

Confluences and Connections:  
Bridging Industry and  
Academia in CALL



*Annual Conference*  
*May 21-25*

# LaunchPad

language education technology competition

Launching the future of language education with the next generation of entrepreneurs



Lisa Frumkes  
Master of Ceremonies



Hayo Reinders  
Master of Ceremonies

## This Year's Finalists



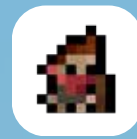
Hallo



Langiddy



linguado



NEWCOMER



roxxem

SCAN & GO



May 24, 2024  
10:45 AM

Studio Theater  
Cohon University Center  
Carnegie Mellon University



VIEW FINALISTS

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THE LANGUAGE FLAGSHIP  
Technology Innovation Center

**CALICO 2024**

# Table of Contents

CALICO 2024 at a Glance..... 3

Exhibitors..... 5

Tuesday: Workshops ..... 11

Wednesday: Workshops & Plenary Speaker ..... 12

Thursday: Presentations, Plenary Speaker & Technology Showcase..... 15

Friday: Presentations, Awards and Business Meeting & Game Night..... 21

Saturday: Presentations & Workshops ..... 26

Campus Map..... 29

## CALICO 2024

### Conference Officials

#### CALICO 2024 Program Chairs

Cristina Pardo-Ballester, Iowa State University  
Robert Elliott, University of Oregon

#### Location

Carnegie Mellon University, Pittsburgh, PA

#### Local Committee

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Sébastien Dubreil, Carnegie Mellon University  
Lisa Frumkes  
Linh Phung, Eduling

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#### Newly Elected Executive Board Members

Greg Kessler  
Ohio University  
Oksana Vorobel  
Borough of Manhattan Community College, CUNY

# CALICO 2024 OVERVIEW

**Tuesday, May 21**

8:00 a.m. - 4:30 p.m. Registration Open for check in, Hall of Arts entryway  
 9:00 a.m. - 4:00 p.m. Preconference Workshops (Registration Required)

**Wednesday, May 22**

8:00 a.m. - 4:30 p.m. Registration Open for check in, Hall of Arts entryway  
 9:00 a.m. - 4:00 p.m. Preconference Workshops (Registration Required)  
 4:45 p.m. - 6:00 p.m. **Opening Plenary Speaker: Luis von Ahn** Simmons Auditorium (Tepper Hall)  
 6:15 p.m. - 7:30 p.m. Opening Reception, Simmons Auditorium (Tepper Hall)

**Thursday, May 23**

7:45 a.m. - 4:45 p.m. Registration Open for check in, Hall of Arts entryway  
 8:00 a.m. - 4:00 p.m. Exhibits Open, Rachel Mellon Walton Room, Posner Hall A34  
 Break Items Available, Rachel Mellon Walton Room, Posner Hall A34  
 8:00 a.m. - 8:20 a.m. Newcomers Session, Posner Hall 147  
 8:30 a.m. - 11:15 a.m. Presentation Sessions, Posner and Hall of Arts  
 11:30 a.m. - 1:00 p.m. Boxed Lunches and SIG Meetings  
 1:15 p.m. - 4:45 p.m. Presentation Sessions, Folwell Hall  
 5:00 p.m. - 6:00 p.m. **Mid-conference Plenary Speaker: Frederik Cornillie** Hall of Arts 160  
 6:30 p.m. - 8:00 p.m. Technology Showcase & Posters Session, Hunt Library 106B  
 6:30 p.m. - 8:00 p.m. Technology Showcase Food & Drinks, Hunt Library 106C

**Friday, May 24**

8:00am - 4:45 p.m. Registration Open, Hall of Arts entryway  
 8:00 a.m. - 3:00 p.m. Exhibit Hall Open, Rachel Mellon Walton Room, Posner Hall A34  
 Break Items Available, Rachel Mellon Walton Room, Posner Hall A34  
 8:30 a.m. - 10:30 a.m. Presentation Sessions, Posner and Hall of Arts  
 10:45 a.m. - 12:00 p.m. LaunchPad Event, University Center, Studio Theater  
 1:15 p.m. - 4:45 p.m. Presentation Sessions, Posner and Hall of Arts  
 5:00 p.m. - 6:15 p.m. Annual Awards Ceremony and Member Business Meeting, Posner 151  
 6:30 p.m. - 9:00 p.m. Board Games & Burgers, Posner 280/282

**Saturday, May 25**

8:00 a.m. Break Items Available, Rachel Mellon Walton Room, Posner Hall A34  
 8:30 a.m. - 11:15 a.m. Presentation Sessions, Posner and Hall of Arts  
 11:30 a.m. - 12:00 p.m. In Whova App, Asynchronous Presentations found at this time slot  
 1:00 p.m. - 5:30 p.m. Postconference Workshops (Registration Required)

# Reading changes lives. Cascade changes reading.<sup>sm</sup>



Cascade Reading has developed a new approach to text formatting designed to enhance reading comprehension. Cascade's patented text format uses state-of-the-art natural language processing (NLP) to define syntactic boundaries and relationships, and then uses line breaks and indentation to reflect the underlying structure of each sentence. Built upon neuro-psychological research that points to the foundational role of syntax in comprehension, Cascaded text reflects four formatting principles that provide visual cues to the structure in a sentence:



Subjects and verbs are aligned everywhere they occur



Modifiers are indented under the words they modify



Introductory phrases are indented with respect to the main clause



Elements of a conjunction are aligned and preceded by the conjoining word



## Why did we develop Cascade Reading?

Nearly 40 years ago, [Gough and Tunmer \(1986\)](#) suggested that reading comprehension ability could be understood as the product of the separate abilities of decoding and language comprehension. They referred to this concept as the "Simple View of Reading". This view has widely influenced both reading education and research by suggesting that once a child learns to decode—which our brains are NOT evolutionally wired to do—then reading comprehension will come naturally, since our brains ARE wired for language.

Hence, funding priorities and educational goals were set to support the non-native aspect of reading—e.g., teaching methods and educational technology focused on teaching decoding, strategies to remediate word-level disabilities (e.g., dyslexia), specialized funding for dyslexia research, and methods to bring phonemic-based instructions into classrooms.

All of this produced deep knowledge about the science and teaching of **word reading** and laid out the correct **first step** for teaching children how to read. But Cascade Reading asked—**What's next?** If we teach decoding right, then why aren't our children reading better?

The latest results from the National Assessment of Educational Progress ([nationsreportcard.gov](https://nationsreportcard.gov)) reports that only 63% of 4th and 70% of 8th and 12th grade students read at what's termed as a Basic level, meaning that—for a text at their reading level—nearly 1/3 of students can't recognize who did what to whom and why, identify the main idea, or form an opinion based on the specific content of a text. These readers simply can't comprehend. Moreover, only 37% of high school seniors reach what's called the Proficient level, which refers to being able to evaluate claims and draw complex inferences about texts they encounter in the real world—and these levels haven't changed since the first NAEP assessment in 1992—and have even gotten worse, suggesting that learning to read words isn't enough.

