

# 7 July 2017

# CALL 2017 Programme

9:00 - 13:30	Registration – B-40 Dwinelle Hall					
11:00	Meeting of the Editorial Board – 33 Dwinelle (Level C)					
13:30	Opening session – 2040 VLSB (Valley Life Science Building) Rick Kern & Mark Kaiser Jozef Colpaert					
14:00	Keynote 1: Dorothy Chun – 2040 VLSB (Valley Life Science Building)					
	<b>B-33B Dwinelle Hall</b>	<b>B-3 Dwinelle Hall</b>	<b>B-37 Dwinelle Hall</b>	<b>33 Dwinelle Hall (C level)</b>	<b>B-4 Dwinelle Hall</b>	<b>370 Dwinelle Hall</b>
15:00	Paper session 1 <b>Vera Menezes and Ronaldo Gomes Jr</b> – <i>Digital tools for oral skills development in English</i>	Paper session 2 <b>Pham Vu Phi Ho</b> – <i>The effects of lecturer's model of e-comments on graduate students' e-comments and writing revision</i>	Paper session 3	Paper session 4 <b>Debopriyo Roy and Stephen Crabbe</b> – <i>3D Printing with Critical Thinking and Systems Design: An Innovative Approach to Task-based Language Teaching in Technical Communication</i>	Paper session 5 <b>Bing Mei</b> – <i>Preparing pre-service EFL teachers for CALL acceptance: A Chinese perspective</i>	Paper session 6 <b>Steven Thorne and John Hellermann</b> – <i>Mobile Augmented Reality: Hyper contextualization and situated language usage events</i>
15:35	Paper session 7 <b>Tetyana Sydorenko</b> – <i>Affordances of Computer-simulated Conversations for Refining Pragmatically-Appropriate Oral Communication: The Case of Fulbright Scholars</i>	Paper session 8 <b>Kolbrún Fridriksdottir</b> – <i>Student retention in online courses: the impact of course content and different modes of delivery</i>	Paper session 9 <b>Yun Wen</b> – <i>Augmented Reality based Character Composition Game for Facilitating Collaborative Chinese Character Learning in L2 Classrooms</i>	Paper session 10 <b>Yun-Hsuan Huang</b> – <i>Touch-screen ESP Courseware Design for the Smartphone-dominated Classroom Context</i>	Paper session 11 <b>Shao-Ting Alan Hung and Heng-Tsung Danny Huang</b> – <i>The Effects of Multimodal Videoconferencing on EFL learners' Willingness to Communicate, Self-efficacy, and Communication Confidence</i>	Paper session 12 <b>Ana Gimeno</b> – <i>"Decontextualizing" learning in a globalized language MOOC</i>
16:00	Coffee break – 34 Dwinelle Hall					
16:30	Paper session 13 <b>Vilson Leffa</b> – <i>Redesigning Open Educational Resources to meet different learner contexts: an experiment in co-authorship</i>	Paper session 14 <b>Wenhao Tao, Haixia Liu and Lina Wang</b> – <i>Exploring the Relationship between Language Teachers' Beliefs and Behavior about Technology</i>	Paper session 15 <b>Hsiu-Ting Hung, Ching-Huei Chen and Yu-Chuan Joni Chao</b> – <i>Lessons Learned from Flipping the Language Classroom with Video Lectures</i>	Paper session 16 <b>Ruslan Suvorov and Amber Camp</b> – <i>An exploratory study of test-takers' cognitive states using electroencephalography (EEG) and retrospective interviews in the context of L2 testing</i>	Paper session 17 <b>Anouk Gelan</b> – <i>Using Learning Analytics and the xAPI specification to find out what students are actually doing when learning online. The VITAL project and its approach to analyzing and visualizing learner behavior in different blended and distance learning contexts.</i>	Paper session 18 <b>Yan Tian</b> – <i>Discovery of and Solution to Chinese College Students' Translation Errors</i>
17:05	Paper session 19 <b>Shenglan Zhang</b> – <i>Viewing learners, the unique features of the target language, available resources, and learning objectives as the local context in designing CALL projects</i>	Paper session 20 Moved to session #71	Paper session 21 <b>Jia Li</b> – <i>What contextual factors influence the effect of texting-based instruction on vocabulary acquisition? An observation of learners' behavior and perception</i>	Paper session 22 <b>Yi-Chun Christine Yang</b> – <i>Noticing, Context, E-learning, and EFL Learners' Speech Production: Complexity, Accuracy, and Fluency</i>	Paper session 23 <b>Martine Danan and Vahid Tehranipoor</b> – <i>How generalizable are the benefits of captioning in the unfamiliar context of a non-Roman alphabet?</i>	Paper session 24 <b>Carina Grobler and Tom Smits</b> – <i>Road map for the context-sensitive (re)design of a technology-enhanced speaking practice environment</i>

