



## APACALL Webinar 2021

Friday, 9 April 2021, 10:35 am - 6:00 pm AEST

[Program]

| AEST   | Session #              | Presenter(s)                | Title   | Abstract  |
|--|------------------------|-----------------------------|---|---|
| <b>10:35 – 10:40</b>                                     | Opening                |                             |   |   |
| <b>10:40 – 11:20</b><br>(30-minute talk + 10-minute Q&A) | #01<br>Invited Speaker | <b>Phil Hubbard</b>         | Helping language students learn independently: Focus on technology-mediated listening | Online resources are useful for developing listening skills, but language learners face challenges utilizing them effectively on their own: finding appropriate materials, controlling tools to aid comprehension, and determining paths that support learning. I demonstrate how teachers can help students overcome these challenges, using examples from an advanced listening course. |
| <b>11:20 – 11:40</b><br>(15-minute talk + 5-minute Q&A)  | #02<br>Invited Speaker | <b>Claire Bradin Siskin</b> | How do you see CALL?  | CALL specialists tend to perceive CALL very differently than do language teachers, students, administrators, and technical support staff. There are varying perspectives among CALL practitioners themselves. The presenter will explore issues of misperception and suggest a path toward a more useful and constructive approach to our profession.                                     |
| <b>11:40 – 12:20</b><br>(30-minute talk + 10-minute Q&A) | #03<br>Invited Speaker | <b>Vance Stevens</b>        | Engaging teachers and learners through the EVO Minecraft MOOC community               | The speaker founded the Electronic Village Online (EVO) Minecraft Massive Open Online Course (MOOC) community of practice in 2015 as a way to help teachers learn Minecraft through collaborative projects with peers. Lately, young learners have become markedly more involved with EVOMC. This talk discusses various ways we engage and learn from our younger community members.     |
| <b>12:20 – 12:40</b>                                     | Break                  |                             |   |   |
| <b>12:40 – 13:00</b><br>(15-minute talk + 5-minute Q&A)  | #04                    | <b>Andrew Philpott</b>      | Fostering intrinsic L2 motivation through online quest-based learning tasks           | This presentation explores the use of quest-based learning in a gamified EFL setting. Quest-based learning will be compared and contrasted with traditional task-based learning. Research findings are presented to support a discussion about how to design quests that foster intrinsic L2 motivation in an online environment.   |

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| <b>13:00 – 13:20</b><br>(15-minute talk + 5-minute Q&A) | #05   | <b>Ismail Anas</b>                    | Teaching ESP online in vocational higher education context                                | Teaching functional English online calls for CALL-TELT integration strategies in supporting students learning and online course content delivery. I will be talking about the importance of project-based learning in teaching ESP online within a VHE context. The talk will focus on the best practice of PBL with Online Community of Practice.                                 |
| <b>13:20 – 13:40</b><br>(15-minute talk + 5-minute Q&A) | #06   | <b>Doris Linda Borrero Montalvo</b>   | Dimensions of humanity and technology: A classroom at a college in NYC                    | This paper analyzes the correlation between the humanistic aspect of teaching with the use of technology as the only source of education and exclusive communication between the teacher and students. The analysis is based on the theory of cognitivism and Bloom's theory on the five ways of learning.   |
| <b>13:40 – 14:00</b><br>(15-minute talk + 5-minute Q&A) | #07   | <b>Thomas Webster</b>                 | Ongoing research into students' perceptions and uses of smartphones                       | The progress of a research project on how students' academic and personal lives are affected by technology, particularly smartphones, will be presented. Background to the project as well as a brief outline on the progress to date will first be presented, followed by a brief Q&A session for attendees.  |
| <b>14:00 – 14:20</b><br>(15-minute talk + 5-minute Q&A) | #08   | <b>Antonie Alm</b>                    | Subtitle use in L2 viewing  | This presentation reports on the learning experiences of intermediate level language learners who used the Chrome extension Language Learning with Netflix, to watch self-selected L2 TV series on Netflix as an extensive L2 viewing activity. It discusses how subtitle options support L2 viewing preferences and learning needs of individual learners.                        |
| <b>14:20 – 14:40</b><br>(15-minute talk + 5-minute Q&A) | #09   | <b>Yanqiu Chen &amp; Shin Yi Chew</b> | Speaking anxiety of Chinese EFL learners in face-to-face and synchronous voice-based chat | With the advanced development of mobile technology, there is a need to explore the potential of synchronous voice chats (SVC) operated within a mobile-assisted environment using mobile instant messaging apps. This study aimed to compare the speaking performance and anxiety levels of Chinese EFL learners in both synchronous voice-based chat and face-to-face chat modes. |
| <b>14:40 – 15:00</b><br>(15-minute talk + 5-minute Q&A) | #10   | <b>Alan Bessette</b>                  | Implementing multimedia learning principles to increase lecture content retention         | In the past year, video recordings of lectures have become the norm in university classes. While they are not all ineffective, utilizing principles of multimedia learning can help to increase retention of lectures' content. This presentation will demonstrate how the principles can be implemented using the H5P framework.  |
| <b>15:00 – 15:20</b>                                    | Break |                                       |   |  |
| <b>15:20 – 15:40</b>                                    | #11   | <b>Dnyaneshwar B. Shirode</b>         | Using computer technology by English language teachers in India: A survey                 | A survey of English language teachers who teach at different levels was conducted with the help of twenty statements related to the use of computer technology in classrooms. Findings show that computer  |