EXHIBITORS

Thursday, May 23, 8:00am-4:00pm
Friday, May 24, 8:00am-3:00pm

Exhibit Hall:
Rachel Mellon Walton Room, Posner A34

Avant Assessment & MeTabi

Phone: 541 338-9090
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Email: sales@avantassessment.com
Web: avantassessment.com
Web: metabi.com

International Association for
Language Learning
Technology (IALLT)

Email: info@iallt.org
Web: www.iallt.org

Cascade Reading

Email: cascaderreading.com/contact-us/
Web: cascaderreading.com

The Language Flagship
Technology Innovation Center
and the LaunchPad Finalists

Email: tech.center@hawaii.edu
Web: thelanguageflagship.tech

Immerse

Web: immerse.io
Contact: immerse.io/contact-us/

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**TUESDAY, MAY 21: WORKSHOPS**

**Immersive Reality Exploration: Low Immersion, High Immersion, and Mixed Reality**

Half Day Workshop (\$50)  
9:00am-12:00pm  
Location: Tepper 1024  
Conducted by: Randall Sadler

This ½ day workshop immerses the participants in a range of Extended Reality (XR) technologies. Stage I will begin with a very brief overview of the evolution of these technologies, including connections to formal and informal language learning. Then, attendees will learn how to use Meta Quest 2 VR headsets and the new Mixed Reality Quest III sets (Stage 2), provided by the presenters. Stage 3 will introduce participants to several XR-based settings/tools with pedagogical potential for language teaching, followed by group exploration. All participants will be given access to a website with tutorials, lesson ideas, and a research bibliography.

**Harnessing AI and Digital Tools for Developing Custom Flipped Teaching Materials**

Half Day Workshop (\$50)  
9:00am-12:00pm  
Location: Posner Hall Room 280  
Conducted by: Robert Elliott and Meryem Yalcin

With technological and curricular advancements, world language educators are rethinking classroom design. Flipped language teaching, for example, offers the potential for dynamic, in-class interactions, yet challenges educators to craft comprehensive, out-of-class materials. This workshop addresses this challenge by looking at the opportunity AI creates to assist busy teachers in creating customized resources. The presenters will focus on AI voice generators and pitch extraction tools to equip participants to be able to generate their own high quality listening materials and practice speech activities for their specific language learning context, as well as assess those materials for suitability and authenticity.

**Understanding AI for Classroom Language Assessment: A Research-informed Approach**

Half Day Workshop (\$50)  
1:00pm-4:00pm  
Location: Tepper Room 1024  
Conducted by: Rurik Tywoniw

This workshop will explore interactions between language assessment and AI tools from a practical and research-informed perspective. Artificial intelligence has been used in language assessment extensively in recent years, specifically in evaluating writing quality automatically (Ramesh & Sanampudi, 2022) and using AI to generate test items (Settles et al., 2020). AI is now available for general language production purposes, so teachers should be ready to understand how AI tools will impact their classrooms. This workshop will cover the use of AI tools for teaching and grading, as well as the benefits and limits of AI tools as language production aides.

**WEDNESDAY, MAY 22: WORKSHOPS**

**Code-Free Craft: Empowering Educators to Create Language Learning Games with Construct 3**

Half Day Workshop (\$50)  
 9:00am-12:00pm  
 Location: Posner Hall Room 343  
 Conducted by: Raihan Rahman

This workshop will give a hand-on introduction regarding how ESL educators can develop engaging and creative language learning games without prior programming experience using Construct-3. The presenter will guide attendees through the game development process while focusing on accessibility and practical usage. The workshop will have attendees create interactive language learning games, incorporating Task-Based Language Teaching (TBLT) and the Communicative Language Teaching (CLT). A variety of games aimed at enhancing vocabulary, grammar, and communicative skills will be showcased. Attendees will receive access to game templates and tutorials on how to use Construct 3.

**Collaborating, Creating and Contributing to AR/MR Applications in Foreign Language Learning**

Half Day Workshop (\$50)  
 1:00pm-4:00pm  
 Location: Tepper Room 1024  
 Conducted by: Shaunna Joannisou and Pedro Molina

The workshop will offer a multifocal approach to the use of Augmented Reality and Mixed Reality in Higher Education Foreign Language Learning in teaching and learning processes. Educational Design-Based Research (McKenney & Reeves, 2019) will be introduced to familiarize participants with the four phases of this approach which underpin the work and activities presented. The focus of the workshop will be the practical application of a variety of tools available today to create Augmented Reality / Mixed Reality content and resources in collaboration with workshop leaders and co-participants. Basic knowledge in video creation and image formatting is required..

**Using H5P Content for Language Learning and Practice**

Half Day Workshop (\$50)  
 1:00pm-4:00pm  
 Location: Posner Hall 343  
 Conducted by: Elif Varlik

This half-day workshop aims to show a JavaScript-based framework H5P to create interactive, engaging asynchronous language learning and practice content. The workshop will happen in three stages. First, the facilitator will present a brief explanation of the framework, best practices, and additional sources for future use. In the second stage, participants will explore H5P and create content for language learning collaboratively. In the final stage of the workshop, attendees will provide feedback on each other's content and share new materials for future use.

**WEDNESDAY, MAY 22: OPENING PLENARY**

**Plenary Speaker**

Simmons Auditorium, Tepper Building  
4:45pm - 6:00pm

**Opening Reception**

Simmons Auditorium, Tepper Building  
6:00pm - 7:30pm  
All welcome

**Luis von Ahn**

**Engaging Education:  
How Duolingo Leverages Social  
Media Strategies to Democratize  
Learning**

When technologist Luis von Ahn was developing the widely used mobile language-learning platform Duolingo, he faced a significant challenge: Could an educational app ever compete with the engagement levels of platforms like Instagram and TikTok? In this talk, Dr. von Ahn describes how Duolingo incorporates psychological strategies commonly employed in social media and mobile gaming to boost user engagement and motivation for learning—all all while expanding access to education worldwide.

Luis von Ahn is an entrepreneur and former professor at Carnegie Mellon University who is considered one of the pioneers of crowdsourcing. He is known for co-inventing CAPTCHAs, being a MacArthur Fellow, and selling two companies to Google in his 20s.

He is currently the co-founder and CEO of Duolingo, the most popular language-learning platform and the most downloaded education app in the world. Duolingo’s mission is to develop the best education in the world and make it universally available.

Luis has been named one of the 10 Most Brilliant Scientists by Popular Science Magazine, one of the 50 Best Brains in Science by Discover, one of the Top Young Innovators Under 35 by MIT Technology Review, one of the 100 Most Innovative People in Business by Fast Company Magazine, and in 2018 won the Lemelson-MIT prize.

