



กองทรัพยากรบุคคล
เลขที่ 6196
วันที่ 8 ก.ค. 2562
เวลา 14.02 น.

บันทึกข้อความ

ส่วนงาน กลุ่มทรัพยากรบุคคล คณะมนุษยศาสตร์และสังคมศาสตร์ โทร. 45405, 043-202027

ที่ อว 660301.7/3600

วันที่ 5 กรกฎาคม 2562

เรื่อง ขออนุมัติให้บุคลากรเดินทางไปราชการ ณ ต่างประเทศ

เรียน อธิการบดี ผ่านกองทรัพยากรบุคคล

ฝ่ายทรัพยากรบุคคล
เลขที่ 4968
วันที่ - 9 ก.ค. 2562
เวลา 11:28


6287
- 9 ก.ค. 2562

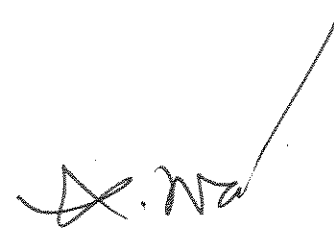
ด้วย นางพิภาวิน ศุภวัฒน์ ศรีไคร พนักงานมหาวิทยาลัย ตำแหน่ง ผู้ช่วยศาสตราจารย์ สังกัดสาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มีความประสงค์เดินทางไปราชการ ณ ต่างประเทศ เพื่อเข้าร่วมประชุมวิชาการนานาชาติ ณ เขตปกครองพิเศษฮ่องกง สาธารณรัฐประชาชนจีน ในวันที่ 10 - 12 กรกฎาคม 2562 ตามเอกสารที่แนบมาพร้อมนี้

ในการนี้ คณะมนุษยศาสตร์และสังคมศาสตร์ จึงใคร่ขออนุมัติให้บุคคลดังกล่าวเดินทางไปราชการ ณ เขตปกครองพิเศษฮ่องกง สาธารณรัฐประชาชนจีน โดยเบิกค่าใช้จ่ายจากมหาวิทยาลัย เทคโนโลยีสุรนารี มีกำหนด 4 วัน ระหว่างวันที่ 9-12 กรกฎาคม 2562

เรียน อธิการบดี ผ่านรองอธิการบดีฝ่ายทรัพยากรบุคคล
กองทรัพยากรบุคคลได้ตรวจสอบแล้ว เป็นไปตามหลักเกณฑ์ที่กำหนด
จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติ

- โปรดอนุมัติตัวบุคคลเดินทางไปราชการ ณ ต่างประเทศ จำนวน 1 ราย
- โปรดลงนามในเอกสารที่แนบนี้


(นายประดิษฐ์ ศรีตระกูล)
หัวหน้างานพัฒนาทรัพยากรบุคคล
ปฏิบัติการแทนผู้อำนวยการกองทรัพยากรบุคคล



(ผู้ช่วยศาสตราจารย์สุขุม วสุนธราไตรภด)
รองคณบดีฝ่ายบริหาร ปฏิบัติการแทน
คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

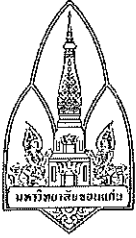
9 ก.ค. 2562

ส่งนามผ่านแล้ว


(ผู้ช่วยศาสตราจารย์ออรุส อิ่มแต่)
รักษาการแทนรองอธิการบดีฝ่ายโครงสร้างพื้นฐานและสิ่งแวดล้อม
รักษาการแทนรองอธิการบดีฝ่ายทรัพยากรบุคคล
9 ก.ค. 2562

อนุมัติ


(รองศาสตราจารย์ชาญชัย พานทองวิริยะกุล)
คณบดีคณะมนุษยศาสตร์
รักษาการแทนอธิการบดีมหาวิทยาลัยขอนแก่น
ปฏิบัติราชการแทนปลัดกระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม
11 ก.ค. 2562



บันทึกข้อความ

คณะมนุษยศาสตร์และสังคมศาสตร์	
รับที่	573 / 2562
วันที่	5 / ก.ค. / 62
เวลา	13:26 น.

ส่วนงาน สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ โทร. 45415

ที่ อว 660301.7.7/ 361

วันที่ 5 กรกฎาคม 2562

เรื่อง ขออนุมัติเดินทางไปราชการในต่างประเทศ

เรียน คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ตามที่ข้าพเจ้า ผู้ช่วยศาสตราจารย์ พิภาวิน ศุภวัฒน์ ศรีไคร อาจารย์ประจำสาขาวิชาภาษาอังกฤษ มีความประสงค์จะเข้าร่วมประชุมวิชาการนานาชาติ Social CALL The XXth International CALL Research Conference ระหว่างวันที่ 10-12 กรกฎาคม 2562 ณ เขตปกครองพิเศษฮ่องกง สาธารณรัฐประชาชนจีน โดยเบิกค่าใช้จ่ายในการเข้าร่วมโดยใช้จ่ายเงินค่าธรรมเนียมผลิตคุชกุ๊บัณฑิต (เบิกจากมหาวิทยาลัยเทคโนโลยีสุรนารี)

