WCETR-2023

13TH WORLD CONFERENCE ON EDUCATIONAL TECHNOLOGY

BARCELONA - SPAIN

29 - 30 MARCH 2023 | UNIVERSITY OF BARCELONA

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PROGRAM BOOK

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13th WORLD CONFERENCE ON EDUCATIONAL TECHNOLOGY RESEARCHES (WCETR-2023)

ONLINE and FACE-TO-FACE
University of Barcelona, Facultats de Filsofia, Geografia i Historia
Barcelona, Spain
March 29-30, 2023

Program

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The Academic Event Group
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Prof. Dr. Jesus Garcia Laborda

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KEYNOTES

Prof. Dr. Huseyin Uzunboylu
Professor of Educational Technology
Member, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, **CYPRUS**
President, Cyprus Educational Sciences Association (Members of EERA & WERA)

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Keynote Title: "Internationalization in Higher Education"

Bio: Prof.Dr. Huseyin Uzunboylu he had completed high school at 20 Temmuz High School in Cyprus. In 1995, his higher education career began by winning the Anatolia University, Department of Communication and Planning on Education in Turkey. And after he had completed his preparatory education in one year and he has completed his undergraduate degree in 1991. Prof. Dr. Huseyin Uzunboylu has started his graduate education in Ankara University, the Department of Curriculum and Instruction in 1993 and graduated in 1995. He was accepted into the doctoral program in the same university, Educational Technology Department of Educational Sciences in 1995 and he has completed his PhD degree in 2002. In 2003, he became an Assistant Professor in the Department of Computer Education and Instructional Technology at the Near East University, he was an Associate Professor in 2005 in Ataturk Faculty of Education, and in December 2010, with respect to the members of juries he was appointed as a professor. After doctoral studies he started working at the Near East University, Faculty of Arts and Sciences Department of Psychology in 1996 and he taught courses that educational sciences and research methods. He coordinated of 'Pedagogy Certificate Program' which was conducted by the University from 1997 to 1999, and since he conducted Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he serves as a Dean of Faculty of Education. Since 23 October 2019, he is appointed to member of Higher Education Planning, Supervision, Accreditation and Coordination Board by President of North Cyprus (TRNC). Prof. Dr. Uzunboylu has five academic books published by Turkey's respected publishing firms; he has supervised five doctoral and 63 master's theses up to now. He has 103 high-level articles that searching by Web of Science (SSCI, SCI, SCI-Expanded, ESCI); He has 27 searching article and published papers are presented on the international or national conferences. He is editor-in-chief of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves as the boards of many journals referee within the searching in the Social Sciences Citation Index. Since 2004, he is taking place on the list as founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu has a major role.

Prof. Dr. Jesus Garcia Laborda
Dean of the College of Education

Universidad de Alcala, Spain

Keynote Title: "Why Does Economy Affect Education?"

Abstract: While most people ignore it, economy shapes most of the decisions we take in management and educational policies. Finding a balance between expenses and quality of education is usually a hard endeavor. However, what do usually know educators about these hard decisions we need to take frequently? This presentation analyzes the factors that have a potential effect in educational decision especially in relation to the development of the most humble sectors of the population.

Bio: Jesús García Laborda has a Master's in ESL (University of Georgia), a Master's in Comparative Language and Literature (University of Wisconsin), a Ph.D. in English Philology (Complutense University of Madrid) and a Ph. European in Didactics (Complutense University of Madrid). He has been an assistant professor at the University of Georgia and the University of Wisconsin. He has also been a Visiting Scholar at Penn State University and the University of Antwerp and has taught courses in Colombia, Lithuania, Cyprus, Turkey, and Brazil. He has been principal investigator in four R&D projects and participated in seven more. He has also directed five teaching innovation projects at the University of Alcalá and the Polytechnic University of Valencia. He was director of the Department of Modern Philology at the University of Alcalá (2016-19) and since 2019 he is Dean of the Faculty of Education at the same university. He is also Editor-in-Chief of the journals Global Journal of Foreign Language Teaching, Internal Journal of Learning & Teaching and co-editor of Computer Assisted Language Learning Electronic Journal (SCOPUS), as well as a member of the scientific committee or evaluator of another 15 impact journals (JCR/SCOPUS/ESCI). He is a specialist in language teaching, assessment, educational technology and bilingual education. He has published more than 85 articles indexed in SJR / SCOPUS / WOS https://www.uah.es/es/estudios/profesor/Jesus-Garcia-Laborda/