**Grad Student SIG Social Night**

7:30pm - 10:00pm  
All welcome

We will meet, following the Opening Reception.

The Porch, 221 Schenley Drive  
Pittsburgh, PA 15213

**This event is a chill evening where you will meet and connect with other graduate students the first night of the conference! We hope to see you there!**



# IMMERSE

Give your learners **unlimited access** to **authentic** conversation practice

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- ✓ Informal Conversation Group **Events**
- ✓ Interactive Learning **Games**

COMPATIBLE WITH:



META QUEST VR



GOOGLE CHROME (DESKTOP)



Interested in learning more? Scan here!

**THURSDAY, MAY 23: PRESENTATION SESSIONS**

**NewComers Session**

Posner Hall 147

8:00am - 8:20am

<b>Session 1</b>	<b>Thursday, May 23, 8:30am - 9:00am</b>
Posner 151	Navigating the Ethical Landscape of ChatGPT and Fostering Critical Thinking and Digital Citizenship in Language Teaching and Learning <i>Colum Yip, Sunao Fukunaga</i>
Posner 152	L2 Incidental Acquisition of Spanish Lexical Items through Engagement with Dynamic and Static Images and Captions on the Rockalingua Language Platform <i>Tetiana Tytko</i>
Posner 153	“But I’m a good employee!” A Social-deduction, Company-crisis Game in an L2 Chinese Online Synchronous Program <i>WeiHsuan Lo, Kevin Fedewa</i>
Posner 145	Looking into Learner Satisfaction in a Massive Open Online Language Course (LMOOC) <i>Ana Gimeno</i>
Posner 146	Developing a Teacher Supporting AI System: 2xAI (eXplainable & eXchangeable) <i>Yohan Hwang, Sangmin-Michelle Lee, Sunjoo Hong, Yeonjeong Park</i>
Posner 147	Defining Language Teachers’ Readiness for Online Language Teaching: Toward a Unified Framework <i>Luca Giupponi, Emily Heidrich Uebel</i>
<b>8:30am - 9:45am</b>	<b>Panel Presentations</b>
Posner A35	Research Methods in Virtual Reality, Virtual Exchange and Gaming <i>Hiba Ibrahim, Tricia Thrasher, Carla Consolini, Mery Diez-Ortega</i>
Hall of Arts 160	CALL and the Learner Experience - Lessons from Multicultural Contexts <i>Hope Anderson, Deniz Gokcora, Farah Akbar, Liss Kerstin Sylvén</i>
<b>Session 2</b>	<b>Thursday, May 23, 9:15am - 9:45am</b>
Posner 151	Implementing AI Chatbots in L2 University Courses: Building Pragmatic Competence and Critical Digital Literacy <i>Natalie Amgott, Devon Renfroe</i>
Posner 152	A Comparative Study of AI-Generated and Human-Written Structured Research Abstracts <i>Erik Voss</i>
Posner 153	Competitive Collaborative Games: Project-Based Learning through Gamification <i>Mahmoud Amer</i>

## THURSDAY, MAY 23: PRESENTATION SESSIONS

Posner 145      Supporting Multilingual Learners: Exploring the Impact of High-Immersive VR on College Students' Foreign Language Anxiety  
*Eunyoung Cha, Zheyang Zhu*

Posner 146      Designing Game-based Augmented Reality Scenarios for Second Foreign Language Learning: Sharing Experiences from Four European Funded Projects  
*Stella Hadjistassou, Shaunna Joannidou, Pablo Molina*

Posner 147      Digital Storytelling for Peacebuilding: An L2 Reading Classroom Project  
*Pelin Irgin*

### **Session 3      Thursday, May 23, 10:00am - 10:30am**

Posner 151      Automated Evaluation of Argumentative Writing Using Fine-Tuned GPT 3.5 and GPT 4 Models  
*John Gayed, Qiao Judy Wang*

Posner 152      CSU + MeTabi: A Model for Making Public-Private Partnerships Work for Higher Ed  
*Alyssia Miller de Rutte, Scott Payne, Nick Gossett*

Posner 153      Multimodal Grammar Learning through Animal Crossing, A Commercial Game in Japanese  
*Kayo Shintaku*

Posner 145      Using Immersive Virtual Reality to Practice Public Speaking Skills in a Second/Foreign Language (L2)  
*Naiyi Fincham, Leeseul Park*

Posner 146      Creating Targeted Technology Standards: Supporting Teachers in the Canadian Settlement Language Sector  
*Phil Hubbard, Greg Kessler*

Posner 147      Learning L2 Vocabulary through Kahoot and Utilizing Multimodal Approaches  
*Olesia Pavlenko*

Posner A35      Tales with Tails: AI Image Generation to Enhance for Storytelling  
*Seoah Yun, Eda Yildirim*

### **10:00am - 11:15am      Panel Presentation**

Hall of Arts 160      Bridging the Gap: Transferable Research Skills Between Industry and Academia  
*Lillian Jones, Natalie Amgott, Tricia Thrasher, Lisa Frumkes*

### **Session 4      Thursday, May 23, 10:45am - 11:15am**

Posner 151      "Am I teaching my students to cheat?" Teacher Reflection Incorporating ChatGPT in College Level Writing  
*Farhana Ahmed*

## THURSDAY, MAY 23: PRESENTATION SESSIONS

- Posner 152      Generative AI for Supporting Recently Immigrated English Learners' L2 Lexical Development: Linguistic Alignment, Lexical Complexity, and Learner Perceptions  
*Daniel Dixon, YouJin Kim, Youngmeen Kim, Robin Cathey*
- Posner 153      Large Scale Experimentation of a Serious Game Targeting Oral Comprehension in English as a Second Language for 6–8 Year-olds: Some Lessons Learned  
*Mathieu Loiseau, Émilie Magnat, Audrey Serna, Anne-Laure Guinet, Marie-Pierre Jouannaud, Coralie Payre-Ficout*
- Posner 145      Potential of Immersive Social VR for Developing Interaction Abilities in L2 Spanish  
*Naoko Taguchi, Elizabeth Hanks*
- Posner 146      Online Language Course Development and Teaching  
*Nevine Abraham, Sue-mei Wu*
- Posner 147      Unleashing the Potential of Chat GPT in Curriculum Development and Lesson Planning  
*Valentina Lukin, Maryam Sahebfosul*

### SIG Meetings & Boxed Lunches

**Grab a boxed lunch, pick the special interest group which interests you most, and go to that SIGs' meeting room to sit in for some business and discussion.**

**All Welcome**

**11:30am - 1:00pm**

- Posner 151      AI (Artificial Intelligence) SIG  
Posner 152      Gaming SIG  
Posner 153      Graduate Student SIG  
Posner 145      LTLT (Language Teaching and Learning Technologies) SIG  
Posner 146      SLAT (Second Language Acquisition and Technology) SIG  
Posner 147      Teacher Education SIG  
Posner A35      Virtual Worlds SIG