ในการนี้ ข้าพเจ้า ผู้ช่วยศาสตราจารย์ พิภาวิน ศุภวัฒน์ ศรีไคร จึงใคร่ขออนุมัติ เดินทางไปราชการต่างประเทศ ในระหว่างวันที่ 8 กรกฎาคม 2562 - 13 กรกฎาคม 2562 พร้อมนี้ได้แนบเอกสารที่เกี่ยวข้องมาด้วยแล้ว

จึงเรียนมาเพื่อโปรดพิจารณาดำเนินการ

(Handwritten signature)

(ผู้ช่วยศาสตราจารย์ พิภาวิน ศุภวัฒน์ ศรีไคร)
อาจารย์ประจำหลักสูตร สาขาวิชาภาษาอังกฤษ

กำหนดการเดินทางเข้าร่วมประชุมวิชาการ Social CALL: The XXth International CALL Research Conference

ณ The Education University of Hong Kong ระหว่างวันที่ 10-12 กรกฎาคม 2562

8 ก.ค.	20.00 น.	เดินทางเข้ากรุงเทพมหานคร <u>FD 3259</u>
9 ก.ค.	6.00 น./	เดินทางโดยสายการบินแอร์เอเชีย <u>FD 508</u>
	10.00 น.	ถึงฮ่องกงโดยสวัสดิภาพ
	13.00 น.	เดินทางเข้าที่พัก
10 ก.ค.	8.00 น.	ลงทะเบียนงานประชุมที่ โดย The Education University of Hong Kong
	9.00 น.	ทัศนศึกษาที่ Tsz Shan Monastery
	13.00 น.	ร่วมพิธีเปิดงานประชุมโดย Prof.Dr.Jozef Colpaert ฟังการนำเสนอผลงานวิชาการ
	18.00 น.	งานเลี้ยงต้อนรับ
11 ก.ค.	9.00 น.	เข้าฟังการนำเสนอผลงานวิชาการ
		พักขากาแฟเช้า 10.00 น./11.30 น. บ่าย 16.00 น.
		อาหารกลางวัน 13.00 น. มื้อค่ำ 19.30 น.
12 ก.ค.	9.30 น./	เข้าฟังการนำเสนอผลงานวิชาการ
		พักขากาแฟเช้า 10.30 น. พิธีปิดงาน 12.00 น. อาหารกลางวัน 12.45 น.
	15.00 น.	เดินทางไปสนามบินฮ่องกง
	20.00 น.	เดินทางกลับโดยสายการบินแอร์เอเชีย <u>FD 503</u>
		ถึงดอนเมืองประมาณ 23.30 น.
13 ก.ค.	6.00 น.	เช็คอินเที่ยวบินกลับขอนแก่น <u>FD 3250</u>
	8.00 น.	ถึงขอนแก่นโดยสวัสดิภาพ



香港教育大學
The Education University
of Hong Kong

Social CALL

The Education University of Hong Kong

10-12 JULY 2019

The XXth International CALL Research Conference



Keynote
Speakers

Antonie Alm
Associate editor of CALL Journal
University of Otago, New Zealand



Mirjam Hauck
President of EuroCALL
Open University



Gu Yueguo
President of ChinaCALL
Beijing Foreign Studies University

Enquiry

call2019@eduhk.hk | www.call2019.org



語言學及現代語言系
LINGUISTICS AND
MODERN LANGUAGE STUDIES



Universiteit
Antwerpen



Social CALL

The XXth International CALL Research Conference

The Education University of Hong Kong, Hong Kong 10 - 12 July 2019

The CALL 2019 Conference

The XXth International Computer Assisted Language Learning (CALL) Research Conference will be held at The Education University of Hong Kong from 10 July - 12 July 2019. Our XXth conference addresses the social dimensions of CALL, more specially the social challenges and responsibilities in respected discipline. We invite participants to present their current or recent research in the conference.

Theme

The International CALL Research Conferences aim to put CALL on the map as a respectable and respected discipline. As exponents of this discipline, CALL researchers and practitioners do have considerable responsibilities. Intellectual, but also social responsibilities.

Our XXth conference will address the social dimensions of CALL, more specifically the social challenges and responsibilities in our work. We invite participants to present their current or recent research and to focus hereby on one or more of the following topics.

