

**JALTCALL2021 Provisional Correct as of June 2**  
**Some social events/help rooms may be added to the website**

Go to <https://jaltpcall2021.edzil.la> to get canonical times

W=WORKSHOP S= SPONSORED PRESENTATION

JALTCALL2021 Friday June 2nd											
Time	Session	A	B	C	D	E	F	G	H	I	
<b>JALTCALL2021 Sunday Provisional</b>											
Time	Session	A	B	C	D	E	F	G	H	I	
10:00 - 10:30	1	TAKANO, Y. Task-based online and in-person teaching helped young-learners and their family	LAZIC, D. W Improving Grammar with Grammarly: Feedback, Awareness, and Noticing	SANTOS, A. W Trialing of ICT-mediated feedback types in an EFL process writing class: Students' perspective	BARR, M. Maximizing Google Slides for Collaborative International Tandem Team Presentations.	LACLARE, E. Made in Japan solutions for emergency remote teaching	TACKER, J. Video conferencing effects on identity and motivation in EFL classrooms	DIZON, G. Informal foreign language learning through subscription video streaming	SEREY, A. Empowered learning using video essays in a film studies course		
10:45 - 11:15	2	MCLEAN, S. Self-marking online form-recall and meaning-recall vocabulary tests			ROBB, T. PeerEval to activate sleepy students during class presentations	PATERSON, R. Remotely Replacing the Real	BLAKE, J. Question Generator: Preliminary evaluation		REIMANN, A. A tale of 'too' many LMS's	CHIHI, G. S FREE international vocabulary study tournament for your classes	
11:30-12:00	3	LIN, V. Using robot and toys to support syntactic learning among EFL fifth graders	FRENCH, M. Junior High School Teacher Attitudes Towards the Adoption of ICT as Part of MEXT's GIGA School Program	PAST, T. Once upon a time: Enhancing interaction on Flipgrid through collaborative storytelling	ROSE, O. Fun listening & speaking practice with LingoBingo.Live	IRWIN, B. Enhancing formative feedback in online academic writing classes using personalized screencasts	KLASSEN, M. Distance learning in 2020: A report card for one institution's response to the COVID-19 pandemic	WOODWARD, H. Creating a rubric to assess student posts on the International Virtual Exchange Project	CARLONI, G. Digitally-enhanced practices in Foreign language education: fostering active learning and student engagement in online learning environments		
12:00 - 13:00	Lunch	<b>LUNCH + BREAKOUT ROOMS [Lounge]</b>									
13:00 - 13:30	4	CHIHI, G. Measuring the Effects of Cooperative Learning on EFL Students' Acquisition of High-Frequency Vocabulary	CHRISTMAS, J. W Using Padlet to teach paraphrasing and combat plagiarism	KNIGHT, T. Comparing ways of distributing peer evaluations after student presentations in class or online.	BROADAWAY, R. Competency Maps and Reflective Learning on DotCampus	DAVIES, R. Going paperless with Showbie	STUART, R. Remote-teaching and digital literacy in the multigenerational EFL classroom	YANG, Y. Perspectives of Online Learning at a Saturday Chinese School in America	KATEMBA, C. Do Kahoot games enhance vocabulary learning?		
13:45 - 14:15	5	OBARI, H. Improving the intercultural and higher order thinking skills of L2 learners through CBL and collaborative online international learning (COLL)		PETERSEN, J. Assessing YouTube Videos Through Moodle's Assignment System	BRUNOTTE, J. Virtual Reality for Reducing Public Speaking Anxiety in University Students	HUNT, J. S Using Poodll Languages auto-graded activities for efficient learning	COWIE, N. Micro-credentials: Surveying the landscape	HALL, J. How to use a multi-author blog site for student-teacher ePortfolios	HAMMETT, D. Utilizing Flipgrid for Speaking Activities		
14:30 - 15:00	6	KENNEDY, O. Unexpected student writing strategies during the Covid-19 pandemic		PALMER, R. Individual feedback on writing in online environments	YORK, J. Turn to page 5 to enter the cave: Exploring the effect of Interactive Fiction on vocabulary acquisition, comprehension, and motivation		OTTOSON, K. Enhancing and expanding intercultural learning through cooperative online international learning	SAYENKO, T. Using Zoom for Online Classes: Challenges & Opportunities	CHRIS TeacherTools: An introduction and implementation in a Japanese university EFL context		
15:15 - 15:45	7	MASSOUD, O. Evaluating English Bento: A multi-skill language learning platform	MCLEAN, S. W Matching learners with meaning-focused: The development of a lexical profiler and reading or listening vocabulary levels tests appropriate for L2 English Japanese university learners	ZOUROU, K. Designing a Hackathon Challenge of L2 content creation for university students of Digital Language Education.	NORTON, P. Using bulletin board websites to develop interactive and collaborative learning activities	WANG, X. Hedging in academic writing: Cross-disciplinary comparisons in the Michigan Corpus of Upper-Level Student Papers (MICUSP)	FERREIRA, D. Exploring the Value of Qualitative Theory in Educational Technology Research	JOHNSON, A. Discussion metrics: Quantitatively measuring intercultural forum engagement	TANG Using Alexa for autonomous foreign language learning	HASSAN, M. A new outlook on assessment	
16:00 - 16:30	8	COCHRANE, R. Why Japanese university students are not using technology for language learning: A qualitative study			YOUNG, G. Create interactive projects with Twine, a free software	GAYED, J. Exploring the impact of Grammarly on EFL students' writing	ANTHONY, G. Adoption of the English Central Platform for Listening and Speaking Practice	ROSS, G. Online speech: utilizing speech recognition	NGUYEN, P. Don't forget about Webinars!: Different scenarios to utilize professional meetings in Zoom		
<b>Closing Ceremony &amp; Sunday Night Social 16:45 -</b>											