

Circles 2022

The Future of Language Education
in an Increasingly Digital World:
Embracing Change

**BOOK OF
ABSTRACTS**



Porto, Portugal | 15-17 September 2022

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CercleS 2022

The Future of Language Education in an Increasingly Digital World: Embracing Change

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DESIGN

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DOI

<https://doi.org/10.34630/20753>

ISBN

978-989-33-7063-6

September, 2022

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KEYNOTE SPEAKERS

Language teaching and learning in the post-pandemic era: Where now?

Joseph Hopkins

Universitat Oberta de Catalunya, Spain

Since the mid 1990s, the Internet has revolutionized language teaching and learning. More recently, the COVID-19 crisis has served as a further catalyst, forcing educators to completely rethink the way language teaching is conducted. In this talk, I will provide an overview of how online language teaching and learning has evolved over the years. Based on the results of a survey sent to language teachers in Catalonia, I will then discuss how they stepped up to the sudden challenge of emergency remote learning (ERT) during the initial phase of the pandemic. I will follow this with an exploration of their “post-ERT” reflections regarding the opportunities and limitations of teaching online, as well as their continuing professional development needs. Finally, I will conclude by considering what the future may have in store for university language centers, in terms of online language teaching, learning, and assessment.

Bionote: Joseph Hopkins has over 30 years of experience as a language teacher and teacher trainer. In 2001 he joined the Universitat Oberta de Catalunya (UOC), an all online institution, where he is currently the Director of the Centre for Modern Languages. Since 2008, he has also been involved in various projects financed by the European Centre for Modern Languages (ECML) aimed at training language teachers to successfully implement technology in their teaching, and is currently a coordinator of ICT-REV, an ECML Training and Consultancy initiative. For these projects, he has traveled to numerous countries throughout Europe to deliver teacher development workshops centering on technology. In addition, he has been involved in the development of the Inventory of ICT Tools, a resource aimed at language professionals that wish to utilize technology in their teaching. His main areas of interest are web-based language teaching and learning, language teaching management, ICT training for language teachers, and computer-mediated communication.

Embracing change in language education: dealing with new landscapes

Manuel Célio Conceição

University of Algarve, Portugal

Language education has assumed different status and functions to, among others, facilitate mobility, employability, and internationalisation. Usually, the instrumental character of languages is privileged over their essential, identity and cultural value. In times of vertiginous societal changes, caused by digitalization and by the dichotomy the use of lingua franca versus promotion of different linguistic diversities, we propose to reflect on the impact of changing language landscapes on representations of languages, on changes in their curricular spaces and on the definition of language teaching/learning and assessment methodologies, as well as on the definition of language policies. Multilingual contexts and landscapes, having physical, hybrid or virtual nature, created by digitalization, drive a new concept of language, the definition of almost "tailor made" teaching measures, the emphasis on the relationship between language and knowledge

and the definition of linguistic sensitivity approaches, among others. We will discuss these changes, within a framework of needed multilingual awareness and depending on the required multilingual competence of teachers and learners.

Bionote: Manuel Célio Conceição, PhD (language sciences), is an associate professor with tenure at the University of Algarve. Among many other positions and functions at the University of Algarve, he was pro-rector of the University and director of the Faculty of Human and Social Sciences. He was vice-president of the European Language Council between 2013 and 2015 and then president between 2015 and 2017, he is currently president ex officio. He is the representative of CEL/ELC at European Alliance for Social Sciences and Humanities (EASSH). Member of the scientific committee of the Panlatin Terminology Network (REALITER), of the International Association of Linguistics of Portuguese (AILP) and a member of the board of the Observatory of Terminology and Linguistic Policies at the Catholic University of Milan. He is also a member of scientific commissions of several specialized journals as Sustainable Multilingualism, European Journal of Language Policy, TRADTERM, Polissema, Plaisance, L'analisi linguística e letteraria, Linguarum arena, Sciences de l'homme and evaluator of and research projects in agencies / foundations in several European countries and European programs.

Internationalisation, change and language education – exploring pitfalls and successes

Kris Van de Poel

University of Antwerp, Belgium

Tobie van Dyk

North-West University, South Africa

Over the past decades, educational practitioners, managers and planners have been required to consistently rethink and rework policies and practices, as well as mindsets, in terms of skills development, knowledge creation and the ways in which to approach them. According to Marlina (2013) this is “[i]n response to the postmodern globalisation era characterised by porous geographical boundaries allowing ideas, people, services, and goods to move rapidly across borders”. Consequently, internationalisation has become an increasingly important feature of higher education. It is, however, no longer considered an end in itself, but it is deliberated as a means to an end with the ultimate goal to improve the quality of research and innovation, as well as teaching and learning. In this presentation, we will explore some of the benefits and challenges associated with internationalisation at institutions of higher education. This will include a specific focus on developing intercultural knowledge in language education and training, and how to apply it for the greater good so that it contributes towards social justice: equity, access, participation, and the rights associated with it. We will present two case studies: Medics on the Move (a European project) and Write It (an African project) where we will showcase the foundations of change in a global educational context, including pitfalls and successes. In doing so, we will consider topics such as multidisciplinary work and capacity building, but also monetary benefits (shared income and expenses). We will address student and staff mobility as well as profiling and networking value. Ultimately, and importantly, we will discuss (i) teaching and learning artefacts and products, i.e., curricula, quality assurance and benchmarking, and (ii) increased and focused research

output. Despite all our efforts and good intentions “many scholars argue that the internationalisation of education is still far from a reality. Even if it has been implemented, it will often be monocultural-chauvinistic, parochial, imperialistic, and profit-driven”(Marlina, 2013). In conclusion, as reflective and responsible practitioners, we will contemplate how we can guarantee that internationalisation in language education indeed contributes to the greater good, i.e. how a focus on change as provoked by internationalisation can benefit language education in general as well as in very specific contexts where social justice is a necessity.

Bionotes: **Kris Van de Poel** is one of the founding members of CERCLES, former director of the Centre for Language and Speech and vice-rector for internationalisation at the University of Antwerp in Belgium. She is an applied linguist by training and has published numerous papers in scholarly journals as well as books and course materials on language acquisition and development. She has been the project leader of over 100 international innovation projects (many European funded) on language learning in a wide variety of professional contexts and diverse settings. She is, among others, a member of EFNIL—the European Federation of National Institutions for Language. As the Secretary General of the Taalunie she is heavily engaged in language policy challenges.

Tobie van Dyk is the former director of the School of Languages at North-West University in South Africa, prior to which he was the head of the language acquisition and development unit at Stellenbosch University’s Language Centre. Currently, he is leading the Centre for Academic and Professional Language practice at NWU. As an applied linguist by training, he has published numerous papers in scholarly journals as well as books and course materials on language acquisition and development, some of these used across the globe. He has an extensive network in South Africa where he initiated and leads several language related projects. Some of these also involve international partners, mainly in Belgium and The Netherlands. He received an Erasmus Mundus grant to complete a post doc in The Netherlands. He is a member of AILA, LTRC and IATEFL.

Kris and Tobie’s collaboration dates back to 1996. In the past 25 years they have researched and developed several applied linguistic products in response to diverse language learning needs in both South Africa and a range of European countries. As applied linguists, their research is needs-driven and always aiming at alleviating language problems arising in specific social contexts.

Round Table: Quo vadis CercleS? Future challenges

At this multilingual dynamic Round Table, we will discuss the future challenges of CercleS in English, French, Spanish and Portuguese.

A simultaneous translation into English will be provided.

Main moderator: Ruth Tobias (FU Berlin, AKS)

Interviewees: María del Carmen Arau Ribeiro (ReCLeS); Tom Grainger (RANACLES); Juana Sanmartín Vélez (ACLES), Chaya Fischer (Assoc member); Nina Pilke (FINELC).

First respondents (fishbowl)

Maike Engelhardt (AKS), Catherine Xiang (AULC), Cesare Zanca (AICLU), Libor Štěpánek (CASALC CZ), Sylvia van der Weerden (NUT), Anna Król (SERMO), Elisabeth Paliot (SSH-CHES).

Public (moderated interaction) | Feedback

David Little (honorary member, former CercleS president)

Sabina Schaffner (current CercleS president)

FOCUS GROUPS

AUTONOMY

Dimensions of language learner autonomy and their development

Giovanna Tassinari

Freie Universität Berlin, Germany

Justine Paris

Université Paris Cité, France

In this workshop, we will discuss the essential dimensions of *language learner autonomy* - that is the capacity to take control of one's own learning process. We will share our personal experience on practices focused on enhancing autonomous learning in the classroom, in self-access learning centers and beyond. We will also illustrate the aims of the Focus Group and the next steps to take in order to clarify our understanding of autonomy and how to foster it in our institutions.

TESTING AND ASSESSMENT

Aligning teaching and assessment at university language centres: How to assess mediation skills

Johann Fischer

Georg-August-Universität Göttingen/ZESS, Germany

The Council of Europe's CEFR Companion Volume (2020) emphasises that language programmes need to focus on the aims and objectives of the learners. The learners should be considered as social agents who take an active role in classroom activities. These classroom activities need to focus on the respective modes of communication (reception, production, interaction and mediation) and their underlying aims. The revised CEFR descriptor databank has been restructured according to the corresponding modes of communication, instead of focusing on the four language skills. In university contexts, with the publication of the CEFR Companion Volume, mediation has become a key aspect of discussion and has become the main focus in the development of classroom activities, in which learners are invited to co-construct concepts.

This development has an important impact on assessment, as assessment now needs to be aligned to teaching and learning; assessment tasks should therefore reflect at the same time authentic situations of communication in real life and correspond to tasks carried out during the respective language course. In assessment, we therefore need to rethink the design of our examinations and the individual tasks, and develop mediation tasks that reflect the learners' future realistic situations of communication.

In this workshop we will discuss the structure and design of meaningful mediation tasks for assessment at different CEFR levels and develop sample exam tasks. Participants are invited to share their experience and expertise, take responsibility for future project activities of our Focus Group and contribute to the paradigm shift initiated by the CEFR Companion Volume.

LEADERSHIP AND MANAGEMENT

Coping with hybrid work and leadership

Mark Critchley

Durham University, UK

Sabina Schaffner

Language Centre of UZH and ETH Zurich, Switzerland

The pandemic has challenged common practices of leadership and management when remote teaching and the home office became the new reality. In the meantime, we have learnt that the hybrid office and, in some cases, ongoing remote teaching will remain with us in the new post-pandemic reality. At the same time, the pandemic experience has had an impact on staff's expectations of their workplace and of their leadership.

Thus, language centre managers in higher education institutions need to develop new formats of collaboration and leadership that meet these expectations and at the same time allow them to take into account both institutional need and restrictions as well as their own leadership aspirations and values.

Starting from the leadership-related statements in the CercleS Guide to University Language Teaching, which was developed on the basis of the CercleS survey "Impact of the Covid-10 pandemic on Language Teaching in Higher Education" and follow-up workshops (to be presented at the CercleS 2022 Conference), and some impulses in hybrid leadership research, we will gather challenges and discuss room for maneuver for our own leadership practice. The aim of the meeting is to be able to take home impulses for our own leadership practice in the reality determined by new parameters and to develop ideas for further focus group activities.

LANGUAGE POLICY AND INTERNATIONALISATION

Transitioning from Language Policy to Internationalisation Policy

Tom Grainger

Aix-Marseille University, France

The aim of this meeting is to adapt the language policy focus group to the new reality of massive internationalisation in higher education across Europe. The apparent benefits of internationalisation may also hide costs which directly impact our language centres as well as linguistic diversity. This meeting will be the starting point which will hopefully lead to a Cercles position statement on this topic which is changing the face of higher education in Europe and across the world. We will need to establish an agenda for the group, choose a focus group leader and plan future meetings.

An abstract graphic composed of numerous thin, light blue lines that form a complex, three-dimensional wireframe structure. The lines curve and intersect to create a shape that resembles a stylized, elongated funnel or a series of overlapping, curved planes. The overall effect is one of dynamic movement and geometric complexity.

ORAL PRESENTATIONS/ WORKSHOPS/ POSTERS

ORAL PRESENTATION

A Certificate for Language Teachers in Higher Education: AKS-FOBIcert®

Sigrid Behrent

Zentrum für Sprachlehre, Universität Paderborn, Germany

Gunter Lorenz

Sprachenzentrum, FAU Erlangen-Nürnberg, Germany

As in other European countries, the qualification profiles of language teachers in higher education at German universities are very diverse: those who are native speakers of the language they are teaching might not have a teaching degree, but one in, e.g., economics or natural sciences – others may hold a BA or MA in philology. While language teachers in primary and secondary education go through teacher training preparing them for the pedagogical aspects of their work, there is nothing comparable preparing for the challenges of language teaching at tertiary level. To offset this deficit, many language centres in Germany have begun to offer their own CPD training workshops, resulting in manifold certificates of participation to be used in application procedures, for example. At the receiving end, the status and quality of these certificates has always been difficult to assess. This situation gave rise to the creation of AKS-FOBIcert® – a certificate which serves as a framework for the various training programmes and workshops available and makes them visible to language teachers all over Germany. With FOBIcert, language centres can publish their workshops on one common platform, as well as profit from each others' programmes and trainers. Teachers participating in workshops may 'collect' training hours in five different fields in order to reach one of the three certificate levels (Basic, Professional, Expert).

As FOBIcert (introduced in 2014) might serve as a model for other countries, we would like to discuss the past and on-going development of the certificate, the role and usefulness of our certificate platform, as well as potential co-operation beyond the present range of the certificate (i.e. members of AKS). We would also like to explore the challenges and opportunities that lie in such an extension.

Keywords: teacher training, higher education, certificate

Bionotes: **Sigrid Behrent** studied French and English and holds a PhD in French linguistics. She has been teaching at university level for 20 years and has worked as the director of the language centre of Paderborn University since 2007.

Gunter Lorenz holds a PhD in Applied English Linguistics and has been teaching at university level for 30 years. He currently works as the director of the language centre at *Friedrich-Alexander-Universität Erlangen-Nürnberg*. Together (and with the support of the German national association AKS) they built up the AKS certificate for 'good language teaching in higher education'.

ORAL PRESENTATION

A multi-disciplinary use of critical incidents: a didactic model

Dagmar Siegllová

ŠKODA AUTO University, Czechia

Critical incidents (CI) represent memorable situations from an individual's life that contribute to the formation of an individual's future decisions, behaviors and actions. Since the WW2, CIs were used in varied professional settings, including the army, navy or aeronautics during the WW2 mainly to analyze job performance and measure proficiency in varied positions. Later, their use spread to other areas, such as dental medicine or counselling psychology to manage human behavior or to professional settings, such as business, to improve recruitment and leadership. Lately, CIs were further adopted to facilitate intercultural dialogue and are also used in education for teaching and training purposes. This study examines their wider didactic use in higher education accelerating the students' personal growth using a developing database of digitalized CIs as case studies for multiple purposes across disciplines.

This study is a part of a longitudinal project conducted at a private university specializing in economic, management and business administration since 2016 with Master's degree students of Business English in a module focused on management. Using CIs in the form of written narratives from a database categorizing the CIs according to varied themes and professional areas, this study introduces a sequential didactic model for a multi-disciplinary use. Upon a written report, in which the students provide a description, analysis, reflection, and evaluation of the event, the CIs are shown as a potent resource for class activities involving discussion, argumentation, problem-solving, decision making, or developing strategies. As such, they can be applied not only in language education but also across other professional subjects as a tool to develop or boost a complex skill set including foreign language and communication skills, as well as the wide set of key competencies applicable in the world of the current time social reality.

Keywords: critical incidents; didactics; language education; key competences; personal growth; human resource management

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Bionote: **Dagmar Siegllová** completed her graduate degree in intercultural communication at the Graduate School of Education at the University of Pennsylvania, US and her doctoral degree in applied linguistics at the Charles University in Prague, Czech Republic. She currently works as an assistant professor at ŠKODA AUTO University in Mladá Boleslav, Czech Republic. She teaches English for professional purposes, diversity management, and intercultural marketing. She specializes in teaching and language learning methodologies.

ORAL PRESENTATION

(An example of) Institutionalised autonomization of language learning in a French language centre

Anne Château

CRAPEL - ATILF Université de Lorraine & CNRS, France

The Lansad¹ UFR (Language centre teaching to 'non-specialist' students) was created in 2014 at the University of Lorraine in France. The process leading to its creation after the four Lorraine universities merged in 2012, was led by a handful of teachers and researchers in French as a Foreign Language and Lansad, from the pre-existing teams of the previous Lorraine universities (Molle et al., 2019). It was the result of reflection and didactic expertise, which convinced the University's political authorities. After undergoing evolutions and transformations, the newly created structure positioned itself as a policy maker in language teaching. It was indeed asked by the university authorities to propose a training model that could be applied to all Lansad students. This training model, or framework, involves blended learning systems that emphasise the concepts of self-directed learning and autonomy, and give a central role to the EDOLang platform and the self-access centres, "part of the research and practice on learner autonomy [being] situated in self-access language learning settings" (Chateau & Tassinari, 2021: 53). After a brief history of the creation of the UFR, the presentation will focus on this model, inspired by research carried out within the CRAPEL team (Holec, 2000, Guely et al., 2021). It will also describe how the model is the result of the dissemination of innovative training courses implemented through action research over the last ten years (Chateau & Zumbihl, 2010 & 2012, Chateau & Bailly, 2021). Furthermore, the presentation will explain how the institutional recognition of this training framework illustrates the need to promote a strong link between research and training. It might inspire other Language centres wishing to transform their teaching models.

¹ Langues pour Spécialistes d'Autres Disciplines

Keywords: Blended learning systems ; Autonomy ; Lansad (Langues pour Spécialistes d'Autres Disciplines)

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Bionote: Anne Chateau is CercleS General Secretary. She has worked in a French university context for 30 years. She was the first director of the 'UFR Lansad' at the University of Lorraine from 2014 to 2019. She is a member of the CRAPEL research team. Besides ESP, her research interests have focused on blended language learning systems, as well as language learning with ICT for many years. The conception of such learning systems, and their contribution to learners' autonomization were the subject of several of her publications and led to the development of a language learning environment called [EDOLang](#).

ORAL PRESENTATION

An interdisciplinary approach to teaching and learning multilingual advocacy

Eeva Boström

Centre for Language and Communication Studies, University of Turku, Finland

Riitta Koskimies

Centre for Language and Communication Studies, University of Turku, Finland

Alongside technological developments, language teaching in higher education of business communication must constantly question the multilingual skills our students need academically and vocationally for a career in international business, as English only is not enough. (Angouri & Miglbauer 2014.) Multilingual courses at Turku School of Economics (TSE) are created based on the results of the Pluriling-study. (Schlabach 2016.)

The multilingual course Communication in Public Affairs is interdisciplinary, combining the learning of business communication in Finnish with French as a foreign language. The course is a part of two study modules at TSE: Trade Policy and Responsible Business. The purpose of this paper is to study the effectiveness of the methods used in the course.

This study belongs to the research tradition of LSP and multilingualism. It is situated in the context of CBI (Content-Based Instruction) (Lightbown 2013) and CLIL (Content and Language Integrated Learning) (Dalton-Puffer, Nikula & Smit 2010). It focuses upon the substance of both advocacy (knowledge and communication) and multilingualism as well as the acquisition of French. Multilingualism is the object and the method of learning.

The study is conducted as the first stage of a project aiming to investigate the relevance and usefulness of content-based study modules in multilingual learning and has a twofold focus. Firstly, the effectiveness of multilingual tasks of FOS (français sur objectifs spécifiques) in the students' written reflections during the course. Secondly, the learning outcomes based on the students' written summaries of guest lectures. Hargie's five dimensions of communication competence are used for content analysis. (Trenholm & Jensen 2013.)

The analysis of the results focuses on the connection between the teaching methods and the outcome of students' learning. A key question for further research is the development of methods for multilingual interdisciplinary courses.

Keywords: advocacy, communication skills, learning methods, multilingualism, public affairs

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Bionotes: **M.A., DEA Eeva Boström** works as senior lecturer in French Language and Business Communication. Her fields of interest are the research of multilingualism in international business communication and emotions in language learning. She has worked with the development of new teaching methods for multilingual language courses at university level. She has taught plurilingual courses since 2007.

M.A., eMBA Riitta Koskimies works as senior lecturer and researcher, teaching and researching communication in business and economy. She has a master's degree in communication from the University of Jyväskylä and in business studies from Turku School of Economics. She has a long experience as an influencer in politics and election campaigns. She has written actively on higher education matters.

ORAL PRESENTATION

Apprentissage du FLE, inclusion et accessibilité numérique pour les personnes aveugles et malvoyantes : le cours pilote AudioFLE : viens avec nous!

Silvia Domenica Zollo

Università degli Studi di Napoli Parthenope, Italy

Dans le domaine des Environnements informatiques pour l'apprentissage humain (EIAH), de nombreuses ressources numériques sont aujourd'hui à la disposition des enseignants pour faciliter l'apprentissage des langues étrangères et pour répondre plus particulièrement aux besoins éducatifs et linguistiques d'élèves en situation de handicap ou de difficulté (Cnesco 2016; Ebersold 2017).

Notre réflexion s'inscrit dans le cadre du projet d'envergure 'Les humanités numériques appliquées aux langues et aux littératures étrangères' de l'Université de Vérone, dans le but de tester des méthodologies d'enseignement et des outils d'inclusion numérique innovants (i.e. Blackboard Ally.io et ReadSpeaker) destinés à optimiser le processus d'apprentissage des langues étrangères par des étudiants en situation de difficulté, à l'intérieur d'un environnement numérique d'apprentissage (i.e. MoodleExt). Plus spécifiquement, l'objectif de notre recherche est d'interroger l'opérationnalité inclusive de ces outils, c'est-à-dire leur capacité à contribuer à l'accessibilité linguistique et pédagogique universelle (CRDPH, ONU 2006), dans le cadre d'une expérimentation consistant dans la conception d'un cours pilote de Français Langue Étrangère (FLE) accessible aux étudiants aveugles et malvoyants, qui s'est déroulé entièrement à distance au cours de l'année 2021.

Prenant appui sur la littérature scientifique préexistante au niveau national et international à propos des TICE en termes d'accessibilité numérique et linguistique, nous présenterons les différentes phases de la recherche, du recueil qualitatif et quantitatif des données (entretiens socio-ethnographiques, profil des participants, questionnaire, etc.), de la réalisation du cours pilote aux premiers résultats issus de l'expérimentation, afin d'apporter quelques pistes de réflexion et des préconisations visant à améliorer les conditions d'apprentissage. À cette fin, la méthode choisie a consisté à construire un modèle d'analyse sous la forme d'un schéma heuristique destiné à cartographier l'espace didactique numérique concerné et les caractéristiques de deux logiciels impliqués, à l'aide d'un repère constitué par le croisement de deux axes à notre avis fondamentaux: celui de la didactisation du FLE et celui de la compensation/accessibilité. L'usage de ces logiciels au regard de leurs enjeux et de leurs logiques internes a fait émerger d'un côté l'axe dynamique de leur opérationnalité inclusive; de l'autre, leurs limites techniques qui ont obligé les étudiants à mettre en œuvre des stratégies d'apprentissage différentes pour pallier le manque de vision.

In the field of Computer Environments for Human Learning (CIEL), many digital resources are now available to teachers to facilitate foreign language learning and to address more specifically the educational and linguistic needs of students with disabilities or difficulties (Cnesco 2016; Ebersold 2017). In this contribution, we will present a didactic experiment consisting in the design of a pilot course of French as a Foreign Language (FLE) accessible to blind and visually impaired students, which took

place entirely at a distance during the year 2021 using two innovative digital inclusion tools (Blackboard Ally.io and ReadSpeaker). Based on the pre-existing national and international scientific literature on ICT in terms of digital and linguistic accessibility, we will present the different phases of the research (qualitative and quantitative data collection; socio-ethnographic interviews, profile of participants, questionnaire; implementation of the pilot course; first results) and the chosen method, to provide some food for thought and recommendations aimed at improving the conditions for inclusive learning.

Short Summary

In the field of Computer Environments for Human Learning (CIEL), many digital resources are now available to teachers to facilitate foreign language learning and to address more specifically the educational and linguistic needs of students with disabilities or difficulties (Cnesco 2016; Ebersold 2017). In this contribution, we will present a didactic experiment consisting in the design of a pilot course of French as a Foreign Language (FLE) accessible to blind and visually impaired students, which took place entirely at a distance during the year 2021 using two innovative digital inclusion tools (Blackboard Ally.io and ReadSpeaker). Based on the pre-existing national and international scientific literature on ICT in terms of digital and linguistic accessibility, we will present the different phases of the research (qualitative and quantitative data collection; socio-ethnographic interviews, profile of participants, questionnaire; implementation of the pilot course; first results) and the chosen method, to provide some food for thought and recommendations aimed at improving the conditions for inclusive learning.

Keywords: FLE (Français Langue Étrangère), accessibilité numérique, inclusion, TICE, personnes aveugles et malvoyantes

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Bionote: Silvia Domenica Zollo est PhD Doctor Europæus et chercheuse en langue et linguistique françaises à l'Université de Naples Parthenope. De 2018 à 2021 elle a été enseignante-chercheuse en langue et linguistique françaises auprès du Département des Langues et Littératures Étrangères (Département d'Excellence - MIUR 2018-2022) à l'Université de Vérone.

Ses axes de recherche portent sur la linguistique de corpus et les humanités numériques appliquées à la lexicologie et la lexicographie spécialisée et à l'enseignement/apprentissage du FLE en contexte universitaire. En outre, elle mène des recherches sur les stratégies et les pratiques inclusives de didactisation du FLE chez les apprenants aveugles et malvoyants dans des contextes d'apprentissage numérique accessible (Projet: DH-Didattica-Univr).

ORAL PRESENTATION

« Being plurilingual is a gift we make to ourselves. » : amener les étudiants à valoriser et développer leurs compétences plurilingues et pluriculturelles

Kateřina Sedláčková

Masaryk University Language Centre, Czechia

La publication du Volume complémentaire du CECR en 2018 aussi bien que les politiques d'internationalisation ont définitivement ancré le plurilinguisme dans l'univers de l'apprentissage des langues. Néanmoins, plusieurs recherches (Peyer, Kaiser & Berthele 2010) démontrent que le fait d'être plurilingue n'implique pas automatiquement l'usage efficace du répertoire linguistique ce qui nécessite la mise en place des approches innovantes et transversales pour développer des méthodologies favorisant l'apprentissage des savoir-faire et des savoir-être plurilingues.

La communication se propose d'examiner l'efficacité des procédés didactiques mis en œuvre dans le cours en ligne asynchrone (sur la plateforme d'apprentissage Moodle) intitulé International Communication and Interaction: Play with Languages! dispensé aux étudiants de quatre universités (OTH Regensburg, Université libre de Bruxelles, CY Cergy Paris université et Université Masaryk) dans le cadre du projet Erasmus+ BIP (Blended Intensive Programme) orchestré par l'Université Masaryk. L'objectif du cours est d'amener les étudiants à se familiariser avec les stratégies plurilingues et à développer leur répertoire linguistique dans une communauté pluriculturelle et plurilingue. Le concept du cours ciblant six langues (allemand, français, italien, espagnol, portugais, tchèque) va au-delà des schémas d'intercompréhension classiques (Blanche-Benveniste 1997) qui fonctionnent au sein des familles de langues individuelles. Les activités se focalisent sur la complémentarité des langues dans l'apprentissage (Piccardo, Germain-Rutherford, & Lawrence 2021), le développement de la conscience métalinguistique et de la capacité d'utiliser de manière proactive les langues familières pour comprendre de nouvelles langues. Ainsi, la notion de répertoire linguistique (Volume complémentaire du CECR 2018) devient le pivot du cours et les étudiants sont guidés à l'utiliser le plus efficacement possible.

L'analyse des dispositifs pédagogiques et didactiques est effectuée à partir des productions langagières des participants et leurs écrits autoréflexifs.

Short Summary

The presentation proposes to examine the effectiveness of the didactic processes implemented in the asynchronous online course International Communication and

Interaction: Play with Languages! offered to students from four universities (OTH Regensburg, Université libre de Bruxelles, CY Cergy Paris university and Masaryk University) as part of the Erasmus+ BIP (Blended Intensive Programme) project orchestrated by Masaryk University. The objective of the course is to help students become familiar with plurilingual strategies and to develop their linguistic repertoire in pluricultural community. The course targets six languages and goes beyond the classical intercomprehension schemes (Blanche-Benveniste 1997). Activities focus on the complementarity of languages in learning (Piccardo, Germain-Rutherford, & Lawrence 2021) and the development of metalinguistic awareness. Thus, the notion of linguistic repertoire becomes the pivot of the course. The analysis of the pedagogical and didactic devices is carried out from the linguistic productions of the participants and their self-reflective writings.

Keywords: compétences plurilingues et pluriculturelles; répertoire linguistique; intercompréhension; conscience métalinguistique; médiation inter-langues

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Bionote: **Katerina Sedlackova** is Assistant Professor and Deputy Director for Research of the Masaryk University Language Centre. She teaches Academic Skills in French for Social Science and French for Law, her main research interests focus on the area of plurilingual competence, learner motivation and autonomy. She is editorial board member of CASALC Review, peer-reviewed journal of the Czech and Slovak Association of Language Centres and co-editor of the books *Videoconferencing in University Language Education* (Munipress, 2018) and *The Teacher's role in Developing Learner Autonomy* (Candlin & Mynard ePublishing, 2020).

ORAL PRESENTATION

Beyond classroom - Developing a YouTube Channel for Chinese Teaching and Learning

Catherine Xiang

LSE Language Centre, UK

Due to the impact of COVID-19, new trends and ongoing development in the language education have emerged. The lockdown and pandemic forced many universities around the world to respond to how to provide good education and valuable experiences to students remotely. This paper aims to provide a narrative of the establishment and development of a YouTube channel for innovative teaching and learning beyond classroom settings.

Much past research (Luo & Yang 2016, Wang 2015, Vanderplank 2010) have looked at the impact of video teaching, both from a production perspective as well as an application perspective. Terantino (2011) specifically examined how less commonly taught languages were taught on the platform of YouTube. However, limited research examines the experiences and developmental stages of launching a brand new Youtube channel from scratch. The paper will address several key areas for teaching Chinese via YouTube, including: 1) the technology and rationale of the branding; 2) the themes and choices of playlists; 3) the ongoing development process of the channel. Furthermore, the paper will discuss the ongoing reflection of the course/video producer and educator herself, providing real insights from a teacher's as well as viewers' perspective on teaching via social media.

Finally, the paper will highlight the opportunities and challenges for teaching via social media, which is a growing trend due to Covid-19. It will offer suggestions on future integration of the learning experiences in and beyond the classroom. It argues for possibilities of both independence as well as integration of different teaching settings and contexts.

Keywords: Digital world; YouTube; Chinese language; Morphology; Teacher reflection

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Wang, Z., (2015). An analysis on the use of video materials in college English teaching in China. *International Journal of English Language Teaching*, 2(1), pp.23-28.

Bionote: Catherine Xiang (med, PhD) is an established author and applied linguist with rich experience in the higher education as well as high profile consultancy industry to businesses that wish to engage with China. She is head of east asian languages at London school of economics, programme director for BSc international relations and chinese; as well as UK director for LSE Confucius institute for business London. Originally from Shanghai, she is skilled in intercultural communication, translation, foreign languages,

lecturing, tv and public speaking. She is also an expert in elearning and innovation in language learning. Her recent publications include 'mastering chinese – a complete textbook for beginners', 'audio-visual media in language education', 'trends and developments for the future of language education' and 'China ready – chinese for tourism and hospitality'. In addition to her roles at LSE, she is an executive member of the british chinese language teaching society, a school governor and chief examiner of chartered institute of linguists.

ORAL PRESENTATION

Beyond Knowledge: Enhancing Intercultural Competence in Students. A Case Study

Šárka Kadlecová

Charles University, Faculty of Arts, Language Centre, Czechia

The presentation deals with the attempt to enhance intercultural competence in students as an outcome of a one-semester English language course at a university. It examines both, the selection of tasks and study materials on the side of the teacher and the learning process on the side of the student. The objective is to assess the extent to which the desired aim has been reached and to identify useful strategies which encourage changes in students. The analysis will draw on Deardorff's Process Model of Intercultural Competence. The model consists of four interconnected elements. They are attitudes, knowledge and comprehension, internal outcome and external outcome. The first two are to be found in an individual, the latter two are related to interaction. Teacher's lesson plans and students' reflective journals will be reviewed and confronted with the model. Content analysis of approximately fifty reflective journals written by students from five different courses taught at different times and to diversely composed groups will be conducted. Additional written notes, reviews and evaluations by students will be included, as well as reflective notes from the teacher. Firstly, the objective of teaching intercultural competence will be defined. Secondly, the theoretical aspects of the learning proces will be introduced. Finally, the results of the content analysis will be presented.

The presentation evaluating the teaching and learning process concerning intercultural competence be followed by a practical workshop dealing with useful methodologies and contents to integrate in English lessons in order to enhance intercultural competence. The objective will be to present and practice selected tasks and materials which have proven to contribute to the desired goal.

Keywords: intercultural competence, English, students' reflection, skills, learning process

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Bionote: Šárka Kadlecová is an educator and researcher based in Prague, the Czech Republic. She holds a master's degree in English and social sciences and a Ph.D. in social and cultural anthropology. Visual anthropology, ethnographic filmmaking and memory studies are among her research interests. She teaches English courses focused on art and visual culture, intercultural competences, and academic skills at the Language Centre of the Faculty of Arts, Charles University. She is passionate about art and also designs educational programmes for children for museums.

ORAL PRESENTATION

Building competent and confident academic writers: Online tool, course elements and design principles

Caro Struijke
Arjan de Brouwer
Mienke Droop
Marjolein Gompel
Lex Hendriks
Sophie Tesselhof
Franke Teunisse
Anouk van Hoogdalem

Radboud University

Advanced university students are mostly evaluated on writing products. Academic Writing is, therefore, a crucial skill for academic success, but students often lack the necessary skills and confidence (i.e., low self-efficacy, Bandura, 1997) to write well. This may lead to texts that do not reflect students' subject knowledge and competence, to delayed graduation, or even to dropout. According to our survey at Radboud University, subject teachers find language and writing skills important but do not have the required background or time to guide students or provide feedback.

To address these problems, Radboud University is implementing language policy ensuring that all students have access to an Academic Writing course. Radboud in'to Languages has developed a blended, flipped course in which students gain theory and practice through autonomous learning in GOALS, our online learning materials. Class sessions are student-centered and involve collaborative writing, self-reflection, modelling, and peer feedback.

The goal of this course is to improve students' academic language skills, writing skills and self-efficacy. Research shows that all are important contributors to academic text quality and academic success (Pajares, 2003) and that they enhance each other. Both academic language skills (Jo, 2021) and self-efficacy (McCarthy, Meier, & Rinderer, 1985) are predictors of academic text quality. Learning about the writing process results in a better text as well as improved self-efficacy (Zimmerman & Kitsantas, 2002). Obviously, self-efficacy without knowledge and skills is insufficient, but it is an important determinant in the *acquisition* of both knowledge and skills (Pajares & Valiante, 2006).

In this interactive presentation we present the theoretical underpinnings of our course design (including the online tool) and the results of our research examining which course elements and which design principles contribute most to the building of competent and confident academic writers.

Keywords: Academic writing course, online learning tool, self-efficacy, collaborative learning, flipping the classroom

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Bionote: Dr. Caro Struijke is a senior lecturer of English academic communication at Radboud in'to Languages, the Radboud University language centre (the Netherlands). She teaches scientific writing to students and researchers within and across disciplines. Caro is an avid materials developer and content coordinator of GOALS (Global Online Academic Language Support), developed at Radboud in'to Languages. She currently conducts research into a campus-wide academic writing course, offered both in Dutch and in English, which supports advanced bachelor students and master students. Co-researchers are subject and academic skills lecturers from a variety of Radboud University disciplines.

WORKSHOP

CercleS Policy Paper on Language Teaching and Learning in Higher Education – a tool for decision making

Isabella Stefanutti

University of Bath, UK

Ruth Tobias

Freie Universität Berlin, Germany

The *CercleS Policy Paper on Language Teaching and Learning in Higher Education* equips Language Centre Directors with the tools to lead and manage their teams in post-pandemic language education. This workshop is thought as a moment of active co-reflection on the Policy Paper and aims to find ways to adopt and implement it in our Institutions. It is aimed at managers at any stage of their professional journey.

The workshop will start with a brief presentation of the Policy Paper, followed by a group discussion. In groups, participants will be invited to discuss the Paper, sharing ideas on

how it can be best adopted in their Language Centres. The aim of the group discussion is to exchange good practice and learn from each other. The discussions will be guided by some aimed questions, but these should not be seen as limiting the conversations. The workshop will conclude with a plenary session, when each group will present the most salient items of their discussion for further peer to peer reflection. If time allows, participants will be invited to identify opportunities and risks, and share ideas of concrete implementation of the Policy Paper.

This session will be the basis of two additional online CercleS workshops, taking place in the 2022-2023 academic year. Their double aim is: to share the Policy Paper with the wider CercleS community and to work, individually and in small groups, on practical and tangible strategies to present and implement it in our institutions.

Keywords: Language Policy, leadership, management, sharing of good practice

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Zamborova, K., Stefanutti, I., Klimova, B. (2021). CercleS survey: impact of the COVID-19 pandemic on foreign language teaching in Higher Education. *Language Learning in Higher Education*, 11(2), 269-283.

CercleS Policy Paper on Language Teaching and Learning in Higher Education

Bionotes:

Isabella started her career in marketing, working in the international office of Tourism Ireland, employed to research the importance of intercultural communication in dealing with international public. She joined the University of Bath in 2005, at first as a Lecturer, then as Academic Director and finally as Head of Languages. She is currently working on a programme aimed at the training of young talents, promoting educational activities to develop employability and transversal skills in students.

After having finished her academic education with a Ph.D. in romance literature and culture, **Ruth** started working in the area of language training in an institution of further education in the Rhine Main Area in Germany. In 2006 she entered the University of Applied Sciences in Darmstadt as Head of the Language Centre. Since 2011, she is the Director of the Language Centre of Freie Universität Berlin. Her fields of interest are language policy in the framework of internationalisation strategies of universities, intercultural communication and multilingualism.

ORAL PRESENTATION

CercleS survey: impact of the COVID-19 pandemic on foreign language teaching in Higher Education

Katarína Zamborová

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Isabella Stefanutti

University of Bath, UK

The pandemic may well have totally changed the way foreign languages are now being taught. In March 2020 language centres (LCs) in universities needed to adjust abruptly to online teaching with minimal resources or training for teachers. Research on the topic of the impact of the pandemic on teaching started from Day 1 and to date there have been contradictions about whether online learning is effective. The CercleS survey aims

to study teachers' reflections on teaching during the pandemic and on the future of foreign language instruction in Higher Education (HE). Data were collected between March 30 and May 5, 2021, and the answers reflect the voices of 725 teachers from CercleS national associations. The findings indicate that the teachers moved flexibly into the online mode of teaching despite limitations in technological resources and the absence of training: 32.4% of the respondents declared no hardware was provided by their institution for working from home and 40.6% were not relieved from other duties. However, 66% of the teachers reported that the learning outcomes were met by modifying specific assessment criteria. Simultaneous group dynamics seemed difficult to achieve in the online format in comparison to face-to-face interactions in the traditional classroom. The acquisition of language skills, mainly speaking, was a challenge. Generally, the respondents see the benefits of a blended/hybrid mode of instruction. Implications for teaching practices and stakeholders are as follows: develop guidelines defining criteria for different formats of delivery in language education, develop workshops for teachers, negotiate conditions needed to carry out efficient and sustainable language teaching with university executive boards, offer training for sustainable online and hybrid teaching and maintain, and develop international collaboration between LCs in HE (e.g. virtual exchange, staff exchange, virtual international classrooms).

Keywords: COVID-19 pandemic; language centres; online teaching/learning; teachers

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Kim, L. E. & Asbury, K.. (2020). 'Like a rug had been pulled from under you': The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology* 90. 1062–1083.

Bionotes: **Katarína Zamborová** is an assistant professor in the Department of English language, Faculty of Applied Languages, The University of Economics in Bratislava, Slovakia. She teaches Business English for undergraduate students. She was a Visiting Scholar/Graduate Research Assistant at Northern Illinois University in USA for two terms in 2014/2015 and an Erasmus student in Leipzig, Germany in 2008. In 2019, she was awarded with The Betty Azar Travel Grant for Practicing ESL/EFL Teachers from TESOL organization. She actively teaches, publishes and presents at conferences!

Isabella Stefanutti started her career in marketing, working in the international office of Tourism Ireland. She joined the University of Bath in 2005, employed at first as a Lecturer, then as Academic Director and as Head of Languages. She is currently working on a programme aimed at the training of young talents, promoting educational activities to develop employability and transversal skills in students.

ORAL PRESENTATION

Challenges of centralised exam sessions: optimising resources

Cristina Pérez-Guillot

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Juana Sanmartin Velez

Language Center, Universidad de Murcia, Spain

Julia Zabala Delgado

Language Centre, Universitat Politècnica de València, Spain

The Spanish Association of Language Centres in Higher Education (ACLES) has been working on their CertAcles exams and on comparability of results amongst universities for the last 10 years. In 2020, the association piloted a centralised CertAcles examination session for universities across the country, who examined with the same exam paper, on the same day and through a central administration platform for registration and issuing of certificates.

The pilot was a challenge for the team of test developers. Four teams of developers from different universities worked together to ensure that the tests not only met the required requirements of validity, reliability, practicality, authenticity and impact, but that they catered for a broad profile of students representative of test candidates nationally.

This year's particular situation and the fact that the teams of developers were geographically delocalised presented additional challenges that were addressed by using collaborative working tools in the cloud and adapting the test development processes to the use of these tools.

In this paper we will present the challenges encountered and how they were addressed, as well as lessons learned and mechanisms that we believe should be implemented for future centralised sessions. We will present a working model for future centralised calls focusing on the organisation of national standard setting processes and structured expert judgements.

Keywords: language testing, standardised exams, centralised exams

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Bionotes: Dr. Cristina Pérez-Guillot, Senior Lecturer of Business English at the Universitat Politècnica de València Department of Applied Linguistics. I have been the Director of the Applied Linguistic Department from 1998 until 2005). .Then I became Director of the Language Center of the UPV from its creation in November 2005 to May 2021 and the President of ACLES (Spanish Association of Language Centres in Higher Education) since 2003 until September 2021. ACLES (the Spanish Association of Language Centres in Higher Education) was created in 2001 and currently comprises most Language Centres of state-run and private universities. 62 university members out of 80 universities in Spain. As Director of The Language Centre, I have coordinated the design and implementation of training courses in foreign languages for all members of the university community, following the requirements of the CEFR, promoting the generalized use of the CEFR levels and descriptors at the UPV.

Since July 2003 as President of ACLES, (Spanish Association of Higher Education Language Centers). I contributed to the development and publication of the ACLES Exam Accreditation Model, in January 2011, which has become a national and international reference. I am a member of the CRUE English Linguistic Board. Member of the CercleS Coordinating Committee, member of EALTA and ALTE among other International Associations in relation with language teaching and learning and assessment.

Juana Sanmartín Vélez is Head of Studies in the Language Center at the University of Murcia, where she has been teaching Literature and Spanish for foreigners since 2004. She holds an MA in Teaching Spanish as a Foreign Language (ELE) by Nebrija University and a Degree in Spanish Philology by the University of Murcia. She has worked as a Spanish teacher in different institutions in Spain and other countries. She has published several materials for teaching Spanish as a Foreign Language, and directed Training Programs for teachers. She has also participated as a lecturer in different courses, being in charge of Seminars about Grammar and Assessment. She has participated in the elaboration of certifying tests of the Official School of Languages (EOI) and is an evaluator of the Cervantes test of Spanish as a Foreign Language (DELE) since 1991. She is a member of the Assessment Committee and the Executive Board of ACLES, which he has headed since September 2021.

Julia Zabala Delgado (PhD) holds an MA in English from Universitat de València, a Postgraduate Diploma in translation from Universitat de València and an MA in Language Testing from Lancaster University. She is the Deputy Director of the Language Centre of the Universitat Politècnica de València and coordinates standardized exams, test development and rater training. She is an expert member of the Association of Languages Centres in Higher Education in Spain (ACLES). Her research interests include: Language Testing, Development of Assessment Tools, Language Learning, Curricula Design, Translation studies.

