

Book of
Abstracts



XVIII CERCLES
CONFERENCE

MULTILINGUALISM AND THE ANGLOSPHERE

12-14 September 2024
Durham University

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The abstracts in this document are organised according to their respective timeslots and sessions. To access the abstracts for a specific session, simply click on the corresponding timeslot in the conference presentation and workshop schedule.

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Thursday 12 September

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THURSDAY 12 September 2024

	THU SEP 12 14:00 – 15:00	TLC042	Keynote: Colin Crooks / Helen Dickinson The Value of Multilingualism: A UK Civil Service Perspective		Session Chair: Ana de Medeiros
	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#1	THU SEP 12 15:00 – 16:15	TLC042	Jaana Isohätälä Review of Co- and Socially Shared Regulation of Learning in the Language Classroom	Presentation In-person	Li Li
			Blanka Pojslová Students' Perceptions of Scaffolding and Assessing Presentation Skills with Peers	Presentation In-person	
			Barbora Chovancová Tried and Tested: Linguistic Mediation as a Test Task in Languages for Specific Purposes	Presentation In-person	
#2	THU SEP 12 15:00 – 16:15	TLC039	Hania Orszulik Group Work Projects in Higher Education: What's going wrong?	Presentation In-person	Marion Sadoux
			Salwa Mohamed A Dynamic Project-Based Language Curriculum: Principles and Design	Presentation In-person	
			Géraldine Crahay « Est-ce que ça compte ? » : l'évaluation sommative par le portfolio, la réflexion et l'auto-notation / Does That Count? Summative Assessment by Portfolio, Reflection and Self-grading	Presentation In-person	
#3	THU SEP 12 15:00 – 16:15	TLC033	Marianne Broermann Decolonising Language Education: Exploring Indigenous Perspectives in a Swedish Language Course	Presentation In-person	Mark Critchley
			Nahoko Mulvey Exploring the Beliefs and Aspirations of Japanese as a Heritage Language (JHL) Learners Studying in Japanese as a Foreign Language (JFL) Classroom	Presentation In-person	
			Nadine Finsterwald & Tania Tovar Galván Varietätenvielfalt im Deutsch als Fremdsprache-Unterricht für Anfänger:innen / Varietal Diversity in German as a Foreign Language: Lessons for Beginners	Presentation In-person	
#4	THU SEP 12 15:00 – 16:15	TLC101	Natassia Schutz & Aude Hansel Empowering Collaboration and Transversal Approaches in Language Education: A Workshop for LSP Practitioners	Workshop In-person	
#5	THU SEP 12 15:00 – 16:15	TLC106	Thomas Christiansen Beyond the Nateness Principle: Rethinking English Language Learning in the Era of ELF	Presentation In-person	Carmen Argondizzo
			Michele Russo New Challenges in ELT (English Language Teaching): Virtual Exchange and Virtual Mobility	Presentation Remote	
			Muhammad Nafis bin Azman Unveiling the Conception of Dual Language Programme in Multilingual Malaysia	Presentation In-person	

Please see next page for details of remaining parallel sessions.

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#6	THU SEP 12 15:00 – 16:15	TLC113	Sarah Mattila, Sara Cotelli Kureth, Jana Čepičková & Nathalie Kirchmeyer Learning by Doing: Intercultural Lessons from a Transnational Course Between Finland, the Czech Republic and Switzerland	Workshop In-person	
			Stella Bunnag, Theresa Gorman & Anna Nguyen Intercultural Competence Training: Why, What, How	Presentation In-person	
#7	THU SEP 12 15:00 – 16:15	TLC116	Eleonora Federici & Dario del Fante The Digital Humanities as Language Learning Tools: A Pilot Study Involving CLARIN and the Language Centre at the University of Ferrara	Presentation In-person	Elinor Parks
			Zaan Bester Raising Language Awareness to Foster Self-efficacy in Pre-professional Writers of English as a Foreign Language	Presentation In-person	
			Katja Peltola & Birgitta Tjurin-Muranen Student Wellbeing in University Online Language Courses: Enablers and Barriers	Presentation Dual delivery	
#8	THU SEP 12 15:00 – 16:15	TLC117	Katrien Deroey & Jennifer Skipp Personalized Learning Through Flexible Delivery	Presentation In-person	Kristina Pla Fernández
			Pasi Puranen & Maria Selin Online Language Learning: Focusing on Student Well-being and Relationship Building	Presentation In-person	
			Luisa Bavieri Intercomprehension and Collaborative Learning to Interact in a Plurilingual Academic Environment	Presentation In-person	
#9	THU SEP 12 15:00 – 16:15	TLC123	Kateřina Sedláčková Plurilinguisme comme une expérience transformative / Plurilingualism as a Transformative Experience	Presentation In-person	Thomas Chaurin
			Tatiana Linaker Leadership Identity Construction in Plurilingual Context of a UK University Language Centre: A Case Study.	Presentation In-person	

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#1	THU SEP 12 16:45 – 18:00	TLC042	Ruben Bieker The Multilingual Learner as Portfolio Manager: The Role of Language Effort and Economic Thinking in Language Education	Presentation In-person	Oranna Speicher
			Elena Borsetto Fostering Multilingual, Intercultural, and Inclusive Language Learning in Higher Education: An In-depth Exploration of the CEFR Companion Volume	Presentation In-person	
			Thomas Jochum-Critchley & Elisabeth Wallmann Promoting Plurilingualism and Multilingualism in the Anglosphere: A Practical Example	Presentation In-person	
#2	THU SEP 12 16:45 – 18:00	TLC039	Anna Barnau & Božena Džuganová Developing Specific Skills in English for Medical Academic Purposes	Presentation In-person	Johann Fischer
			Nathaniel Owen English Language Assessment and English Medium Instruction (EMI) in Multilingual Settings	Presentation In-person	
			Katrien Deroey Authenticity in EAP materials: The Case of Academic Listening Coursebooks	Presentation In-person	
#3	THU SEP 12 16:45 – 18:00	TLC040	Zhanna Kozmenko-Ihsen & Laura Lewis Enterprise German: Linking German with the World of Business	Workshop In-person	
#4	THU SEP 12 16:45 – 18:00	TLC033	Ruth Tobias, Chaya Fischer, Nadia Fischer & Alix Glotz Experiencing Culture through Language: An innovative COIL Format (German/Hebrew) and Practical Example for Internationalization@home and Preparation for Studies Abroad	Presentation In-person	Mark Critchley
			Elinor Parks Fostering Critical Interculturality in Foreign Language Education	Presentation In-person	
			Šárka Kadlecová Relating to One-self and Others: A Fundamental Skill for Intercultural Competence	Presentation Remote	
#5	THU SEP 12 16:45 – 18:00	TLC101	Ian Cawley, Jason Rodford & Bronagh Rolph Transformation of Secure English Language Testing in Higher Education	Presentation In-person	Yu Gu
			Kim-Anne Barchi, Mariana Jo Bisset & Caroline Clark Test-takers' Perceptions of the Tasks of a B2 Level Computer-based Speaking Test	Presentation In-person	
			Eva Braidwood & Katrin Korkalainen When 'A' Meets the 'I': Students' Encounters with AI-assisted Coursework Across Disciplines	Presentation Dual delivery	
#6	THU SEP 12 16:45 – 18:00	TLC106	Libor Štěpánek & Silke Tork Searching for Language Centres' Potential to Change: A Comparative Study	Presentation In-person	Sabina Schaffner
			Corine Philippart Multilingual University, Yet Linguistic Uniformity? The Case of the University of Luxembourg	Presentation In-person	
			Galyna Dubova & Daniela Coelho Cultural Influences and Plurilingual Practices in Higher Education: A Cross-Context Analysis of European and Asian Universities	Presentation In-person	

Please see next page for details of remaining parallel sessions.

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#7	THU SEP 12 16:45 – 18:00	TLC113	Anne Chateau, Nicolas Molle & Kossi Seto Yibokou Does an Autonomising Scheme Contribute to Change Students' Representations of Language Learning?	Presentation In-person	
			Mirjam Särs, Sannina Sjöberg, Mia Juthman, Siru Lamminpää, Anna Smedlund & Sara Nyholm Learners' Motivational Perspectives of Finnish and Swedish as a Foreign Language	Presentation In-person	
			Verónica Morgade Cuña, Fátima García Manrique & Tilman Tobias Klinge Conexión Madrid-Hannover: Proyecto EULiST de la LUH y la URJC para fomentar la autonomía del aprendizaje en el Plan Curricular integrando metodología tandem / Madrid-Hannover Connection: EULiST Project Between LUH and URJC to Promote Learner Autonomy in the Curriculum Integrating Tandem Methodology	Presentation In-person	
#8	THU SEP 12 16:45 – 18:00	TLC116	Jackie Robbins & Christine Appel The Impact of Collaborative Activities on Learning Outcomes in an Online University B2 English Course	Presentation In-person	Katja Hunfeld
			Ban Xueting A Longitudinal Study of Chinese GTAs' Pragmatic Transfer of Chinese Modal Particles into L2 Requests at UK University Classrooms	Presentation In-person	
			Sanna Machaal, Susanna Mantila & Nina Pilke Affective Language in Adult Finnish Learners' Narratives	Presentation In-person	
#9	THU SEP 12 16:45 – 18:00	TLC117	Ana Beaven Designing a Virtual Exchange Project in the Context of University Language Centres	Workshop In-person	
#10	THU SEP 12 16:45 – 18:00	TLC123	Juana Sanmartín Vélez & Julia Zabala Delgado Language Requirements for International Mobility in Higher Education	Presentation In-person	Kaoru Umezawa
			Jane Wingren How to Support Language Proficiency: Language Policies and Practices at a Finnish University	Presentation In-person	
			Emmi Huttunen, Janne Niinivaara & Katja Bergbacka "KiViTa": When Language Centres from Different Universities Join Forces	Presentation In-person	

FRIDAY 13 September 2024

FRI SEP 13 09:00 – 10:00		TLC042	Keynote: John Bai Developments in Artificial Intelligence Applications in Higher Education	Session Chair: Manuel Silva	
DATE & TIME	ROOM	SESSION TITLE		TYPE & MODE OF DELIVERY	SESSION MODERATOR
#1	FRI SEP 13 10:00 – 11:15	TLC042	Janne Niinivaara Pedagogical Knowledge Management: Case University of Helsinki Language Centre	Presentation In-person	Anne Chateau
			Ayako Yoshino & Xu Cuie Language Learning Skills as a Hidden Curriculum	Presentation In-person	
			Pia Eriksson, Emmi Huttunen & Kaisa Louramo Generic Skills in a Digital Environment	Presentation In-person	
#2	FRI SEP 13 10:00 – 11:15	TLC039	Kristina Ehrsam ELF als Vermittlungssprache in Deutsch-als-Fremdsprache-Kursen: Nutzung von mehrsprachigen Ressourcen ermöglichen / ELF as a Mediating Language in German as a Foreign Language Courses: Facilitating the Use of Multilingual Resources	Presentation Remote	Maike Engelhardt
			Theresa Federici Neuro-inclusivity in Language Assessment	Presentation In-person	
			Antje Neuhoﬀ Informal Learning at the Language Centre: On-site and Virtual Language Cafés	Presentation In-person	
#3	FRI SEP 13 10:00 – 11:15	TLC040	Yana Proskurkina Navigating the Pedagogical Labyrinth: Challenges in Teaching the Ukrainian Language as a Foreign Language	Presentation In-person	Nuria Polo Pérez
			Cai Yuqiao A Case Study of Intercultural Communicative Competence (ICC) of Adult Students in a Mandarin Classroom: Exploring the Development of Students' ICC and Mandarin Performances in Practice	Presentation In-person	
			Anna Krizsán Digital Legal English Classroom Four Years Later: Students' Reflections and Teacher's Observations. A Case Study.	Presentation In-person	
#4	FRI SEP 13 10:00 – 11:15	TLC033	Lesley Adams & Serena Cecco Lecturer Support Service: How to Help EMI Teachers to Find the Best Tools for CPD	Presentation In-person	Mark Critchley
			Johann Fischer, Laurent Rouveyrol, Barbara Sawicka & Julia Zabala Delgado Enhancing Professional Development – Using the VITbox Resources: Experiences and Opportunities	Presentation In-person	
			Hanna Saloranta, Anne-Maria Kuosa & Anne- Maj Åberg A Joint Research Project on Working Life Needs as Part of Language Centre Teachers' Professional Development	Presentation In-person	
#5	FRI SEP 13 10:00 – 11:15	TLC101	Jessica-Ann Thonn Building a Multilingual Intercomprehension Seminar	Workshop In-person	

Please see next page for details of remaining parallel sessions.

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#6	FRI SEP 13 10:00 – 11:15	TLC106	Anna Król & Natalia Janota A Practical Approach to Teaching English to Second-Cycle Engineering Students: Project-Based Learning	Presentation In-person	Zaan Bester
			Alena Holá, Tamara Kopřivová & Katja Kulhánková English as a Lingua Franca in the Language Classroom of Czech Medical Students	Presentation In-person	
			Marianna Hintikka Using AI in Teaching Legal English to Bachelor's Students of Law: ChatGPT as a Tool for Deep Learning	Presentation In-person	
#7	FRI SEP 13 10:00 – 11:15	TLC113	Alena Hradilová AI in Academic English Course: A Deliberate and Ethical Approach	Presentation In-person	Géraldine Crahay
			Sara Cotelli Kureth, Elisabeth Paliot & Suzanna Zink Fostering Transparency: A Swiss Experiment on the Use of AI Tools in Written Assignments	Presentation In-person	
			Evaristo Martínez Belchí No tan inteligente: las limitaciones de la IA en la creación de tareas de comprensión lectora y el uso de estrategias de prompting para paliarlas / Not So Intelligent: The Limitations of AI in the Creation of Reading Comprehension Tasks and the Use of Strategies to Alleviate Them	Presentation In-person	
#8	FRI SEP 13 10:00 – 11:15	TLC116	Noriko Nagai & Maria Gabriela Schmidt Nurturing Growth: Integrating CEFR Insights into Teaching Practices for Professional Development	Workshop Remote	
#9	FRI SEP 13 10:00 – 11:15	TLC117	Mona Khattab Exploring Intercultural Dimensions in Online Arabic Language Learning: A Study on the Impact of Creative Projects in a Beginners Course at the Language Center at the University of Vaasa in Finland	Presentation In-person	Elinor Parks
			Kaoru Umezawa, Tomoko Fujita, Fumiko Narumi-Munro, Chisato Ofune, Akiko Tomatsuri & Chieko Yonezawa Curriculum Decolonisation in Japanese Language Education in the UK	Presentation In-person	
			Yumi Nixon Intercultural Communication and the Process of Non-verbal Interpretation: From Awareness and Sharing to Understanding	Presentation In-person	
#10	FRI SEP 13 10:00 – 11:15	TLC123	Sabina Schaffner & Libor Štěpánek Leadership Communication Workshop	Workshop In-person	

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#1	FRI SEP 13 11:45 – 13:00	TLC042	Joseph Hopkins & Jackie Robbins ECML Inventory of ICT Tools and Open Educational Resources	Workshop In-person	
#2	FRI SEP 13 11:45 – 13:00	TLC039	Anna Johnston, Thomas Chaurin & Sandra Salin Le Français Langue Étrangère dans l'enseignement supérieur au Royaume-Uni : défis et opportunités / French as a Foreign Language in UK Higher Education: Challenges and Opportunities Saule Petroniene & Ingrida Liaukoniene New Initiatives in Lifelong Language Learning: The Case of Lithuania Julia Zabala Delgado & Cristina Rodríguez Awareness and Use of the CEFR CV in Adult Language Education in Spain	Presentation In-person Presentation In-person Presentation In-person	Marta Estella
#3	FRI SEP 13 11:45 – 13:00	TLC040	Hugo O'Donnell Rising Trends in Higher Education International Study Abroad: New Challenges and Opportunities Hideaki Ito & Ruth Vanbaelen 留学生を対象とした日本での就職活動を支援するオンライン学習コンテンツー日本語教育関係者による試用とフィードバック / Supporting International Students in Their Job Search in Japan Through Online Learning Content: Content Trial Run Feedback Ritsuko Koso-Kirk, Akiko Furukawa, Kumi Casey, Mayuko Inagawa, Toshihiko Kitagawa & Fumiko Narumi-Munro Inter-University Virtual Study Abroad: Challenges, Actions and Ways Forward	Presentation In-person Presentation In-person Presentation Dual delivery	Li Li
#4	FRI SEP 13 11:45 – 13:00	TLC033	Jocelyn Wyburd Introducing a Career Pathway for Teaching Staff in a Traditional Research-intensive University Ville Jakkula Observing Institutional Change Through Professional Identities Mark Critchley, Sabina Schaffner & Irmgard Wanner Forschungsaktivitäten und Forschungskultur im CercleS-Netzwerk / Research Activities and Research Culture in the CercleS Network	Presentation In-person Presentation In-person Presentation In-person	Libor Štěpánek
#5	FRI SEP 13 11:45 – 13:00	TLC101	Athena Alchazidu & Barbara Staffolani EPSULA: Integrating Indigenous Heritage to Enhance Cultural Awareness and 4 C's Skills in Higher Education Language Classes	Workshop In-person	

Please see next page for details of remaining parallel sessions.