- Diversity and inclusion
- Migration and integration
- Critical consciousness and critical pedagogy
- Intercultural and transcultural dialogue
- Minority languages
- Language for Specific Purposes (small target groups)
- Learner-learner, learner-teacher and learner-NS interaction
- The ecology of the learner
- The ecology of the teacher
- Identities and cultures
- Gender issues
- Disabilities (cognitive, physical, sensory)
- The Matthew effect
- Privacy (recordings) and data protection
- Communities of Practice
- User rights
- Author rights and ownership
- Accessibility, cost, usability and usefulness of educational resources
- Telecollaboration and virtual exchanges
- Social media

Local Hosts

The Department of Linguistics and Modern Language Studies (LML) was established in 2012 under the Faculty of Humanities, The Education University of Hong Kong. We aim to play a leading role in the scientific study of human language, its learning and its use in multilingual contexts. We are also committed to offering high-quality programmes/courses in linguistics and modern languages for developing advanced communication skills in our students, and fostering and equipping our students with an in-depth knowledge of the human language system and its interdependency between thought and culture. On the research front, we are committed to promoting the scientific inquiry of human languages, their learning and use; and to educating and informing the public about the scientific study of language, language learning and use.

Despite being a young department, we have successfully organised several international conferences, i.e., International Conference on Corpus Linguistics and Technology Advancement in 2015, The 22nd International Conference on Yue Dialects in 2017 and The International Conference on "English Language Education in the Chinese Context" in 2018. We are delighted to host the International CALL Research Conference in 2019. This event will provide a unique platform for researchers and scholars to hear the latest research and to make advances for the CALL research field. We warmly welcome presenters and participants from all over the world.

Registration Rate

Early Bird Registration Fee: 3200 (HKD) (on / before May 15)

Normal Registration Fee: 3500 (HKD)

History

The organizing committee is proud to announce that the XXth International CALL Research Conference will take place at The Education University of Hong Kong. The International CALL Research Conferences were initiated by Keith Cameron, first editor of Computer Assisted Language Learning, at Exeter University. In 2002, Jozef Colpaert took over both the editorship of this journal and the organization of the conferences.

Edition	Year	Theme	Host
1 st	1985	The Computer and Post A-Level Modern Language Teaching	University of Exeter
2 nd	1987	Principles of CALL	University of Exeter
3 rd	1989	Evaluation of CALL Programs	University of Exeter
4 th	1991	CALL and Hypermedia	University of Exeter
5 th	1993	Reactive and Creative CALL	University of Exeter
6 th	1995	CALL and the Learning Environment	University of Exeter
7 th	1997	Multimedia CALL: Theory and Practice	University of Exeter
8 th	1999	CALL and the Learning Community	University of Exeter
9 th	2001	CALL: The Challenge of Change	University of Exeter
10 th	2002	CALL Professionals and the future of CALL Research	University of Antwerp
11 th	2004	CALL and Research Methodologies	University of Antwerp
12 th	2006	How are we doing? CALL and Monitoring the Learner	University of Antwerp
13 th	2008	Practice-Based & Practice-Oriented CALL Research	University of Antwerp
14 th	2010	Motivation and Beyond	University of Antwerp

15 th	2012 The Medium Matters	Providence University, Taichung
16 th	2014 Research Challenges in CALL	University of Antwerp
17 th	2015 CALL and Task design	Universitat Rovira I Virgili, Tarragona
18 th	2017 CALL in Context	University of California Berkeley
19 th	2018 CALL Your Data	KULeuven Bruges

Call for Papers

Important Dates:

- ~~Call for abstracts (details available and submissions open): 10 December 2018~~
- ~~Deadline for submission of abstracts: 3 February 2019~~
- ~~Notification of acceptance: 28 February 2019~~
- ~~Deadline for submission of an optional conference paper: 30 March 2019~~
- Registration opens: 4 April 2019
- ~~Deadline for early-bird registration: 15 May 2019~~ 30 May 2019
- Conference: 10-12 July 2019

There will be four presentation types: papers, posters, panels and part-of-panels. Download [this template](#) and send it to ann.aerts@uantwerpen.be. Submissions that do not take into account the conference theme will not be accepted.

The best presentation by a PhD student will receive the *Jaclyn Ng Shi Ing Award*, in memory of our friend and colleague who passed away in the tragic event of Flight MH17.

Two paper presentations will be rewarded as 'Selected plenaries'.

Authors of accepted abstracts will be given the opportunity to submit a conference paper to be published as double-blind peer-reviewed publication in the conference proceedings with ISBN number. Selected papers will then be published later as scholarly articles in *Computer Assisted Language Learning*.

Recommended Readings

Darvin, R. (2017). Language, Ideology and Critical Digital Literacy. In S. Thorne, S. May (eds.), *Language, Education and Technology, Encyclopedia of Language and Education*. Springer.

Kramsch, C. (ed.) (2002). *Language Acquisition and Language Socialization. Ecological perspectives*. Continuum. London.

Mondahl, M., & Razmerita, L. (2014). Social Media, Collaboration and Social Learning--A Case-Study of Foreign Language Learning. *Electronic Journal of E-learning*, 12(4), 339-352.

