EuroCALL 2017 programme

Legend: PhD track | European projects | Workshops | Symposia | Refreshments | Keynotes and core sessions

23rd Wednesday

		Building 67 Room 1027	Building 67 Room 1003	Building 67 Room 1007	Building 85 Room 2207	Building 67 Room 1011	Building 67 Room 1009	Building 85 Room 2209	Building 32 Room 1015
09:30-11:00	Half-day workshops Part 1	52 Social Media for eLearning: friend or foe? Christina Giannikas	153 Research Methods in CMC - CMC SIG Workshops. H. Müge Satar, Teresa MacKinnon, Breffni o'Rourke, Marije Michel, Ufuk Balaman. Running between both rooms		25 ICALL - intelligent CALL workshop. Cornelia Tschichold	74 SKELL: changing the way learners approach lexis (CorpusCALL SIG workshop). James Thomas, Sharon Hartle	8 Video Enhanced Observation Europa. Paul Seedhouse, Paul Miller		
11:00-11:15	Break	131 Teaching in clouds: Integrating G Suite for Education in the teaching process - Teacher Education SIG workshops. Elis Kakoulli Constantinou							
11:15-12:45	Half-day workshops Part 2							Editorial board of ReCALL 11:15-12:45	
12:45-13:45	Lunch - Garden Court (Building 40)								
13:45-14:15	Conference opening - Building 32 Room 1015								
14:15-15:15	Keynote 1 - Professor Steven Thorne - Building 32 Room 1015								
15:15-15:45	Tea break - Garden Court (Building 40)								
15:45-16:45	Parallel 1-2 - 2x30min	9 LINGUACUISINE: An App for Learning European Languages and Cuisines. Paul Seedhouse, Rob Comber, Phil Heslop	133 Construction and Evaluation of an Integrated Formal/Informal Learning Environment for Foreign Language Learning Across Real and Virtual Spaces. Ikumi Waragai, Tatsuya Ohta, Shuichi Kurabayashi, Yasushi Kiyoki, Yukiko Sato, Stefan Brückner	7 MOOC as a means of creating a collaborative learning environment in a blended CLIL course. Svetlana Titova	4 Learning and teaching languages in technology-mediated contexts: the relevance of social presence, copresence, participatory literacy and multimodal competence. H. Müge Satar, Mirjam Hauck	274 Brazilian Foreign Language teachers and the Individual Innovativeness Theory: a technological profile. Claudia Beatriz Martins, Heriveito Moreira	256 On the job English for Nepalese workers: Autonomous echoes & MALL reinforcement. Carmen Denekamp	27 The challenge of aligning vocabulary and grammar difficulty levels with CEFR proficiency ratings. Jack Burston, Maro Yiokari Neophytou, Androulla Athanasiou	6 Telecollaboration and the development of digital and technopedagogical competences in pre-service teachers. Soraya García Esteban, Camino Bueno-Alastuey