ORAL PRESENTATION

CMC & Digitally Mediated Communication in Language Learning: A new twist on an old theme

Linda Mesh

University of Siena, Italy

Maryann Montesanto

University of Siena, Italy

Anne Rocchiccioli

University of Siena, Italy

With reference to past and recent research into communicative competence through learner interaction, based on the role of comprehensible input and output in multimodal contexts, this contribution examines pedagogical approaches for developing L2

productive skills through online and blended approaches. First, an overview of research into computer-mediated communication (CMC) is discussed, moving on to more recent considerations of the social affordances of digitally mediated communication (DMC) while considering both the constraints and the opportunities offered within an online environment. The second section presents the various factors that need to be taken into account when designing speaking activities for an online environment, and also looks at how online teaching pedagogies allow students to be at the centre of the collaborative learning experience. Blended strategies should lead to the creation of flexible learning pathways, providing for different learner needs, based on a cohesive framework connecting the multimodal elements together. Effective learner support and mentoring should be provided as learners gradually develop more collaborative autonomy and self-regulation. Examples of online activities used in blended courses at the University of Siena Language Centre, Italy, are given in which student-created audio and video recordings are used asynchronously to develop spoken interaction and production. The third section examines data collected from students through a questionnaire, considering the sociocultural and linguistic contributions of DMC to their learning experience. Students' feedback on their progress in L2 speaking and writing skills, peer learning, and comparisons with classroom speaking activities are discussed. The conclusion focuses on the important role of University Language Centres in providing not only innovative digital solutions for developing spoken production, but also continuing professional development for teachers in the pedagogies on which these new approaches in blended learning are based so that they can be implemented effectively.

Keywords: language learning, computer-mediated communication, blended, learner-centred, second language identity

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Bionotes: Linda Mesh, MA in Online and Distance Education & TESOL, has been teaching blended English language courses for students and staff at the University of Siena for many years. Originally from New York and Minnesota, Linda became interested in innovative pedagogical methods for both continuing and higher education. Since 2005, she has coordinated blended language courses at the USiena Language Centre, Italy, and has taught professional development courses for language teachers in the changing role of the online teacher and the effective use of collaborative digital applications. Her interests include ESL curriculum design for blended learning, L2 learner identity and digital humanistic pedagogies.

Maryann Montesanto, B.A., B.Ed., Postgraduate Diploma in EFL/Applied Linguistics, began her 40 year career as an ESL Junior/Intermediate teacher in Toronto Canada and taught ESL to adult Canadian newcomers at night school. She now works as a *Collaboratore Esperto Linguistico* at the University of Siena Language Centre and is an EFL teacher at the Università Popolare Senese. Maryann is an oral examiner for Cambridge Assessment and was a teacher/trainer for S.S.I.S (*Scuola di Specializzazione per l'Insegnamento Secondario Toscana*), providing English language teacher training to Italian public school teachers. She is a firm advocate of lifelong learning.

Anne Rocchiccioli moved from Glasgow to Florence in 1981 and she has been teaching English at various levels ever since. After 20 years of teaching in the adult education sector, she started working as an English language teacher at the University of Siena Language Centre in 2001. With an MA in Applied Linguistics & TESOL, Anne became involved in the online course development in 2005 and she has been teaching blended English courses for university students and staff for over 15 years. Her interests include blended course design, CMC, online collaboration, the flipped classroom, learning strategies, learner autonomy and lifelong learning.

ORAL PRESENTATION

Collaborative online international learning (COIL) and Virtual exchange (VE) at the Modern Language Service of the University of Girona

Andreu Pulido Bazaga

University of Girona, Spain

Glòria Ferrer Viader

University of Girona, Spain

Dankmute Pohl

University of Girona, Spain

Introduced in the academic year 2020-2021 at the University of Girona (UdG), Collaborative Online International Learning (COIL) and Virtual Exchanges (VE) are a strategic part of both internationalisation (at home) and teaching innovation. Different departments, faculties, services and centres (including the Modern Language Service) have introduced either or both forms.

This presentation will outline two COIL/VE initiatives carried out at the Modern Language Service (SLM) of the UdG. On the one hand, the online workshop In the Know, recently added to the offer of courses at the SLM, was designed as an opportunity for university students to discuss current topics of interest, thus increasing their proficiency in English. Some of the proposed topics were new feminisms, immigration in the 21st century, mental health, big data, and Black lives matter. The workshop was first piloted with the Fontys University of Applied Sciences in Eindhoven (Holland).

Furthermore, VEs with volunteers from the Tourism Faculty at UdG with CBS International Business School in Cologne, Germany, and the National University of Singapore are outlined.

The introduction of COIL / VE at the UdG seemed a unique opportunity for the Modern Language Service to offer students the possibility to work on the intercultural dimension and mediation with other European university students, as well as participating in an institutional and transversal initiative of the university itself. It also contributes to a more inclusive and global internationalisation (less than 3% of students undertake

international mobility). Furthermore, COIL and VE favour the learning of linguistic competences in second languages, as well as the development of the so-called soft skills (especially intercultural and digital). Currently, the UdG is working on quantitative studies of some of its COIL / VE experiences.

Keywords: COIL; Virtual Exchange; Intercultural learning; collaborative learning, mediation

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Bionotes: Andreu Pulido Bazaga, head of the Modern Language Service and the Institute of Education Sciences of the University of Girona. Degree in Catalan Linguistics. Translator and proofreader. Collaborating lecturer in the degree in Catalan Language and Literature at the Open University of Catalonia.

Glòria Ferrer Viader, head of English at the University of Girona's Modern Language Service and Coordinator of CertACLES English exams. Glòria holds a degree in English philology and a master's in 'Teaching English as a second language' and has more than 25 years of experience in teaching and certification of English, at university level. Recently, her professional career has also been focused on English as a Medium of Education and Collaborative Online International Learning, becoming a member and secretary (EME) and participant (COIL) of both networks of innovation in teaching of ICE (Education Science Institute) at the UdG.

Dankmute Pohl, head of German at the Modern Language Service (SLM) of the University of Girona (UdG), teacher of German and English. Coordinator of CertACLES German A2 certification of the SLM. Graduated from Leipzig University in 1990 (BA) and Catalan Open University in 2010 (MA). German Lector at Lancaster University (UK, 1992-1996). Interested in the use of digital tools and their applications in language teaching. Participated in conferences organised by ACLES (2013, 2015, 2017, 2019). Attended COIL training sessions at UdG and member of the UdG's Collaborative Online International Learning (COIL) Teaching Innovation Network.

WORKSHOP

Communication Skills in English for Future Doctors – a multifocal didactic approach

Alena Holá

Faculty of Medicine, Charles University, Czechia

Tamara Kopřivová

Faculty of Medicine, Charles University, Czechia

Katja Kulhánková

Faculty of Medicine, Charles University, Czechia

As dedicated and committed teachers of English for Specific Purposes at the Faculty of Medicine we face multiple challenges where the methodologies of teaching (Harding, 2007) and the design of teaching materials are concerned. In our workshop we would like to share with you some practical examples of typical classroom activities focused on medical English and the needs of our students (Holá-Kopřivová, 2020). Our medical students need not only to be able to communicate on a worldwide scale, but they also need to develop good communication skills for doctor - patient interaction. Taking into consideration that the world and Europe are becoming more and more international and that one day our students might want to work in some foreign country and/or will be treating patients with an international background, we also try to integrate sociocultural information in our teaching and teaching materials to boost their intercultural competence and awareness (McCullagh & Wright, 2008). Our workshop focuses on how to encourage the medical students' active use of already gained knowledge of medical topics and the Latin language, which is considered the lingua franca of medicine, through practicing communication skills based on doctor – patient interaction. The workshop participants will become familiar with typical activities that really worked with our students in order to maximize the effectiveness of classroom teaching and learning such as: presenting complaints, history taking, guided role-plays, discussions, pain assessment, making a treatment plan, developing rapport with the patient, working with video materials, etc. The participants of our workshop can be looking forward to actively practicing some of these activities.

Keywords: medical English and Latin; doctor-patient interaction; intercultural competences

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Bionotes: **Alena Holá, Mgr.** graduated from the Pedagogical Faculty, Pilsen in 1984 and the Faculty of Education, University of West Bohemia, Pilsen in 1993. She is the Head of the Department of Languages, Faculty of Medicine in Pilsen, Charles University in Prague, Czech Republic. She has been working as a lecturer of ESP in Medicine since 1991. She wrote the textbook *Medical English 2: Medicine and Health*

Care. She is a co-author of the textbooks *Medical English 1: Anatomy of the Human Body, English for Medical Students* and *Medical English*. The latter was created for Open Door project focused on the development of specialized English language education for the employees of enterprises and institutions. **Tamara Kopřivová, PhDr.** graduated from the Faculty of Arts, Charles University in Prague in 1985. She has been working as a lecturer of ESP in Medicine and Czech for International Students at the Department of Languages, Faculty of Medicine in Pilsen, Charles University in Prague, Czech Republic since 2000. She also teaches Czech for international employees of the Faculty of Medicine. She is a co-author of the textbooks *Medical English 1: Anatomy of the Human Body, English for Medical Students* and *Medical English*. The last one was created for Open Door project focused on the development of specialized English language education for the employees of enterprises and institutions.

Katja Kulhánková graduated from the University of Applied Sciences in Cologne, Germany in 1988. She has been working as a lecturer of ESP in Medicine at the Department of Languages, Faculty of Medicine in Pilsen, Charles University in Prague, Czech Republic since 1990. Apart from teaching ESP and presentation skills to students of general medicine she specializes in teaching dental students. She has developed Web-based materials and uses Moodle for online course delivery. She also teaches a special course in doctor–patient communication, where future doctors get acquainted with basic rules for communicating with patients and also how to deal with the special needs of different types of patients.

ORAL PRESENTATION

Competências Transversais no Ensino Superior

Dulce Sarroeira

ESHTE – Escola Superior de Hotelaria e Turismo do Estoril, Portugal

Margarida Soares

ESHTE – Escola Superior de Hotelaria e Turismo do Estoril, Portugal

António Gonçalves

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Segundo o DL 74/20062, documento que regulamenta a alteração do sistema de bases do ensino em Portugal pós-Bolonha, a aquisição e desenvolvimento de competências transversais nos currícula do jovem licenciado são comuns às diferentes áreas de formação.

Assumindo que a transversalidade de competências se reflete igualmente nos planos de estudo de cada curso e, conseqüentemente, entre as Unidades Curriculares (UC) que os integram, apresenta-se um estudo exploratório com o objetivo de identificar nos programas de diferentes UC de um mesmo plano de estudos, operações cognitivas e discursivas que contribuam para o desenvolvimento de competências comunicativas transversais, com base num dispositivo de referência inovador do Conselho Europeu, a Plataforma de Recursos e de Referência para a Educação Plurilingue e Pluricultural (Beacco et al., 2009, 2010), que contempla a presença das línguas nas diferentes disciplinas, como espaço de construção de saberes, em vez de separar as línguas e as diferentes disciplinas entre si, como proposto no Quadro Europeu de Referência para as Línguas.

Este estudo propõe otimizar o trabalho de projeto que permita envolver diferentes UC, para além das línguas, no sentido de desenvolver competências transversais comuns às diferentes áreas de formação e que preparem os futuros profissionais para a inserção

no mercado de trabalho, respondendo às exigências da nova era comunicacional e tecnológica. Propõe-se o desenvolvimento de trabalhos de projeto baseados na transversalidade de competências e áreas do saber (Beacco, 2010), que permitam dar resposta às exigências atuais da era digital, nomeadamente a contração do espaço e do tempo, otimizando as horas de trabalho dedicadas a diferentes UC, normalmente trabalhadas de forma individual.

Perante as exigências atuais, propõe-se não apenas uma maior implementação do trabalho de projeto, que permita trabalhar transdisciplinarmente diferentes UC, mas também um novo olhar sobre o papel das línguas nas outras UC e das outras UC nas línguas.

Short Abstract

Assuming that the transversality of competences is reflected in the study plans of each degree and, consequently, among the Curricular Units (CU) that integrate them, an exploratory study is presented with the purpose of identifying cognitive and discursive operations that contribute to the development of transversal communicative competences in the different CUs programs having the same study plan. This is based on an innovative reference device of the European

Council, the Platform of Resources and Reference for Plurilingual and Pluricultural Education (Beacco et al., 2009, 2010), which contemplates the presence of languages in different subjects as a space for the construction of knowledge, instead of separating languages and different subjects from each other, as proposed in the European Framework of Reference for Languages.

Keywords: línguas, ensino superior, competências transversais, trabalho de projeto

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Bionote: **Dulce Sarroeira** is a lecturer of French and Portuguese as a Foreign Language and member of the Scientific Technical Council at the Estoril Higher Institute for Tourism and Hotel Studies (ESHTE). She has taught at Lisbon Higher School of Education (ESELx): Language Development, Teaching Methodologies and Pedagogical Practice. She has a degree in Portuguese and French Teaching from ESELx (1992), a Master's degree in Psycholinguistics from the Faculty of Letters, University of Lisbon, with thesis developed in Experimental Phonetics (1998) and PhD a from the Lusófona University of Lisbon – area of Education (2017). She develops research in Teaching Languages for Professional Action and Multimodal Literacies in Higher Education.

Margarida Soares has twenty-three years of Italian language teaching experience as a Lecturer at the Estoril Higher Institute for Tourism and Hotel Studies (ESHTE) having also taught Art History there in recent years. She completed an Art History and Heritage Master's degree at the Art History Institute of the School of Arts and Humanities of the University of Lisbon (2002). She also has CILS 4 Certification (C2-CEFR) from the University of Siena. She had fourteen years of practice in tourism as freelancer tour-guide after having completed her bachelor's degree in Tourism at the New Professions Higher Institute in Lisbon (1988). Research fields: Heritage and Tourism.

António Gonçalves is a Geographer. Master in Territory Management FCSH/UNL. Degree in Geography and Regional Planning FCSH/UNL. Published works in the field of leisure and urban rehabilitation, village networks and catering industry management. Senior Lecturer at the Estoril Higher Institute for Tourism and Hotel Studies (ESHTE).

ORAL PRESENTATION

Contributos para a preparação de cursos de Português como língua de acolhimento de ucranianos

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ISCAP | CEOS.PP, Portugal

Joana Querido

ISCAP | CEOS.PP, Portugal

É comumente aceite entre a comunidade científica (Monteiro, 2021) que o conhecimento da língua oficial do país de chegada é um dos fatores que contribuem para a integração do indivíduo em mobilidade. Em Portugal, tal conceção também subjaz à gestão de políticas de imigração definidas em termos de administração interna, constituindo o conhecimento linguístico do português um requisito quer no processo de autorização de residência de longa duração ou permanente quer no pedido de obtenção de nacionalidade portuguesa. Neste sentido, para assegurar tal capacitação, várias instituições públicas (organizações, instituições de ensino, autarquias) têm oferecido cursos de língua portuguesa. Destacamos, neste âmbito, o trabalho desenvolvido pelo Alto Comissariado para as Migrações (ACM) que desde 2020 tem disponibilizado cursos de Português Língua de Acolhimento (PLA). Esta iniciativa, inscrita no Plano Nacional de Implementação do Pacto Global das Migrações, resulta da revisão do Programa PPT (Português para Todos), criado em 2008, que também procurava dar resposta a vários fluxos migratórios. Encontrando-nos perante

um novo, inesperado e crescente movimento migratório, parece-nos lícito, enquanto professoras de português língua não materna, estudar a comunidade em processo de acolhimento num regime de proteção temporária bem como as suas necessidades formativas que, certamente, serão distintas, atendendo ao contexto bélico que espoletou a saída do seu país de origem. Esta análise terá, ainda, em consideração características da língua materna dos migrantes, procurando, deste modo, dar contributos para o desenho de cursos de PLA mais direcionados para esta população.

Short Summary

It is commonly accepted among the academic community (Monteiro, 2021) that learning the official language of a host country contributes to a successful integration of migrants and refugees. In Portugal, such a premise underlies immigration policies defined in terms of internal administration. Portuguese language knowledge is a requirement both in the process of long-term or permanent residence permits. It is also mandatory to obtain Portuguese citizenship.

In this context, since 2020, the work developed by the High Commission for Migrations (ACM) has provided courses in Portuguese as a Host Language. This initiative, included in the National Implementation Plan of the Global Compact for Migration results from the revision of the PPT Programme (Portuguese for All), created in 2008, which also sought to respond to various migration flows. Presently, Portugal is facing a new, unforeseen, and growing migratory flow, which challenges lecturers of Portuguese as a non-native language. Therefore, planning a language course addressed to refugees requires a prior understanding of a vulnerable community under a temporary protection regime given the war context that triggered the departure from their country. It also requires taking into consideration the characteristics of the migrants' mother tongue, in order to contribute to the design of PLA courses more focused on this population.

Keywords: Portuguese as a Host Language (PLA), Portuguese as a Foreign Language (PLE), linguistic Knowledge, pluricentric language, integration

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ORAL PRESENTATION

Corpus-based Approaches to Teaching Medical Terminology

Kateřina Pořízková

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Corpus linguistics offers to language teachers a wide range of resources how to improve their methodologies of second language teaching in close connection with authentic language data. Especially the area of teaching language for specific purposes calls for relevant support measures since most of the tutors lack the content knowledge of the target discipline. Such a corpus-based approach with the emphasis on real language, a clear distinction of frequently used and typical expressions in the target specific language helps language teachers to modulate a meaningful, effective and engaging learning strategy for their students.

The aim of this paper is to contribute to the above discussion with an innovative concept of teaching medical terminology via applying a corpus analysis of authentic clinical texts. It follows the crucial idea of avoiding artificial language as a medium for foreign language acquisition (Sinclair 1991) and directs the research methodology that represents a basis for the process of scaffolding materials towards verifying hypotheses within authentic text analyses (Tognini-Bonelli 2001). The primary source for the research is the Corpus of Authentic Clinical Diagnoses (Pořízková & Blahuš 2015) designed for the use in the Sketch Engine corpus manager. Additionally, other corpora including samples of written clinical communication representative for Czech hospitals serve as sources for the description of multilingual default state of its special terminology (Latin, Greek, Czech, English, French including the adapted forms from one of these languages to another and neologisms).

In alignment with this corpus-based methodology, a new textbook of medical terminology has been created, designed with a special focus on terms originating from Latin and Greek since these languages still represent the vast majority of terms in patients' health records written by Czech physicians.

Keywords: Corpus Linguistics, Medical Terminology, Medical Latin Terminology, Corpus-based Approach

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Sinclair, J. (1991). *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.

Tognini-Bonelli, E. (2001). *Corpus Linguistics at Work*. Amsterdam, Philadelphia: John Benjamins Publishing Company.

Bionote: Kateřina Pořízková works as an assistant professor in the Masaryk University Language Centre in Brno. She deals with Latin and Greek medical terminology and her research focuses on contemporary clinical communication via using corpus linguistics methodological approaches. She has long experience with designing and building corpora of authentic clinical texts that are then processed in the Sketch Engine corpus manager and with implementing the research results into the scaffolding study materials. She is

the author and co-author of several textbooks, teaching materials and instruction manuals for students and lecturers of Latin and Greek medical terminology.

ORAL PRESENTATION

Course innovation: Redesigning a successful course format into an online self-study language course

Gabriel Hoezen

Delft University of Technology, Netherlands

Jeanet Annema

Delft University of Technology, Netherlands

Liesbeth Schen

Delft University of Technology, Netherlands

How to create a new online self-study language course, using the research evidence inspired principles of an existing method? This presentation will show a course development project at the Language Centre of Delft University of Technology (TU Delft) in the Netherlands.

The internationalisation process at TU Delft started as early as 40 years ago, when the first groups of Chinese students came to the Netherlands to study at TU Delft, at a time when all degree courses were still taught in Dutch only. With the aim to make the learning process effective and efficient, A.G. Sciarone and F. Montens (1984) developed the Delft Method. This is a language learning method based on language acquisition theories (e.g. Krashen, 1983) and scientific research. It can nowadays be characterized as a method with a dynamic usage based approach with elements of the natural method (Van Boxtel et al, 2021).

Today, the learning goals for the Dutch language courses are partly different: most master's programmes are taught in English. Consequently, more learners are interested learning Dutch for social interaction with locals, upon arrival in the Netherlands or even before that. This means that there is a need for an online introductory course without a class and teacher.

Developing such a course comes with challenges. A key point of both the original method and of the new online course is well-structured input, processed repeatedly and in different ways. According to the Input Processing theory (VanPatten, 2015) and other research (e.g. Jensen & Vinther, 2013), this approach is essential for input to become language intake. And thus for successful language output. But how to make sure that a learner processes the language input repeatedly in an online self-study course? Presenters will tell about their considerations and choices.

Keywords: Course design; Online self-study course; Didactic principles; Research inspired

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Bionotes: **Gabriel Hoezen** is a teacher Dutch as a Second Language. He specializes in teaching Dutch to international students, PhD candidates and staff of TU Delft, according to the principles of the Delft Method for language learning. He has experience in courseware development, contributing to the Delft Method series of text and exercise books. Next to that he contributed to the development of several course formats and course materials at the University of Leiden in the Netherlands. Gabriel Hoezen also has a background in historical linguistics of the Dutch language.

Jeanet Annema is a teacher Dutch as a Second Language at Delft Technical University. She has expertise in the field of teaching Dutch to international students, PhD candidates and staff of TU Delft, according to the principles of the Delft Method for language learning. Additionally, she contributes to the development of courses and course materials of the Delft Method. Jeanet Annema has a background as linguist, specialized in language proficiency, conversation analysis and applied linguistics.

Liesbeth Schenk is a teacher Dutch as a second language. She teaches Dutch at beginners, intermediate and advanced level at Delft Technical University. She has expertise in teaching according to the Delft method of language learning. She has a background in applied linguistics. For her master's degree she investigated the role of Processing Instruction, a form focused instruction developed by VanPatten, on learning with the Delft Method. She also contributes to the development of the Delft method course and course materials.

ORAL PRESENTATION

Cross-curricular peer observation. Can it work?

Anila R. Scott-Monkhouse

Centro Linguistico di Ateneo, Parma University, Italy

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In the educational context, peer observation consists in teachers observing each other and involves constructive cooperation. For it to be beneficial for both observer and observee it requires clear objectives, a shared format and etiquette, and attention to the professional and the emotional components. The practice has become increasingly common in Higher education, but may still be unexplored ground in the online teaching scenario which has developed since the outbreak of the COVID-19 pandemic. At Parma university (northern Italy), an EAP lecturer and a Signal Processing professor experimented with inter-disciplinary peer observation of each other's classes (approx

40 EAP students; over 100 Engineering undergraduates) during the spring 2020 lockdown, when all teaching went online overnight. What started as reciprocal help, with no academic research intent, slowly developed into semi-structured practice, which on later reflection proved its value in terms of professional development for both observer and observee. Several elements contributed to the success of the experience: both had been previously observed in face-to-face classes but had basically no experience of online teaching; thanks to previous discussions both were familiar with each other's approach to teaching and did not feel judged; before class the observee would focus the observer's attention to a specific point for the observation to provide real help; the observer's presence was very discreet; feedback was provided as informal discussion after class with a chance to explain choices and problems. After describing the initial objectives of these reciprocal observations, the talk will explain how the observations were carried out, and how a shared format and etiquette came to be developed over time. The importance of didactic and psychological factors in this process of constructive cooperation will be highlighted, with an emphasis on the impact of truly being a learner in each other's class on the outcome.

Keywords: online peer observation, interdisciplinarity, continuous professional development (CPD), constructive feedback, (self)reflection

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Bionotes: **A.R. Scott-Monkhouse** teaches English (general, EAP/ESP) at Parma University (Italy). She holds a DELTA and a CertPT teaching qualification, is a Cambridge Assessment English examiner, and has been an IELTS oral examiner. She is actively engaged in CPD and has been involved in teacher training in Italy and abroad. She has several published papers on teaching and assessing ESP/EAP, and on the role of emotions in teaching and learning. Her interests lie in analysing learners' needs within and outside the classroom, and bridging the gap through learner training and task-based learning by applying Gardner's theory of multiple intelligences to teaching.

A. Vannucci is an Assistant Professor of Telecommunications Engineering at Parma University. His research interests include: design of digital receivers, fibre optics transmission, Polarization Mode Dispersion, Optical Amplifiers, and digital speech processing. He has taken part in various research projects, both institutional and with industrial partners. He is the author of around fifty scientific publications and patents, and of two textbooks on Signals and Systems. He has been a visiting scientist at the Alcatel Labs in Marcoussis (France), and at the Université Laval in Québec City (Canada), and a visiting lecturer at the Hochschule Karlsruhe (Germany).

ORAL PRESENTATION

Developing Quality in Didactics at two European Universities through English Medium Instruction Outputs from Badge Project

Liliana Szczuka-Dorna

Poznań University of Technology, Poland

Cristina Pérez-Guillot

Applied Linguistic Department, Universitat Politècnica de València, Spain

In 2019 the European project “Becoming Digital Engineer” (Badge) was launched under Erasmus+ programme. The BADGE project was set in a context of increasing globalisation for which language and communication (LC) teachers in engineering schools must prepare their students to have global competence, in the OECD definition “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development”(8). Thirteen universities started to cooperate working in teams on different and various intellectual outputs numbered from one to eight (IO). One of the I.O. “English Medium Instruction for Teachers” was developed by academic teachers from Poznan University of Technology (PUT) and Universitat Politècnica de València (UPV).

The presentation focuses on two main documents prepared by academic teachers: EMI Teachers’ Guide and Administrative Staff Guide. The first document is a Guide for teachers that would be a reference point for Faculty members in order to facilitate consistency and best practice, it would also help them evaluate their skills and performance in a multicultural academic environment and elaborating tips to master this type of competence. The guide consists of a handout with scenarios, course design methodology, lessons plans and glossary terms. The second document EMI guide for administrative staff focuses on performance in a multicultural academic environment. It includes tips for administrative staff in intercultural communication at university, glossary terms and practical information in successful communication.

The authors analyse the Guides informing about needs analysis as well as expectations from the teachers and administrative staff. They present the Guides description, their contents and structures. The opinions of the first Guides users are given, both academic teachers and administrative staff. Finally, a dissemination plan is analysed taking into account the future

cooperation between two universities where special attention is paid to challenges for PUT and UPV faculties developing EMI pedagogy and new assessment methods.

Keywords: English Medium Instruction, quality improvement, needs of administrative staff, impact on pedagogy

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Bionotes: PUT Prof. dr Liliana Szczuka-Dorna, is a graduate of Adam Mickiewicz University in Poznan, English School. Doctor in Applied Linguistics. She successfully completed postgraduate studies: Master of Business Administration, Methodology of English Language Teaching, and Public Relations. She is a sworn-in translator at the Ministry of Justice.

She conducts courses in English to Polish and international students at Poznan University of Technology: English for Academics, English for Special Purposes, Introduction to Management, Intercultural Communication.

She has participated in many national and international projects: e.g. Tempus, Phare, Leonardo da Vinci: Magic, Badge.

Professional interests: English Medium Instruction, specialized language teaching, interpersonal and intercultural communication, European educational programmes. She has been coordinator of national and international projects.

She is the Director of Center of Languages and Communication at PUT. A member of different organizations including: CercleS (European Confederation of Language Centers in Higher Education) – president 2016-2019, SERMO (Polish Association of Academic Foreign Languages Centers)-president 2006-2014, ICLHE-Integrating Content & Language in Higher Education.

Dr. Cristina Pérez-Guillot, Bachelor of Arts in English Language from the Univesidad de Valencia (Spain), received her PhD from the Universitat Politècnica de Valencia in 2003, She is currently Professor of Business English at Universitat Politècnica de Valencia. Director of the Department of Applied Linguistics (1998- 2005). Director of the Language Center of the UPV since its creation in November 2005 until May 2021. As Director she has coordinated the design and implementation of foreign language training courses for all members of the university community, following the requirements of the CEFR, promoting the widespread use of CEFR levels and descriptors at the UPV.

From July 2003 until September 2021 she has been President of ACLES, (Spanish Association of Higher Education Language Centers). Where she has contributed to the publication of the ACLES Examination Accreditation Model, in January 2011, which has become a reference at national and international level. She's been member of the Coordinating Committee of CercleS (European Confederation of Language Centers in Higher Education) from where she's been working for the mutual recognition of European Language Proficiency Certifications.

ORAL PRESENTATION

Developing students' autonomy through task-based learning

Dita Hochmanová

Masaryk University, Brno, Czechia

In response to the need for sustainable approaches to language learning, Masaryk University Language Centre has recently introduced a series of task-based portfolio assessed courses of English for Special Educators at B1-B2 level. The proposed presentation describes the design of the included tasks and the strategies employed to enhance students' self-reliance in their use of English language and their future studies. First, the contribution provides information about the needs analysis which was carried out in cooperation with specialists in the field of special education in order to determine what tasks would be useful and meaningful for the participants of the particular studying programme. Afterwards, it briefly explains the principles of task-based learning and its potential for developing learner autonomy. More specifically, it discusses the use of self-reflective activities as an empowering tool for making students better aware of their own individual needs as learners and the opportunities to engage students in decision-making during the learning process. Such practice enables students to choose topics they are naturally interested in and introduces good foundations for their future research practices during their studies as well as professional career. Furthermore, the presentation focuses on the ways vocabulary and grammar are taught to support students in their endeavour to improve their writing and speaking skills. The combination of effective feedback and pre-emptive approach to grammar instruction, which are applied, help students to recognize themselves as autonomous learners and take responsibility for organising and directing their own week-to-week workload. Finally, the results of an anonymous course evaluation survey are presented, in which over 200 students shared their views on the tasks they accomplished and the strategies they found most useful during their learning experience.

Keywords: autonomy, task-based learning, English for specific purposes (ESP)

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Bionote: Dita Hochmanová, Ph.D., graduated from Masaryk University in Brno, Czech Republic, and is currently employed as an assistant professor at Masaryk University Language Centre at the Faculty of Education. She specialises in teaching and designing courses of English language for special educators and her research interests cover task-based learning, communication strategies and learner autonomy.

ORAL PRESENTATION

Digital competencies in language education: A community-based approach bridging secondary and higher education

Odette Gabaudan

Technological University Dublin

Susanna Nocchi

Technological University Dublin

Digital competence is seen as important for educators and students, and essential to function in a digitised world (Redecker, 2017; EDUCAUSE, 2019; Fominykh et al., 2019). Despite this, although promoting digital competence is one of the aims of education (EDUCAUSE 2019), studies are still highlighting low levels of digital skills (National Forum, 2020). The Language Teaching and Learning in the Digital World (LTLDW) module was designed on the strength of this evidence and is offered in the final year of the degree in International Business and Languages (IBL), at Technological University Dublin (TU Dublin). The module provides participants with an insight into Second Language Acquisition theories, language teaching pedagogies, and the expertise to adapt technologies to the teaching and learning of foreign languages. This presentation describes the experience of designing and introducing a community-based task as one of the assessments for the module. Following the tenets of community learning (Farnell, 2020) the task is conceived to facilitate conditions for collaborative learning and practicing for LTLDW students by allowing them to put into practice and share their digital competencies with secondary school language teachers. Surveys were conducted among school teachers and students. Results showed that collaboration among LTLDW students and school teachers promoted student engagement and provided access to digital competences for the teachers. Moreover, the LTLDW students acted in some ways as role models/experts for their younger peers by demonstrating creative ways of engaging with technologies for language learning, and sharing their positive language learning experiences with them.

Keywords: TELL, digital competencies, community learning

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Bionotes: **Susanna Nocchi** lectures in Italian and in digital technologies for language learning. Her research interests lie in Computer Assisted Language Learning, particularly in the affordances of Extended Reality and Immersive Environments for intercultural competence and language learning. Her research has also focused on the development of digital literacies for language learning, on the affordances of Audiovisual Translation for language learning, and, more recently, on Language Policy. She is the current Secretary of the Irish Association for Applied Linguistics (IRAAL) of which she was President for 4 years.

Odette Gabaudan lectures in French and digital technologies for language learning. Her research interest is in the area of Technology Enhanced Language Learning (digital literacies, OERs, telecollaboration), in pedagogy and the integration of sustainable development goals into language teaching and learning. She has published in those areas and been involved in several projects. For more info, please check her Orcid profile, <https://orcid.org/0000-0003-4926-8959?lang=en>

ORAL PRESENTATION

Digital German assessment for Swiss engineering students

Daniela Fernando

ZHAW - Zurich University of Applied Sciences, Switzerland

Igor Matic

ZHAW - Zurich University of Applied Sciences, Switzerland

Nina Schnatz

ZHAW - Zurich University of Applied Sciences, Switzerland

Reading and writing are key competencies not only in language-focused professions but are becoming increasingly more dominant/prominent in technical fields, as domain-specific language and communication skills are now also acknowledged as professional literacy (Göpferich/Neumann 2016). Accordingly, the proportion of communicative tasks in everyday work of engineers has increased due to new information processing technologies and because of internal knowledge and quality management systems in companies (Karras et al. 2015).

For engineering students in Switzerland, German language competence represents a prerequisite for successfully completing their studies. In fact, reading and writing play a crucial role in almost all engineering subjects as students need to be able to retrieve information from highly complex texts (e.g. journal articles) and also need to produce specialized technical texts (e.g. manuals) for a specific audience or purpose. Consequently, linguistic competencies such as precisely describing objects and processes for documentation or providing technical information to both experts and laymen represent critical study outcomes for engineering students.

The aim of our project is to develop an online German test to automatically measure German competencies relevant to engineering students. For this purpose, not only

grammatical and lexical skills are being tested (C-tests), but also more complex tasks such as synthesis writing are included and automatically evaluated. The test design is based on a needs analysis with various stakeholders (students, program directors and employers). The data was obtained through semi-structured interviews.

Based on the results of the initial online assessment, we want to establish competence profiles that reflect students' abilities and potential deficiencies regarding their German language competence. Starting from these competence profiles, individualized teaching content is to be created enabling students to focus on specific aspects of reading and writing in their engineering domains.

Keywords: automated language assessment, engineering students, reading and writing, German

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Bionotes: **Daniela Fernando** is co-leader of the Centre for Languages and Communication at the ZHAW and director of the language course program. Over several years she has been designing and teaching language and communication modules for special purposes (Business, Engineering, Health) and has driven major curriculum revisions, e.g. multilingual communication competence modules for engineers in a blended learning environment.

Igor Matic is co-leader of the Centre for Languages and Communication at the ZHAW and is responsible for the language and communication courses at the School of Engineering. He has been teaching academic and professional communication skills for several years and in various contexts. He currently leads the project *Digital German assessment for engineering students*. The aim of this project is to develop a domain-specific and fully automated placement test for engineering students.

Nina Schnatz is a lecturer for communicative skills for several departments at the ZHAW in German and English. She has over 15 years of teaching experience in both secondary and tertiary education and is currently researching in the field of digitalization in education. *How can digitalization enhance forms of assessment in competency-oriented learning environments?* is her current research project.

ORAL PRESENTATION

Digital storytelling as practice-based participatory pedagogy for English for Specific Purposes (ESP): sustainable change for education and tourism

Margarida Morgado

Polytechnic Institute of Castelo Branco (IPCB) and Centre for English, Translation and Anglo-Portuguese Studies (CETAPS), Portugal

ESP (English for Specific Purposes) teachers in Higher Education (HE) often struggle with introducing variation and meaning into courses, while addressing 21st-century skill sets such as collaboration, digital skills, engagement with society, or critical thinking. Digital

storytelling in its many forms constitutes fertile ground for engaging students in the above while learning the specific academic and professional languages for their fields of knowledge. The aim of this talk is to present and discuss a pedagogical framework for digital storytelling that promotes sustainable change in educational practices and that has the potential to impact the hard-hit sector of tourism through notions such as 'responsible travel' or 'tourism that cultivates a sense of care', advice to road-trippers and nature-seekers, off-the-beaten tracks indoor and outdoor experiences (European Travel Commission, 2021). The pedagogical framework (in development by the Learn To Change international consortium) consists of five storytelling steps: (1) research and audience insight; (2) concept design; (3) scripting and storyboarding; (4) digital production; and (5) publication and engagement. These storytelling steps are preceded by sharing the storytelling challenge (Briefing) and team building activities. Through project-based learning, students follow a detailed sequence of activities that will lead them to expected learning outcomes step by step, while learning about the language and the method for storytelling in business and marketing (Fisanick and Stakeley, 2021; Anderson and Chua, 2010). The framework was piloted during the 2021-22 academic year with two first-year Business English classes in Office Management and one second-year ESP class in Tourism Management in a Portuguese Polytechnic by two different teachers. Besides monitoring difficulties in team building and activities, the teachers also invited students to periodically write short reflections on their learning process after each step was concluded. At the end of the semester 3 students were selected to answer a more detailed questionnaire on their learning process and the two teachers compared notes from class monitoring and students' outputs. The discussion of the frameworks centres on the potential of this framework in terms of: (1)empowering of students to engage with each other (working in teams) and giving feedback to others as participants in media culture with their own perspectives and using their own (creative) words; (2) understanding how students told about, solved problems, brainstormed, or just share thoughts about a set of common issues that serve as the topics and contexts for engagement in purposeful learning.

Keywords: ESP; digital storytelling; pedagogical framework; teaching materials

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Bionote: **M. Morgado** is Coordinating Professor of English Cultural Studies at the Polytechnic Institute of Castelo Branco, Portugal and head of English Studies. She is affiliated to the Faculty of Education and researches in Content and Language Integrated Learning (CLIL), children's fiction and intercultural communication and mediation. She is also affiliated with CETAPS, the Centre for English, Translation and Anglo-Portuguese Studies of Nova University Lisbon and Porto University. She is involved in several European funded applied research projects in teacher education online, sustainable change in education,

and content-based learning. She has published internationally on CLIL, children's fiction and intercultural education.

ORAL PRESENTATION

Do your students 'speak out' in class?

Zhiqiong Chen

The University of Warwick, UK

In 2nd language classes, teachers often experience silence from students when they are asked to answer questions or find the class is dominated by a few vocal students who either have better L2 proficiency or are more confident. In this case, the teaching is not inclusive: without being able to assess everyone's understanding, the teacher couldn't provide appropriate and immediate feedback to target on individual's gaps in knowledge. Therefore, it is necessary to promote student in-class participation, encourage everyone to 'speak out'.

On the one hand, learner's situational willingness to communicate in class is influenced by the interrelationship between individual, environmental, and linguistic variables (Cao, 2014). On the other hand, Bernales (2016) proposed that 'classroom participation involves the use of the L2 or the L1 in oral interactions as well as in thoughts pertaining to class during the L2 lesson' (p. 380). Therefore, in activity design, for different pedagogical purpose, the teacher incorporated various digital technologies, namely, Vevox, Talis Elevate and Microsoft Teams file sharing function, aiming to create a supportive environment in which every student has the opportunity to participate, verbally and non-verbally.

At the end of the module teaching, the teacher conducted an anonymous evaluation to collect learners' feedback. The results show that students welcome the anonymity embedded in Vevox and Talis Elevate, as well as the cooperative learning model, think-pair-share when using Teams file share, hence are more willing to participate. Implementation of technologies also helps to increase the interaction between the student and teacher and among students, which contributes to their active learning. However, consideration needs to be given to the limitation of each technology and the diverse needs and preference of students, so the combination of different tools is more likely to work better in regard to designing a diverse range of activities.

Keywords: willingness to communicate, in-class participation, digital technology, anonymity, think-pair-share

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Bionote: Ms Zhiqiong Chen is a senior teaching fellow at the School of Modern Languages and Cultures of the University of Warwick where she has been teaching various academic and non-academic Mandarin modules. She also taught distance Mandarin learners at the Open University from 2009-2020 and worked as a consultant, co-authoring online short Mandarin courses. She is interested in research of teaching pedagogy, including student's engagement, blended learning, flipped teaching and teaching technology.

ORAL PRESENTATION

Effective data presentation and their interpretation during LSP courses

Katarzyna Matuszak

Poznan University of Technology, Centre of Languages and Communication, Poland

Maximizing the effectiveness of teaching and learning via flexible modes of delivery can encourage both students and teachers to use their knowledge actively.

Language for Specific Purposes (LSP) defined as various linguistic variants used in professional settings and coexisting within the general language system has given the favorable response to specific professional needs. The presentation will focus on the course sample entitled Effective Data Presentation which was designed within BADGE Erasmus+ project (Intellectual Output 1).

Although the teaching of technical or specialized vocabulary is sometimes thought to be outside the purview of language teachers and/or best left to subject teachers (Airey, 2016), language teachers can and even should encourage purposeful and incidental learning of specific vocabulary that makes a significant contribution to the comprehension of subject texts as well as to learners' participation in discourse communities (Coxhead & Nation, 2001).

The presentation is divided into three parts. The first part touches on the results of the survey which show that the language and communication classes need to integrate more LSP competences to get the students acquainted with tools of both general and specific language. The introduction will also analyze and explain the existing practical difficulties and try to answer why language and subject teachers alike often seem to maintain a distinction between "knowledge of a subject" and "knowledge of language for a subject." The second part presents a sample of communication course prepared for engineers encompassing effective data presentation. Finally, the presentation reflects on future challenges of LSP teachers and reasons why academics should integrate professional knowledge and specialistic language within the same course.

Keywords: LSP; effective data presentation; subject, vocabulary and language integration

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Bionote: Katarzyna Matuszak, Ph.D., is an academic teacher at the Centre of Languages and Communication of PUT, Poznan. She teaches General English (GE), English for Academic Purposes (EAP) and English for Specific Purposes (ESP) at the 1st, 2nd and 3rd cycle studies. She is running academic language courses in the Doctoral School at PUT.

Performed functions - Head of English, French and Spanish Section, Leader of the Environmental Engineering Teachers' Team. Involved in international Projects (GELS, NAWA, BADGE, EUNICE), member of ICLHE, enthusiastic participant, speaker and organizer of numerous international and national conferences and teacher training courses.

ORAL PRESENTATION

El intercambio lingüístico virtual interuniversitario UniLingua: balance de dos cursos académicos

Federico Silvagni

Universidad Complutense de Madrid

El objetivo de esta comunicación es presentar el desarrollo y los resultados de un programa de intercambio lingüístico virtual en ámbito universitario llevado a cabo en los cursos académicos 2020-2021 y 2021-2022. El proyecto se titula UniLingua y nace de una colaboración interuniversitaria impulsada desde la Universidad Complutense de Madrid con otras nueve universidades y centros lingüísticos universitarios del contexto internacional; concretamente, las universidades de Cambridge, Edimburgo, Palermo, Verona, Borgoña, Lisboa, Chonbuk, la Universidad Libre de Berlín y la Universidad Estatal de Moscú. La misión principal de UniLingua es poner en contacto a alumnos de diferentes universidades que quieran practicar un idioma extranjero para que desarrollen sesiones de intercambio lingüístico en línea (Silvagni et al., in press).

UniLingua se desarrolla integralmente en modalidad virtual, lo cual permite simular contextos de aprendizaje inmersivos; asimismo, la virtualidad resulta atractiva y motivadora para los jóvenes, lo que estimula positivamente la dimensión afectiva, fundamental en la adquisición de segundas lenguas (Agudo de Dios, 2018; Arnold, 1999). En las dos ediciones analizadas (2020-2021 y 2021-2022), UniLingua ha tenido un enorme éxito entre los estudiantes, superando las 1100 inscripciones. Los alumnos llevaron a cabo intercambios con múltiples combinaciones lingüísticas, de entre las que destacan las siguientes: español - inglés, español - italiano, español - francés, español - alemán, español - ruso, español - chino, español - coreano, italiano - inglés, inglés - ruso, inglés - francés, inglés - alemán, italiano - alemán, italiano - coreano.

En esta comunicación, se presentará detalladamente la ejecución de las dos ediciones del proyecto, tanto de manera individual como comparada: las necesidades curriculares

y contextuales que justifican su puesta en marcha, sus objetivos educativos e institucionales, su estructura, el material implicado en su desarrollo, los resultados cuantitativos y cualitativos acerca de la participación y el grado de satisfacción de los participantes, así como las previsiones de desarrollo del proyecto en las próximas ediciones.