Dr. Miguel Zapata-Ros
Ph.D. in Computer Engineering.
Universidad de Murcia: Murcia, Murcia, Spain
Editor of Distance Education Journal (RED) (ESCI and Scopus)
Orcid: https://www.um.es/ead/mzapata/

Keynote Title: The generative "Transformer" AI systems, an opportunity for formative assessment? (The paper will be delivered in Spanish with simultaneous translation into English)

Abstract: There is increasing evidence that the statistical improvisations of programs such as ChatGPT produce apparently credible texts but have no support. The problem is not so much whether they allow fraud in projects and articles, as that they some responses are assumed as correct when are only the generation of "soulless" texts [without "beingness"] or just written without theoretical or empirical validation, which are accepted as uncritically true. Learning is not giving an account only through exams and projects, data or texts describing concepts or facts. According to the classics (Gagne, Merrill, Reigeluth), it requires features as understanding, attributing meaning, autonomously applying what has been learned and transferring it to different and changing environments.

For that reason, there must be a processes of interaction and feedback. In addition, if projects are in progress, they must, in the evaluation, be supervised in their realization, in the understanding and in the attribution of meaning that the apprentice makes.

All this constellation of ideas, methods and practices constitutes, in the context of instructional design, formative assessment. Formative assessment is continuous assessment + feedback. In this sense, there should be continuous evaluation activities that offer students formative feedback on their progress and/or to help them self-assess the development and quality of the design. Assessment for learning (commonly known as formative assessment) focuses on feedback for both teachers and students.

In a world where AI learns and outperforms us in a growing list of cognitive domains, *Beingness* is the ultimate domain of human intellectual endeavor and should be at the core of education. Moreover, formative assessment [formative assessment] must be an instrument to achieve this goal.

Bio: He is Honorary Professor of the *Department of Electromagnetism and Electronics* at the University of Murcia. Additionally, he is a member of the Information and Knowledge Engineering PhD program at the University of Alcalá and a researcher at the Interuniversity Institute of International Economics of the Universities of Alicante, Valencia and Jaime I of Castellón. Dr. Zapata got his PhD in Computer Science from the University of Alcalá, after getting his Master's Degree in Educational Theory from the University of Murcia and a BA in Mathematics from the University of Valencia.

His main job has been as a professor of Education, specialized in Mathematics. Currently, he is an international evaluator of the A3ES-Agência de Valiação e Acreditação do Ensino Superior de Portugal.His honored recognition has led him to become a Representative at the New York headquarters and Member of the International Council (Geneva headquarters) of the INTERNATIONAL COMMISSION ON DISTANCE EDUCATION which, since 2003, has consultative status with the UNITED NATIONS Economic and Social Council. Besides all these extraordinary achievements, Dr. Zapata is the Editor and founder of *RED Revista de Educación a Distancia* (WOS, Scopus indexed) since 2001. He has also authorized more than 200 publications on teaching, learning, ICT and on teaching and university policy in the Knowledge Society in refereed and indexed publications. He has been a visiting professor and advisor to universities in the US, UK, Uruguay, Argentina, Mexico, Chile, Colombia, Peru, Ecuador, Venezuela, Portugal, Turkey and Cyprus. Advisor to ANEP Uruguay and the Telefónica Foundation of Spain, Uruguay and Argentina, among others.And Advisor and technical adviser to the scientific journals of University Teaching and Law Education

All these merits in recognitions have gained him the recognition not only in the fields of eduation and technology, but he was also recognized by the Association of Ecuadorian University Faculties of Medicine which granted him its Recognition of Institutional Merit AFEME 2017

Dr. Ana Otto Canton
Universidad Complutense of Madrid, Spain

Keynote Title: "Formative Assessment in English Language Teaching and CLIL"

Abstract: In the last decades, educational institutions have moved onto more formative ways of assessing students' progress and abilities. However, for this formative turn to happen, teachers need a new look at their role, the best ways for students to take responsibility for their learning, and the best methods and techniques to do so. The main aim of this paper is to reflect on the differences between formative and summative, to identify the best formative assessment practices in EFL, and Content and Language Integrated Learning (CLIL), and to use summative tests in a formative way. The participants will be given practical examples, and there will be some time for questions and brief discussion at the end.

Bio: Ana Otto holds a degree in English Studies, a Masters' Degree in Teaching English as a Foreign Language, and a PhD in Modern Languages and Education for her research on assessment practices in Madrid bilingual sections. She currently teaches English and Didactics at Complutense University and supervises teaching practices and Masters' Thesis. She has wide experience in secondary education and Escuela Oficial de Idiomas as well as in higher education in numerous universities where she has taught in the degrees of English Studies, Translation, Education and several Masters' Programs of Bilingual Education. Her main research interests are Bilingual Education, Program Evaluation and Assessment.