		245 EVALUATE: Scaling up Telecollaboration Research and Practice. Francesca Helm, Mirjam Hauck, Sarah Guth	222 : LUCIOLE: a digital game to enhance oral comprehension skills for primary school learners. Coralie Payre-Ficout, Marie-Pierre Jouannaud, Mathieu Loiseau	24 Leveraging OER for increased student motivation and learner autonomy among intermediate language learners. Robert Godwin-Jones	5 The Role of English and Technology in Transforming Content Knowledge in a Multilingual University Context. Sami Al-Hasnawi	37 Mobile devices supporting international students to overcome difficulties during study abroad. Xiaoyin Yang, Xiuyan Li	233 Empowering language learners through the use of a curriculum-integrated information literacy programme: An action research. Sahar Alzahrani	50 An Online Dynamic Translation Learning and Testing System. Yan Tian	174 Criteria for Evaluating a Game-based CALL platform. Neasa Ní Chiaráin, Ailbhe Ní Chasaide
16:45-17:00	Break								
17:00-18:00	Parallel 3-4 - 2x30min	239 Gamifying Academic English Skills in Higher Education: Reading Academic English App (StratApp). Anca Daniela Frumuselu, Mar Gutiérrez-Colón Plana, Olga Hryckiewicz	224 Goofy Guide Game: affordances and constraints for engagement and oral communication in English. Kaisa Enticknap-Seppänen, Kirsi Korkealehto	51 A study on reading comprehension and learning styles using DidaktosOnLine. Maria Isabel Orega	33 Language Teacher Learning in Japan: Joining a Digital Technology Community of Practice. Neil Cowie, Keiko Sakui	11 Affective interaction for effective collaboration: Appraisal in virtual environments. Margarita Vinagre, Avelino Corral	92 How to develop a mobile multimedia interactive language learning app: "Learning Sorbian Online". Antje Neuhoff, Karin Schöne	91 Evaluating sentence rearrangment and sentence composition tasks using Partial Tree Kernels. David Alfter	276 From Switzerland to Berundi: the New Scopes of Project Pedagogy. An Innovative Approach in Language Learning through a Development Project. Anna Renda, Jayshri Mizeret-Lad
		20 SPIRAL: an ERASMUS+ strategic partnership to promote intercultural competence development for professional purposes. Cédric Sarré, Muriel Grosbois	282 Let's gamify our class! Gamifying CALL materials without neglecting educational theory. Emily Sheepy, Mike Barcomb	193 Which roles does video play in flipped language classrooms? Elke Nissen, Angelika Verch	259 An ELT corpus and a lexical database resourcing print and electronic teaching material. James Thomas	169 How Telecollaborative Exchanges Affected Students' Attitude toward Intercultural Matters and Achievements of English as a Foreign Language. Yumiko Furumura, Hsin-Chou Huang	203 Uncovering Data-Driven Vocabulary Learning. Kuei-Ju Tsai	140 Developing a vocabulary size test measuring two aspects of receptive vocabulary knowledge: Visual vs. aural. Kazumi Aizawa, Tatsuo Iso, Paul Nadasdy	260 Exploring Meaning Negotiation in Video and Audio Conferencing English Classrooms in China. Chenxi (Cecilia) Li
18:00-18:15	Break								
18:15-19:15	Welcome reception - Garden Court (Building 40)								