Short Abstract

This talk addresses the development and results of the UniLingua project, that is a virtual language exchange programme which was carried out between ten universities and university language centres during the 2020/2021 and 2021/2022 academic years. The main objective of the UniLingua programme is connecting students from different universities who want to practice a foreign language through virtual meetings. Therefore,

UniLingua groups students in pairs, where each pair is made up of students belonging to a different institution.

In this talk, we present the most relevant outcomes of the 2020/2021 and 2021/2022 editions of UniLingua, by taking into account quantitative and qualitative data regarding several issues, such as the context, the participation of students and universities, the structure and the quality of the meetings, students' degree of satisfaction and the improvement of their language proficiency in the framework of the language exchanges carried out.

Keywords: virtual exchange, language learning, teaching innovation

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Bionote: Federico Silvagni holds a Phd in Cognitive Science and Language from the Autonomous University of Barcelona, a Master in Teaching Spanish as a Second Language from the Complutense University of Madrid and a degree in Translation and Interpreting from the University of Bologna. He works as a teacher at the Department of Spanish Language and Literary Theory of the Complutense University of Madrid and at the Complutense Centre of Spanish Language Teaching. His research covers both theoretical and applied Linguistics.

ORAL PRESENTATION

Embracing technology in an Academic Writing sequence for Undergraduates: a case for instructional videos

Philomena Dol

Academic Language Centre, Leiden University, Netherlands

Gea Hakker-Prins

Academic Language Centre, Leiden University, Netherlands

Nowadays, most study programmes at universities offer courses on academic reading, writing, and presenting skills in the first year. If these skills are taught within a core course of a study programme, students acquire knowledge about their field of study, while at the same time working on these sub-academic skills. A problem that often arises in this approach is that specialists in an academic discipline are not also specialists in academic skills, and vice versa (Grabe & Zhang 2013). At the same time, research has indicated that critical reading skills, which must always precede academic writing, are best taught using academic content-related texts (Susilo et al 2021, 918). Similarly, writing skills become meaningful to students if they are taught in the context of a content-related setting (Bean 2001; de Chazal 2014, 151, 211). Research confirms that engaging students in this way has a positive effect on their academic writing development (Proske & Kapp 2013).

In this contribution, we present a series of videos, developed by the Academic Language Centre of the Leiden University. The videos are aimed at maximising the effectiveness of teaching and learning in an academic writing programme. The sequence can be used in a core academic course within a BA degree programme to teach academic writing. The focus moves gradually from reading towards planning and writing a research essay. To support this process, the course tutor provides the students with pre-selected academic sources which are representative of their field of study. The videos are based on long-standing experience of teaching academic reading and writing in various BA programmes at Leiden University. Empirical evidence has indicated that these videos are effective: student results and student and teacher feedback were very positive and encouraging following implementation of the videos in three different BA courses at Leiden University. Although embracing technology resources does not guarantee teaching or learning success per se, the current package of videos proves that technology can be a valuable asset to an academic skills course.

Keywords: academic writing, sub-academic skills, online learning, technology

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Bionotes: **Gea Hakker-Prins** is Director of the Academic Language Centre (ALC) at Leiden University. She is responsible for the language courses taught by ALC, both in-sessional and extracurricular courses. In 2019 she launched a project which was aimed at integrating academic skills in the context of a content-related setting. She also teaches English for Special Purposes.

Philomena Dol is head of the English Section at Leiden University. Originally trained as a descriptive linguist, she currently designs and teaches courses in academic skills for Humanities and Law at Leiden University. She was responsible for the development of academic reading and writing programmes in various BA curricula at Leiden University, and was closely involved in the development of the videos. She is also a lawyer and teaches legal English at Leiden University.

ORAL PRESENTATION

Empowering language educators with the VITbox digital professional development resources

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Laurent Rouveyrol

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Barbara Sawicka

Politechnika Poznanska, Poland

Julia Zabala Delgado

Universitat Politècnica de València, Spain

The Council of Europe's *CEFR Companion Volume* (2020) stresses the action-oriented approach to teaching, learning and assessment and highlights that we should consider the learner as a social agent. This means that the learners co-construct meaning and concepts when completing collaborative interaction and mediation tasks. The *CEFR Companion Volume* also addresses the importance of "constructive alignment" (Biggs, 1996) in a "comprehensive learning system" (O'Sullivan, 2020), where "the three core elements (curriculum, delivery, assessment) must be based on a single philosophy of learning supported by clearly defined models of language ability and progression and underpinned by a measurement model." (O'Sullivan, 2020: i).

In this paper we will present the resources developed by the VITbox team within the ECML project "CEFR Companion Volume implementation toolbox – VITbox". This database of materials offers teacher educators and teachers a variety of digital resources in PPT, Word, MP4 and PDF format on relevant aspects of the CEFR Companion Volume in the context of teaching, learning and assessing languages at university and in vocational training. These open-access resources can be used in initial teacher training, professional development activities and for self-study purposes.

After a general introduction, the presentation will focus on the VITbox module on constructive alignment. Furthermore, we will present the outcomes of our professional development activities in the application of the VITbox resources, and will finally address future activities and the possibilities of active participation of CercleS members in further developing the VITbox database.

Keywords: CEFR Companion Volume; Professional development; Action-oriented approach; Constructive alignment

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Bionotes: **Johann Fischer** is the Director of ZESS (Centre for Languages and Transferable Skills) at Georg-August-Universität Göttingen and the Head of the Scientific Committee of UNICert, the German quality label for language teaching, testing and certification in higher education. Former Secretary General and President of CercleS, he is currently a member of the Board of AKS. He is one of the founders of NULTE – the Network of University Language Testers in Europe. His research focuses on the implementation of the CEFR, task-based teaching & assessment, and staff development. He has been coordinator of European projects with the European Commission and the ECML.

Laurent Rouveyrol is a Professor of English and applied linguistics at the Sorbonne Nouvelle, in Paris. Until recently, he was director of the Department of Modern Languages (Service Commun en Langues) at the University Côte d'Azur (Nice, France). His current research concerns the link between interactional linguistics and second language acquisition in relation to language testing (CLES). He has also been involved in the CLES (French Higher Education Language certification) since 2006 and has been a vice-director of the National CLES coordination since 2013, in charge of international and scientific affairs.

Barbara Sawicka holds an MA in English philology and PhD in language assessment from Adam Mickiewicz University, Poznan, Poland. Currently she is the Deputy Director of the Centre of Languages and Communication at Poznan University of Technology, Poland. She has extensive experience in teaching English for Specific Purposes at a technical university. Areas of interest: innovative teaching methods, educational assessment and multimedia technologies in language learning.

Julia Zabala Delgado (PhD) holds an MA in English from Universitat de València, a Postgraduate Diploma in translation from Universitat de València and an MA in Language Testing from Lancaster University. She is the Deputy Director of the Language Centre of the Universitat Politècnica de València and coordinates standardised exams, test development and rater training. She is General Secretary of the Association of Languages Centres in Higher Education in Spain (ACLES). Her research interests include: Language Testing, Development of Assessment Tools, Language Learning, Curricula Design.

ORAL PRESENTATION

Estudiantes y su entorno: interacciones, roles, estrategias y actitudes

Jaume Batlle Rodríguez

Universidad de Barcelona, Spain

M. Vicenta González Argüello

Universidad de Barcelona, Spain

Gamification has been used as a didactic strategy in the teaching of foreign languages for some years now but more studies are needed to investigate its benefits for language learning. Our proposal pursues the following objectives: a) to analyse the level of students' motivation and b) to investigate their learning perception. This paper presents the gamified experience in an educational Breakout of a group of ERASMUS students of Spanish at levels A1-A2. The data indicates that the students showed a high degree of motivation during the gamified session and their perception of having learned a lot of vocabulary. Moreover, students liked working as a team in a collaborative way and tutors perceived students were engaged in the resolution of the activities. As disadvantages, a minority of the students said that this type of gamified session caused them stress and that the instructions to carry out the gamified sequence were too complex.

Keywords: gamification, motivation, perceptions, language learning

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Kapp, K. (2012). *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. San Francisco: Pfeiffer.

Bionotes: **Jaume Batlle** holds a PhD in Didactics of Language and Literature at the University of Barcelona. He is currently a Lecturer at the Department of Language Education in the Faculty of Education at the University of Barcelona (UB). His research interests focus on classroom interaction in second language teaching from a Conversation Analysis perspective, as well as on gamification in education. He is an investigator in the realTIC Research group.

M. Vicenta González holds a PhD in Education Sciences at the University of Barcelona. She is currently an Associate Professor at the Department of Language Education in the Faculty of Education at the University of Barcelona (UB). She collaborates in teacher training courses for several international institutions, as Instituto Cervantes, Universidad Internacional Menéndez Pelayo or SDI München, among others. Her

research interests focus on different topics related to reflective practice in teacher education, gamification in second language teaching and the use of ICT tools in second language teaching and learning processes. She is an investigator in the realTIC Research Group.

ORAL PRESENTATION

Exploring learners' attitudes towards native and non-native English accents: are we ready to revisit pronunciation goals and needs?

Anna Maria De Bartolo

Department of Culture, Education and Society, University of Calabria, Italy

The present study attempts to explore the factors underlying attitudes towards native and non-native accents of English in order to raise both learners and teachers' awareness of which goals and needs pronunciation teaching should address in the dynamic, evolving, multifaceted English world, where English is increasingly being used as global lingua franca for communication.

The study reports the findings of a survey aimed at investigating learners' beliefs and attitudes towards native and non-native accents of English. University students belonging to two different groups were surveyed. The first group is composed of non-native English speakers, Italian university students studying at the University of Calabria (Italy). The second group includes mainly native speakers of English, from University of Alberta (Canada) and from Florida Atlantic University (USA).

An online link to a questionnaire was sent via email to all participants and was used as a research instrument to collect quantitative data. More specifically, learners were surveyed in relation to four specific aspects: the relation between accent and identity, their beliefs about the significance of native and non-native English accents, the role accents may play in intercultural communication among speakers from different linguistic and cultural backgrounds, and learners' expectations towards pronunciation teaching. The first part of the analysis was conducted by using SPSS version 27 which was used to identify mean scores in the overall sample. Secondly, differences between native and non-native speakers' responses were analysed in relation to the aforementioned aspects. A two tailed normal distribution Z ($H_0: \mu_1 = \mu_2$, versus $H_1: \mu_1 \neq \mu_2$, $\alpha = 0,05$, $Z_{\alpha/2} = +/-1,96$) was employed to identify statistically significant differences in the two groups. Finally, non-native learners' responses were statistically correlated to their proficiency level in English to identify the extent to which learners' attitudes may be affected by language competence.

The study aims to raise students and teachers' awareness of what models we expect learners to look at in the English language classroom, how appropriate and relevant these may be in the globalized English world where non-native speakers will increasingly use English in a diversity of forms to achieve their communicative goals as well as the direction pronunciation teaching may be taking in changing cultural, academic, and social domains. Preliminary findings will be presented and pedagogical considerations suggested.

Keywords: ELF; Attitudes; Accents and Pronunciation; Native/Non-Native English accents

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Bionote: **Anna Maria De Bartolo** has been Associate Professor in English in the Department of Culture, Education and Society at the University of Calabria since 2016. She holds a Master degree in *Modern Literature and Culture*, York University (UK) and a Master degree in *Language Teaching: Applied Linguistics*, Lancaster University, UK.

She teaches *English for Administration Science* in the Department of Political and Social Sciences at the University of Calabria and *English for Pedagogical Studies* in the Department of Culture, Education and Society. Since 2005 her research interests have mainly focused on ELF (English as a lingua franca) studies and the issues surrounding standard/non-standard varieties of English. She has published in the area of multilingualism and multiculturalism, and is particularly interested in exploring the implications of ELF for English language policy, pedagogy, and practice as well as ELF in relation to Intercultural Communication.

ORAL PRESENTATION

Feedback Criteria for Simulated Patients in Language Courses for Healthcare

Viktória Sirokmány

Tímea Takács

Enikő Földesi

Judit Fekete

Anikó Hambuch

Katalin Fogarasi

Semmelweis University, Hungary

In 2020, the Department of Languages for Specific Purposes (LSP) at Semmelweis University, Budapest introduced a new method of preparing medical students for special communicational settings using Simulated Patients (SPs) in their LSP courses. Parallel to

the involvement of teaching assistants (TAs), Semmelweis started to apply native LSP teachers in the role of the SPs in the English courses.

Through the cooperation between the Department of Languages for Biomedical Purposes and Communication (LBPC) at Pécs University, where the method was first born, the teaching assistants and the native LSP teachers at the Department of LSP could participate in SP training at Pécs University which taught them how to take part in patient-professional interactions with a special focus on code-switching. At Semmelweis University, scenarios are tailored for the specific needs of students of medicine, pharmacy, dentistry and health sciences.

The aspect that distinguishes an SP from an ordinary teaching assistant is that at the end of the conversation, they provide the students with feedback. Students should receive complex, good quality linguistic and behavioural feedback through which their use of terminology and their verbal and non-verbal communication skills develop within a simulated professional setting.

Our study analyses the process through which the strict guidelines of SP feedback criteria will be prepared especially for SPs played by native laymen as they introduce a new aspect of a different register to the interaction. The main objective is to prepare feedback criteria meeting all needs of students in all four specialties. The study reflects upon the psychological and linguistic guidelines used through the preparation process aided by the cooperation between the Department of LSP and the Institute of Behavioural Sciences of Semmelweis University.

Keywords: simulated patient, native layman, feedback, patient-professional interaction, healthcare communication

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Bionotes: Viktoria Sirokmany works at the Department of Languages for Specific Purposes at Semmelweis University, Budapest as an ESP teacher. She achieved an MA in English Linguistics and Literature at Debrecen University, in 2003. Her further studies include an MEd in Information Technology at Lorand Eotvos University, Budapest. She teaches Scientific Writing to PhD students and Language Courses for IT, and Healthcare. She is currently undergoing her PhD studies at Pécs University, her topic being extensive

terminological examination of paediatric traumatology documents. Her research interest is also in teaching methodology (Content and Language Integrated Learning) and classroom interactions.

Tímea Takács obtained degrees in Master of Arts in English and in Hungarian Language and Literature with teaching qualification and Hungarian as a foreign language specialisation at Károli Gáspár University of the Reformed Church. Currently, she is working as an assistant lecturer at Semmelweis University, teaching Hungarian for specific purposes and English for healthcare purposes. She is a PhD student at ELTE University. She gained Comenius Teacher Assistant Scholarship (2011-2012), Estophilus Scholarship (2017) and Summer School scholarships (2018, 2019). The main scientific fields she is interested in are ESP, EHP, applied linguistics, discourse analysis and Finno-Ugrian Studies.

Enikő Földesi is a psychologist and psychotherapist. She works as an assistant lecturer at the Institute of Behavioural Sciences, Faculty of Medicine, Semmelweis University, Budapest. She teaches Hungarian and German speaking medical students medical psychology and medical communication. Her research topic is medical communication (how to communicate bad news), especially on the field of pediatric oncology.

Judit Fekete, PhD is an actor, psychologist, works as a research fellow at the Department of Languages for Biomedical Purposes and Communication, Medical School, University of Pécs. She works as a lecturer and trainer for Simulated Patients Program in English and Hungarian. Her research interests include communication, simulated patients, medical and applied improvisation in healthcare and medical education.

Aniko Hambuch, PhD, is an assistant professor at the Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary. She teaches German and Hungarian for medical purposes and medical communication. Her research interests include doctor-patient communication, especially shared decision making in medical consultations, the development and implementation of new methods/tools in the teaching of history taking and clinical communication skills, and the cooperation with lay actors in German and Hungarian medical language courses.

Katalin Fogarasi works as an associate professor and director at the Department of Languages for Specific Purposes at Semmelweis University, Budapest. She studied German and Classical Philology at the University of Pécs and taught Medical Terminology, German and Hungarian at the Department of Languages for Biomedical Purposes and Communication at the Faculty of Medicine/ University of Pécs until 2018. She completed her PhD in 2014 at the Faculty of Health Sciences at the University of Pécs. She teaches Medical Terminology, German for Medical and Dental purposes to Hungarian students, furthermore Medical, Dental and Pharmaceutical Terminology to German students. Her research interest lies in the terminological analysis of medical documentation and communication, as well as teaching LSP.

ORAL PRESENTATION

Finnish Language Centre directors and managers promoting cooperation and networking of language teachers

Pasi Puranen

LAB University of Applied Sciences and LUT University, Finland

Pauli Kudel

Head of Education, Language Centre, Aalto University, Finland

Managing and leading change in language centres has always been a challenging task. The present times of rapid internationalization, increasing immigration, and challenges that the Covid-19 and post-Covid era will bring to higher education language learning have further accelerated the need for flexibility in both learning solutions and management.

In our presentation, we will discuss how national solutions, projects, and networks in Finnish higher education language learning and teaching have provided new nationwide

tools, not only to teachers, but also to language centre management to enhance the support given to teachers during challenging times.

First, we will present how recent national projects in Finland's native languages (Finnish and Swedish) and in so-called "lesser studied" languages have created new ways of networking and how the present networks have been evolving. We will also discuss how this kind of cooperation has been experienced by participants, how it is being managed today in Finnish language centres, and what kind of challenges these networks encounter in today's everchanging learning environments.

Secondly, we will share our views and experiences of how language centre directors and managers are able to promote this cooperation not only in their own language centres but also how this can be done in peer groups of managers from different national units. The third main point of our presentation is to briefly explain the main achievements of our first nationwide project called Digitalize your teaching – 2Digi as well as an ongoing continuation project called 2Digi2. This new project aims to: 1) share and promote new learning objectives for the digital age; 2) analyse the generic skills needed in a digital environment and create guidelines for teaching; 3) provide guidelines for teaching students with special needs in the digital environment; and 4) provide guidelines for relationship building in a digital environment. And, of course, both during and after the project, we will continue networking and sharing best practices.

In our presentation we will discuss our views on how language centre directors and managers can facilitate this kind of work introducing new priorities to the process of curricula development in learning and teaching at language centres during the digital era.

Keywords: Leading change, management, networks for learning, cooperation, curricula development

Bionotes: Pasi Puranen (M.A.), Director of Language Centre at LAB University of Applied Sciences and LUT University. His research interests focus on CALL, an area in which he has published several articles and book chapters.

Pauli Kudel (M.A.) Education Leader and Lecturer in German at Aalto University Language Centre. His research interest focuses on CALL and he has also published various German text books.

ORAL PRESENTATION

Fostering Confidence and Language Ownership through Student Production of Podcasts

Amy Elizabeth Han

University of Padua, Padua, Italy

The aim of this presentation is to demonstrate how a language course for first year MA students of English at the University of Padova can cultivate confidence in spoken production through the use and creation of podcasts. The curriculum requires students to create original video and audio content in the target language with the purpose of developing awareness of their own voice, intonation, and prosody when speaking

English. This is reinforced through peer and self-assessments of their recordings. Moreover, an implicit objective is to amplify students' confidence in speaking English in different contexts and through different media.

Data from student questionnaires to record perceptions of progress from two academic years, 2018-2019 and 2019-2020, will be included in the presentation as well as recent data from the 2021-2022 academic year. Although the questionnaires have changed slightly, overall goals of both sets of questionnaires have remained the same, as follows: 1.) students' familiarity with podcasts; 2.) past experiences recording themselves; 3.) self-assessment of English language skills based on the 'I can' statements from the CEFR. The presentation will also include data from a follow-up questionnaire given to participants (n=52) at the end of the course, where students reported an increase in their awareness of stress and intonation when listening to first language (L1) speakers of English. The qualitative data indicates that 77% of students found the course quite to very effective on a Likert scale from 1 to 5 (1= not at all and 5=very). Additionally, 80% of students considered podcasts quite to very useful in improving their speaking skills. Data from this academic year (2021-2022), should afford a clearer picture of the impact of podcasts, not only as an instructional tool, but how the act of creating podcast episodes can benefit student confidence and sense of ownership of English.

Keywords: Confidence, Creators, Ownership, Podcasts, Speaking

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Bionote: **Amy Elizabeth Han** is an EFL teacher at the University of Padua and currently teaches in both undergraduate and graduate English language degree courses. She also designs and teaches workshops as part of the university language center's EMI programming for university teaching staff. Han holds a BA in Comparative Literature from the University of California, Irvine and an MSc from the University of Oxford in Teaching English Language in University Settings. She has previously published work on student diaries, the European Language Portfolio, and student centered learning and motivation.

ORAL PRESENTATION

From face-to-face tuition to online classes: 'Re-styling' a course of English for Academic Purposes

Anila R. Scott-Monkhouse

Centro Linguistico di Ateneo, Parma University, Italy

With the outbreak of the CoVid pandemic and the ensuing total lockdown in spring 2020, the EGAP course for STEM PhD students at Parma University (northern Italy) was suddenly forced to shift online, like many courses in academic institutions worldwide. Confined at home and with no previous experience of remote teaching, the teacher had to redesign the whole course, and rethink strategies and techniques in the matter of days and with little material at hand. The aim was to maintain the interactivity of the face-to-face course and consolidate group dynamics of a course which had yet to start. As online teaching took centre stage, the teacher and students alike were confronted with didactic issues stemming from the restyling of a traditionally highly interactive course based on face-to-face tuition, and technical problems, which added to the emotional and psychological factors related to an unknown, unexpected situation. Students had different academic backgrounds and needed to develop productive language skills rather than receptive skills, in addition to soft skills. The activities therefore focused mainly on productive and collaborative tasks to develop writing and speaking modes but did not concentrate on academic language only. The talk will cover some of the practical activities and ideas used in the course, from warmers to production tasks, and share insights into the experience of being 'thrown in at the deep end', trying to highlight the elements which contributed to its overall positive outcome, the strong social connotation it came to bear, the development of class dynamics, and the learning points which emerged.

Keywords: EGAP online course, synchronous/asynchronous learning, peer teaching, teacher roles, (self)reflection

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Bionotes: A.R. Scott-Monkhouse teaches English (general, EAP/ESP) at Parma University (Italy). She holds a DELTA and a CertPT teaching qualification, is a Cambridge Assessment English examiner, and has been an IELTS oral examiner. She is actively engaged in CPD, and has been involved in teacher training in Italy and abroad. She has published several papers on teaching and assessing ESP/EAP, and on the role of emotions in teaching and learning. Her interests lie in analysing learners' needs within and outside the

classroom, and bridging the gap through learner training and task-based learning by applying Gardner's theory of multiple intelligences to teaching.

ORAL PRESENTATION

Gamification and the development of student autonomy, metacognition and self-regulation

Magdalena Łęska

University of Economics in Katowice, Poland

In foreign language teaching, gamifying learning has a long history. Teachers use games as energizers, warmers, and ice-breakers. Games help integrate students or revise lexical and grammatical structures, but they tend to be a nice break from more serious and purposeful activities that form a course programme. The concept of gamification, on the other hand, assumes the application of game dynamics and mechanics in a non-game context, such as business, marketing, or organizational management. In education, gamification can improve retention of knowledge and augment learning in time-constrained educational settings. Moreover, online learning management systems, mobile applications for language study, and cloud-based communication tools, which have now become every teacher's daily working experience, all embrace the principles of gamification in their design.

The first part of my presentation will briefly discuss three functions that gamification can perform in language teaching. Its primary goal seems to be improved student engagement and motivation. Next, it can offer valuable support to teachers as it helps them track student activity and performance. As a result, teachers can plan relevant and targeted intervention. Stealth assessment can be conducted based on points, progress bars, leaderboards. Finally, it can contribute to the development of student metacognition and self-regulation.

The second, practically-oriented part of the presentation will discuss the application of gamification in the third area in more detail. I will present a collection of specifically designed activities and lesson plans and explain the underlying theoretical assumptions concerning student metacognition. Finally, I will examine their strengths and limitations as seen through the eyes of students and teachers.

Keywords: gamification, metacognition, self-regulation

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Bionote: I have been a Business English teacher for nearly 30 years. I work at the University of Economics in Katowice, where, in addition to my teaching position, I am the deputy head of the Foreign Language Center. My professional interests include ESP, discourse analysis and its application in teaching, translation, but above all I am passionate about supporting my students in learning and self-development.

ORAL PRESENTATION

“Get in touch with your foreign classmates”: international collaboration within legal English classes

Štěpánka Bilová

Masaryk University, Czech Republic

Experiencing online teaching during the COVID-19 crisis brought new opportunities concerning not only the format, tools, or the content, but also students who could participate in the lessons. I would like to compare two projects which brought together law students of different countries. While working within their home legal English course at the Faculty of Law, Masaryk University (Czech Republic), the students collaborated with foreign “classmates”, specifically with Polish students in Spring 2021, and Hungarian students in Autumn 2021. Even though both scenarios were organized in legal English classes, the observations and tips might be inspiring for any ESP course.

Both projects involved a task-based activity in which the main goal was to produce an output on a legal topic while implementing information and opinions from students of the other country. The major differences included the type of outputs and the level of students’ autonomy throughout the project. In the 2021 Spring project, the students were asked to deliver a team presentation and the teachers could follow their collaboration easily because all the work was happening in a closed Facebook group. The 2021 Autumn project required the students to record a team podcast, however, the students were given leeway in the form of cooperation.

In the paper, I will describe both scenarios and present the outcomes of the questionnaires completed by the students. The questions were related to the involvement and autonomy of students, to the skills that the students developed, and the evaluation of the project. The results showed that both projects were successful in contributing to student learning, however, the more autonomous cooperation seemed to lead to more difficulties in the cooperation process than the controlled one.

Keywords: legal English, international collaboration, student autonomy, students presentations, student-produced podcasts

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Bionote: Štěpánka Bilová is Assistant Professor at the Masaryk University Language Centre, Brno, Czech Republic. She has been involved in teaching English for Specific Purposes since 2002, she specializes in English for law and English for mathematicians. Her main research areas focus on using ICT in language learning and on student autonomy. She is keen on developing and supporting various learning strategies and is interested in metacognition in language learning and teaching. She is also active in international cooperation, both within and outside projects.

ORAL PRESENTATION

Have the techniques used in Spanish Stage 2 (A2) to ease student's language learner anxiety been useful for them? – Let's ask and (re)assess.

Kristina Pla Fernandez

Durham University, UK

All the interventions and strategies used to ease out learner's anxiety were recorded during a full academic year in a university elective module for level A2. Particular attention was placed into students interacting with each other frequently to create a well-knitted community where they would feel safe to make mistakes. Also, a conscious effort was made to make sure everyone was equally exposed in their errors and to close the worry about the gap in authority between teacher and students, so that instead of feeling judged when making a mistake, there was a feeling of teamwork towards co-constructing meanings. Throughout the year, there was also a focus during activity planning in embedding playfulness and enjoyment frequently in lessons, in an attempt to make the atmosphere as relaxed as possible so that learners' anxiety would diminish and not obstruct their learning. At the end of the academic year students from that cohort were interviewed with the aim to assess to what extent the objectives intended with the strategies used had been achieved.

This paper will describe the strategies directed at reducing language learners' anxiety. Those will then be contrasted with the information gathered from students' interviews in order to gauge their effectiveness but also to identify blind spots resulting from the teachers positive beliefs about the communicative teaching method and the measures taken to ease student anxiety. To end, a roadmap will be drafted indicating strategies to consolidate in future academic years, whether the assumptions about and approach towards learners' anxiety requires improvement and more ideas to keep the class atmosphere as fructiferous for FL learners as possible.

Keywords: emotions, anxiety, management, playfulness, interaction

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Bionote: **Kristina Pla Fernandez** teaches Spanish at the Centre for Foreign Language Studies at Durham University (UK) and over the last 6 years has convened elective credit-bearing modules for levels A1, A2 and B1. Prior to that, she taught at the University of Leeds and the University of Manchester on core modules in BA in Spanish programs. She also taught at Instituto Cervantes Leeds for more than 10 years, where in addition she was in charge of language activities for language learners such as film screenings + Q&A, reading clubs and a micro theatre writing and rehearsing workshop.

ORAL PRESENTATION

Heart over Head: Affective Teaching for Effective Foreign Language Learning in Tourism and Hospitality

Ana Gonçalves

Estoril Higher Institute for Tourism and Hotel Studies - ESHTe / Centre of Geographical Studies, Associated Laboratory TERRA, IGOT, University of Lisboa / CiTUR - Centre for Tourism Research, Development and Innovation

Maria Altina Almeida

Estoril Higher Institute for Tourism and Hotel Studies - ESHTe & Turismo de Portugal, I.P.

Learning is much more than a cognitive process; it is greatly influenced by emotions and becomes significantly more effective when the teacher-learner relationship is positive, empathetic and reassuring. Indeed, the concept of 'immediacy', "a communication variable that impacts the perception of physical and psychological closeness" (Richmond et al., 1987) and includes verbal and nonverbal types, accounts for increased levels of student motivation, self-esteem and confidence to participate in the foreign language classroom, thus paving the way for more successful language learning.

This presentation will examine some of the affective learning strategies developed by two lecturers in a foreign language curricular unit in tourism and hospitality, at the higher education level, both in online and onsite contexts. It will specifically look at verbal and nonverbal immediacy strategies that Tourism Management students of English as a foreign language have identified as important in their learning process. The research methods used, apart from the lecturers' observation, consist of an anonymous student survey conducted at the end of the semester and a focus group undertaken with a few students from five different classes.

Although the benefits of affective learning and instructor immediacy are not new in foreign language learning, they seem to be increasingly needed and important in an increasingly digital world and after two years of physical isolation and successive lockdowns, intermittent emergency remote education, and face mask use which, altogether, have had a very negative impact on the development of students' communication and social skills, not to mention their mental health. Preparing students for being good professionals in the tourism and hospitality sector, where it is all about customer service and making guests happy, also means making them realise the importance of affection.

Keywords: EFL, Tourism & Hospitality, Affective teaching and learning, Instructor immediacy

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Bionotes: **Ana Gonçalves** is a senior lecturer in the Arts, Humanities and Foreign Languages department at ESHTe, senior researcher at the Centre for Geographical Studies, Associated Laboratory of TERRA, IGOT-ULisboa, and a collaborator at CiTUR - Centre for Tourism Research, Development and Innovation. She has been teaching EFL, English for tourism, and cultural management in higher education for almost 20 years. Her masters, PhD degree and post-doc were undertaken in cultural studies. She has been a CLIL facilitator and researcher since 2014. She is a member of the Executive Committee of ReCLes.pt, the Portuguese Network Association of Language Centers in Higher Education.

Altina Almeida graduated in Modern Languages and Literatures from the University of Coimbra in 2001 and has been teaching English since then. She has always been inspired by different teaching approaches. Her interest in tourism led her to the Lisbon Hotel and Tourism School, where she has been teaching since 2005. In 2017 she finished a Master's in Tourism and Communication and presented her dissertation on CLIL in Tourism Education in Portugal. Currently, she is also a lecturer at the Estoril Higher Institute for Tourism and Hotel Studies. She is passionate about traveling and sees interculturality as a fervent source of knowledge.

ORAL PRESENTATION

Homogeneity as Utopia? The challenges of neurolinguistic research focusing on plurilingual/multilingual speakers

Linda Doleží

Language Centre, Masaryk University, Czechia

In my presentation I would like to discuss the topic of homogeneity within groups of plurilingual speakers in the light of hard science - neurolinguistics. I borrowed the term "linguistic utopia" from Piccardo (2016) who discusses the idea of homogeneous linguistic communities. I would like to offer an overview of what neurolinguistics studies have found out about how plurilingual or multilingual speakers' minds work so far and what factors are relevant in particular within multiple language acquisition (Blackburn, 2019) and to what an extent do the neurolinguistic studies actually work with the term plurilingualism and plurilingual mind.

It is evident that neurolinguistics can be a useful tool for getting to know how the plurilingual mind works, nevertheless, it is also apparent that even exact measurements, interesting visual information, highly controlled tasks and precise statistics have their limitations. Paradoxically, the limitation seems to be the plurilingual mind itself and its dynamic and developing linguistic repertoire and the transitory profile and changing configuration in plurilingual and pluricultural competence (Little, 2020).

I would like to support the discussion with authentic data concerning ten participants of a neurolinguistic research project focusing on multilingualism/plurilingualism and see and critically assess whether it is actually possible to find the homogeneity necessary for the intended observation and measurement and pinpoint the possible limits and obstacles. I would like to present the linguistic profiles of the participants - all their languages including languages they have learned in their childhood but that were forgotten (i.e. English, Ukrainian, Russian, Marathi, French, Italian and Tatar) and see whether and in what way the control group can function as a norm at all in a word-detection task.

Keywords: neurolinguistics, plurilingualism, competence, norm

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Bionote: Linda Doleží is a language teacher and teacher trainer. She works as an Assistant Professor at Masaryk University Language Centre, Masaryk University. Linda Doleží is a former methodologist of the State Integration Programme and she specializes in language support of children-foreigners, in particular refugees. She focuses on teaching methodology, language acquisition and psycho- and neurolinguistics in multilingual contexts. Her current interests include language attrition phenomena and the role of emotions and trauma in language acquisition and attrition.

ORAL PRESENTATION

How to make the most of internationalisation at home

Andrea Koblizkova

University of Pardubice, Czechia

The presentation will address the concept of internationalisation in the European HEI environment with particular focus on “internationalisation at home” and the role Language Centres (LCs) can actively play in it.

Successful implementation of internationalisation at home enables international students and staff to operate in the new environment efficiently and feel integrated. The LC’s central role in internationalisation at home will be illustrated through a map of the internal HEI’s environment and the necessary measures for embracing intercultural elements in the internal HEI structure, culture, and the related teaching and learning (EUA: Report strategy and organizational culture. Thematic peer group report; Teaching and Learning paper No17).

The presenter will clarify this with reference to the University of Pardubice, where she was in charge of the 2021-27 internationalisation strategy, and implemented practical instruments to put the theoretical concept into practice (EUA: Universities without walls. A vision for 2030. 2021, Brussels). Through this case study, it will be shown that there is scope for the LC as a recognised contributor to the atmosphere of proficiency and intercultural understanding, and also as a quality assurer of a dual language environment for both Czech and English modes of institutional communication.

One of the practical outcomes of the effort is an app (INTERHELP) that was developed to gather, structure and provide information on all aspects of support available to users in various types of international cooperation. INTERHELP is also used by the LC to convey the outcomes of the university communication policy, language learning, and mobilities. Drawing on the experience of developing an internationalisation strategy in the context of the EU and Czech government initiatives (European Higher Education Area, European Research Area, European Education Area, MICHE 2019) and their synergies, the presentation will consider how the priority of internationalisation at home can be a springboard for more complex internationalisation processes.

Keywords: internationalisation cycle, internationalisation instruments, internal environment mapping, Language Centre role

Bionote: Andrea Koblizkova, PhD, combines her language and management backgrounds and focuses on socio-pragmatic aspects of English-mediated communication in an intercultural environment and English

for Specific Purposes. In recent years, she has been involved in the area of internationalisation and language policy in tertiary education. Andrea has been working at the University of Pardubice as Head of the Language Centre since 2004, with an interruption to serve as the University's Vice-rector for Development from 2018-2021. She has also been a long-term member of the CASALC Steering Committee, the Chair of CASALC, and a member of the CercleS Executive Committee (Deputy Treasurer).

ORAL PRESENTATION

ICC through ICT: Adjusting the language teaching classroom

Lili Cavalheiro

FCSH NOVA/CEAUL – Centro de Estudos Anglísticos da Universidade de Lisboa

Luis Guerra

Universidade de Évora/CEAUL – Centro de Estudos Anglísticos da Universidade de Lisboa

Ricardo Pereira

Politécnico de Leiria/CEAUL – Centro de Estudos Anglísticos da Universidade de Lisboa

Considering the international role of English, the use of English as a lingua franca (ELF) is not “restricted to elite usages in politics, international business or academia, but it is also employed by tourists, migrant workers, asylum seekers and just anyone in their daily lives over digital media” (Mauranen, 2018, p. 7). Two of these key issues can be highlighted: 1) the increased use of English through digital communication, especially since the beginning of the Covid-19 pandemic and 2) the impact of the refugee crisis throughout Europe, in which English is often the language of communication. Accordingly, this talk begins by examining one of the main areas of language teaching where an English as a Lingua Franca (ELF)/World Englishes perspective can be employed, so to promote learners’ intercultural communication (e.g. Baker, 2018, Byram, 2012). Next, due to the increasing role of ICT in language education, it provides a critical analysis of current language learning technology through an ELF-aware lens, aiming at identifying the strengths and weaknesses when attempting to feature the language as it is used by native and non-native speakers in multicultural contexts. Finally, it takes into consideration how an ELF-aware approach may be implemented, adapted or constructed through a variety of technology-based materials, in order to enhance English language classroom learning in the utilization of blended, face-to-face, or online learning. Additionally, some practical examples are provided based on the Erasmus+ project ENRICH – English as a Lingua Franca Practices for the Multilingual Classrooms CPD course (Cavalheiro et al., 2021). In sum, this talk hopes to assist ELT teachers with pedagogical alternatives which rely on the use of innovative technological tools aiming at developing learners’ intercultural communicative skills for language use outside the classroom.

Keywords: ICC; ICT; ELF; ELT; Intercultural communication

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Bionotes: **Lili Cavalheiro** teaches at NOVA University of Lisbon where she teaches in the Master's in ELT. She has a PhD in Applied Linguistics from the University of Lisbon, where she belongs to the University of Lisbon Centre for English Studies. Her research interests include English as a Lingua Franca, Teacher education, Materials development, Intercultural awareness and Intercultural communication, topics on which she has presented at (inter)national conferences and published in journals and edited volumes. She co-edited with Luís Guerra and Ricardo Pereira *The Handbook to English as a Lingua Franca Practices for Inclusive Multilingual Classrooms* (2021, Edições Húmus).

Luís Guerra holds a PhD in Applied Linguistics/English Language Teaching from Warwick University, UK. He is a Professor of English Language and Linguistics/Applied Linguistics at the Department of Linguistics and Literatures and Director of the Language Centre of the School of Social Sciences, at the University of Evora. He was the national coordinator of the ERASMUS+ ILTERG Project and a member of the ENRICH Project. Currently, he is the national coordinator of the Erasmus+ EUREDIE - European Researcher Development and Engagement for Interculturality and Equity Project. His research interests are ELF/EIL, World Englishes, ELF-based teaching methodology, intercultural communication, ICT in language teaching, and intercultural citizenship.

Ricardo Pereira is an Assistant Professor at the Polytechnic of Leiria as well as a researcher at the University of Lisbon Centre for English Studies (ULICES). He holds a PhD in Applied Linguistics and has participated in international Erasmus+ projects such as ILTERG (International Language Teacher Education Research Group) and ENRICH (English as a Lingua Franca Practices for Inclusive Multilingual Practices). He has presented papers at both national and international conferences and has published several of his research works. He is currently interested in carrying out research on English as a Lingua Franca, language teacher education, ICT integration in ELT and computer-mediated communication.

ORAL PRESENTATION

ICLHE in Electrical Engineering Education: Designing a Module in Digital Systems and Student Feedback

Mónica Régio

Polytechnic Institute of Castelo Branco, Portugal

Paula Pereira

Polytechnic Institute of Castelo Branco, Portugal

Margarida Morgado

Polytechnic Institute of Castelo Branco, Portugal

The evolution of technologies will make engineers a fundamental piece of society. Engineering students need to be prepared to face a global world with a globalized job market. In this perspective, and considering that English is a universal language for communication in the workplace, Electrical Engineering students should have English classes to help them gain professional and academic linguistic competence for work in their specific area of expertise. English classes should therefore focus not only on the content of Electrical Engineering but also improve students' technical and communicative skills. ICLHE (Integrating Content and Language in Higher Education) is the best suitable approach to reach these aims, as it can provide students with both technical (content) and language skills at the same time. For this end, an Electrical Engineering instructor and an English teacher collaborated in the planning, design and implementation of an ICLHE module on Digital Systems. After piloting in one class, the module was further implemented in four other classes and tested for its suitability at the level of student motivation, engagement with class materials and competence development in English for Engineering. The objectives of this presentation are to describe the design principles of the ICLHE module, as well as the outcomes of its implementation on student motivation, engagement and assessment. The methodology used to collect data were both lecturers' teaching journals and student and instructors' answers to open and closed answers through a survey. Results show some constraints that may be related with the number of students involved in the first stage of implementation. This problem was later solved in the second stage of implementation. Data indicate students involved in the ICLHE module performed better in English and were more engaged in class, were more motivated to learn and achieved better results than in regular English for Specific Purposes (ESP) classes.

Keywords: ICLHE; Open Educational Resources; Teaching English through Engineering

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Bionotes: **Mónica Régio** is a PhD candidate in ICLHE. She is a Lecturer of English at the Polytechnic Institute of Castelo Branco, Portugal. She has been part of a team at the Polytechnic Institute of Castelo Branco, where a CLIL methodology has been used and an adjunct CLIL model has been applied combining English for Specific Purposes and Industrial Engineering content topics. Several papers have been published, in national and international journals, documenting this experience. Her research focuses on CLIL, English Foreign Language Teaching and Intercultural Education.

Paula Pereira is a professor at IPCB and a researcher at INESC-ID, Lisbon. She obtained the M.Sc. and Ph.D in Electrical and Computer Engineering, from Instituto Superior Técnico, University of Lisbon, Portugal, in 2002 and 2017. She is a member of the teaching staff of Escola Superior de Tecnologia, of IPCB, teaching subjects on Electrical and Electronics Engineering, for twenty years. P. Pereira has developed some professional development projects for Higher Education staff at IPCB, as member of the working groups for monitoring of the implementation of Bologna Process, and for the implementation of the Quality Management System to the formative process.

M. Morgado is Coordinating Professor of English Cultural Studies at the Polytechnic Institute of Castelo Branco, Portugal and head of English Studies. She is affiliated to the Faculty of Education and researches in Content and Language Integrated Learning (CLIL), children’s fiction and intercultural communication and mediation. She is also affiliated with CETAPS, the Centre for English, Translation and Anglo-Portuguese Studies of Nova University Lisbon and Porto University. She is involved in several European funded applied research projects in teacher education online, sustainable change in education, and content-based learning. She has published internationally on CLIL, children’s fiction and intercultural education.

ORAL PRESENTATION

Immersing the Immersed: exploring a Virtual Reality environment for Foreign Language learning

Susanna Nocchi

Technological University Dublin, Ireland

This presentation aims to add to the discussion on the educational use of Virtual Reality (VR) for Foreign Language (FL) learning. The use of immersive environments is becoming more widespread in education, but research on how to exploit their affordances for pedagogically sound teaching is still in its infancy. This exploratory study reports on how the pedagogical expectations of expert users of Low immersion Virtual Reality (LiVR) for FL teaching changed, after exploring a High immersion Virtual Reality (HiVR) environment. Also, it makes explicit the perceived affordances of an HiVR environment for FL teaching and learning. Adopting Kaplan-Rakowsky & Gruber’s (2021) distinction, the study distinguishes two types of VR according to their level of immersion, namely Low immersion Virtual Reality and High immersion Virtual Reality. LiVR is defined as “a computer-generated three-dimensional virtual space experienced through standard audio-visual equipment, such as a desktop computer with a two-dimensional monitor”.

HiVR, on the other hand, is a “a computer-generated 360° virtual space that can be perceived as being spatially realistic, due to the high immersion afforded by a head-mounted device” (p. 552). The study recruited eight language educators within the pool of expert users of LiVR. The participants teach a variety of different languages at different educational levels. Each participant was given access to *Immerse Online*, a commercialised VR application for FL learning, and was invited to explore the environment. The teachers’ experience can be comparable to a pre-occupancy evaluation experience (Frelin & Grannäs, 2020) of a new educational environment, and was observed with pre-experience and post-experience questionnaires. The study recorded the teachers’ pedagogical evaluation of the VR *Immerse* environment for FL teaching and analysed the perceived affordances of the HiVR environment for FL teaching and learning. Given the scarcity of studies in the field of FL teaching and learning in VR, this exploratory study aims to understand more about the environment being investigated (Yin, R.K. 2014) and to shed further light on how to leverage the perceived affordances of VR for language learning, in order to design effective tasks for FL teaching and learning in HiVR.