Morris, S. M. (2017). Critical Pedagogy and Learning Online. Blog: <https://www.seanmichaelmorris.com/critical-pedagogy-and-learning-online/>

Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. *Language Teaching*, 52(1), 1-39. doi:10.1017/S0261444818000356

Thorne, S. L. (2010). The "intercultural turn" and language learning in the crucible of new media. *Telecollaboration*, 2, 139-164.

Vinther, J. (2011). Enhancing motivation with cultural narratives in computer-mediated communication. *Computer Assisted Language Learning*, 24(4), 337-352. doi:10.1080/09588221.2011.572898

Keynote Speakers

Antonie Alm (University of Otago, New Zealand), associate editor of the CALL Journal

Biography: Antonie Alm (PhD, UCLA) is a Senior Lecturer in Languages and Cultures at the University of Otago in New Zealand where she teaches German language and culture, Computer-assisted language learning and Intercultural Communication. Her research on topics of social media in language learning, L2 motivation, learner autonomy and informal learning have appeared amongst others in *Innovation in Language Learning & Teaching*, *JALT CALL Journal*, *Zeitschrift für Interkulturellen*

Fremdsprachenunterricht and *Multilingual Matters*. Dr Alm is on a number of editorial review committees and works as an Associate Editor for the *CALL Journal* as well as the *JALT CALL Journal*. She is also the senior vice-president of the New Zealand German teacher association.



Joined Abstract: Over the past 5 decades our field has moved through several distinctive phases: from its behavioristic beginnings via communicative and integrative CALL to social CALL. We will mention some of the achievements and challenges associated with each of these milestone developments before honing in on the multifarious dimensions of Social CALL and their affordances and limitations. While the possibilities for CALL seem endless today, there is also a risk for it to become anti-or unsocial. In the second half of our talk we will explore why this might be the case

and how this trend manifests itself. We will share with the audience what inspired us to think more about what we maybe don't hear or read about, namely issues of inclusion and exclusion in CALL and what CALL researchers and practitioners may need to draw out more to get to the core of Social CALL.

Mirjam Hauck (Open University), president of EuroCALL

Biography: Dr. Mirjam Hauck is a Senior Lecturer in the School of Languages and Applied Linguistics at the Open University/UK and a Senior Fellow of the UK's Higher Education Academy. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures covering aspects such as task design, tutor role and training, and intercultural communicative competence. She presents regularly at conferences, seminars and workshops worldwide. Between 2014 and 2016 she was on an invited secondment to the SUNY Center for Online International Learning (COIL) in NYC where she was responsible for the professional development of faculty across SUNY colleges and their international teaching partners. She is the President of the European Association for Computer Assisted Language Learning (EUROCALL) and first training officer of UNICollaboration, a cross-disciplinary professional organisation for telecollaboration and Virtual Exchange in Higher Education. She also serves as Associate Editor of the *CALL* Journal and is a member of the editorial board of *ReCALL*. More recently her scholarly work and publications have centred on the impact of mediation and the relevance of critical digital literacy skills in collaborative online learning and teaching across the curriculum.



Joined Abstract: Over the past 5 decades our field has moved through several distinctive phases: from its behavioristic beginnings via communicative and integrative CALL to social CALL. We will mention some of the achievements and challenges associated with each of these milestone developments before honing in on the multifarious dimensions of Social CALL and their affordances and limitations. While the possibilities for CALL seem endless today, there is also a risk for it to become anti-or unsocial. In the second half of our talk we will explore why this might be the case and how this trend manifests itself. We will share with the audience what inspired us to think more about what we maybe don't hear or read about, namely issues of inclusion and exclusion in CALL and what CALL researchers and practitioners may need to draw out more to get to the core of Social CALL.

Gu Yueguo (Beijing Foreign Studies University), president of ChinaCALL

Biography: Gu, Yueguo, M.A., Ph.D., Dr. Lit. honoris causa (all from Lancaster University), is a research professor, the Head of the Corpus Linguistics Department, and Director of Corpus and Computational Linguistics Research Centre of the Chinese Academy of Social Sciences. He is also the holder of Special Titled Professor, Director of China Multilingual Multimodal Corpora and Big Data Research Centre, Beijing Foreign Studies University, and Director of Aging, Language and Care Research Centre, Tongji University/CASS. His research interests include pragmatics, discourse analysis, corpus linguistics, rhetoric and online education. His latest publications include *The Routledge Handbook of Pragmatics* (co-edited), *The Encyclopedia of Chinese Language and Linguistics* (co-edited, 5-volumes, Brill), *Using the Computer in ELT, Pragmatics and Discourse Studies*, and *Chinese Painting*. He has also edited several series of textbooks, and collections of academic papers such as *Initial Exploration of Online Education*, *Second Exploration of Online Education*. He is a member of the editorial boards of the *Journal of Pragmatics*, *Pragmatics, Text & Talk*, *Corpora, Pragmatics and Society*, *International Review of Pragmatics*, *Journal of Language and Politics*, *Language and Dialogue*, and *Journal of Chinese Language and Discourse*. He was the winner of five national top research prizes, and was awarded a K. C. Wong Fellow of the British Academy in 1997. He is a holder of many honorary posts, most noticeably special professorship of the University of Nottingham, Adjunct Professor of West Sydney University, Visiting Lecture Professor of Peter the Great St. Petersburg Polytechnic University, and Distinguished Research Fellow of Sydney University. (Personal website: www.multimodalgu.com)



