



Emerging technologies and language learning and teaching

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Symposium format

- **Symposium Multimodal**

Symposium mode

- **Hybrid**

Sub-themes

- **LANGUAGE & TECHNOLOGY:** media, tools, digitals humanities, Natural Language Processing (NLP)

Short abstract in English:

This symposium aims to bring together cutting-edge investigations on emerging technologies and their implications for L2 acquisition and instruction. Emerging technologies such as mobile-assisted language learning, virtual reality, augmented reality, and game-based language learning, combined with artificial intelligence and big data, can support self-directed, experiential and autonomous learning (Li & Lan, 2021). This symposium welcomes theoretical contributions and empirical findings from learner behaviours and cognitive and affective processing contextualised within appropriate theoretical and developmental frameworks. A particular focus is placed on how research findings inform technology-based language pedagogies.

Argument:

Emerging technology can facilitate personalised, situated and kinesthetic learning in a way traditional classrooms cannot. Recent studies on virtual reality (VR), for instance, have shown that VR can lower foreign language anxiety (Kaplan-Rakowski & Gruber, 2021), enhance vocabulary acquisition (Alfadil, 2020), engagement (Jauregi et al., 2021), and offer authentic situations which can facilitate and shape. Similarly, recent research results show the value of AR for language learning (e.g., Parmaxi & Demetriou, 2020). There is a need to advance theoretical understanding of emerging technologies by examining the processes and efficacy on language teaching and learning.

Alfadil, M. (2020). Effectiveness of virtual reality game in foreign language vocabulary acquisition. *Computers & Education*, 153.



Kaplan-Rakowski, R. & Gruber, A. (2021). One-on-one foreign language speaking practice in high-immersion virtual reality. In Y. J. Lan, & S. Grant (Eds.), *Contextual Language Learning - Real Language Learning on the Continuum from Virtuality to Reality*, (187-202). Springer.

Jauregi-Ondarra, K., Gruber, A., & Canto, S. (2021). Pedagogical experiences in a virtual exchange project using high-immersion virtual reality for intercultural language learning. In N. Zoghalmi, C. Brudermann, C. Sarré, M. Grosbois, L. Bradley, & S. Thouësny (Eds), *CALL and professionalisation: short papers from EUROCALL 2021*, (pp. 155-160). Research-publishing.net.

Li P, Lan Y-J (2021). Digital Language Learning (DLL): Insights from Behavior, Cognition, and the Brain. *Bilingualism: Language and Cognition*, 1–18.

Parmaxi, A., & Demetriou, A. A. (2020). Augmented reality in language learning: A state-of-the-art review of 2014–2019. *Journal of Computer Assisted Learning*, 36(6), 861–875.