17:40	Paper session 25 <b>Sumei Wu, Meei-Ling Liaw, Paige Ware, Nancy Montgomery</b> – <i>Voices of Inquiry in intercultural telecollaborative teacher professional development</i>	Paper session 26 <b>Ming-Yueh Hwang and Jon-Chao Hong</b> – <i>Using animation to connect local context to reduce Chinese handwriting errors</i>	Paper session 27 <b>Man Yang, Zhihong Lu and Xiangyue Diao</b> – <i>AWE-based corrective feedback on EFL learners' syntactic complexity in controlled online writing</i>	Paper session 28 <b>Yu Zhu, Ying Lin and Chi-Yi Hsieh</b> – <i>A tracking and logging based study of self-revision for word-processed writing by learners of Chinese as a Foreign Language</i>	Paper session 29 <b>Ping-Ju Chen</b> – <i>The Design of A Blended Taiwanese EFL College Writing Course</i>	Paper session 30 <b>Lauren A. Menard</b> – <i>A Model for Developing Technology-based Student Learning Targets: Personalizing Assessment and Learning in Primary Classrooms</i>
18:15 – 19:30	Reception – Ishi Court					

## 8 July 2017

09:00	Selected paper as plenary session - 2040 VLSB (Valley Life Sciences Building) <b>Huifen Lin</b> - <i>Transparency of Reporting in CALL Meta-analyses between 2003-2015</i>					
	<b>B-33B Dwinelle Hall</b>	<b>B-3 Dwinelle Hall</b>	<b>B-37 Dwinelle Hall</b>	<b>33 Dwinelle Hall</b>	<b>B-4 Dwinelle Hall</b>	<b>370 Dwinelle Hall</b>
09:35	Paper session 31 <b>Mónica Stella Cárdenas-Claros, Luis Alberto Reyes Payacán, Astrid Campos Ibaceta and Jimmy Vera Saavedra</b> – <i>Contextual factors affecting the conceptualization, design and testing of an online platform for L2 listening skills development</i>	Paper session 32 <b>Susan Yue Hua Sun</b> – <i>Design for CALL – Possible Synergies between CALL and Design-for-Learning</i>	Paper session 33 <b>Younghee Kim and Jeong-Ryeol Kim</b> – <i>Comparative Effects of Input vs. Output Enhanced English FnF (Focus on Form) Teaching in Blended Classes</i>	Paper session 34 <b>Sedat Akayoglu and Golge Seferoglu</b> – <i>The Perceptions of Pre-service Teachers of English on Flipped Classroom Model</i>	Paper session 35 <b>Ekaterina Barancheeva</b> – <i>Application of foreign language courses in electronic language environment elang (nstu, novosibirsk)</i>	Paper session 36 <b>Antonie Alm</b> – <i>From teacher to learner to teacher: building context-awareness for mobile app use through exploration</i>
10:10	Paper session 37 <b>Saman Ebadi, Masoud Rahimi and Hoda Harati</b> – <i>Exploring the impact of WebQuest-based flipped classroom on EFL learners' critical thinking and academic writing skills</i>	Paper session 38 <b>Mahmood-ul-Hassan and Arshad Bashir</b> – <i>The role of technology in language learning in a culturally diverse class: A case study of a Pakistani University</i>	Paper session 39 <b>Viviane Grisez</b> – <i>Implementing IT Tools on Non-Receptive Academic Content Teachers and Receptive Students in CLIL Methodology</i>	Paper session 40 <b>Nicholas Huzieff</b> – <i>Teaching English in Post-Soviet Countries: How does an Eastern European setting inform and help shape the role technologies play in a modern English language learning environment?</i>	Paper session 41 <b>Chun Lai</b> – <i>language learners' autonomous learning with mobile devices beyond the classroom</i>	Paper session 42 <b>Hiroyuki Obari, Steve Lambacher and Hiroaki Kojima</b> – <i>The application of Constructivism in Teaching EFL and Worldviews using Mobile Technologies</i>
10:45	Coffee break – 34 Dwinelle					
11:15	Paper session 43 <b>Saman Ebadi, Masoud Rahimi and Hoda Harati</b> – <i>Exploring the impacts of online peer-editing using Google Docs on EFL learners' academic writing skills</i>	Paper session 44 <b>Jia Li, Carrie Demmans Epp, Esther Geva, Catherine Snow and Andrew Biemiller</b> – <i>A synthesis study: Evaluating the applicability and generalisability of technology-supported English vocabulary programs and apps for adolescent ELLs</i>	Paper session 45 <b>Peter Gobel and Makimi Kano</b> – <i>Digital storytelling and educational contexts: Investigating the factors of culture, student attitudes, and planning conditions</i>	Paper session 46 <b>Xiangyue Diao, Zhihong Lu, Man Yang and Zhenxiao Li</b> – <i>Peer scoring on EFL learners' oral production in CBT environments</i>	Paper session 47 <b>Karen Chung-Chien Chang</b> – <i>Learners' Uptake of Writing Feedback, Using a Corpus as a Learning Aid?</i>	Paper session 48 <b>Cynthia Lee</b> – <i>The Use of Automated Feedback and Impact on L2 Writing: How do Teenage Chinese Learners of English Write in Context?</i>