Abstract: Transformative learning, conceptually speaking, consists of two essential components: transform and learning, while it, executively speaking, operates in two different but closely interconnected domains: the individual personal domain and the public educational system domain. This paper focuses on the special sector of the first domain – individuals aging 60 and living far beyond. The learning for the late adulthood is generally covered under the banner of lifelong learning. Lifelong learning, as shown in Jarvis (2004, 2005, 2009), is often treated, both conceptually and syllabus-wise, as an extension of and supplement to what is provided on traditional campus. Some retirees in China, for instance, attend **老年大学** for the courses originally offered to college or university students. The objective of this paper is twofold. One is to explore the nature as well as practice of learning for 60-and-above individuals. The message to take home is: They need to self-transform themselves in worldviews, life styles, knowledge stores, skill buildings, etc. The other is to critically review the existing practice of lifelong learning provided by educational systems. The message to take home is: The existing lifelong learning programmes must be transformed, some areas quite drastically too, to meet the ever-changing needs of the aging and aged population. This is a continuation of my previous two studies (Gu, 2018, 2019). Hence the burden of proof is offered there.

Contact Us

Enquiries	Contact person	Email
General organization and theme	Jozef Colpaert	jozef.colpaert@uantwerpen.be
Submission and review process, conference programme	Ann Aerts	ann.aerts@uantwerpen.be
Registration and local information	Conference Secretariat, EdUHK	call2019@eduhk.hk

Programme

Wednesday 10 July 2019

9:00 - 18:00	Registration
9:30- 11:00	Optional cultural activity Tsz Shan Monastery (departure XX)
9:30- 11:00	Optional cultural activity Ten Thousand Buddhas Monastery (departure entrance Royal Park hotel)
10:30- 12:30	Editorial board meeting (incl lunch for members)

12:00 – 13:00 Optional lunch on campus (not included in registration fee; see campus map for restaurants)

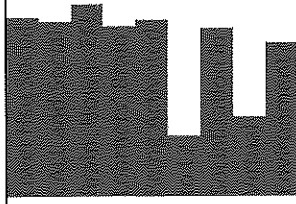
13:00	room 1 Welcome - EUHK rep & Qing Ma Opening session - Jozef Colpaert									
14:00 – 15:00	room 1 Keynote 1 Mirjam Hauck and Antonie Alm									
15:00	room x Coffee break									
15:30-	Sumanee Pinweha Exploring EFL Learners' Computer-Mediated Oral Communication Strategies	Ashraf Atta Mohamed Safein Saleem Smart Networked Learning Approach: A Social Approach for Language Learning	Martine Pellerin Establishing inclusive learning environments in CALL context	Shim-Chieh Hsieh, Min-Tun Chuang, Yan-jin Pan Are you still with me? The effectiveness of implementing ZUMIO in language classrooms	Yanjin PAN, Shin-Chieh HSIEH, Seng-hian LAU The student-teacher relationship in a MALL classroom: A preliminary study	Nur Arifah Drajati The Teachers' Reflective Practice in Implementing TPACK-Multimodal Literacy	Vance Stevens Thinking SMALL about social media assisted language learning	Yiting Han - Affordances of memes in second language learning: An ecological perspective	Jingxuan, TIAN - Imitating American TV Dramas in the Online Exam-oriented English Language Preparation Class	