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#6	FRI SEP 13 11:45 – 13:00	TLC106	Laurent Rouveyrol & Annick Rivens Mompean Digitalizing Multilingual Certification Systems: What are the Challenges? For What Benefits? Insights from the French CLES	Presentation In-person	Marion Sadoux
			Kim-Anne Barchi, Mariana Jo Bisset & Caroline Clark Test Design to Respond to the Evolving Landscape of Language Use	Presentation In-person	
			Benoît Guilbaud & John Walker Comparing Students' Perceptions of Assessments in Different Modalities: Signed and Spoken/Written	Presentation In-person	
#7	FRI SEP 13 11:45 – 13:00	TLC113	Dominique Carlini-Versini, Jin Huang & Nuria Polo Pérez Developing Writing Skills in a Foreign Language with ChatGPT: A Multilingual Perspective	Workshop In-person	
#8	FRI SEP 13 11:45 – 13:00	TLC116	Marie Boccou Kestránková On the Project Educating Heritage Language Learners	Presentation In-person	Zhanna Kozmenko-Ihsen
			Renata Emilsson Peskova Heritage Language Education in Europe: State Support Measures and Alignment of State and European Policies	Presentation In-person	
			Rona Wilkie Return to Gaelic: The Challenges of Re-introducing Lapsed Speakers to a Minority Language	Presentation In-person	
#9	FRI SEP 13 11:45 – 13:00	TLC117	Birgit Huemer & Argyro-Maria Skourmalla Teaching and Learning in the Multilingual Classroom	Presentation In-person	Mia Panisse
			Andreana Pastena Language Practices and Intercultural Friendships: A Case Study at Warwick University	Presentation In-person	
			Eeva Boström & Riitta Koskimies University Students' Perception of Hidden Multilingualism	Presentation In-person	
#10	FRI SEP 13 11:45 – 13:00	TLC123	Claudia Boes & Lars Lienen From ADN to Zoom: The Use of Digital Tools in Teaching Multilingualism in the Context of a European University Alliance	Presentation In-person	Laura Lewis
			Liliana Szczuka-Dorna, Nina Pilke & Katarzyna Matuszak Alliance Partnership Cooperation and its Contribution to Organizational Network of Language Centers	Presentation In-person	
			Diana Kanaan, Liga Belicka, Sylvia Ylinen-Rauscher & Juhani Moisio Europe Forum 2023-2026: Opportunities and Challenges of a Multilingual Language Project in the European University Alliance FORTHEM	Presentation In-person	
	FRI SEP 13 14:00 – 15:00	TLC042	Keynote: John O'Regan Superdiverse Translingualism and the Structuralist Dynamics of English as a Global Language		Session Chair: Oranna Speicher

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#1	FRI SEP 13 15:00 – 16:15	TLC042	Irmgard Wanner & Astrid Reich European University Alliances: What's in it for Language Centres?	Workshop In-person	
#2	FRI SEP 13 15:00 – 16:15	TLC039	Atheena Johnson From L1 to ESP: Insights from a Comparative Analysis of French- and English-Speaking Psychology Students in Higher Education Alessandra Fazio Blended Intensive Programme (BIP) to Enhance Communication Skills for Sport Management Professionals: A Case Study Rosalba Rizzo Cultivating Critical Literacy: A CLIL Approach to Empowering Language Learners	Presentation Remote Presentation Remote Presentation Remote	Benoît Gilbaud
#3	FRI SEP 13 15:00 – 16:15	TLC040	Hanna Vänskä Educating Bilingual Professionals: Language Support in Bilingual Bachelor's Programmes Renata Emilsson Pesková Plurilingual Approaches in Beginner Courses of Icelandic as a Second Language at the University of Iceland: Utilizing Students' and Teacher's Linguistic Repertoires Hanna Kosonen & Salla-Maaria Suuriniemi Language Safer Space: Language Practices and Multilingualism in Working Communities	Presentation In-person Presentation In-person Presentation In-person	Kristina Pla Fernández
#4	FRI SEP 13 15:00 – 16:15	TLC033	Pedro Duarte & Manuel Silva Integrating AI in Language Learning/Teaching Cathy Molinaro, Nazaret Pérez Nieto & Angelo Silvestri Navigating the Intersection of AI and Foreign Language Learning: Challenges, Opportunities, and Ethical Integration in Higher Education Cesare Zanca The Impact of ChatGPT and AI Text Generation Tools on Language Learning: Redefining the Need for Foreign Language Education	Presentation In-person Presentation In-person Presentation In-person	Mark Critchley
#5	FRI SEP 13 15:00 – 16:15	TLC101	Susanna Kohonen & Saija Kaskinen Enhancing the Experience of Presence in Fully Online and Blended Learning through More Holistic Approaches	Workshop In-person	
#6	FRI SEP 13 15:00 – 16:15	TLC106	Vera Abeddou, Katrin Muchova Grabulos, Stefanie Neunder-Anfindsen & Orsolya Serkedi Ein Programm zur Förderung der (sprachlichen) Studierfähigkeit von geflüchteten Studienanwärtern: Das Kompass-Jahr an der Universität Bern, Schweiz / A Programme to Promote the (Linguistic) Study Skills of Prospective Refugee Students: The Compass Year at the University of Bern, Switzerland Martina Šindelářová Skupeňová Erasmus zu Hause, zu Hause bei einem internationalen Austausch: Inter-cultural communication course design / Erasmus at Home, at Home at an International Exchange: Inter-cultural Communication Course Design Patricia Romero de Mills Alternative Programme to Study Abroad: At-home Cultural Immersion	Presentation In-person Presentation In-person Presentation In-person	Hugo O'Donnell

Please see next page for details of remaining parallel sessions.

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#7	FRI SEP 13 15:00 – 16:15	TLC113	Becky Muradás-Taylor Undergraduate Language Programmes in England: A Cold Spot Analysis by Language	Presentation In-person	Ana de Medeiros
			Ulrike Bavendiek Establishing a Centre of Excellence for Language Teaching	Presentation In-person	
			Veronika Glogarova & Petra Svobodova Are We Dinosaurs? Sustainability of a Higher Education Teacher in the AI Age	Presentation In-person	
#8	FRI SEP 13 15:00 – 16:15	TLC116	Anna Johnston, Géraldine Crahay & Cynthia Tavors Quel(s) objectif(s) pour les enseignant·e·s en centre de langues? Quelles conséquences pour nos programmes? / What are the Objectives for Teachers in Language Centres? What are the Consequences for Our Programmes?	Presentation In-person	David Tual
			Lauri Tolkki Language Centre Teachers' Conceptions of their Professional Competences Now and in Future	Presentation In-person	
			Kasia Lanucha Unlocking Innovation: Fostering Teamwork and Collaboration in Language Centres	Presentation In-person	
#9	FRI SEP 13 15:00 – 16:15	TLC117	Fiona Dalziel & Marta Guarda Exploring the Affective Factors at Play in the EMI Classroom: Implications for Language Policy, Language Teaching Practice and EMI Content Lecturers	Presentation In-person	Yu Gu
			Nicholas Musty The Relationship Between English Medium Instruction and Motivation: A Systematised Review	Presentation In-person	
			Edyta Olejarczuk EMI: Technical University Students' Perceptions of an Interpersonal Communication Course	Presentation In-person	
#10	FRI SEP 13 15:00 – 16:15	TLC123	Katrien Deroey Designing EMI Lecturer Training Programmes: What and How?	Workshop In-person	

SATURDAY 14 September 2024

SAT SEP 14 09:30 – 10:30		TLC042	Keynote: Manuela Guilherme Plurilingualism in Education and Research: Global Languages, Transnationalism and Decoloniality	Session Chair: Tom Grainger	
DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR	
#1	SAT SEP 14 10:30 – 12:00	TLC042	Akiko Shirabe, Fumiko Sugie & Reiko Sato The Challenge of LSP in Languages Other than English: Adapting a So-called Language-neutral Framework of Communication Skills to the Needs of Student Engineers Learning Japanese	Presentation In-person	Kaoru Umezawa
			Silvie Převrátlová & Dominika Kovářiková Corpus-Based Analysis of Grade-level Educational Vocabulary in Czech Biology Textbooks for Healthcare Aspirants	Presentation In-person	
			Vicky A Richings Digital Literature in a Japanese Language Learning Context: Exploring its Pedagogical Benefits	Presentation In-person	
#2	SAT SEP 14 10:30 – 12:00	TLC039	Hanna Magedera & Dorit Fellner-Whitgreave Spiele als Schlüssel zur interkulturellen Kommunikation / Games as the Key to Unlocking Intercultural Competences	Workshop In-person	
#3	SAT SEP 14 10:30 – 12:00	TLC040	Tuula Lehtonen Authenticity and Mediation in an Online Asynchronous Course	Presentation In-person	Juana Sanmartín
			Lin Pan Exploring Preservice Teachers' Translanguaging Practices and Perceptions in Teacher Training: A Global Englishes Perspective	Presentation In-person	
			Sarah Khan, Yan Jing & Laura Manzie 'Windows on the World': Developing Intercultural Awareness Through English Language Teaching in Chinese Junior High Schools	Presentation In-person	
#4	SAT SEP 14 10:30 – 12:00	TLC101	Stefanie Allum Differentiation in Open-access Academic Writing Workshops	Presentation In-person	Chiara Cirillo
			Lisa Schantl Creative Writing as a Tool to Counter Native Speaker Bias	Presentation In-person	
#5	SAT SEP 14 10:30 – 12:00	TLC106	Becky Muradás Taylor & Rachel Wicaksono Cold Spots in Language Degree Provision: Design Change and Actions for Us All	Workshop In-person	
#6	SAT SEP 14 10:30 – 12:00	TLC113	Laia Canals Rage Against the Machine: The Use of Machine Translation and Voice Recognition in Foreign Language Learning	Presentation In-person	Manuel Silva
			Sylvia Goetze Wake & Samantha Riby Intercultural Challenges: Video Capsules and a Toolbox for Communication in An Academic Context	Presentation Remote	
			Simon Milligan Scaffolding Student Writers' Ability to Evaluate AI Inputs	Presentation In-person	

Please see next page for details of remaining parallel sessions.

	DATE & TIME	ROOM	SESSION TITLE	TYPE & MODE OF DELIVERY	SESSION MODERATOR
#7	SAT SEP 14 10:30 – 12:00	TLC116	Stella Bunnag TNEast: Community, Collaboration, Intercultural Communication	Presentation In-person	Ruth Tobias
			Ohene Agyemang Opoku South African ESL Teachers in Chinese Schools: A Critical Study of Cross-cultural Communication – Current Trends and Dynamics	Presentation Remote	
			Stefanie Nölle-Becker & Constanze Bradlaw Functional Multilingualism: Thinking Beyond English as Lingua Academica in German HEIs	Presentation Remote	
#8	SAT SEP 14 10:30 – 12:00	TLC117	Janne Niinivaara Students' Perceptions and Experiences of Interaction in Web-based Language Learning	Presentation In-person	Thomas Chaurin
			Minna Intke Hernández & Katja Peltola The Role of Belonging in Language Centres and Language Learning	Presentation Dual delivery	
			Dobrochna Futro Developing Language Learner Autonomy Through Translanguaging in Scottish Primary Schools. From 'I can only speak English' to Using All Available Resources (and Redesigning the Language Learning Evaluation Task).	Presentation Remote	
#9	SAT SEP 14 10:30 – 12:00	TLC123	Nathalie Kirchmeyer & Kristina Knauff Enhancing Multilingual and Multicultural Competence for Engineering Students	Presentation In-person	Laura Lewis
			Almut Meyer A Plurilingual Approach for Beginners' Courses in German. An Example from Foreign Language Teaching	Presentation In-person	
			Anja Häusler & Juliane Michelini Cephalopoda / Kopffüßer: Mehrsprachigkeitsaspekte in der Vermittlung von Deutsch als fremder Fachsprache am Beispiel der Biologie / Cephalopoda / Kopffüßer: Multilingual Aspects in the Teaching of German as a Foreign Language Using the Example of Biology	Presentation Dual delivery	

THURSDAY 12 September 2024

14:00-15:00 – TLC042

Colin Crooks/ Helen Dickinson

The Value of Multilingualism: A UK Civil Service Perspective

This keynote talk will address the following:

- *A personal testimony from the speakers*
- *A UK Civil Service perspective on the value of languages: in and of themselves, and to the individual, to society and to government*
- *UK Civil Service activity to recognise, embrace and make effective use of languages*
- *The importance of partnerships with academia, and higher education playing its part in generating the language skills pipeline that all sectors across the UK need for success in the 21st century.*

FRIDAY 13 September 2024

9:00-10:00 – TLC042

John Bai

Developments in Artificial Intelligence Applications in Higher Education

This keynote will address a number of conceptual and practical issues in relation to Artificial Intelligence and Education. Starting with definitions and understandings of what AI is, the talk will consider the state of play for research concerning the application of AI in Education. It will conclude with a description of ongoing research projects undertaken concerning educator perspectives both in Germany and internationally.

14:00-15:00 – TLC042

John O'Regan

Superdiverse Translingualism and the Structuralist Dynamics of English as a Global Language

In a recent book (O'Regan 2021), I have referred to the emergence over the last 30 years of perspectives on superdiversity, English as a Lingua Franca (ELF), translanguaging, world Englishes and translingualism etc. under the collective heading of superdiverse translingualism due to the shared emphasis they each place on the hybridity, diversity, multiplicity, pluricentricity and translingual fluidity of modern-day language practices involving English. A vast array of documentary evidence has been accumulated that shows how worldwide users of English both inside and outside of the traditional centres of English language use regularly innovate and transgress against so-called "native-speaker norms," so demonstrating that any claim to the sole ownership of English by those styling themselves as native speakers departs from the empirical lingua-cultural reality of actual global English language use. In the midst of the immense linguistic fluidity and translingualism which this research reveals, the global ELT profession as well as the knowledge domains of EMI and English-medium research publication have found themselves heavily criticized for their seeming continued fidelity to inner circle models. In this talk, I locate these discussions within the framework of a critical

realist understanding of English in the world in order to determine why it is that the linguistic diversity which exists is endlessly disfavoured.

SATURDAY 14 September 2024

9:30-10:30 TLC042

Manuela Guilherme

Plurilingualism in Education and Research: Global Languages, Transnationalism and Decoloniality

- Multilingualism and the Anglosphere in context (*Lusofonia / Francophonie / Deutsch Sphäre*)
- Plurilingualism in Education and Research: Global Languages, Transnationalism and Decoloniality (*Línguas locais / Langues locales / Lokale Sprachen*)
- Conceptual discussion and the importance of a conceptual framework (*Quadro conceptual / Cadre conceptuelle / konzeptioneller Rahmen*)
- The *Glocademia* matrix (*matriz / matrice / matrix*)
- Education and Research: and ongoing pedagogy and professional development programmes (*Educação e Investigação / Education et Recherche / Bildung und Forschung*)



THURSDAY 12 September 2024

15:00 – 16:15

SESSION 1

TLC042

Review of Co- and Socially Shared Regulation of Learning in the Language Classroom

Jaana Isohäätä

Co- and socially shared regulation of learning refer to a strategic, metacognitive process during which learners plan, monitor, adapt and reflect upon each other's and the whole group's learning. While self-regulated learning has been shown to be effective for language learning, the benefits of co- and socially shared regulation of learning in the language classroom have received less attention. Since pedagogical practices in language classrooms often emphasize interaction and collaboration, it is worthwhile to explore what is known about co- and socially shared regulation of learning in the language learning context and how language learners could benefit from co- and socially shared regulation of learning. The aim of this literature review is to explore how co- and socially shared regulation of learning have been studied in formal language learning settings and what observations have been made. Research papers were sought from three databases (Scopus, Proquest, Web of Science). Altogether 32 unique research articles were identified, but ultimately the review was narrowed down to 7 articles that matched the criteria of the review. The results show that research accumulated thus far is scarce. All reviewed papers focused on the learning of English and were conducted in higher education. Most studies focused on the regulation of cognition or behavior, while some also addressed the regulation of emotions during learning. The learning of reading and writing skills was most prominently investigated. Methodologically, the studies utilized self-report surveys, qualitative content analysis of discussions, and interviews. The research indicates that language learners use a variety of co-regulation and socially shared regulation strategies to facilitate their language learning process. The nature and complexity of regulation were shown to depend on the learning setting, self-regulation profiles, and group performance. However, more systematic research is needed to draw conclusions and create implications for the language learning classroom.

Students' Perceptions of Scaffolding and Assessing Presentation Skills with Peers

Blanka Pojslová

Addressing the need to increase student engagement in their learning and promote accountability, the Masaryk University Language Centre has introduced a scheme to intensify peer involvement. This paper presents an approach to developing undergraduate ESP students' presentation skills through gradual scaffolding, wherein both teachers and peers provide temporary support within students' zone of proximal development. Initially, the proposed presentation describes the gradual support process employed in the first half of the ESP course to assist students in preparing for their independent exam presentations delivered in the latter half of the semester, following the removal of temporary support. By this stage, students are familiar with expectations and assessment criteria, prepared to assume another role the previous activities prepared them for. During the exam presentation sessions, students not only act as an authentic audience but also actively participate alongside their teacher in assessing their peers' exam presentations. Consequently, the final assessment of students' exam presentations results from both peer and teacher evaluations. Following this, the paper presents findings from a survey in which students shared their perceptions of the support

provided during the preparatory phase and their views on the assessment format. Specifically, students were surveyed regarding their perceptions of giving and receiving peer feedback and assessment, how these perceptions compare to those of teacher feedback and assessment. Finally, the paper discusses the pedagogical implications of the entire scheme, highlighting the opportunities and challenges of intensive peer involvement. Additionally, suggestions for future enhancements of scaffolding and assessing ESP students' presentation skills are presented.

Perceptions des étudiants de l'échafaudage pédagogique et de l'évaluation de leurs compétences en présentation par les pairs.

Le Centre de Langues de l'Université Masaryk, souhaitant répondre au besoin d'accroître l'engagement des étudiants dans leur apprentissage et de promouvoir leur responsabilité, a introduit un programme visant à intensifier la participation des pairs. Dans cette contribution nous présenterons une approche dont l'objectif principal est de développer les compétences de présentation des étudiants en ESP grâce à un échafaudage progressif, dans lequel les enseignants et les pairs fournissent un soutien temporaire dans la zone proximale de développement des étudiants. En premier lieu, nous décrivons le processus de soutien progressif utilisé dans la première moitié du cours ESP pour aider les étudiants à se préparer à leurs présentations d'examen individuelles, livrées dans la seconde moitié du semestre, après la suppression du soutien temporaire. À ce stade, les étudiants sont familiers avec les attentes et les critères d'évaluation, prêts à assumer un autre rôle pour lequel les activités précédentes les ont préparés. Pendant les sessions de présentation d'examen, les étudiants ne servent pas seulement d'auditoire authentique mais participent également activement à l'évaluation des présentations d'examen de leurs pairs aux côtés de leur enseignant. En conséquence, l'évaluation finale des présentations d'examen des étudiants résulte à la fois des évaluations des pairs et des enseignants. En deuxième lieu, seront présentés les résultats d'une enquête dans laquelle les étudiants ont partagé leurs perceptions du soutien fourni pendant la phase préparatoire et leurs opinions sur le format d'évaluation. Plus précisément, les étudiants ont été interrogés sur leurs perceptions du retour et de l'évaluation des pairs, ainsi que sur leur comparaison avec le retour et l'évaluation des enseignants. Enfin, nous discuterons des implications pédagogiques de l'ensemble du programme, en mettant en évidence les opportunités et les défis de cette participation intense des pairs. Des suggestions pour améliorer l'échafaudage et l'évaluation des compétences de présentation des étudiants en ESP seront également présentées.

Tried and Tested: Linguistic Mediation as a Test Task in Languages for Specific Purposes

Barbora Chovancová

With the current emphasis on moving the language classroom closer to authentic language interaction settings, there has been a significant shift in teaching and, consequently, also assessing towards practical language skills. In the Languages for Specific Purposes (LSP) context, these include linguistic mediation, i.e. a skill that enables conveying ideas and information to others across language, but also across discipline-specific barriers, often contributing to successful plurilingual or even pluricultural encounters and communication in professional settings.

Activities that train LSP students to talk to lay people efficiently while mediating the key terms and concepts are now recognised as important and relatively easy to find and/or to develop by teachers themselves. However, it has been argued that mediation cannot be adequately assessed: since it gives substantial leeway to the test-taker, some responses that need to be assessed may be unexpected, unsuitable, or inaccurate. This raises a series of questions, such as how CEFR descriptors can assist in assessing these responses impartially and where to set the boundary between what is still acceptable and what is not.

The presentation sets out to demonstrate that mediation may also be adequately assessed, both in oral testing and in written tests. To this end, it will analyse an original exam task developed for second-year university students of Legal English that includes both intra- and cross-language mediation aspects and show its suitability for mediation while sharing samples of student work and discussing the potential challenges involved in assessing the students' responses.

Biographical note: Barbora Chovancová specialises in teaching English for Legal Purposes. Apart from her extensive experience in ESP teacher training, she has also been active in the area of designing and developing ELT materials, recently also for testing. Her professional interests include mediation as a language skill and promoting autonomous learning.