11:50	Paper session 49 <b>Anna Nicolaou and Ana Sevilla-Pavón</b> – Redesigning an online intercultural exchange project towards an ecological constructivist approach	Paper session 50 <b>Mei-Hua Chen</b> – Providing a personalized context-dependent environment for appropriate use of emotion vocabulary	Paper session 51 <b>Fidel Çakmak and Gülcan Erçetin</b> – Exploring mobile assisted listening strategies by tracking learner behavior: Processes and outcomes	Paper session 52 <b>Hsiao-Chien Lee</b> – Investigating How Digital Storytelling Is Used to Give EFL Students a Voice and to Enhance their English Writing	Paper session 53 <b>Linda Gijzen and Jozef Colpaert</b> – Design of telecollaborative tasks: where is the context?	Paper session 54 <b>Chih-Pu Dai</b> – An Exploratory Study on Integrating Virtual Reality Video into L2 Chinese festival teaching
12:25	Paper session 55 <b>Chung-Chi Huang and Mei-Hua Chen</b> – Investigating the latent language phenomena of the context-dependent lexical bundles in research articles	Paper session 56 <b>Hui-Tzu Hsu</b> – The Effect of Captioned Video Clip with Glosses on Incidental Professional Vocabulary Retention of EFL Learners	Paper session 57 <b>Marie-Thérèse Batardière</b> – Observing students’ linguistic variation in an online intercultural exchange	Paper session 58 <b>Jorge Eduardo Pineda Hoyos</b> – Learning English at a distance: Exploring the effects of local context on the design, implementation and the learning outcomes of a local experience of learning English.	Paper session 59 <b>Tsuiying Chen</b> – Task-based Language Learning and Technology: A Journey of Pixar Animation for five EFL Students	Paper session 60
13:00	Lunch – Ishi Court					
	<b>B-33B Dwinelle Hall</b>	<b>B-3 Dwinelle Hall</b>	<b>B-37 Dwinelle Hall</b>	<b>33 Dwinelle Hall</b>	<b>B-4 Dwinelle Hall</b>	<b>370 Dwinelle Hall</b>
14:15	Paper session 61 <b>Vinh Nguyen and Elke Stracke</b> – The role of CALL in shaping learner autonomy of undergraduate EFL students in the Vietnamese university setting	Paper session 62 <b>Brett Milliner</b> – Using online extensive listening to promote language input in an EFL context	Paper session 63 <b>Yi-Ju Ariel Wu</b> – Coordination of Concordancers and Dictionaries in Self-correcting Collocation Errors in EFL Writing	Paper session 64 <b>Heejin Chang</b> – E-textbook for an intensive academic writing course in an English for Academic Purpose (EAP) program: Design-based research	Paper session 65 <b>Arzal Arzal and Shen Chen</b> – Improving ICT Integration in Language Classrooms: Voices from Teachers in Indonesian Province of Gorontalo	Paper session 66 <b>Robert Godwin-Jones</b> – Leveraging OER for increased student motivation and learner autonomy