16:00-	Chunlin Lei, Fulan Liu, Xue Qiao The impact of guanxi and face on students' engagement in a WeChat- supported vocabulary learning environment	Jozef Colpaert, Evelyn Spruyt Toward a task design model for mental acceptance and motivation: a transdisciplina ry approach	Yi Chin Hsieh Learners' Perceptions of Collaborative Writing with the Support of Online Resources	Yun-Pei Tseng, Hsien-Chin Liou Including learners with different needs of cross-register materials. Corpus analysis of TED talk transcripts with polysemous phrasal verbs	Kuang-yun Ting Feasibility of apps assisted language learning	Min-Tun Chuang, Shin-Chieh Hsieh A Study of A Collaborative Online Intercultural Project Between Indonesian and Taiwanese Pre- Service English Teachers	Barry Lee Reynolds; Chian-Wen Kao The Effects of Digital Game- Based Instruction, Teacher Instruction, and Direct and Focused Written Corrective Feedback on the Grammatical Accuracy of English Articles	Danyang Zhang - Title A tool or a crutch? Investigating Chinese university students' perceptions of mobile dictionary applications in language learning	Mehrasa Alizadeh - Quality Matters® in Blended Course Design and Development
16:30	room x Coffee break								
17:00	Thomas N. Robb Putting the Social Element of CALL into Perspective	Siew Ming Thang Using the eye tracker to investigate strategies used by Malaysian ESL undergraduat es to read a scientific tekst	Kyeong-Ouk Jeong, Hwa- Seon Kim A Study on the Use of YouTube- based Data Curation to Support Learner- directed Writing Education	Yu-Ju Hung Using iPads in group English presentations in elementary EFL classrooms in Taiwan	Peter Crosthwaite; Lillian Wong Characterising postgraduate students' corpus query and usage patterns for Data-driven Learning	Shenglan Zhang Learning from online multimedia presentations in a flipped classroom - A verbal protocol study	Beate Luo Improving reading rate through vocabulary learning using an online learning platform	Chen Zhao, Wei Wei - Is mobile- assisted online feedback a better way to improve pronunciatio n than face- to-face feedback at both word and phrase level?	Hui Guo - The ecology of L2 speaking learning with mobile apps
17:30	Yi Liu; Jinghong Ning; Wai Pan	You Su Exploring	Li Li Language use,	Inlung Cho Integrating	Sarah H.J. Liu Using	Qiang HUANG A Comparative	Munassir Alhamami	Kolbrún Friðriksdóttir	Wulin Ma, Yushun Yang, Yan

	Chu Online Perceptual Training of Mandarin Tones for Non-native Speakers	College English Learners' Social Regulation of Learning During Wiki-supported Collaborative Writing Activities	group dynamics and technology in a project-oriented CALL classroom	North Korean Defectors into the South Korean Education System	Peergrade to investigate peer feedback in EFL and CSL writing	Study on Teacher Roles	Social Groups and Learning EFL Online and Face-To-Face	r, Birna Arnbjörnsdóttir - The usefulness of Icelandic Online: Motivational factors and student retention	Jiang - Must College English Flipped Classroom be Based on Videos?
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18:00 Welcome reception on campus

Thursday 11 July 2019

09:00-	room 1 Wang Qj - A Comparative Study of Chinese and Foreign English Teachers' Online Collaborative Reflection								
09:30	Yueh-Chin Lin Integration Of A Bilingual Dictionary Agent To Facilitate Lower-Intermediate Efl Learners' Interaction With General-Purpose Conversational Agents	Dinny Risri Aletheiani Soundscape: Finding Language in a Changing Neighborhood	Josephine Kearney Collaborative Online International Learning: Facilitating Authentic Student Participation and Exchange	Takeshi Sato; Masa'aki Ogura; Shoma Aota; Tyler Burden L2 Collaborative Learning with an Automated Translation Chatbot: Does it Facilitate or Inhibit Mobile Learning?	Chiayi Chen The effects of Google Docs as a Web-based Collaborative Learning Platform on CSL Writing instruction	Sara Liviero, Bin Zou Artificial Intelligence Technology for EAP Speaking Skills. Student Perceptions of Opportunities and Challenges in a Chinese university		Phuong Tran - Exploring the role of teacher presence through social interaction to enhance mobile assisted language learning task engagement	Neny Isharyanti - Exploring Indonesian Pre-Service Teachers' Experiences and Practices in Using Technology for Teaching

10.00	room x Coffee break											
10.30	Qing Ma, Yi Ching Eugene Leung & Shanru Lin Social interactions of online learning community of pre-service teachers in developing a corpus-based pedagogy for addressing common L2 language mistakes of Chinese learners	Xiangyu Tan <i>Oral corrective feedback and learners' engagement in one-on-one online English tutoring</i>	Ju Seong Lee, Kilryoung Lee, Jun Chen Hsieh, Jie Chi Yang Enhancing Korean and Taiwanese EFL students' willingness to communicate in face-to-face and digital settings through instructional and institutional support	Pei-Ling Wang, Hsiao- Chien Lee, Chien-Chin Chen When English Majors Meet Art Majors Online	Wenjin Li, Zhihong Lu <i>Effect of AWE- based Writing on EFL Learners' Oral Performance at Different Proficiency Levels</i>	Ching-yin Hsu & Chih-cheng Lin <i>Epistemic Development in Small Groups in a Task-based and Mobile-assisted Language Learning Classroom</i>	Sumei Wu; Meei-Ling, Paige Ware <i>Virtual Reality Simulations: A Medium for Promoting Pedagogical Interactions among Teachers in an Intercultural Telecollaborativ e Project</i>	Ju Wen, Ting Zeng - A diachronic study of ASR applications in FL learning: affordance & effectiveness	Artem Zadorozhnyy, Dr Yu, Baohua - The importance of informal digital learning practices for English language acquisition			
10.30	room x											
11.00	Yu-Ju Lan An Overview of Virtual Reality for FL Learning	Shu-Ju Diana Tai <i>Inspiring Students' Learning of English and Development of 21st Century Skills: The PBL Approach</i>	Natalia <i>Liakina; Joannie Poisson-Proulx Developing L2 Sociolinguistic Competence through AR games: ça marche-tu?</i>	Panel - Yu- Chuan Joni Chao, Meei- Ling Liaw, Hsien-Chin Liou, and Wen-Chi Vivian Wu Social interactions in CALL: exemplars and future directions	Tsai Pi-hua Computer- assisted pronunciation training through learner-made family narratives	Carolina Bustamante Online Professional Development on Technology for Spanish Teachers: A Mixed Methods Case Study	Sahal R. Alshammari The impact of social media on language learning: A Saudi university case study	Hiroimi Nishioka - Impact of using online resources on quality of peer interaction	Catia Cucchiariini, Ferdj Hubers, Helmer Strik - Learning idioms in a second language through a CALL system: the effect of transparency and language distance			
11.00	room x Reviewers' meeting (only for invited reviewers)											

