered with another in the UAE to create a hackathon that was focused on media ideas aimed at spurring on mental health awareness campaigns specifically for the global NGO, Médecins Sans Frontières. For this event, students from both countries collaborated in teams to develop proposals focused on mental health awareness. During the session we will describe how hackathons can bring students together across the world in order for learners to discuss relevant and trending events.

73078 | *The Pragmatic Function of Code-switching in a Bilingual Telecollaboration Project*

Sofia Di Sarno-García, Universitat Politècnica de València, Spain

Ana Gimeno-Sanz, Universitat Politècnica de València, Spain

Based on Picoli and Salomão's (2020) 'principle of equality' this paper intends to analyse the instances of code-switching in a bilingual telecollaboration project and its possible pragmatic implications. Participants were Spanish-speaking students of English and English-speaking students of Spanish who engaged in synchronous Zoom sessions for six weeks. Data was gathered from the transcription of the oral conversations which were analysed quantitatively and qualitatively. Instances of code-switching were therefore counted and categorised following previous research. The results revealed that students mostly used code-switching for clarification. It is believed that code-switching was employed as a pragmatic strategy to support communication and avoid breakdowns through negotiation of meaning.

## Virtual Reality

74390 | *Immerse vs ImmerseMe: Who Wins? Exploring the Pedagogical Potential of the VR-Based Language Learning Apps*

Roman Lesnov, Oakwood University, United States

Sofia Wolhein Nava, Oakwood University, United States

The study evaluates the alignment between two VR language learning applications, Immerse and ImmerseMe, and key principles of L2 pedagogy. Findings suggest that Immerse has stronger alignment with the L2 pedagogy principles of focus on form and negotiation of meaning while ImmerseMe offers unique advantages in learner autonomy, motivation, and classroom use.

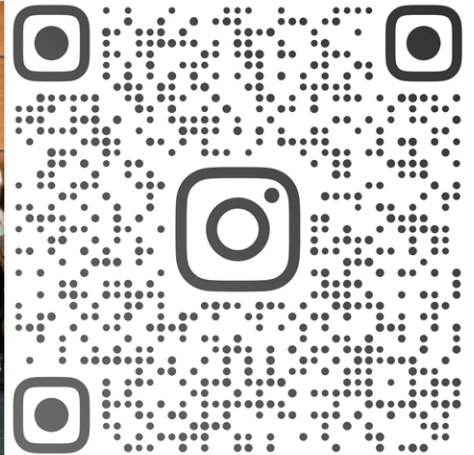
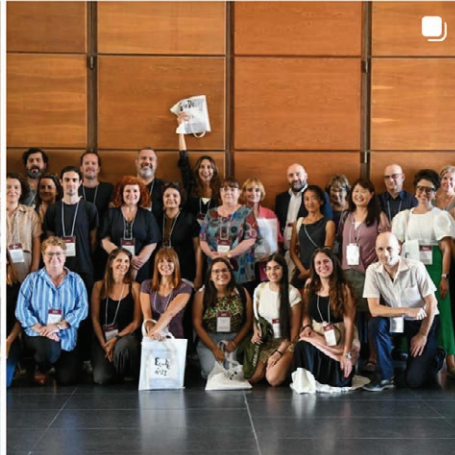
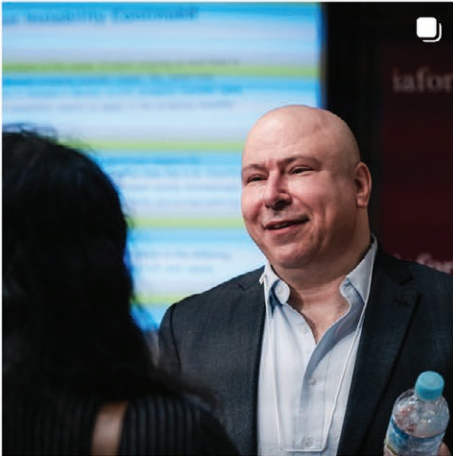




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