Bewährt und getestet: Sprachmediation als Testaufgabe in Fachsprachen

Mit dem aktuellen Schwerpunkt auf der Annäherung des Sprachunterrichts an authentische Sprachinteraktionssituationen hat es eine signifikante Verschiebung im Unterricht und folglich auch in der Bewertung hin zu praktischen Sprachfertigkeiten gegeben. Im Kontext der Fachsprachen umfassen diese die sprachliche Mediation, d.h. eine Fähigkeit, die Ideen und Informationen über Sprach- und fachspezifische Barrieren hinweg an andere weiterzugeben, was oft zu erfolgreichen mehrsprachigen oder sogar plurikulturellen Begegnungen und Kommunikationen in beruflichen Umgebungen beiträgt.

Aktivitäten, die Fachsprachenstudierende darauf vorbereiten, effizient mit Laien zu kommunizieren und dabei die Schlüsselbegriffe und Konzepte zu vermitteln, werden heute als wichtig erkannt und von den Lehrkräften relativ leicht gefunden und/oder entwickelt. Es wurde jedoch argumentiert, dass die Mediation nicht angemessen bewertet werden kann: Da sie dem Prüfling einen erheblichen Spielraum lässt, können einige Antworten, die bewertet werden müssen, unerwartet, ungeeignet oder ungenau sein. Dies wirft eine Reihe von Fragen auf, wie beispielsweise, wie CEFR-Beschreibungen dabei helfen können, diese Antworten unparteiisch zu bewerten, und wo die Grenze zwischen dem liegt, was noch akzeptabel ist und dem, was nicht.

Die Präsentation hat zum Ziel zu zeigen, dass die Mediation sowohl in mündlichen Prüfungen als auch in schriftlichen Tests angemessen bewertet werden kann. Hierzu wird eine originale Prüfungsaufgabe analysiert, die für Studierende im zweiten Studienjahr des Fachs Legal English entwickelt wurde und sowohl intra- als auch interlinguale Mediationsaspekte umfasst. Es wird gezeigt, dass diese Aufgabe für die Mediation geeignet ist, während Beispiele von Studentenarbeiten geteilt und die potenziellen Herausforderungen bei der Bewertung der Antworten der Studierenden diskutiert werden.

Group Work Projects in Higher Education: What's going wrong?

Hania Orszulik

University students are expected to engage in group work activities towards assessed and non-assessed learning outcomes. Lecturers report a lack of pragmatic competence when assessing student participation in groupwork assignments. Common challenges for students include managing group dynamics and a general reluctance to engage in group assignments. Likewise, students express reluctance towards groupwork assignments. They report challenges in dealing with team-related issues, scepticism of a fair assessment process and resentments of unequitable division of assignment roles and responsibilities.

In Higher Education settings, group work skills are important for students' target situation needs on entering the workforce. This presentation investigates the training that students receive on group work skills, and questions who should be responsible for preparing international students with the pragmatic, intercultural and interpersonal skills required for effective participation on group work assignments. As McConachy (2019) notes, pragmatic competence is underrepresented as an element of language learning, with linguistic knowledge being prioritised in language curricular. Yet pragmatic competence is expected to be demonstrated on degree programmes and the subsequent workplace setting. This presentation makes a case for training in group work in EAP, with an emphasis on the intercultural and interpersonal skills that enable students to fully participate in group work activities with confidence and enthusiasm. It will suggest learning activities and outcomes that should be more fully integrated in the EAP curriculum, and recommend tools for weaving pragmatic competence into degree programmes and EAP courses.

The research for this presentation has been conducted in collaboration with staff and students at the University of Leicester School of Business (ULSB). However, I intend to offer claims and ideas applicable to the wider HE context.

A Dynamic Project-Based Language Curriculum: Principles and Design

Salwa Mohamed

The contribution represents 4EU+ mini-grants (from 2022 and 2023), it is led by experts from Charles University and focuses on streamlining and systematising the teaching of heritage language. The thematic area of the project is Educating Heritage Language Learners in Europe. First, we will present the general objective of the project and explain where the idea of the project came from. Then we will present the objectives of the project, which coincide with selected EU objectives. In this context, we will point out the facts that prevent the full and functional fulfilment of the mentioned European objectives in practice. One of the aims is to find answers to the below questions. The first question concerns school systems in Europe: How can current educational systems develop heritage language acquired outside schools? As the group of heritage language users is small compared to the users of the language of instruction, individual European countries consider this issue to be of lesser importance. For this reason, the team's goal is to find answers to the second question: Are European education systems causing an undesirable consequence: to "forget" heritage language and re-learn it as a foreign language? The presentation briefly describes the steps taken by the team, and also the difficulties the team faces in meeting the goals and in setting subsequent goals. The final phase of the contribution will be devoted to the description of the planned steps of the team looking for solutions to make plurilingualism and linguistic diversity in contemporary Europe more effective.

« Est-ce que ça compte ? » : l'évaluation sommative par le portfolio, la réflexion et l'auto-notation / Does That Count? Summative Assessment by Portfolio, Reflection and Self-grading

Géraldine Crahay

Cette communication s'appuie sur deux constats. Premièrement, un parti pris des apprenant·es est bien souvent de n'accorder d'importance qu'aux travaux sommatifs et, par conséquent, de négliger ceux formatifs. Or, la plupart des enseignant·es estiment autant, sinon plus, ces derniers, jugés essentiels pour l'apprentissage et le progrès de l'apprenant·e. Deuxièmement, les évaluations dans l'enseignement supérieur privilégient les formats académiques traditionnels (la dissertation et la synthèse, par exemple) qui laissent peu de place à des compétences transversales indispensables telles que la créativité, la résolution de problèmes, la communication et l'autonomie. Comment dès lors déplacer l'investissement des apprenant·es de la note finale au processus d'apprentissage tout en favorisant des activités axées sur l'acquisition de ces savoir-faire jusqu'ici peu mis à l'honneur ?

Afin de répondre à cette double injonction, le centre de langues de l'université de Durham a mis en place un programme d'évaluation particulier dans le module de français avancé (C1). En plus de travaux oraux individuels et collaboratifs ainsi que d'un travail de fin d'année du type mini-mémoire, une des tâches sommatives consiste en un portfolio auto-noté. Tout au long de l'année, les apprenant·es sont invité·es à effectuer des activités écrites variées visant à l'acquisition de compétences diversifiées, qu'il s'agisse d'un poème, d'une synthèse, d'une traduction, d'un récit basé sur un extrait ou d'une lettre de motivation pour un métier imaginaire. Ils en sélectionnent ensuite deux (une pour chaque trimestre, l'une argumentative, l'une créative), s'attribuent une note qu'ils justifient en écrivant une réflexion (en anglais). Cette note est ensuite validée (ou non) par l'enseignant·e.

Après avoir posé quelques bases théoriques (notamment le concept d'ungrading), cette communication présentera le programme d'évaluation, ses bienfaits pédagogiques mais aussi ses limites, surtout organisationnelles, ainsi que les réactions des apprenant·es face à une pratique sommative responsabilisante et innovante.

“Does it count?”: Summative assessment through portfolio, reflection and self-marking

This paper is based on two observations. Firstly, learners' bias is often to grant importance only to summative work and, consequently, to neglect formative ones. However, most teachers value the latter as much, or even more, as they are deemed essential to learners' learning and progress. Secondly, assessment in higher education favours traditional academic formats (such as essays and syntheses), which leave little room for indispensable interdisciplinary competences, such as creativity, problem-solving, communication and autonomy. Accordingly, how can learners' engagement be shifted from the final mark to the learning process, while also encouraging activities focused on the acquisition of skills that have hitherto received little attention?

In order to reply to this dual injunction, Durham University's language centre has implemented a specific assessment programme in the advanced French module (C1). In addition of individual and collaborative oral tasks, as well as an end-of-year project similar to an extended essay, one of the summative tasks consists of a self-marked portfolio. Throughout the year, learners are invited to carry out varied written activities aimed at acquiring diversified skills, whether a poem, a synthesis, a translation, a story based on an extract or a cover letter for an imaginary position. They then select two (one for each term, one academic, the other one creative), give themselves a mark that they justify through a reflection (in English). This mark is validated (or not) by the teacher.

After laying the groundwork (notably the concept of ungrading), this paper will present the assessment programme, its pedagogical benefits, but also its limitations, particularly organisational ones, as well as learners' reactions to a summative practice that is empowering and innovative.

Decolonising Language Education: Exploring Indigenous Perspectives in a Swedish Language Course

Marianne Broermann

A university language course can help develop a variety of personal and social skills such as global citizenship, collaboration, critical thinking, problem-solving, empathy, and creativity. These skills are often referred to as future skills, and are included as important learning objectives in higher education mission statements and strategy papers. The CEFR is, of course, an important guideline for language teachers. However, through their choice of learning materials, teachers also have a significant impact on how students perceive the culture(s) of the target language. Therefore, it is crucial to examine and, where appropriate, deconstruct cultural biases, stereotypes, representation and societal issues present in the materials used.

This paper presents an example from a Swedish language course. The Swedish textbooks used in many university language courses often focus on what Kramsch (1998) calls the 4 Fs: festivals, food, folklore and statistical facts. To gain a more nuanced and authentic understanding of Swedish society, it is essential to supplement the textbook material. Therefore, a project was carried out to examine Sweden's colonial past (and present) in relation to the indigenous Sámi minority. In the form of a case study, the students explored the conflict between the Sámi indigenous rights and cultural ties to land, and the need for resources for renewable energy. In their reflective writing, the students reported that they had previously been unaware of the situation and had now learned about the complexities and potential conflicts associated with the green transition. They also discovered how the Sámi (and other indigenous) perspective of collective land use could serve as an example of sustainable resource use.

To conclude, the paper advocates a critical analysis and deconstruction of language teaching materials with regards to representation, including decolonisation. In this way, a language course can be a vehicle for promoting critical thinking, civic responsibility and global citizenship.

Ein Universitätssprachkurs kann dazu beitragen, eine Reihe persönlicher und sozialer Fähigkeiten wie Global Citizenship, Zusammenarbeit, kritisches Denken, Problemlösung, Empathie und Kreativität zu entwickeln. Diese Fähigkeiten werden oft als Zukunftskompetenzen bezeichnet und sind als wichtige Lernziele in den Leitbildern und Strategiepapieren der Hochschulen enthalten. Der Gemeinsame Europäische Referenzrahmen für Sprachen (GERS) ist eine wichtige Richtschnur für Sprachlehrende. Durch die Auswahl der Lernmaterialien haben diese jedoch auch einen erheblichen Einfluss darauf, wie die Studierenden die Kultur(en) der Zielsprache wahrnehmen. Daher ist es wichtig, die Materialien in Bezug auf kulturelle Befangenheit, Stereotypen, Repräsentation und gesellschaftliche Themen zu untersuchen und gegebenenfalls zu dekonstruieren.

In diesem Beitrag wird ein Beispiel aus einem Schwedischkurs vorgestellt. Die schwedischen Lehrbücher, die oft in Universitätssprachkursen verwendet werden, konzentrieren sich häufig auf Themen, die Kramsch (1998) als „die 4 Fs“ bezeichnet: festivals, food, folklore und statistical facts. Um jedoch ein differenzierteres und authentischeres Verständnis der schwedischen Gesellschaft zu erlangen, ist es unerlässlich, das Lehrbuchmaterial zu ergänzen. Deshalb wurde ein Projekt durchgeführt, das die koloniale Vergangenheit (und Gegenwart) Schwedens in Bezug auf die indigene Minderheit der Sámi untersucht. In Form einer Fallstudie untersuchten die Studierenden einerseits den Konflikt zwischen den indigenen Rechten und kulturellen Bindungen der Sámi an ihr Land und andererseits dem Bedarf an Ressourcen für erneuerbare Energie. In ihren Reflexionstexten berichteten die Studierenden, dass ihnen die Situation zuvor nicht bewusst gewesen war und sie nun ein besseres Verständnis über die Komplexität und die potenziellen mit dem grünen Wandel verbundenen Konflikte hatten. Sie haben auch entdeckt, wie die indigene (hier speziell die samische) Perspektive der kollektiven Landnutzung als Beispiel für eine nachhaltige Ressourcennutzung dienen kann.

Abschließend plädiert der Beitrag für eine kritische Analyse und Dekonstruktion von Sprachlernmaterialien im Hinblick

auf Repräsentation, einschließlich Dekolonisierung. Dadurch kann ein Sprachkurs ein Mittel zur Förderung von kritischem Denken, gesellschaftlicher Verantwortung und Global Citizenship werden.

Exploring the Beliefs and Aspirations of Japanese as a Heritage Language (JHL) Learners Studying in Japanese as a Foreign Language (JFL) Classroom

Nahoko Mulvey

This paper investigates the ideological beliefs and aspirations of Japanese as a heritage language (JHL) learners enrolled in a Japanese programme at Oxford University Language Centre. The Japanese programmes there are organised for Japanese as a foreign language (JFL) learners to develop their Japanese abilities, but over the last ten years a few JHL learners have enrolled every year. Some have managed to complete courses while others have dropped out for various reasons and my observations show that their dropout rate is higher than that of JFL learners. Some did not put enough effort into systematically learning Japanese grammar and expressions that they had not yet mastered, because they were accustomed to acquiring Japanese casually in a domestic environment. Eventually, such students could not keep up with the progress of the course. Others, just like JFL learners, became too busy with other commitments, such as their major studies, to continue a Japanese course. Some JHL learners, however, realised that they needed to learn some grammar and expressions systematically according to the JFL study method, and thus enhanced their Japanese abilities successfully.

I will conduct interviews with JHL learners enrolled in Japanese courses to find out their ideological beliefs and aspirations toward the Japanese language. My project is conducted based on my two statuses: as a language teacher teaching 'a named language', Japanese, and as a sociolinguist considering that 'named languages' are not fixed entities but constructed socially and politically (García & Li, 2014; Otheguy et al., 2015).

This project examines JHL learners' ideological beliefs and aspirations first and eventually aims to explore how naturally acquired language skills can be nurtured into useful skills under the programme of the Language Centre.

Varietätenvielfalt im Deutsch als Fremdsprache-Unterricht für Anfänger:innen / Varietal Diversity in German as a Foreign Language: Lessons for Beginners

Nadine Finsterwald & Tania Tovar Galván

International graduate teaching assistants (GTAs) serve an essential role in enhancing the delivery of teaching and learning support at UK higher education institutions (HEIs) (Ban, 2023). With English as the medium of instruction at UK universities, international Chinese GTAs are simultaneously researchers, instructors, and advanced second language (L2) speakers. First language (L1) pragmatic transfer, particularly the transfer of modal particles, is common in the L2 pragmatic output of Chinese English as a foreign language (EFL) speakers. Modern Chinese modal particles are commonly categorised as distinct words at the end of a sentence primarily dedicated to articulating the speaker's attitude. While not easily translatable into English, they profoundly influence the meaning of speech acts by reducing the directness of requests and enhancing politeness (Lee-Wong, 1998). Interlanguage pragmatics focuses on the utilisation and acquisition of pragmatic knowledge in an L2 context by individuals who are L2 speakers (Kasper, 1992). Pragmatic competence pertains to the capacity to use language appropriately in a social setting (Taguchi, 2009). Meta-pragmatic awareness is the identification of pragmatic phenomena by L2 learners (Timpe-Laughlin, 2017). Hence, exploring the influence of L1 pragmatic marker transfer on the pragmatic production of L2 requests by Chinese GTAs, who are advanced L2 speakers and instructors in UK university classrooms, is both crucial and valuable.

This study employs a longitudinal mixed-method approach, incorporating semester-long classroom observations, semi-structured interviews, and stimulated recall interviews of nine Chinese GTAs from two UK universities. Through longitudinal investigation and conversation analysis, this study delineates their progression of awareness towards L1 pragmatic transfer and how Chinese modal particles influenced and transferred to their pragmatic production of L2 requests in UK university classroom teaching.

Abstract in Chinese:

国际研究生助教（GTAs）在加强英国高等教育机构（HEIs）的教学支持方面发挥着至关重要的作用（Ban, 2023）。在英国大学以英语为教学语言的情境下，国际中国GTA同时兼具研究人员、教师和高级第二语言（L2）使用者的身份。第一语言（L1）语用迁移，尤其是语气助词的迁移，在中国英语使用者的二语表达中较为普遍。在现代汉语中，语气助词通常被归类为句末的助词，主要用于表达说话人的态度。虽然不容易翻译成英语，但它们通过减少请求的直接性和增强礼貌性，能够深刻地影响言语行为的意义（Lee-Wong, 1998）。语际语用学关注二语使用者在二语语境中对语用知识的运用和习得（Kasper, 1992）。语用能力是指在社交环境中适当使用语言的能力（Taguchi, 2009）。元语用意识是二语学习者对语用现象的识别（Timpe-Laughlin, 2017）。因此，研究母语语气助词迁移对中国GTA（作为英国大学课堂上的高级二语使用者和教师）的二语请求语用产生的影响是重要且有价值的。

本研究采用纵向混合方法，对来自英国两所大学的9名中国GTA进行了为期一个学期的课堂观察、半结构化访谈和刺激回忆访谈。通过纵向调查和会话分析，本研究描述了中国GTA对母语语用迁移的认知过程，以及汉语语气助词如何影响和转移到他们在英国大学课堂教学中二语请求的语用表达。

15:00 – 16:15
SESSION 4
TLC101 – Workshop

Empowering Collaboration and Transversal Approaches in Language Education: A Workshop for LSP Practitioners

Natassia Schutz & Aude Hansel

Collaboration with subject specialists is essential for Language for Specific Purposes (LSP) practitioners as it enables us to tailor our courses effectively and bridge language and content instruction. However, our location within an institution can sometimes make collaboration challenging, and when collaboration is possible, we are most often the ones nurturing the collaboration. In this workshop, we intend to cultivate a deeper understanding of the importance of collaboration in enhancing student learning outcomes and promoting interdisciplinary connections.

First, we will define transversality and discuss how it can be applied in different teaching contexts. Next, we will examine a case study focused on popular science, where students were asked to re-explain a concept learned in one of their content classes in a 3-minute video. For this learning module, we collaborated with various subject lecturers and members of the communication department and audio-visual services. In small groups, the participants will then discuss, for example, how transversal activities can engage students, enhance language acquisition and promote critical thinking. Finally, we will host a roundtable discussion where the participants can share their experiences and thoughts on the benefits and challenges of transversality for LSP practitioners.

By the end of this workshop, the participants will understand the importance of collaboration in language education and have practical ideas for using transversal approaches in their own teaching. With this knowledge and support from collaborative discussions, participants will be better able to promote transversality and create more engaging learning experiences for their students.

*Beyond the Nativeness Principle: Rethinking English Language Learning in the Era of ELF***Thomas Christiansen**

Drawing from one survey and four matched-guise test experiments (Lambert et al. 1960) published as AUTHOR (2017, 2018a, 2018b and 2019), this presentation explores NNES ELF users' attitudes towards learning English and measures their willingness to emulate the English of different personas. The results reveal nuanced interactions between perceived nativeness, celebrity status, and attractiveness, in particular a feeling of affinity with speakers, rather than a simple desire to emulate native speakers, which is still the backbone of many approaches.

These studies highlight the limitations of the nativeness principle (see: Seidlhofer 2001, 2011; Jenkins 2007), noting the absence of a singular native English model as well as the difficulty in accurately identifying NESs. Our findings suggest that NNES ELF users may not prioritize emulating NESs and instead exhibit the propensity to emulate or mimic (see (Tomasello 1996, Chartrand / Bargh 1999) highly proficient ELF users from the outer circle (see Graddol 2010).