11:30	room x Coffee break											
12:00	Na Wang Designing a blended course for an EAP situation: A report on a case study	Shih-Yin Hsu Integrating technology with problem-based learning for improving EFL students' communication skills	Yanjie Song, Hiroaki Ogata, Kousuke Mouri Enhancing pupils' English vocabulary learning mediated by a learner-generated content tool from an ecological perspective	Panel - Yu-Chuan Joni Chao, Meei-Ling Liaw, Hsien-Chin Liou, and Wen-Chi Vivian Wu Social interactions in CALL: exemplars and future directions	Alberto Andujar Inclusive EFL through flipped learning	Ruslan Suvorov; Naiyi Xie Fincham Microlearning for L2 culture learning: Activity Theory perspective	Howard Hao-Jan Chen Developing an Automatic Academic Writing Suggestion System Based on a Large Chemistry Corpus	Boning LYU, Chun LAI - Learning through Social Media in the Ecology of Language Learner	Mark Feng Teng - Incidental learning of collocations: L2 caption types and advance organizers			
12:00	room x Reviewers' meeting (only for invited reviewers)											
12:30	Pham Vu Phi Ho Future of CALL for Vietnamese Students	Aurelio Vilbar Development of ebook on Local Indigenous Knowledge System in Malaysia, Mongolia, Thailand, and the Philippines through Telecollaboration	Glenn Stockwell Exploring competition to enhance learner engagement in out-of-class activities	Panel - Yu-Chuan Joni Chao, Meei-Ling Liaw, Hsien-Chin Liou, and Wen-Chi Vivian Wu Social interactions in CALL: exemplars and future directions	Ju Seong Lee; Nur Arifah Drajati Role of informal digital learning of English on Indonesian students' perceptions of English as an international language	Or-Kan, SOH, Hazita Azman Undergraduates' perceptions towards e-learning via Facebook in the context of information systems	Ping-Ju Chen A Computer-Assisted English Learning Course for EFL Learners	Napat Jitpaisarnwattana - Socialising and Personalising language MOOCs: Developing a Social and Personal Online Language Course (SPOLC)	John Sloan, Beate Luo, Julie Carson-Berndsen - Emotional Response Language Education: A first 'in-the-wild' evaluation			
13:00	room x Lunch											
14:30	room 1 Keynote 2 Yueguo Gu - Transformative Learning for the Aging and Aged Population											
15:30	Shan Li, Zhihong Lu	So-Hee Kim Investigating EFL	Roghbatul Luthfiyyah	Keyi Zhou, Shiyun Yang,	Zhong Sha Exploration and	Helmer Strik, Catia Cucchiarini	Ghada M. Awada Effect of	Carina Grobler, Tom F.H. Smits -	poster sessions: Wei-Chieh Fang			

