

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



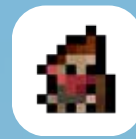
Hallo



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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Computer Assisted Language Instruction Consortium



THE LANGUAGE FLAGSHIP
Technology Innovation Center

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

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CALICO 2024 Program Chairs

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Robert Elliott, University of Oregon

Location

Carnegie Mellon University, Pittsburgh, PA

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

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KU Leuven

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Ohio University
Oksana Vorobel
Borough of Manhattan Community College, CUNY

CALICO 2024 OVERVIEW

Tuesday, May 21

8:00 a.m. - 4:30 p.m.

9:00 a.m. - 4:00 p.m.

Registration Open for check in, Hall of Arts entryway

Preconference Workshops (Registration Required)

Wednesday, May 22

8:00 a.m. - 4:30 p.m.

9:00 a.m. - 4:00 p.m.

4:45 p.m. - 6:00 p.m.

6:15 p.m. - 7:30 p.m.

Registration Open for check in, Hall of Arts entryway

Preconference Workshops (Registration Required)

Opening Plenary Speaker: Luis von Ahn Simmons Auditorium (Tepper Hall)

Opening Reception, Simmons Auditorium (Tepper Hall)

Thursday, May 23

7:45 a.m. - 4:45 p.m.

8:00 a.m. - 4:00 p.m.

8:00 a.m. - 8:20 a.m.

8:30 a.m. - 11:15 a.m.

11:30 a.m. - 1:00 p.m.

1:15 p.m. - 4:45 p.m.

5:00 p.m. - 6:00 p.m.

6:30 p.m. - 8:00 p.m.

6:30 p.m. - 8:00 p.m.

Registration Open for check in, Hall of Arts entryway

Exhibits Open, Rachel Mellon Walton Room, Posner Hall A34

Break Items Available, Rachel Mellon Walton Room, Posner Hall A34

Newcomers Session, Posner Hall 147

Presentation Sessions, Posner and Hall of Arts

Boxed Lunches and SIG Meetings

Presentation Sessions, Folwell Hall

Mid-conference Plenary Speaker: Frederik Cornillie Hall of Arts 160

Technology Showcase & Posters Session, Hunt Library 106B

Technology Showcase Food & Drinks, Hunt Library 106C

Friday, May 24

8:00am - 4:45 p.m.

8:00 a.m. - 3:00 p.m.

8:30 a.m. - 10:30 a.m.

10:45 a.m. - 12:00 p.m.

1:15 p.m. - 4:45 p.m.

5:00 p.m. - 6:15 p.m.

6:30 p.m. - 9:00 p.m.

Registration Open, Hall of Arts entryway

Exhibit Hall Open, Rachel Mellon Walton Room, Posner Hall A34

Break Items Available, Rachel Mellon Walton Room, Posner Hall A34

Presentation Sessions, Posner and Hall of Arts

LaunchPad Event, University Center, Studio Theater

Presentation Sessions, Posner and Hall of Arts

Annual Awards Ceremony and Member Business Meeting, Posner 151

Board Games & Burgers, Posner 280/282

Saturday, May 25

8:00 a.m.

8:30 a.m. - 11:15 a.m.

11:30 a.m. - 12:00 p.m.

1:00 p.m. - 5:30 p.m.

Break Items Available, Rachel Mellon Walton Room, Posner Hall A34

Presentation Sessions, Posner and Hall of Arts

In Whova App, Asynchronous Presentations found at this time slot

Postconference Workshops (Registration Required)

Reading changes lives. Cascade changes reading.sm



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) 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

888 731-7887

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: cascadereading.com/contact-us/

Web: cascadereading.com

Immerse

Web: immerse.io

Contact: immerse.io/contact-us/

**The Language Flagship
Technology Innovation Center
and the LaunchPad Finalists**

Email: tech.center@hawaii.edu

Web: thelanguageflagship.tech

Huge thank you to our sponsors!!