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| (15-minute talk + 5-minute Q&A)                         |                  |  |  | technology is and will be an essential part of classroom teaching-learning process.   |
| <b>15:40 – 16:00</b><br>(15-minute talk + 5-minute Q&A) | #12              | <b>Ye-Kyoung Kim</b>   | Integrating STEM methodology with English pedagogy on synchronized digital platforms | In the design and implementation of instructional materials and methods for abstract (non)STEM courses and projects, the accurate and concrete representation and the structured and organized presentation of concepts and information using cognitive principles are of paramount importance. The analysis of web portfolio projects in a computer science experiment in the Pacific islands suggests emerging research on cognitive process modeling and its protocol that more reliably detects, tracks, measures, and communicates meta-cognitive instructional practices on synchronized digital platforms. |
| <b>16:00 – 16:20</b><br>(15-minute talk + 5-minute Q&A) | #13              | <b>Maria Yovanovich</b>  | Online/hybrid classroom activities: Digital storytelling and a virtual tour          | This presentation explores two activities for online and hybrid classrooms. In the Virtual Tour, Ellis’s (2012) task-based learning (TBL) is implemented, while digital storytelling involves controlled practice of functional/situational language using Harmer’s (2008) “engage - study - activate”. Technology-enhanced language teaching activities and tasks should be further investigated.  |
| <b>16:20 – 16:40</b><br>(15-minute talk + 5-minute Q&A) | #14              | <b>Gavin Young</b>   | Twine software: Free software for creating interactive hypertext activities          | Twine allows instructors and students to create educational games and interactive essays (replete with audio and images) with little or no programming experience. I will briefly explain how to use the software, discuss recent research using the Twine software and its importance during the Covid19 pandemic and for online learning.   |
| <b>16:40 – 17:00</b><br>(15-minute talk + 5-minute Q&A) | #15              | <b>Jeong-Bae Son</b>   | Digital language teacher development through ECCR                                    | The speaker talks about digital language teaching and his Digital Language Teacher Development Framework (DLTDF). The framework supports language teachers to identify what they can do and how they can engage with its four interrelated components: exploration, communication, collaboration and reflection (ECCR).   |
| <b>17:00 – 17:55</b><br>(50-minute talk + 5-minute Q&A) | #16<br>Symposium | <b>Jeong-Bae Son,<br/>Anna Comas-Quinn, Suman<br/>Luhach,<br/>Moonyoung Park &amp;<br/>Made Hery Santosa</b> | Technology-enhanced language teaching activities in digital environments             | This symposium explores technology-enhanced language teaching (TELT) activities and discusses practical ways of using or adapting five selected TELT activities in digital environments. The speakers will talk about their own activities based on their experiences in different contexts.  |
| <b>17:55 – 18:00</b>                                    | Closing          |  |  |   |