	Critical Consciousness in Classroom Speaking Tasks	<i>learners' patterns of technology use on ownership in higher education</i>	<i>EFL Students' Conceptions of Synchronous Online Discussion: A Sociocultural Perspective Study</i>	Chin-Hsi Lin A comparison of English and Chinese vocabulary- learning apps	Practice of Blending Learning Mode of College English Based on the Platform of ReallyEnglish	AN ASR-ENABLED CALL SYSTEM FOR PRACTICING ACADEMIC ENGLISH ORAL SKILLS: MY SPEECH TRAINER	Interdisciplinary Entrepreneurial Projects Employing Learners' Videos on University Learners' Ecology	Validating an assessment instrument for beginner L2 oral proficiency in CMC and F2F settings	- Enhancing EFL Learners' Oral Communicative Performance and Competence through Reciprocal Feedback Using Mobile App --- Hui-Chuan Lu, An chung Cheng, Yue- Hsueh Fang - Developing a Web-Based Adaptive Evaluation Tool: A Case of Spanish Copular Verbs --- XIAOFANG KUANG, WEIWEI YAN, BO SUN, JUAN YANG - A comparison of the eye- movement- data processing techniques that are commonly used in revealing attention- control patterns
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17:00	Julian Chen <i>Restorying a "Newbie" Teacher's Online Teaching Trajectory and Beliefs in the 3D Virtual World: A Narrative Case Study</i>	Sihui LIUA <i>Corpus-driven Genre Analysis of Captions of Popular Hong Kong Foodies on Instagram</i>	Zhihong Lu <i>Promoting EFL Learners' Cross-cultural Awareness Through Content-based Communicative Tasks</i>	Helizhu Hu, Qing Ma <i>A multi-case study of the mobile technology use of English teachers in Southwest China from an ecological perspective</i>	Marco Cappellini, Yu-Yin Hsu <i>The perception and use of multimodality in videoconference-based tutoring for Mandarin Chinese as a foreign language: An eye-tracking case study.</i>	Goh Kawai <i>Electronics for CLIL and STEM in EFL</i>	Rong Yang <i>Identity in Chinese Undergraduate Students' English Academic Writing in the Digital Age: a Cultural-historical Perspective</i>	Xiao Wenyan, Wang Mingwen, Lin Tianfang, Zeng Jinshan <i>Evaluating Equity in CET Translation Subtest Using Translation Difficulty Prediction Model</i>	Hongyan Hongyan Liu <i>A Multimodal Annotation Approach to the Compilation of Alzheimer's Patients' Situated Discourse Corpus</i>
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19:30 Conference dinner

Friday 12 July 2019

9:30	room 1 Selected paper as plenary session <i>Rafael Salaberry - The affordances of social media to develop social networks in study abroad contexts</i>								
10:00	Ana Gimeno <i>Developing social skills through a telecollaborative debate project</i>	Vivien Lin & Gi-Zen Liu <i>Effects and Perceptions of an Augmented-Reality Ubiquitous Learning System for</i>	Fidel Çakmak <i>The effects of personality traits on language learners' oral communication performances on Instagram</i>	Reviewers' panel (part 1) (open for all)	Amrendra Kumar Singh <i>Role of social media in the emergence of a new linguistic competence in the pluri-</i>	Marco Cappellini <i>Lexical and structural alignment in French-Chinese tele Tandem</i>	Peter Gobel, Makimi Kano <i>Creating Digital Connections: Designing technology-mediated tasks for study abroad programs</i>	Matthew Andrew <i>"Do I need to cite that?" Student habits and perceptions of citing and using media in</i>	Taoying Liu, Rustam Shadiev & Wu-Yuin Hwang <i>Exploring effects of educational resources in familiar authentic contexts on language learning performance and creativity</i>

	EFL Collaborative	(IG) and in class	cultural context	multimodal projects					
10.30	room x Coffee break								
11.00	Kristi Jauregi <i>Inclusive telecollaboration meets diversity in TeCoLa: teachers' & learners' voices</i>	Wing Yee Jennifer Ho Students' perceptions of English learning through online vlogs	Hsiao-Ling Hsu, Hao-Jan Howard Chen <i>The investigation of personal pronouns used in academic lectures</i>	Reviewers' panel (part 2) (open for all)	Bradley Irwin Enhancing Community Awareness and Collaboration Through Digital Storytelling Created With Mobile Devices	Le, Vo Thi Hong <i>Learning to write business email by email exchange with iphone</i>	Xianghu Liu; Chang Cai <i>The Effects of Computer-assisted Concept-mapping Approach on Senior High School Students' English Reading Comprehension</i>	Yanfeng Yang; Qian, David D Promoting L2 English learners' reading proficiency through computerized dynamic assessment	Qian Lu, Peiya Gu An Evaluation on Deep Learning of Preservice EFL Teachers in a CALL Course
11.30	Grace Yue Qi, Yuping Wang Employing digital technologies to scaffold language learning in flipped classrooms	Yi-ju (Ariel) Wu, Amanda Tsai <i>The Effects of Paper-based Corpus Concordance in Enhancing the Learning of Legal Vocabulary in International Law</i>	Yunru Lu, Qing Ma <i>The usefulness and improvement of one-to-one online oral English courses in China</i>	room 1 Siao-cing Guo Mobile applications for English Learning—Users' preferences	room 2 Lisha Xu Facilitate Autonomous Learning of Chinese Language with Social Media Enhanced Pedagogy	Wei Xiao Cultivating Strategies for Junior College Students' Self-regulated English Learning Habits with Application of Reallyenglis h Platform	Jinlan TANG, KAN Qian, Xiaona HU, Na WANG Language learning through an inter-cultural eTandem project	Ward Peeters; Marilize Pretorius FACEBOOK OR FAIL-BOOK: EXPLORING 'COMMUNITY' IN A VIRTUAL COMMUNITY OF PRACTICE	Cuixia Hu Design of College English Blending Teaching Based on China's Standards of English Language Ability