Keywords: CALL, VR, affordances for language learning.

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Bionote: **Susanna Nocchi** lectures in Italian and in digital technologies for language learning at Technological University Dublin (Ireland). Her research interests lie in Computer Assisted Language Learning, particularly in Extended Reality and Immersive Environments for intercultural competence and language learning. Susanna Nocchi has also researched the development of digital literacies for language learning, the affordances of Audiovisual Translation for language learning, and, more recently, Language Policy Planning. She is the current Secretary of the Irish Association for Applied Linguistics (IRAAL) of which she was President for 4 years.

ORAL PRESENTATION

Innovative practices at university language institutes to promote multilingualism effectiveness

Carlos Ceia

FCSH-NOVA / CETAPS / ILNOVA, Portugal

University language institutes and centres have flourished in this century mainly because the public demand for languages learning for very different purposes has encouraged that prosperous business. To be professionally successful today, in any area, most probably will require mastering more than one foreign language. In higher education, we have the responsibility to provide the opportunity to learn languages beyond the formal curriculum and accessible to the general public. That is the case of the Language Institute of NOVA University in Portugal, which is today the largest language school in Portugal, with more than 1,000 students, from the general public, and an offer of 33 different world languages, including minority languages. We will briefly describe this study case in Portugal as a key to success in so many different professional contexts, providing new career opportunities and international communication for specific purposes.

Gradually, in Portugal, policies promoting the study of foreign languages have increased. In all the professional activities of the civil society it became evident that the knowledge of foreign languages helps the performance of a company, its inter-social communication, international business communication, communication for specific purposes (from medicine to industries, from commercial exchanges to international and diplomatic relations, from international law to job mobility in increasingly global companies, etc.). Strictly speaking, we are talking about the triumph of plurilingualism, i.e. the ability of each individual to speak several languages. This does not make Portugal a multilingual country in the same sense as Switzerland, for example. It is easier to create good policies and actions to promote plurilingualism than to create a national cultural and political system marked by multilingualism. Global communication determines today, more than ever, the plurilingual capacity and this competence is often what explains the success of some and the failure of others.

Keywords: Plurilingualism, minority languages, Portugal, language centres

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all-inclusive database of technical terms in use in literary studies, literary criticism, academic texts related to literature, and in the specific bibliographies of literary and cultural studies. EDTL has more than 17 million visits until today.

ORAL PRESENTATION

Interactional strategies used by ESP learners to negotiate meaning through a 3D Virtual Exchange

Carmenne Kalyaniwala

Analyse et Traitement Informatique de la Langue Française (ATILF - UMR 7118), France

Kossi Seto Yibokou

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Virtual exchange (VE) refers to online interaction between geographically distanced groups of learners in one or multiple languages with the aim of either co-constructing cultural discourse and/or working together on a pre-set task. Based on the model of a transnational VE with English as *Lingua franca* (O'Dowd, 2021), i-LASER (Intercultural Legal Advising for Social Entrepreneurs), a ten-week 3DVE project was arranged between 22 French Legal English from the University of Lorraine and 19 Spanish Business English students from Universitat de València in 2021. During this exchange, students were to use their professional language expertise in jointly creating a promotional video for a fictitious start-up. Among the various meetings conducted, at least one of them had to take place on the 3D platform *Spatial* using virtual reality headsets. Previous research has already dealt with the "affordances" of 3D Immersive Virtual Environments (see Ciekanski et al, 2020). The present paper seeks to address the interactional strategies that were put in place by this interdisciplinary group of students to negotiate meaning during synchronous exchanges on a 3D platform. According to Nicolaev (2010, §5), negotiation of meaning "emerges when the normal discursive structure of an interaction is modified following a request for repetition or clarification, verification of comprehension or rephrasing of language material (input)". Empirical data from actual synchronous exchanges that took place on *Spatial* was transcribed and coded following the procedures outlined in Saldaña (2013). Preliminary results show that just like with face-to-face or 2D interactions, meaning is co-constructed by requests for repetition and adjustments in discourse. Moreover, while social conventions are roughly respected by the learners (greetings and pleasantness), we question whether diversion and avoidance strategies observed are due to language insecurities or the development of intercultural competence. Finally, we find that existing 3D artefacts on the platform are used as ice-breaking strategies and conversation topic generators, which effectively contribute to the co-construction and negotiation of meaning. Identifying these strategies will, we feel, help students better equip themselves with interactional skills that will come in use while using English in future professional contexts.

Keywords: negotiation of meaning, virtual exchange, communication strategies, ESP, Virtual Reality

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Bionotes: **Carmenne Kalyaniwala** is an associate professor (MCF) in English for specialists of other disciplines at the University of Lorraine (UFR LANSAD) and a member of the ATILF laboratory (UMR 7118)/Crapel (Didactique des langues et Sociolinguistique). She is principally interested in studying the affordances and effects of Immersive Virtual Environments for language learning and teaching. Her other research interests lie in machine translation tools for language learning and digital gaming.

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ORAL PRESENTATION

Intercultural aspects of the ICT-enhanced academic classes: A case study of the CUDIMHA Master Programme

Giuliana Fiorentino

Università del Molise, Campobasso, Italy

Libor Štěpánek

Masaryk University Language Centre, Brno, Czechia

This presentation introduces a case study on the use of technologies in academic classes developed in an intercultural environment of an EU Erasmus+ Capacity Building project. It presents a practical insight into the complexity and versatility of the issue of technology use once authentic intercultural and interlinguistic aspects begin to dominate the programme development and implementation.

First, we will briefly introduce the CUDIMHA project (<https://www.cudimha.eu/index.php/en/>), whose aim was to develop an innovative bilingual master programme in the area of communication and enhancement of the Mediterranean cultural heritage in Tunisia. Then, we will address the language-focused issues of the programme development and implementation by a consortium of nine institutions that use for communication a mix of several languages with four dominant ones, namely English, French, Italian and Arabic. Finally, we will take a closer look at the

ICT use analysis. We will present two different sets of data: (a) a comparison of the report on and student feedback (questionnaires) to the educational materials and learning experience with a project e-platform in the first semester (September 2020 – February 2021); and (b) an analysis of the use of the ICT tools used based on recordings of online teaching in the second semester and teacher trainings (March 2021-February 2022).

The aim of the presentation is to emphasise the extra-linguistic aspect of ICT-enhanced language and communication focused teaching tools, materials and strategies in an intercultural setting.

Keywords: ICT use, interculturality, plurilingualism, materials development

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Bionotes: **Giuliana Fiorentino**, PhD, is full professor of Linguistics at Università del Molise, Campobasso, Italy. Her scientific research concerns above all syntax, sociolinguistics, and didactics of Italian and writing. Recently, she has focused on methodological issues in digital technologies assisted learning.

Libor Štěpánek, PhD, is director of the Masaryk University Language Centre, Brno, Czech Republic. His activities include teaching, teacher training and research especially in the area of Creative Approach to Language Teaching (CALT). Libor encourages close cooperation of research and teaching, and supports student and teacher autonomy.

ORAL PRESENTATION

Intercultural Awareness and the Integration of Internet Memes in the English classroom

Paula Rama da Silva

ESHTE, CEAUL/ULICES, Portugal

Technological applications and devices are changing the way society communicates and therefore the way in which young adults interact, learn, exchange views and absorb knowledge and information.

The role technology has assumed in the classroom in these very recent years has forced both teachers and digital natives (our students) to question how to make the most out of the new tools and embrace them with the possible cultural implications these might have. English teachers, like society in general, are surrounded by numerous efficient tools which can (and should) be used as teaching-learning material.

Memes, first coined by Dawkins in 1976 in his book “the Selfish Gene”, in this paper assumed as the image macro format with widespread circulation on the internet, take us to a different, though appealing way, to teach about interculturality in the English

classroom. Driven by the need to be more versatile and include materials which are closer to students' reality, we have tried to prove how the concepts of intercultural awareness, intercultural competence and stereotyping can be efficiently discussed and learnt through amusing examples widely spread online.

The study was developed with a group of 80 undergraduate students by introducing in class presentations memes that had been previously chosen by students. These were always subject-specific and had a twofold purpose: to teach culture along with the language.

Results as well as activities undertaken will be presented alongside its main conclusions as to prove how the evolution of a new hybrid language is essential nowadays making of learning a multidisciplinary process.

Keywords: Memes, EFL, language teaching, culture

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Bionote: Paula Rama da Silva is a Lecturer in English Language at the Estoril Higher Institute for Tourism and Hotel Studies and at Lisbon School of Education. She is a Researcher at the Centre for English Studies, University of Lisbon in the Cultural Studies (*ULICES*) research group. She has a Masters' Degree in English Teaching by NOVA Lisbon University and is a Teacher Specialist in Languages and Literature.

Over the last years she has presented several papers at international conferences and published articles in the areas of cultural studies and language teaching/education. Her main research interests include cultural studies and language teaching and training.

ORAL PRESENTATION

International collaborative tasks in language courses for engineers

Nathalie Kirchmeyer

Kristina Knauff

Ida Pinho

Yoko Takau-Drobin

KTH Royal Institute of Technology, Sweden

Today's globalized world demands successful communication with an increasing diversity of people - from different fields, background and cultures. Intercultural competence is increasingly recognized as an essential skill, especially for engineering

graduates who, throughout their professional career, will work in global teams and play an important part in international communities.

In the department of Languages and Communication at KTH, students can take additional courses to develop their skills in e.g. technical writing, rhetoric and foreign languages. The language courses focus on language for professional use in the technical sector. In this way, the course offerings at the department of Languages and Communication aim to prepare the students for a professional career in international contexts.

In the language courses for engineers, we have implemented different methodologies such as collaborative learning, tandem-learning, workshop and virtual Industrial Visits. Integrating these learning activities has different impacts on the course, the teacher and the students. A course with integrated collaborative international tasks implies changes both for the pedagogic approach of a course, the role of the teacher and the student's learning outcome.

In our presentation, we want to map these impacts on students and teachers in relation to our experiences. We also aim to share best practice on how we integrate international collaborative tasks in language courses for engineers, as a virtual mobility experience.

We will show a variety of collaborative activities offered in language courses - French, Japanese and German - as well as in courses in professional communication. These activities provide students with an opportunity to interact with peers at technical universities and professionals, so they can develop intercultural competences and language skills while working together on subject-specific learning tasks.

Keywords: coil, virtual mobility, intercultural communication

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Bionotes: *Nathalie Kirchmeyer* Ph.D., is currently Lecturer in French at the Division of Language and Communication, Department of Learning in Engineering Sciences at KTH Royal Institute of Technology, Stockholm, Sweden. She is also a visiting teacher in French at the Stockholm School of Economics.

Furthermore, she is teaching French as a LSP in different intercultural contexts (e.g., Swedish International Development Cooperation Agency, Swedish government offices and Foreign Ministry).

Kristina Knauff, Ph.D., is currently Lecturer in German at the Language and Communication unit, Department of Learning at the Royal Institute of Technology, Stockholm, Sweden (KTH). She has a solid background in architecture, history, design and language teaching.

Ida Pinho is a lecturer in Engineering Communication and Head of Division of Language and Communication, Department of Learning in Engineering Sciences at KTH Royal Institute of Technology in Stockholm, Sweden. She is the coordinator for the Center for Academic Writing and Rhetoric at KTH Library. Since 2016 she has been a part of the KTH Language Committee. She has a background in linguistics, terminology, and translation, and is teaching undergraduate, graduate, and Ph.D. students in written and oral communication.

Yoko Takau-Drobin is a university lecturer of the Japanese language and studies at the Department of Learning in Engineering Sciences, KTH Royal Institute of Technology, Sweden. She is also a Ph.D. candidate at the University of Gothenburg and is writing her dissertation on Shiratori Kurakichi and the establishment of Tôyôshigaku (the history of the Orient). She obtained a Fellowship award from Japan Foundation 2012-13 and did her research at the Historiographical Institute of the University of Tokyo.

ORAL PRESENTATION

Internationalisation and EMI 101

Brendan Keenan

ENTPE, France

ENTPE is one of some 200 highly selective French postgraduate engineering schools and research institutes: “Grandes Ecoles” (GE). These schools actively promote language diversity to such an extent that graduation does not depend solely on academic success. Indeed the “Commission des Titres d’Ingénieurs” accreditation board insists that graduates hold an internationally recognized certificate attesting to a CEFR B2 level in English, a third language and, increasingly, a semester abroad.

It is noticeable that GE refer to their internationalization rankings to characterize their attractiveness and retention levels as much as pedagogical innovation and research reputation. All schools hold the same high esteem for internationalization even though they differ in size and in fields of expertise while competing for the best ranked students. Ranking therefore depends strongly on internationalization indicators which, for the most part, are comfortably quantifiable. They include: a growing number of student internships abroad, the number of memoranda of understanding in a school’s portfolio and a desired reciprocity of outgoing and incoming students. English as a medium of instruction (EMI) pathways are also a widely accepted variable in this strategy.

However, although France is recognized as being statistically the first non-English speaking host country for international students, the GE have fallen behind in intended international recruitment targets and partnership reciprocity by offering curricula only through French. In this paper we will attempt to define possible internationalization strategies within this context. Secondly, we will examine perceived obstacles to the introduction of EMI in postgraduate education in France. Finally, we will look at two pilot EMI pathways on offer at ENTPE as of September 2022.

Keywords: France, EMI, Grande Ecole, Internationalization

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Bionote: **Brendan Keenan**, Chevalier dans l'Ordre des Palmes Académiques, is an administrative attaché at the French Ministry of Ecology. He runs the International Programs Office at ENTPE, a postgraduate school of sustainable civil engineering, transport, planning and the environment and designs EMI pathways. He holds an MPhil in language pedagogy and new communication technologies, an MA in linguistics and a BA in English Literature. He obtained the French CAPES through distance learning. With a Dip TEFLA (Royal Society of Arts) he is also a teacher trainer. He chaired the International Committee of the Regional Alliance of Graduate and Research Colleges, Lyon.

ORAL PRESENTATION

Internationalisation as students' multilingual and intercultural competencies: Developing the whole curriculum

Lotta Kokkonen

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Teija Natri

Centre of Multilingual Academic Communication, University of Jyväskylä, Finland

Juhani Moisio

Centre of Multilingual Academic Communication, University of Jyväskylä, Finland

There are expectations in Higher Education (HE) institutions for growing numbers of international students, and foreign staff, as well as for more possibilities to study overseas. Furthermore, HE institutions should be preparing students for future work life, that seems to be ever more diverse, constantly changing, evolving and taking ubiquitous

forms. This increase of internationalization, in HE institutions “demand[s] that university students develop intercultural competence (ICC) in order to interact successfully with diverse peers and professionals and maximize their collegiate experience.” (Griffin et al., 2016,1; Schuerholz-Lehr, 2007).

To meet these needs in the HE context, the preparation of students for internationalization should be considered as a part of holistic curriculum development and not just as an issue for one single course (Gregersen-Hermans, 2017). This integration, however, requires that the faculty has (a) an understanding of intercultural communication competence and some level of expertise in multilingual and/or intercultural communication and (b) the motivation to integrate it to the curriculum to guide students (Deardorff, 2014; Dervin, 2010).

In this presentation we describe a case of the University of Jyväskylä (JYU), Finland, where we have taken concrete steps towards a process of seeing and developing ‘internationalization’ as individual qualitative competences gained in the HE rather than quantitative institutional data. Here we discuss the pilot phase of the process by using examples and experiences from three participating faculties. All together about 200 students and faculty members, as well as administrative staff were involved in the pilot project. Interviews conducted among administrative staff members, faculty members, and students involved in the development process are used to discuss the possibilities and challenges of a curriculum level development of multilingual and intercultural communication competence that we see as the fundamental element in successful process of cooperation between the different nations, institutions and most importantly individuals coming from different backgrounds.

Keywords: Multilingual and intercultural competence; holistic curriculum development; case

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Bionotes: Lotta Kokkonen is working as a Senior lecturer at the Centre for Multilingual Academic Communication, University of Jyväskylä (JYU). She is teaching intercultural communication and her research interests include asylum seekers’ and refugees’ social networks and belonging, international

students' wellbeing and social networks, and networking from a relational perspective. Kokkonen is involved in curricula development for 'home internationalization' and she is responsible for organizing the study programme for students going on an exchange. She is also coordinating a research project on highly educated immigrants' language learning and belonging (JYU).

Teija Natri is a Senior Lecturer of the Centre for Multilingual Academic Communication at the University of Jyväskylä (Finland). She is teaching French for academic purposes and multilingual communication competence. Her specific interest in pedagogical development lies in multilingual and intercultural communication competence in higher education as well as in digital citizenship. She is involved in many national and European research and development projects, such as Digital citizenship through language education (ECML) ja Enseigner et apprendre les langues par les tâches et avec le numérique (Erasmus+).

Juhani Moisio is a project manager at the Centre for Multilingual Academic Communication, University of Jyväskylä (JYU). He works in the various internationalisation projects and activities of the centre and the university in order to find synergy between them. His past work experience in university administration focuses mainly on international mobility and international admissions.

ORAL PRESENTATION

Internationalisation in Finland: Talent Boost & SIMHE – an example

Jaana Puskala

University of Vaasa, Finland

Sannina Sjöberg

University of Vaasa, Finland

Mirjam Särs

University of Vaasa, Finland

The University of Vaasa takes part in two major projects during 2022-2024. Talent Boost is a programme in which the aim is to attract specialists, employees, students and researchers to Finland and to make the country more attractive to these groups and their families (Centre of Expertise in Immigrant Integration 2022). The aim of the SIMHE (services at higher education institutions) is to identify and recognise the prior learning of highly educated migrants, as well as to facilitate their access to higher education, completion of degrees and employment in Finland. This is done by giving these persons access to appropriate education and career paths (Finnish National Agency for Education 2022). Within the framework of these projects the University of Vaasa has developed its language teaching for migrants and aims to grow its share of international talent. In 2021 the university had 5 % international students and 18 % international staff members. The goal is that by 2030 the share of international students and staff members would be 35 % each (Vaasan yliopisto 2021). In order to stay in Vaasa, migrants need to know Finnish and/or Swedish. The city of Vaasa is bilingual, as well as Finland as a country. The two national languages, Finnish and Swedish, are equally presented in the Vaasa region. The Language Centre Linginno has developed study paths in Finnish and Swedish for migrants, offering them courses from beginners' level to B1 level (independent user, Council of Europe, 2022). Migrants can find these courses through university marketing, including drop in services for migrants at the university campus, or through the employment office. The materials on the courses are digital and built on

flipped learning. The first course is also offered in guest mode, which means migrants can start their language studies already before coming to Finland. We will provide examples of materials used in two courses in Swedish as a foreign language.

Keywords: international talent, Finnish and Swedish, digital material, levels A1-B1

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Bionote: **Jaana Puskala** is a PhD of Swedish and a University lecturer of Swedish and Finnish at the University of Vaasa. Her research interests are discourse analysis, LSP, academic writing and language acquisition. Currently she teaches Swedish and Academic Writing in Finnish and is involved in Talent Boost and SIMHE projects and in Civil service language proficiency tests, that allow adults to prove their language skills in Finnish and Swedish at levels B1 and B2. Her recent publications include an article of how student authors present different voices, including their own voice, when writing their theses (in Katajamäki 2020, Ed. *Tieteellinen kirjoittaminen tiedeyhteisössä* [Writing in academic context]).

Sannina Sjöberg holds a Master's degree in Swedish and works as a project researcher at the University of Vaasa. She has worked on several research projects on multilingualism, language immersion and family language policy. Currently she is working on a terminology project, a translation project, as well as the Talent Boost and SIMHE projects. She also teaches Swedish and coordinates a language course collaboration between the six universities in Vaasa. Within the framework of the Talent Boost and SIMHE projects she has created digital materials for Swedish as a foreign language, as well as assisted the teaching of the courses.

Mirjam Särs is a university teacher of Swedish at the University of Vaasa. She holds a master's degree in Swedish. Within the Talent Boost and SIMHE projects she coordinates the Swedish activities at the University of Vaasa and has both planned and created digital materials for Swedish as a foreign language, as well as taught and developed the courses. She has a great interest in developing teaching and has thus experimented with the flipped learning classroom as well as various methods and ideas for digital teaching. She is also one of the university's digimentors.

ORAL PRESENTATION

Interpersonal Communication Competence in Legal Education: A Case Study

Ville Jakkula

University of Lapland, Finland

In Finnish higher education, students are often expected to develop their interpersonal communication competence on specific courses, usually run by Language Centres or similar departments. On one hand, this has given the Language Centres an opportunity to develop their courses based on the latest research and pedagogical innovations. On the other hand, this has limited cooperation between the Language Centres and Faculties, thus impeding the much-needed reciprocal dialogue on curriculum development.

A recent turn in this discussion is fuelled by certain key drivers. In 2017, the Ministry of Education and Culture in Finland set up an investigation into the current state of the Finnish language reserve, language levels, and development needs. In 2021, a national project called KAPPAS! reported its findings on undergraduate students' generic skills. Finally, following the lessons learned from the global pandemic, many academic departments have shown an increased interest towards interpersonal communication, especially in technologically rich environments.

In my presentation, I will examine how interpersonal communication competence is seen and discussed today by the key academic staff of a Law Faculty. My research questions are the following:

- What are the core (interpersonal) communication competencies reflected in legal curricula?
- What are the current needs and expectations towards defining these competencies?
- Is there a discrepancy between the curricula and the expectations of the academic staff?
- Who are seen institutionally responsible for the development of interpersonal communication competence in a specific field?

While discussing the research results, I also intend to suggest a collaborative design for developing interpersonal communication competence in and across departmental boundaries.

Keywords: interpersonal communication competence, discipline-specific communication, generic skills, curriculum design

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Bionote: Ville Jakkula has been the Director of Language Centre at the University of Lapland since 2007. His current research interests encompass interpersonal communication competence as well as language policies and language strategies in higher education. He is a former Chair of FINELC, the Network of Finnish University Language Centres, and he has participated in numerous regional, national, and international projects.

ORAL PRESENTATION

Is individual competition in translation education compatible with collaborative learning? The case of the MTIE translation contest

Laura Tallone

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In the past twenty-odd years, translation education has shifted from a “transmissionist approach” (Kiraly, 2001, p. 50) to the unchallenged use of collaborative learning, with extensive recourse to team work and PBL. Students are therefore encouraged to develop their translation and interpersonal skills in collaborative environments, focusing on translation as process. Throughout this process, mistakes are valued as learning opportunities, and no translated text is seen as an authoritative version to which all others are unfavourably compared.

This approach is somewhat at odds with an increasingly competitive job market, in which translators must be capable of autonomous, individual work, and translation is mainly viewed and evaluated as final product. Although translation workflows involve a growing amount of group effort, translators still need to work alone and, most importantly, take responsibility for their own versions and translation choices.

In order to prepare them to be professional translators, Translation Master’s programmes must provide students with the opportunities to develop the necessary competences to perform in collaborative environments as well as individually. Launched in 2021, the annual Technical and Scientific Translation Award, organised by MTIE - Master’s Programme in Specialised Translation and Interpreting at ISCAP (P.PORTO) not only gives winners visibility before potential employers, but works as an opportunity for young translation students and graduates to put their individual skills to the test.

This paper analyses the translation competences activated by the contest, as defined by the Competence Framework (2017) produced by the European Masters in Translation Network, of which MTIE is a member. It also discusses the potential of this initiative as a motivational tool for translation students and graduates, concluding that individual contests counterbalance the predominance of collaborative activities in the classroom and are therefore a relevant complement to academic training.

Keywords: translation education, collaborative learning, competition, translation award

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Bionotes: **Laura Tallone** is a senior lecturer at ISCAP - P.PORTO at the MA in Specialised Translation and interpreting and MA in Intercultural Studies for Business. Editor of the volumes *Do signo ao texto: Contributos Pedagógicos para a Tradução Técnica em Quatro Línguas* (De Facto Editores, 2016) and *Do texto ao Contexto: Novos Contributos Pedagógicos para a Tradução Técnica em Quatro Línguas* (CEI, 2020). Current research interests include the intersections between Translation and Cultural and Heritage Tourism.

Sandra Ribeiro is a senior lecturer at ISCAP-IPP in the area of Languages and Cultures. She holds a PhD from the University of Aveiro, Portugal, in Digital Storytelling in Higher Education. Her research interests include Digital Storytelling as a pedagogical practice to foster student reflection and overall student development; the integration of Technology in Education; and Language Learning, Translation and Interpreting as acts of inter-cultural communication.

Alexandra Albuquerque holds a PhD in Linguistics (terminology). She has been a lecturer at ISCAP-IPP - Porto Accounting and Business School, since 1999. She coordinates the International Office of ISCAP since 2004. Researcher in CLUNL (New University of Lisbon) and in CEOS.PP (ISCAP-IPP). Member of the Editorial Board of the Journal "Current Trends in Translation Teaching and Learning". President of APCOMTEC – Portuguese Association of Technical Communication.

She is also co-director of the Master Programme in Translation and Interpreting at ISCAP-IPP.

ORAL PRESENTATION

Keeping ahead of the game: language teacher training in gamification

Joan-Tomàs Pujolà

Universitat de Barcelona, Spain

Christine Appel

Universitat Oberta de Catalunya, Spain

In this paper we report on the main teacher training findings of a three-year project (2019-2021) on Gamification, Technologies and Language Learning and Teaching (GamiTIC - RTI2018-096489-B-I00) funded by the Spanish Ministry of Science, Innovation and Universities. The project is set in the context of adult language education and

includes an in-service teacher training programme (GAMELEX) on the use of technologies and gamification.

This presentation will start with a brief description of the project and the teacher training programme GAMELEX. The teacher training programme consisted of an initial 6-week online introduction to gamification after which participants were asked to design and implement a gamified teaching intervention in their own teaching settings. We will then report on issues such as the ongoing difficulties for language teachers to agree on the concept of gamification, how to train them to gamify, the role of technology in gamifying language learning experiences, the main challenges in instructional design of gamified tasks, and the impact that the teacher training programme GAMELEX has had in the educational institutions that have participated in the project over the past three years.

During the presentation, we will be referring to a number of studies undertaken during the project period (Alcaraz & Gonzalez 2019; Batlle & Appel, 2019; Batlle & González 2021; Pujolà & Appel, 2020; Gonzalez & Pujolà, 2022) and to the results of the end-of project survey sent to all the teacher trainees that participated in the project teacher training programme. We will finish with a discussion of the agenda for teacher education in gamification. We will finish by sharing a set of recommendations for teacher training in gamification and ICT's driven from lessons learnt during the project.

Keywords: Gamification; ICT; Teacher training

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Bionotes: **Joan-Tomàs Pujolà** holds a PhD in Applied Linguistics at the University of Edinburgh. He is currently a Senior Lecturer at the Department of Language Education in the Faculty of Education at the University of Barcelona (UB). He collaborates in teacher training courses at the Institute of Professional Development of the UB. His research interests focus on different topics related to Computer Assisted Language Learning (CALL) such as m-learning, telecollaboration, tandem learning, LMOOCs, e-portfolios for teacher education and active methodologies such as gamification. He is the principal investigator of the realTIC Research Group. More information in his [professional portfolio](#).

Christine Appel. Senior Lecturer in the Center for Modern Languages and the Faculty of Arts and Humanities at the Universitat Oberta de Catalunya (UOC) in Barcelona. She holds a PhD in Applied Linguistics from the University of Dublin, Trinity College. She coordinates EFL and teacher training courses,, and the subjects of Online Collaboration and Gamification in the Masters degree in Technology-mediated language teaching and learning. Her research interests are in the area of CALL including Tandem language learning, Distance education, Online speaking interaction in the L2, online teacher training and processes that contribute to online learner engagement such as gamification.

ORAL PRESENTATION

Konzeptualisierung von akademischer Integrität – Meinung von Studenten und Ethikkodexe verschiedener ungarischer Universitäten

Andrea Szőke

Budapest Business School, University of Applied Sciences, Faculty of Commerce, Hospitality and Tourism

Überall auf der Welt wird von Wissenschaftlern, Forschern, Professoren und Lehrern erwartet, dass sie in ihrer Arbeit nach den Prinzipien der akademischen Integrität vorgehen. Obwohl der Begriff akademische Integrität nicht so alt ist, Verhaltenserwartungen, Verhaltenskodexe gab es an Bildungseinrichtungen immer, entweder in schriftlicher Form oder als gemeinsamer Satz von Werten. Heutzutage gibt es aber immer mehr Beispiele dafür, dass Institutionen, auch Universitäten und Hochschulen, ihre Werte und ethisches Verhalten schriftlich definieren. Die Ethikkodexen im akademischen Bereich wurden aber grundlegend aus der Wirtschaft adaptiert. Ethik- oder Verhaltenskodexe als Teil der Unternehmenskultur beschreiben die praktische Umsetzung wichtiger gemeinsamer Standards, Normen und Werte einer bestimmten Gemeinschaft. Da es eine Verbindung zwischen Ethikkodexen im wirtschaftlichen Bereich und Ethikkodexen im Hochschulwesen existiert, fokussiert der Vortrag auf ungarische Universitäten mit wirtschaftswissenschaftlichen Studiengängen, wo sich die Wirtschaft und der akademische Bereich aufeinandertreffen. Ziel ist es vor allem, auf die Bedeutung der zentralen Prinzipien und Werte der akademischen Integrität aufmerksam zu machen und zu zeigen, dass die Verantwortung für die Einhaltung der Regeln der akademischen Integrität gleichermaßen bei den Professoren/Lehrern, den Entscheidungsträgern und den Studenten liegt. Letztere können für eine Verletzung der wissenschaftlichen Integrität haftbar gemacht werden, wenn für die gemeinsamen Werte der jeweiligen Gemeinschaft und deren Einhaltung klar definierte, zugängliche und kodifizierte Regeln gelten, d. h. wenn ein Ethikkodex das erwartete Verhalten beschreibt. Dementsprechend wird im Vortrag eine empirische Forschung vorgestellt, die aus zwei Teilen besteht. Die erste Untersuchung hatte das Ziel zu erschließen, wie Studenten an einer Wirtschaftsuniversität über akademische Integrität denken, während die zweite Forschung zu untersuchen bezweckte, wie die Grundwerte in Ethikkodexen von Universitäten erscheinen.

Short Summary

Although the term academic integrity is not old, behavioural expectations, codes of conduct have always existed in educational settings, either in written form or as a common set of values. Nowadays, however, there seem to be an increasing number of examples that institutions, including universities and colleges, define their values and the expectations concerning ethical behavior in their own codes of ethics. The paper discusses how university students conceptualize ethical behavior and how these terms appear in actual codes of ethics in business higher education in Hungary.

Keywords: academic integrity, higher education, codes of ethics, ethical behavior

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Bionote: **Andrea Szóke** has been teaching at the Faculty of Commerce, Hospitality and Tourism of the Budapest Business School since 1999. Early in her career, she became involved in teaching German for Specific Purposes. She holds a PhD in pedagogy. Her recent teaching experience includes courses in research methodology and presentation techniques for business and tourism students. She is also a member of the Council of Student's Scientific Association at the Faculty. Her research activities focus on academic integrity, research methodology and writing skills development.

ORAL PRESENTATION

Korpuslinguistische Werkzeuge in der Didaktik der Gemein- und Fachfremdsprachen

Pawel Szerszen

Institute of Specialised and Intercultural Communication/University of Warsaw, Poland

Die digitalen Technologien haben untrennbar sowohl den Bereich der allgemeinen und fachlichen Kommunikation als auch den Bereich der Bildung, einschließlich des Fremdsprachenunterrichts, erobert. Ihr konsequentes Kennenlernen und ihre reflektierte Nutzung ermöglichen es nicht nur, die laufenden zivilisatorischen,

kulturellen und sprachlichen Veränderungen zu verstehen, sondern auch aktiv an ihnen teilzunehmen und so zur Entwicklung der modernen Bildung beizutragen. An der Bedeutung gewinnen in der neuen Realität korpusbasierte Werkzeuge zur Textanalyse, die es ermöglichen, Veränderungen im Kommunikationsraum zu erfassen. Ziel des Vortrags, der sich sowohl an Dozierende als auch an Studierende richtet, ist es, die aktuelle Rolle der Korpuslinguistik in der Didaktik der Gemein- und Fachfremdsprachen aufzuzeigen, die aktuellen Korpuswerkzeuge zu charakterisieren, die uns mit wertvollen Informationen über die aktuelle allgemeine und fachliche Kommunikation bereichern und ihren Nutzen für die Didaktik der Gemein- und Fachfremdsprachen bestätigen. Der Großteil der Ausführungen wird sich mit Beispielen aus dem Bereich der Linguistik und Didaktik des Deutschen als Fremdsprache befassen. Neben einem aktuellen Überblick über die Entwicklung der Korpuslinguistik, die zu verschiedenen Arten von Textkorpora geführt hat, wird die Problematik der Metadaten und Annotation von Korpusdaten vorgestellt, gefolgt von einem Hinweis auf exemplarische Korpora von deutschsprachigen Fachtexten, Methoden der Nutzung von Korpora im Fachfremdsprachenunterricht und ausgewählten Projekten, die aktuelle Möglichkeiten der Korpusdatenanalyse für die Zwecke des Fremdsprachenunterrichts an Hochschulen nutzen. Ergänzt wird der Vortrag durch praktische Hinweise zu den Möglichkeiten der Textdatenauswertung im Bereich des Fachfremdsprachenunterrichts und dem Einsatz korpusbasierter Werkzeuge im Fachfremdsprachenunterricht an Hochschulen.

Corpus linguistic tools in the didactics of common and specialized foreign languages

Digital technologies have inseparably conquered both the field of general and professional communication and the field of education, including foreign language teaching. Their consistent acquaintance and reflective use make it possible not only to understand the ongoing civilisational, cultural and linguistic changes, but also to actively participate in them, thus contributing to the development of modern education. Gaining importance in the new reality are corpus-based tools for text analysis, which make it possible to capture changes in the communicative space. The aim of the lecture, which is addressed to both lecturers and students, is to show the current role of corpus linguistics in the didactics of common and specialised foreign languages, to characterise the current corpus tools that enrich us with valuable information about current general and specialised communication, and to confirm their usefulness for the didactics of common and specialised foreign languages. The bulk of the presentation will deal with examples from the field of linguistics and didactics of German as a foreign language. In addition to a current overview of the development of corpus linguistics, which has led to various types of text corpora, the problems of metadata and annotation of corpus data will be presented, followed by a reference to exemplary corpora of German-language specialised texts, methods of using corpora in specialised foreign language teaching and selected projects which use current possibilities of corpus data analysis for the purposes of foreign language teaching at universities. The lecture will be supplemented by practical tips on the possibilities of text data evaluation in the field of foreign language teaching and the use of corpus-based tools in foreign language teaching at universities.

Keywords: Korpuslinguistik, Digitale Korpuswerkzeuge, Fachfremdsprachendidaktik, Annotation

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McEnery, T., Hardie, A. (2012). *Corpus linguistics: Method, theory and practice*. Cambridge: Cambridge University Press.

Bionote: University Professor at the Institute of Specialised and Intercultural Communication (University of Warsaw). Research interests: applied linguistics – translation and didactics of specialised (foreign) languages, e-learning, text linguistics (comparative analysis of specialised texts, hypertext), contrastive linguistics. Coordinator of the international research project Linguistically Intelligent Software Systems for Language and Translation Didactics (www.lisst.de). Author of over 80 publications on subject (foreign) language didactics, text linguistics, including two monographs: *Glottodidactics and Hypertexts*, *(Glotto)Didactic Learning Platforms. Their implementation in foreign language teaching*. Sworn translator and interpreter German/Russian/Polish, German and Russian lecturer at universities in Poland, Germany and China.

ORAL PRESENTATION

Language advising in support of learner autonomy – implications of remote delivery for quality of provision and access to learning resources

Jocelyn Wyburd

University of Cambridge, UK

The Cambridge Language Centre offers learners individual language advising appointments in its self-access learning centre, which houses resources for 182 languages. The advising pedagogic model is informed by Little's (1990) definitions of language learner autonomy (1990) and Kolb's (1984) theories of experiential learning, with the role of the adviser drawn from models including those of Riley (1997) and Stickler (2001). Advisers do not necessarily have any knowledge of the language being learnt, with learning of an average of 30 different languages being supported each year. All are professional language teachers who have been trained as advisers, adapting their expertise in language acquisition to support independent learning and their advising training to support autonomous development in their advisees. Advisees may need or

want to learn a language for which no course is offered; may wish to learn independently without attending a course; or may want additional support with language learning strategies to develop their skills while taking a course or after its conclusion. The vast majority are postgraduate students or postdoctoral researchers, most of whom need language skills for research purposes, including fieldwork, international collaborations and for future employability outside the UK. The pandemic forced language advising online, delivered remotely via Zoom or MS Teams, without access to the centre's learning resources. This paper will look at the implications of remote advising for the advising relationship, quality of provision and availability of high quality learning resources, drawing on surveys of both advisers and advisees. It will focus particularly on ongoing and future adaptations to delivery as a result of the responses received, including ensuring a choice of either remote or in-person advising will be available.

Keywords: Advising; autonomy; remote delivery; learning resources

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Bionote: **Jocelyn Wyburd** is Director of the Language Centre at the University of Cambridge. Originally a teacher of Italian, French and German, she started language advising in the 1990s, exploring how computer aided learning and authentic internet sources could be exploited independently by learners if equipped with relevant language learning strategies. She has trained and supported numerous language teaching colleagues to deliver language advising over the years, and delivered workshops on the development of learner autonomy and models of language advising internationally. She continues to provide regular language advising appointments herself.

ORAL PRESENTATION

Language assessment in digital environments: The LMS as an enabler in a Portuguese higher education institution

Célia Tavares

CEOS.PP - ISCAP - Polytechnic of Porto, Portugal

Graça Chorão

CEOS.PP - ISCAP - Polytechnic of Porto, Portugal

Manuel Silva

CEOS.PP - ISCAP - Polytechnic of Porto, Portugal

Throughout the years and due to the introduction of technology in educational contexts, language learning and assessment have been gradually changing into an online format. Digital assessment started getting increasingly common among educators, who were more open to implementing e-learning and blended learning systems. These systems allow students to create different learning opportunities (Tavares & Silva, 2021), which are paramount for them to develop different skills and to evolve as learners.

The current pandemic context has also contributed to accelerate this digitalization process due to the urgent need to adapt to the unique circumstances that the world was and is still facing. This was fundamental because the challenges that education faced with the COVID-19 outbreak cannot be eliminated until they are recognized, and effective strategies are implemented to overcome them (Ahmed et al., 2021). It is not an easy path, especially taking into account all the non-controlled variables that come with the online context, but online education is here to stay and educators must embrace its possibilities and limitations (Goertler & Gacs, 2018).

Thus, this presentation intends to discuss current strategies that are being implemented in online language assessment at the Porto Accounting and Business School (ISCAP), a Portuguese higher education institution. These strategies are supported by MOODLE (learning management system) and have grown substantially in the last two years (pandemic period), registering an increasing support from teachers.

To sum up, this presentation aims to analyse the evolution of language assessment through MOODLE at ISCAP, focusing on English for specific purposes courses. Furthermore, considering the outcomes of a survey, this paper also brings insight into the students' perspective regarding these assessment strategies. The results bring awareness about the students' assessment experience and the usefulness, fairness and quality of the strategies and tools used in this atypical context.

Keywords: language assessment; language for specific purposes; e/b-learning; moodle; digital education environments

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Bionotes: **Célia Tavares** (PhD) is a Senior Professor in the field of Languages and Translation at ISCAP - Polytechnic of Porto in Portugal. She holds a PhD in Translation and Paratranslation, an MD in Multimedia in Education and an MD in Translation and Paratranslation. She is also a member of the Research Unit on Languages, Communication and Education at CEOS.PP.

Célia Tavares is also Co-Editor of *Polissema*, an international peer-reviewed, open-access journal in the field of the Humanities (Translation, Interpretation, Languages for Specific Purposes, among others).

Her main research interests involve Computer Assisted Translation, Machine Translation, Translation and ESP.

Graça Chorão has a Ph.D. in Translation (University of Vigo) and a Master's Degree in Anglo-American Studies. She is the coordinator of the undergraduate program in Administrative Assistance and Translation of the Polytechnic of Porto where she teaches Technical Translation, Subtitling and Interpreting.

Her main research interests involve Audiovisual Translation, Media Accessibility, Interpreting, and Humour. Her publications focus on themes such as Dubbing and its impact on younger audiences, the perception and translation of humour as well as translators' training topics. She is a member of the Portuguese section of the Transmedia Research Group.

Manuel Silva is the Dean at ISCAP - Polytechnic of Porto in Portugal and also a lecturer in the area of Languages and Cultures in the same institution. He holds an MD from Porto University in Terminology and Translation and a PhD from New University of Lisbon in Linguistics. He is the Coordinator of the Research Unit in Languages, Communication and Education at the CEOS.PP and a researcher at INESC TEC. He coordinates the Unit for Innovation in Education at ISCAP and is the President of ReCLES.PT the Portuguese Language Centres Association, member of CERCLES. His research interests are terminology and translation studies, localization, knowledge management, ESP, CLIL and e/b-learning.

ORAL PRESENTATION

Learning Legal English: Reflections on Methodology, Motivation and Practical Application

Marianna Hintikka

Turku University, Finland

Anna Krizsán

Turku University, Finland

The focus of this presentation is on exploring the questions of methodology, motivation, and the practical application of the two in LSP learning in the context of the Faculty of Law of the University of Turku, Finland. We approach these questions from both the theoretical and the practical perspectives and give concrete examples of our teaching by placing methodological applications within the framework of the relevant LSP theories.

Firstly, we give a brief overview of the structure and the overall goals of the language studies at the Faculty and discuss methodological principles behind teaching legal language, which include particular emphasis on authentic communication (as defined e.g. by Littlewood 2014). At the core of language learning at the Law Faculty is the view

of language as a social, performative skill that the LSP student learns as part of her professional competence (Kuosa, 2021).

Secondly, we offer a cognitive viewpoint on student motivation through exploring the potential of category extension as a process of adoption of new information and its incorporation into the already existing skills matrix. We do this e.g. by discussing the use of discipline-specific conceptual metaphors in helping students to group relevant lexis (Holme, 2009).

Finally, we present several examples of how we implement and promote learning of workplace communication within the framework of Legal English courses at the University of Turku. One of such examples demonstrates how students, within the format of briefing legal cases, develop such crucial skills as analytical reading, critical thinking, legal drafting and teamwork in a way that is engaging and motivating.

Keywords: LSP; Legal English; authentic communication; student motivation.

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Littlewood, W. (2014). 'Methodology for teaching LSP' in V. K. Bhatia (ed.) *The Handbook of Language and Professional Communication*, (pp. 287-303), New York: Routledge.

Bionotes: **Marianna Hintikka** (PhD) is a University Lecturer at the Centre for Language and Communication Studies, Turku University, Finland. She defended her Doctoral dissertation on a Cognitive Linguistic topic in 2013. She has experience in teaching both English Philology and Linguistics as a university discipline and Professional and Academic English at tertiary level.

Anna Krizsán (MA, MSc) is a University Lecturer at the Centre for Language and Communication Studies, Turku University, Finland. She has extensive experience in teaching Professional and Academic English at tertiary level and since 2013, she is specialising exclusively in legal language, being in charge of advanced courses of Legal English for Master's level students at Turku University Law School.

ORAL PRESENTATION

Local and global perspectives on language cafes – a 10-year perspective from start-up to post-covid

Amanda Kann

Stockholm University, Sweden

Christine Ericsson Nordgren

Stockholm University, Sweden

A Language Cafe gives participants an opportunity to practise language skills and cultural awareness by talking to native-level speakers/signers and other learners in a relaxed environment. It is an ideal platform for cultural exchange, and the absence of formal

language teachers and assessment creates an informal, low-stakes environment, where language learners and language supporters can freely and openly communicate and share experiences. Conversational and peer-mediated language practice provides various benefits that are difficult to achieve through expert-to-novice classroom instruction (Lantolf, 2000) – the peer-to-peer, conversational nature of the Language Cafes thus makes them an excellent complement to more formal language education. We have been hosting Language Cafes on campus at Stockholm University since 2012, and (due to the pandemic) on a digital platform between 2020-2022. While adapting the cafes to online spaces has been challenging in some regards, it has allowed us to open up registration to partner universities and European alliance universities, creating new networks and participation patterns for students and staff (Wanner et al., 2021). When moving back to more campus-based practices, we aim to keep the best parts of both worlds.