Posters - all displayed in Garden Court, Building 40

Thursday:

41	Evaluating the effect of data-driven learning (DDL) on the acquisition of academic collocations by Chinese advanced learners of English	Tanjun Liu
44	A Project-Based Learning Using iPads in an EFL Programme	Kazunori Nozawa
57	Readiness quizzes for a moodle environment	Thomas Goetz
78	Japanese university students' awareness and usage of predictive text when writing in English on mobile devices	David Campbell
99	Using Facebook in EFL Writing Classes	Joe Lauer
107	Promoting Learner Engagement in CLIL Programmes	Brent Jones
160	Multi-point eyetracking: combining the learner and teacher perspective	Ursula Stickler, Lijing Shi
168	Approach toward the construction of an automated tailor-made curriculum	Hironobu Okazaki, Keisuke Inakawa, Shinichi Hashimoto, Haruhiko Nitta
173	Computer Assisted English Learning System based on Free Conversation by Topic	Sung-Kwon Choi, Oh-Woog Kwon, Young-Gil Kim
181	Tools of the Trade: Portable application software for CALL environment	Haruo Nishinoh

Friday:

124	Bigger is better?: Smartphone dictionary apps vs. tablet dictionary apps	Toshiko Koyama
187	The Effect of Socio-Economic Status on Informal Mobile-Assisted Language Learning	Megumi Kohyama
195	Back to the Future: Re-mediating Postmillennial Posters in the Digital Age	Jaime Selwood, Paul Lyddon
202	A few steps to implement the Flipped Classroom model - Japanese EFL learners' context	Keisuke Tanino
204	Enhancing Grammatical Structures in Web-based Texts	Leonardo Zilio, Rodrigo Wilkens, Cédrick Fairon
214	Online study: developing core skills in postgraduate ELT practitioners	Pat Grounds, Teresa Castineira, Caroline Moore
225	Developing a cross-platform web application for online EFL vocabulary learning courses	Kazumichi Enokida, Tatsuya Sakaue, Mitsuhiro Morita, Shusaku Kida, Akio Ohnishi
241	Integrating online resources for class management of overseas EFL independent studies programmes	Bob Gettings
266	Exploring EFL Learners' Collaborative Writing Behavior in Web 2.0 Technologies	Laura Stiefenhöfer
287	Exploring the effectiveness of technology-enhanced self-access language learning amongst primary level EFL learners in Saudi Arabia	Fahad Alghamdi
289	A Chatter Bot for a Dialogue-based Second Language Learning System	Jin-Xia Huang, Kyung-Soon Lee, Oh-Woog Kwon, Young-Kil Kim