Dr. Cristina Calle Martínez
Universidad Complutense of Madrid, Spain

Keynote Title: "Implementation of Active Methodologies in The Language Classroom"

Abstract: Immersed in the digital era and in the growing multilingual and multicultural reality in which we find ourselves, it is essential to update the methodology of every teacher in the educational field. Students are increasingly demanding and demand active and meaningful participation in their learning process. The objective of this study is to provide a description of the current landscape of methodologies and strategies applicable in Content and Language Integrated Learning in foreign languages. Based on the structure of a course that the author developed for the National Institute of Educational Technologies and Teacher Training (INTEF, Ministry of Education, Spain) (Mena and Calle, 2020), four main blocks are presented that will analyze (i) the theoretical basis of key concepts such as methodology, strategy and resource; (ii) group-based teaching methods such as Cooperative and Project-Based Learning along with Design Thinking; (iii) personalized learning strategies focused on the multilevel approach and the flipped classroom; (iv) strategies focused on games and reinforcement such as gamification and learning based on digital games. All blocks offer examples of good practice and practical resources, thus contributing to the much-needed methodological innovation in the language classroom.

Bio: Cristina Calle, PhD in English Linguistics, has been teaching at Complutense University since 2005, mainly focused on English for Specific Purposes, in the Faculty of Economics and Business Studies and the Faculty of Commerce and Tourism. Besides, she has also been part of the teaching staff at Camilo José Cela University (2010-2020), teaching in the Faculty of Social Sciences and Education in the area of Foreign Language, in the Master of International Education and Bilingualism, Master of Secondary Education as well as in the Degree of Infant and Primary Education. In addition, Professor Calle has had the opportunity to give training courses for teachers in bilingual secondary schools as a result of her studies on English teaching methodology, educational resources and new technologies used in the language classroom. Her extensive teaching experience has allowed her to participate as a speaker in more than 40 congresses on research and language teaching. Currently her teaching career is completed with her studies oriented to the role of teaching/learning English in the digital era, the application of information technologies in the university environment and strategies in integrated language learning.

PROGRAM
29/03/2023, Wednesday

IMPORTANT EVENTS

29.03.2023 08:30 – 09:00	**Opening Ceremony**	207

Session -1

TIME	TITLE	SPEAKER	HALL NAME
Keynote 1 29.03.2023 09:00 – 09:40	"Internationalization in Higher Education"	**Prof. Dr. Hüseyin Uzunboylu,** Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, CYPRUS	207

TIME	TITLE	SPEAKER	HALL NAME
Keynote 2 29.03.2023 09:40 – 10:20 Room 207	**"Why does economy affect education?"**	**Prof. Dr. Jesus Garcia Laborda**, Universidad de Alcala, Spain	207

10:20 – 10.35	Coffee Break

TIME	TITLE	SPEAKER	HALL NAME
Keynote 3 10:35 – 11:15	"The generative "Transformer" AI systems, an opportunity for formative assessment? (The paper will be delivered in Spanish with simultaneous translation into English)"	**Dr. Miguel Zapata-Ros**, Universidad de Murcia: Murcia, Murcia, Spain	207

TIME	TITLE	SPEAKER	HALL NAME
Keynote 4 11:15 – 11:50	"Implementation of Active Methodologies in The Language Classroom"	Dr. Cristina Calle Martínez, Universidad Complutense of Madrid, Spain	207

TIME	TITLE	SPEAKER	HALL NAME
Keynote 4 11:50 – 12:30	"Formative Assessment in English Language Teaching and CLIL"	**Dr. Ana Otto Canton,** Universidad Complutense of Madrid, Spain	207