### Session 5      Thursday, May 23, 1:15pm - 1:45pm

- Posner 151      Igniting the Engine: Leveraging Tactical, Human-mediated Support to Drive Engagement and Outcomes with Technology-mediated Language Learning  
*Katie Brown, Mackenzie Campbell*
- Posner 152      Evaluating AI for Integration in Language Teaching across Contexts: A Conceptual Framework  
*Jeffrey Maloney, Austin Pack*
- Posner 153      Integrating Behavior Analysis into the Design of a Serious Game for English Education?  
*Mathieu Loiseau, Anne-Laure Guinet, Audrey Serna, Émilie Magnat, Marie-Pierre Jouannaud*

## THURSDAY, MAY 23: PRESENTATION SESSIONS

- Posner 145      Exploring Learners' Interaction in VR Tasks Using Multimodal Learning Analytics  
*Hsin-I Chen*
- Posner 146      Thinking about One's Own Speaking: The Impact of Metacognitive Reflections on L2 Spanish Conversational Skills in Face-to-face and Online Settings  
*Luis Cerezo, Gorky Cruz, Cristina Hernandez*
- Posner 147      Improving Reading Comprehension using Cascade Reading: A Linguistically-driven Text Formatting Algorithm  
*Jack Dempsey, Kiel Christianson, Julie Van Dyke*

### **1:15pm - 2:30pm      Panel Presentations**

- Posner A35      Building Bridges: Academic Insights into Educational Technology  
*Sebastien Dubreil, Bryan Smith, Drew Davidson, Nicole Mills*
- Hall of Arts 160      Introducing a Paradigm Shift to Digital First Test Development  
*Alina von Davier, Geoff LaFlair, Andrew Runge, Yigal Attali*

### **Session 6      Thursday, May 23, 2:00pm - 2:30pm**

- Posner 151      Predictors of Attrition in a Longitudinal Study of App-based Language Learning  
*Ekaterina Sudina, Luke Plonsky, Yasser Teimouri*
- Posner 152      Generative AI – Friend or Foe of Language Education?  
*Mathias Schulze*
- Posner 153      Using Data Analytics to Explore the Impact of a Task-based Digital Game on Learners' Affect  
*Frederick Poole, Jason Kappes*
- Posner 145      Augmented Reality Design and Development for Cognitive Academic Language Proficiency (CALP) and Intercultural Communication Competence (ICC)  
*Shaunna Joannidou, Stella Hadjistassou, Pedro Molina*
- Posner 146      The Potential of Plurilingual Audiovisual Input for Simultaneous Language Learning  
*Anastasia Pattemore*
- Posner 147      Mediating ESL Learners' Use of Digital Reference Tools to Deepen Their Vocabulary Knowledge in Academic Writing  
*Yuwei Xia, Minjin Kim*

### **Session 7      Thursday, May 23, 2:45pm - 3:15pm**

- Posner 151      Language in Digital Spaces: Contemporary Contexts for Cultivating Access  
*Stephanie Knight, Casey Upson*
- Posner 152      Creative Writers' Proactive Use of Generative AI and Its Implications in Language Education  
*Yu Jung Han*



## THURSDAY, MAY 23: PRESENTATION SESSIONS

Posner 153      Leveraging Internal and External Funding from Idea Conception to Commercialization  
Stephanie Link, Robert Redmon

Posner 145      Investigating the Impact of Group Video Projects on Investment in Language Learning: A Comparative Study  
Francesca Marino

Posner 146      American or British Accents: Students' Attitudes in a Web-based Platform  
Abdurrazzag Alghammas

Posner 147      Self-directed Learning of Language and Culture in Spanish Content-based MOOCs  
*Tanya Tercero*

### 2:45pm - 4:00pm      **Panel Presentations**

Posner A35      AI Generated Content and Second Language Teaching  
Feng Xiao, Ting Su, Gang Liu, Haixia Wang, Ding Wang Bramlett, Jonathan Becker

Hall of Arts 160      Crossing Boundaries, Driving Innovation: Making Inroads in the EdTech Industry  
Sebastien Dobreil, Lisa Frumkes, Joan Bajorek, J. Scott Payne

### **Session 8      Thursday, May 23, 3:30pm - 4:00pm**

Posner 151      Using and Evaluating a Language Learning App: A Corpus-Driven, Autoethnographic Analysis  
*Lawrence Williams*

Posner 152      Global AI Language Learning at Scale: From Academia to Industry  
*Pamela Bogart*

Posner 153      Decoding Student Writing: A Machine Learning Approach to Analyzing Student Texts  
*Larissa Goulart*

Posner 145      Building Bridges for Innovation  
*Julio Rodriguez, Naiyi Fincham, Suzanne Freynik, Molly Godwin-Jones, Rachel Hernandez, Leeseul Park*

Posner 146      Integrating Scenario-Based Design and Keystroke Analysis in Written Argumentation Assessment  
*Mahshad Davoodifard*

Posner 147      The Efficacy of Technology-Mediated Task-based Pronunciation Instruction  
*Linh Phung*

### **Session 9      Thursday, May 23, 4:15pm - 4:45pm**

Posner 151      Objective and Perceived Insights into Digital Activity Difficulty  
*Matthew Pattermore*

**THURSDAY, MAY 23: PLENARY SPEAKER**

- Posner 152            The Effect of Immersive Conversational AI on Immigrant Students' L2 Oral Proficiency  
*Uliana Ovsiannikova*
  
- Posner 153            Tracking the Longitudinal Use of the English Articles by L2 Learners in Text and  
Voice-based SCMC  
*Farah Akbar*
  
- Posner 145            Conceptualizing One's Own Self and Cultural Identity(-ies) in Virtual Exchange  
*Maria Speggorin*
  
- Posner 146            Please don't hate my story!: Engagement in Harry Potter Fanfiction Author Notes  
*Maria Razcon*
  
- Posner 147            TBLT in Chinese and Korean Immersive Programs: A Computer-Mediated-  
Communication Task's Design, Implementation, and Evaluation  
*Kevin Fedewa, WeiHsuan Lo, Jing Paul, Adelia Kim, Changu Kang, Nikeese Daniel*

**Plenary Speaker**

Hall of Arts 160

5:00pm - 6:00pm

**Frederik Cornillie**

**It Takes a Village to Create Impact from Research.**

**Towards Smart Collaboration within the Innovation Ecosystem of CALL**

Frederik Cornillie is research and valorization manager at KU Leuven and imec in Belgium. On a daily basis, he collaborates with the local (Flemish) educational technology ecosystem (startups and established technology companies, schools and training institutions, researchers, and government), with a view to bringing research-based solutions for technology-mediated learning to society, which leverage insights from the learning sciences as well as the latest advances in digital technologies. Frederik has worked on research and development projects in the field of CALL since 2005, first at the University of Antwerp and later at KU Leuven and imec, the world's leading non-profit research company focused on microchip technology and digital technologies. His main research focus in CALL is the intersection of tutorial CALL and task-based language learning, in particular the ways in which games and play can support language education. He is also passionate about research-based design and development of CALL applications. Frederik is a graduate from KU Leuven's Ph.D. program in linguistics (2014) with a dissertation project focused on game-based language learning. He has been a member of CALICO since 2010, and currently serves on its executive board.