Through qualitative and quantitative analysis of survey responses from almost 500 English learners in various countries, but mostly Italy, we compare responses on reasons for learning English and attitudes towards English norms. We identify a shift away from NES-norm orientation towards more diverse and fluid ELF-oriented perspectives. This shift signifies a changing paradigm in English language education, recognizing the importance of diverse language variations (Widdowson 2015) and flexible models of communication in global contexts.

Overall, our study contributes to ongoing discussions regarding the relevance of the nativeness principle in English language education and advocates for a more inclusive approach that embraces the diversity of English as a Lingua Franca and takes into account the aspirations of new generations of ELF users.

*New Challenges in ELT (English Language Teaching): Virtual Exchange and Virtual Mobility***Michele Russo**

The Covid-19 pandemic has profoundly affected the global educational system, necessitating a rapid shift towards remote teaching and learning. While remote teaching has traditionally been viewed as less effective than classroom instruction, educational institutions worldwide have been compelled to explore new approaches and adapt lesson plans to meet the challenges of remote education.

Exchange programs, a cornerstone of international education, have been particularly impacted by the pandemic. Many institutions suspended their traditional study-abroad programs, prompting a surge in the adoption of virtual exchange programs. Such virtual programs allow students to engage in international study experiences from the comfort of their homes, leveraging dedicated platforms and virtual spaces created for this purpose. As a consequence of this, virtual exchange programs have been introduced even after the Covid-19 pandemic and have proven to be effective choices to foster students' study-abroad experiences.

Against this new educational setting, the purpose of this paper is to explore the results of a virtual exchange program that the author has been implementing at the Department of Humanities, University of Foggia. The virtual exchange program started in February 2024 and is scheduled to be concluded in April 2024. The Department of Humanities has signed the virtual agreement with the University of Chicago, USA. The Italian students and the American students who are involved in this program convene once a week on Zoom. They engage in hour-long discussions on a specific topic assigned by the program tutor. These discussions are conducted in both English and Italian.

The paper thus aims to analyze students' experiences and evaluate the effectiveness of the virtual exchange program in ELT. The analysis will be based on students' comments, as well as on data and reports prepared throughout the program.

Italian version:

Nuove sfide nell'insegnamento della lingua inglese: scambio virtuale e mobilità virtuale

La pandemia da Covid-19 ha influenzato notevolmente il sistema educativo globale, rendendo necessari l'insegnamento e l'apprendimento a distanza. Sebbene l'insegnamento a distanza sia tradizionalmente considerato meno efficace rispetto all'insegnamento in presenza, le istituzioni educative di tutto il mondo hanno dovuto attuare nuovi approcci, adeguando, nel contempo, i piani di studio alle sfide dell'insegnamento a distanza.

I programmi di scambio, da sempre di fondamentale importanza nell'istruzione internazionale, sono stati particolarmente compromessi dalla pandemia. Molte istituzioni universitarie e scolastiche hanno sospeso i propri programmi di studio all'estero, proponendo programmi di scambio virtuale. Tali programmi consentono agli studenti di partecipare a esperienze di studio internazionale da casa, utilizzando piattaforme dedicate e spazi virtuali creati appositamente. Di conseguenza, i programmi di scambio virtuale sono stati adottati anche dopo la pandemia e si sono rivelati progetti efficaci per incrementare le esperienze di studio all'estero degli studenti.

Considerando tale contesto educativo, lo scopo di questo articolo è di esaminare i risultati di un programma di scambio virtuale che l'autore ha inaugurato presso il Dipartimento di Scienze Umanistiche dell'Università di Foggia. Il programma è iniziato nel febbraio 2024 e terminerà ad aprile 2024. Il Dipartimento di Scienze Umanistiche ha siglato un accordo virtuale con l'Università di Chicago, negli Stati Uniti. Gli studenti italiani e americani che partecipano al programma si riuniscono una volta alla settimana su Zoom. Partecipano a discussioni della durata di un'ora su un tema specifico assegnato dal tutor del programma. Le discussioni si svolgono sia in inglese che in italiano.

L'articolo si propone, dunque, di analizzare le esperienze degli studenti e valutare l'efficacia del programma di scambio virtuale nell'insegnamento della lingua inglese. L'analisi si basa sui commenti degli studenti, e sulle informazioni emerse dai dati e dalle relazioni raccolti durante il programma.

Unveiling the Conception of Dual Language Programme in Multilingual Malaysia

Muhammad Nafis bin Azman

Malaysia is highly multilingual, with diverse ethnic groups and languages (e.g., Malay or Bahasa Malaysia, Mandarin, Tamil, Iban, and Dusunik). During British colonialism, English served as the official language and the medium of instruction. After gaining independence from the British in 1957, the Malaysian government strived for national integration and identity through language planning and policy by legislating Bahasa Malaysia as the national language of Malaysia and the main medium of instruction in government-funded schools. Furthermore, the legislation pushed a complete phase-out of English-medium schools in 1971. However, English was temporarily reintroduced as a mandatory medium of instruction (EMI) for Mathematics and Science in 2003 but the policy was abolished in 2009. EMI was then reinstated as a Dual Language Programme (DLP) in 2016. These persistent efforts signify the prevalent role of English in Malaysia alongside Bahasa Malaysia, while other languages were sidelined. Yet, DLP implementation is not compulsory, and this triggers questions about its conceptualization. The present study fills a gap in the literature, focusing on the conceptualization of DLP on a national level. This study employs a grounded theory analytical method with an inductive approach and analyses eight national educational policies and documents relevant to DLP. The analyses revealed that despite Malaysia's linguistic diversity, proficiency in Bahasa Malaysia and English is pervasive as the Ministry's top educational priority. Additionally, DLP reflects the national agenda of ensuring equilibrium between upholding the status of Bahasa Malaysia and favouring the global positioning of English. The presentation aims to share a detailed account of the tension and complexity around language planning and policy in the Malaysian education system. The continuous debate on the competing role of Bahasa Malaysia and English and its relevance to other multilingual nations will also be discussed. This presentation may be of interest to educators and policymakers alike.

15:00 – 16:15
SESSION 6
TLC113 – Workshop

Learning by Doing: Intercultural Lessons from a Transnational Course Between Finland, the Czech Republic and Switzerland

Sarah Mattila, Sara Cotelli Kureth, Jana Čepičková & Nathalie Kirchmeyer

According to Dervin (2010), intercultural communication entails savoir-faire, savoir-analyser but also savoir-(ré)agir, in other words identifying actions in co-constructed discourses, being able to analyse discourses in terms of stereotypes, and being able to adapt one's emotions and actions in intercultural settings. Acting and learning by doing thus play an important role in developing intercultural competencies. We strongly believe that students need to be challenged to act in multicultural settings and that is why we set up a transnational course jointly taught by three teachers from three European universities. The goal of the course was to work in small international and multidisciplinary groups and to identify a sustainability challenge (within the framework of the UN sustainable development goals), define and investigate the challenge, as well as create and present a feasible solution, following the design sprint methodology.

In this presentation, we will focus on the way intercultural communication is explained to students, through self-assessment questionnaires and tasks and how it is enacted by students in small group discussions, debates and decision-making processes. We wanted to offer minimal guidance and to focus on the savoir-(ré)agir that the students would experience in their group work.

To assess our approach, we rely on students' and teachers' reflective evaluations of the course and we will base our analysis on teachers' logs, student interviews at the end of the course, students' learning journals and two surveys filled in by students at the beginning of the course and the end. This will allow us to map an eventual change in students' perspectives. With this protocol we wish to explore how much students need to be guided to develop their intercultural communication competence.

*Intercultural Competence Training: Why, What, How***Stella Bunnag, Theresa Gorman & Anna Nguyen**

According to Matveev (2017), increasing intercultural communication skills in global educational and professional environments can have a major impact on success. As well as enabling the development of personal skills (Neuliep, 2017) and having the somewhat lofty ambition of contributing to world peace (Kofi Annan, 2004; cited in United Nations, 2004), having good intercultural competence can increase employability (Halila et al., 2020). This is why building transcultural communication skills is so important for our graduates. The workshop will first outline what skills and qualities constitute 'intercultural competence' and why they are important. We will then describe the evolution of our independent intercultural competence training courses at the Nottingham Institute for Languages and Intercultural communication (NILIC) at Nottingham Trent University (NTU), sharing valuable lessons learned from development, piloting and marketing to help you develop your own courses. To offer a different perspective, colleagues from the Center for Languages and Key Competences (Zessko) at the University of Potsdam (UP) will share their experiences of creating training content to fit into their existing curricula. They will also share insights into how their students extend their thinking about culture and develop essential attitudes and behaviours for intercultural competence, including (but not limited to): empathy, respect for otherness, tolerance for ambiguity, knowledge discovery, communicative awareness and behavioural flexibility, as defined by The INCA Project (INCA Project Team, European Commission, 2009). Finally, the session will provide an interactive space for you to consider developing intercultural communication training within your own contexts, content you might include and what the plan might look like.

German:

Interkulturelles Kompetenztraining: Warum, Was, Wie

Laut Matveev (2017) kann die Weiterentwicklung der interkulturellen Kommunikationsfähigkeiten in globalen Bildungs- und Berufsumgebungen einen großen Einfluss auf den Erfolg haben. Ausgebildete interkulturelle Kompetenz ermöglicht nicht nur die Entwicklung persönlicher Fähigkeiten (Neuliep, 2017) und hat den etwas hochgesteckten Anspruch, zum Weltfrieden beizutragen (Kofi Annan, 2004; zitiert in United Nations, 2004), sondern kann auch die beruflichen Anstellungschancen verbessern (Halila et al., 2020). Deshalb ist der Aufbau transkultureller Kommunikationsfähigkeiten für Studierende von großer Bedeutung. Im Workshop wird zunächst dargelegt, welche Fähigkeiten und Qualitäten „interkulturelle Kompetenz“ ausmachen, und warum sie wichtig sind. Anschließend beschreiben wir die Entstehung unserer unabhängigen Trainingskurse für interkulturelle Kompetenz am Nottingham Institute for Languages and Intercultural communication (NILIC) an der Nottingham Trent University (NTU) und teilen wertvolle Erkenntnisse aus Entwicklung, Pilotierung und Marketing, um Sie bei der Gestaltung Ihrer eigenen Kurse zu unterstützen. Um eine zusätzliche Perspektive zu bieten, werden Kollegen vom Zentrum für Sprachen und Schlüsselkompetenzen (Zessko) an der Universität Potsdam (UP) ihre Erfahrungen bei der Erstellung von ihren Lehrplänen angepassten Lehr- und Lerninhalten teilen. Sie werden auch Einblicke darüber geben, wie ihre Studierenden ihr Denken über Kultur erweitern und essentielle Einstellungen und Verhaltensweisen für interkulturelle Kompetenz entwickeln, einschließlich (aber nicht beschränkt auf die) der durch das INCA-Projekt definierten: Empathie, Respekt für das Anderssein, Toleranz für Vieldeutigkeiten, Wissensentdeckung, Kommunikationsbewusstsein und Verhaltensflexibilität (INCA-Projektteam, Europäische Kommission, 2009). Abschließend bietet die Sitzung einen interaktiven Raum, in welchem Sie über die Entwicklung eines eigenen Lehr- und Lernangebots für interkulturellen Kommunikation nachdenken können--darüber, wie sich dies in Ihrem eigenen Kontext gestalten würde, welche Inhalte Sie möglicherweise einbeziehen, und wie der Plan aussehen könnte.

The Digital Humanities as Language Learning Tools: A Pilot Study Involving CLARIN and the Language Centre at the University of Ferrara

Eleonora Federici & Dario del Fante

Il Centro Linguistico dell'Università di Ferrara, recentemente è diventato membro del nodo italiano dell'infrastruttura comune per le risorse e le tecnologie linguistiche CLARIN , uno dei centri del consorzio delle infrastrutture di ricerca Europea (ERIC).

All'interno delle attività relative a tale affiliazione, durante l'anno accademico 2023-24, è stato organizzato un progetto pilota che ha riguardato la didattica della lingua inglese all'interno di cinque insegnamenti del settore scientifico disciplinare L-LIN/12 Lingua e Traduzione Lingua Inglese, in tre corsi di laurea triennale (Lettere, Manager degli Itinerari Culturali, Scienze e Tecnologie della Comunicazione), e due corsi di laurea magistrale (corso di Traduzione per Lingue e Letterature Straniere e Lingua Inglese per Formazione, Comunicazione e Cittadinanza Digitale).

Tale contributo ha l'intento di mostrare i risultati di due attività distinte. In una prima parte della sperimentazione, analizzeremo i risultati didattici relativi all'utilizzo di materiali e strumenti di valutazione forniti da CLARIN-IT. In una seconda parte, presenteremo le proposte di teaching modules che andranno ad implementare i materiali già esistenti. Il progetto sposa il principio di open science e di risorse FAIR, ha come obiettivo quello di affiancare alla didattica delle lingue, l'insegnamento di competenze digitali e di tecniche specifiche per linguisti, traduttori ed esperti della comunicazione e promozione turistica .

Riteniamo che una didattica digitale sperimentale sia necessaria per acquisire delle competenze non solo prettamente linguistiche, ma anche digitali e specificatamente tecniche.

English:

The Language Centre at the University of Ferrara has recently become a member of the CLARIN network. This partnership has resulted in a pilot study dealing with the teaching of English for Specific Purposes in three BA courses (Classics, Tourism, and Media Studies) and two MA courses (Translation and Digital Citizenship).

This presentation aims to show the results of the pilot study: firstly, tools and materials provided by CLARIN-IT are used in the classroom and the didactic results are analyzed based on assessment forms provided by CLARIN; secondly, teaching modules adapting CLARIN material to classroom and learner needs are produced, which can then be shared via the CLARIN-IT network.

We believe the pilot study to be in line with the principles of open science and FAIR resources. In addition, the study is relevant to language, tourism, translation and media students, whose learning must combine language skills, media literacy and digital citizenship.

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Raising Language Awareness to Foster Self-efficacy in Pre-professional Writers of English as a Foreign Language

Zaan Bester

PROBLEM

Czech IT-students writing in English for an international readership struggle to create understandable, accessible, and clear texts (as observed by a trained expert in teaching SLA-writing).

FOCUS

An in-depth study of the students' writing process and resulting products is needed to be able to intervene in the writing process and raise these (pre-)professionals' language awareness (LAR).

I will investigate the foundations of the students' writing by drawing a writing profile of every student (the experience of their writing and self-evaluation) in terms of confidence, comfort, and competence. This profile will provide insights in their engagement in the writing process and point towards possible reasons for their struggle.

TREATMENT

I will intervene in the writing process by making the (pre-)professionals focus on the norms and deviations in authentic domain-specific texts, so that they become able to self-regulate during their writing process and become self-efficacious.

CONCLUSION

In this way the intervention does not only foster learner autonomy in an educational setting, but provides the building blocks for their lifelong learning as professionals

German:

PROBLEM

Tschechische IT-Studenten, die für eine internationale Leserschaft auf Englisch schreiben, haben Schwierigkeiten, verständliche, zugängliche und klare Texte zu verfassen (wie ein ausgebildeter Experte im Unterrichten von SLA-Schreiben beobachtete).

FOKUS

Um in den Schreibprozess eingreifen und das Sprachbewusstsein (Language Awareness, LAR) dieser (Vor-)Profis steigern zu können, ist eine eingehende Untersuchung des Schreibprozesses der Studierenden und der daraus resultierenden Produkte erforderlich. Ich werde die Grundlagen des Schreibens der Studenten untersuchen, indem ich ein Schreibprofil jedes Teilnehmers (die Erfahrung seines Schreibens und seiner Selbsteinschätzung) in Bezug auf Selbstvertrauen, Komfort und Kompetenz erstelle. Dieses Profil wird Einblicke in ihr Engagement im Schreibprozess geben und mögliche Gründe für ihren Kampf aufzeigen.

BEHANDLUNG

Ich werde in den Schreibprozess eingreifen, indem ich die (Vor-)Profis dazu bringe, sich auf die Normen und Abweichungen in authentischen domänenspezifischen Texten zu konzentrieren, damit

sie während ihres Schreibprozesses in die Lage versetzt werden, sich selbst zu regulieren und selbstwirksam zu werden.

ABSCHLUSS

Auf diese Weise fördert die Intervention nicht nur die Autonomie der Lernenden in einem Bildungsumfeld, sondern stellt auch die Bausteine für ihr lebenslanges Lernen als Fachkräfte bereit

*Student Wellbeing in University Online Language Courses: Enablers and Barriers***Katja Peltola & Birgitta Tjurin-Muranen**

In recent years, online learning has become a part of the everyday life of higher education students. Despite its numerous advantages, such as location flexibility, online learning also poses challenges. According to previous research, successful online learning demands a high level of self-regulation, and especially in asynchronous courses, students may experience feelings of loneliness and isolation.

Traditionally, online learning has been divided into synchronous and asynchronous formats. Typically, synchronous learning promotes simultaneous interactions at scheduled times, providing a structured learning environment, but may come with potential scheduling and technical issues. On the other hand, asynchronous learning, not requiring real-time interaction with instructors or peers, allows students to access and engage with coursework at their own pace, however, this format demands strong independent study skills and a heightened level of engagement. Nowadays, due to the technological solutions available, many courses incorporate both synchronous and asynchronous components.

This study examines how university students perceive their wellbeing in both asynchronous and synchronous online language centre courses. The data is being collected at two Finnish universities during the spring term 2024 using an online questionnaire and will be analysed through content analysis. The questionnaire items focus on various enablers and barriers influencing student wellbeing in the online learning context, including factors such as communication, study skills, self-management skills and life circumstances. Some of these factors can be experienced either as barriers or enablers for student wellbeing, depending on who is experiencing them and how. For example, distance can mean isolation and loneliness for one student – peace and quiet for another.

*Personalized Learning Through Flexible Delivery***Katrien Deroey & Jennifer Skipp**

We present a research writing course that uses a flexible mode of delivery to promote personalized learning (Deroey & Skipp, 2023). A flipped approach limits the number of class sessions in favour of student-led activities. On the one hand, this accommodates PhD students' busy schedules (Casanave, 2010) as well as local teaching staff shortages. On the other hand, it capitalizes on doctoral students' capacity for independent work and allows our mixed-discipline, multilingual groups to gear their learning to personal and disciplinary needs. Over the years, this course has been successfully run online and on-site.

The course aims to improve insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. Its design promotes personalized, continuous learning by requiring participants to work on their own manuscripts, research disciplinary texts, and evaluate their writing and that of their peers. To this end the course is 'deconstructed' into five interlocking components: independent coursebook reading and writing tasks; interactive workshops using the output from those tasks; peer review; writing and reflection; and consultations. Except for the limited number of workshops and online consultation, all work is completed by students in their own time outside the classroom.

We will outline the course and evaluate its successes and challenges to suggest ways in which courses can be designed to address challenges such as group heterogeneity and the limited availability of students and staff.

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Online Language Learning: Focusing on Student Well-being and Relationship Building

Pasi Puranen & Maria Selin

Initialization has brought many new opportunities to education. E-learning has become a central part of teachers' work and students' everyday lives. The new digital age requires a new way of thinking and a new attitude from teachers: students need to learn new skills to succeed in e-learning.