EuroCALL 2017 programme

24th Thursday

Time		Building 67 Room 1027	Building 67 Room 1003	Building 67 Room 1007	Building 85 Room 2207	Building 67 Room 1011	Building 67 Room 1009	Building 85 Room 2209	Building 32 Room 1015
09:00-10:30	Parallel 5-7 - 3x30min	190 M-Learning in a climate of change: Successes, failures, possibilities and hazards! - Pecha Kucha MALL SIG symposium. Jaime Selwood, Jonas Fouz Gonzalez, Julie Van de Vyver, Linda Bradley, Elena Martin, Elena Barcena, Tim Read, Marilo Castrillo, Joe Lauer, Kazumichi Enokida, Tim Knight, Bruce Lander, Ana Rosa Sanchez Munoz (Sessions 182, 215, 216, 112, 171, 116, 121, 123, 170 and 258)	70 How much longer can we go on? Developing a model of sustainable language learning. Teresa MacKinnon — 227 Student Experience of a Supervised Online English Proficiency Test. Kirsi Korkealehto, Kaisa Enticknap-Seppänen — 58 The Korean Digital Kitchen: authenticity and Learning. Jaeuk Park	158 Implementing openess in a private online course: theory, practice, and reflections. Cecilia Goria, Angelos Konstantinidis — 90 Peer Feedback Practices in an Online Environment: Language Teacher Education through the lens of Corpus Linguistics. Asuman Asik, Olcay Sert — 291 How VE can help prepare Japanese students for intercultural communication. Mari Yamauchi	13 User evaluation of the Busuu mobile language learning app. Fernando Rosell-Aguilar — 39 Learner autonomy as a social construct in the context and the users of Italki. Anna Turula — 35 What do you really mean? Analyzing learners' attitudinal markers in an intercultural telecollaboration project. Ana Oskoz, Ana María Gimeno Sanz	42 Designing and Developing a Blended Course: Best Practices for Japanese Learners. Parisa Mehran, Mehrasa Alizadeh, Ichiro Koguchi, Haruo Takemura — 17 Independent Language Learning and the Role of the Teacher. Louise Ohashi — 122 Title: Multimodal audio-synchronous learning tool: what added value can this bring to the learning, oral comprehension and oral production in a French secondary setting? Chantal Guihard Guyomard	298 Transforming learning, conceptualistion and practices through a MOOC on English as a Medium of Instruction for Academics. Rob Baird, Kate Borthwick, Mary Page — 142 Informing ICALL Reading System Design by Linking Text Complexity and Learner Proficiency with Textual Feature Vector Distance. Xiaobin Chen, Detmar Meurers — 156 Adaptive diagnostic test. David Alfter, Elena Volodina	16 Meeting the advanced-level oral proficiency challenge with ubiquitous technology and performance-based assessments. Kelly Arispe, Jack Burston — 53 Teaching Academic Writing through Blended Learning for Undergraduate EFL Learners in Japan. Neil McClelland — 264 Pedagogical Application of Online Peer Evaluations of Oral Presentations. Shinichi Hashimoto	155 Symposium > Times are changing: Twitter for language learning, teaching and professional development. Alessia Plutino, Dr Eleanor Quince, Martina Emke
10:30-11:00	Coffee break - Garden Court (Building 40)								
11:00-12:30	Parallel 8-10 - 3x30min	93 Inside ReCALL: How CALL publishing works. Alex Boulton, Sylvie Thouësny, David Barr, Brian Stone	118 Exploring tagger training for Latin CALL programmes. Hans Paulussen, Yannick Anné, Eddy Gouder, Véronique Suys, Jeroen Lauwers, Jan Driesen, Frederik Cornillie — 138 Examining online EFL reading strategies and fluency with eye tracking. Andrew Atkins — 186 The potential of elicited imitation for oral output practice in German L2. Frederik Cornillie, Kristof Baten, Dirk De Hertog	40 Learning by Design: Bringing Poster Carousels to Life Through Augmented Reality in a Blended English Course. Mehrasa Alizadeh, Parisa Mehran, Ichiro Koguchi, Haruo Takemura — 89 Be Kind, Rewind: Cineliteracy and Student Video Production. Darren Elliott — 48 Integrating Blogging in Teaching Writing in EFL. Rana Namouz, Orly Sela, Hagit Misher-Tal	154 An exploratory study of feedback practices for written and oral tasks in an English online course. Laia Canals, Jackie Robbins — 229 Design, implementation, and evaluation of a Computer Assisted Language Learning (CALL) Course for pre-service teachers of English as a foreign language (EFL). Ali Bostancioglu — 273 Teacher