In this presentation, we provide an account of the development of our Language Cafe project since 2012, reflect on the challenges and possibilities of digital and global cafes, and offer potential future directions for Language Cafes as a platform for language learning and cultural exchange.

Keywords: language café, informal language learning, internationalisation

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Bionotes: **Christine Ericsson Nordgren** is the director of Språkstudion, the Stockholm University Language Learning Resource Centre. She is responsible for the development of digital infrastructures and learning environments for language and linguistics. Her main research interests are articulatory phonetics and practices for internationalisation.

Amanda Kann is a project administrator at Språkstudion and a postgraduate student in linguistic typology and language diversity. Her research interests include massively multilingual corpora, quantitative corpus typology and multilingualism in NLP. Since 2021, she has coordinated the organization of the Language Cafes, including schedule planning and communication with volunteer language supporters.

ORAL PRESENTATION

Low-Tech Hybrid Learning: Perceptions, Problems, and Solutions

Natalie Close

Tampere University, Finland

Darrell Wilkinson

Tampere University, Finland

As we move out of the pandemic, Hybrid learning (HL) is becoming an attractive option for many teachers and students due to the flexibility offered (Louten & Daws, 2022), its efficacy in helping students achieve learning outcomes (Tiahrt & Porter, 2016; Todd et al., 2017), and its proximity to the type of business environment that many students will be working in (Bøjer & Brøns, 2022). However, the HL literature largely recommends the use of various technologies that are currently not available to many teachers. Thus, the question becomes whether it is possible to offer an HL environment with no special technology. Therefore, this presentation describes the approaches and findings from a low-tech HL environment where only the technological hardware that students had available were used (mobile phones and some laptops). Specifically, this presentation is concerned with the issues experienced in a low-tech hybrid environment where some students attended classes physically, but others simultaneously attended virtually. This mixed-methods action research project included a convenience sample of approximately 65 students from three intact groups (one ICC course and two EAP courses) over a seven-week period. Qualitative and quantitative data was collected via observations, informal interviews, and surveys. The resulting the data allows for the presentation of findings connected to the pedagogical approaches, problems, solutions, and perceptions encountered in a low-tech HL environment in a Finnish university. Initial findings indicate that a low-tech HL environment is possible, does not require major changes to course pedagogy or task design, does not negatively affect learning outcomes, and students appreciate the flexibility offered by the choice of attendance method. However, such an environment also raises challenges, especially concerning sound quality, interactions in small group work, and some students' feelings of connection with the course. Overcoming such challenges requires flexible and speedy solutions from both teachers and students.

Keywords: Hybrid learning, Low-tech teaching, Synchronous learning, Flexible modes of delivery

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Bionotes: **Natalie Close** is an instructor at the Language Centre of Tampere University, Finland where she teaches predominantly Intercultural Communication (ICC), research presentations for PhD candidates, and English for academic purposes. Natalie has taught in Thailand, Vietnam, Japan and Finland. In addition to holding a Master's in Visual Anthropology, and a PhD in Anthropology, she also holds a number of practical English language teaching qualifications, including the Cambridge University CELTA. Natalie's research interests include ICC, technology-mediated learning, Content and Language Integrated Learning (CLIL), differentiated learning, and more recently, Hybrid Learning.

Darrell Wilkinson is an instructor at the Language Centre of Tampere University, Finland where he teaches predominantly English for academic purposes, Master's thesis writing, and research presentations for PhD candidates. Darrell has taught in the U.K., Thailand, Vietnam, Japan, and Finland. In addition to holding a Master's in Teaching English to Speakers of Other Languages (TESOL), and a PhD in Education, Darrell holds a number of practical English language teaching qualifications, including the Cambridge University CELTA. Darrell's research interests include vocabulary acquisition, language testing, technology-mediated learning, learner autonomy, CLIL, and more recently, Hybrid Learning

ORAL PRESENTATION

Measuring engagement in a multimodal teletandem context – a case study

Carine Martin

Université de Lorraine, France

Giovanna Tassinari

Freie Universität Berlin, Germany

Etandem or teletandem is a form of learning in which two partners of different languages meet via computer-mediated communication on a regular basis in order to practice the target language and support each other in their language learning process. Based on the principles of autonomy, and reciprocity (Brammerts & Kleppin, 2001), teletandem provides opportunities of language and cultural exchange and of social learning which are particularly important in these times of pandemic and in digital environments in general.

The Language Centres at Université de Lorraine and at the Freie Universität Berlin have developed teletandem schemes with other language centers in various countries. Groups of students from each institution are brought together for etandem cooperation within a self-directed learning scheme. Besides individual meetings between the tandem partners, group meetings are held, and participants can also make use of learning advising sessions and online resources.

Our previous research has focused on the evaluation of the scaffolding we put in place. In a follow-up research we are interested in investigating what happens within each pair,

through evaluating their engagement within pair work and its relation to the level of engagement to the whole scheme.

For our study we define engagement as investment or commitment (Marks, 2000) or effortful involvement in learning (Pekrun & Linnenbrink-Garcia, 2012). A survey distributed to French and German students participating in the teletandem scheme enables us to access quantitative and qualitative data, such as number, quality and frequency of pair meetings, creation of learning resources for the partner, frequency of text messaging, participation in group meetings and/or advising sessions. Thus, it enables us to assess students' behavioral and emotional engagement (Fredricks et al. (2004) with their partner in the online learning environment we have created.

This investigation will help us highlight which aspects of the program foster engagement so as to promote best practices for the virtual exchange community.

Keywords: etandem, teletandem, engagement, pair work

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Bionotes: **Carine Martin** is a lecturer in English at the UFR Lansad of Université de Lorraine and a language advisor at Yves Châlon language centre in Nancy. She is a member of the ATILF research team on language didactics and sociolinguistics (Crapel) and participates in the "Autonomy and self-directed learning" axis. She is coordinator of Pléiades-Relation, a project that aims at developing a platform to facilitate teletandem partnerships. Her research focuses on learner autonomy, relatedness in language learning and feminist pedagogies.

Maria Giovanna Tassinari is the director of the self-access language centre at the Language Centre of the Freie Universität Berlin, Germany. She is co-coordinator of the CercleS Focus Group Autonomy and of LASIG. She is member of the scientific board of RILAE (Research Institute for Learner Autonomy Education). Her research interests are learner autonomy, self-access language learning, language learning advising, and emotions and feeling in language learning.

ORAL PRESENTATION

Meeting at a different crossroads: when Science, Foreign Language Teaching and University Public Engagement converge

Anila R. Scott-Monkhouse

Centro Linguistico di Ateneo, Parma University, Italy

Aba Losi

Dipartimento di Scienze Matematiche, Fisiche e Informatiche, Parma University, Italy

According to the NCCPE, Public Engagement entails the many ways in which the activity and benefits of higher education and research can be shared with the general public in an interactive two-way process with the aim of generating mutual benefit. In Italy this is defined 'Third mission', since it adds to the two primary missions of universities, i.e. education and research. The highlight of this is the European Researchers' Night, an event which takes place every year in September to bring researchers and citizens closer together and promote the sharing of ideas and research in a variety of informative ways. For the 2021 edition a Physics professor at Parma University chose to explore the theme of Gender Gap in STEM, and was interested to know how STEM doctoral students felt about the issue. The physicist decided to transform the topic into a unique opportunity for these students to critically investigate through English an issue which is distant from the ones which they daily deal with in their research: the *lingua franca* of science was therefore to take on a whole new role and become the language of opinion, discussion and reflection. This different way of engaging with the Third Mission gave rise to a collaboration between the scientist and the EAP teacher, who together devised a session which would stimulate the students' interest and provide food for thought for the Public Engagement event with the production of a presentation and posters. The talk will describe the session's 'lesson plan', the language and soft skills triggered, and the outcome of the whole experience for all the people involved, with a view to developing this initial experience into a closer, more structured interaction between L2-teaching, non-linguistic subjects and Public Engagement.

Keywords: Public Engagement, critical thinking, Democratic citizenship, gender imbalance/gap, (self)reflection

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Bionotes: **A.R. Scott-Monkhouse** teaches English (general, EAP/ESP) at Parma University (Italy). She holds a DELTA and a CertPT teaching qualification, is a Cambridge Assessment English examiner, and has been an IELTS oral examiner. She is actively engaged in CPD and has been involved in teacher training in Italy and abroad. She has published several papers on teaching and assessing ESP/EAP, and on the role of emotions in teaching and learning. Her interests lie in analysing learners' needs within and outside the classroom, and bridging the gap through learner training and task-based learning by applying Gardner's theory of multiple intelligences to teaching.

Aba Losi is Associate Professor in Biophysics at the University of Parma (Italy), teaching physics and photobiology. Her research focuses on mechanistic aspects of photoreceptors for visible light in bacteria and their applications in biophysics, as well as their evolution and physiological role. She has published in peer-reviewed international journals, and since 2006 has been member of the editorial board of the journal *Photochemical and Photobiological Sciences- RSC*. Since 2014 she has engaged in the organization of several activities devoted to the divulgation of scientific culture, among which the European Researchers' Night.

ORAL PRESENTATION

Microteaching: a training practice for teachers' evaluation

Maria Vittoria Lo Presti

Università Cattolica del Sacro Cuore, Italy

In this paper we present the use of microteaching – a training practice for the evaluation of the teaching performance – for teachers who teach non-linguistic subjects according to the CLIL methodology. The research was developed in the context of the lifelong learning courses organised by *Università Cattolica del Sacro Cuore* of Milan in collaboration with the University Language Centre SeLdA (*Servizio Linguistico d'Ateneo*). In the academic year 2020/2021, two CLIL methodological-didactical training courses for teachers were held, which included as part of the final exam a recording of short video lessons in order to objectively review and observe the work of future CLIL teachers. After a brief introduction to the CLIL methodology and the origin of the microteaching method, we describe how the microteaching took place in the particular context of face-to-face and online teaching. The aim of the research is to investigate the way these microteaching activities were evaluated by the supervisor, who is a teacher and language expert at the University Language Centre: it was not just an evaluation, but constructive feedback for self-assessment and reflection on the work. Several aspects were considered in this feedback: the way in which the content was presented using teaching aids, the management of specialised vocabulary in the teacher's discourse, the management of the interaction with the class, and the teacher's choices related to the learning objectives of the lesson. The supervisor's feedbacks which revealed strengths and provided improvement suggestions were sent to individual teachers in order to enhance their teaching performance. This feedback experience was an opportunity for

teachers not only to develop methodological competences for CLIL, but also to reflect critically and contextually on their teaching practices.

Keywords: microteaching; CLIL methodology.

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Bionote: Maria Vittoria Lo Presti has a PhD in Teaching of Modern Languages. Her doctoral thesis concerns the development of autonomy in foreign language learning. She teaches in a Workshop on teaching Italian as a second language at the Università Cattolica del Sacro Cuore in Milan and collaborates with the project VAL-ITAL2 *Grammatica VALenziale per l'ITALiano L2 and LudolinguisticaPer*. Her fields of interest include CLIL methodology, Italian L2 teaching, plurilingual education and issues in foreign language teacher training.

ORAL PRESENTATION

Motivating university learners to become more autonomous through LMOOC structured flexibility: English for Academic Purposes B2 Level

Carmen Argondizzo

Jean M. Jimenez

Ida Ruffolo

Maria Sasso

University of Calabria, Italy

Language MOOCs (LMOOCs) offer a wide range of practices and tools that aim at engaging learners “in the use of the target language in meaningful and authentic ways” (Sokolik, 2014:20), yet they are still an emerging format among a rapidly growing number of cMOOCs (connectivist or network based) and xMOOCs (extended courses designed to be similar to traditional courses), as defined by Downes (2012). As pointed out by Sokolik (2014) and Godwin-Jones (2014), an effective LMOOC design should

combine both cMOOCS and xMOOCs in order to “provide an adaptive learning system within an extensive social and personalizable learning environment” (Barcena et al., 2015: 47).

In light of this, “Corsi MOOCs: per un percorso sperimentale di didattica delle lingue straniere moderne” offers online learner-centred language activities created by a team of three Italian universities (University of Calabria-Language Centre, University of Naples “L’Orientale”, University of Palermo). The courses are intended primarily for university students, but may attract a wider audience of adults who wish to improve their language competences in English, French or German. This presentation will focus, in particular, on the English LMOOC, which aims at developing academic language skills at a B2 level through structured yet flexible learning paths, thus encouraging learners to take more responsibility for their learning and become more aware of their individual needs.

Specifically, we will discuss the reflections of graduate students who completed the English LMOOC individually while attending institutional language courses at the University of Calabria. The data were collected over a time span of two years (2020-2022) by means of a questionnaire administered at the end of the course and a reflective journal in which students recorded the time spent on the activities, their level of interest, self-assessment of learning, and challenges met as well as any suggestions for improving the material available. In addition to the value of the questionnaire and the journal as a form of individual reflection on their own learning, the feedback provided will serve as an observation tool that will explore the development of learners’ awareness of their in-progress competences. The learners’ feedback can also be useful when integrating the didactic material to ensure that it reflects real users’ expectations.

Keywords: Language MOOCS, academic skills, individual learning paths, self-assessment, questionnaires, reflective journals

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Bionotes: Carmen Argondizzo is Professor of English Language and Linguistics at the University of Calabria, Italy. She is President of the University Language Centre where she coordinates projects aimed at enhancing students’ autonomous learning in the academic and professional sectors. She is President of the AICLU, *Associazione Italiana Centri Linguistici Universitari*, which aims to promote research in language learning carried out in University Language Centres. She is Vice-President of CercleS, *European Confederation of Language Centres in Higher Education*, within which she takes an active role in disseminating the research carried out in the field of language learning. She is, in fact, Co-Editor-in Chief of the CercleS Journal, *Language Learning in Higher Education* (De Gruyter). Her research interests focus

on discourse analysis in the field of Language for Academic Purposes and the related pedagogical implications, considered from a humanistic perspective.

Jean M. Jimenez is Associate Professor of English Language and Translation at the University of Calabria, Italy. She is part of the Advisory Board of the University Language Centre, where she is co-coordinator of the Test Development Team responsible for the design and development of EFL tests for university students. She holds a PhD in Applied Linguistics from Lancaster University, UK. Her research interests include Second Language Acquisition, Corrective Feedback in CALL, Language Testing, and the use of Corpus Linguistics in the second language classroom. She has presented papers at national and international conferences in Europe and North America.

Ida Ruffolo is a Researcher in English Language and Linguistics at the University of Calabria, Italy, where she teaches EAP and ESP. She holds a PhD in Language analysis and interdisciplinary studies from the University of Calabria and an MA in ELT from the University of Reading. Her research interests are Corpus Linguistics, Discourse Analysis, and ESP, with particular interest in the language of tourism. Her recent publications concern the promotion of sustainability in hotel websites and the pedagogical and practical applications of Corpus Linguistics in the ESP classroom.

Maria I. Sasso works as technical and administrative personnel of the Language Centre at the University of Calabria. She is in charge of linguistic orientation for students who will be attending degree courses at the same University. Her academic interests include research activities about the use of the ELP and about tools and strategies for the improvement of self-learning.

ORAL PRESENTATION

"Mur de paroles" – ou tentative d'essai de promotion de l'expression orale en langue française

Joaquim Guerra

FCHS – Universidade do Algarve, Portugal

Cette recherche explore l'utilité des technologies mobiles en classe de langue, en se concentrant sur le système de feedback permis par l'application *Padlet* (*Audience Response System*) utilisée dans la discipline de Langue et Culture Française VI des cursus en langues étrangères. Basé sur un modèle de recherche-action, nous allons essayer d'améliorer les compétences orales des étudiants après avoir constaté que les différents confinements pendant la crise pandémique du covid-19, l'absentéisme et le manque d'investissement des apprenants dans la production orale en dehors de la classe ont donné lieu à une faible performance dans cette compétence. Les étudiants sont appelés à télécharger sur *Padlet* un minimum de trois fiches de lecture, de trois critiques de films (basés sur des œuvres littéraires) et les activités collaboratives ou individuelles réalisées en classe. Leur point commun réside dans l'utilisation unique de la compétence orale. Ainsi, les élèves doivent poster des vidéos ou des podcasts et commenter les publications de leurs pairs en essayant de mettre en évidence les lacunes de leur compétence orale (fluidité, liaison, intonation, prononciation, etc.) et de leur contenu. Il s'agit d'une recherche en cours, donc il n'y a pas encore de résultats, mais, dans l'ensemble, nous pouvons confirmer que les étudiants, qui suivent habituellement les cours, ont une réponse positive au *Padlet*. Les données seront recueillies à travers un questionnaire comportant des questions fermées (*Likert scale*) et ouvertes (analyse de contenu). Nous espérons que l'utilisation de technologies numériques et que la liberté

de choix des œuvres, tout comme le feedback de leurs collègues, motivent les étudiants à créer plusieurs publications et à améliorer, ainsi, leur compétence orale.

Short Summary

This research explores the usefulness of mobile technologies in the language classroom, focusing on the Audience Response System of Padlet used in the French Language and Culture VI discipline of foreign language courses. Based on an action research model, we will try, with this technology, to improve the oral skills of students after having found that the different confinements during the covid-19 pandemic, absenteeism, and lack of investment of learners in oral production outside the classroom cause a low performance in this competence. Students are asked to upload to the Padlet a minimum of three book reports, three film reviews (based on literary works), and collaborative or individual activities completed in class. They all have in common the use of oral skills. Thus, students must post videos or podcasts and comment on their peers' publications, trying to highlight gaps in their oral skills and content. This is an ongoing research, so there are no results yet, but overall we can confirm that students, who usually attend the courses, have a positive response to Padlet. The data will be collected through a questionnaire with closed (Likert scale) and open (content analysis) questions. We hope that the use of digital technologies and the freedom of choice of the literary and movie source material, as well as the feedback from their colleagues, will motivate the students to create several publications and thus improve their oral competence.

Keywords: French as a Foreign Language; Padlet; Mobile Technologies; Oral skills

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Bionote: Joaquim Guerra, Ph.D. in Language Didactics since 2007, is an Assistant Professor at the University of Algarve (Portugal), in the School of Humanities and Social Sciences. His experience includes teaching, in undergraduate and graduate degrees, French Language and Culture, Portuguese as a Foreign Language, Technology for Information and Communication, Portuguese Didactics and Technologies

Applied to Language Teaching. The professional activities, besides teaching, include Teacher Training and Continuing Education courses. The research activities have focused on issues of Technologies Applied to Teaching and Learning languages; CEFR and language teaching and learning; teacher training; teaching reading and writing.

ORAL PRESENTATION

Necessity Knows no Law: Action Research into Online Testing of Legal English

Barbora Chovancová

Masaryk University Language Centre, Czechia

Some students will do anything to succeed in tests, and Law Faculty undergraduates are no exception. This talk will demonstrate how the challenge of meaningful online testing of students of English for Legal Purposes at B2 level was addressed through Action Research carried out by Masaryk University Language Centre teachers, namely through the circles of observing, reflecting and acting. As a consequence, innovative tasks were designed to produce texts enabling objective and fair evaluation regardless of whether the test-taker resorts to Googling or not.

The talk will briefly outline the stages of the Action Research and the resulting outcomes. The stages are: (1) Definition of the Problem. It was clear that the Status Quo of testing before the onset of coronavirus crises could not be maintained, as there was no doubt earlier tests would fail the test of objectivity as the availability of copying and pasting was unavoidable; (2) Formulation of Research Questions. The initial RQ was What tasks would require students to create original responses?, subsequently followed by Will students produce enough target language?; (3) Outcomes and the Next Circle. It will be shown how, with respect to the first RQ, the task of intralinguistic mediation (i.e. language transformation within one language) was developed, and, as regards the second RQ, what the Mock Test results indicate as far as the language sample production was concerned. Equally important, feedback from a Continuing Professional Development event aimed at assessing the task and providing evaluation calibration among teachers of other fields of English for Specific Purposes will be shared. Finally, it can be concluded that Action Research appears to be a useful tool that gives teachers a structure that helps them to adjust their thinking, making them able to respond to any new teaching situation relatively quickly, creatively and efficiently.

Keywords: Action research, mediation in language learning, intralinguistic mediation, Legal English

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Bionote: **Barbora Chovancová** teaches English for Legal Purposes at Masaryk University Language Centre. She holds a PhD in English linguistics. Apart from her extensive experience in ESP teaching and teacher training, she has also been active in the area of designing and developing ELT materials. A book on Legal English, she wrote in Czech together with her colleagues, is currently in print. Her latest professional interests include the language skill of mediation (from teaching to testing) as well as student well-being and motivation in both face-to-face and online environments.

ORAL PRESENTATION

New Challenges and Opportunities for Physical and Hybrid Language Learning Spaces in a Digital World

Phil. Felix A. Kronenberg

Michigan State University, United States of America

This presentation combines theoretical and practical approaches to provide a comprehensive overview of physical language learning spaces and their design, with a focus on creating a new awareness of the affordances and benefits of physical spaces as active agents in the language learning and teaching processes. This includes the intersection of educational approaches and philosophies and physical space design, or what Monahan (2002) calls “*built pedagogy*.” Particular attention is given to the integration of digital learning technologies and their embodiment and implementation in physical language learning spaces.

This presentation is based on years of research on cognitive, affective, social, and psychomotor domains of physical language learning spaces and draws from an interdisciplinary body of research. It focuses mostly on formal and informal learning spaces at universities and colleges in the United States, with additional examples from Germany and Japan. Spaces discussed include active classrooms, language centers, residential learning spaces, social and experiential spaces, hyflex and hybrid spaces, makerspaces, outdoor spaces, transitory spaces and learning space ecosystems. Special attention will be given to current priorities in higher education in the United States, including diversity, equity, inclusion, accessibility, and sustainability, as well as the question how our physical spaces should look in a digital and post-pandemic world in which online learning and ubiquitous computing have become more normalized.

Keywords: learning spaces; teaching modality; physical learning space design

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Bionote: Dr. Felix Kronenberg is the Director of the [Center for Language Teaching Advancement \(CeLTA\)](#) and an Associate Professor of German in the [Department of Linguistics, Languages, and Cultures](#) at Michigan State University. His research interests include language education, program administration, learning space design, sociomateriality, innovation in language education, and technology. He served as president of IALLT and SWALLT, as a fellow for the National Institute for Technology in Liberal Education. He is currently an advisory board member of the Learning Spaces Collaboratory and Co-Principal Investigator on the 2.5 million LCTL and Indigenous Languages Partnership grant.

ORAL PRESENTATION

O contributo do ensino do PLE para as perceções e práticas de sustentabilidade ambiental

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Os Objetivos de Desenvolvimento Sustentável (ODS) foram adotados pelas Nações Unidas em 2015 como apelo universal à ação para acabar com a pobreza, proteger o planeta e garantir que até 2030 todos os seres humanos vivem em paz e prosperidade. O campo educativo assume um papel importante para a concretização destes objetivos, podendo ser destacado o papel da linguística aplicada na promoção do desenvolvimento sustentável por meio de línguas e educação linguística. No plano pedagógico-didático, o ensino do português como língua estrangeira (PLE) também contribui para a implementação de práticas que visam uma aprendizagem transformadora e de ação, recorrendo a temas no campo da sustentabilidade em articulação com a aprendizagem da língua. O objetivo deste trabalho é mostrar o contributo do ensino do PLE para o aumento de práticas de sustentabilidade e consciência ambiental, através do recurso a percursos didáticos que privilegiam esta temática no ensino da língua estrangeira. Mais especificamente, estes materiais privilegiam a divulgação de artistas portugueses com fortes preocupações ambientais, numa sequência que abarca as várias competências

previstas no ensino de língua. Para conhecer o impacto do uso destes materiais em cursos de PLE, de nível A1 e A2, em estudantes Erasmus de três turmas de uma instituição do ensino superior, procedeu-se à aplicação de um questionário, cujo objetivo é perceber os efeitos da articulação entre o ensino de língua e o de consciencialização e práticas de desenvolvimento sustentável, no início do curso e no final do curso. Os resultados preliminares mostram que os estudantes revelam alguma consciencialização orientada para a sustentabilidade ambiental, bem como algumas práticas de proteção ambiental. O recurso aos materiais referidos parece ter contribuído para isso.

Short Summary

The Sustainable Development Goals (SDGs) were adopted as universal action to end poverty, protect the planet and ensure all people live a good life. The educational field assumes an important role, as well as applied linguistics in the promotion of sustainable development. Portuguese as a foreign language (PLE) can contribute to the implementation of practices aimed at transformative learning, using topics as sustainability and language learning. Our goal is to show the contribution of language teaching to increase sustainability practices and environmental awareness, using didactic sequences. These materials favor the dissemination of Portuguese artists with environmental concerns, and the skills in language learning. To know the impact of using these materials on Erasmus students, we used a questionnaire to understand the effects of the articulation between the language and sustainable awareness and practices. Preliminary results show that students are aware of environmental sustainability, and they also make environmental protection practices. The use of the aforementioned materials seems to have contributed to this.

Keywords: português língua estrangeira; ODS; percursos didáticos; sustentabilidade ambiental; arte

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Bionotes: **Antónia Estrela** - Phd in Linguistics. Adjunct Professor in Escola Superior de Educação de Lisboa and researcher at Centro de Linguística da Universidade NOVA de Lisboa. She coordinates the Portuguese as a Foreign Language courses at Centro de Línguas e Cultura do Politécnico de Lisboa, since 2015. She develops research in L1 and L2 language teaching, syntax, and writing. She has presented communications

and has published papers, book chapters and books on her research topics. She is also involved in educational projects didactics materials development.

Ana Boléo - PhD in Education and Interculturality and a master's degree in Portuguese Language and Culture. She teaches Portuguese both as a first and foreign language in some universities in Lisbon. She has been involved in several projects regarding teacher training and foreign language teaching, namely with Erasmus students. She is also the author of *Por Falar Nisso*, a book of oral activities for students who learn Portuguese as a foreign language, from A1 to C2 level.

Vanda Magarreiro - Master in Teaching Portuguese as a Second and Foreign Language. She is a Portuguese (L1, L2, FL) and English (FL) teacher at the Ministry of Education and a Portuguese L2/FL teacher at Centro de Línguas e Cultura of Instituto Politécnico de Lisboa. She is currently involved in projects concerning culture, Portuguese for specific purposes and materials design. Author of *Português Ativo*, a book for business and professional issues, conceived for learners of Portuguese as a foreign language. In addition to her research activities, she has been a language teacher for more than twenty years.

Inês Gama - Master in Portuguese as a Foreign Language and Second Language from the University of Coimbra. She did an internship in teaching Portuguese as a foreign language at Jagiellonian University. She is a teacher of Portuguese (FL) at Iscte and at the Centro de Línguas e Cultura of Politécnico de Lisboa and has been involved in the editing/revision of *Ciberdúvidas da Língua Portuguesa* and the reorganization of its archives.

ORAL PRESENTATION

O Impacto da COVID-19 na Formação em Interpretação

Marco Furtado

CEOS.PP - ISCAP - Polytechnic of Porto, Portugal

Pedro Duarte

CEOS.PP - ISCAP - Polytechnic of Porto, Portugal

A pandemia causada pelo SARS-CoV-2 e pela COVID-19 veio alterar o nosso modo de vida enquanto sociedade, afetando a grande maioria dos setores de atividade profissional. Neste sentido, também as instituições de ensino, de uma forma geral, viram-se obrigadas a alterar metodologias e estratégias pedagógicas. Desde logo, houve a necessidade de transpor currícula vocacionados para ensino presencial para um modelo totalmente online. Particularmente no ensino da interpretação no ISCAP-Politécnico do Porto, com uma componente prática significativa em ambientes laboratorial e de simulação em cenários profissionais (auditórios, salas de reunião, etc.), esta transição anulou inesperadamente diversas especificidades de duas unidades curriculares de interpretação focadas precisamente nessas mesmas características. Contudo, e tendo acompanhado a respetiva evolução de tecnologias de videoconferência há já mais de uma década, os autores, enquanto docentes da unidade curricular Interpretação Remota e de Teleconferência, possuem já experiência na utilização deste tipo de ferramentas para o ensino de interpretação. Este facto contribuiu positivamente para uma rápida adaptação de um modelo de ensino das diversas UC de Interpretação permitindo, neste contexto, a continuidade praticamente ininterrupta das respetivas atividades letivas em aulas síncronas. As atividades letivas prolongaram-se nestas circunstâncias até ao final do ano letivo 2020-2021, tendo regressado ao regime presencial na totalidade no ano letivo seguinte.

Neste trabalho discutir-se-ão diversas condicionantes causadas na formação em interpretação pelas medidas implementadas pelas autoridades sanitárias portuguesas no combate à pandemia e a forma como se procurou mitigar eventuais prejuízos nos objetivos definidos no âmbito do processo ensino-aprendizagem na formação em interpretação. Apresentar-se-ão resultados de um inquérito realizado aos estudantes focado principalmente em expectativas e em formas de ultrapassar dificuldades causadas por um modelo de ensino adaptado àquelas circunstâncias inesperadas. Procurar-se-á explorar que metodologias adotadas no período pandémico que, de forma vantajosa, podem ser aplicadas em atividades letivas depois do regresso ao regime de ensino presencial.

Summary (English):

This paper will discuss several constraints imposed on interpreting training by the measures implemented by the Portuguese health authorities to fight the pandemic. It will also explore ways to mitigate any potential harm to the objectives set forth in the teaching-learning process in interpreter training. The results of a student survey will be presented, with a focus on expectations and ways to overcome difficulties caused by a teaching model that has been adapted to unexpected circumstances. The goal is to research on methodologies used during the pandemic period that can be beneficially applied in class activities after returning to onsite teaching.

Keywords: Formação em Interpretação, Interpretação Remota, Ferramentas de Videoconferência, Ensino a distância, COVID-19

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Bionotes: **Marco António Furtado** has a university degree in Modern Languages and Literatures – English and German Studies – by the Faculty of Letters of Porto University. He has started his freelance professional career as a translator and interpreter (especially as a liaison interpreter). He has concluded his Master’s Degree in Bilingual and Intercultural German-Portuguese Studies at Minho University, and holds a PhD in Interpreting Studies by Vigo University. He is currently a Senior Lecturer at the Porto Accounting and Business School ISCAP-P.Porto. His research work is focused on Interpreting Studies, especially within the comparison between on-site and remote interpreting modes.

Pedro Duarte holds a Degree and a Master in Specialised Translation and Interpretation by ISCAP-P.Porto. He is responsible for the technical management of ISCAP's language laboratories where he teaches Computer Assisted Translation, Consecutive and Simultaneous Interpreting, Remote and *Liaison* Interpreting. Simultaneously, he maintains a professional activity as a translator and interpreter since 2005. His main research interests are CAT, Interpreting, Localisation and Project Management.

ORAL PRESENTATION

On a third mission: aligning an entrepreneurial university's mission, strategy and strategic actions to a language centre context

Marise Lehto

Turku University /CeLCS Centre for Language & Communication studies, Finland

Over the past decade, the mission of universities has evolved. No longer focusing only on 'the two time honored tasks', (Göransson et al. 2009:83) of creating knowledge and teaching, they also seek to extend this traditional mission to include a third component, i.e. becoming an entrepreneurial university, otherwise known as the third mission. The main impetus for my research is my long-term interest in creating a bridge for our higher education students' transition into the workplace and at the same time, working to meet what sits at the heart of the language centre i.e. funding. This presentation contributes to this focus by elaborating on a potential framework of approach for CeLCS, which is located as an independent unit within the University of Turku, Finland. The university tags itself as an entrepreneurial university and has just recently published the results of an online survey in which the employees gave their opinions on the future of the entrepreneurial university. This presentation proceeds in the following way. I begin by reviewing the literature on the entrepreneurial university, for example, by exploring definitions of entrepreneurial university, academic entrepreneur and entrepreneurial academic and the highlighting the differences between them. This also includes the rationale and process for becoming an entrepreneurial university, and who the key stakeholders are in this process. I then outline the aims, objectives, and research questions for this study before introducing the results from the online survey questionnaire – the HEInnovate tool. Finally, I explore the implications of the responses for CeLCs, discuss limitations to the study, and make recommendations for future implementation of action strategies.

Keywords: Third mission, entrepreneurial university, academic entrepreneur, entrepreneurial academic

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Bionote: **Marise Lehto** is an interdisciplinary doctoral candidate, University teacher of Business Communication (English), & ontological coach at the Turku School of Economics in Finland. Her research work focuses specifically on interdisciplinary practice-based education from the fields of Applied Linguistics, Educational Sciences, & Organizational Learning.

ORAL PRESENTATION

Online Team Interaction during a Virtual Exchange of in-service Teachers

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Polytechnic Institute of Castelo Branco (IPCB) and Centre for English, Translation and Anglo-Portuguese Studies (CETAPS), Portugal

Tanja Vesala-Varttala

Haaga-Helia University of Applied Sciences, Finland

In the international project VALIANT, Virtual Exchanges (VE) bring together teachers, pre-service teachers and experts in facilitated online collaboration (De Jong 2012). VEs are tested for their innovative potential in teacher education to maintain teacher motivation and to enrich their professional experience, as well as develop teachers' ability to operate in online international networks. In this context, VEs come under typologies such as "Teacher as Source of Experience", "Teachers as Co-Learners" or "Teachers as International Collaborators". This presentation reports on a "Teachers as Co-Learners" VE on Diversity and Inclusion in Primary Classrooms, attended by 18 in-service primary teachers and English teachers, which took place over a period of seven weeks in 2021.

VALIANT's policy experimentation with Virtual Innovation and Support Networks serve as a contextual background to explore how the VE participants developed online team interaction and ultimately to highlight how online team interaction may support professional development of language teachers. Data was collected in collaboration with another international project focused on digital interaction and co-learning, Learn to Change, via critical friend observations and discussions with facilitators, online semi-structured interviews with participating teachers, and end-of-course feedback questionnaires.

Results were organised according to four themes: team leadership, team building and online interaction, co-learning, and using digital tools. Data analysis reinforces the importance of creating a friendly informal atmosphere online, enabling participants to share personal and cultural experiences. Teachers value hands-on experience in collaboration and co-learning and appreciate getting collegial help in using digital tools and in engaging with diverse pedagogical uses of tools. Better strategies are needed to support group leaders in distributing roles and tasks and in fostering team motivation and participation. Based on the results, we recommend informal chats and guided activities to support virtual team building and propose practical methods to improve

online team interaction for purposes of co-learning, networking, and virtual innovation. We also call attention to how relevant these results may be for the successful professional development of language teachers through online Virtual Innovation and Support Networks.

Keywords: in-service teacher education; virtual exchange; online interaction; virtual team building

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De Jong, O. (2012). Empowering Teachers for Innovations: The Case of Online Teacher Learning Communities. *Creative Education* 3, 125-129. doi: 10.4236/ce.2012.38B026.

Bionotes: **M. Morgado** is Coordinating Professor of English Cultural Studies at the Polytechnic Institute of Castelo Branco, Portugal and head of English Studies. She is affiliated to the Faculty of Education and researches in Content and Language Integrated Learning (CLIL), children's fiction and intercultural communication and mediation. She is also affiliated with CETAPS, the Centre for English, Translation and Anglo-Portuguese Studies of Nova University Lisbon and Porto University. She is involved in several European funded applied research projects in teacher education online, sustainable change in education, and content-based learning. She has published internationally on CLIL, children's fiction and intercultural education.

Tanja Vesala-Varttala is Principal Lecturer in Marketing and Communication at Haaga-Helia University of Applied Sciences, Helsinki, Finland. She is affiliated with the Research Unit of Entrepreneurship and Business Regeneration, where she works as a project manager and researcher in European applied research projects. Her current research interests focus on digital storytelling, Education for Sustainable Development (ESD), multi-stakeholder collaboration and co-creation, and self-directed learning. She has published internationally on narrative ethics, multicultural business communication, and sustainability competence development in higher education.

ORAL PRESENTATION

Opportunities to enlarge LC's portfolios of activities: A Fiesole Group Teaching Practice Week

Laurie Jane Anderson

European University Institute, Italy / University of Siena, Italy

David Bowskill

Humboldt University Berlin Language Centre

Nicola Hargreaves

European University Institute, Italy

Dawn Nichols

Humboldt University Berlin Language Centre

Libor Štěpánek

Masaryk University Language Centre, Czechia

The sets of competencies academics are expected to possess at the beginning of their careers are continuously increasing in number and complexity. Early career academics are expected to be not only expert researchers in their fields, but also proficient communicators and effective project writers. Moreover, in order to become

internationally competitive, they must acquire the appropriate pedagogical competencies to be able to teach effectively. The shift in the status of teaching and consequent demands for quality assurance in the academic environment is evident. This shift provides opportunities for LCs to enlarge their portfolios of support.

This presentation shows an example of the Max Weber Teaching Practice Week (TPW) Programmes organised by institutional members of the Fiesole Group, an informal collaborative grouping of European universities that focuses on a combination of linguistic and pedagogical skills in a multicultural teaching setting where EMI is the expected form of delivery. The presentation illustrates three TPW formats: pre-pandemic, during-the-pandemic and post-pandemic. First, we will introduce the TPW and the Fiesole Group context. Then, we will present the characteristics that dominated pre-pandemic activities, the enforced distance pandemic period and the current post-pandemic one. Finally, we will take a closer look at successful implementation of changes and best practices to be kept for the future.

The aim of the presentation is to discuss a wider scope of competence support that can be offered by language centres alongside purely linguistic ones and the specific added value that a close cooperation of language centres can bring to the participating institutions.

Keywords: EMI, teaching competencies, early career academics

References:

Fiesole Group: <https://www.eui.eu/ProgrammesAndFellowships/MaxWeberProgramme/FiesoleGroup>

Fiesole Group Symposium: <https://slideslive.com/cjv/fiesole-group-symposium-2018>

Max Weber Programme: <https://www.facebook.com/MaxWeberProgramme/>

Bionotes: David Bowskill is a lecturer in English for Academic and Legal Purposes at the language centre of Humboldt University Berlin. He also teaches introductory courses in English Law in the Law Faculty. Through the latter he has developed an interest in integrating content and language in higher education in EMI contexts and has offered courses in Teaching in English for postgraduate students and staff at the language centre. He is also interested in developing bi- and multilingual language courses as well using information and communication technology for language learning.

Libor Štěpánek is director of the Masaryk University Language Centre, Brno, Czechia. His activities include teaching, teacher training and research especially in the area of Creative Approach to Language Teaching (CALT) and EMI. Libor encourages close cooperation of research and teaching, and supports student and teacher autonomy.

ORAL PRESENTATION

Past history through technology: digital resources based on the Holocaust survivor testimonies

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Zsófia Gombár

CEAUL/ULICES, Portugal

Ana Raquel Fernandes

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Catarina Xavier

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“Remembering the Past, Learning for the Future: Research-Based Digital Learning from Testimonies of Survivors and Rescuers of the Holocaust” [ID 740639658] was funded by the Portuguese Foundation for Science and Technology. Via the international partnership (USC Shoah Foundation, Zachor Foundation, Eötvös Loránd Tudományegyetem, and the University of Luxembourg), the CEAUL team developed a suite of materials for educators and the general public using testimony from witnesses and survivors of the Holocaust through digital tools, with an innovative pedagogical methodology. As stated by the Johannesburg Holocaust & Genocide Centre (online), “Survivor testimonies are first-hand accounts from individuals who had lived through the Holocaust or genocide and their stories help students to understand and empathise more deeply with the human (and inhuman) aspects of mass atrocities”.

The project aimed to achieve seven objectives, of which we highlight the following: 1) the research in the Visual History Archive of the University of Southern California’s Shoah Foundation (an archive that contains 54,975 video testimonies of survivors and rescuers of the Holocaust – 563 in Portuguese); 2) the creation of a Portuguese language microsite on the IWitness platform for the resources developed; and 3) the development of 6 digital, testimony-based educational materials on the IWitness platform in Portuguese. The assumption of such a project consisted of effectively integrating ICT into education materials to improve students’ skills, namely what has come to be known as 21st century skills (e.g., critical thinking, creativity, communication and collaboration). Despite the seemingly historical emphasis of the project’s resources, their main goal has been to stir discussion in the History and Portuguese Language classrooms, to name a few, and encourage empathy based on historical events that regrettably are still up-to-date.

Therefore, we intend to present one of the six activities created within this project that target the Portuguese compulsory secondary education and Higher Education levels, where we sought to build a story around the topic “The Rescuers”. By using the strategy

of storytelling (cf. Schallié & Spaar, 2021, online), each activity intertwined excerpts of different testimonies that ultimately enabled the construction of a/the bigger picture. We also wish to account on the manner students received this particular activity, by retrieving information from teachers and students' reports.

Keywords: Holocaust; genocide; survivor testimonies; digital resources; 21st skills.

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Schallié, C. & Spaar, I. S. (2021). *When Storytelling Intersects with Holocaust & Human Rights Education: An International Education Project Initiated in Canada. Facing History & Ourselves*. Retrieved from: <https://facingcanada.facinghistory.org/when-storytelling-intersects-with-holocaust-human-rights>

Bionote: **Cláudia Martins** holds a PhD in Translation by the University of Aveiro, with a thesis on museum accessibility for the blind and visually-impaired. She was also granted a master in Terminology and Translation and bachelor's degree in Modern Languages and Literatures, both at the Faculty of Arts and Humanities of the University of Porto, Portugal. She has been teaching English as a foreign language, English Linguistics, Terminology and Audiovisual Translation at the School of Education in the Polytechnic Institute of Bragança, Portugal, since 2001. Her academic interests include ELT, Linguistics, Terminology, Translation Studies, and Phraseology and Paremiology.

Zsófia Gombár was awarded her PhD on 'The Reception of British Literature under Dictatorships in Hungary and Portugal' from the University of Aveiro. She is currently the head of the Research Group on Reception and Translation Studies at the University of Lisbon Centre for English Studies (ULICES). She is also the scientific coordinator (with Teresa Seruya and Maria Lin Moniz, CECC) of the project "Intercultural Literature in Portugal (1930-2000): A Critical Bibliography" (CECC/ULICES), and was the initiator and director of the Hungarian research project on censorship, The Reception of English-Language Literature in Hungary, 1945-1989 housed at the Savaria University Centre, ELTE, Szombathely. Her principal research area is censorship studies, history of translation as well as language and literature education in Hungary and Portugal.

Raquel Fernandes is Lecturer in English at the Universidade Europeia, Lisbon and a full researcher at ULICES – University of Lisbon Centre for English Studies. Her research interests include the novel and the short story in contemporary British and Portuguese women's writing. She is the author of *What about the Rogue?* (Honourable Mention ESSE Book Award 2012), she edited *Narrative Strategies in the Reconstruction of History* (2018) and she has co-edited, *The Power of Form: Recycling Myths* (2015), *Storytelling: Memory, Love and Loss in Portuguese Short Fiction* (2016) and *Beyond Binaries: Sex, Sexualities, and Gender in the Lusophone World* (2019), among other volumes. Dr Fernandes has also published a range of journal articles and book chapters on aspects of British and Portuguese contemporary fiction. Recently, she edited the special issue on 'Writers of the Millennium: Trends and Challenges' of the *American, British and Canadian Studies* journal (vol. 35: 2020).

Catarina Xavier is a researcher with the Research Group on Reception and Translation Studies at the University of Lisbon Centre for English Studies. She holds a PhD in Translation, specialising in Audiovisual Translation. Her PhD focused on translation norms within the subtitling of taboo via data triangulation of corpus and survey analyses. Her current research looks into taboo language and the intersection between taboo and audiovisual translation and has published extensively on the subject. She is a member of the European Association for Studies in Screen Translation and the Asociación Ibérica de Estudios de Traducción e Interpretación. She is an invited member of the Merit Committee of ATAV – Associação Portuguesa de Tradutores Audiovisuais.