In my presentation, I will introduce resources produced by the 2digi2 project and demonstrate how they can be used to help teachers plan and deliver lessons to support student well-being. I will present four different themes that support students' well-being during their studies:

1. New learning objectives that digitalization brings. How can we add, for example, health-related objectives to the learning objectives of the course? How can we help students to adopt healthy working practices and be aware of the impact of working in a digital environment on brain health and work performance?
2. Digitalization also challenges the strengthening of generic skills in e-learning. It is possible to develop students' self-regulation skills and design e-learning courses in such a way that students with lower self-regulation skills can also have successful learning experiences and perform well in their e-learning.
3. 2Digi2 project focused also on the accessibility of digital courses and the inclusion of different learners in online courses. The project website provides information and tips on how to make e-learning inclusive and responsive to all types of learners.
4. Attention and development of both teacher-student and student-student interaction will enhance the quality of e-learning courses. Meaningful interaction can enhance the learning experience of students and thus their well-being.

2digi2, a national project of the Network of Finnish Universities Language Centres (Finelc), involved teachers and staff from thirteen Language Centres across Finland. The project has created materials, guidelines, and tips to help all university teachers in their teaching and online communication. Project website: <https://2digi2.languages.fi/>

15:00 – 16:15

SESSION 9

TLC117

Intercomprehension and Collaborative Learning to Interact in a Plurilingual Academic Environment

Luisa Bavieri

The contribution presents the results of an experimentation of an intercomprehension (IC) workshop, delivered in blended mode for Italian and Portuguese PhD students, and activated at the Language Center of the University of Ferrara during the academic year 2021-22.

The general objective was the learning of a methodology that enables understanding of scientific documents in their original language and encourages plurilingual academic interaction in technical-scientific contexts where English is widely used.

The adopted approach involved an inductive approach to the L2 (Italian - Portuguese) and the co-construction of meaning through interaction among the text, the reader and the class from a socio-constructivist learning perspective, with particular attention to cooperative learning processes.

Since the creation of a collaborative class and the development of socio-affective strategies were particularly important in this context, the interaction dynamics aimed at text comprehension and the degree of peer collaboration were observed.

Italian and Portuguese texts from Eurom5 and specialized texts accompanied by annotations were used.

The data were obtained from direct observation of the classes by an external L2 Italian teacher, an intercomprehension expert, for a total of 13 hours. The observed practices included:

1. the degree of students' participation during classes;
2. the degree of interaction among peers with the same L1, on a scale from 0 to ≥ 5 ;
3. the degree of interaction among peers with different L1, on a scale from 0 to ≥ 5 ;
4. the variables in the degree of interaction related to the text type.

The analysis shows a higher interaction among peers with different L1 and a high degree of interaction in the transposition of specialized texts, thanks to the content familiarity which facilitated comprehension.

These results encourage the adoption of an IC approach in plurilingual academic contexts.

Italian:

Il contributo presenta i risultati di una sperimentazione di un laboratorio di intercomprensione (IC) in modalità mista per dottorandi di filosofia italiani e portoghesi, attivato presso il Centro Linguistico dell'Università degli Studi di Ferrara nell'anno accademico 2021-22.

L'obiettivo generale era l'apprendimento di una metodologia che permettesse la comprensione di documenti scientifici in lingua originale e che incentivasse l'interazione accademica plurilingue in contesti tecnico-scientifici in cui l'inglese è la lingua predominante.

L'approccio adottato prevedeva un avvicinamento induttivo alla L2 (italiano – portoghese) e la co-costruzione del significato attraverso l'interazione tra il testo, il lettore e la classe, in un'ottica di apprendimento socio-costruttivista, con particolare attenzione ai processi di apprendimento cooperativo.

Poiché la creazione di una classe collaborativa e lo sviluppo di strategie socio-affettive era particolarmente importante in questo contesto, si sono volute osservare le dinamiche interattive finalizzate alla comprensione del testo e il grado di collaborazione tra pari.

Sono stati utilizzati testi italiani e portoghesi tratti da Eurom5 e testi specialistici accompagnati da annotazioni.

I dati sono stati ricavati dall'osservazione diretta delle lezioni da parte di una docente di italiano L2 esterna, esperta in intercomprensione, per un totale di 13 ore. Le pratiche osservate hanno riguardato:

1. il grado di partecipazione in classe degli studenti;
2. il grado di interazione tra pari con la stessa L1, con una scala da 0 a ≥ 5 ;
3. il grado di interazione tra pari con diversa L1, con una scala da 0 a ≥ 5 ;

4. le variabili nel grado di interazione legate alla tipologia del testo.

L'analisi mostra una maggiore interazione tra pari con diversa L1 e un alto grado di interazione nella trasposizione dei testi specialistici, grazie alla familiarità del contenuto che ne ha agevolato la comprensione.

Tali risultati incoraggiano l'adozione di un approccio IC in ambito accademico plurilingue.

Plurilinguisme comme une expérience transformative / Plurilingualism as a Transformative Experience

Kateřina Sedláčková

Abstract in primary language: Cette communication vise à explorer les stratégies et les outils nécessaires pour le développement de la compétence plurilingue telle que définie par le Volume complémentaire du Cadre européen commun de référence pour les langues (2020). La recherche est menée dans le cadre d'un cours en ligne intitulé "International communication: Play with languages!" dispensé sur plusieurs semestres à des étudiants aux parcours linguistiques et académiques variés par le Centre de langues de l'Université Masaryk, Brno, République tchèque. Le concept du cours, ciblant six langues (allemand, français, italien, espagnol, portugais, tchèque), va au-delà des schémas d'intercompréhension traditionnels (Blanche-Benveniste, 1997) qui opèrent au sein de familles de langues individuelles, acquérant une importance supplémentaire parmi les participants dont la langue maternelle n'est pas indo-européenne. Les activités se concentrent sur la complémentarité des langues dans l'apprentissage (Piccardo, Germain-Rutherford et Lawrence, 2021), le développement de la conscience métalinguistique crucial pour activer consciemment des mots ou des structures à travers les langues (Woll, 2018), et la capacité à utiliser de manière proactive les langues familières pour comprendre les nouvelles (Meziane, 2017 ; Shereen, 2021). Ainsi, le concept de répertoire linguistique (Volume complémentaire du Cadre européen commun de référence pour les langues, 2018 ; Piccardo, Germain-Rutherford et Lawrence, 2021) devient la pierre angulaire du cours, guidant les étudiants à le développer et à l'utiliser efficacement. L'analyse des stratégies plurilingues est basée sur les productions langagières des participants et leurs écrits autoréflexifs. Il apparaît que la prise de conscience de leur identité plurilingue est cruciale pour surmonter le "monolingisme multiple" et gagner en confiance face à des données langagières inconnues. Elle contribue également à augmenter de manière significative leur motivation à continuer à apprendre d'autres langues et enrichir leur répertoire linguistique.

English:

This communication aims to explore the strategies and tools necessary for the development of plurilingual competence as defined by the CEFR Companion Volume (2020). The research is conducted within the framework of an online course titled "International Communication: Play with Languages!" offered over multiple semesters to students with diverse linguistic and academic backgrounds by the Language Centre of Masaryk University, Brno, Czech Republic. The course concept, targeting six languages (German, French, Italian, Spanish, Portuguese, Czech), extends beyond traditional intercomprehension patterns (Blanche-Benveniste, 1997) that operate within individual language families, acquiring additional significance among participants whose native language is non-Indo-European. Activities focus on the complementary nature of languages in learning (Piccardo, Germain-Rutherford, & Lawrence, 2021), the development of metalinguistic awareness crucial for consciously activating words or structures across languages (Woll, 2018), and the ability to proactively use familiar languages to understand new ones (Meziane, 2017; Shereen, 2024). Thus, the concept of linguistic repertoire (Companion Volume to the Common European Framework of Reference for Languages, 2018; Piccardo, Germain-Rutherford, & Lawrence, 2021) becomes the cornerstone of the course, guiding students to develop and utilize it effectively. The analysis of plurilingual strategies is based on participants' language productions and selfreflective writings. It emerges that awareness of their plurilingual identity is crucial for overcoming "multiple monolingualism" and gaining confidence in encountering unfamiliar language data. It also significantly increases their motivation to continue learning other languages and enrich their linguistic repertoire.

Leadership Identity Construction in Plurilingual Context of a UK University Language Centre: A Case Study

Tatiana Linaker

The presentation is a case study of the cultural gendered professional identity construction of an educational leader contextualised by an ethnically diverse and plurilingual UK University language centre. The study gives voice to the underrepresented ethnic minority of female educational leaders by revealing boundaries to leadership identity development against discourses of gender ideology, ethnicity, migration, work/life balance, professional success, and leadership learning through curriculum development with the focus on curriculum decolonising. It also contributes to the body of research on small story and positioning analysis. The leadership identity is co-constructed through narrative-in-interaction to reveal its dilemmatic nature, being agentive and influenced by external forces, being unique vis-a-vis belonging to the wider community, staying the same and being subject to change. The study is foregrounded within a Post Structuralist framework and views discourse as a means of identity construction. The implicit and explicit identity claims are elicited through small story analysis at three levels of positioning – against story actors, against the interlocutor and in relation to global discourses to ensure the best scrutiny of multiple and contradictory identity claims.

The Multilingual Learner as Portfolio Manager: The Role of Language Effort and Economic Thinking in Language Education

Ruben Bieker

Effort and economic thinking are relevant concepts for language learning and maintenance. As was recognised in the Dynamic Model of Multilingualism (Herdina & Jessner 2002), language learners live in an economic environment, in which resources are scarce and have to be managed actively. In other words, the total amount of effort a learner can make is limited, requiring them to make choices about which projects – language-learning or otherwise – they invest in.

Drawing on this kind of economic thinking in a metaphorical way has become common in teaching practice and applied linguistics research. However, the concept of effort and the economic aspects of the reality of language learning have so far not been subjected to rigorous analysis. I argue that if economic thinking and a consideration of language effort are to be taken seriously in language pedagogy and language policy, professionals should move beyond speaking in vague metaphors and develop a precise understanding of such concepts. This will involve answering theoretical questions such as: How can language effort be defined? Are there different kinds of language effort? Is language effort subjective or objective or both? How can language effort be operationalised and perhaps even measured?

In my talk, I would like to share important insights gained from my PhD research in applied linguistics, in which I undertake an inquiry into these questions, drawing on theories and empirical results from disciplines such as socio-, psycho- and neurolinguistics as well as economics and psychology. I will present the milestones of my findings and discuss some of their consequences for language teaching within a plurilingual higher-education context. Herdina, Philip; Jessner, Ulrike (2002): A dynamic model of multilingualism. Perspectives of change in psycholinguistics. Clevedon, England, Buffalo, N.Y: Multilingual Matters. Available online at: <http://lib.myilibrary.com/detail.asp?id=82778>.

Abstract in second language

Mehrsprachige Lernende als Portfolio Manager:innen: Die Rolle von Sprachenaufwand und ökonomischem Denken in der Sprachenlehre

Aufwand und ökonomisches Denken sind relevante Konzepte für das Lernen und Erhalten von Sprachenkompetenzen. Wie im Dynamischen Mehrsprachigkeitsmodell (Herdina & Jessner 2002) erkannt wurde, leben Sprachenlernende in einer ökonomischen Umgebung, in welcher Ressourcen knapp sind und aktives Management erforderlich ist. Mit anderen Worten: der Gesamtaufwand, den Sprachenlernende leisten können, ist begrenzt. Sie müssen daher Entscheidungen darüber fällen, in welche Projekte – Sprachenlernprojekte und andere – sie investieren möchten.

Es ist in der Sprachenlehrpraxis und der angewandten Sprachwissenschaft mittlerweile verbreitet, sich solcher ökonomischer Metaphern zu bedienen. Jedoch wurden das Aufwandskonzept und die ökonomischen Aspekte der Realität von Sprachenlernen bisher keiner sorgfältigen Analyse unterzogen. Wenn ökonomisches Denken und eine Berücksichtigung von Sprachenaufwand innerhalb der Sprachendidaktik und der Sprachenpolitik ernst genommen werden sollen, sollten die Praktizierenden über eine ungenaue metaphorische Anwendung hinaus und zu einem präzisen Verständnis der Konzepte gelangen. Dazu müssen Fragen folgender Art beantwortet werden: Wie kann Sprachenaufwand definiert werden? Gibt es verschiedene Arten von Sprachenaufwand? Ist Sprachenaufwand objektiv oder subjektiv oder beides? Wie kann Sprachenaufwand operationalisiert und vielleicht sogar gemessen werden?

In meinem Vortrag möchte ich wichtige Ergebnisse aus meinem Dissertationsprojekt in der angewandten Sprachwissenschaft vorstellen, in welchem ich mich mit diesen Fragen beschäftige. Ich möchte dabei theoretische und empirische Ergebnisse aus der Sozio-, Psycho- und Neurolinguistik, der Wirtschaftswissenschaften und der Psychologie berücksichtigen, auf meine wichtigsten Erkenntnisse eingehen und schließlich Konsequenzen für die Sprachenlehre in einem plurilingualen Tertiärbildungskontext ziehen. Herdina, Philip; Jessner, Ulrike (2002): A dynamic model of multilingualism. Perspectives of change in psycholinguistics. Clevedon, England, Buffalo, N.Y: Multilingual Matters. Online verfügbar unter <http://lib.myilibrary.com/detail.asp?id=82778>.

Fostering Multilingual, Intercultural, and Inclusive Language Learning in Higher Education: An In-depth Exploration of the CEFR Companion Volume

Elena Borsetto

The changing landscape of higher education calls for a better understanding of language teaching in light of increasing multilingualism and the need to develop students' intercultural competencies. This study aims to analyse the Common European Framework of Reference for Languages (CEFR) Companion Volume (2020), and related literature, through a qualitative thematic analysis. With the ultimate goal of advancing the development of language education in the now globalised context of higher education, an index of emerging themes will be created using the Nvivo software. This approach aims to extract different perspectives from the examined texts, identifying significant areas of correlation. The research focuses on four macro-areas: accessibility and inclusion, intercultural communication, multilingualism, and English in international European contexts.

Based on the principles of framework analysis (Ritchie & Spencer, 1994), the qualitative approach ensures that the findings have practical implications for language learning in higher education, creating a positive impact on both students and teaching staff. The resulting framework will integrate emerging themes into guidelines and materials tailored to the specific needs of blended learning contexts, which are increasingly relevant in higher education (Hartle, 2022). These guidelines and materials aspire to stimulate a reflection on plurilingualism, examining the role of English as an international language in intercultural contexts (Baker, 2015), and foster inclusivity, placing special emphasis on promoting accessibility in higher education (Moriña, 2017).

Furthermore, this research aims to inform the main stakeholders of language education (students, teachers and language centre staff), providing valuable insights into the development of linguistically and culturally enriching learning environments. By analysing the Companion Volume of the CEFR and subsequently proposing guidelines for the development of teaching materials, this study aims to contribute to the ongoing debate on the promotion of higher education values in an increasingly diverse and interconnected world.

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Italian:

Tematica: Multilinguismo e plurilinguismo **Titolo:** Promuovere un apprendimento multilingue, interculturale ed inclusivo delle lingue nell'istruzione superiore: Un'analisi approfondita del volume complementare del QCER

Abstract: Il panorama in evoluzione dell'istruzione superiore richiede una migliore comprensione dell'insegnamento delle lingue, alla luce del crescente multilinguismo e della necessità di sviluppare le competenze interculturali degli studenti. Questo studio si propone di analizzare il Volume Complementare (2020) del Quadro Comune Europeo di Riferimento per le Lingue (QCER), e la relativa letteratura, attraverso un'analisi tematica qualitativa. Con l'obiettivo finale di contribuire allo sviluppo dell'educazione linguistica nel contesto ormai globalizzato dell'istruzione superiore, verrà creato un indice delle tematiche emergenti utilizzando il software di analisi Nvivo. Questo approccio mira a estrarre diverse prospettive dai testi esaminati, identificando aree significative di correlazione. La ricerca si concentra su quattro macroaree: accessibilità e inclusione, comunicazione interculturale, multilinguismo, e sull'inglese nei contesti internazionali europei.

Basato sui principi della Framework analysis (Ritchie & Spencer, 1994), l'approccio qualitativo mira ad ottenere dei risultati che abbiano implicazioni pratiche per l'apprendimento delle lingue nell'istruzione superiore, creando un impatto positivo sia sugli studenti che sul personale docente. Il quadro che ne risulta integrerà i temi emergenti in linee guida e materiali creati su misura per le esigenze specifiche dei contesti di apprendimento blended, che sono sempre più rilevanti nell'istruzione superiore (Hartle, 2022). Queste linee guida e questi materiali aspirano ad innescare una riflessione sul plurilinguismo, esaminando il ruolo dell'inglese come lingua internazionale in contesti interculturali (Baker,

2015), e favorire l'inclusività, ponendo un'enfasi particolare sulla promozione dell'accessibilità nell'istruzione superiore (Moriña, 2017).

Inoltre, questa ricerca mira a informare i principali agenti dell'educazione linguistica (studenti, docenti e personale dei centri linguistici), fornendo spunti preziosi per lo sviluppo di ambienti di apprendimento arricchenti dal punto di vista linguistico e culturale. Grazie all'analisi del Volume Complementare del QCER e la successiva proposta di linee guida per lo sviluppo di materiali didattici, questo studio desidera contribuire al dibattito in corso sulla promozione dei valori dell'istruzione superiore in un mondo sempre più diversificato e interconnesso.

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Promoting Plurilingualism and Multilingualism in the Anglosphere: A Practical Example

Thomas Jochum-Critchley & Elisabeth Wallmann

The notion of "plurilingual and pluricultural communicative competence" was introduced as early as 2001 in the CEFR volume, yet its uptake in the UK, especially in Higher Education has been slow. However, recent developments in the field, such as initiatives and projects on transnational languages, decolonisation, diversity and inclusion have opened up a space for a renewed consideration of plurilingualism and plurilingual pedagogies.

In 2023, a team of language educators at the University of York, working in different languages, namely French, German, Italian, Spanish and English came together to develop and deliver the new module "Plurilingualism, multilingualism and transnational languages: concepts, strategies and approaches". In this second year module, students on undergraduate language programmes come together with "non-specialist" language learners, with intermediate proficiency in at least one language, in addition to their first language.

This presentation will cover the background, design and delivery of the module, as well as experiences from teachers and learners on the module with respect to both theoretical knowledge and practical applications of plurilingualism.

The challenges, as well as successes of the introduction of a dedicated plurilingual approach to language education, especially in the UK context where a "monolingual ideology" (Blackledge) prevails, will be discussed, and possible developments for the next academic year outlined.

The presentation will conclude with reflections on opportunities for a stronger emphasis on "plurilingualism" in teaching languages in UK Higher Education.

*Developing Specific Skills in English for Medical Academic Purposes***Anna Barnau & Božena Džuganová**

Based on a preliminary needs analysis of doctoral students studying at Jessenius Faculty of Medicine in Martin (JFM), Slovakia, a handbook for PhD students, Academic Skills in Medical English (ASME), was developed (Barnau et al., 2021). The aim of present study is to determine the impact of the handbook on the development of medical English skills of postgraduate students according to their professional academic needs.