14:50	paper session 67 <b>Yan-An Jou , Jun Scott Chen Hsieh and Wen-Chi Vivian Wu</b> – Using the Mobile App in the EFL Classroom to Facilitate Learners’ Oral Accuracy and Fluency	paper session 68 <b>Dirk De Hertog, Frederik Cornillie and Piet Desmet</b> – Context-aware Automatic Input Enhancement for Language Learners	paper session 69 <b>Ching-Fen Chang</b> – The efficacy of an online writing system for the implementation of process approaches in EFL writing	paper session 70 <b>Klara Klimcikova</b> – Online language use into language learning	Paper session 71 <b>Le Vo Thi Hong</b> – CALL to meet a need for communicative competence for Vietnamese graduates	Paper session 72 <b>Qing Ma and Jia Li</b> – Personalisation and self-regulation of university students’ vocabulary learning mediated by mobile technologies in a Chinese context
15:25	paper session 73 <b>Susan Marandi</b> – Virtual walls and bans: E-learning/CALL hegemonies in the Iranian context	paper session 74 <b>Van Hung Tran, Ngo Tu Thanh and Le Thanh Huy</b> – The application of flipped classroom to the process of teaching students at universities	paper session 75 <b>Maurice Schols</b> – Elements that foster teacher educators’ engagement in technology learning in an online networked community: An explorative study	paper session 76 <b>Yueh-Tzu Chiang</b> – Learner attitudes and vocabulary gains with the implementation of digital IRS in a flip classroom learning context	Paper session 77 <b>Jun Scott Chen Hsieh, Wen-Chi Vivian Wu and Yan-An Jou</b> – Flipping writing classrooms via constructivist telecollaboration to enhance cross-cultural sensitivity, critical thinking, and language learning	Paper session 78 <b>Lauren Menard</b> – Belief in the Role of Technology by Educational Attainment
16:00	Coffee break – 34 Dwinelle Hall					
16:30	paper session 79 <b>Marina Orsini-Jones, Bin Zou and Kate Borthwick</b> – B-MELTT (Blending MOOCs for English Language Teacher Training): a ‘Distributed MOOC Flip’ to Explore Local and Global ELT Contexts and Beliefs	paper session 80 <b>Keelan Evanini, Eugene Tsuprun, Veronika Laughlin, Vikram Ramanarayanan, Patrick Lange and David Suendermann-Oeft</b> – Evaluating the Impact of Local Context on CALL Applications Using Spoken Dialog Systems	paper session 81 <b>Celia Antoniou</b> – Enhancing the development of the reading and speaking skills of University students online in an L2 academic context: A socio-cultural theory (SCT) approach	paper session 82 <b>Rong Li</b> – Using blended learning activities to help NCS (Non-Chinese Speaking) students build learner autonomy and improve communication skills in the real life context– a case in Hong Kong	Paper session 83 <b>I-Ting Lin, Jun Scott Chen Hsieh and Wen-Chi Vivian Wu</b> – Ubiquitous English idiom learning via mobile applications	Paper session 84