Hanna Pięta is assistant professor at NOVA School of Social Sciences and Humanities (Lisbon, Portugal), where she lectures on audiovisual, technical and scientific translation. She is also co-coordinator of the international research network IndirecTrans and member of the editorial team of the *Translation Matters* journal. Before taking up her current position, she was head of Research Group on Reception and Translation Studies (at the University of Lisbon Centre for English Studies). With research interests in indirect translation, bibliometrics, machine translation literacy and translator training, she has published

in top journals in Translation Studies (Target, The Translator, Translation Studies). She has recently co-edited *Indirect Translation: Theoretical, Methodological and Terminological Issues* (Routledge 2019) and is now working on a co-authored textbook entitled *Indirect Translation Explained* (Routledge, forthcoming).

Susana Valdez is an Assistant Professor of Translation Studies at Leiden University (Netherlands), where she lectures on Translation Studies, Medical Translation, Technology and Subtitling. Her doctoral thesis (Summa Cum Laude, 2019), conducted in co-tutelle between Lisbon and Ghent universities, was on translation norms and expectations on biomedical translation employing a mixed methodology based on quantitative and qualitative product- and process-oriented approaches. Her interest in interdisciplinary, empirical, experimental and descriptive studies that address translators' decision-making processes, and how these are influenced by the expectations of the community has developed into a broader research profile, including today reception-oriented studies on different text types and with various agents. She is also the co-head of the Research Group on Reception and Translation Studies at the University of Lisbon Centre for English Studies and a Reviews Editor of the *Journal of Audiovisual Translation*. Before taking up her current position, she was an invited lecturer at NOVA School of Social Sciences and Humanities and Lisbon University School of Arts and Humanities (Lisbon, Portugal), and had spent 15 years working in the translation industry.

Maria João Ferro is a senior lecturer at the Lisbon Accounting and Business School (ISCAL), a researcher with the Linguistics Research Centre of NOVA University Lisbon (CLUNL), a collaborator with the Research Group on Reception and Translation Studies at the University of Lisbon Centre for English Studies (ULICES), and a literary translator specialised in contemporary fiction. She holds a PhD in Linguistics (Lexicology, Lexicography and Terminology) from Universidade NOVA de Lisboa (UNL) and her research interests include Literary Translation, Technical Translation and Terminology, Languages for Specific Purposes, and the Economics of Language.

ORAL PRESENTATION

Pedagogical Leadership in New Virtual and Hybrid Work Environments

Heidi Jauni

Tampere University, Finland

Taina Juurakko-Paavola

Tampere University, Finland

Work environments of today are in a constant state of flux. One of the changes that has taken place is the geographical distribution of work. Because of globalization there is growing need for collaboration around the world. On the other hand, there are factors such as epidemics and environmental considerations that have decreased work-related travel. These features together with the rapid development of videoconferencing and other relevant technologies have changed the ways of working in many sectors, including education.

Leadership in virtual and hybrid work environments has been researched from different perspectives (see, e.g., Børgesen et al 2016; Fayard et al 2021; Pullan 2022). However, not much research has been conducted from the perspective of pedagogical leadership in virtual and hybrid work environments. Educational contexts and pedagogical leadership are in many ways different from other types of organizations and would benefit from research that considers the specifics of the context.

In this workshop we will address some key features of pedagogical leadership and consider the special characteristics that virtual and hybrid work environments bring to these essential elements of pedagogical leadership. We will focus on

- development of skills and competences
- goal-oriented leadership
- involvement
- building the sense of community

The aim of the workshop is to promote discussion and exchange best practices to further our understanding of leadership in new working environments to ensure high quality teaching and learning and the wellbeing of both the students and the work community.

Keywords: pedagogical leadership, hybrid work, wellbeing

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Bionotes: **Taina Juurakko-Paavola** (PhD) works as a director at the Language Centre of Tampere University. She has extensive experience in leadership positions in higher education contexts, especially in national projects focusing on developing language teaching and learning in digital learning environments. In her current position, one of her main tasks is pedagogical leadership. One of the current key questions in this area is how to enhance collaboration within the working community in the hybrid age.

Heidi Jauni (PhD) works as a development manager at the Language Centre of Tampere University. She has conducted research on hybrid learning contexts in higher education, focusing on interaction in technology mediated environments. In her current position, one of her main tasks is to develop practices that enable participation and support collaboration within the work community. Another one of her key tasks is to work together with teachers in advancing and sharing best practices of teaching in the hybrid age.

ORAL PRESENTATION

Peer assessment as a tool for developing students' professional writing skills in a tertiary-level Business English course

Jolanta Łacka-Badura

University of Economics in Katowice, Poland

In order to be able to communicate effectively in the business world, students need to develop a thorough understanding of the communicative purpose(s), recommended structure, layout, register, style and tone of particular written genres used in professional contexts. They also need to develop the ability to, on the one hand, follow the widely accepted conventions of business writing, and on the other - to adjust to the conventions that govern communication in a specific corporate culture.

The approach that has proved very effective in enhancing students' genre awareness and professional writing skills is the process-genre approach (Badger & White 2000; Hyland 2003). It may successfully be supplemented with other methods and strategies frequently applied in tertiary education, including peer assessment (also: peer feedback, peer evaluation). Peer assessment is an instructional strategy in which students evaluate (and, optionally, grade) the performance and achievement of peers for the purpose of improving learning (Topping 1998; Topping, Smith, Swanson & Elliot, 2000). Researchers and educators have reported on numerous benefits to be gained from incorporating peer assessment in higher education, such as enhancing students' understanding of the assignment and its value, increasing their involvement, autonomy and personal responsibility.

The purpose of this presentation is to share my experience of supplementing the process-genre approach with the peer assessment method to develop students' professional writing skills in a tertiary-level Business English course. To illustrate my approach, I will discuss how I use peer assessment in the course module focused on teaching first year undergraduate students to write a professional CV and cover letter; I will also indicate which aspects of my approach have proved critical to its effectiveness.

Keywords: professional writing skills, process-genre approach, peer assessment

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Bionote: Jolanta Łacka-Badura (Ph.D.) is a linguist and a senior lecturer of Business Communication and Business English, head of the Foreign Language Centre at the University of Economics in Katowice (Poland), an expert of the SERMO (Association of Academic Foreign Languages Centres) Accreditation

Commission. She also holds two postgraduate diplomas in Management and European Integration. Her research interests include business communication, teaching English for Business Purposes, discourse analysis, the language of persuasion and evaluation.

WORKSHOP

Plurilingualism and the European University Alliances: A Match Made in Heaven

Irmgard Wanner

Sprachenzentrum, Universität Leipzig/ Arqus Alliance

In 2017, the French President Macron called for a network of European Universities to be created in order to act as drivers of excellence, educational innovation and for students to study abroad and take classes in at least two languages (cf Macron 2017). The European Universities should work towards a truly integrated European Inter-University-Campus where students can speak and possibly study in at least two languages.

At this moment, there are 41 European University Alliances, each of them with 279 Higher Education institutions from all over the EU, representing the whole range of languages used in Europe. EUAs are already multilingual and multicultural hubs. From a Language Centre perspective, this initiative could provide the ideal basis to strengthen the case for languages for academic and professional purposes, for life-long learning and for educating engaged citizens for democratic culture.

In this Workshop, we will look at the impact of the EUA initiative on European Language Centres in Higher Education over the first three years:

1. How are Language Centres involved with activities of the EUAs?
2. In which way is the EUAs mission to promote languages, plurilingual and intercultural competence reflected in specific work packages and activities?
3. How could Language Centres benefit from the EUAs to strengthen their role as accelerators of plurilingualism within our universities and beyond?

After a short input, participants will be invited to exchange their experiences with colleagues from other EUAs. At the end of the session, we should have some first results that could provide a basis to continue our discussions in an informal network.

Keywords: Plurilingualism, European University Alliances, policy and practice

References:

Arqus European University Alliance <https://www.arqus-alliance.eu> EUA European University Association <https://www.eua.eu/>

Macron, Emmanuel (2017). Initiative for Europe (Sorbonne speech 26 September 2017) <https://international.blogs.ouest-france.fr/archive/2017/09/29/macron-sorbonne-verbatim-europe-18583.html> (13.03.2022)

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Bionote: Irmgard Wanner MA German as a Foreign Language; MBA Education Management; Deputy Director, Language Centre, Universität Leipzig; member of the Standing Committee of AKS, the German Association of Languages Centres in Higher Education; contributing member to Arqus Alliance Action Line 4: Multilingual and Multicultural University; interests include professional and quality development, autonomous and Tandem language learning, portfolios, digital and Blended learning and teaching

WORKSHOP

Post-pandemic policy statement: Language teaching and learning at the Language Center of UZH and ETH Zurich

Sabina Schaffner

Language Centre of UZH and ETH Zurich, Switzerland

This position paper presented is based on the teaching experiences caused by the COVID-19 pandemic and the resulting reflections on teaching at the Language Centre of UZH and ETH Zurich. As a starting point, the paper takes into account both the university context and the discussion on the future of teaching at UZH currently launched by the Vice President of Education and Student Affairs for Teaching and Learning, as well as the Language Centre's teaching strategy. At the same time, it incorporates the evaluations of teaching at the Language Centre in FS20 and HS20, as well as research results on digital (language) teaching, recommendations on university didactics and results of further international surveys on university language teaching under COVID-19.

The aim of the paper is to strategically define the future direction of language teaching at the Language Centre of UZH and ETH Zurich and to identify the associated fields of action. It is addressed to the representatives of the two sponsoring universities UZH and ETH and its Board of Trustees and to the members and clients of the Language Centre. In addition, the paper should contribute to the (inter)national discussion on the positioning of university language centres.

Keywords: modes of delivery; policy statement; post-pandemic language teaching and learning

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Bionote: Sabina Schaffer has been the Director of the University of Zurich and ETH Zurich Language Center since 2005. She holds a Teaching Diploma for French and Russian in high-school education, a doctorate in Russian Literature and a Master's degree in Coaching and Organisational Development. Before taking up her current position, Sabina worked as a French and Russian teacher in high schools, as a project manager in a teaching trainer project in Poland and later as a lecturer for Polish at the Slavonic Department of the University of Basel, and as a teacher trainer in the Academy of Adult Education in Lucerne.

From 2008 until 2018, Sabina was Co-President of the Association of Language Centres at Swiss Higher Education Institutions SSH-CHES, and from September 2019, she has been the President of CercleS. Sabina is member of the Swiss professional association of coaches BSO (Berufsverband für Coaching, Supervision und Organisationsberatung): Along with her managerial job at the Language Center, Sabina has worked in advising boards of European language centres in Higher Education and as coach and trainer in higher education. Her research and networking interests are language policy, organisational and quality development, and leadership and coaching in higher education.

POSTER

PowerPoint Presentations as a Method of Testing Communication Skills

Božena Džuganová

Jessenius Faculty of Medicine, Comenius University, Slovakia

Oral communication is defined as a way of information, message, or idea exchanges via spoken words or verbal mediums. It is extremely important for medical professionals and can run at different levels, Oral communication skills are applied in everyday doctor-patient dialogues, communication between medical professionals, but also in a formal presentation of a specialized topic at a professional meeting. Communication in medicine is considered to be a series of learned skills rather than just a matter of personality. Personality is important but much of our ability to communicate has been learned and is not simply inherent in our genetic material. Over the last ten years, there can be observed an increasing pressure from professional medical bodies to improve the training and evaluation of doctors in communication. Similar pressure is placed by academic bodies on medical students. PowerPoint presentations of medical topics prepared and presented by students have become a suitable method of training and testing oral communication skills. In winter semester our students are trained how to prepare and present a scientific topic. During the summer semester, each student can choose one topic related to the syllabus and present it in the class using a PowerPoint. The role of the teacher is to familiarize the students with formal, structural, and content requirements. The structure, content, and manner of presentations are evaluated by the teacher using an evaluation sheet, and the students are awarded grades. Students

can use visual aids, and prepare some activity for their classmates. In our conference poster, we want to present some activities the students themselves have prepared.

Keywords: Evaluation sheet, Medical English, Oral communication skills, PowerPoint presentations

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Bionotes: Božena Džuganová has been teaching Medical English and Medical German for nearly 32 years at the Department of Foreign Languages, Jessenius Faculty of Medicine, Comenius University, Slovakia. She has defended her PhD thesis in linguistics. Her professional interests are linguistics, methodology, traveling, and reading historical books. She studies various aspects of medical language, and writes articles on English medical terminology, deals with ESP teaching methods, develops teaching materials, reference books, and guidebooks for undergraduate and postgraduate students. There are 106 library entries registered in her name and 160 citations. Since 2020, she is the Head of the Department of Foreign Languages.

ORAL PRESENTATION

Recognition of Autonomous Language Learning through badges to facilitate the integration of formal and informal learning

Annick Rivens Mompean
Université de Lille, France

Language learners have developed new strategies to maintain fruitful interactions during the Covid crisis and have used an increasing number of external tools, which relates to the broader crucial question of the integration of informal learning in education: How to better take into account language practice outside the classroom walls? The learners develop informal practice and are hardly aware that it could support their formal learning, while teachers may ignore this type of practice, with no transfer to the classroom context.

We need to identify and enlarge the spectrum of activities and facilitate their recognition, in order to include all learners (lifelong learning), all types of practice (lifewide learning) and to promote plurilingualism (variety of language practice).

Our reflection is currently taking place in the Erasmus+ project DIAL4U1 (namely Digital Pedagogy to develop Autonomy, mediate and certify Lifewide and Lifelong Language Learning for (European) Universities. This project relies on a multilingual collaboration based on a variety of educational and cultural backgrounds of the 8 partner universities (France, Germany, Lithuania, Poland, Portugal, Romania, Spain and Sweden).

In this multilingual context, our goal is to develop adapted digital tools in order to facilitate mediation in all dimensions of the language learning process (taking into account both formal and informal situations); build capacity and autonomy of all language-learners; facilitate the recognition and validation of their knowledge, skills and competences.

In our presentation, we present a typology of criteria that can be used to define the abilities that could be recognised through the development of institutionalised badges and other micro-credentials, even though there are not commonly taken into account in the formal evaluation organised at university level.

How to validate metacognitive competencies? How are they being developed by learners and in which context? To do so, we will rely on a corpus of language learning logbooks held by learners of English at ULille University to:

- identify the activities mostly held outside the formal setting and the description the students make of them;
- name the metacognitive abilities at stake as described in the literature about learner autonomy;
- Suggest criteria that could serve as a basis to be included in the format of badges.

Keywords: Autonomy, Language learning, Open badge, Formal and informal learning

References:

DIAL4U project: <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA226-HE-095526> or <https://dial4u-uni.eu/>

Bionote: **Annick Rivens Mompean** is a Professor at the University of Lille where she directs the Language Centre (CLIL) and is a member of the Savoirs, Textes, Langage laboratory (UMR 8163). Her research focuses on innovation and changes brought about by technologies in the field of language teaching and learning, in particular around the issues of computer-mediated communication, autonomous language learning and a systemic approach to the learning device in formal and informal situations.

ORAL PRESENTATION

Reflective ePortfolio practices to facilitate effective self-regulation in an English for Academic Purposes module

Kathleen Mitchell

Marino Institute of Education, Ireland

Fergus O'Dwyer

Marino Institute of Education, Ireland

Laoise Sutton

Marino Institute of Education, Ireland

This paper examines student reflective practices in the compilation of an ePortfolio on an English for Academic Purposes (EAP) module as part of a Foundation programme in an Irish tertiary institution. The aim of these digital teaching and learning strategies is to provide students with greater personal choice, innovation and ownership of their learning.

Over 100 EAP students output various products in the year-long module including research essays, seminar discussions, presentations, reading, writing and listening exams. Learners are free to design and select their content which includes, but is not limited to, multimedia podcasts and videos prepared alone or with peers, evidence of the process and peer-reviewed writing drafts and final submissions, reactions to lecturer feedback, reflective journal entries, and personal blogs or vlogs.

End-of-course questionnaires and reflective journal entries are examined with data analysis focusing on the affective aspects of the process (e.g., how they contribute to future academic development). This is followed up by focus group sessions with selected learners to review their portfolio content and their feelings about the process in general. Analysis shows that the reflective practices have a positive influence on learners' levels of self-regulation in writing. The reflection improves academic skills like effective implementation of learning and time management strategies, appropriate response to academic expectations and requirements, ultimately nurturing autonomous and strategic learners by enhancing levels of self-direction and self-awareness. The ePortfolio is central to closing (and restarting) the loop in an iterative learning cycle of self-assessment, goal-setting, action (e.g. essay writing) and reflection, couched within an action-oriented approach (North & Piccardo 2019).

Our conclusion will discuss implications about the effectiveness of reflective ePortfolio processes, and will look forward to how current practices can be modified and adapted to suit individual learner needs.

Keywords: action-oriented approach; ePortfolio; learner autonomy; learning portfolio; reflection

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Bionotes: **Kathleen Mitchell** is an EAP lecturer for the Trinity International Foundation Programme based in the Marino Institute of Education (an associated college of Trinity College Dublin). Main EAP interests include authentic assessment and problem-based learning.

Fergus O'Dwyer is an EAP and Sociology lecturer at the Marino Institute of Education, with previous posts in Germany, Ireland and Japan. Interests include learner autonomy, implementation of the CEFR, and sociolinguistics.

Laoise Sutton is an EAP lecturer with Marino Institute of Education and a Spanish tutor with Trinity College Dublin (SLSCS), formerly at Maynooth University (Spanish and Latin American Studies). Interests include translation, second language acquisition, borderland studies and comparative linguistics.

ORAL PRESENTATION

Reflexiones metodológicas y tecnológicas acerca de unos cursos de japonés en línea: cambios y soluciones aplicados

Takako Otsuki

Universitat Oberta de Catalunya, Spain

En 2022 se cumple el 15^º aniversario de los cursos en línea de japonés en nuestro centro. En el diseño de los cursos de japonés es imprescindible tener en cuenta que este idioma presenta rasgos que no son compartidos por una mayoría de idiomas europeos. Nuestros cursos se diseñaron desde el inicio para un formato en línea predominantemente asíncrono y sus recursos se crearon en este contexto.

La exposición se centrará en tres de los cambios que se han incorporado durante estos años para mejorar algunos aspectos de los cursos y solucionar algunas situaciones particulares de los cursos virtuales; concretamente: la aplicación de los estándares de la Fundación Japón para la enseñanza de japonés; los cambios de procedimiento en las actividades de comunicación oral y las herramientas empleadas; y la implementación del aula multilingüe como solución tecnológica para impartir clases en línea con hablantes de dos lenguas. Asimismo, se presentarán las opiniones que recogen las encuestas a los estudiantes acerca del resultado de estos cambios. Las encuestas sobre el contenido de los cursos basados en los estándares de la Fundación Japón para la enseñanza de la lengua japonesa y las actividades de comunicación oral afectan a unos 110 estudiantes de cinco niveles, del A1.1 al A2.2, y las encuestas sobre el aula multilingüe, a unos 50 estudiantes de tres niveles que utilizan este formato de aula, del A1.3 al A2.2.

La presentación es desde el punto de vista del docente que lidia con la realidad de la enseñanza de idiomas en línea en una institución universitaria, y en este sentido puede suscitar el interés de los docentes de idiomas, especialmente si participan del mismo formato, y de los centros que plantean iniciarse en la enseñanza de japonés.

Keywords: online, Japanese, multilingual, asynchrony

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Bionote: Research Sufficiency by the University of Barcelona in the area of knowledge of Spanish Literature. She has been teaching the Japanese language in Catalonia for more than 25 years. Since 2007 she is the professor responsible for Japanese subjects at the Open University of Catalonia, where she is currently attached to the Center for Modern Languages of the Studies of Arts and Humanities. She has made presentations on online materials for learning kanji, assessment in online learning and application of the JF Standards for the Japanese-Language Education at the beginner level in Spanish and European symposiums.

ORAL PRESENTATION

Role models as important agents in student personal development

Dagmar Siegllová

ŠKODA AUTO University, Czech Republic

Social encounters are the core of everyone's life. People interact with their relatives in families, classmates and teachers in school, bosses or colleagues at work and build friendships within extended educational, professional or free time contexts. During these encounters, they receive numerous opportunities to meet and learn from people who become an important source of inspiration, motivation, and learning. This text explores the topic of role models in higher education contexts and their impact on individual student personal development and language learning.

This study is part of a longitudinal project conducted at the ŠKODA AUTO University between 2016 and 2021 with Master's degree students of Business English in a course focused on management. The Critical Incident Technique was used to collect data in the form of written narratives and reflexive accounts, describing and analyzing varied memorable moments from the students' everyday lives. 238 student analyses of CIs that took place in diverse social situations and settings locally as well as abroad were collected and examined. Using thematic analysis, corresponding themes were identified out of which role models came in sight as a significant factor in the students' language learning and personal growth. Data show that role models play a crucial role in young people's lives by contributing to the formation of their ideas, behaviors and actions. Within varied social settings, the students encounter communication situations in which they can compare themselves with others and emulate their examples, achievements, or pathway to success into own value systems, ambitions, and goals. Relevant recommendations for higher education institutions as important agents of socialization are made.

Keywords: critical incidents; thematic analysis; role model; personal development; higher education institution

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Bionote: **Dagmar Siegllová** completed her graduate degree in intercultural communication at the Graduate School of Education at the University of Pennsylvania, US and her doctoral degree in applied linguistics at the Charles University in Prague, Czech Republic. She currently works as an assistant professor at ŠKODA AUTO University in Mladá Boleslav, Czech Republic. She teaches English for professional purposes, diversity management, and intercultural marketing. She specializes in teaching and language learning methodologies.

ORAL PRESENTATION

Sensitizing students towards a culture of academic integrity

Eszter Benke

Budapest Business School, Faculty of Commerce, Hospitality and Tourism

Organizational culture is a crucial factor in the operation, development, and success of any organization. While some elements of culture are unanimously accepted by a particular community, other values may be less widely known and accepted. It is essential that members of an organization should be sensitized to the common value system of the organization. Academic culture is no exception to this phenomenon. Academic integrity, a fundamental value in academic culture, which entails a commitment to principles of honesty, respect, fairness, equal opportunities, and transparency, is a basic expectation in higher education. Whereas these norms might appear obvious for some members of a student community in higher education, for others, however, they need to be made explicit. Research confirms that business students tend to violate the norms of academic integrity more often than students in other fields of study. Furthermore, dishonest behaviour appears to be continuing in business students' professional lives, too. This hypothesized relationship between students' dishonesty during their studies and their later unethical workplace practices creates a need for increased attention to issues pertaining to academic integrity during university studies. Although the existence of a code of ethics does not automatically result in academic integrity, it might serve as an initial step in promoting a culture of

integrity. Educators should also take some responsibility for promoting a culture of academic integrity that can be transferred to students' future professional lives. The current paper provides practical examples of how elements of academic honesty can be incorporated into the learning material. The examples aim to shed light on how students are sensitized to academic norms and how they might be assisted in adhering to the commonly accepted rules of academic integrity.

Keywords: academic integrity, dishonesty, higher education, shared responsibility

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Bionote: Eszter Benke has been teaching at the Faculty of Commerce, Hospitality and Tourism Budapest Business since 1990. Early in her career, she became involved in teaching ESP. Her recent teaching experience includes EMI undergraduate and graduate courses in research methodology for business and tourism students. She holds a PhD in language pedagogy and has been involved in language test development and language testing research for more than 20 years. Her current research activities have a strong focus on academic integrity.

ORAL PRESENTATION

Shall we (still) use handwriting in foreign language teaching and learning?

Daniel Henseler

Language Center of UZH and ETH Zurich, Switzerland

With increasing digitalisation, especially in times of the pandemic, the question arises whether handwriting should still be used at all in foreign language teaching, i.e. classically on paper or with an electronic pen, e.g. on an iPad.

In my presentation, I would first like to highlight the pros and cons of handwriting. Researchers arguing against handwriting put forward, among other things: (young) people write almost exclusively with the help of a keyboard anyway; handwriting is difficult to learn and can lead to writer's block; learning handwriting takes too much time. Proponents of handwriting argue, among other things, as follows: handwriting is

an old „cultural technique“; it supports sustained memorisation; it promotes transfer skills as well as the understanding of complex contexts.

Instead of answering the question in the title of my presentation with „yes“ or „no“, I would like to suggest approaching it contextually and situationally: When might it make sense to include handwriting activities in the foreign language classroom? When can or should it be dispensed with?

Finally, I would like to consider a concrete example: In the Russian-speaking world, handwriting is still very present. Therefore, a Russian language teacher, especially outside the actual language area, must find a way to deal with this question. Based on many years of experience with students' handwritten texts, I would like to argue, that even in the digital age, consistent learning and use of cursive can be worthwhile. I refer here on the following arguments, which come from practical experience: a) Cursive writing is more economical than (handwritten!) print writing. b) Students who use cursive writing usually make fewer mistakes in spelling (such as upper and lower case) and grammar. c) Students who learn cursive writing consistently are generally more willing to overcome „barriers“.

This presentation may be of interest to all foreign language teachers who are asking themselves what space they should give to handwritten production in class (and in homework) today.

Keywords: Handwriting; cursive; penmanship; Russian cursive

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Bionote: Daniel Henseler studied Slavic Languages, Russian literature and German literature in Fribourg, Bern and Moscow and completed his doctorate on Anna Akhmatova. He teaches Russian language at the Language Center of UZH and ETH Zurich, Switzerland (mainly at levels A1 to B1, but also courses for heritage speakers) as well as Polish literature, Russian literature and East European Regional Studies at various Swiss universities. Previously, he also taught Russian Culture and Business. His interests include intercultural communication, heritage language teaching/learning and autonomous language learning. He is also active as a literary critic and poet.

ORAL PRESENTATION

Strategy or pedagogy – shared digipedagogical leadership

Janne Niinivaara

University of Helsinki Language Centre, Finland

Improving students' 21st century skills call for new ways of teaching and utilizing technology (eg. Erkko, Hirsto & Murtonen, 2019; Mthethwa-Kunene, Rugube, & Maphosa, 2022). In global communication, language learning is a crucial factor. This presentation focuses on presenting digipedagogical development of teaching at the University of Helsinki Language Centre (LC).

Digipedagogy has been systematically developed at the UH LC for several years. In this presentation, I introduce a model that has been developed and adopted at the LC. This model is called *shared digipedagogical leadership*, and it provides measures to develop digipedagogy as a whole. Nevertheless, teachers' pedagogical freedom and autonomy to develop their own teaching remains sheltered and nourished. The model compiles years of development work at the LC and provides an updated starting point for digital pedagogical development for the 2020s.

The model adopts research-based, strategic, pedagogical and practical approaches. The main aim of the model is to support and develop digital pedagogy, enhance flexible learning environments, improve teachers' digital skills and ensure pedagogically solid online selection in the curriculum. The model invites teachers to make different modes and possibilities of digital learning visible.

In practice, the model has been implemented at the LC by three approaches: by building knowledge, joint understanding and competence. I will provide practical examples of all these approaches. As an example of building knowledge, I shall offer a glimpse into a theoretical background as well as case studies that have taken place at the LC. For an example of building the joint understanding, I introduce a pedagogical plan for implementing digital solutions in LC teaching. The plan was compiled through collaborative pedagogical development work. Then, I share the main points of our most recent development programme for digital skills for the LC staff.

Finally, I bring the model from the local level to a more general one. In my presentation I clarify the concept of the shared digipedagogical leadership and share solutions and experiences in how the model can be adopted and localized.

Keywords: digital pedagogy, pedagogical leadership, development of teaching, change management, collaboration

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Bionote: Janne Niinivaara is a specialist in development of teaching at the University of Helsinki Language Centre and a communication instructor. He is a postgraduate student of social sciences and is currently working on his dissertation about academic leadership. He has an academic background in communication, media education and pedagogy. His research interests include phenomenology, pedagogical leadership, communication in challenging professional life situations, organizational development and digital language learning.

ORAL PRESENTATION

Strengthening oral skills of autonomous language learners in higher-education with the use of speaking and communication strategy videos

Aminia Brüggemann

University of Lausanne (UNIL), Switzerland

Bente Lowin Kropf

University of Lausanne (UNIL), Switzerland

When learning a foreign language, the main goal of most learners is to be able to communicate with a certain degree of fluency and ease in a variety of situations, which naturally includes speaking. However, producing oral language proves to be challenging since a learner simultaneously has to conceptualize, formulate and articulate a given message in real time. Besides practicing oral skills with an interlocutor, research has shown that the use of speaking and communication strategies could help to improve oral skills. Encouraging learners to take responsibility for their learning and to develop their ability to improve specific language skills is an integral part of the Lausanne University Language Center. Therefore, we incorporate language learning strategies not only in our class sessions, but we aim to make such strategies accessible to autonomous learners.

Learning videos have been shown to attract and motivate learners by providing visual and auditive stimuli and by dissolving the separation between learning in the classroom and at home. Although there exists a wide range of explanatory videos for grammatical and lexical structures, there is a need for learning videos focusing on speaking and communication strategies. That prompted us to create a series of explanatory videos. Our videos are designed to showcase one or two strategies in a fun and student-friendly way by creating a scenario where the strategies are not explained in a top-down approach, but rather in an informal, accessible and easily applicable way by the students themselves.

During our presentation, we will focus on the way how language learners could independently improve their oral skills with the help of a series of strategy videos. We will show you example videos conceptualized, designed and developed by us. In addition, we present some follow-up activities where students can apply the newly discovered strategies.

Keywords: speaking, strategy, video, autonomous learner

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Roche, J., EL-Bouz, K. (2018). Deutsche Grammatik sportlich und animiert. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, 23(1), 30–42.

Bionotes: **Aminia Brueggemann** received her PhD in Languages & Literature from the University of Michigan, USA. She has taught a variety of language, literature, and culture courses at the University of Rhode Island and Brown University. In 2015, she joined the Language Center at the University of Lausanne in Switzerland. Her publications include texts on contemporary literature and a workbook for Intermediate German. In the past years, she has incorporated flipped learning into her teaching. Currently, she is working on the conceptual development and application of strategic language learning videos in and outside the classroom.

Bente Lowin Kropf teaches German as a foreign language at the language centre of the University of Lausanne, Switzerland. In addition, she has been working as an online tutor for the Goethe-Institute in the teacher training program Deutsch Lehren Lernen (DLL) and collaborated in several of their online-teaching projects. She also co-authored the course book series Fantastisch for teaching German as a foreign language in public schools in France. She has a master's degree from the University of Freiburg, Switzerland. Her research interests are learner autonomy and language learning with digital media.

ORAL PRESENTATION

Student designed online international conference: The potential of experiential learning in online classes for students of law

Alena Hradilová

Masaryk University Language Centre, Czech Republic

The talk is based on experience with an international online communication skills course for law students from Masaryk University and the University of Helsinki. There are times when a natural classroom environment has to be exchanged for an almost anonymous collection of individuals on cameras, or just voices, with students reluctant to turn their cameras on or speak publicly without being specifically addressed. The talk presents how we took the opportunity of being online and made our courses international while further experimenting with experiential learning, promoting student autonomy, and inviting students to co-create the content. It will be shown how the course activities led to active community building.

Based on experiential learning theory, the talk will introduce the development of a manageable authentic task (designing and running an online international conference) that allowed the students to experience academic communication skills naturally, observe their peers actively, and discuss and reflect with each other on their observations and experience (thus completing the Learning cycle), even though they could not meet physically.

Along with the international aspect of the course which, according to the students, led to their better home preparation and classroom performance, student evaluations identified the new community-building component, i.e. being able to talk in international groups synchronously and without the teachers' presence, as essential to the learning outcomes. Based on individual qualitative interviews with 32 students, the talk will report on how students reflected on the improvement of fluency, soft skills and their general communication skills, not only from the public presentations, but also from working independently in teams in breakout rooms. It will also discuss how and why students valued their time together, and the possibility to choose their role as well as the level of commitment to the task in the safe environment of the rooms.

Keywords: Experiential learning; Videoconferencing; Student delivered content; Autonomy; Community building

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Bionote: Dr. Alena Hradilová is responsible for studies and the quality of education at Masaryk University Language Centre. She is also in charge of internal teacher training (CPD). As an ESP teacher, she is based at the Language Centre's unit at the Faculty of Law where she specializes in teaching English for law. Her academic experience covers mainly the use of videoconferencing technology in teaching ESP, ESP methodology (soft skills based syllabus and experiential learning), and teaching soft skills.

ORAL PRESENTATION

Student experiences of critical multilingual and intercultural communication competence assessment in higher education

Lotta Kokkonen

University of Jyväskylä, Finland

Teija Natri

University of Jyväskylä, Finland

Intercultural communication competence (ICC) is widely discussed among scholars. Still considerable variation in definitions and terminology remains. For example, whether ICC is seen as a trait, a skill, or a performance outcome is still very much debated (Griffith et al., 2016). In addition, many theories have been criticized for neglecting the language as part of ICC (e.g. Piller, 2017). There is also a need to move away from models and definitions of ICC that rely on national culture groups and singular cultural identities toward a fluid, dynamic, contested nature of cultures, multiple cultural identities, and intercultural interactions (e.g. Dervin, 2010; Holliday, 2016; Martin & Nakayama, 2015). In this presentation we focus on a study on assessment of multilingual and intercultural communication competence (MICC) as a situational and contextual process in Higher Education. The aim of the qualitative, empirical study was to understand the students' perceptions of assessment. Here, assessment was a process of giving and receiving feedback rather than as a summative assessment. The data consist of 74 texts on assessment written by university students. The results show that the combination of self- and peer feedback enabled students to see MICC as both situational and as a life-long process. Further, the understanding of the contextual and situational nature of MICC was enhanced through this process. However, students faced challenges in assessing a phenomenon that was novel to many of them as well as in seeing formative assessment as a tool for learning.

Keywords: Multilingual and intercultural communication competence; assessment; students' experiences

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Bionotes: **Lotta Kokkonen** is working as a Senior lecturer at the Centre for Multilingual Academic Communication, University of Jyväskylä (JYU). She is teaching intercultural communication and her research interests include asylum seekers' and refugees' social networks and belonging, international students' wellbeing and social networks, and networking from a relational perspective. Kokkonen is involved in curricula development for 'home internationalization' and she is responsible for organizing the study programme for students going on an exchange. She is also coordinating a research project on highly educated immigrants' language learning and belonging (JYU).

Teija Natri is a Senior Lecturer of the Centre for Multilingual Academic Communication at the University of Jyväskylä (Finland). She is teaching French for academic purposes and multilingual communication competence. Her specific interest in pedagogical development lies in multilingual and intercultural communication competence in higher education as well as in digital citizenship. She is involved in many national and European research and development projects, such as Digital citizenship through language education (ECML) ja Enseigner et apprendre les langues par les tâches et avec le numérique (Erasmus+).

ORAL PRESENTATION

Student-facilitated Online Writing Groups

Christine Horton

Tampere University, Finland

Writing Groups for doctoral students have emerged as an interventionalist pedagogy in response to the recognition of doctoral writing as a "challenging high stakes activity" (Cotterall, 2011, p. 413). By reinforcing writing as a social practice, writing groups can help students to develop the skills needed to publish their texts, the benchmark for success in doctoral programs. They can also help to support students, as early-stage researchers, in constructing their own academic identity, or voice. As described in the literature, writing groups are composed typically of field-specific students who are managed by a facilitator, an expert in the field who offers advice and feedback, often in face-to-face settings. However, the writing courses offered at the Language Centre are multidisciplinary and online, raising the question of how the important benefits of writing group pedagogy can be realized in different teaching situations.

To address this question, I present the results from analysis of recordings from writing group meetings from n=21 student-facilitated online, multidisciplinary writing groups collected over two years from doctoral writing courses at Tampere University. Using content analysis, I compared the data from student-facilitated groups with instructor-facilitated groups described in the literature with the objective of developing guidelines for student-facilitated online writing groups. Understanding how student-facilitated writing groups proceed in an online context can shed light on how writing group pedagogy can be applied in different contexts to support doctoral student success.

Keywords: online, doctoral, writing group, research writing

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Bionote: Christine Horton is a university instructor in the Language Centre at Tampere University in Finland.

ORAL PRESENTATION

Supporting students' metacognitive skills in multilingual language and communication studies

Pia Eriksson

University of Lapland Language Centre, Finland

Katriina Uljas-Rautio

University of Lapland Language Centre, Finland

Recent years have witnessed the "multilingual turn" in language education (Prada and Turnbull, 2018). Our study contributes to the discussion on this paradigm shift by examining the role of students' metacognitive skills, specifically language awareness, in the context of a 20-credit multilingual language and communication studies program for bachelor's degree students of two institutions of higher education. Each module of the program focuses on a certain context of language use and combines two or three different languages (Finnish/English/Swedish).

The program was designed in collaboration between language and communication teachers of both institutions. Our data consists of questionnaire data from actors involved in the planning of the program, student feedback and our own reflections on the modules that we have taught.

The underlying principle that guided the design of the program was the widely acknowledged understanding that, although different languages have traditionally been taught separately, in a dynamic, multilingual world languages are used flexibly, simultaneously and with varying degrees of proficiency. Therefore, instead of viewing languages as separate entities, we understand that people choose from a pool of linguistic resources the elements that allow them to meet their communicative aims in multilingual environments (see e.g. de Saint-Georges et al., 2013).

Adherence to this view, then, raises the importance of strengthening students' metacognitive abilities. We approach metacognitive abilities in relation to language learning as synonymous to language awareness (Haukås et al., 2018), which means

“explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (Association for Language Awareness, n.d.). Therefore, we argue that language awareness can, on the one hand, help students understand principles of language use which govern the use of all the languages they learn or know and, on the other hand, draw their attention to the fact that language is always culturally constructed and language use is contextual and situational.

Keywords: metacognitive skills, language awareness, multilingualism

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Prada, J., & Turnbull, B. (2018). The role of translanguaging in the multilingual turn: Driving philosophical and conceptual renewal in language education. *EuroAmerican Journal of Applied Linguistics and Languages*, 5(2), 8–23.

Bionotes: Pia Eriksson is a University Lecturer of English and the Vice Director of the Language Centre at the University of Lapland. She holds an MA in English Philology from the University of Helsinki and has completed a one-year pedagogical qualification in foreign language teaching. She is a PhD candidate in organization studies at the University of Lapland and her research is focused on mentoring as interaction and its ethical dimensions. Her teaching interests lie in teaching (academic) writing, communication skills, critical reading and contemporary literature. She is experienced in teaching students of social sciences, art and design, education and engineering.

Katriina Uljas-Rautio is a Lecturer of academic writing at the University of Lapland Language Centre. She graduated with a master’s degree in Finnish language from the University of Helsinki in 1990. During her career, which spans almost three decades, she has worked at the University of Helsinki, University of Vaasa and University of Lapland. In addition to her academic career, she has also worked as a reporter at the Finnish broadcasting company (Yle). Her research interests lie in the language of research, research writing and supervising theses. She has published several articles and book chapters and presented in numerous conferences.

ORAL PRESENTATION

Supporting teachers to support student collaboration

Averil Bolster

University of Turku, Finland, University of the Basque Country

Peter Levrai

University of Turku, Finland

The nature of teaching is always evolving, driven by both research into teaching and learning and technological innovation. The 2020s have seen the mass migration to online learning, accelerating the prevalence of remote teaching. Even as the Covid-19 pandemic recedes, online learning is here to stay. As part of that broader change, teachers are navigating a world where they have more of a background role in an even more student-centred learning context. One means of doing this is wider adoption of collaborative learning and assessments, with students scaffolding each other through the development of language and academic skills, and the use of collaborative technologies.

Collaboration is already used in Higher Education and English for Academic Purposes (EAP) courses and is accepted as a core Global Skill (Oxford University Press, 2019). Indeed, collaboration can be fertile ground for the other 4C's: communication, creativity, and critical thinking, as well as digital literacies. Given its importance, we are investigating EAP practitioner attitudes toward student collaboration and how it can be fairly assessed. A Grounded Theory approach is adopted, utilising surveys and extended, in-depth interviews.

Despite the affordances of student collaboration, our early research findings identify misunderstandings, with general group work activities and more formalised cooperative or collaborative assignments grouped together in a fuzzy conception of 'collaboration' (Bolster & Levrai, 2019). We contend that part of the reason for this confusion is connected to a lack of discussion of collaboration in teaching qualifications or professional development, despite an appetite for it. Rather than approaching collaboration through a principled lens, teachers tend to teach it based on their own experience or through an 'apprenticeship of observation' (Lortie, 1975). What is needed is a 'pedagogy of collaboration' (Bikowski, 2015), helping teachers to facilitate student collaboration and make effective use of the collaborative technologies available.

Keywords: Student collaboration; professional development; collaborative technologies

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Bionotes: **Averil Bolster** is a University Teacher of English at the University of Turku, Finland and PhD candidate at the University of the Basque Country. She has worked in varied areas of English Language Teaching in Europe and Asia since 1995. Averil's research interest is in teachers' attitudes to student collaboration in higher education language courses, and she co-authored the British Council ELTons Award-winning "Develop EAP: A Sustainable Academic English Skills Course" in 2017. The book she co-authored, "Academic Presenting and Presentations", was a finalist in the 2016 ELTons Innovation Awards. **Peter Levrai** teaches at the University of Turku, Finland and is undertaking a PhD in Language Acquisition in Multilingual Settings through University of the Basque Country, with a focus on the assessment of student collaborative assignments in English for Academic Purposes courses. He has a keen interest in material and course design, co-authoring "Develop EAP: A Sustainable Academic English Skills Course", which won a British Council ELTons Award in 2017, and the 2016 ELTons finalist entry, "Academic Presenting & Presentations". He is also the author of "English for the Energy Industries".

ORAL PRESENTATION

Tackling the elephant in the room: Introducing MT literacy in a Swiss language centre

Sara Cotelli Kureth

University of Neuchâtel, Switzerland

Elana Summers

Zurich University of Applied Sciences, Switzerland

Alice Delorme Benites

Zurich University of Applied Sciences, Switzerland

Elizabeth Bern

University of Applied Sciences, Switzerland

Hasti Noghrechi

University of Neuchâtel, Switzerland

University students, especially language learners, have increasingly been using machine translation (MT) systems in the last decade and for all sorts of texts, including homework, assignments and exams (Clifford et al. 2013; Delorme et al. 2021). This ubiquity does not translate into visibility as few teachers address the subject in class (Delorme et al. 2021). This has led some to call it a "pratique buissonnière" (Bourdais 2021). Several researchers have shown that MT systems, while technically very easy to access and use, are not always employed in a critical manner. They have therefore suggested that users should develop MT literacy skills (Bowker & Buitrago-Ciro 2019). As part of a larger Swiss project on digital literacy in university contexts, our action research project at the University of Neuchâtel language centre (LC) seeks to investigate whether delivering a 15-minute presentation about machine translation in all L2 classes (French, German, English) at the beginning of the semester was sufficient to foster minimal MT literacy in language learners. The LC also offered optional 2-hour workshops later in the semester.

All LC students were surveyed at the end of the semester. These survey results were compared with those from a survey of Swiss university students carried out in spring 2021 (see Delorme et al. 2021).

Our results have allowed us to monitor and enhance the teaching of MT literacy skills in our LC. Moreover, this pioneering project can offer other language centres and universities insights into how to tackle the elephant in the room and raise awareness of MT, thus fostering students' digital skills for their language learning and their professional and private lives.

Keywords: machine translation (MT), L2 teaching and learning, digital literacy, language centre, MT policy

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Bionotes: **Sara Cotelli Kureth** is head of the language centre at the University of Neuchâtel. She is also lecturer in French and English at the same institution. She is editor-in-chief of the Bulletin Vals-Asla. Her research interest include translation in language learning and teaching and sociolinguistics (language ideologies, lay discourse, digital tools in L2 teaching). She is currently involved in the swissuniversities project "Digital literacy in university contexts" and she has presented several workshops on machine translation for students and language teachers.

Alice Delorme Benites is a professor for human-machine-communication at the ZHAW (Zurich University of applied sciences). Her research interests include translation, innovative didactics, and the use of machine translation by the broader public. After heading up projects on machine translation for academic texts, she is now involved with a large project on digital and machine translation literacy in Swiss universities. Within the framework of this project, she is actively involved in developing training for language teachers on introducing machine translation in the curricula.

Hasti Noghrechi is PhD student in French as a foreign language (FFL) at the University of Neuchâtel. She teaches French in different colleges, universities and training centres for adults in Switzerland. She has published a few articles in the field of foreign language teaching. She is also a scientific collaborator in the project Digital Literacy in University Contexts: Machine Translation Literacy.