More information: <https://kulak.kuleuven.be/~u0037921/>

**THURSDAY, MAY 23: SHOWCASE & POSTERS**

**Technology Showcase and Poster Session**

Hunt Library, Room 106B

6:30pm - 8:00pm

Unveiling Digital Identities: EFL Academics' Agency in Constructing Online Presence

*Maha Altheyabi*

Creating Interactive Learning Materials: A Showcase of Employing Canvas Studio in Language Classes

*Ding Wang Bramlett*

Learning an Unwritten Language Remotely

*Marty Heaton*

Give Students Language Superpowers with Pangea Chat: AI-enhanced Instant-messaging for Language Learning

*Will Jordan-Cooley*

LinguaQuest: A Task-Based Language Learning VR Game

*Sebnem Kurt*

Free Sites for Extensive Reading, Reading Assessment and Peer Interaction

*Thomas Robb*

AI-Based Tools for Self-Paced Reading and Vocabulary Learning

*Zilei Shao, Feng Xiao, Jonathan Becker*

Designing and Implementing an Irish-Spanish Virtual Exchange through Second Life in Higher Education

*Antonio Martinez*

Developing Augmented Reality Language Activities

*Peter Grzywacz*

Extending your Reality with XR: Virtual Snacks Along With Your Real Ones

*Randall Sadler*

Noun Town: Gamified Language Learning for Effortless Vocabulary Acquisition

*Ivan Crespo*

My City: Designing Audio-guides with a User-friendly App

*Alessandra Saggin*

Pattern-Based Verb Tense Instruction Utilizing Digital Whiteboards

*Meg Otto Altman*

Crafting an Engaging Asynchronous Language Course: Navigating the Challenges of Online Teaching and Leveraging Innovative Pedagogical Approaches

*Angel Anorga*

MeTabi: Building Language Skills for the Workplace

*J. Scott Payne, Lillian Jones*

## THURSDAY, MAY 23: SHOWCASE & POSTERS

An Aptitude Test Styled “Time Attack” Game for English Language Testing, Inspired by Bejeweled Game Series

*Thanaphan Thapthimhin*

Moms and Horses: Using Pre-existing Corpora to Understand Mandarin L2 Learners’ Lexical Confusion

*Adam Bramlett*

An Overview of the Implementation of Graphical Abstracts (GA) in Scholarly Communication

*Mukib Khan*

Scaffolding in Collaborative Digital Annotations across Text Types Using Perusall

*Xin Li*

Rate L2 Argumentative Essay Using GPT4: The Effect of Human-centric Materials

*Yicun Deng*

Developing Second Language Reading Comprehension through Technology

*Halil Asllani*

Exploring Complementary Roles of EFL Teachers and ChatGPT

*Hyunjoo Moon*

ChatGPT for Interactive Written Corrective Feedback in French as Second Language Learning and Teaching

*Taegan Holmes*

Addressing Social, Cultural, Legal and Ethical Issues in Teachers’ Technology Integration

*Xiaorui Sun*

Navigating the Path to Effective ChatGPT Integration in South Korean K–12 Education Using the PIC-RAT Model: A Teacher Training Plan

*Hyunjoo Moon, Agam Syahrial*

Developing Critical Reading Skills with AI

*Bonnie Youngs, Elizabeth Walker*

An Interactive Writing Task for High-stakes Assessment

*Yena Park, Sarah Goodwin*

Shadowing to Improve Pronunciation in Novice Lx Italian Classroom Learning: A Canvas Task

*Bianca Brown, Adam Bramlett, Chisom Obasih, Zoe Chessa, Xiaohan Liu, Botagoz Tusmagambet, Seth Wiener*

Game Design Case Study: Development to Deployment

*Anton Vogel*

Technology-Enhanced Task-Based Language Teaching for English Telephonic Proficiency: A Pilot Study

*Kedi Mo*

Cross-disciplinary Synthesis: What Insights Can We Gain from Instagram Culture on Using ChatGPT for Language Education?

*Yu Jung Han*

**THURSDAY, MAY 23: SHOWCASE & POSTERS**

Exploring the Perceptions of the Effectiveness of Duolingo among Pre-service Professionals  
*Jeffrey Maloney, Hannah Thalia Bautista, Audrey Policarpio, Elias Jessop*

**LaunchPad Finalists**

Hallo: Learn Language with AI Tutors  
*Joon Beh*

Langiddy: Social/Chat Application  
*Noah Duran*

Linguado: Link Up with Native Speakers in Your Community or Across the World  
*Alexander Kaplan*

Newcomer: Language Immersion  
*Jason Kappes*

Roxxem: Use Music to Learn a New Language  
*Hugo Xiong*

**Showcase Dinner & Drinks**

Hunt Library, Room 106C  
Food and drinks, All Welcome  
6:30pm - 8:00pm



# MeTabi Coach+ Classroom Companion

MeTabi Coach+ is an AI-driven language learning platform for what you want to teach and what students want to learn.

“For students or teachers who want to use MeTabi in the classroom, it’s absolutely fun.”

- Nursing Assistant VESL Instructor



## Benefits

MeTabi Coach+ is rooted in performance-oriented language learning and accelerates learning velocity to achieve proficiency goals faster.

01. Engages learners with personalized content based on their interests
02. Combines self-study with socially interactive activities, games, and virtual reality environments
03. Brings a human element to learning with real-world use of language
04. Aligned to both NCSSFL-ACTFL and CEFR Can-Do Statements as well as Avant STAMP test levels

## Features

MeTabi Coach+ was designed by language teachers to provide personalized practice to complement classroom instruction.