17:05	paper session 85 <b>Yihui Chiu</b> – <i>A case study of making multimodal digital videos in the EFL settings</i>	paper session 86 <b>Claudia Beatriz Martins and Herivelto Moreira</b> – <i>CALL integration into Modern Languages Courses in Brazil: teachers' views on the role of context</i>	paper session 87	paper session 89 <b>Martyn Clark, Medha Tare, Ewa Golonka, Eric Lee, Sida Li, Amitabh Varshney</b> – <i>Leveraging cinematic 360° video for diplomatic language training</i>	paper session 90 <b>Juan Antonio Solis Becerra and Carmen Belen Macias Corredera</b> – <i>Writing collaboratively online: the impact of a bilingual programme context</i>	Paper session 91 <b>Ilya Osipov</b> – <i>Transreality puzzle as an object of Augmented reality, Cubios puzzle.</i>
17:40	Selected paper as plenary session - 2040 VLSB (Valley Life Science Building) <b>Carolin Fuchs</b> - - <i>"I somewhat wasted the chance to communicate" - Socio-Institutional Factors in a Hong Kong-U.S. Telecollaboration</i>					
19:30	Conference dinner – Bancroft Hotel					

## 9 July 2017

09:00	Selected paper as plenary session - 2040 VLSB (Valley Life Science Building) <b>Liliana Cuesta Medina and Mauricio Buitrago Ropero</b> - <i>Unveiling students' digital footprints in their learning trajectories</i>					
	<b>B-37 Dwinelle Hall</b>	<b>B-3 Dwinelle Hall</b>	<b>33 Dwinelle Hall</b>	<b>B-4 Dwinelle Hall</b>	<b>370 Dwinelle Hall</b>	
09:35	paper session 92 <b>Travis Cote and Brett Milliner</b> – <i>Digital literacies in the Japanese university context: preparing for a study abroad program</i>	Paper session 93 <b>Heng-Tsung Danny Huang, Shao-Ting Alan Hung, Hsiu-Yi Chao and Ching-Lin Shih</b> – <i>Developing and Validating a Computerized Adaptive Testing System for Measuring the English Proficiency of EFL College Students</i>	Paper session 94	Paper session 95 <b>Van Hung Tran, Ngo Tu Thanh, Le Thanh Huy, Nguyen Thi Huong Giang and Do The Hung</b> – <i>The proposal of blended learning towards learning styles in training students at universities</i>	Paper session 96 <b>Michael W. Marek and Wen-Chi Vivian Wu</b> – <i>Seeking a Standard Model for CALL</i>	
10:10	paper session 97 <b>Kerrie McKim</b> – <i>Cultural contextualization: Using mobile tools to bring the local context of the learner into the FL classroom</i>	Paper session 98 <b>Rafael Vetromille-Castro and Bruna Berres Hartmann</b> – <i>Gamification for language instruction or language education? Communicative and symbolic competence in gamified language learning activities</i>	Paper session 99 <b>Shenglan Zhang</b> – <i>Identifying Learners' needs: The starting point of design in improving students' Self-Regulated Learning in flipped/blended learning environments</i>	Paper session 100	Paper session 101 <b>Jian Liao, Katherine Masters and Xiaofei Lu</b> – <i>Foreign Language Learning at Arboretum via Telepresence Robots</i>	
10:45	Coffee break – 34 Dwinelle					
11:15	Paper session 102 <b>Karla Del Rosal, Jillian Conry and Paige Ware</b> – <i>Personalizing Instruction for Language Learners through Telecollaboration, Multimodal Technology Tools, and Reflection</i>	Paper session 103 <b>Jeong-Ryeol Kim</b> – <i>Flipped Class for a Solution to Underachievement in Language Education</i>	Paper session 104 <b>Lauren Menard and Kimberly Walker-Mcalister</b> – <i>Comprehension of English Text among Saudi Arabian and American Undergraduates</i>	Paper session 105 <b>Branislav Bédi, Birna Arnbjörnsdóttir and Hannes Högni Vilhjálmsson</b> – <i>Learners' Expectations and Experiences in Virtual Reykjavik</i>	Paper session 106 <b>Benjaporn Meeprom Janklai</b> – <i>The Design of English as a Foreign Language Learning through a Language-Learning Digital Game Shaped by the Social-Cultural Context of Thailand</i>	
11:50	Keynote 2 – Phil Hubbard – 2040 VLSB Conference conclusions Award for best PhD presentation Life Achievement Award					
13:30	Lunch – Ishi Court					