The Sample: Twenty-six doctoral students preparing for their English exam at Jessenius Faculty of Medicine in Martin of Comenius University in Bratislava, Slovakia (JFM) participated in a cross-sectional study. Methodology: While preparing for their English exam, sixteen male and ten female PhD students studied the handbook Academic Skills in Medical English. In the present study, we evaluated the data received from the self-constructed questionnaire in order to measure the impact of the ASME guide on students' academic needs and EMAP skills development at postgraduate level. The five-point Likert scale was used to evaluate the statements in the questionnaire, and we applied two sample t-test with unequal variances to analyze the data. Results: Among respondents, the topic Writing a Scientific Research Article was evaluated as the most important for their professional career in academia environment. Surprisingly, the second most interesting topic was the topic Health Services, which received 3.92 points on the Likert scale. There was also statistically significant difference between the scores of male and female doctoral students on this topic ($p = 0.03$), which means that men rated the topic higher than women. The results of our unique study will help create particular course design supporting comprehension of specific medical academic content as well as development of academic skills.

Abstrakt

Basierend auf einer vorläufigen Bedarfsanalyse von Doktoranden, die an der Jessenius-Fakultät für Medizin in Martin (JFM), Slowakei, studieren, wurde ein Handbuch für Doktoranden, Academic Skills in Medical English (ASME), entwickelt (Barnau et al., 2021). Ziel der vorliegenden Studie ist es, den Einfluss des Handbuchs auf die Entwicklung medizinischer Englischkenntnisse von Doktoranden in Bezug auf ihre beruflichen akademischen Bedürfnisse zu ermitteln.

Die Stichprobe: 26 Doktoranden, die sich auf ihre Englischprüfung an der Jessenius-Fakultät für Medizin in Martin der Comenius-Universität in Bratislava, Slowakei (JFM) vorbereiteten, nahmen an einer Querschnittsstudie teil. Methodik: Während der Vorbereitung auf ihre Englischprüfung studierten sechzehn männliche und zehn weibliche Doktoranden das Handbuch Academic Skills in Medical English. In der vorliegenden Studie haben wir die aus dem selbst erstellten Fragebogen erhaltenen Daten ausgewertet, um die Auswirkungen des ASME-Leitfadens auf die akademischen Bedürfnisse der Studierenden und die Entwicklung der EMAP-Kompetenzen auf Postgraduierenebene zu messen. Die fünfstufige Likert-Skala wurde verwendet, um die Aussagen im Fragebogen zu bewerten, und wir verwendeten Welch Test mit ungleichen Varianzen, um die Daten zu analysieren. Ergebnisse: Unter den Befragten wurde das Thema „Verfassen eines wissenschaftlichen Forschungsartikels“ als das wichtigste für ihre berufliche Laufbahn im akademischen Umfeld bewertet. Überraschenderweise war das zweitinteressanteste Thema das Thema „Gesundheitsdienste“, das auf der Likert-Skala 3,92 Punkte erhielt. Es gab auch einen statistisch signifikanten Unterschied zwischen den Bewertungen männlicher und weiblicher Doktoranden zu diesem Thema ($p = 0,03$), was bedeutet, dass Männer das Thema höher als Frauen bewerteten. Die Ergebnisse unserer einzigartigen Studie werden dazu beitragen, ein bestimmtes Kursdesign zu erstellen, das das Verständnis spezifischer medizinischer akademischer Inhalte sowie die Entwicklung akademischer Fähigkeiten unterstützt.

Nathaniel Owen

English as a Medium of Instruction (EMI) has become increasingly prevalent in diverse educational settings worldwide, from primary schools in Ghana (Erling et al, 2016) to postgraduate programs in Sweden (Owen et al, 2020). This phenomenon has become increasingly prevalent in higher education (Lasagabaster, 2022) as institutions seek to internationalise their teaching (Dimova, Hultgren, and Jensen 2015). The implications for English language assessment in multilingual, content-integrated contexts have grown more complex. This session explores the challenges of implementing fair and just language assessment in EMI environments, drawing on the work of McNamara et al. (2019) and Shohamy (2001, 2007). Key questions arise: Who should be assessed and when? What should these assessments look like? Can high-stakes tests play a role in EMI contexts? This session reviews the literature to date and maps out a research agenda for the future. It proposes an approach that integrates assessment for learning (AfL) principles, capitalizing on existing assessment structures while elevating the role of language. By fostering collaboration between language and subject experts, this method addresses the unique demands of EMI settings, balancing content knowledge with language proficiency and 21st-century skills in multimodal communication.

Authenticity in EAP materials: The Case of Academic Listening Coursebooks

Katrien Deroey

Considering key tenets such as authenticity, specificity and needs analysis, English for Academic Purposes (EAP) materials should ideally be representative of target genres and communicative demands. This talk aims to stimulate reflection on the extent to which this is the case by comparing academic listening coursebooks against findings from corpus research into lectures (Deroey, 2017; Deroey, 2018).

Twenty-five coursebooks were analysed for their representativeness of 'real' lectures in terms of language, lecture authenticity and research-informedness. The representativeness of language was evaluated by comparing signposts of important points in the books with those attested in 160 lectures from the British Academic Spoken English (BASE) corpus (Deroey, 2015; Deroey & Taverniers, 2012). Lecture authenticity was established by examining audiovisual materials, transcripts and information provided by authors. Whether materials were research-informed was determined by noting references to lecture and listening research.

The findings from this research support claims that academic listening coursebooks do not present realistic lecture models (e.g. Alexander, Argent, & Spencer, 2008; Field, 2011; Thompson, 2003). On the whole, the coursebooks were not representative of the language and kinds of lectures students would need to understand, nor were they (systematically) informed by listening and lecture discourse research. This conclusion highlights the need for EAP practitioners to approach published materials critically and adapt them to better match their communicative students. I conclude with recommendations on how this could be done.

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16:45 – 18:00
SESSION 3
TLC040 - Workshop

Enterprise German: Linking German with the World of Business

Zhanna Kozmenko-Ihssen & Laura Lewis

This workshop aims to explore the potential of the educational initiative Enterprise German ("Unternehmen Deutsch"), developed in cooperation with the Goethe Institute in the context of Language education. The Enterprise German project provides an innovative platform for secondary school and university students to combine German language acquisition with various aspects of economics and thus engaging students to reflect on authentic business scenarios with a specific focus on Germany and German companies in the UK. The workshop is divided into two parts and will give participants an insight into the development and implementation of this interdisciplinary project.

The first part of the workshop will focus on the concept behind this initiative and provide an overview of the process behind designing the materials. It will further highlight and explore the practicalities of integrating the materials into the curriculum and their potential in terms of authentic assessment practices, and their ability to foster transferable skills and increase learner motivation.

In the second part of the workshop, participants will have the opportunity to explore the designed materials for the UK context first-hand and discuss their effectiveness and applicability. Through interactive activities and collaborative sessions, participants will evaluate the impact of the materials on language acquisition, economic literacy and career readiness. This session encourages knowledge sharing and provides a forum for educators to exchange ideas, challenges and best practices related to interdisciplinary teaching and learning in the context of language education.

German version:

Ziel des Workshops ist es, die in Zusammenarbeit mit dem Goethe-Institut entwickelte Bildungsinitiative "Unternehmen Deutsch" zu bewerben. Das Projekt und die Materialien von Unternehmen Deutsch bieten eine innovative Plattform für Schüler*innen der Sekundarstufe und Student*innen, um den Erwerb der deutschen Sprache, wirtschaftliche Bildung und Berufsorientierung durch einen motivierenden Wettbewerb zu verbinden. Der Workshop gliedert sich in zwei Teile und gibt den Teilnehmer*innen einen Einblick in die Entwicklung und Umsetzung dieses interdisziplinären Projekts.

Der erste Teil des Workshops wird sich auf das Konzept hinter dieser Initiative konzentrieren und einen Überblick über den Entwicklungsprozess der Materialien geben. Darüber hinaus werden praktische Aspekte der Integration der Materialien in den Lehrplan aufgezeigt und ihr Potenzial im Hinblick auf authentische Prüfungsmethoden sowie die Förderung von Motivation und Kompetenzerweiterung der Lernenden diskutiert.

Im zweiten Teil des Workshops haben die Teilnehmer*innen die Möglichkeit, die für den britischen Kontext entwickelten Materialien aus erster Hand kennenzulernen und ihre Wirksamkeit und Anwendbarkeit zu diskutieren. Anhand von interaktiven Aktivitäten und gemeinsamen Sitzungen werden die Teilnehmer*innen das Potential der Materialien für den Spracherwerb, die wirtschaftliche Kompetenz und die Berufsvorbereitung bewerten. Die Veranstaltung fördert den Wissensaustausch und bietet Sprachlehrenden ein Forum für den Austausch von Ideen, Herausforderungen und bewährten Verfahren im Zusammenhang mit interdisziplinärem Lehren und Lernen im Fremdsprachenunterricht.

16:45 – 18:00

SESSION 4

TLC033

*Experiencing Culture through Language - an innovative COIL format (German/Hebrew)
and practical example for internationalization@home and preparation for studies abroad*

Ruth Tobias, Chaya Fischer, Nadia Fischer & Alix Glotz

First Language: German

Sprache ist Kultur und Kultur ist Sprache. Unter dieser Prämisse haben die Sprachenzentren der Hebrew University of Jerusalem und der Freien Universität Berlin ein innovatives COIL-Kursformat konzipiert, das Sprachlehre mit Aspekten (inter)kulturellen Lernens und der Sensibilisierung für den Zusammenhang sprachlicher und kultureller Bedeutungsbildungsprozesse, die sich auf die (interkulturelle) Kommunikation und das gegenseitige Wahrnehmen/Verstehen auswirken, verbindet. Es handelt sich um eine Kombination aus Sprachvermittlung Hebräisch/Deutsch (Niveau A1), der begleitenden Vermittlung kultureller Konzepte bezogen auf die sprachlichen Inhalte, sowie gemeinsame Unterrichtseinheiten (shared virtual classrooms) zur direkten Anwendung und Reflektion des Gelernten in gemischten Gruppen (in Breakout Rooms)

Zur Kursstruktur: Es handelt sich um einen 3-wöchigen Intensivkurs (ca. 60 UE Kontaktstunden), aufgeteilt in Einheiten zur (inter)kulturellen Reflektion (gemeinsam), Sprachunterricht (in den jeweiligen Sprachgruppen) sowie gemeinsame synchrone Unterrichtseinheiten (zur Sprachanwendung mit kompetenten Sprecher:innen sowie zur interkulturellen Reflektion). Das Format ist dreisprachig: Englisch ist Sprache zur Reflektion kultureller Konzepte und Kommunikationsprache der synchronen Unterrichtselemente, Hebräisch und Deutsch sind zu erlernende, anzuwendende und zu reflektierende Zielsprachen. Der Kurs steht Studierenden aller Fachrichtungen offen, so dass nicht nur Studierende mit sprach- oder kulturwissenschaftlichem Studienfach von der internationalen Erfahrung in Form der konkreten, strukturierten Zusammenarbeit mit ihren Kommilitonen und Kommilitoninnen der jeweils anderen Institution profitieren können. Der Kurs wurde 2023 pilotiert und 2024 in einer zweiten Auflage durchgeführt. Die Konzeption des Kurses ermöglicht eine Übertragbarkeit des Konzeptes auf andere Sprachenpaare und Lehrkontexte und durch Vermittlung grundlegender Instrumente interkultureller Kommunikation, auch über das pilotierte Sprachenpaar hinaus.

In der Präsentation werden neben den Erfahrungen der Kurskonzeption und- durchführung auch institutionelle Fragen der Verankerung derartiger innovativer digitaler Konzepte (Modellhaftigkeit des Angebots und Wiederholung durch positive Evaluation) in internationalen Hochschulkooperationen wie beispielsweise Europäischen Hochschulallianzen, strategischen Partnerschaften und anderen Formaten der internationalen Kooperation im Sinne einer Flexibilisierung internationaler Erfahrungsmöglichkeiten thematisiert - als Vorbereitungsmöglichkeit auf physische Austauschprogramme sowie als Beitrag zu internationalization@home.

English

Language is culture and culture is language. Under this premise, the language centers of the Hebrew University of Jerusalem and the Free University of Berlin have designed an innovative COIL course format that combines language teaching with aspects of (inter)cultural learning and raising awareness of the connection between linguistic and cultural meaning-making processes that relate to (intercultural) Communication and mutual perception/understanding. It is a combination of language teaching Hebrew/German (level A1), teaching of cultural concepts related to the linguistic content, as well as joint teaching units (shared virtual classrooms) for direct application and reflection of what has been learned, in mixed groups (in breakout rooms).

Course structure: A 3-week intensive course (approx. 60 contact hours), divided into units for (inter)cultural reflection (whole group), language lessons (in the respective language groups) and joint synchronous teaching units (for language use with competent speakers and for intercultural reflection). The format is trilingual: English is the language for reflecting cultural concepts and the communication language for the synchronous teaching elements, Hebrew and German are target languages to be learned, used and reflected. The course is open to students of all disciplines and the

idea is to extend the benefit of an international experience in the form of a concrete, structured collaboration with their fellow students from the other institution beyond the Humanities. The course was piloted in 2023 and a second edition will be held in April 2024. The design of the course is transferable to other language pairs and teaching contexts and, by teaching basic instruments of intercultural communication, also beyond the piloted language pair.

In addition to the experiences of course conception and implementation, the presentation also addresses institutional questions of anchoring such innovative digital concepts in international university cooperation such as European University Alliances, strategic partnerships and other formats of international cooperation. The focus is on making international experience more flexible - as a way to prepare for physical exchange programs and as a contribution to internationalization@home.

Fostering Critical Interculturality in Foreign Language Education

Elinor Parks

While on the one hand interculturality, as a notion, has become an object of research, which is increasingly critical, on the other, we continue to witness discourses about culture and concepts such as intercultural competence within foreign language curricula, policy and practice, which portray images of identity that are largely defined and confined by national boundaries. The question “Where are you from?”, for example, often introduced within the first week of a beginner’s language course, is asked routinely, yet the opportunity for a critical discussion on what the question means is generally missed or avoided. Drawing on my own research and teaching practice in German as a Foreign Language in American and British universities, the paper interrogates assumptions about the development of ‘intercultural competence’ in language graduates and discusses ways in which critical interculturality may be fostered in Higher Education.

Relating to One-self and Others: A Fundamental Skill for Intercultural Competence

Šárka Kadlecová

Abstract: The presentation deals with the learning and teaching processes involved in the acquisition of intercultural competence in university students as a part of their language education. The objective is to present examples of good practice and useful strategies, including tasks, in order to introduce to other language educators possible addition to and enrichment of curricula. The data has been collected in a long-term practice of developing and teaching a one-semester optional English course focused primarily and exclusively on IC. If English is the second language to study for effective communication in our interconnected world, IC might be the third and universal one. During the implementation of the course, the emphasis on various components of IC has shifted. The understanding and appreciation of national cultures have been revised; the question of gender(s) has become salient and identities fluid. Thus, learning and employing IC effectively requires a change in attention from learning facts about other cultures, accentuated in the past, to understanding one-self, adopting necessary social skills. Theoretically, the contribution draws on Deardorff’s Process Model of Intercultural Competence, specifically on its Knowledge and Comprehension element, as those are the aspects most easily influenced and controlled in the classroom. One of its facets is self-awareness and one of the auxiliary skills is to relate. Therefore, methodologically, a content analysis of students’ reflections and their autobiographical essays was conducted. The presentation may be perceived as a follow-up on the one given in the CERCLES 2022 conference, whose take-away was creating a safe space as a fundamental condition of learning. This one highlights educational tools encouraging the cognitive aspect of reflecting on one’s identity and the skill of relating, ideally resulting in increased empathy, as they are underlying conditions of the desired internal outcome of teaching and learning IC.

Short abstract: Die Präsentation widmet sich den Lehr- und Lernprozessen im Zusammenhang mit dem Erwerb interkultureller Kompetenz bei Universitätsstudenten. Ziel ist es, bewährte Praktiken und nützliche Strategien vorzustellen, um anderen Sprachlehrern Ergänzungen und Bereicherungen für ihre Lehrpläne zu bieten. Die Daten

wurden während der Entwicklung und Durchführung eines einsemestrigen Englischkurses gesammelt, der sich ausschließlich auf iK konzentriert. In unserer globalisierten Welt könnte iK eine dritte universelle Sprache sein, die neben der Beherrschung von Englisch von großer Bedeutung ist. Während des Kurses haben sich die Schwerpunkte auf verschiedene Komponenten der iK verschoben, wie das Verständnis und die Wertschätzung nationaler Kulturen, die Betonung von Geschlechterfragen und die Fließendheit von Identitäten. Die Beherrschung iK erfordert ein Umdenken, weg vom bloßen Erlernen von Fakten über andere Kulturen hin zur eigenen persönlichen Entwicklung und dem Erwerb sozialer Fähigkeiten. Der Beitrag befasst sich mit Deardorffs Prozessmodell der interkulturellen Kompetenz und legt dabei den Fokus auf die Elemente Wissen und Verstehen. Diese Aspekte können am leichtesten im Unterricht beeinflusst und kontrolliert werden. Eine Methode, um dies zu überprüfen, war die Durchführung einer Inhaltsanalyse der Reflexionen der Studenten und ihrer autobiografischen Aufsätze. Die Präsentation ist eine Fortsetzung des Vortrags auf der Konferenz CERCLES 2022, bei dem die Schaffung eines "safe space" als Grundvoraussetzung für das Lernen betont wurde. In der aktuellen Präsentation werden pädagogische Instrumente vorgestellt, die dazu beitragen, den kognitiven Aspekt der Reflexion über die eigene Identität und die Beziehungsfähigkeit zu fördern. Dies soll idealerweise zu mehr Empathie führen, was wiederum das gewünschte Ergebnis des Lehrens und Lernens von iK ist.

*Transformation of Secure English Language Testing in Higher Education***Ian Cawley, Jason Rodford & Bronagh Rolph**

Artificial intelligence has become a key tool for language testing, allowing faster, more flexible assessments and offering the possibility of accurate, near-instant results. In addition to this, AI can also enhance test security, creating testing environments that play to the strengths of both AI and human proctors working together simultaneously to ensure the highest levels of test security and therefore confidence in test results. But behind the hype, there are a number of real challenges in producing automated tests that reliably assess learners' true level of language ability, particularly in speaking and writing. This presentation will look at how a multidisciplinary team of assessment specialists, linguists, psychometricians and computer scientists from across the University of Cambridge worked together to produce a new enhanced Linguaskill product, a fully certificated, fast and flexible test which provides accurate four-skills assessment in English, empirically aligned to the Common European Framework of Reference (CEFR) and delivered with extremely high levels of test security. We will look at the development of automated writing and speaking tests and review the evidence which shows that these can offer a level of accuracy which meets the demands of a wide range of Higher Education contexts, such as course placement, progress and exit testing (including admissions and graduation). We will also demonstrate how online English language tests can be delivered securely, both in a face to face and remote context using a cutting edge security methodology and in-house malpractice and validation check

*Test-takers' Perceptions of the Tasks of a B2 Level Computer-based Speaking Test***Kim-Anne Barchi, Mariana Jo Bisset & Caroline Clark**

Abstract in primary language (EN) The present study aims to understand test takers' perceptions of the relevance and authenticity of the different task types in a B2 level (as per the CEFR) computer-based speaking test administered at the University of Padova Language Centre, Italy. This is a mandatory, high-stakes language requirement for students across the university. The test comprises one integrated reading-listening to speaking and two independent tasks. Participants were 696 test takers who completed a post-test questionnaire.