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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 Joannidou 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

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.

Opening Reception

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

All welcome

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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- ✓ AI-Powered Avatar **Practice**
- ✓ 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

Session 1 Thursday, May 23, 8:30am - 9:00am

- Posner 151 Navigating the Ethical Landscape of ChatGPT and Fostering Critical Thinking and Digital Citizenship in Language Teaching and Learning
Colum Yip, Sunao Fukunaga
- Posner 152 L2 Incidental Acquisition of Spanish Lexical Items through Engagement with Dynamic and Static Images and Captions on the Rockalingua Language Platform
Tetiana Tytko
- Posner 153 "But I'm a good employee!" A Social-deduction, Company-crisis Game in an L2 Chinese Online Synchronous Program
WeiHsuan Lo, Kevin Fedewa
- Posner 145 Looking into Learner Satisfaction in a Massive Open Online Language Course (LMOOC)
Ana Gimeno
- Posner 146 Developing a Teacher Supporting AI System: 2xAI (eXplainable & eXchangeable)
Yohan Hwang, Sangmin-Michelle Lee, Sunjoo Hong, Yeonjeong Park
- Posner 147 Defining Language Teachers' Readiness for Online Language Teaching: Toward a Unified Framework
Luca Giupponi, Emily Heidrich Uebel

8:30am - 9:45am Panel Presentations

- Posner A35 Research Methods in Virtual Reality, Virtual Exchange and Gaming
Hiba Ibrahim, Tricia Thrasher, Carla Consolini, Mery Diez-Ortega
- Hall of Arts 160 CALL and the Learner Experience - Lessons from Multicultural Contexts
Hope Anderson, Deniz Gokcora, Farah Akbar, Liss Kerstin Sylvén

Session 2 Thursday, May 23, 9:15am - 9:45am

- Posner 151 Implementing AI Chatbots in L2 University Courses: Building Pragmatic Competence and Critical Digital Literacy
Natalie Amgott, Devon Renfroe
- Posner 152 A Comparative Study of AI-Generated and Human-Written Structured Research Abstracts
Erik Voss
- Posner 153 Competitive Collaborative Games: Project-Based Learning through Gamification
Mahmoud Amer

THURSDAY, MAY 23: PRESENTATION SESSIONS

- Posner 145 Supporting Multilingual Learners: Exploring the Impact of High-Immersive VR on College Students' Foreign Language Anxiety
Eunkyoung 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

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
- 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

THURSDAY, MAY 23: PRESENTATION SESSIONS

- | | |
|------------|--|
| 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
<i>Mathieu Loiseau, Émilie Magnat, Audrey Serna, Anne-Laure Guinet, Marie-Pierre Jouannaud, Coralie Payre-Ficout</i> |
| Posner 145 | Potential of Immersive Social VR for Developing Interaction Abilities in L2 Spanish
<i>Naoko Taguchi, Elizabeth Hanks</i> |
| Posner 146 | Online Language Course Development and Teaching
<i>Nevine Abraham, Sue-mei Wu</i> |
| Posner 147 | Unleashing the Potential of Chat GPT in Curriculum Development and Lesson Planning
<i>Valentina Lukin, Maryam Sahebfosul</i> |

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
<i>Katie Brown, Mackenzie Campbell</i> |
| Posner 152 | Evaluating AI for Integration in Language Teaching across Contexts: A Conceptual Framework
<i>Jeffrey Maloney, Austin Pack</i> |
| Posner 153 | Integrating Behavior Analysis into the Design of a Serious Game for English Education?
<i>Mathieu Loiseau, Anne-Laure Guinet, Audrey Serna, Émilie Magnat, Marie-Pierre Jouannaud</i> |
| 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
<i>Luis Cerezo, Gorky Cruz, Cristina Hernandez</i> |

THURSDAY, MAY 23: PRESENTATION SESSIONS

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

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

THURSDAY, MAY 23: PRESENTATION SESSIONS

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 Dubreil, 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 Pattemore