- Learners choose an AI-driven personal language coach that shares their interests
- Language coach adapts to learners' responses and provides useful feedback
- Variety of activities available to build different language skills
- No additional hardware needed. MeTabi runs on computers, tablets, and smart phones on a standard internet connection

Contact Avant Assessment for a Demo:  
[info@avantassessment.com](mailto:info@avantassessment.com)

**MeTabi.com**  
Exclusively Through Avant

**FRIDAY, MAY 24: PRESENTATION SESSIONS**

**Session 10**

**Friday, May 24, 8:30am - 9:00am**

- Posner 151      Understanding Drivers of L2 App User Persistence: An Academic-Industry Research Partnership  
Shawn Loewen, Matt Coss, Hyun Bin Hwang, Kaitlyn Tagarelli
- Posner 152      Improved Automated Generation of Multiple-choice Cloze Questions for Vocabulary Assessment with VocaTT  
*Qiao Judy Wang, Ayaka Sugawara, Naho Orita, Ralph Rose*
- Posner 153      How Language Learning Differs Between a Narrative-based Learning Experience in Virtual Reality and Digital Picture Book  
*Jin Dong, Dongping Zheng*
- Posner 145      Learner’s Performance in Rehearsal Tasks: An Analysis of Discursive and Multimodal Features in Spanish Blogs  
*Andrea Olivares-Beltrán*
- Posner 146      From Script to 360° Simulation: Developing Research-Based High-Immersive VR Tasks for Chinese as a Foreign Language Request-Making Proficiency  
Hanyu Jia
- Posner 147      A Refugee’s Testimony: “I can be the teacher”  
*Alia Hadid*

**8:30am - 9:45am**

**Panel Presentations**

- Posner A35      Virtual Reality in Language and Intercultural Communication Education: Debating Its Potential Based on Real-life Examples  
*Melinda Dooly, Randall Sadler, Regina Kaplan-Rakowski, Kristi Jauregi Ondarra, Irina Golubeva*
- Hall of Arts 160      Participating in the Scholarly Debates: Journals in the Field  
*Senta Goertler, Bryan Smith, Ana Oskoz, Luke Plonsky, Jeffrey Samuels, Shawn Loewen, Jesse Gleason, Charlene Polio, Mathias Schulze*

**Session 11**

**Friday, May 24, 9:15am - 9:45am**

- Posner 151      Synergizing Academia and Industry: Enhancing Language Pedagogy through Digital Tools and Mini-Projects  
*Lin Zhou*
- Posner 152      Fan Practices for Learning Different Languages in the Digital Wilds: A Scoping Review  
*Shannon Sauro*
- Posner 153      Learner Engagement in Short- and Long-term Use of Duolingo in Two Class Modalities: In-person vs. Online Class  
Daniel Castaneda
- Posner 145      The Design of a Task-based Conversational Agent for L2 English in the German School Context: A Needs Analysis and First Learner Data  
*Elizabeth Bear*

## FRIDAY, MAY 24: PRESENTATION SESSIONS

- |                   |  |
|-------------------|--|
| Posner 146        | Capturing Instances of Digital Literacy during the Writing Process: Micro-analysis of Learner-Task-Tool<br><i>Catherine Caws, Marie-Josée Hamel, Nicolas Guichon</i> |
| Posner 147        | Quantifying ASR Pronunciation Gains with Large Learner Datasets<br><i>Dan Nickolai</i>   |
| <b>Session 12</b> | <b>Friday, May 24, 10:00am - 10:30am</b>   |
| Posner 151        | Legislative Asks and Their (Potential) Impacts: JNCL, Multilingualism and Your Role in Advocacy<br><i>Denis Uebiyev, Betty Rose Facer</i>                            |
| Posner 152        | Generation Z Goes Abroad: Assessing the Linguistic, Cultural, Social, and Psycho-Emotional Growth of Hyper-Connected Learners<br><i>Aurore Mroz</i>                  |
| Posner 153        | Learning Spanish “In the Wild” with Duolingo<br><i>Bryan Smith, Xiangying Jiang</i>  |
| Posner 145        | Development and Evaluation of a Flipped Corpus-aided Spoken English Platform for Chinese English Learners<br><i>Hsueh Chu Rebecca Chen</i>                           |
| Posner 146        | Memoji and Facial Cues to Lexical Stress Perception in Heritage Spanish<br><i>Sebastian Leal-Arenas, Amanda Huensch</i>  |
| Posner 147        | Play and Learn: Lived Experience in iVR (Immerse)<br><i>Sangmin Michelle Lee</i>   |

**LaunchPad Competition**  
**Jared L. Cohon University Center, Studio Theater**  
**All Welcome**  
**10:45am - 12:00pm**

**Lunch Time -- On Your Own**  
**12:00pm - 1:00pm**



## FRIDAY, MAY 24: PRESENTATION SESSIONS

**Session 13****Friday, May 24, 1:15pm - 1:45pm**

- Posner 151      Robotics and Storytelling: Empowering Early Language Learners Through Coding  
*Natalia Hernández*
- Posner 152      Augmented Reality and Mixed Reality Applications: How and Why Should We Take the Plunge?  
*Shaunna Joannidou, Pedro Molina, Stella Hadjistassou*
- Posner 153      Implementation of Direct Corpus Applications to L2 Collaborative Writing Pedagogy: The Impact on Learner Interaction, Writing Quality, and Development  
*Ahmet Egemen Curuk*
- Posner 145      Developing(Lesson Planning) and Teaching(Debugging) Communicative Language Activities in Virtual Reality  
*Peter Grzywacz*
- Posner 146      Unpopular Opinion: We're Leaving the Teachers Behind  
*Kelly Arispe*
- Posner 147      From Mundane to Memorable: 5 Ways to Contextualize an ESL Topic Using Edvibe.com  
*Raihan Rahman, Anastasiia Stroganova*

**1:15pm - 2:30pm****Panel Presentations**

- Posner A35      Advances in CALL Research and Practice  
*Senta Goertler, Jesse Gleason, Angelika Kraemer, Emma Britton, Hengyi Liu, Linda Jones, Theresa Austin, Xinyue Zuo, Curtis Maughan, David Fredrick, Stephanie Link*
- Hall of Arts 160      Scaling Research and Navigating Challenges: Linguist Entrepreneurs  
*Linh Phung, Raia Lichen, Heidi Brumbaugh, Hope Anderson, Will Jordan-Cooley*

**Session 14****Friday, May 24, 2:00pm - 2:30pm**

- Posner 151      Virtual Exchanges for Beginner Language Learners: Do They Work?  
*Ana Oskoz, Marta Gonzalez-Lloret*
- Posner 152      Perceptions of AI-based Technologies in Foreign Language Education  
*Michael Hofmeyr*
- Posner 153      Age and First Language Bias in Automatic Speech Recognition: Ensuring Test Fairness  
*Carey Nelson, Carol Johnson*
- Posner 145      Communicating, Connecting, and Creating: The Impact of Social Media on L2 Motivation  
*Hannah Hautala, Kimberly Morris*
- Posner 146      Designing a VR Leveraged Distributed Language Learning Environment for Language and Translanguaging  
*Dongping Zheng, Michaela Nuesser, Jin Dong, Weiyang Huang*

## FRIDAY, MAY 24: PRESENTATION SESSIONS

Posner 147      Immerse: An Authentic, Live VR Language Learning Platform  
*Tricia Thrasher, Carla Consolini*

**Session 15      Friday, May 24, 2:45pm - 3:15pm**

Posner 151      Self and Social Organization: Liminal Activations as Sites for Collective Learning, Community Organization, and Innovative Partnerships  
*Christopher Daradics*