12:30 – 13:00	**LIGHT LUNCH**

30.03.2023 14:40 Room 209	**CLOSING CEREMONY**

Session 1
29/03/2023, Wednesday
13:00 – 15:00
Room 207

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	The Mediating Role of Masculine Gender Role Stress on the Relationship between the EFL learners' Self-Disclosure and English Class Anxiety	Muhammed Kök; Adem Kantar, Ondokuz Mayıs University, Turkey; Erzurum Teknik Üniversitesi, Turkey
2	Arabisms in Spanish: historical background and semantic aspect	Leona Grigoryeva; Roza Zakirova; Roza Zakirova; Albert Yalaltdinov; Albert Yalaltdinov, Kazan federal (Volga region) university; Russian Federation
3	The role of framing on TikTok in the Johny Depp-Amber Heard Defamation Trial	Iman Mohamed Mahfouz, Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt
4	Autogenously Motivated Language Learning of EFL Learners	Husain Abdulhay, Iran, Islamic Republic Of
5	How plausible is the possibility of learning a second language using AI? - A case study on the acquisition of Mandarin via comparing reading spectrums	Yoke Lian Lau, University Malaysia, Malaysia
6	Assessing chatbot design and implementation in EFL through the Chatbot-Human Language Interaction Model (CLIM)	Jose Belda-Medina, University of Alicante, Spain
7	Using AR in EFL: influence on students´ motivation	Victor Marrahi-Gomez, University of Alicante, Spain
8	Teachers' Views on the Effect of Bilingual Education on Preschool Students' Language Development	Yesim Ustun Aksoy, Near East University, North Cyprus
9	What approach should be adopted for the teaching/learning of French as a foreign language?	Anass CHAHBI, Faculty of letters and human sciences, Tétouan, Morocco

15.00	**End of the day**

30/03/2023, Thursday
Session 2, 11:00 – 12:30
Room 209

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	Science sells: A multimodal discourse analysis of selected skincare e-advertisements in Lazada and its discursive production of science	Daniel Earl Decena Juanga, University of Santo Tomas, Philippines
2	Investigating assessment literacy of pre-service English language teacher-educators	Erkin Mukhammedov; Kamola Muradkasimova, Westminster International University in Tashkent; Uzbekistan State University of World Languages, Uzbeskistan
3	Information Literacy as a Tool of Empowerment: The Case of Freshman Students	Randa Bou Mehdi, American University of Sharjah, United Arab Emirates
4	Continuing Professional Development (CPD)	Mary Sebastian, 21 K school, India
5	The relationship between academic reading attitude and reading achievement mediated by engagement and emotions	Amin Jorjani, Iran, Islamic Republic Of
6	The Second Language Learner in a Pandemic Context	Gregory Rodney MacKinnon; Tyler MacLean, School of Education Acadia University Nova Scotia, Canada; Henan Experimental School, China
7	A Metaphorical Analysis: Prospective EFL Teachers' Perceptions on the Concept of "Technology"	Serpil Uçar, Tokat Gaziosmanpaşa University, Turkey
8	What did the APTIS bring and what has happened to it? The BRITISH COUNCIL REF. APTIS-2015-01 project	Jesus Garcia Laborda, Universidad de Alcala, Spain
9	Teacher's Role and EFL Learners' Performance: Learners' and Teachers' Perspectives	Zahra Mosalli, Mehdi Ghasemi, Ayaz Sepehri Rad, Mohaghegh Ardabili University, Iran

12:30 – 13:00	LIGHT LUNCH

Session 3
13:00 – 15:00

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	Initial Value Problems: a Didactic Tool in Evolution	Marta Graciela Caligaris; Georgina Beatriz Rodríguez; Lorena Fernanda Laugero, Universidad Tecnológica Nacional, Argentina
2	Vocabulary Acquisition: What remained after forgotten?	Zeynep Nesrin Coskun, Bahcesehir University, Turkey
3	Peer Learning Chain	Amal Al-Ibrahim, King Saud University, Saudi Arabia
4	A technology-based cognitive training for individuals with ASD and ID: A pilot study	Evangelia Georgoula; Eleni Koustriava, University of Macedonia, Greece
5	HyFlex learning in higher education: what is the conceptual model for realizing equitable learning?	Ridwan Daud Mahande; Nurul Mukhlisah Abdal, Universitas Negeri Makassar, Indonesia
6	Gender Equality in the Workplace Post-COVID	Ruth Z Hauzel; Tanuja Pattnaik, GITAM University; EFL University, India
7	A Meta-synthesis Research: An Investigation of Studies on Turkish Pre-service EFL Teachers' Technological Pedagogical Content Knowledge (TPACK) Competencies	Serpil Uçar, Tokat Gaziosmanpaşa University, Turkey
8	A Metaphorical Analysis: Prospective EFL Teachers' Perceptions on the Concept of "Technology"	Serpil Uçar, Tokat Gaziosmanpaşa University, Turkey
9	Formation of creative speaking skills of primary school students in teaching English	Sholpan Kalbergenova, Jesus Garsia Laborda, Universidad de Alcala, Spain

15.50 – 16:00	Closing Ceremony