Style sheet - ENG

Symposium title: Applied Linguistics perspectives on human-robot interaction in language education: possibilities and challenges

Coordinator 1 (First name, Surname, Department, University, Country): Teppo Jakonen, Department of English, School of Languages and Translation Studies, University of Turku, Finland

Coordinator 2 (First name, Surname, Department, University, Country): Marjut Johansson, Department of French Studies, School of Languages and Translation Studies, University of Turku, Finland

Symposium format (one choice - delete the others):
- **Symposium Multimodal**

Symposium mode (one choice - delete the others):
- **Hybrid**

Sub-themes (muliple choices - delete the others):
- □ LANGUAGE & TECHNOLOGY: media, tools, digitals humanities, Natural Language Processing (NLP)
- □ LANGUAGE IN USE: communication, interaction, conversation analysis, discourse, corpus, media
- □ LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

Short summary in English (150 words)

Interest in the use of robots as a tool in language education is steadily growing, as can be seen in the accumulation of studies in Robot-assisted language learning (RALL) since the early 2000s. However, many research gaps still remain. This symposium brings together researchers interested in exploring robots and language(s) to discuss how Applied Linguistics can help to identify possibilities and challenges related to robots and robotic technology in the context of language education, broadly defined. We invite presentations that report on empirical work that addresses topics related to language use, learning and teaching in contexts where some kind of robot is used, such as (but not limited to) social robots Nao and Pepper or telepresence robots such as Double, Ohmni and Ava. We also welcome a diverse range of possible language education contexts, ranging from formal environments such as classrooms to non-formal and informal settings.

Argument (2 pages maximum, i.e. about 500 words or 3000 characters including bibliography):
ReN symposium: no specific requirements.
Multimodal symposium: it is advisable to specify clearly the thematic orientations so as to best guide future individual submissions.
On-the-ground symposium: the scientific framework relating to this practical proposal should be described precisely. The proposal should also describe how the symposium will be organized.

Applied Linguistics perspectives on human-robot interaction in language education: possibilities and challenges

In recent years, digital technology has in many corners of the world shaped practices, contexts, and purposes of language use and learning. Along with technological development, social robots are increasingly commonly used as interactive tutors or guides in formal educational environments such as classrooms as well as in non-formal or informal settings such as museums (e.g. Belpame et al., 2018; Pitsch, 2020; Rollet & Clavel, 2020). Social robots, chatbots and virtual assistants like Siri have also made human-machine interaction a more visible part of our lives, one that may challenge our conceptualisation of language and participation.

As a field, Applied Linguistics is characterized by an analytical interest in the relationship between language(s) and real-life concerns, and a drive to contribute societally by identifying solutions to such concerns. This symposium aims at bringing together researchers interested in exploring robots and language(s) to discuss how Applied Linguistics can help to identify possibilities and challenges related to robots and robotic technology in everyday educational contexts. We invite presentations that report on on-going empirical work that addresses topics related to language use, learning and teaching in contexts where robots are used.

Today's robots come in many different forms, ranging from autonomous and programmable social robots such as Nao and Pepper to telepresence robots used as mobile video-conferencing devices such as Double, Ohmni and Ava. Interest in using robots such as these as tools in language education is steadily growing, as can be seen in the accumulation of studies in the field of Robot-assisted language learning (RALL) since the early 2000s. Existing RALL studies have explored a variety of topics(for an overview, see e.g. Randall, 2019), among other things, effectiveness of RALL (Kanda 2004; Lee et al. 2011), the use of robot tutors in L2 oral skills training (Vogt et al. 2019), and practices for resolving troubles in child-robot interaction (Honkalammi et al. 2022) and robot-mediated videoconferencing (Jakonen & Jauni, 2021; Liao et al. 2019). However, many research gaps still remain.

We welcome contributions focusing on a broad range of topics related to possibilities and challenges in using robots for language teaching and learning purposes. Individual presentations may focus on (but are not limited to) social, interactional and multimodal practices of robot use, users' and stakeholders' experiences and emotional responses to robots, learning outcomes from RALL activities, issues related to materials and curriculum design, ethical considerations, and theoretical Applied Linguistics perspectives on human-machine interaction.

References

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