Posner 152 The Effect of Immersive Conversational AI on Immigrant Students' L2 Oral Proficiency
Uliana Ovsiannikova

Posner 145 Conceptualizing One's Own Self and Cultural Identity(-ies) in Virtual Exchange
Maria Speggiorin

Posner 146 Please don't hate my story!: Engagement in Harry Potter Fanfiction Author Notes
Maria Razcon

THURSDAY, MAY 23: PLENARY SPEAKER

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

If we want to keep creating impact from research in CALL, we need to (re-)consider our position and way of working with regard to industry, given increasing specialization in our field and the accumulating speed of changes in digital technology. In this talk, I want to make a case for thinking about CALL innovation in terms of the ecosystem in which we operate. I share models of EdTech innovation in Europe where academics and industry collaborate with end users in education and training with a view to creating joint impact. I conclude with suggestions on what we, as applied linguists, should focus on in order to maximize our scientific, economic and societal impact.

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

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 <i>Catherine Caws, Marie-Josée Hamel, Nicolas Guichon</i>
Posner 147	Quantifying ASR Pronunciation Gains with Large Learner Datasets <i>Dan Nickolai</i>
Session 12	Friday, May 24, 10:00am - 10:30am
Posner 151	Legislative Asks and Their (Potential) Impacts: JNCL, Multilingualism and Your Role in Advocacy <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 <i>Aurore Mroz</i>
Posner 153	Learning Spanish "In the Wild" with Duolingo <i>Bryan Smith, Xiangying Jiang</i>
Posner 145	Development and Evaluation of a Flipped Corpus-aided Spoken English Platform for Chinese English Learners <i>Hsueh Chu Rebecca Chen</i>
Posner 146	Memoji and Facial Cues to Lexical Stress Perception in Heritage Spanish <i>Sebastian Leal-Arenas, Amanda Huensch</i>
Posner 147	Play and Learn: Lived Experience in iVR (Immerse) <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 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 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, Weiying Huang
- Posner 147 Immerse: An Authentic, Live VR Language Learning Platform
Tricia Thrasher, Carla Consolini

FRIDAY, MAY 24: PRESENTATION SESSIONS

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

FRIDAY, MAY 24: PRESENTATION SESSIONS

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 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



thelanguageflagship.tech

Digital 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 Ovsianikova, 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 145 *Multimodal Instructional Approaches in CALL -- More Is Not Always Better*
Goretti Prieto Botana
- 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

ROAR, An Augmented Reality App Applied to Reading Comprehension
Karen Villalba, Heidy Robles, Gustavo Chacon Contreras

SATURDAY, MAY 25: ASYNCHRONOUS SESSIONS

Automatically Distinguishing between Written Output Produced by Heritage and Non-Heritage Learners of Polish as a Foreign Language

Simon Zuberek

Harnessing the Potential of Speech Recognition Software (SRS): A Pathway to Assess and to Practice Second Language Pronunciation

Angel Añorga

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

Deng Yicun

Enhancing Language Proficiency Assessment: Investigating the Impact of AI Assistance with ChatGPT on ACTFL Writing Proficiency Test Prompts

Alexander Tang

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.

AI-based Comprehensive Educator Toolkit: Magic School

Half Day Workshop (\$75)

1:00pm-5:30pm

Conducted by: Samet Baydar

Artificial Intelligence (AI) has become popular in education and other fields. Automating the processes for efficient workflow is one of the purposes of using AI. In this perspective, this workshop aims to share a recent AI-driven application focused on the enhancement of efficiency for teachers. Magic School provides multiple AI-based tools that can accelerate various processes for educators. The program is FERPA compliant and excludes non-educational content creation through AI. This workshop addresses the crucial role of AI in language education by introducing essential features and providing practice opportunities for the participants. Workshop Agenda: <https://tinyurl.com/calico2024>