Elizabeth Steele is lecturer in English as a Foreign Language and translator at Bern University of Applied Sciences (BFH), where she is also chair of the Multilingualism Committee and head of the Multilingualism Service, working to implement the university's strategy and language policy. She is currently involved in the four-year swissuniversities 'Machine Translation Literacy' (MTLit) project, one aim of which is to facilitate multilingual communication in university contexts.

Elana Summers, MA, is a lecturer in the Institute of Translation and Interpreting at the Zurich University of Applied Sciences (ZHAW) where she teaches translation from German into English on the BA and MA programmes. She is currently pursuing a Doctorate in Education at the Open University under the supervision of Dr Severine Hubscher-Davidson. Her research interests include machine translation literacy and translation into the L2.

ORAL PRESENTATION

Taking your language teaching online! The challenge of transforming a face-to-face teacher development workshop into a massive interactive online event

Jackie Robbins

Universitat Oberta de Catalunya, Spain

Joseph Hopkins

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In this presentation, we will reflect on the process of conceptualising, developing and delivering a teacher development initiative in the use of Information and Communication Technology (ICT) in language teaching via YouTube Live. In light of the urgent need for training brought about by the Covid-19 pandemic, in May 2020, the team members of ICT-REV, a training and consultancy project of the European Centre for Modern Languages (ECML), adapted a well-established face-to-face workshop programme (see Stickler, et al., 2020) to a webinar format. The principal aim was to provide immediate help to teachers who had found themselves forced to switch overnight to emergency remote teaching (Hodges, et al., 2020) by introducing them to the ICT-REV Inventory of tools and open educational resources. Taking advantage of the international, plurilingual nature of the ICT-REV team in order to reach as many teachers as possible, it was decided that three versions of the webinar should be held: one in English, one in French, and one in German. Our usual workshop format had to be modified in three main ways: firstly, by changing the mode of delivery from face-to-face to YouTube Live; secondly, by adapting our usual 2-day workshop into a 90-minute session; and thirdly, by adapting from a small-scale workshop, with around 25 participants, to what became a massive online event, with over 2,700. Through careful selection of activities and tools, we strove to overcome the otherwise unidirectional nature of the medium in order to retain a key feature of our face-to-face workshops, namely, active participation by the attendees. We will also present the results from a survey which was sent to attendees to evaluate the impact the webinars had on their teaching practice. Finally, we will conclude with some recommendations for future initiatives of this type and consider the role language centres could play in training teachers to lead such events.

Keywords: Emergency remote teaching / professional development / webinars / online language learning

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Stickler, U., Hampel, R., & Emke, M. (2020). A developmental framework for online language teaching skills. *Australian Journal of Applied Linguistics*, 3(1), 133-151.

Bionotes: Joseph Hopkins has over 30 years of experience as a language teacher and teacher trainer. In 2001 he joined the Universitat Oberta de Catalunya (UOC), an all online institution, where he is currently

the Director of the Centre for Modern Languages. Since 2008, he has also been involved in various projects financed by the European Centre for Modern Languages (ECML) aimed at training language teachers to successfully implement technology in their teaching. His main areas of interest are web-based language teaching and learning, language teaching management, ICT training for language teachers, and computer-mediated communication.

Jackie Robbins has over 25 years of experience as a language teacher and teacher trainer.

She holds a PhD in Education and is a lecturer at the Universitat Oberta de Catalunya where she coordinates several English as a foreign language courses. She is a member of the European Centre for Modern Languages ICT-REV Training and Consultancy team which supports language teaching and learning in Europe. Her research interests include online language learning, learner engagement and special needs language learners in online contexts.

ORAL PRESENTATION

Tandem learning and European Universities consortia. The case of CIVIS.

Marco Cappellini

Aix-Marseille University, France

Christine Ericsson Nordgren

Stockholms universitet, Sweden

Sabina Gola

Université Libre de Bruxelles, Belgium

Tandem language learning (Lewis & Wlaker, 2003) is a pedagogical method in which two learners of different languages interact to help each other in learning the respective languages. According to Kramsch (2020), tandem is a typical European method for language learning, with a long history starting at least in the 1960s. With the emergence of new technologies, tandem has developed from strictly face to face encounters to computer-mediated communication (CMC), taking the names of etandem (O'Rourke, 2007) for written CMC and teletandem (Telles, 2009) for audiovisual communication. Tandem learning has also been adapted to a variety of institutional contexts. In our paper, we propose to draw a link between different forms of tandem learning and the European Universities projects, taking CIVIS (<https://civis.eu/>) as a case study.

In the first part of our paper, we will briefly present the main definitions of tandem learning and where the method comes from. In the second part, we will present the different types of tandem present in the CIVIS European University. This part will end with a typology of the different types of tandems identified. In the third part, we will explain how tandem learning can be integrated into the European University projects through the language centres. Taking CIVIS as a case study, we will show how European Universities consortia can be a springboard for further integration of tandem into language education in higher education. We will present two examples of such a dynamics. The first one is the creation of an online tandem network linked to a European university consortium. The second one is the design of a platform to sustain tandem learning.

Keywords: Tandem; e-tandem; teletandem; European University consortia, CIVIS

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Bionotes: **Marco Cappellini** is *maître de conférences* (associate professor) at Aix Marseille University and at Laboratoire Parole & Langage, mixed research unit 7309 CNRS. He is head of the language centre of the faculty of humanities and foreign languages at Aix Marseille, and member of the board of RANACLES. His main research interests are tandem learning, telecollaboration and virtual exchange, teacher training, learner autonomy, and digital citizenship. He led or is leading several international projects, among which the research project VAPVISIO (<https://anr.fr/Projet-ANR-18-CE28-0011>) and the Erasmus+ project PENSA (<https://pensa.univ-amu.fr/>). He has published extensively in English and French in journals such as *ALSIC*, *Journal of Virtual Exchange*, *Language Learning and Technology*, among others.

Christine Ericsson Nordgren is the director of the Language Studio, the Faculty of Arts' resource centre for languages at the Department of Language Didactics. She works on the development of digital infrastructure and learning environments for languages and linguistics, practices for internationalisation, and the production of language teaching learning resources. Her academic background is in linguistics and Italian, and she obtained her PhD in phonetics in 2005 for a thesis on articulatory-acoustic vowel modelling. She has taught and conducted research on voice, speech and pronunciation at several universities in the Stockholm area, and is a member of the International Phonetic Association and Röstforum.

Sabina Gola, PhD in Romance Philology, is a lecturer in Italian language at the Université Libre de Bruxelles (ULB). She is Academic Coordinator of French as a Foreign Language. Her scientific interests lie in the Italian language and linguistics but also in the intercomprehension between Romance languages and didactics of plurilingualism. She designed and developed MultiGram <https://multigram.ulb.ac.be>, an open-source multilingual online platform. In collaboration with other colleagues, she designed RomaNet, the platform for Romance languages. She is also academic head of the "Linguistic Tandem" programme in ULB <https://tandems.site.ulb.be>. She participates also in the Erasmus+ project PENSA (<https://pensa.univ-amu.fr/>).

ORAL PRESENTATION

Teacher competence for online tutoring in videoconference. Insights from the VAPVISIO project

Marco Cappellini

Aix Marseille University and Laboratoire Parole & Langage, France

Our proposal focuses on techno-pedagogic competences for online tutoring through desktop videoconference. This study is part of a wider research project, the VAPVISIO project (<https://anr.fr/Projet-ANR-18-CE28-0011>). The objective of this project is twofold: to determine which techno-pedagogic competences (Guichon & Tellier, 2017)

are necessary for teachers for online tutoring and which competences need formal training to be developed. In order to attain our objectives, we collected a corpus (LPL, 2021) of interactions through videoconferences from two models of virtual exchange: teletandem and *Le Française n (première) ligne* (hereafter F1L). In teletandem, two learners of different native languages interact to help learn each other's language. No formal training is offered to those students to develop their techno-pedagogic competence. Yet literature shows they do develop some forms of it (Cappellini & Azaoui, 2017). On the contrary, in the F1L model, students follow a formal training to develop their techno-pedagogic competence. Our hypothesis is that by comparing the skills that students develop in F1L and in teletandem, it is possible to understand what techno-pedagogic competences are needed to tutor online and, among those, which need formal training to be developed.

In our presentation, we present results of the comparison of 6 groups, 3 from teletandem and 3 from F1L, engaged in a virtual exchange of 3 sessions (F1L) or 5 sessions (teletandem) through videoconferre. Our analysis is based on a combination multimodal conversational analysis and eye-tracking in an ecological framework (Cappellini & Hsu, *in press*). In the discussion of our results, we will propose the first steps toward a standard for teaching foreign languages through desktop videoconference.

Keywords: Desktop videoconferencing; online tutoring; techno-pedagogic competence; virtual exchange

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Bionote: Marco Cappellini is *maître de conférences* (associate professor) at Aix Marseille University and at Laboratoire Parole & Langage, mixed research unit 7309 CNRS. He is head of the language centre of the faculty of humanities and foreign languages at Aix Marseille, and member of the board of RANACLES. His main research interests are tandem learning, telecollaboration and virtual exchange, teacher training, learner autonomy, and digital citizenship. He led or is leading several international projects, among which the research project VAPVISIO (<https://anr.fr/Projet-ANR-18-CE28-0011>) and the Erasmus+ project PENSA (<https://pensa.univ-amu.fr/>). He has published extensively in English and French in journals such as *ALSIC*, *Journal of Virtual Exchange*, *Language Learning and Technology*, among others.

WORKSHOP

Teacher Training Needs For Effective Virtual Exchange Within Language Programmes

Marco Cappellini

Aix Marseille University, CNRS, LPL, Aix-en-Provence, France

Mr Mark Critchley

Centre for Foreign Language Study, Durham University, UK

Virtual Exchange has been used for many years by educators to promote collaborative programmes to support student learning. In the context of second language acquisition, it is prominent in supporting internationalisation and inter-cultural competence. Virtual Exchange can encompass several different types of activity (O'Dowd, 2018; Helm, 2018, among others), with an emphasis on technology-enhanced learning. This workshop will describe how Virtual Exchange can be more widely used to support collaborations between CercleS member institutions to support curriculum delivery and enhance student learning. There are considered to be four main areas of interest, including e-tandem, virtual mobility, jointly taught on-line courses, and content & language integrated learning (CLIL).

Virtual exchange under its many names (telecollaboration, COIL, etc.) is a relatively mature concept that has been in use for 20 years or more. However, its use is often limited to interested individual teachers in individual Universities, or via small networks. As a result of the greatly expanded use of learning technologies and digital learning techniques during the pandemic, many more colleagues have become comfortable with technology, and have identified opportunities to expand its use within language centres. This is especially to support increased contact between different groups of students in different institutions speaking different languages, to support internationalisation at home, to share expertise across institutions, and to facilitate curriculum developments that can be supported through international collaboration: an example being inter-cultural communication.

However, there is a need to improve awareness of the different techniques commonly used in virtual exchange, and to demystify the process for many language teachers. This workshop will seek to identify key training needs with a view to the development of a new training course in virtual exchange that can be made available to language teachers across the CercleS network.

The first part of the workshop will be a presentation of the different forms virtual exchange can take, with a special focus on the competences needed to efficiently set up and run such exchanges. The second part of the workshop will be a round table to identify the attendees' interests in virtual exchange, the competences already present and their perceived needs for training. This will include an activity in which attendees are divided in groups to discover examples of VE and then present those to the others. The workshop will disseminate some results of the PENZA project, and will reuse part of a module for teacher training developed within this project.

Keywords: Virtual Exchange, teacher training, CLIL, tele-collaboration, internationalisation at home

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Bionotes: **Marco Cappellini** Director of the *Centre de Formation et Autoformation en Langues* at the Faculty of Humanities and foreign languages at Aix Marseille University (FR). He is the current vice-president delegated to research of RANACLES. His main areas of practice and research are telecollaboration and virtual exchange, teacher training, and learner autonomy. **Mark Critchley** is Director of the Centre for Foreign Language Study in Durham University (UK). Currently Chair of AULC, Mark is the current Convenor of the CercleS Focus Group for Management & Leadership. Main interests are in the use of virtual exchange and virtual mobility in strategies to promote collaboration between language centres, to optimise use and availability of expertise and resources, and to support internationalisation at home.

ORAL PRESENTATION

Teachers, scholars, researchers: shifting identities on the edge of academia

Marion Coderch

Durham University, United Kingdom

The subsidiary status of modern foreign languages' (MFL) teachers (including teachers working in language centres) in UK universities with regard to research-active staff has been widely acknowledged; however, little has been said about the reasons behind this issue, or about potential alternatives to this imbalance of power. In order to analyse and assess the current position of MFL teachers in academia, it is necessary to establish the features that define this professional body as a group in the wider context of academic departments.

The need to define the professional profile of MFL teachers is exacerbated by the changes that are taking place in the makeup of this group. In line with a wider trend in UK higher education (Baker, 2021), an increasing number of candidates with a research background are taking on teaching-only roles in MFL departments and language centres. Thus, the demographics of the sector are shifting rapidly. At present, it is a diverse group in terms of educational background, qualifications, and academic and professional interests.

In view of these circumstances, this presentation will define the professional identity of MFL teachers as a group, with a view to evaluating their position within the academic

community. The enquiry will be based on quantitative research of online questionnaires completed anonymously by 295 UK MFL teachers during the summer of 2021. The academic identity of MFL teachers will be addressed in light of the common division between language centres, language teaching in language degrees, and cultural modules (Parks, 2020). In view of these distinctions, the following questions will be addressed: what does it mean to be a teacher, a scholar and a researcher in MFL? Are these facets of professional identity compatible? And, if so, is there a space for the teacher-scholar-researcher identity to thrive in the academic community?

Keywords: professional profile; research of university language teachers; scholarship of university language teachers; status of university language teachers; university language teachers

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Bionote: Marion Coderch is assistant professor in Spanish at the School of Modern Languages and Cultures, Durham University (UK). She has a background in gender studies, and has published research on attitudes towards women in medieval literature and society. Her current project deals with the academic and professional profile of modern languages' teachers in UK higher education, with special attention to how gender stereotypes and expectations shape the experience and career development of women teachers in academic departments. She is a senior fellow of the Higher Education Academy.

POSTER

Testing English for Medical Purposes: The Effects of Traditional and Distance Education on Learning Outcomes

Anna Barnau

Jessenius Faculty of Medicine in Martin, Comenius University, Slovakia

The COVID-19 pandemic brought about new cultural and social phenomena that changed social interaction and communication (Pokhrel & Chhetri, 2021, Murphy, 2020). In this new situation, teachers teaching English for Medical Purposes (EMP) at Jessenius Faculty of Medicine of Comenius University in Martin (JFM) had to respond swiftly and adapt the courses to the educational needs of the students. Face-to-face education was replaced by massive usage of the internet applications mediating communication between teacher and learners (Liu et al., 2020, Suvorov, 2013). This study presents an investigation of the effects into the effects of traditional and distance education on learning outcomes in advanced English learners during three academic years. The sample consisted of 347 students. Three groups of the first-year students

attended English online as well as face-to-face courses and took EMP exams at the end of each semester. The test results were compared and evaluated. The methods of EMP teaching and testing were different in each group. First group attended asynchronous online classes, the second group participated in synchronous online classes that were conducted in real-time, and finally, the third group participated in traditional classes. Two groups took online tests and one group took pen-and-paper test. The questionnaire, following the actual study, revealed that students most appreciated the self-organization of study and their own time management during online classes, and, on the other hand, most criticized the lack of face-to-face communication, the classroom atmosphere, and technical difficulties during online teaching. Students participating in traditional classes missed their own time management and appreciated discussion in the classroom as well as teachers' feedback on EMP performance.

Keywords: English for medical purposes, distance education, traditional education, t-test, questionnaire

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Bionote: Anna Barnau is a Faculty member teaching English for medical purposes, English for Nursing and Health Care Professionals, German from medical purposes, German for Nursing and Health Care Professionals and Medical Terminology. Her teaching areas /areas of expertise include applied linguistics, didactics of English and German and her research focuses on communication skills, audio-visual materials and the use of modern information technology as well as online communication platforms in ESP learning and teaching.

WORKSHOP

The academic language proficiency learning path: Developing and implementing broad scale Dutch and English academic language tools, assessments and courses in university curricula

Bram de Jong

Radboud in'to Languages, Radboud University & Wageningen University, Wageningen
in'to Languages

Sylvia van der Weerden

Radboud in'to Languages, Radboud University & Wageningen University, Wageningen
in'to Languages

Radboud University (NL) is a bilingual university which aims to provide staff and students with academic programmes that enable them to become academics with strong communicative skills in English and / or Dutch. Broad scale academic language tools, assessments and courses have been put in place at Radboud University to diagnose and boost the academic language proficiency of students and staff. Among them The Write Space, the RADAr, and Academic Language Toolboxes.

These tools, assessments and courses are unique in the sense that the language diagnosed and boosted for native speakers of Dutch enrolled in Dutch-language programmes and that of non-native speakers of English (mostly Dutch and international students enrolled in English-language programmes) is almost identical in scope as well as level. They are also unique because the content constructs are not just derived from CEFR, but also from in-situ research on common language problems in first-year student writing assignments, and panel sessions with academic staff and tutors.

For the RADAr, which is the diagnostic assessment students take at the start of all programmes at our university, Data from the 2019-2022 (n=7640) cohorts are as promising to us as test designers as they have been troubling for those working on language policy, mirroring concerns about a lack of first language proficiency of first-year students in the Netherlands.

This workshop aims to discuss the direction of the expansion of available options in the learning path for academic language proficiency and possible changes to the non-committal nature of the programme, pending the preliminary results of a 2022-2026 PhD project on the predictive validity of the programme.

Keywords: RADAr; Diagnostic language assessment; Learning paths; First and second language; University language policy

Bionotes: **Bram de Jong**, MA, has been active at Radboud in'to Languages and Wageningen in'to Languages establishing the language testing department and strengthening the translation & editing department. In addition to having co-authored and managed a number of large-scale language tests in digital environments, Bram has also set up a subtitling department within the translation & editing department.

Drs. Sylvia van der Weerden, has been working for Radboud in'to Languages for 12 years, the last 3 years as director of both Radboud in'to Languages and Wageningen in'to Languages. She's been a member of the Coordinating Committee of Cercles for three years and her academic background is in languages and communication science.

ORAL PRESENTATION

The Bridge – How to overcome the gap between studies at upper secondary schools and universities

Jane Wingren

Åbo Akademi University, Finland

Universities in Finland and other countries are facing a challenge: the recruitment of students needs to be improved at the same time as the throughput of present students needs to be increased. The moderate throughput of students is due to many students not meeting the expectations of university level studies. This so called “discourse shock” has been proposed to result from the heterogeneity of students and a gap between the two levels of education. According to studies many students lack effective reading and writing strategies, as well as deficient awareness of genre, leading to difficulties in reading and producing the large amounts of text required at university level. Another challenge is the inability of those with academic literacy to recognize the obstacles that the students are facing, and as a result the students find themselves in a situation where they to some extent have to figure out the academic code on their own.

The Bridge is a project at the Language Centre at Åbo Akademi University (ÅAU) and includes a course in academic discourses which is being held for upper secondary school students during the academic years 2020–2024. The aim of the project is to decrease the gap between upper secondary school and university level studies to ease the transition between the different levels of education. The course in academic discourses is expected to reach students in Swedish speaking upper secondary schools in Finland. During the course, the students are taught about academic genres, reading and writing strategies, the differences between science and popular science, writing appliances, and scientific credibility, in order to increase awareness of the normative structure of academic texts. Furthermore, the students are familiarized with writing of an academic thesis. Based on the first course held in 2021 and 2022, the methodologies will be improved further in accordance with student feedback and evaluation of the upper secondary school teachers after the course.

The project is expected to improve both recruitment of new students to ÅAU as well as throughput of the future university students, since the aim of the project is that students may better prepare themselves to meet the expectations of university studies.

The project is funded by the Swedish Cultural Foundation in Finland and ÅAU.

Keywords: academic discourse, academic literacy, academic expectations, discourse shock

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Bionote: Jane Wingren is a teacher at the Language Centre at Åbo Akademi University. She teaches courses in academic writing and Swedish as a foreign language. She used to work as a teacher at an upper secondary school at which she mainly taught Swedish as a native language and literature and history.

ORAL PRESENTATION

The challenges of terminology management in subtitling projects

Cláudia Martins

Instituto Politécnico de Bragança & CLLC-UA & CEAUL-GI6, Portugal

In the Translation master at the Polytechnic Institute of Bragança, we give priority to a socioconstructivist approach (e.g. Kiraly, 2000, 2006) to our teaching, making the most of our practical courses, namely Translation Practices, Audiovisual Translation (AVT) and Terminology and Terminography. Whenever possible, we engage in transdisciplinary work among these courses, as well as privileging authentic projects that can have an impact on the IPB or our local community. Within the AVT course, we can pinpoint a number of projects where we had to carry out the subtitling of videos of a technical and scientific nature, such as “E-Learning from Nature” (ref. no. 2015-1-IT02-KA201-015133, supported by the European Commission, under the Erasmus+ Programme), IPBike (funded by U-Bike Portugal) and “Valor Natural” (Valorization of natural resources through the extraction of ingredients of high added value to the application in food industry – project no. 24479 coordinated by CIMO and co-funded by Norte 2020). While the first project aimed at “promoting a proactive students’ approach to scientific subjects learning”, as well as “propos[ing] innovative teaching methodologies to scientific teachers” (cf. official website), the second intended to advertise the use of green means of transport in higher education institutions and the third to disseminate information on natural resources to be used in food industries, especially textiles, cosmetics and pharmaceuticals. As an expected output, all of these projects envisaged the production of videos that intended to vulgarise scientific knowledge for diverse audiences in a myriad of areas of knowledge. The videos were to be subtitled into Portuguese (for people with hearing disability) and into English, a task that was undertaken by different groups of students throughout 3 academic years. Not only was the level of English remarkably miscellaneous among these students, but also their

terminology was often disparate, even when translating within the same conceptual area. Despite the concern with the standardisation of the terminology used, in a conscious evolution from previous projects, we still encountered terminological issues. As such, our intention with this paper is to assess the development of these authentic projects, focusing on the following criteria: workflow management; terminology standardisation; meeting the subtitling standards; and the final outcome. With this analytical exercise, we seek to improve practices for future projects and draw a set of recommendations that balance the relation between Translation and Terminology.

Keywords: AVT didactics; subtitling documentaries; subtitling standards; terminology management; terminological challenges.

Bionote: Cláudia Martins holds a PhD in Translation by the University of Aveiro, with a thesis on museum accessibility for people with visual disability. She was also granted a master in Terminology and Translation and bachelor's degree in Modern Languages and Literatures, both at the Faculty of Arts and Humanities of the University of Porto, Portugal. She has been teaching English as a foreign language, English Linguistics, Terminology and Audiovisual Translation at the School of Education at the Polytechnic Institute of Bragança, Portugal, since 2001. Her academic interests include ELT, Linguistics, Terminology, Translation Studies, Audiovisual Translation and Phraseology and Paremiology.

ORAL PRESENTATION

The development of a new language policy at a technical university – an example

Viggo Kann

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Ida Pinho

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The first language policy of KTH Royal Institute of Technology was adopted by the University Board in 2010 [1]. The aims of the policy were to increase the linguistic awareness of students and staff, and to be an aid in KTH's endeavour to develop into a multilingual Swedish and international university [2]. In order to support the implementation of the policy, a Language Committee consisting of five faculty and two students was established in 2010.

In 2018, the President asked the Language Committee to develop a revised Language Policy as well as guidelines for language and language use at KTH. In the process, many sources were used:

- Research on Swedish and Nordic language policies [3-5]
- Seminars given by invited external experts
- Workshops with staff, faculty, and students
- The original language policy [1]
- The President, The Faculty Council, the Student Union, the Regulation Support Group, the Division of Languages and Communication, and other KTH bodies.

This resulted in a new one-page policy and guidelines (7 pages). Since 2020, the Language Committee has worked on anchoring the documents at KTH by presenting and discussing them at Faculty Assembly meetings at all five schools at KTH, and at the Big Meetings twice a year. We now hope for a decision in less than a year.

The policy can be summarized CAMP (Clear language, Accessibility, Multilingualism, Parallel language). The overarching goals of the policy are: High linguistic quality, high language competence of the students, high language competence of staff, multilingual education, Swedish and English specialist language.

In this presentation we will give an overview of the new policy and guidelines and summarize the three-year process of developing and discussing them. Finally, we will discuss how the new policy should be implemented and how the effects of the policy could be measured.

Keywords: Language policy, Policy implementation, Parallel language, Language committee

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Bionotes: *Ida Pinho* is a lecturer in Engineering Communication and Head of Division of Language and Communication, Department of Learning in Engineering Sciences at KTH Royal Institute of Technology in Stockholm, Sweden. She is the coordinator for the Center for Academic Writing and Rhetoric at KTH Library. Since 2016 she has been a part of the KTH Language Committee. She has a background in linguistics, terminology, and translation, and is teaching undergraduate, graduate, and Ph.D. students in written and oral communication.

Viggo Kann is a professor of computer science at KTH Royal Institute of Technology in Stockholm, Sweden. His research has been in three different areas: computational complexity, natural language processing, and computer science education. Since 2013, he is the chair of the KTH Language Committee, in charge of the implementation of the Language Policy of the University. He was involved in the working group that developed the first Language Policy of KTH in 2010, and is currently leading the development of the second version of the Language Policy. ORCID: <https://orcid.org/0000-0003-3199-8953>

ORAL PRESENTATION

The dynamic nature of CLIL: a learner-centered and computational linguistic perspective

Henry Finch

Technische Universität Darmstadt, Sprachenzentrum, Germany

Content negotiation and exploratory talk (ET) in language learning classrooms has been shown to positively impact learners' motivation and autonomy (Moate, 2010; Walsh, 2006). The aim of this article is to explore ways in which content and language integrated learning (CLIL), ET, and content negotiation mutually benefit language learners and teachers. This article views language as a complex, open system, and interactions between teacher and learner as iterated functions. This paper uses the iterated function in dynamic programming as a generative model for language teaching and acquisition (Kalish et al, 2007; Larsen-Freeman, 1997).

This learner-centered, computational linguistic perspective advances an in-depth understanding of the relationship between language learner and teacher, CLIL and content boundaries, and the role of content expert and the inhibition threshold. This approach holds great potential for supporting learners in their quest for greater autonomy and in lowering their inhibition threshold; the CLIL teacher researches content related to or in response to learning sessions to become an educated participant in content-related dialogue. More importantly, these dialogues demonstrate that encouraging language errors and staggering error correction support learners in obtaining greater autonomy, expressivity, and confidence in the target language.

The paper considers three case studies in which iterated content negotiation was used in an EFL context (both in-classroom and tutoring, online and in presence) to dynamically co-create study material. Over the course of a semester, learners acquired technical vocabulary in English and participated in critical dialogues of increasing complexity.

The analysis of these interactions confirms the need for learners to speak as individuals, for teachers to consider the dynamic nature of content negotiation and ET in CLIL, and for the role of the expert in a language learning classroom to be adaptable.

Keywords: learner-centered, CLIL, content negotiation, exploratory talk, dynamic programming

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Bionote: Henry Finch holds an Master in Fine Arts in Poetry from the University of Iowa Writers' Workshop (USA). His chapbook of poetry, *Reversing Falls* (SurVision, 2021) was winner of the 2020 James

Tate International Poetry Prize. His poetry has been published in journals throughout the United States. He has taught creative writing at the University of Iowa, the University of Iowa International Writers Program, and in primary and secondary schools. He is currently an instructor of STEM English at the Language Resource Center at the Technical University of Darmstadt (Germany).

ORAL PRESENTATION

The hero's journey as a teaching theoretical framework

Gianluca Bevacqua

National Research Council CNR-IIA, Italy

Formalized by J. Campbell, the hero's journey is a widespread narrative structure used since immemorial times. We should turn it into a theoretical framework for language learning and lesson planning, to overcome students' lack of participation, stripping language learning from unnecessary formalism and missing interaction.

Structuring each lesson and the overall annual planning with a sort of narrative arc will let teachers push more and more difficult, but engaging, content while at the same time keeping the students interested.

The 7 steps of the original hero's journey could become:

1 – *The call to adventure*: the theme of that lesson / semester, the spark that sets the adventure in motion.

2 – *Refusal of the call*: addressing students' reasons to hesitate on speaking or taking part in the lesson, because either they do not want to appear as know-it-all to their peers or do not trust their competence enough.

3 – *First encounter, with a protective figure*: mentoring and setting up peer tutoring.

4 – *Crossing of the first threshold*: raising the bar in terms of difficulty of the language presented to the students, because, in Campbell's own words, "*it is only by advancing beyond those bounds [...] that the individual passes [...] into a new zone of experience*" (1949: p. 75).

5 – *The road of trials*: linguistic experiments, i.e., letting the students free to interact with each other and experiment with the language, to make mistakes, even to ignore—up to a point—the rules, as long as they actually use the target language.

6 – *The meeting with the Goddess*: the realisation, from their part, that they are now actually speaking the new language.

7 – *The return (the hero comes back with the newly gained wisdom)*: now the best students themselves can start guiding and mentoring their colleagues.

Keywords: Approach; Communication; Lesson structure and planning

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Bionote: Gianluca Bevacqua is a research fellow at the National Research Council (CNR) of Italy (<http://ia.cnr.it>), specialised in scientific communication, and an English instructor at the University of Calabria CLA (<https://cla.unical.it>). He is an expert in communication, strategic marketing, dissemination, and outreach, with experience in the management and reporting of European and international projects. He has taught English and Spanish both in a professional and business environment and served as interpreter in international business deals and legal negotiations.

ORAL PRESENTATION

The Impact of the Internet Applications on the Implementation of CLIL at a Technical University

Jaroslava Štefková

Institute of Foreign Languages, Technical University in Zvolen, Slovakia

Jana Luptáková

Institute of Foreign Languages, Technical University in Zvolen, Slovakia

These days, languages at non-philological universities are increasingly important. Language classes, however, seem to be an additional subject and are given not enough classes per week. Therefore, CLIL (Content and Language Integrated Learning) is applied to enlarge the exposure of students to the language which mediates the content. It is important to understand and use the content which makes the students learn the language. The dual focus brings dual benefits. Achieving content language goals is supported by the development of learning skills.

As the main conductor of CLIL is the teacher, their abilities to teach in the target language. The content subject teachers not achieving B2 level in English need some support to introduce the foreign language into the instruction. This can be encouraged by application-based activities.

The paper deals with the perceptions of the Internet applications, different from learning environments such as Moodle, which are tailored to teachers' needs and provide individual students with content and language practice. It discusses the role and use of CA-CLIL (Computer Assisted-CLIL) applied intensively during the COVID pandemic. The views are supported by the questionnaire survey of the 29-student sample. The students experienced the English language activities via the *Learningapps*

and *Kahoot* applications. The results point out that the CA-CLIL is perceived very well and brings along additional benefits to university education. Simultaneous research exploring a focus group discussion suggests that teachers regardless of their foreign language mastery can manage the application and see the students' appraisal of such an instruction method.

Keywords: CA-CLIL (Computer Assisted Content and Language Integrated Learning); Higher education (specially technical universities); Internet applications (Learningapps.com); Students' perception; CLIL; teacher profile

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Bionotes: Jaroslava STEFKOVA has been a teacher of English at the Institute of Foreign Languages at the Technical University in Zvolen for 20 years. She professionally focuses on ESP and academic language, especially for Fire Sciences and Enterprise Management students. She has written two textbooks for English for Fire Science students. She has been a leader of two educational projects Support of Foreign Language Education via Merging Technical and Language Content Teaching at Non-philological Universities (2019-2022) and Implementation of Electronic Education of Foreign Languages Based on Multimedia Teaching Materials (2014-2016).

Jana LUPTAKOVA is a teacher of English and Slovak as a foreign language at the Institute of Foreign Languages, Technical University in Zvolen, Slovakia. She has long experience in ESP teaching, namely English for students of forestry and applied zoology and hunting. She participated in several international projects focused on developing the courses and study materials including glossaries concerning forestry, such as Forestlang, and Vetwood. She has recently been interested in CLIL and working on the project "Support of Foreign Language Education via Merging Technical and Language Content Teaching at Non-philological Universities" with her colleague Jaroslava Stefkova.

ORAL PRESENTATION

The long and winding road to a university language policy

Beverly-Anne Carter

The University of the West Indies St Augustine Campus, Trinidad and Tobago

This presentation discusses language policy development at The University of the West Indies (UWI) a federal university in the Commonwealth Caribbean. The Centre for Language Learning (CLL) at UWI's St Augustine Campus is the institution's only language centre. In 2007, a CLL-proposed language policy received lukewarm support. However its utility became apparent as the starting point for current discussions on a university language policy. The need for such a policy is indicative of The UWI's evolution from a Higher Education Institution (HEI) whose impact was primarily national and regional, to one with a growing international profile and thus more attentive to showcasing itself as a multilingual and multicultural university. Examples from other Anglophone contexts (MLA, 2009; Levitt et al., 2009) demonstrate a similar concern with moving beyond monolingualism and monoculturalism in English-speaking HEIs.

Whether language policy development is examined within the larger scope of language planning and development (Cooper, 1989) or in the specific context of HE (CercleS, 2011), it involves a complex, non-linear process. By one measure the process to create a language policy at The UWI was three years long, from initial discussions in the 2019/2020 academic year to planned implementation in 2022/2023. Yet, by another measure, taking the draft policy of 2007 as the starting point, the process lasted over a decade. The presentation's title evokes this iterative process. Undoubtedly, the federal nature of The UWI posed a unique set of challenges. The presentation will explore these, as well as more familiar challenges posed by any innovation that requires strong commitment at the strategic as well as at the operational level. In the conclusion, the presentation will draw on examples of best practice (Kortmann, 2019) as well as the lessons learnt during the creation of the policy to make recommendations for the implementation stage.

Keywords: Language policy; Federal university; International

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Bionote: Beverly-Anne Carter PhD (UWI) is Director of the Centre for Language Learning at The University of the West Indies St Augustine Campus. A graduate of the Université de Franche-Comté à Besançon, this applied linguist has widened her initial specialisation in French to include research on the teaching and

learning of some of the other languages taught at the language centre. Although based in the Caribbean, she has presented and published in many international fora on learner autonomy, technology applied to language learning, language policy and planning, and acquisition in a university context.

ORAL PRESENTATION

The Multilingualism Challenge Within The European Space University for Earth and Humanity

Presenters

Claudia Boes

Heinrich Heine Universität, Germany

Sonja Bretschneider

Heinrich Heine Universität, Germany

Alexa Craïș

Université Fédérale de Toulouse, France

Anna Krukiewicz-Gacek

AGH University of Science and Technology, Krakow,

Collaborators

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Birgit Huemer

Université du Luxembourg

Agnieszka Klisowska

AGH

Katja Merkle Söderholm

LTU

Valerie Nanot

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In September 2017, French President Emmanuel Macron proposed the creation of so-called European Universities. There are now more than 40 alliances. From 2020, Heinrich Heine University Düsseldorf (HHUD), Université Fédérale Toulouse Midi Pyrénées (France), University of Luxembourg (Luxembourg), Luleå tekniska universitet (Sweden) and AGH University of Science and Technology (Poland) will also be part of one of these European initiatives and together form the first pan-European space university under the name "UNIVERSEH" ("European Space University for Earth and Humanity").

The aim is to create new interactive university experiences for the university community, faculty and students that will benefit society as a whole. Such initiatives will enable open-minded, informed and responsible European citizens to acquire and create new knowledge and become intelligent actors of European innovation, valorisation and societal diffusion in the space sector, from science to engineering, liberal arts and culture.

This presentation will first briefly introduce the Multilingualism programme developed in collaboration by the Language Centres of the University Alliance involved in Workpackage 2 "Mobility & Multilingualism". However, with regard to the 6th and 7th points of the call for papers, the speakers would mainly like to present the challenges of such an international project and share the management's experience with the diverse and intensively discussed decisions and strategies to harmonise non-similar modes of regulation of language centres. They would like to show, with some practical examples, how it is possible to overcome hurdles and develop competences in order to achieve successful and cooperative work in a multinational and multilingual team. Finally, they aim to explain the difficult but necessary debate on the status of national languages and university language policies (local, national, international). This will be illustrated by presenting the tools created within the project (apps, internet platform, professional learning networks).

Keywords: Higher education; language policies; multilingualism; mobility

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Bionotes: **Claudia Boes** is a research assistant and head of the Language Centre of the Student Academy at Heinrich Heine University Düsseldorf and a member of the UNIVERSEH Multilingualism Team at the Heinrich-Heine University Duesseldorf, Germany. She studied Latin and history as well as Romance languages and economics at the Ruhr University in Bochum/Germany and in Perugia/Italy. After teaching Italian and German as a foreign language for more than 15 years and working as a lecturer at various institutes and companies, she moved into university management more than 20 years ago. Her research focuses on the following fields: language change, orality/literacy multilingualism.

Sonja Bretschneider is a research assistant and lecturer for multilingualism, including trilingual courses, as well as an instructional designer for the European University alliance UNIVERSEH. She studied Asian Studies and education in Minnesota, USA, and has over 20 years of experience in international and higher education for the humanities and English language acquisition, mostly in China and Singapore, but also Germany.

Alexa Crais, Dr. phil., is a lecturer and teaches germanistic and foreign languages pedagogy at the Université Toulouse Jean-Jaurès (France). She studied German and sciences of education at the Université Toulouse Jean-Jaurès. After teaching German as a foreign language for more than 15 years, she moved into university management more than 10 years ago. Her research focuses on the following fields: history of education, plurilingualism

Anna Krukiewicz-Gacek is a senior lecturer in English and Head of the Department of Foreign Languages, and a member of the UNIVERSEH Multilingualism Team at the AGH University of Science and Technology, Kraków, Poland. She studied English Philology at the Jagiellonian University in Krakow, Poland. She has been developing syllabuses for English for Specific Purposes courses, English for the workplace courses, and conducting EMI skills workshops for academic teachers for more than 20 years. She is an author of publications on language teaching and linguistics, and an educational innovation enthusiast. Her research focuses on applications of cognitive linguistics in language teaching.

ORAL PRESENTATION

The QuLL project: embracing digital technology in LSP teaching in Higher Education

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Digital education readiness has been much promoted by the European Union through the European Framework for the Digital Competence of Educators (Redecker, 2017) and education stakeholders, whose aim is to foster the improvement of digital competences of both teachers and students within the education area. The European project QuLL – Quality in Language Learning, approved in the scope of the call ‘Strategic Partnerships for Digital Education Readiness’, embraces the challenge of providing higher education lecturers and students with digital technology-based teaching resources supporting them in their teaching and learning. With more than 360 teaching and learning resources available on the QuLL portal, the higher education (HE) lecturers are offered a plethora of open educational online resources (OER) for 18 European languages focusing on Languages for Specific Purposes (LSP). These have been tested and validated in real-case teaching scenarios allowing thus the teachers to use or adapt the resources suggested as well as the methodologies provided as guidelines. The aim of this paper is to showcase some of these resources and demonstrate how digital tools and resources account for more innovative methodologies when teaching LSP, following Arnó (2012). Moreover, we shall also focus on the project’s second Intellectual Output (IO2) which

consists in the creation of an e-learning based package addressed to higher education LSP lecturers specifically aimed to guide them in innovating their language teaching methodologies through the effective use of quality digital based OER teaching sources. Three different modules comprise this package addressing the identification, use and creation of quality digital based language teaching source. We shall provide results that attest the impact and effectiveness of this e-learning based package by means of case studies on the three modules and the results of interactive tests assessing lecturers' knowledge on the main aspects focused on in the e-learning package.

Keywords: LSP; higher education; digital skills; innovative methodologies; OER

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Bionotes: **Elisabete Mendes** Silva holds a PhD in English Literature and Culture studies. She is an Assistant Professor at the Polytechnic Institute of Bragança, Portugal, where she teaches English Language and Culture. She is a researcher at the University of Lisbon Centre for English Studies. Her main areas of interest include English Culture, History of Ideas and Teaching English as a Foreign Language. She has published in the areas of English culture and TEFL. She has been involved in several international projects within the Erasmus+ programme. Currently, she is the scientific coordinator of the European project QuILL-Quality in language learning.

Isabel Chumbo is completing her PhD thesis on the translation of Oliveira Salazar's speeches into English at the Universidade Católica Portuguesa. She holds a DEA in Translation and Intercultural Studies from the Universitat Rovira i Virgili in Spain and a MA in English Language, Literature and Culture from the University of Minho. She graduated in Modern Languages and Literature, English and German, from Universidade Nova de Lisboa. She teaches at the Polytechnic Institute of Bragança and has participated in several European projects related to digital teaching as well as innovation in language teaching.

Vitor Gonçalves is an Assistant Professor in the Department of Educational Technology and Information Management at the School of Education of the Polytechnic Institute of Bragança (IPB). He holds a PhD in Electrical and Computer Engineering and Master in Multimedia Technology from the Faculty of Engineering of the University of Oporto, as well as a degree in Management Informatics from the University of Minho. He is currently a Researcher at the IPB Basic Education Research Center and coordinator of the ESE-IPB International Relations Office (incoming students). Among others, he has participated in several ERASMUS+ projects, including QuILL, for the last decade.

Cláudia Martins was awarded her PhD in Translation by the University of Aveiro, with a thesis on museum accessibility for the blind and visually-impaired. She also holds a bachelor's degree in Modern Languages and Literatures, branch of Portuguese and English Studies, and a master in Terminology and Translation, both at the Faculty of Arts and Humanities of the University of Porto, Portugal. She has been teaching English as a foreign language, English Linguistics, Terminology and Audiovisual Translation at the School of Education in the Polytechnic Institute of Bragança, Portugal, since 2001. Academic interests: Linguistics, Terminology, Translation Studies, and Phraseology and Paremiology.

Alexia Dotras Bravo has a degree in Filología Hispánica e Filología galega, a PhD in Spanish Philology from the University of Vigo (2006) and she is a specialist in Children's and Youth Literature (2009). She was a lecturer at the U. de Vigo, the Escola Universitaria de Maxisterio de Vigo and a researcher at the Centre of Portuguese Literature at the U. de Coimbra. Since 2012 she is an Assistant Professor at the Polytechnic Institute of Bragança. She is the author of dozens of scientific papers and has attended over a hundred scientific events as a invited lecturer or speaker. Recently she published her first novel, "Jugar al palacio de Rosa".

Ana M. Alves is an Assistant Professor in the Department of Foreign Languages at the School of Education of the Polytechnic Institute of Bragança in Portugal. She is a researcher at the Research Centre for Languages, Literatures and Cultures (<http://www.ua.pt/cllc>) at the University of Aveiro, assistant secretary of the Portuguese Association of French Studies (APEF) and editor of the journal *Carnets* [<https://carnets.revues.org/271>]. She holds a PhD in Culture and a Master in French Studies. Her interests include: the work of Louis-Ferdinand Céline; contemporary French, Francophone and allophone literature; migrant literature; identity issues and exile discourse.

ORAL PRESENTATION

The transition from EFL Classes to Department Courses: A Student's Perspectives on Literary Practices

Meryem Özdemir-Yilmazer

Eötvös Loránd University, Hungary / Cukurova University, Turkey

This longitudinal case study aims to explore how a university student perceives and experiences the literacy transition from the intensive English (EFL) language program to the courses at the department. The study followed a female student through her English preparation year of study and the first year at the English language teaching department of a public university in Turkey. By framing the study within the Academic Literacies Approach which views literacy practice as a social practice (Lea & Street, 1998), the study focused on the student's experiences and perception of reading and writing practices across the two different social contexts at the university level. The data were collected through a background questionnaire, reflective reports, and semi-structured interviews all of which were analyzed through qualitative thematic analysis (Braun & Clarke, 2006). The results revealed that the challenges of the student in the department courses were mostly related to the use of the source text to write and paraphrasing skills, which were rarely integrated into the EFL preparatory classes. From the perspective of the student, the EFL program was considered to be framed by the lack of experience most of the students have particularly in writing during their educational lives, and designed to close this gap by providing intensive segregated writing instruction. While the student acknowledged that the practices in the preparatory program contributed to her writing skill development to some degree, this study suggests that the intensive English preparation courses at the university level should be future-oriented courses that are interpreted in the light of the academic literary needs of the students (Harklau, 2001). The academic literacy needs in the context of the study will be discussed based on the challenges that the student experienced in the department courses.