perspectives on the integration of mobile-assisted language learning. Jennica Grimshaw, Walcir Cardoso, Laura Collins	87 Task design for online speaking practice: Effects on learners' Foreign Language Anxiety and Self-disclosure. Marta Fondo Garcia, Iker Erdocia Íñiguez — 62 Toward a pattern-based referencing tool: An evaluation of Linggle. Shu-Li Lai, Jason S. Chang, Hao-Jan Chen — 94 An analysis of TOEFL IBT section gain scores with various online activities. Thomas Robb	175 A corpus-based syllabus design for teaching Italian verb-noun collocations. Luciana Forti — 211 Evaluating lexical coverage in Simple English Wikipedia articles: A corpus-driven study. Clinton Hendry, Emily Sheepy — 213 An open-sourced and interactive ebook development programme for minority languages. Emily Sheepy, Ross Sundberg, Anne Laurie	284 Autonomous and Lifelong Learning through e-Portfolios. Elena Osinskaya — 84 We've got rhythm - Exploring tempo in online interactions. Ciara R. Wigham, Nicolas Guichon — 177 Fostering 21st century Skills in Online Intercultural Exchanges through Digital Storytelling. Anna Nicolaou, Ana Sevilla Pavón	38 Moving from VLE to SSLN, Shared Language Learning Networks. Robert Coles
12:30-14:00	Posters - Garden Court (Building 40). See first page of programme for details		CALL Teacher Education SIG 12:30-13:15	CorpusCALL SIG 12:30-13:15	Intelligent CALL (ICALL) SIG 12:30-13:15	LMOOC SIG 12:30-13:15	Graduate (PhD) SIG 12:30-13:15	Lunch - Garden Court (Building 40) 12:45-14:00	
14:00-15:00	Keynote 2 - Dr David Millard - Building 32 Room 1015								
15:00-15:30	Tea break - Garden Court (Building 40)								
15:30-17:00	Parallel 11-13 - 3x30min	113 Workshop on scholarly collaboration networks: are they (h)arming open access? Sylvie Thouësny, Karine Fenix	71 LMOOCS : a TBLT approach to enhance language use in context. Christelle Hoppe — 103 Description of an online learning course for English language at Hokkaido University. Goh Kawai — 106 LMOOCs gateway: Integrating massive language courses into the curriculum. Elena Martín-Monje, Maria Dolores Castrillo	83 PeerEval, An app for student evaluations of class presentations. Thomas Robb — 125 Facebook Project for Pre-Service Language Teachers. Liliia Khalitova, Gulnara Gimaletdinova, Gulnara Sadykova, Albina Kayumova — 218 Students as producers of content and agents of change: the case of the collaborative LSP platform "Check your Smile". Nadia Yassine-Diab, Charlotte Orliac	279 Prospective EFL teachers' technologically enhanced class experiences: Insights for pre-service teacher education. Safiye Ipek Kuru Gönen — 82 The integration and assessment of digital materials for language learning and teaching in the Digilanguages Project. Liam Murray, Fiona Farr — 178 Getting to Grips with Blending Master Degree Courses. Elke Nissen	96 Normalisation in flux: Examining digital literacy in the Japanese university context. Thomas E Bieri, Darren Elliott — 201 CALL Research: Where Are We Now? Part 2. John Gillespie — 234 Online research and comprehension strategies in ESL classrooms: What students think and what they actually do. Noridah Sain, Andy Bown, Andrew Fluck, Paul Kebble	Pecha Kuchas: — 236 Policies, beliefs and practices on the use of technology in the EFL classroom in the Andorran school system. Ferran Costa — 270 Ecology and the computer --> learner relationships of synchronous feedback. Teri Schamp-Bjerede — 299 What to expect before, during and after your viva/thesis defence: A Q-and-A session with experts for PhD students.	199 Can you understand me? Speaking Robots and accented speech. Souheila Moussalli, Walcir Cardoso — 257 A Mobile Automatic Speech Recognition (ASR)-based learning approach: The Use of the Instant Messaging system WhatsApp® for EFL pronunciation training. Ana Rosa Sanchez Munoz — 255 Designing for Ab Initio Blended Learning Environments: Identifying Tensions and Contradictions. Oisín Ó Doinn	79 The power of combining the Moodle activity completion and restrict access settings to create interesting and challenging courses. David Campbell
17:00-18:00	EuroCALL AGM - Building 32 Room 1015								
18:00-19:00	Break								
19:00-20:30	Drinks reception - Southampton City Art Gallery								