Favourable test-taker reactions to tasks can positively affect performance and resulting scores (Stricker and Attali, 2010). Test-takers' perceptions may influence the test construct, impacting the intended measurement (Schmitt, 2002; Xie, 2011) and the effort put into preparation and performance (Bachmann and Palmer, 2010). They further provide an essential source of information for test development and revision procedures (Brown, 1993). However, research is still limited, and more in-depth analysis is necessary.

The post-test questionnaire asked test takers to express an opinion on the relevance of the integrated task to their academic needs, as well as on the duration and difficulty of the tasks overall. Respondents were also required to reflect on the importance of note-taking in order to respond to the speaking tasks. Results confirm a favourable view of the test tasks, in particular the integrated task, which is perceived as relevant but also more challenging to complete.

Within the academic context, test developers have to deal with the challenge of attempting to measure second language skills appropriately and authentically (Hulstijn, 2011; Luoma, 2004), replicating the demands university students will encounter in their academic career and beyond (Brown et al., 2005), where the capacity to integrate different skills in language use is essential (Lewkowicz, 1997). Language Centres need to also consider test-takers' perceptions when addressing authentic and relevant test development.

Abstract in second language (IT)

Lo scopo del presente studio è comprendere meglio la percezione della pertinenza e dell'autenticità dei tipi di compiti in un test di produzione orale computerizzato di livello B2 (secondo il QCER) somministrato dal Centro Linguistico dell'Università di Padova. Questo test, obbligatorio e vincolante, comprende un esercizio integrato di lettura-ascolto e produzione nonché due esercizi indipendenti. Hanno partecipato allo studio 696 candidati, i quali hanno completato un questionario immediatamente dopo aver fatto il test.

Reazioni favorevoli ai compiti da parte dei candidati potrebbe influenzare positivamente sia le prestazioni sia i punteggi risultanti (Stricker e Attali, 2010). La percezione dei/delle partecipanti potrebbe influire sul costrutto del test, influenzando la misurazione prevista (Schmitt, 2002; Xie, 2011) e lo sforzo nella preparazione e nell'esecuzione del compito (Alderson et al., 1995; Bachmann e Palmer, 2010). La percezione fornisce inoltre una fonte essenziale di informazioni per lo sviluppo dei test stessi e delle procedure di revisione (Brown, 1993). Tuttavia, la ricerca è ancora limitata e sono necessarie analisi più approfondite.

Il questionario post-test ha chiesto ai candidati di esprimere un'opinione sulla rilevanza del compito integrato rispetto alle loro esigenze accademiche, così come sulla durata e sulla difficoltà complessiva dei compiti. E' stato inoltre richiesto di riflettere sull'importanza del prendere appunti scritti per rispondere ai compiti. I risultati confermano una visione favorevole dei compiti del test, in particolare del compito integrato, che è percepito come rilevante ma anche più impegnativo da completare. Nel contesto accademico, i creatori di test si trovano a dover cercare di misurare le competenze nella seconda lingua in modo appropriato e autentico (Hulstijn, 2011; Luoma, 2004), replicando le esigenze che gli studenti universitari incontreranno nella loro carriera accademica e successivamente (Brown et al., 2005), dove la capacità di integrare diverse competenze nell'uso della lingua è essenziale (Lewkowicz, 1997). I Centri Linguistici devono anche considerare le percezioni dei candidati quando affrontano lo sviluppo di test autentici e pertinenti.

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When 'A' Meets the 'I': Students' Encounters with AI assisted Coursework Across Disciplines

Eva Braidwood & Katrin Korkalainen

During the academic year 2022-2023, artificial intelligence (AI), in particular ChatGPT, forced academics and educators to reassess their approaches to teaching and learning, and reconsider writing-based assignments, the necessity of which has been especially relevant for English for Specific Purposes courses across the disciplines. The professional discussion since then has shed light on teachers' varying attitudes to the use of AI in education, whereas students' perspectives have been somewhat overlooked. Recognizing the importance of ESP learners' opinions of using AI for coursework, we designed an action-research study to examine their readiness to employ AI-assisted writing tools. Therefore, we created a writing task for students of architecture and medicine within their English for Specific Purposes courses at the University of Oulu, Finland, and for which they were allowed to experiment with any AI tools. We have

collected a set of written assignments from 80 students of medicine and 80 students of architecture, which were scientific abstracts, and building and residential development reviews, respectively. To investigate students' attitudes and understanding of the tool they used for completing these tasks, we also designed a self-assessment questionnaire, in which they were asked to reflect on their experience. Analyzing their answers, we were able to gather an understanding of students' attitudes to and aptitude for using AI tools for English communication and how suitable they found them for their learning process. In this presentation, we will describe the assignments and share the findings of this small-scale research into students' perceptions of using AI tools in ESP courses. We will also share insights and ideas about how to design tasks to benefit students both in their learning and their future work.

ABSTRACT IN GERMAN

Im akademischen Jahr 2022–2023 zwang Künstliche Intelligenz (KI), insbesondere ChatGPT, Akademiker und Pädagogen dazu, ihre Lehr- und Lernansätze neu einzuschätzen und schriftliche Aufgaben zu überdenken. Für Kurse in Englisch für spezielle Zwecke (ESP) war die Notwendigkeit dessen über alle Disziplinen hinweg besonders relevant. Während die Fachdiskussion inzwischen Licht auf die verschiedenen Einstellungen der Lehrenden zur Anwendung von KI in der Bildung geworfen hat, sind die Perspektiven der Studierenden etwas außer Acht gelassen worden. Da wir erkannten, wie wichtig auch die Meinung von ESP-Lernenden über die Benutzung von KI für Kursaufgaben ist, haben wir eine Aktionsforschungsstudie entwickelt, um das Bereitsein und die Fertigkeiten von Studenten zum Gebrauch von KI zu untersuchen. Wir entwarfen dafür eine schriftliche Aufgabe für Architektur- und Medizinstudenten im Rahmen ihrer ESP-Kurse an der Universität Oulu, Finnland, bei der wir ihnen erlaubten, mit beliebigen KI-Tools zu experimentieren. Unsere Sammlung umfasste schriftliche Arbeiten von 80 Architektur- und 80 Medizinstudenten, bei denen es sich um wissenschaftliche Zusammenfassungen bzw. Gebäude- und Wohnentwicklungskritiken handelte. Um die Einstellungen und das Verständnis der Studierenden gegenüber dem Tool zu untersuchen, das sie zur Erledigung dieser Aufgaben verwendet haben, hatten wir außerdem einen Fragebogen zur Selbsteinschätzung entworfen, in dem sie gebeten wurden, über ihre Erfahrungen zu berichten. Durch die Analyse ihrer Antworten konnten wir Einsichten in die Haltungen der Schüler zur Benutzung von KI-Tools für die englische Kommunikation sowie ihre Fähigkeiten bei der Anwendung dieser gewinnen und feststellen, wie geeignet sie diese für ihren Lernprozess fanden. In unserem Vortrag werden wir die Aufgaben beschreiben und die Ergebnisse dieser Kleinstudie über die Eindrücke der Studierenden hinsichtlich der Verwendung von KI-Tools in ESP-Kursen mitteilen. Wir werden auch Erkenntnisse und Ideen darüber austauschen, wie Aufgaben so gestaltet werden können, dass sie den Studenten sowohl beim Lernen als auch bei ihrer zukünftigen Arbeit zugutekommen.

*Searching for Language Centres' Potential to Change: A Comparative Study***Libor Štěpánek & Silke Tork**

Searching for Language Centres' Potential to Change: A comparative case study Traditional ways language centres (LC) function have been shaken by powerful global events, such as pandemics, regional wars or AI developments, and by contradictory educational trends, such as dominance of English as lingua franca in academic communication and research, and the dramatic impact of plurilingualism in CEFR Companion Volume on language teaching practice. Taking the examples of the Masaryk University Language Centre (CJV MU), Brno, Czechia, and Centre for Academic Literacies and Languages of the European University Institute (CALL EUI), Florence, Italy, this talk will present a comparison of recent changes in their organisational structures, range of services offered and focus of curricula. In the context of both institutions, we will address and explore issues, such as: LC's target audiences, expertise of the LC's staff, LCs as testing centres, LC's pure language focus, or even-only-vaguely-language-related soft skills support. The aim of the talk is to identify and critically discuss areas and steps that may enhance introduction of conceptually wider sets of activities and services language centres provide.

Suche nach dem Potenzial von Sprachzentren zur Veränderung: Eine vergleichende Studie

Die traditionellen Funktionsweisen von Sprachzentren (SPZ) wurden durch mächtige globale Ereignisse wie Pandemien, regionale Kriege oder KI-Entwicklungen sowie durch widersprüchliche Bildungstrends erschüttert, etwa die Dominanz des Englischen als Lingua Franca in der akademischen Kommunikation und Forschung, und der dramatische Einfluss des Mehrsprachigkeitskonzepts im CEFR-Begleitband zur Sprachlehrpraxis. Anhand der Beispiele des Sprachenzentrums der Masaryk-Universität (CJV MU) in Brunn, Tschechien, und des Centre for Academic Literacies and Languages am Europäischen Hochschulinstitut (CALL EUI) in Florenz, Italien, wird dieser Vortrag einen Vergleich der jüngsten Veränderungen in deren Organisationsstrukturen, deren Angeboten und Curriculumentwicklung vorstellen. Im Kontext beider Institutionen werden wir Fragen und Themen wie die Zielgruppen der SPZ, die Expertise des SPZ-Personals, SPZ als Prüfzentren, den reinen Sprachfokus der SPZ oder deren Einbezug von mit Sprache verbundener Soft-Skills-Unterstützung ansprechen und erkunden. Das Ziel des Vortrags ist es, Arbeitsbereiche und Schritte zu identifizieren und kritisch zu diskutieren, die die Einführung konzeptuell breiterer Aktivitäten und Angebote an Sprachzentren unterstützen und verbessern können.

*Multilingual University, Yet Linguistic Uniformity? The Case of the University of Luxembourg***Corine Philippart**

Abstract in primary language (English):

Linguistic expectations can be demanding for applicants at the University of Luxembourg, as curricula can require proof of proficiency in one to four languages (Lejot, 2015). These linguistic requirements of the University of Luxembourg are representative of the larger national context, the plurilingual tradition of which can be traced back to as early as 1848. This tradition however is not only a social and historical construct, but also an educative endeavor. To meet the objective of fostering individual plurilingualism among its citizens (Garcia, 2014), this plurilingual commitment has trickled down to shape Luxembourg's educative model, including its sole public University, i.e., the University of Luxembourg. Since its founding in 2003, the University of Luxembourg has officialized the use of the country's languages (i.e., French, German, Luxembourgish) and to a lesser extent, the use of English, as the academic teaching languages.

Foreign students at the University of Luxembourg however may neither be as familiar with this transversal de facto plurilingualism, that is said to set Luxembourg apart from other plurilingual countries (Garcia, 2014), nor may they be as prepared as their local counterparts to handle multilingual educative practices.

To address these assumptions, our communication will highlight several results of a survey that was developed as part of the University of Luxembourg's involvement in the European SERAFIN project dedicated to the inclusion of refugee and exile students through language teacher training.

These results will allow us to approach, through the lens of the foreign students of the University of Luxembourg, how the multilingual educational requirements of the University of Luxembourg are put into practice and ultimately, how foreign students relate to such a unique context, described by Horner & Weber (2012) as a rather compartmentalized multilingual education system that tends to reproduce exclusion.

Abstract in second language (French):

Pour les étudiants candidatant à l'Université du Luxembourg, les prérequis linguistiques peuvent être perçus comme très élevés. Il n'est en effet pas rare pour ces étudiants de devoir prouver leurs compétences linguistiques dans une à quatre langues (Lejot, 2015). Ces exigences linguistiques sont représentatives du contexte national, plus large, dont la tradition plurilingue se perpétue depuis 1848. Cette tradition n'est cependant pas seulement une construction sociohistorique : elle implique également une ambition éducative, à savoir le développement d'un plurilinguisme individuel chez tous les citoyens (Garcia, 2014), qui va façonner le modèle éducatif luxembourgeois, y compris celui de sa seule université publique. Depuis sa création en 2003, l'Université du Luxembourg a officialisé l'utilisation des langues nationales (c'est-à-dire le français, l'allemand et le luxembourgeois) et, dans une moindre mesure, l'utilisation de l'anglais, comme langues d'enseignement académique.

Cependant, les étudiants étrangers de l'Université du Luxembourg ne sont peut-être pas aussi familiers avec ce plurilinguisme vécu, qui distinguerait le Luxembourg des autres pays plurilingues (Garcia, 2014). Ils ne sont peut-être pas non plus aussi préparés que leurs homologues locaux à gérer des pratiques éducatives multilingues.

Pour répondre à ces hypothèses, notre communication se focalisera sur plusieurs résultats d'un sondage développé dans le cadre de la participation de l'Université du Luxembourg au projet européen SERAFIN ; un projet dédié à l'inclusion des étudiants réfugiés et exilés au travers de la formation des enseignants de langues.

Au travers du prisme des étudiants étrangers de l'Université du Luxembourg, ces résultats nous permettront d'aborder la manière dont les exigences éducatives multilingues luxembourgeoises sont mises en pratique et, ainsi, comment ces étudiants se positionnent par rapport à un tel contexte, qui a été décrit par Horner & Weber (2012) comme un système d'éducation multilingue tendant vers la compartimentalisation et la reproduction des dynamiques d'exclusion.

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Cultural Influences and Plurilingual Practices in Higher Education: A Cross-Context Analysis of European and Asian Universities

Galyna Dubova & Daniela Coelho

Plurilingual pedagogies have received significant attention and interest in recent years due to their acknowledgement and acceptance of all previous and current linguistic and cultural backgrounds of students as assets for holistic learning. Such pedagogies have been particularly popular in the increasingly expanding English as a Medium of Teaching and Learning (EMTL) context, where students learn through a language that may differ from their native one(s). Recognizing the benefits of plurilingualism-oriented practices, particularly in higher education EMTL contexts, and noticing the little

research conducted on the impact of cultural factors on student receptiveness to plurilingualism in classrooms, our study examined the potential impact of culture on the level of student resistance or acceptance of plurilingual pedagogies in two different EMTL settings: Tampere University (TAU) in Finland and Abu Dhabi University (ADU) in the United Arab Emirates (UAE). In the Finnish university, English is only learned as a foreign language or used as the language of instruction in international degrees, while in the UAE, despite the official language being Arabic, English is the lingua franca and the prevalent language of instruction across higher education.

A survey was distributed at both universities to examine students' perceptions toward in-class plurilingual practices. Our research revealed a general consensus in favour of plurilingualism in both academic settings. Interestingly, though, there was a noticeable disparity, as more TAU students than ADU students had positive attitudes.

The discrepancy observed in the students' responses highlights the possible influence of cultural factors on their opinions toward plurilingual education. More investigation and analysis of these complex results may shed light on the complex interactions that exist between cultural contexts and students' acceptance of plurilingual instruction, opening the door to more sophisticated and culturally aware teaching strategies in varied EMTL situations.

Arabic translation:

التأثيرات الثقافية والممارسات التعليمية متعددة اللغات في التعليم العالي: تحليل مقارنة للجامعات الأوروبية والآسيوية

لقد حظيت الأساليب التربوية متعددة اللغات باهتمام كبير في السنوات الأخيرة، بفضل إقرارها وقبولها للخلفيات اللغوية والثقافية المختلفة للطلاب كأصول للتعليم الشامل. وقد اكتسبت هذه الأساليب شعبية خاصة في سياقات استخدام اللغة الإنجليزية كوسيلة للتعليم والتعلم، حيث يدرس الطلاب من خلال لغة أخرى قد تختلف عن لغتهم الأم. وقد ركزت دراستنا على تأثير الثقافة على مستوى مقاومة أو قبول الطلاب لأساليب التدريس متعددة اللغات في جامعتين مختلفتين: جامعة تامبيرى في فنلندا وجامعة أبوظبي في الإمارات العربية المتحدة. في الجامعة الفنلندية، يُدرس الإنجليزية كلغة أجنبية أو تُستخدم كلغة تدريس في البرامج الدولية، بينما في الإمارات، على الرغم من كون اللغة العربية هي اللغة الرسمية، فإن الإنجليزية تظل اللغة الأكثر انتشارًا واللغة الرئيسية للتعليم في التعليم العالي. تم توزيع استبيان في كلا الجامعتين لدراسة تصورات الطلاب تجاه التدريس والممارسات متعددة اللغات داخل الفصول الدراسية. كشفت الدراسة عن توافق عام نحو دعم التعددية اللغوية في كلا السياقين الأكاديميين. ومع ذلك، كان هناك اختلاف ملحوظ، حيث أبدى طلاب جامعة تامبيرى مواقف إيجابية أكثر من طلاب جامعة أبوظبي. وهذا التباين في إجابات الطلاب يسلط الضوء على تأثير العوامل الثقافية على آرائهم تجاه التعليم متعدد اللغات. قد يساعد المزيد من التحقيق والتحليل في هذه النتائج المعقدة في إلقاء الضوء على التفاعلات بين السياقات الثقافية وقبول الطلاب للتعليمات متعددة اللغات، مما يفتح الباب أمام استراتيجيات تدريس أكثر تطورًا ووعيًا ثقافيًا. في مختلف سياقات التعليم باللغة الإنجليزية كوسيلة للتعليم والتعلم.

Does an Autonomising Scheme Contribute to Change Students' Representations of Language Learning?

Anne Chateau, Nicolas Molle & Kossi Seto Yibokou

Since 2018, a language learning scheme has specifically been designed for first-year students at the University of Lorraine. Its objective is to make them aware of the many possibilities, strategies and methodologies to learn languages, other than simply attending classes (Carette & Tassinari, 2019; Chateau & Tassinari, 2021; Dam, 2018). Developing learner autonomy (Little, Dam & Legenhausen, 2017) and inciting the students to use all the affordances offered to them at our university (self-access centres, digital platform...) is indeed one of the main aims encouraged by our language centre (Chateau & Molle, 2023).

In order to study the outcomes and efficiency of such a scheme, we sought to examine the representations (Bernat, 2006; Bidari, 2021; Castelloti & Moore, 2002) these students had regarding language learning when they enter university, and compare them with those after completing the scheme. To reach this objective, the participants were then asked to complete a questionnaire before and after the course. After describing the language scheme the first-year students are enrolled in, which involves a combination of class sessions and self-directed activities, we will focus on the questionnaire and explain its theoretical rationale (Chateau, 2012; Horwitz, 1999, Riley, 1989). The next step of the presentation will then be dedicated to the analysis of the obtained data. Preliminary results tend to show that although some of the students already had quite a 'positive' representation of the way they could learn a language, the scheme helped those who had not, to gain a clearer idea. Their answers also seem to show some engagement in autonomization activities. The results will be discussed in terms of their pedagogical implications for language centres in higher education.

Un dispositif autonomisant peut-il contribuer à faire évoluer les représentations qu'ont les étudiants de l'apprentissage des langues ?