Posner 152      Conversational AI for Learning English: A Systematic Review and Future Directions  
*Yilin Zhang, Hao Yu, Faceia Hou*

Posner 153      The Connection of Design and Immersive Language Learning: A Close Look  
*Yalun Zhou*

Posner 145      The Effectiveness of Using Twitter in Developing EFL Saudi Female Students' Grammatical Knowledge  
*Abdurrazzag Alghammas, Lima Alzamil*

Posner 146      Fostering Autonomy: Strategies and Challenges in Training In-Practice Teachers to Use Data-Driven Learning in Language Education  
*Larissa Goulart*

Posner 147      Voxy as an LXP: How Does it Affect Language Learning in the Classroom? Is it a Myth or Reality?  
*Dilara Saygin, Kamil Kirkiç*

**2:45pm - 4:00pm      Panel Presentations**

Posner A35      Games for Language Learning: Connecting Industry, Research, and Practice  
*Frederick Poole, James York, Jason Kappes, Daniel Dixon*

Hall of Arts 160      Reassessing VR for Language Learning: Has It Fulfilled Its Potential?  
*Robert Godwin-Jones, Naoko Taguchi, Randall Sadler, Justine Meyr*

**Session 16      Friday, May 24, 3:30pm - 4:00pm**

Posner 151      Fostering Language Learning, Wellness, and STEM Education Through High-Immersion Virtual Reality  
*Regina Kaplan-Rakowski, Sabina Nowak, Prerna Choubey*

Posner 153      Crisis Response and Crisis Preparedness: Moving Forward in the 'New Normal'  
*Senta Goertler, Jesse Gleason*

Posner 145      Integrating Cultural Competence and Technological Literacy in Medical Spanish  
*David Ortega*

Posner 146      It's What You Teach Not How You Teach It: A Corpus Study of Real-World Language Use in Pimsleur's Tagalog  
*Nicole De Los Reyes*

**FRIDAY, MAY 24: PRESENTATION SESSIONS**

Posner 147 "I like that I can talk to Spanish speakers in Illinois": Students' Perceptions of AI-powered Role Plays in Virtual Reality  
*Uliana Ovsiannikova, Tricia Thrasher*

**Session 17 Friday, May 24, 4:15pm - 4:45pm**

Posner 151 Integrating ImmerseMe into the Classroom: World Language and Intercultural Development  
*Denis Uebiyev, Betty Rose Facer*

Posner 152 Exploring the Influence of Extramural Virtual Guided Conversations on L2 Oral Skills and Motivation  
*Luis Cerezo*

*Posner 153 Multimodal Instructional Approaches in CALL -- More Is Not Always Better*  
*Goretti Prieto Botana*

Posner 145 WhatsApp versus Zoom: Learner and Instructor Perceptions and Attitudes of Mobile Learning Tasks  
*Lillian Jones*

*Posner 146 Using Mobile Phones in Resource-Poor Areas for Learning Language Skills*  
*Thomas Robb*

Posner 147 The Effects of Machine Translation and Virtual Exchange on Learning Spanish through Humor  
*Cristina Pardo*

**Awards Ceremony and Business Meeting**

Posner 151  
5:00pm - 6:15pm

**Board Games & Burgers Night**

Posner 280  
6:30pm - 9:00pm



THE LANGUAGE FLAGSHIP  
Technology Innovation Center

# Digital



thelanguageflagship.tech

# RESOURCES



## Culture App

A series of online modules based on intercultural scenarios for U.S. undergraduate students of Arabic, Chinese, French, Hindi, Korean, Portuguese, Russian, Urdu or Swahili. The Culture App modules were designed for use in domestic Language Flagship programs prior to Flagship students' capstone year overseas. They can be used with students prior to a sojourn abroad or with other students in domestic courses focused on intercultural learning.



## Model Blended Learning

Modular courses designed for Flagship students to improve their proficiency and cultural knowledge in Moroccan Arabic (Darija). A collaboration with the Arabic Language Flagship program at the University of Arizona. Although designed for blended learning experiences, the courses may also be used as standalone credit courses or in various other contexts, such as tutoring sessions or as part of other courses.



## STUDY ABROAD

Interactive H5P booklets designed for students in the Chinese Language Flagship Program to prepare for study abroad. This resource includes a wide range of topics, from what to pack to how to buy a cell phone or handle interactions in public. Each booklet begins with a table of useful lexicon in Chinese (traditional, simplified, and pinyin) related to the topic.



## STAR

Steps to Advanced Reading is a free mobile-friendly web application that helps students learning to read authentic non-fiction texts in Russian. Texts range from short announcements to longer news items and cover topics like news, biography, economics, history, international relations, culture, society and sports. A built-in glossary links to individual words in each text passage.



## VIDEO SHOWCASE

Recording a professional presentation video is one of the components of the Arabic, Chinese, Portuguese and Russian Overseas Capstone Experiences. Over the course of the second semester, capstone students research and prepare a 20-minute oral presentation on a topic of professional or academic interest for delivery in a conference setting (usually the focus is the internship). These videos provide samples of the level of proficiency acquired in the presentational mode of communication by Flagship students.



## Tutoring Resources

A multi-institutional working group, organized by the Tech Center, published these resources providing a broad overview of aspects of language acquisition relevant to tutoring situations, in order to facilitate professional development for Flagship tutors, with attention to the integration of technology in or between tutoring sessions.



## AMPLIFY

A web application that provides a platform for language centers to share professional learning resources for language teachers in higher education. The goal of AMPLIFY is to allow participating institutions to open existing events to a broader audience, and share institutional expertise in areas of common interest.



## Podcast Discovery

This system currently has curated podcasts in Russian and Chinese from multiple sources and extracted topics and summaries. Students can search the system for topics of interest; for example, STEM students can search for "biology" or "chemistry." Then they can use the keywords or summary to narrow down their search results and find a podcast that interests them.