EuroCALL 2017 programme

25th Friday

Time		Building 67 Room 1027	Building 67 Room 1003	Building 67 Room 1007	Building 85 Room 2207	Building 67 Room 1011	Building 67 Room 1009	Building 85 Room 2209	Building 32 Room 1015
09:00-10:30	Parallel 14-16 - 3x30min	235 Multimodality in feedback on writing — Carola Strobl, H. Müge Satar	145 Foreign Language Anxiety on a Masssive Open Online Language Course — Zsuzsanna Barkanyi, Sabela Melchor-Couto	3 CMC and Collaborative Writing in ESL contexts — Abdurrazzag Alghammas	283 How to give (or not to give) feedback, that is the question in tandemMOOC — Christine Appel, Joan-Tomàs Pujolà	262 The impact of teaching presence on group formation processes in intercultural exchanges — Malgorzata Kurek, Andreas Müller-Hartmann	144 Designing CALL Technologies for Very Young Language Learners: Exploring Parents', Educators' and Designers' Views — Gulnara Sadykova, Albina Kayumova, Liliia Khalitova, Gulnara Gimaletdinova	101 Exploring AI Language Assistants: A Design Study with Primary EFL Learners — Joshua Underwood	172 Integrating corpus use and classroom practice — James Thomas, Alex Boulton, Sharon Hartle, Francesca Coccetta
			14 Designing a MOOC for learners of Spanish: exploring learner usage and satisfaction — Ana Gimeno-Sanz	22 Language students learning to manage complex pedagogic situations in a technology-rich environment — Riikka Tumelius, Leena Kuure	219 Capturing the zeitgeist and building language teaching communities: The purposeful use of technology in the languages classroom in an ever changing world — Joe Dale	65 Online collaboration to facilitate out-of-classroom language learning in Indonesia — Jessica Sampurna	56 Creating a technology-enhanced CLE for research-related ability development in a "BA Thesis" Course — Peiya Gu, Ye Zhang	166 Using a LMS to Enhance an Extensive Reading Programme — Cory Koby	
			200 Patterns of Negotiated Interaction during telecollaboration: Towards a New Model — Rose van der Zwaard	21 (heart) my Instagram: A study of the use of Instagram in a German language classroom — Vera Leier	303 Is it really possible to learn a new language from an App? At uTalk we think so! — Steve Eatock	267 Negotiation of meaning and interactional feedback during voice chat mediated tasks — Waad Alzahrani	148 Introducing the Common Text Analysis Platform — Xiaobin Chen, Detmar Meurers	135 Developing Multimedia Supplementary Materials to Support Learning Chinese Characters at Beginning Level — Lisha Xu	
10:30-11:00	Coffee break - Garden Court (Building 40)								
11:00-12:30	Parallel 17-19 - 3x30min	263 Reshaping computer-based placement tests at Exeter: reflecting on experience — José Carlos Tenreiro Prego, Florence Gomez, Chloé Laborde, Candice Francois	254 Deterring unethical academic behaviour in fully online language courses — Peter Ruthven-Stuart, Adam Smith, Andrew Johnson, Michiko Nakamura	73 Predictable and exploratory discourses in designing a language project for children — Leena Kuure, Maritta Riekki	115 Using Telecollaboration 2.0 to Foster Language Skills and Intercultural Learning — Hsin-chou Huang, Yumiko Furumura	277 Emerging affordances in videoconferencing for language learning and teaching — Aparajita Dey-Plissonneau	226 Listening Difficulty Detection to Foster Second Language Listening with the Partial and Synchronized Caption System — Maryam Sadat Mirzaei, Kourosh Meshgi, Tatsuya Kawahara	197 Natural Language Processing to enhance Written Corrective Feedback — Marie-Josée Hamel	208 Less Commonly Taught Languages SIG Workshop — Monica Ward, Anna Kyppö
			132 Virtual worlds: technical affordances and how they can affect language learning — Susanna Nocchi	246 Is attractive the new distractive? Distractive technologies and student performance: an investigation of language learners experiences, perceptions and awareness. — Liam Murray, Marta Giralt, Silvia Benini	109 Hints for EFL teachers to promote autonomous learning based upon the university students' experience in the use of ICT — Juan Antonio Solis Becerra, Carmen Belen Macias Corredera	206 How "blended" should "blended learning" be? — Boguslaw Ostrowski, Scott Windeatt, Jill Clark	297 Evaluation of a reading task in a courseware from the point of view of end-users: to what extent was it appropriate and useful? — Alessandra Belletti Figueira Mulling	207 Gaming Grammar: Designing and Evaluating a Digital Game for Learning L2 French Morphosyntax — Rowena Kasprowicz, Emma Marsden	