Keywords: literary practices, academic literacies, EFL preparatory program, Turkey

Bionote: **Meryem Özdemir-Yilmazer** is a language instructor at Cukurova University, School of Foreign Languages, Turkey and currently works as a visiting lecturer at Eötvös Loránd University, Faculty of Humanities, Budapest, Hungary. She holds a Ph.D. in English Language Teaching from Cukurova University, Turkey. She has worked as a research assistant and English language lecturer at different public

universities in Turkey, and had an experience in teaching English and Turkish as a foreign language. Her research interests include teacher education, language teaching, language assessment, and academic writing.

ORAL PRESENTATION

The use of the CEFR writing scale to assess plurilingual competence in a bilingual corpus of Arabic L1 and English L2 by the same writers

Salwa Mohamed

Manchester Metropolitan University, UK

Although one of the CEFR's main aims has been to promote plurilingual competence (CoE, 2001), most work on the CEFR focuses on isolated rather than integrated languages/L2s (Piccardo et al. 2019). A key to plurilingualism is that it focuses on the individual's linguistic repertoire as a whole and how it develops, rather than on separate languages. Pedagogically, one of the reasons for not pursuing plurilingual teaching or assessment in L2 contexts seems to do with the lack of resources to cater for and assess such a complex concept of language competence in L2 classrooms (Piccardo, 2020). More recently, with the publication of the CEFR companion volume (CoE, 2018), there has been a reinstatement of the concept of plurilingualism and how to situate it in the L2 classroom.

The current paper investigates a) the extent to which the CEFR writing scale is an effective tool in assessing learners' plurilingual writing competence in a corpus of Arabic L1 and English L2 essays by the same writers, and b) what emerging relationships can be established between the L1 and L2 writing competence. Qualitative analyses indicate that despite placing so much emphasis on plurilingualism and learners' plurilingual competence, the CEFR is still confined within the monolingual view of learning and assessment, as evidenced in its descriptors (Vallejo & Dooly, 2020). However, its use for assessing L1 competence along with L2 competence direct attention to emerging relationships between the L1 and L2 writing competence. What is needed to develop a workable tool for assessing plurilingual competence is a focus on observable practices of plurilinguals – known as translanguaging (Garcia, 2009); a focus on strategies to find out more about how writers (or speakers) navigate through their plurilingual competence (Aase 2006); and a better understanding of the construct of language proficiency (Hulstijn, 2015).

Keywords: Plurilingual competence; writing competence; Bilingual corpus; CEFR; Rating

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Bionote: **Salwa Mohamed** is the co-coordinator of the Institution Wide Language Programme (IWLP) at the Manchester Metropolitan University and an Arabic lecturer. She has MA and PhD in Applied Linguistics, PGCLTHE and is a fellow of the Higher Education Academy. Salwa has extensive experience teaching Arabic in the HE sector and, previously, in mainstream education. She has worked extensively on aligning the teaching and assessment of Arabic onto the CEFR at school and university levels. Her research interests include curriculum development, plurilingualism and pluriculturalism in foreign language education, and the role of assessment in language teaching.

ORAL PRESENTATION

"Those people who spoke English so well": Othering through perceived language proficiency differences in Virtual Exchange

Judit Hahn

Language Centre Jyväskylä, University of Jyväskylä, Finland

Virtual exchange is a form of internationalisation at home, which allows the participants to engage in an intercultural dialogue and teamwork through the screen (O'Dowd 2018). This arrangement offers an ecologically sustainable and pandemic-safe way of student exchange and collaboration. The students work in international groups, solving tasks by deadlines. Their perceptions of differences between their own and the other participants' language and communication skills can impact power relations and identity formation.

Othering is closely connected to group identities, as claimed by Dervin (2015) and Powel & Menendian (2016). The aim of the present study is to explore, in the context of an English as a lingua franca Virtual Exchange, how the discursive process of othering builds on perceived differences in English language proficiency and how it contributes to the construction of identities. The data includes 32 e-portfolios collected from a virtual exchange project, which was organised for the students of three universities – Poland, Finland, and the Netherlands – in 2020. The participating students were language

majors, tourism management experts, and business students. Their proficiency level of English varied from B2 to C1. The e-portfolios served as learning diaries, in which the students were reporting on their online collaboration experiences, reflecting on themselves and the other participants.

Fairclough's (2001) three-dimensional Critical Discourse Analysis framework is applied to study the microlevel of linguistic choices, the mesolevel of discursive practices, and the macrolevel of the broader social context and underlying ideologies. The findings show the presence of "us" vs. "them" dichotomies and representations of the Self and the Other through linguistic choices such as pronoun usage, distance markers, or semantic overgeneralizations. There is evidence of positive other representation (the fluent Other) and negative self-representation regarding perceived differences in English skills. The study has pedagogical implications, which can prove useful for Language Centres that implement virtual exchange projects.

Keywords: virtual exchange, English, language proficiency, othering, Critical Discourse Analysis

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Bionote: Judit Háhn is a senior university lecturer at the Department of Language and Communication Studies of the University of Jyväskylä, Finland. She teaches courses in linguistics and discourse studies for pre-service teachers of English and language specialists. She is interested in all aspects of discourse and pedagogy in online intercultural collaboration. Her current research focuses on the discursive construction of social presence, emotions, and the Other in students' e-portfolios and learning diaries in virtual exchange.

ORAL PRESENTATION

Training citizens as users of languages and digital technology - Towards a definition of digital citizenship and possible pedagogical approaches

Catherine Jeanneau

University of Limerick, Ireland

Christian Ollivier

Université de La Réunion, France

Developing digital literacy and, more recently, digital citizenship (Caws et al., 2021; Ollivier et al., 2021) is one of the objectives promoted by the major international organisations involved in the education sector. We can mention for example the Recommendation issued by the Council of Europe in 2019 "on developing and promoting digital citizenship education" (Committee of Ministers, 2019) or the initiative on digital citizenship education (DCE) (Frau-Meigs et al., 2017) which suggests to integrate DCE within all disciplines taught.

Setting such educational goals requires a thorough understanding of the intended outcomes.

In the context of the *e-lang citizen* project (*Digital citizenship through language education* <https://www.ecml.at/elangcitizen>) with the European Centre for Modern Languages of the Council of Europe, a meta-analysis of recent texts was carried out. It included 96 texts linked to digital citizenship published between 2015 and 2020 by (supra)national institutions, experts and researchers in various domains (education sciences, language education, information and communication sciences...). The end result is a structured compilation of all the defining elements which emerged from the analysis of the reviewed literature and which constitutes our profile of citizens as users of languages and digital technology. S/He is a social agent with a multi-faceted identity and who is involved in a wide range of online communities whose actions are largely guided by the rights and responsibilities associated with certain values. The citizen (inter)acts in these communities in particular ways (informed, critical, ethical...) based on individual characteristics and according to the context and/or the available infrastructures. We will present this profile and show how DCE can be integrated within language education.

Based on the work carried out both by the *e-lang citizen* and the EU *Lingu@num* (<http://www.linguanum.eu>) projects, we will suggest concrete ways to implement these objectives within language teaching and learning in higher education using a socio-interactive approach based on the execution of authentic tasks. These tasks, referred to as real-world tasks, allow university students to experience authentic communication and action as citizens beyond the classroom walls and to develop both their language skills and their digital citizenship.

Keywords: Digital citizenship; tasks; authenticity

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Bionotes: Christian OLLIVIER is professor of Linguistics and Language Education at the University of Reunion Island (France). His research areas are: pedagogical approaches, technology and language learning and teaching, multilingual education, assessment. He is the author of numerous publications and has a large experience in coordinating international projects on these topics. He currently coordinates a project at the European Center for Modern Languages: e-lang citizen and a European project: Lingu@num, which both focus on digital citizenship education.

Catherine JEANNEAU currently works as Coordinator of the Language Learning Hub at the University of Limerick. The centre aims at implementing a learner support strategy and providing customised services outside of formal classroom time to learners engaged in formal and informal language learning. Her research interests include second language acquisition, technology and language learning, particularly digital literacy, digital citizenship, online communication as well as learner autonomy. She is currently involved in two European projects on these themes.

WORKSHOP

Training citizens as users of languages and digital technology - Implementing a socio-interactional approach based on real world tasks

Catherine Jeanneau

University of Limerick, Ireland

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Université de La Réunion, France

Developing digital literacy and, more recently, digital citizenship (Caws et al., 2021; Ollivier et al., 2021) is one of the objectives promoted by the major international organisations involved in the education sector. We can mention for example, the Recommendation issued by the Council of Europe in 2019 "on developing and promoting digital citizenship education" (Committee of Ministers, 2019) and the project on digital citizenship education (DCE) (Frau-Meigs et al., 2017) which suggests integrating DCE within all disciplines taught.

In this workshop we will show avenues for the implementation of DCE in task-based language education. Based on the work carried out both by two projects (e-lang citizen, a project run at the European Center for Modern languages, <https://www.ecml.at/elangcitizen>, and an Erasmus+ project, Lingu@num, <http://www.linguanum.eu>), we will present what we call "Real World Tasks" and share

various examples of these tasks. We will show how they can be carried out by learners outside the classroom environment on open participative websites, such as travel guides (WikiVoyage), online encyclopedias (Wikipedia), forums (Reddit), catalogs of audiobooks (Librivox), etc.

We will discuss with participants how these tasks can be implemented in various educational contexts to get learners to experience authentic communication and engage in social actions as citizens beyond the classroom walls. We will finally examine how learners can develop both their language skills and their digital citizenship/literacy while completing these tasks.

By the end of the workshop, participants will have learned how to develop and implement real-world tasks suitable and adapted to their own teaching context.

Keywords: Digital citizenship, tasks, authenticity

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Bionotes: Christian OLLIVIER is professor of Linguistics and Language Education at the University of Reunion Island (France). His research areas are: pedagogical approaches, technology and language learning and teaching, multilingual education, assessment. He is the author of numerous publications and has a large experience in coordinating international projects on these topics. He currently coordinates a project at the European Center for Modern Languages: e-lang citizen and an European project: Lingu@num, which focuses on digital citizenship education.

Catherine JEANNEAU currently works as Coordinator of the Language Learning Hub at the University of Limerick. The centre aims at implementing a learner support strategy and providing customised services outside of formal classroom time to learners engaged in formal and informal language learning. Her research interests include second language acquisition, technology and language learning, particularly digital literacy, digital citizenship, online communication as well as learner autonomy. She is currently involved in two European projects on these themes.

ORAL PRESENTATION

Translanguaging practices in tandem virtual exchanges

Laia Canals

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Earlier studies exploring translanguaging and code-switching in virtual exchanges (Sert, 2005; Tudini, 2013) have mainly focused on identifying language switches and translanguaging in written text chats to analyze its discursive aspects and its contributions to the feedback process. However, tandem virtual exchanges provide the possibility of negotiating the meaning of linguistic aspects which have not been investigated in these contexts from the perspective of multilingual practices, such as translanguaging. The present study examines the role that the linguistic repertoires of the learners play in learner-learner interactions in tandem virtual exchanges between college-students organized by two language centers of two universities located in Spain and Canada. Eighteen learners interacted online while carrying out oral collaborative tasks where they negotiated the meaning of linguistic aspects in their respective target languages. In these interactions, we could observe how the linguistic repertoires of the learners scaffolded the conversations contributing to promote the understanding of the meaning of linguistic aspects of their respective target languages. The current study adopts the concept of pedagogical translanguaging (Cenoz & Gorter, 2021) in order to analyze translanguaging practices in contexts other than teacher-led instruction, such as virtual exchanges where the pedagogical aspect is covered during the design of the tasks carried out in the exchange. The idea that pedagogical translanguaging practices can involve learners in interactions where they can (naturally) deploy their entire linguistic repertoires reinforces the idea that these learners are emergent multilingual speakers. The translanguaging practices of the student dyads analyzed revealed that translanguaging aids in scaffolding the interactions linking prior knowledge to new information by comparing and contrasting different languages. This practice has been deemed crucial for the development of metalinguistic awareness, the ability to reflect on language and to focus on language as an object (Jessner 2006). The study has practical implications for language teaching highlighting the importance of eliciting metalinguistic reflection during collaborative tasks, something which can aid L2 development. Eliciting metalinguistic reflection through the careful design of interactive tasks helps activate the learners' entire linguistic repertoires during these collaborative online tasks.

Keywords: Translanguaging; Virtual exchanges; Oral interaction; Metalinguistic awareness

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Bionotes: Dr. Laia Canals is a Lecturer at Universitat Oberta de Catalunya where she is involved in coordinating the MA in Technology-Mediated Language Teaching and Learning and English language course. Her research addresses technology enhanced task-based language learning, development of L2 through interaction in collaborative tasks in computer-mediated communication settings, the development of intercultural communicative competence, the development of digital skills and online language teacher education.

WORKSHOP

Turning Language Learners into Language Artists: Using digital language portfolios in a coaching-oriented LSP classroom

Maria del Carmen Arau Ribeiro

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Alexia Schemien

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Aleksandra Sudhershnan

Berliner Hochschule für Technik, Germany

With the first tentative steps towards a full-scale return to in-person education, many university language centers are beginning to critically examine the effectiveness of the solutions developed in response to the COVID-19 pandemic in an attempt to sustain good practice. This workshop will examine the potential of language portfolios to encourage students to take responsibility for and reflect on their learning as well as promote digital and media competence, all of which were embraced during the pandemic as traditional assessment models including high-stakes examinations suddenly became problematic. The workshop will invite participants to consider a number of examples of digital language portfolio work that has been piloted in a variety of LSP classes (business and technical English) since the beginning of the pandemic. With learner autonomy at the center, the workshop will provide the participants with specific tools for promoting an autonomous, interactive, collaborative, and reflection-driven digital LSP learning environment where portfolios play a central role. In addition to the autonomy concerns associated with language portfolios, from proficiency and authenticity to reflection and strategies, the focus will include the advantages of incorporating academic and study skills, such as note taking, mindmapping, time management, as well as peer collaboration and feedforward. Valuable emotional intelligence notions that will be also explored relate to developing self-awareness for motivation so that communicative and intercultural competences can be strengthened, especially through student collaboration in building their learning materials and enhanced storytelling.

Keywords: Autonomous Language Learning (ALL), Language Portfolios, LSP, Online Teaching, Coaching-Oriented Language Teaching

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Bionotes: Prof. Doutor Maria del Carmen Arau Ribeiro teaches English language and cultures, M.A. teacher training, and ESP at the Polytechnic Institute of Guarda (IPG), Portugal, as a member of the CETAPS/TEALS Research Center (FLUP/NovaU), and the Association of Language Centers in Portuguese HE (ReCLes.pt, 2009-present). Her areas of interest are language learning and teaching practice, collaborative autonomy, CLILing, language policy, interculturality, systems and design thinking, interdisciplinarity, and metacognition. European Language Council board member (2018-present), expert HE consultant for the DAAD, Germany (2015-2018), and former coordinator of CercleS Focus Groups.

Dr. Alexia Schemien is a permanent lecturer (Lehrkraft für besondere Aufgaben) at the Berliner Hochschule für Technik (BHT). She teaches in the fields of Business English as well as Technical English. Additionally, she is a departmental gender equality officer. Previously, she worked for 9 years at the University of Duisburg-Essen where she also received her doctorate in English/American studies. Her research interests include English for specific purposes, blended learning, task-based learning, British and American literature and learner autonomy.

Prof. Dr. Aleksandra Sudhershnan is Head of the Language Centre at the Berliner Hochschule für Technik (BHT), where she also teaches Business English and Technical English. She is a member of the UNICert® Committee. Her research interests include ESP, flipped learning, learner autonomy as well as task-based and problem-based teaching and learning.

ORAL PRESENTATION

UniTandem Online – Internationalisation at Home

Katja Peltola

Centre for Languages and Business Communication; Hanken School of Economics, Finland

Birgitta Tjurin-Muranen

Centre for Language and Communication Studies; University of Turku, Finland

This study investigates perceived benefits and challenges on an eTandem course in a university context. The research data consists partly of students' course portfolios, specifically their personal learning goals and self-assessments, partly of course coordinator interviews. A nationwide collaboration network for higher education institutions, KiVANET, provides open-access courses in less commonly studied foreign languages for students in higher education in Finland. One of the courses provided by KiVANET is UniTandem, where two students teach their respective native languages to each other. The selection of languages and their combinations is not restricted which opens the course for more students. Since UniTandem is an online course, students can find their tandem partner from any of the institutions participating in the collaboration network. The course offers the students so-called *triggers* on different themes and topics on CEFR-levels A1-C2. The triggers give the learning goals and guidelines on how to work on the chosen topic leaving much space for the students' creativity. The range of topics is wide, from everyday life to culture, values and politics. Even though the triggers are given in English, the students are instructed to work on the target language as much as possible. The students have the role of both the learner and the teacher. Therefore, they depend on each other in their learning process and must take responsibility not only for their own but also for their partners learning and support the learning of their partner e.g., in form of continuous feedforward. UniTandem provides the students an opportunity to strengthen their language and communication skills as well as to expand their intercultural competence and social network - without leaving home.

Keywords: eTandem, Online learning, Intercultural communication, Higher education

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Bionotes: **Katja Peltola** works as a lecturer in Swedish at the Centre for Languages and Business Communication at Hanken School of Economics in Helsinki, Finland. She teaches Swedish both as a second language and as a foreign language. She has been involved with the tandem courses at her university since the early 2010s and participated in the UniTandem sub-group in the national KiVAKO project (2018-2021) preceding the KiVANET network.

Birgitta Tjurin-Muranen is a lecturer in Russian of the Centre for Language and Communication Studies at the University of Turku, Finland and works with Finnish and international students. She has been involved with tandem courses since the 1990s and has been developing the courses from informal tandem group meetings to today's structured courses with ECTS. She participated in the UniTandem sub-group in the national KiVAKO project (2018-2021) preceding the KiVANET network. Birgitta Tjurin-Muranen teaches courses of the Russian language and culture to the university and exchange students from all the faculties, from beginners to CERF level B2.

ORAL PRESENTATION

University language policies and their implementation: English for university staff in Germany

Fabienne Quennet

Modern Language Center Philipps-Universität Marburg, Germany

Till van Lil

English Support Service Sprachenzentrum WWU Münster, Germany

As part of internationalisation policies, universities recruit as many international students and faculty as possible, and increase the number of English-speaking master programmes. Resulting international and multilingual communities call for an adoption and implementation of suitable language policies by international universities. These will necessarily include enabling university staff to cope with the communicational demands of the now more diverse community. One way to address this is the introduction of English language programmes for university staff in both administration and academia. By offering language support, programs not only aim at fostering the staff's language competence, but also their intercultural competency in English as the common lingua franca of academia and the academic community.

In this presentation, we will briefly show what these programmes look like, from very basic English courses or workshops for all groups of staff (from lab assistants to trainees) to more elaborate language services such as translations, scientific and academic editing. Different and changing formats, online v face-to-face, will be considered in this context.

In a second step, we will draw attention to the challenges that these programmes have to face – from institutional “straightjackets” to learner motivation and differences in language proficiency. Finally, we will present the findings of a number of qualitative interviews that will be conducted throughout the summer semester 2022. With these interviews, we will investigate how the current developments at universities (keywords digitalisation and internationalisation) reflect on its administrative staff.

Keywords: language policies; university staff; English-speaking administration; qualitative interviews

Bionotes: Dr, Fabienne Quennet is the deputy head and the coordinator of the English program at the Modern Language Center of Philipps-Universität Marburg in Germany where she is also responsible for the language center's teacher training. She is part of the editorial team of *Fremdsprachen und Hochschule* (FuH) of the Arbeitskreis der Sprachenzentren (AKS) and has been active in various special focus groups within the AKS. Currently, she is teaching English courses for biomedical and medical students and for administrative staff. Within English didactics, she has a special interest in cross-cultural communication and language learning, diversity and language learning, and ESP.

Dr Till van Lil is coordinator for English courses for university staff at the University of Münster's English Support Service. As part of the University's Language Centre, the English Support Service offers translation and proof-reading services, academic editing, and English courses and coaching for administrative and academic staff. Till's interest is in workplace specific competence in language learning as well as the use of English as a lingua franca at the university as an internationalising community.

ORAL PRESENTATION

University Language Teacher Wellbeing in the Times of Crisis

Małgorzata Nicieja

University of Opole, Poland

In the last two decades, teacher wellbeing has become an increasingly important area of scholarly investigation. This sustained focus should hardly come as a surprise. As Sarah Mercer and Tammy Gergesen (2020, p. 1) suggest, teachers who are in a positive state are more innovative, flexible and efficient at their jobs. Those insights are shared by the vast majority of scholars, including Mason (2017), who consistently indicate that greater levels of teacher wellbeing are highly correlated with teaching effectiveness, good relationships with students as well as learners' attainment (Babic et al. 2022; Jayman et al. 2022). In my presentation, I would like to concentrate on how the recent global crisis sparked by the war in Ukraine has affected teacher wellbeing already aggravated by the COVID-19 pandemic. In the first part of my presentation, I would like to delineate the key theoretical dimensions of teacher wellbeing. I will demonstrate the most important findings in positive psychology as well as education studies. In my review, I will pay particular attention to language teachers working at the university level. In the second part of my presentation, I would like to outline the results of the survey I conducted with a sample group of language teachers from different universities in Poland. I will show how teachers have been dealing with disruptions caused by the war and ensuing refugee crisis (that has strongly affected Poland). I will indicate the most popular coping strategies and compare the findings of the survey with the recommendations offered by the latest research on teacher wellbeing. My aim is to identify best practices and strategies that can reduce rates of depression, anxiety and stress in the face of the political and humanitarian conflict in Europe.

Keywords: teacher wellbeing, war, recommendations, coping strategies

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Bionote: Małgorzata Nicieja, MA is a senior lecturer at the Foreign Languages Centre, University of Opole. She has more than 25 years of experience in teaching English as a foreign language to students in Poland and abroad. Her academic interests include psychology in language learning and teaching, well-being and professional development of a teacher. She is a recent graduate of the PhD programme in English language and literature at the University of Opole and expects to defend her PhD on cultural representation of teachers in media and popular culture later this year.

ORAL PRESENTATION

University students' perceptions on language and communication studies: flexible digital solutions and multilingual expertise

Heini Lehtonen

University of Helsinki Language Centre, Finland

Janne Niinivaara

University of Helsinki Language Centre, Finland

Rapidly changing communication environments and post-covid expectations for higher education call for developing research-based teaching in the language centres and other institutions (eg. Salih & Omar, 2021). The University of Helsinki Language Centre is subject to both external (research-based understanding of language teaching and learning) and internal (organizational changes, request by faculties) demands. For this, the UH Language Centre has adopted a collaboratory approach to pedagogical development, executed by administration, teachers, and pedagogical support unit, as well as with student representatives, in several projects.

This presentation presents the results of the student survey (N=680) collected at the University of Helsinki in 2021. The aim was to survey University students' perceptions and experiences of compulsory communication and language courses, integrated content and language teaching and online learning solutions.

The survey shows that the students regard the national languages (Finnish and Swedish) as well as English as the most important languages for their professional life. However, other widely spoken European languages, such as German and Spanish, as well as the neighbouring Russian, and the Chinese language are valued, too. The results indicate

that as for the compulsory studies, the students wish to have more training in oral communication, speech and presentation skills, both in their mother tongues as well as in other languages. Some students wish to have their language studies integrated with the substance studies. In general, many hope for more flexibility and variety for learning and teaching approaches. When describing their experiences of online and digital learning, for most students the teacher's presence was important – but not all the time for everything. The possibility to contact the teacher when necessary was considered to be important.

These results provide valuable information on how students perceive the role of language and communication skills in their developing academic expertise, and help us develop pedagogical planning to meet the complex requirements of global academic working life.

In dieser Präsentation berichten wir über eine Umfrage (2021) für Studierende der Universität Helsinki (N = 680). Das Ziel der Umfrage war es, Erfahrungen und Einstellungen der Studierenden hinsichtlich der obligatorischen Sprach- und Kommunikationsstudien zu sammeln, besonders im Hinblick auf digitale Lernumwelten und die Integration der Substanz- und Sprachstudien. Die Resultate zeigen u.a., dass die Studierenden Finnisch und Schwedisch (die einheimischen Sprachen) sowie English als die wichtigsten Sprachen für ihr Studium und das zukünftige Arbeitsleben betrachten, erachten aber auch andere europäische Sprachen wie Deutsch und Spanisch sowie Russisch und Chinesisch für wichtig. Die Studierenden wünschen sich eine stärkere Vorbereitung auf mündliche Kommunikationssituationen und befürworten flexible Lösungen in der Digi-Pädagogik. Die Umfrage ermöglicht uns ein besseres Verständnis davon, wie Studierende sich ihre mehrsprachige Expertise vorstellen.

Keywords: multilingual competence, perceptions, digital learning, future skills

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Bionotes: Heini Lehtonen (Ph.D.) is a sociolinguist and a language pedagogue. Her research interests include linguistic diversity and multilingual interaction, language ideologies, attitudes and language awareness especially in education, as well as teaching and learning in linguistically asymmetrical groups. She currently works as a senior lecturer of university pedagogy at the University of Helsinki.

Janne Niinivaara (MA.) is a specialist in development of teaching at the University of Helsinki Language Centre and a communication instructor. He is a postgraduate student of social sciences and is currently working on his dissertation about academic leadership. He has an academic background in communication, media education and pedagogy. His research interests include phenomenology, pedagogical leadership, communication in challenging professional life situations, organizational development and digital language learning.

WORKSHOP

Using CEFR and Action Research for Improving Language Teaching: Putting CEFR educational principles into practice

Maria Gabriela Schmidt

Noriko Nagai

Gregory Birch

Jack Bower

Naoyuki Naganuma

Takanori Omura

Nihon University College of Humanities and Sciences, Japan

This workshop is based on the outcome of a collaborative research project on the CEFR/CV and Action Research (AR) sponsored by the Japan Society for the Promotion of Science, providing a hands-on approach to improve language teaching by fostering reflection on current practices. The AR research cycle suggested consists of three stages. Stage I aims to identify an issue and develop a plan for preparing an informed intervention. Stage II consists of two steps: plan for trial of the proposed solution and collect data to critically examine the effectiveness of the intervention. Stage III reexamines the previous stages to prepare for a second AR cycle. Reflection is vital throughout all three stages. The workshop will provide a practical approach with guided steps to address language education issues in various contexts (Bower 2017). Examples will be presented of some small-scale AR projects related to language teaching in Japan, which were conducted by practitioners reflecting on and finding ways to improve their teaching practice using the CEFR/CV as a reference and conceptual tool (Nagai et al. 2020). The workshop will cover the following areas: (1) a description of why AR is the perfect vehicle for teachers to systematically research putting CEFR educational principles into practice, (2) an overview of AR, including an introduction to various AR models, and a CEFR-focused AR model (Birch et al. 2021) based on a critical review of AR literature (Mertler 2020, Burns 1999), (3) an introduction to some small-scale AR examples using the model, (4) hands-on step by step guidance for the workshop participants to identify and address an educational issue in their context. Finally workshop participants will have the opportunity to discuss the approach of the research project and give feedback on the proposed research focus in relation to the CEFR/CV and AR.

Keywords: CEFR, CEFR/CV, Action Research, practitioner-researcher, critical reflection

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Bionotes: Maria Gabriela Schmidt is a professor at Nihon University, Japan for German Linguistics. She received her PhD in Comparative Linguistics from the Mainz University, Germany. She taught general and comparative linguistics at Mainz University, German as a Foreign Language in South-Korea and in Japan. Her research interests include applied linguistics, phonetics, phonology, history of language, intercultural communication and the CEFR / CEFR-CV. Recent research covered the relation between language and culture, multiword-expressions between lexicon and syntax, formative assessment and the use of a language portfolio for reflective learning. She is a co-editor of the CEFR Journal – Research and Practice.

Noriko Nagai is a professor of Ibaraki University, Japan. She received her Ph.D. in Linguistics from the University of Michigan. She taught Linguistics and Japanese at Duke University in the U.S.A and is currently teaching Linguistics and English at Ibaraki University in Japan. Her research interests lie in cross-linguistic influence, explicit instruction of English grammar based on comparative analyses of English and Japanese, criterial lexical and grammatical features of academic prose, and the implementation of the CEFR to English education in the Japanese higher education context, and designing tasks using Mediation descriptors of the CEFR-CV.

Gregory Birch, a Professor at Seisen Jogakuin College in Nagano, Japan, holds a MSc Degree in TESOL from Aston University and a MA in Japanese Language and Society from Sheffield University. His current research concerns the implementation of the European Language Portfolio in Japan. He has also presented and written articles on Task-Based Learning, in-service teacher training for Japanese teachers of English, and the Japan Exchange and Teaching Programme.

Jack Bower is an associate professor at the Education Development Center at Tezukayama University in Nara, Japan. He received his PhD in Linguistics from Macquarie University. His research interests include language test design and validation, curriculum design, and putting the CEFR into practice.

Naoyuki Naganuma is a professor at Tokai University in Japan, and received his Ph.D. from Tokyo University of Foreign Studies. His research interests lie in language learning motivation, language testing and the CEFR - CEFR/CV. He is interested in the implementation of the CEFR to English education in the Japanese education context and involved in various research projects.

Takanori Omura is an assistant lecturer at Soka University in Tokyo, Japan. He received his MA in Education from Soka University. His research interests lie in self-esteem, learner autonomy, and the implementation of an e-portfolio.

ORAL PRESENTATION

Using positive psychology to manage tensions in international classrooms at tertiary education levels

Ioana Kocurova-Giurgiu

SAVS, Czechia

Emil Velinov

SAVS, Czechia

Different models from positive psychology have been successfully employed to boost student engagement and increase learning capacity. With conflict, either at individual

level as well as group or national level becoming more a norm than an exception in various contexts, this paper aims to explore and illustrate how positive psychology can be used to keep mixed groups of students – Czechs, Russians, Ukrainians, Belarusians, Germans, Kazaks, Slovaks – interested, engaged, focused and feeling safe in volatile and unpredictable times.

The model discussed is being applied in language classrooms at the Skoda Auto University in the Czech Republic to foster engagement but particularly to keep spirits high in these troubling times. The paper aims to illustrate how Seligman's PERMA model prevailed in maintaining a sense of normality in the classroom. Three critical incidents will be discussed and presented along with their impact on the teacher, students directly involved and the remainder of participants.

Focused on enhancing positive emotional responses- Positive emotion, Engagement, Relationships, Meaning, Accomplishments (PERMA; Seligman, 2012) - PERMA is also an improved predictor of psychological distress (Forgeard et al., 2011). This means that proactively working on the components of PERMA not only increases aspects of wellbeing, but also decreases psychological distress which is crucial not only in fostering learning but mostly in establishing a relationship in the classroom that will allow mixed groups of students to work together toward common projects and share accomplishments, regardless of detrimental factors as stress, fear, disengagement or even prejudice. Research has shown significant positive associations between each of the PERMA components and physical health, vitality, job or academic satisfaction, life satisfaction, and commitment within organizations or projects (Kern, Waters, Alder, & White, 2014).

This paper explores how all these aspects translate into the classroom. While the case studies are chosen from language and competencies courses, the lessons learned can be reproduced for other types of courses regardless of the topic.

Keywords: tertiary education, critical incident, positive psychology

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Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Atria Paperback.

Bionotes: **Mgr. Ioana Kocurova-Giurgiu** MA is a visiting lecturer at Skoda Auto University in the Czech Republic teaching skill courses from communication skills to academic focus. One of her main interests is to create a safe environment in her classes that fosters engagement and further learning and promotes free conversations. Using positive psychology, she encourages students to collaborate, to teach and assess each other. Currently, she is interested in motivation and motivating factors in the learning process focusing her attention on student interaction and immersion learning while promoting positive emotion, strengthening relationships in the classroom and focusing on meaningful tasks with clear accomplishments.

Ing. Emil Velinov PhD currently works at the Department of Marketing and Management, Skoda Auto University. His most recent publication is *TMT Digitalization and Firm Internationalization*. Emil Velinov was born in Sofia, Bulgaria, where he graduated from the Faculty of Business Economics, in the field of

study Industrial Management (Ing.), followed by the Master degree (MSc.) in Production and Operations Management. He is also a frequent visiting professor at universities across Europe, delivering courses and workshops on diversity and management particularly in the light of digitalization in the 21st century.

POSTER

Virtual Polyglot Project

Iwona Frankiewicz

Wrocław University of Science and Technology, Poland

Marta Hamryszak-Sierpowska

Wrocław University of Science and Technology, Poland

Teachers at the Department of Foreign Languages (DFL) of Wrocław University of Science and Technology have been using information and communication technologies to support their didactic work for years. Those experiences have been gathered in the answer to the challenges set by the pandemic and resulted with the Virtual Polyglot Project. The project embraces all the periodical events and activities in an online format, such as "Language Cafe", "Intercultural and language workshops", "Language Juwenalia", "Polyglot Passage" and "English and Polish Language Advice Centre".

The concept of the project aims at the integration of numerous activities carried out at our department during online work. Apart from improving language skills and expanding the linguistic competence of the project participants, Virtual Polyglot makes the use of available IT tools while expanding the participants' knowledge of the culture and countries where the official languages are the ones taught at the DFL, popularising those languages, and facilitating systematic, varied, multifaceted learning. These goals are achieved through workshops, lectures, quizzes, meetings, competitions, films, written assignments and presentations. All the above-mentioned events are organized free of charge in a university-wide mode, inviting all the interested students of Wrocław University of Science and Technology.

The project reached its peak during academic year 2020/2022 with number of participants of around one thousand. Even though academic year 2021/2022 has been more lenient when it comes to the pandemic regulations and it has been possible to run the classes in traditional, onsite mode, numerous activities within Virtual Polyglot Project have been successfully conducted online, allowing more flexible times of meetings and bigger numbers of students willing to take part in them.

The Virtual Polyglot project's main objective is to familiarise its participants with the languages taught at DFL but also to increase their multicultural awareness and understanding of the role of multilingualism in today's globalised world. The project's activities have an impact on the participants, helping them to build the identity of a young European who will openly, kindly and curiously navigate through the world of various traditions, customs, behaviours and needs. Aware of the importance of multilingualism and multiculturalism, a graduate of Wrocław University of Science and Technology will hopefully be able to exert a positive influence on the local community

by increasing its awareness of the diversity that surrounds us, tolerance and acceptance for community members from different environments, cultures and countries.

Keywords: multifaceted learning, impact, multicultural awareness

Bionote: I have been teaching German as a foreign language for more than 30 years and for the last 25 years I have been working at Wrocław University of Science and Technology. I teach German as a foreign language on different levels of advancement from A1 to B2 as well as German for technical purposes (B2+level) and German for foreign students. I am constantly on the lookout for resources which develop my skills and teaching methods regarding teaching German in English. Apart from teaching I have also responsibilities as the Director of the Department of Foreign Languages of Wrocław University of Science and Technology.

Marta Hamryszak-Sierpowska

I am a senior lecturer of English as a foreign language at Wrocław University of Science and Technology in Wrocław, Poland. I graduated from the University of Wrocław, specialising in teaching methodology. As I am aware of varied needs of my students I am constantly looking for self-development possibilities in the area of teaching of general and academic English and English for special purposes. At the Department of Foreign Languages I am also in charge of part-time studies, doctoral students and internationalisation, trying to connect and fulfil my teaching and administrative duties the best I can.

ORAL PRESENTATION

We are all learners: Lessons from teaching the teachers

Maria del Carmen Arau Ribeiro

Instituto Politécnico da Guarda, CETAPS/TEALS, Portugal

Ágnes Ibolya Pál

Budapest Business School, Hungary

To sustain good practice, teachers must insist on opening space for (re)considering their toolbox for teaching. By cultivating a role that builds on a coaching-oriented approach, teachers can more readily sustain learner advancement in classrooms that are interactive, collaborative, and reflection-driven. The challenge is to effectively engage learners in significant learning activities with greater commitment, motivation, and optimism. As such, this presentation highlights reflective teaching that is built on ongoing learning and the potential provided by learner involvement in the design of their own learning material and assessment. Some case studies of tools subjected to extensive piloting will demonstrate ways to promote collaborative autonomy and respect the precepts of self-determination for higher education contexts. The set of tools developed to support autonomous learning in language and LSP classes enables teachers to learn from and derive inspiration from each other and from their students. Based on testing the adaptability of the tools in different teaching contexts, the presentation will also focus on some questions concerning the creation of meaningful and transformative activities and co-created learning materials. These involve critical-thinking, problem-solving, and the application of knowledge to creativity, communication, and collaboration, and even cover leadership strategies, intercultural awareness, and intrapersonal skills. The presentation will further examine parts of the

iterative learning process that teachers themselves identify as their own critical areas for understanding before applying new strategies and tools in their own teaching practice, thus giving learners the opportunity to take responsibility for their own learning. Lessons learnt from these case studies will be shared to show that teachers can confidently access a growing toolbox and to give evidence that the learning covers the human dimension of emotional aspects as well as caring so that listening, supporting, encouraging, respecting, trusting, accepting and negotiating differences are central to collaborative autonomy.

Keywords: Coaching-Oriented Language Teaching, Autonomous Language Learning (ALL), Design Thinking, Teacher Training, Lifelong Learning

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Bionotes: Prof. Doutor Maria del Carmen Arau Ribeiro teaches English language and cultures, M.A. teacher training, and ESP at the Polytechnic Institute of Guarda (IPG), Portugal, as a member of the CETAPS/TEALS Research Center (FLUP/NovaU), and the Association of Language Centers in Portuguese HE (ReCLes.pt, 2009-present). Her areas of interest are language learning and teaching practice, collaborative autonomy, CLILing, language policy, interculturality, systems and design thinking, interdisciplinarity, and metacognition. European Language Council board member (2018-present), expert HE consultant for the DAAD, Germany (2015-2018), and former coordinator of CercleS Focus Groups.

PhD. Agnes Pál is the director of international affairs of the Faculty of Commerce, Hospitality and Tourism of Budapest Business School, where she teaches Spanish for specific purposes, intercultural communication and skills development courses. She has participated in the development of several European projects. She is currently coordinating the Strategic Partnership Erasmus+ project entitled "Coaching-oriented Online Resources for the Autonomous Learning of Languages for Specific Purposes (LSP)".

ORAL PRESENTATION

What are language centres for?

Isabella Stefanutti

University of Bath, Italy

Graduate employability outcomes have always been important for Higher Education (HE), and the discourse on employability skills has become more dominant and more widely acknowledged over time (Cheng et al., 2021). Language Centres are part of this discourse, as language skills become increasingly more attractive to employers in a multinational and multicultural global economy (CBI, 2019). However, one could question whether providing graduates with a job is the ultimate role of universities and, in this context, if language centres should embrace this utilitarian purpose. What about the pleasure of learning a new language and indulging in its linguistic intricacies? Or, in fact, is it the pragmatic approach to language skills the secret to ensure a successful future for language centres? This presentation starts with a brief introduction to the historic and current role of universities, with particular reference to neo-liberalism in HE (Ergul and Cosar, 2017) and to how language centres came to be. It will then analyse employability skills, their definition and if and how they can be taught, through a literature review and the presentation of the results of empirical research. In the empirical study, 9 academics were interviewed and their practice of embedding employability skills in the curriculum will be described. Looking at their practice, suggestions for doing the same in language classes will be made. The presentation will conclude with a discussion on the development of employability skills in language centres, when participants will be invited to share their views -whether in favour or against- on the topic. It is hoped that good practice will be shared and that national, institution and/or language differences will be noted, so to add an intercultural dimension to the presentation.

Keywords: language centres; employability skills; neo-liberalism

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ORAL PRESENTATION

Who is the manager here?: (Self-) assessment of students' abilities to manage their learning

Martina Šindelářová Skupeňová

Masaryk University, Czech Republic

When asked about the impact of language advising sessions that are provided for our students, the students report about various positive effects these sessions have on their language learning. The advising sessions are a crucial part of the English Autonomously course which is offered to all students at Masaryk University. As the individual sessions were introduced to support students' in their self-regulated learning, they should primarily foster their metacognitive skills and their abilities to manage their own learning. This presentation is based on research into how the individual reflective meetings with an advisor work as a pedagogic tool. It is investigated whether and how the advising sessions contribute to development of students' learner autonomy. The investigation is based on data collected from multiple sources – advising sessions recordings, students' reflective texts and their self-assessment. Furthermore, a feedback form was designed to gain data about students' perception of the advising sessions impact. The gained materials are coded and analyzed using qualitative methods. The coding scheme was developed in an abductive way and it consists of learner autonomy descriptors and students' individual themes related to language learning. The feedback form data is used for triangulation. Holistic interpretation of the whole data sets of selected students should allow gaining a proper insight into their language learning trajectories, their thinking about learning, and thus, to create individual case studies. This talk aims to present a case study that reveals interesting connections as well as disconnections between various metacognitive sub-skills, e.g. planning, monitoring and evaluating learning. The study attempts to portray the student's ability to manage their learning as a dynamic, interrational and context-based phenomenon which is perceived and manifested in multiple ways.

Keywords: learner autonomy, self-regulated learning, language advising, metacognition, self-assessment

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Bionote: **Martina Šindelářová Skupeňová** is a Ph.D. student, English language lecturer and language advisor at Masaryk University in Brno, Czech Republic. Her Ph.D. research project is focusing on language advising sessions, she is interested in investigating relations between development of learner autonomy and the impact of individual advising sessions. Using qualitative methods, she analyzes students' learning trajectories and aims at finding an in-depth understanding of the individual cases. Besides her role as an advisor in the English Autonomously course, she teaches Academic English courses and courses devoted to intercultural communication competences.

ORAL PRESENTATION

Written corrective feedback and self-regulation in online language teaching and learning. A multiple case study based on think-aloud-protocols

Pedro Fernández-Michels

Universitat Oberta de Catalonia, Barcelona, Spain

According to Hattie & Timperley (2007), feedback is “one of the most powerful influences in teaching and learning” (p. 81). However, it is not always guaranteed that it has positive effects. In order for feedback to effectively help learners to improve performance, it has to cover a number of important requirements, such as a clear message about what good performance is, possibilities for the learner to develop effective self-assessment strategies, or the delivery of high quality information about the learners' actual level of performance (Nicol & McFarlane-Dick, 2006). Above all, feedback should trigger further actions by the learners, because only then the feedback cycle can be seen as complete (Ellis, 2009). As such, feedback has to be understood as an element of instruction that enables learners to take sound decisions about their learning path. Due to large student numbers and a considerable workload, in many online language-teaching environments feedback has a predominantly corrective character without engaging in an ongoing dialogue with the learners. We were concerned about the affordances of such feedback practices in terms of providing learners with enough meaningful information so that deep reflection and the application of sound self-regulation strategies could still be triggered and supported. In order to evaluate the capacity of three widely used corrective feedback modalities (indirect feedback providing metalinguistic information, direct feedback providing the correct form and screen-recorded oral feedback), we conducted a multiple case study where 11 learners of German as a foreign language screen-recorded their interaction with the teacher-provided feedback in the form of think-aloud-protocols. The analysis of 33 protocols allowed us to gain insight into the learners' reactions, thoughts and judgements while processing the received information. Several patterns and themes could be identified that can contribute to inform teachers about the possible affordances and shortcomings of the applied feedback modalities.

Keywords: Written corrective Feedback; Online language learning; Self-regulation; Think-aloud-protocols

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Nicol, D. J., Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.

Bionote: Born in Duisburg, Germany, I studied Spanish and German literature and linguistics at the University of Duisburg-Essen, finishing my studies with a bachelor's degree. Following my main interest in foreign language teaching and learning and after having moved to Spain, I completed my academic career with a postgraduate degree in Didactics and Methodology for Teaching German as a Foreign Language at the Autonomous University of Barcelona. Shifting towards the realm of online teaching and learning, I completed the UOC's master's degree in Education and ICT in the early 2000s.

I currently hold a lecturer position at the UOC's Centre of Modern Languages. My main fields of research are adult education, educational technology, quality in online education and training, and foreign language teaching and learning. My current work focuses on communication and feedback in virtual language learning environments.

XVII CercleS International Conference 2022
15 - 17 September 2022
Porto, Portugal