**SATURDAY, MAY 25: PRESENTATION SESSIONS****Session 18****Saturday, May 25, 8:30am - 9:00am**

- Posner 151 Can ChatGPT Reliably Score L2 Writing Assessments? The Devil is in the Prompt  
*Frederick Poole, Matt Coss*
- Posner 152 Leveraging AI to Support Language Learners  
*Rachel Hernandez, Stacy Amling*
- Posner 153 Bringing Digital Games into the L2 Classroom: A Systematic Review of the Pedagogical Implications Presented in Research  
*Lincoln Bain IV*
- Posner 145 Implementing Large-Scale Virtual Reality-Assisted Language Learning Research  
*Tricia Thrasher, Randall Sadler, Uliana Ovsiannikova, Dorothy Chun, Regina Kaplan-Rakowski, Justine Meyr, Ye Yuan, Yongluan Ye*
- Posner 146 Language Learning Beyond Borders: Applying Cognitive Behavioral Game Design to the Virtual Space Developed with Spatial.io  
*Ogulcan Durmaz*
- Posner 147 Using Augmented Reality (AR) to Promote Cross-Group Communication  
*Thanaphan Thapthimhin*

**8:30am - 9:45am****Panel Presentation**

- Posner A35 Artificial Intelligence and Second/Foreign Language Writing  
*Oksana Vorobel, J. Elliott Casal, Charlene Polio, Erik Voss*

**Session 19****Saturday, May 25, 9:15am - 9:45am**

- Posner 151 Using Pimsleur for Learning Spoken Phrases in Brazilian Portuguese  
*Francis Will, Walcir Cardoso*
- Posner 152 The Good, the Bad, the Ugly: Teachers' Exploration of Generative AI for Teaching Language and Literacy Skills to English Learners  
*Shelley Xu*
- Posner 153 Building a Serious L2 Learning Game: Perspectives on Collaborations between Academia and Industry  
*Jonathon Reinhardt, Lincoln Bain IV, Deanna Terzian, Christian Bruccoleri, Nicky Ramos-Beban*
- Posner 145 The Use of Immersive Virtual Environments to Enhance Language Learning, Improve Learners' Experience, and Foster Willingness to Communicate  
*Irene Soto*
- Posner 146 Creation and Generation: ChatGPT in the Spanish Writing Classroom  
*Gillian Lord*
- Posner 147 LanPIP: A Specialized LLM-empowered Pipeline for Customizable Language Learning  
*Faceia Hou, Yiqing Shen*

## SATURDAY, MAY 25: PRESENTATION SESSIONS

- Session 20**                      **Saturday, May 25, 10:00am - 10:30am**
- Posner 151                      The Ups and Downs of Learner – Chatbot Dialogues  
*Ulf Schuetze*
- Posner 152                      The Future is Now: Connexions francophones  
*Patricia J. Kyle*
- Posner 153                      Enhancing Vocabulary Learning in University Classes through a Gamified Application  
Connected to Games  
*Enzo Simonnet, Elise Lavoué, Mathieu Loiseau, Sebastien Dubreil*
- Posner 145                      Less Commonly Taught and Indigenous Languages and CALL: Models of Support  
*Emily Heidrich Uebel, Luca Giupponi*
- Posner 146                      The Design and Development of Introduction to Research Methods App (IRMA):  
Educational Technology for Supporting New Researchers in Applied Linguistics  
*Daniel Dixon, Tulay Dixon, MaryAnn Christison, Adrian Palmer*
- Posner 147                      Khanmigo - The AI Storyteller Weaving Tales of Genre and Grammar  
*Shamini Shetye*
- 10:00am - 11:15am**    **Panel Presentation**
- Hall of Arts 160                      The Digital Confluence: Merging VR and AI in CALL Environments  
*Denis Uebiyev, Carla Consolini, Tricia Thrasher, Nicole Mills*
- Session 21**                      **Saturday, May 25, 10:45am - 11:15am**
- Posner 151                      To Speak or Type: Does Task Difficulty and Cognitive Burden Influence Learner  
Behavior in a Language Production Task?  
*J. Scott Payne, Lillian Jones*
- Posner 153                      Boosting Metalinguistic Awareness with a Plurilingual Escape Game  
*Coralie Payre-Ficout*
- Posner 146                      A Universal, Application-Independent Vocabulary Learner Model: From Islands to  
Archipelago  
*Heidi Brumbaugh*
- Posner 147                      Language Gourmet: Food Culture in Experiential Learning  
*Sue-mei Wu, Nevine Abraham*

**SATURDAY, MAY 25: ASYNCHRONOUS SESSIONS**

**Session 22**      **Saturday, May 25, 11:30am - 12:00pm**  
**Asynchronous Online in Whova App**

Teaching Language Through Place: Exploring Teachers' Attitudes Towards Place-Based Education  
*Lara Lomicka Anderson, Liudmila Klimanova*

Overcoming Barriers and Co-construction During Online Learning: Cognitive Presence for English Language Learners through Flip  
*Ellen Yeh*

Maximizing Student Engagement: The Flipped Learning Approach  
*Ayano Kawasaki*

AI-Ready or Not: Reflective Inquiry into Pre-Service Teachers' Preparedness for Digital Classrooms  
*Dini Arini, Jihee Im, Hadir Alderaan*

Activity Theory: Using Activity System Analysis to Investigate Technology-mediated Interactions  
*Robin Couture-Matte*

Impact of H5P Interactive Videos on Student Learning in a Japanese Language Course: "You no longer have to imagine them yourself!"  
*Naoko Takei, Pauline Tiong, Chunhong Liu*

AI in Education: Crafting Engaging Language Lessons through a Workshop for Educators  
*Jihee Im, Dini Arini, Hadir Alderaan*

The Affordances and Restrictions of Chatbots as Conversation Partners for Novice Learners  
*Michael DeSalvo*

"Are we teaching language or technology?" Uncovering the Digital Disparity at Indonesian High Schools from the Theory of Practice Approach  
*Eugenie Mainake*

English Language Learning in the Age of AI: Challenges, Opportunities, and Tools  
*Hadir Alderaan, Dini Arini, Jihee Im*

Using Pangea Chat to Analyze Vocabulary and Grammar Trends in Spanish for Specific Purposes Courses to Foster more Learner Autonomy  
*Timothy Ashe, Jr.*

Explore AI-generated Feedback for ESL Writing Based on Human Scoring  
*Biyin Xu*

Specific-Purpose Language Learning through AI-generated Characters in a Learning-Oriented Assessment  
*Soo Hyoung Joo*

## SATURDAY, MAY 25: WORKSHOPS

### **It is Game Time! Come and Discover the Joy of Learning and Teaching with Games**

Half Day Workshop (\$50)  
1:00pm-4:00pm  
Conducted by: Mahmoud Amer

Many language classes continue to be hybrid or completely online, and instructors worry about connecting with students and developing classroom community in online spaces. We recommend short videos created by the instructor and students for helping the online class “come alive”! We’ll start with an overview of the 3 online presences, and share guidelines for building community with and among students and the instructor. Then, using free software, you’ll learn to create and upload short, personable videos quickly and easily! Handouts will be provided.

### **It is Game Time! Come and Discover the Joy of Learning and Teaching with Games**

Half Day Workshop (\$75)  
1:00pm-5:30pm  
Conducted by: Samet Baydar

Many language classes continue to be hybrid or completely online, and instructors worry about connecting with students and developing classroom community in online spaces. We recommend short videos created by the instructor and students for helping the online class “come alive”! We’ll start with an overview of the 3 online presences, and share guidelines for building community with and among students and the instructor. Then, using free software, you’ll learn to create and upload short, personable videos quickly and easily! Handouts will be provided.