			152 Technology in formal and informal learning spaces at a business university: opportunities through change — Ruth Trinder, Katia Carraro	163 Corpora as tools for autonomous language learning: the case of a corpus-based ESP course — Reka R. Jablonkai, Neva Čebron	117 The assessment of digital project work in the EFL classroom — Jan Berggren, Christopher Allen	129 Determining factors in student retention in online courses — Kolbrun Fridriksdottir	55 Switched-on multilingualism! Implementing (receptive) code-switching in CALL — Judith Buendgens-Kosten	10 Investigating L2 text-based & voice chat performance of EFL Syrian Learners — Shahla Adi	
12:30-14:00	Posters - Garden Court (Building 40). See first page of programme for details		Computer-Mediated Communication (CMC) SIG 12:30-13:15	EUROCALL/CALICO Joint Virtual Worlds and Serious Games SIG 12:30-13:15	Mobile Assisted Language Learning (MALL) SIG 12:30-13:15	LWULT (Less Widely Used and Lesser Taught) SIG 12:30-13:15	Lunch - Garden Court (Building 40) 12:45-14:00		
			Meeting for EuroCALL national contacts 13:15-14:00						
14:00-15:00	Keynote 3 - Professor Shannon Sauro - Building 32 Room 1015								
15:00-15:30	Tea break - Garden Court (Building 40)								
15:30-17:00	Parallel 20-22 - 3x30min	127 A Case Study on the Features of Spoken Academic English — Fu-Ying Lin	230 How trainee teachers adapt their pedagogical actions in different telecollaborative environments — Marco Cappellini, Christelle Combe	250 The impact of a digital storytelling assignment on students' motivations for learning compared to a (non-digital) storytelling assignment — Naoko Kasami	231 Teaching Reflectively with Technology — Philip Hubbard	147 Reception of Japanese captions: A comparative study of visual attention between native speakers and language learners of Japanese — Eline Sikkema	60 Designing an E-textbook for an intensive academic writing course in an English for Academic Purpose (EAP) programme using a design-based research (DBR) framework — Heejin Chang, Scott Windeatt	28 Podcasting as a way of promoting noticing and metalinguistic awareness of FL pronunciation features — Jonas Fouz-Gonzalez	194 It's the End of the Poster as We Know It (And We Feel Fine) — Paul Lyddon, Jaime Selwood
			192 Collective design and sharing of Open Educational Resources as a way to enhance professional development: a study of the French CARTOUN Platform — Nolwenn Quere	295 Co-designing language pedagogies in a climate of change — Juha Jalkanen, Peppi Taalas	205 LMOOCS: Teaching languages on a massive scale - what big data can tell us about language pedagogy — Tita Beaven	198 'L2 Assessment and Testing' Teacher Education: an 'alternative assessment' approach with the use of new technologies — Salomi Papadima-Sophocleous	210 Turning the smartphone into an EAP classroom learning device through Kahoot! — Rupert Walsh	302 Televic - Innovative Technology for Languages, Interpreting and Translation Studies — Dicken Minta	136 Digital Games and language learning: the case of Stagecraft — Anna Tsiola, Silvina Montrul	
			271 The VALLU project: theoretical motivations and first steps — Anna Tsiola, Silvina Montrul, Steven LaValle, Begoña Arechabaleta Regulez, Nicholas Magerko, Cameron Miles Merrill, Nancy Wesselman	296 An Ecological Approach to Learner Autonomy in the Context of MALL — Martine Pellerin	45 Mobile Assisted Language learning for Arabic speaking migrants in Sweden — Nataliya Berbyuk Lindström, Sylvana Sofkova Hashemi, Linda Bradley, Khaled Al-Sabbagh, Lorna Bartram, Mihail Anton	184 Integrating gamification and ICT in language teaching: putting two and two together — Joan-Tomàs Pujolà, Andrea Berríos, Christine Appel	223 Combining Formal and Informal Learning: The Use of an Application to Enhance Information Gathering and Sharing Competence in a Foreign Language — Yukiko Sato, Stefan Brückner, Irene Erlyn Rachmawan, Ikumi Waragai, Yasushi Kiyoki	105 Motivational factors in telecollaborative exchanges among teenagers — Kristi Jauregi, Sabela Melchor-Couto	242 LMOOCs, classifying design: A tool for thought — Elaine Beirne, Mairéad Nic Giolla Mhichíl, Gearóid Ó Cleircín	
17:00-18:00	Break								
18:00	St Mary's tour departs								
18:30	Coaches to St Mary's								
19:00	St Mary's arrival								
19:30-22:45	Conference dinner - St Mary's Stadium								
22:45	Coaches depart								

EuroCALL 2017 programme

	PhD track	European projects	Workshops	Symposia	Refreshments	Keynotes and core sessions

26th	Saturday	Building 67 Room 1027	Building 67 Room 1003	Building 67 Room 1007	Building 85 Room 2207	Building 67 Room 1011	Building 67 Room 1009
09:30-10:30	Parallel 23-24 - 2x30min	300 CMC in the Open - Connected and Open Practice (CMC SIG workshop) Teresa MacKinnon	285 Question Generation to Support the Acquisition of Phrasal Verbs: Evaluating via Crowdsourcing Maria Chinkina, Simón Ruiz, Detmar Meurers	249 Data-Mining and Data-Driven Learning for ESP Education in Japan Jie Shi, Sebastien Louvignes	85 Developing digital language skills: A MOOC on Personal Language Learning Environments Marta Fondo Garcia, Angelos Konstantinidis	54 Harnessing the Power of Informal Learning: using WeChat to enhance spoken fluency in Chinese learners Marion Sadoux	167 An evaluation of text-to-speech synthesizers as pedagogical tools for pronunciation instruction: The "foreign" language context Tiago Bione, Jennica Grimshaw, Walcir Cardoso
			240 Foreign language teachers' perceptions and role in the gamified classroom Ljubica Damevska	209 MMORPG-mediated Negotiated Interactions: A Study of NS-NNS and NNS-NNS Conversations Nasser Jabbari, Zohreh Eslami	286 B-MELTT (Blending MOOCs for English Language Teacher Training): a 'Distributed MOOC Flip' to Explore Local and Global ELT Contexts and Beliefs Marina Orsini-Jones, Kate Borthwick, Bin Zou	278 The use of WhatsApp for speaking at university level and its influence on students' self-perceived fluency and temporal measures Olga Hryckiewicz	244 BYOT/BYOD: The opinions and perceptions of parents in Japan Jeremy White
10:30-11:00	Coffee break - Garden Court (Building 40)						
11:00-12:00	Parallel 25-26 - 2x30min	301 End-of-conference reflections on Virtually Connecting (CMC SIG workshop) H. Müge Satar, Teresa MacKinnon	108 The TeCoLa project: Pedagogical Differentiation through Telecollaboration and Gaming for Intercultural and Content Integrated Language Teaching Kristi Jauregi, Sabela Melchor-Couto	64 Awarding Digital Badges as an Indicator and a Motivator Jun Iwata, Shudong Wang, John Telloyan, Lynne Murphy, John Clayton	212 A pathway to enhancing online conceptual development for trainee teachers in an L2 academic context Celia Antoniou	162 The impact of audio-enhanced digital flashcards on explicit vocabulary learning Regina Kaplan-Rakowski, Barbara Loranc-Paszylk	253 Personal versus interactive learner logs in multicultural and multilingual learning. What has changed? Anna Kyppö, Teija Natri
			272 Can an interactive digital game help French learners improve their pronunciation? Walcir Cardoso, Avery Rueb, Jennica Grimshaw	248 MALL with WordBricks - building correct sentences brick by brick Monica Ward, Marina Purgina, Maxim Mozgovoy	86 Promoting Learner Cooperation and ICT Skills with Software-Based Presentations Thomas E. Bieri	164 Factors influencing students' acceptance of informal mobile-assisted language learning in the Japanese university context Daniel Mills, Doris Bolliger, Courtney McKim	
12:00-13:00	Lunch - Garden Court (Building 40)						
13:00-13:30	Round table - Building 67 Room 1027						
13:30-14:15	Closing ceremony and handover to EuroCALL 2018 - Building 67 Room 1027						