Depuis 2018, un dispositif d'apprentissage des langues a été conçu spécifiquement pour les étudiants de première année de l'université de Lorraine. Son objectif est de les sensibiliser aux nombreuses possibilités, stratégies et méthodologies d'apprentissage des langues, en dehors de la simple fréquentation des cours (Carette & Tassinari, 2019 ; Chateau & Tassinari, 2021 ; Dam, 2018). Développer l'autonomie des apprenants (Little, Dam & Legenhausen, 2017) et les inciter à s'emparer des affordances rendues possibles par les centres de ressources en langues et la plateforme numérique de notre université, est en effet l'un des principaux objectifs encouragés par notre centre de langues (Chateau & Molle, 2023).

Afin d'étudier les résultats et l'efficacité d'un tel dispositif, nous avons cherché à examiner les représentations (Bernat, 2006 ; Bidari, 2021 ; Castelloti & Moore, 2002) que ces étudiants ont de l'apprentissage des langues à leur entrée à l'université, et à les comparer à celles qu'ils ont après avoir suivi le dispositif. Pour atteindre cet objectif, les participants ont été invités à remplir un questionnaire avant et après le cours. Après avoir décrit le dispositif auquel sont inscrits les étudiants de première année, qui comprend une combinaison de séances de cours et d'activités autodirigées, nous nous concentrerons sur le questionnaire et expliquerons son ancrage théorique (Chateau, 2012 ; Horwitz, 1999, Riley, 1989). L'étape suivante de la présentation sera ensuite consacrée à l'analyse des données obtenues. Les résultats tendent à montrer que même si certains étudiants avaient déjà une représentation assez « positive » de la manière d'apprendre une langue, le dispositif en a aidé d'autres à modifier leurs représentations. Leurs réponses semblent également montrer un certain engagement vers l'autonomisation. Les résultats seront discutés en termes d'implications pédagogiques pour les centres de langues dans l'enseignement supérieur.

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Motivational Learner Perspectives of Finnish and Swedish as a Foreign Language

Mirjam Särs, Sannina Sjöberg, Mia Juthman, Siru Lamminpää, Anna Smedlund & Sara Nyholm

Abstract in primary language:

The prospect of the Finnish labour market facing a shortage of skilled workers in various sectors poses challenges for sustained economic growth and competitiveness (National Programme on Ageing 2030 2020; Utbildningsstyrelsen 2023). Talent Boost and SIMHE (Supporting Immigrants in Higher Education) are projects aiming to help meet the demand of the labour market and to support migrants in their studies and careers in Finland (Centre of Expertise in Immigrant Integration 2022; Finnish National Agency for Education 2022). As part of the projects, the Language Centre at the University of Vaasa has created study paths for migrants from level 0 to B1 in Finland's national languages, Finnish and Swedish, which are foreign languages from a student point of view.

The Language Centre has also conducted an empirical study among the students attending the Finnish and Swedish courses. The aim of the study is to identify which aspects of foreign language learning the students perceive as meaningful in a societal context. The data collected in 2022–2024 consists of survey and interview data. For this presentation, the focus has been narrowed down to the motivational aspects of the students' foreign language learning. We present preliminary results from the study using content analysis for the interviews and close reading for the survey.

Previous studies emphasize the importance of motivation in foreign language learning (e.g. Csizér & Dörnyei 2005; Lăpădat & Lăpădat 2023). Our presentation focuses on the motivational factors that the students point out as meaningful when choosing the country, making language choices and improving their foreign language skills. We analyse why they chose Finland in the first place, why they chose to study Finnish and/or Swedish, and what encourages them to or intimidates them from staying and continuing their language study path. Through the study we gain insight into how the informants integrate into the society and labour market.

Titel: Motivationale Lernerperspektiven auf Finnisch und Schwedisch als Fremdsprache

Zusammenfassung in deutscher Sprache:

Die Aussicht, dass dem finnischen Arbeitsmarkt in verschiedenen Sektoren ein Mangel an qualifizierten Arbeitskräften droht, stellt eine Herausforderung für ein nachhaltiges Wirtschaftswachstum und die Wettbewerbsfähigkeit dar (National Programme on Ageing 2030 2020; Utbildningsstyrelsen 2023). Talent Boost und SIMHE (Supporting Immigrants in Higher Education) sind Projekte, die dazu beitragen sollen, die Nachfrage auf dem Arbeitsmarkt zu decken und Migranten bei ihrem Studium und ihrer beruflichen Laufbahn in Finnland zu unterstützen (Centre of Expertise in Immigrant Integration 2022; Finnish National Agency for Education 2022). Im Rahmen der Projekte hat das

Sprachenzentrum der Universität Vaasa (Vaasan yliopisto) Studiengänge für Migranten in den Landessprachen Finnisch und Schwedisch entwickelt, die für die Studenten Fremdsprachen sind. Die Studiengänge reichen von Niveau 0 bis B1.

Das Sprachenzentrum hat auch eine empirische Studie unter den Teilnehmern der Finnisch und Schwedischkurse durchgeführt. Das Ziel der Studie ist, herauszufinden, welche Aspekte des Fremdsprachenlernens die Studenten im gesellschaftlichen Kontext als sinnvoll empfinden. Die im Zeitraum 2022–2024 gesammelten Daten bestehen aus Umfrage- und Interviewdaten. Für diese Präsentation wurde der Fokus auf die motivationalen Aspekte des Fremdsprachenlernens der Studenten eingegrenzt. Wir präsentieren vorläufige Ergebnisse der Studie, bei der die Inhaltsanalyse für die Interviews und das intensive Lesen (close reading) für die Umfrage verwendet werden.

Frühere Studien betonen die Bedeutung der Motivation beim Fremdsprachenlernen (z.B. Csizér & Dörnyei 2005; Lăpădat & Lăpădat 2023). Unsere Präsentation konzentriert sich auf die Motivationsfaktoren, die die Studenten bei der Wahl des Landes, der Sprachauswahl und der Verbesserung ihrer Fremdsprachenkenntnisse für wichtig halten. Wir analysieren, warum sie sich überhaupt für Finnland entschieden haben und warum sie Finnisch und/oder Schwedisch studieren wollen. Darüber hinaus untersuchen wir, was sie dazu ermutigt beziehungsweise davon abhält, hier zu bleiben und ihren Sprachkurs fortzusetzen. Durch die Studie erhalten wir einen Einblick darin, wie sich die Informanten in die Gesellschaft und den Arbeitsmarkt integrieren.

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Conexión Madrid-Hannover: Proyecto EULiST de la LUH y la URJC para fomentar la autonomía del aprendizaje en el Plan Curricular integrando metodología tandem / Madrid-Hannover Connection: EULiST Project Between LUH and URJC to Promote Learner Autonomy in the Curriculum Integrating Tandem Methodology

Verónica Morgade Cuña, Fátima García Manrique & Tilman Tobias Klinge

Spanish:

En esta ponencia tratará sobre el aprendizaje de lenguas en contextos universitarios, tomando como marco teórico la autonomía del aprendizaje. Se presentarán escenarios didácticos basados en la fusión del aula tradicional (tiempo-espacio) y la integración de elementos tándem en el Plan Curricular (e-tándem) (Brammerts y Kleppin, 2001).

El objetivo es reflexionar sobre el reto que conlleva hacer desaparecer las fronteras del aula y acercar, sin filtros, la realidad lingüística y cultural del hablante nativo (L1, C1) al estudiante (L2, C2). Teniendo en cuenta este punto de partida se comentará el uso de diversos escenarios virtuales, de herramientas y de recursos didácticos (portfolio, asesoría).

Para ello se presentará el proyecto bilateral E-Tándem establecido desde el año académico 2022/23 entre el Leibniz Language Centre de la LUH (Hanóver-DE) y el Centro Universitario de Idiomas de la URJC (Madrid-ES), proyecto enmarcado a su vez en la alianza universitaria europea EULiST.

Se discutirá sobre los beneficios y los retos de la realización de proyectos para fomentar la autonomía en la enseñanza-aprendizaje de lenguas (Little, 1991) y la reflexión a través de la implementación curricular de elementos tándem y, a su vez, discutiremos sobre sus consecuencias en el proceso de aprendizaje (Autonomía del Aprendizaje), especialmente, en la reflexión, (auto)evaluación y en el desarrollo de la Competencia Intercultural Comunicativa (Byram, 1997). Se analizarán los primeros resultados del intercambio e-tándem, con ejemplos prácticos, entre los más de 130 estudiantes totales (lenguas meta español-alemán) del LLC de la Leibniz Universität Hannover y de Traducción e Interpretación de la URJC que han sido partícipes del proyecto hasta la fecha.

Finalmente, se reflexionará sobre cómo impulsar la movilidad académica e investigadora dentro de Europa. Así mismo, se presentarán las perspectivas de futuro del proyecto enlazadas a una estancia en el extranjero.

German;

Dieser Beitrag widmet sich der Frage nach dem Spracherwerb im universitären Rahmen im theoretischen Rahmen der Lernerautonomie. Dabei werden didaktische Szenarien vorgestellt, in denen in traditionelle Präsenzveranstaltung (Zeit-Raum-Einheit) asynchrone Tandem-Elemente gezielt und als fester Bestandteil des Lernplans aufgenommen werden (E-Tandem) (Brammerts und Kleppin, 2001).

Das dient dazu, über die Anforderungen nachzudenken, die sich aus der Überwindung der Klassenraum-Schranken und der ungefilterten Aufnahme muttersprachlicher Sprach- und Kultur- Realitäten (L1, C1) in den Fremdspracherwerb (L2, C2) ergeben. Unter diesem Gesichtspunkt werden verschiedenen virtuelle Kommunikationsszenarien, technische Werkzeuge und Formen der didaktischen Aufarbeitung (Portfolio, Lernerberatung) thematisiert.

Dabei erhält das bilaterale E-Tandem-Projekt besonderes Gewicht, das seit 2022/23 zwischen dem Leipzig Language Center der LUH (Hannover D) und dem Centro Universitario de Idiomas der URJC (Madrid – ES) durchgeführt wird und in der europäischen Universitätskooperation EULiST Platz gefunden hat. Die Darstellung dieses Projekts führt zu einem zu den Vorteilen und Aufgaben, die sich aus der Realisierung innerhalb dieses Rahmens für die Förderung der Spracherwerb-Autonomie bei Lernern und Dozenten ergeben (Little, 1991), zum anderen zu allgemeinen Überlegungen über die Aufnahme von Tandem-Elementen in die Lehrpläne als festen Bestandteil des Spracherwerbs, ganz besonderes unter den Gesichtspunkten autonomer Lernstrategien (Lernerautonomie), der Selbsteinschätzung, der Selbstbewertung und Interkulturellen Kommunikationskompetenzen (Byram 1997).

Im praktischen Teil werden anhand konkreter Beispiele die ersten Ergebnisse des Austauschprojekts dargestellt, an dem bisher etwa 130 Studenten beider Institutionen - verschiedener Studiengänge im Falle der LUH, des Übersetzer- und Dolmetscher-Studiengangs im Falle der URJC - teilgenommen haben. Den Beitrag schließen Überlegungen ab, wie der akademische Austausch innerhalb Europas zu fördern ist, wobei die Erweiterung des Projekts auf einen realen Auslandsaufenthalt als Perspektive dargestellt wird.

The Impact of Collaborative Activities on Learning Outcomes in an Online University B2 English Course

Jackie Robbins & Christine Appel

Online language learning has gained increasing popularity in recent years due to the advancement of technologies, a growing demand for higher education and lifelong learning, a rising need for digital citizenship, as well as the flexibility it offers. Working with others, teamwork and time-management skills are essential for ensuring students' future success in the workplace and therefore need to be included at all stages of education. However, tensions exist when online courses include collaborative tasks, with a number of students claiming that their principal motivation for studying online is that they can learn at their own pace and expressing reluctance to working and collaborating with others (Kanno, 2020; Kear, Jones, Holden & Curcher, 2016). Collaborative tasks have been widely recognised as a beneficial approach to language learning, as they offer learners opportunities to interact with each other and engage in meaningful peer communication (Chang et al. 2022). However, in the context of online language learning, the relationship between collaborative writing tasks and improved learning outcomes has yet to be fully explored. This study investigates this relationship by examining the impact of collaborative writing tasks on learning gains in a fully online university B2 English as a foreign language course. To achieve this, we analyse the relationship between learners' active participation in small groupwork and their final marks. We complement this analysis with the results of a student survey which asked learners about their feelings of closeness to groupmates and their perceived learning gains at three key points of the course: before they started collaborating, after the first collaborative task and after the second and final collaborative task. The findings of this study show that active participation in collaborative tasks leads to increased learning outcomes and provide insights into how to design and assess collaborative tasks in online language learning programmes.

Spanish:

El aprendizaje de idiomas en línea ha ganado una creciente popularidad en los últimos años debido al avance de las tecnologías, una creciente demanda de educación superior y aprendizaje continuo, una creciente necesidad de ciudadanía digital, así como la flexibilidad que ofrece. Las habilidades de trabajo en equipo y gestión del tiempo son esenciales para garantizar el éxito futuro de los estudiantes en el lugar de trabajo y, por lo tanto, deben incluirse en todas las etapas de la educación. Sin embargo, se pueden generar tensiones cuando los cursos en línea incluyen tareas colaborativas, ya que algunos estudiantes afirman que su principal motivación para estudiar en línea es que pueden aprender a su propio ritmo y se muestran reacios a trabajar y colaborar con otros (Kanno, 2020; Kear, Jones, Holden & Curcher, 2016). Las tareas colaborativas han sido ampliamente reconocidas como un enfoque beneficioso para el aprendizaje de idiomas, ya que ofrecen a los estudiantes oportunidades para interactuar entre ellos y participar en una comunicación significativa entre pares (Chang et al. 2022). Sin embargo, en el contexto del aprendizaje de idiomas en línea, la relación entre las tareas de escritura colaborativa y la mejora de los resultados de aprendizaje aún no se ha explorado completamente. Este estudio investiga esta relación examinando el impacto de las tareas de escritura colaborativa en las ganancias de aprendizaje en un curso universitario en línea de inglés B2 como lengua extranjera. Para lograr esto, analizamos la relación entre la participación activa de los estudiantes en el trabajo grupal y sus calificaciones finales. Complementamos este análisis con los resultados de una encuesta a estudiantes que preguntaba sobre sus sentimientos de cercanía con los compañeros de grupo y sus percepciones de las ganancias de aprendizaje en tres puntos clave del curso: antes de comenzar a colaborar, después de la primera tarea colaborativa y después de la segunda y última tarea colaborativa. Los hallazgos de este estudio muestran que la participación activa en tareas colaborativas conduce a un aumento en los resultados de aprendizaje y proporciona recomendaciones sobre cómo diseñar y evaluar tareas colaborativas en programas de aprendizaje de idiomas en línea.

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A Longitudinal Study of Chinese GTAs' Pragmatic Transfer of Chinese Modal Particles into L2 Requests at UK University Classrooms

Ban Xueting

Abstract in English:

International graduate teaching assistants (GTAs) serve an essential role in enhancing the delivery of teaching and learning support at UK higher education institutions (HEIs) (Ban, 2023). With English as the medium of instruction at UK universities, international Chinese GTAs are simultaneously researchers, instructors, and advanced second language (L2) speakers. First language (L1) pragmatic transfer, particularly the transfer of modal particles, is common in the L2 pragmatic output of Chinese English as a foreign language (EFL) speakers. Modern Chinese modal particles are commonly categorised as distinct words at the end of a sentence primarily dedicated to articulating the speaker's attitude. While not easily translatable into English, they profoundly influence the meaning of speech acts by reducing the directness of requests and enhancing politeness (Lee-Wong, 1998). Interlanguage pragmatics focuses on the utilisation and acquisition of pragmatic knowledge in an L2 context by individuals who are L2 speakers (Kasper, 1992). Pragmatic competence pertains to the capacity to use language appropriately in a social setting (Taguchi, 2009). Meta-pragmatic awareness is the identification of pragmatic phenomena by L2 learners (Timpe-Laughlin, 2017). Hence, exploring the influence of L1 pragmatic marker transfer on the pragmatic production of L2 requests by Chinese GTAs, who are advanced L2 speakers and instructors in UK university classrooms, is both crucial and valuable.

This study employs a longitudinal mixed-method approach, incorporating semester-long classroom observations, semi-structured interviews, and stimulated recall interviews of nine Chinese GTAs from two UK universities. Through longitudinal investigation and conversation analysis, this study delineates their progression of awareness towards L1 pragmatic transfer and how Chinese modal particles influenced and transferred to their pragmatic production of L2 requests in UK university classroom teaching.

Abstract in Chinese:

国际研究生助教 (GTAs) 在加强英国高等教育机构 (HEIs) 的教学支持方面发挥着至关重要的作用 (Ban, 2023)。在英国大学以英语为教学语言的情境下, 国际中国 GTA 同时兼具研究人员、教师和高级第二语言 (L2) 使用者的身份。第一语言 (L1) 语用迁移, 尤其是语气助词的迁移, 在中国英语使用者的二语表达中较为普遍。在现代汉语中, 语气助词通常被归类为句末的助词, 主要用于表达说话人的态度。虽然不容易翻译成英语, 但它们通过减少请求的直接性和增强礼貌性, 能够深刻地影响言语行为的意义 (Lee-Wong, 1998)。语际语用学关注二语使用者在二语语境中对语用知识的运用和习得 (Kasper, 1992)。语用能力是指在社交环境中适当使用语言的能力 (Taguchi, 2009)。元语用意识是二语学习者对语用现象的识别 (Timpe-Laughlin, 2017)。因此, 研究母语语气助词迁移对中国 GTA (作为英国大学课堂上的高级二语使用者和教师) 的二语请求语用产生的影响是重要且有价值的。本研究采用纵向混合方法, 对来自英国两所大学的 9 名中国 GTA 进行了为期一个学期的课堂观察、半结构化访谈和刺激回忆访谈。通过纵向调查和会话分析, 本研究描述了中国 GTA 对母语语用迁移的认知过程, 以及汉语语气助词如何影响和转移到他们在英国大学课堂教学中二语请求的语用表达。

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Affective Language in Adult Finnish Learners' Narratives

Sanna Machaal, Susanna Mantila & Nina Pilke

Our presentation is part of the ongoing Talent Boost and SIMHE projects at the University of Vaasa in Finland. We examine the learning experiences of adult learners, who have taken a course in Finnish or Swedish as a Foreign Language, organized by the university's Language Centre. The material of our research consists of the adult learners' answers in an electronic questionnaire and a semi-structured interview about their language-learning goals, motivation, and expectations, both conducted in English. The aim is to investigate what is relevant to language learning in the Finnish social context.

This presentation focuses on affective language in the narratives of adult learners of Finnish as a foreign language. We define affective language phenomenologically, or as linguistic content communicating not only an individual's internal emotions and sensations, but also their moods, thoughts, attitudes, actions, and social interaction (Fuchs, 2013; Scotson, 2019). Narrative is defined as the story the adult learner creates in their oral answers in and for the context of the interview. Although a narrator chooses the content and structure of the narrative, their choices are inevitably influenced by always being told to a specific audience (Riessman, 2008). We use narrative analysis as our research method, identifying manifestations of affective language in the stories.

In our analysis, we have found that affective language communicates the experienced and projected thoughts of adult learners of Finnish about themselves and their environment, as well as related concrete choices and actions, potentially with far-reaching consequences. The rich affective language of the narratives provides a window into their realities, as well as the adaptability of experiences related to affectivity. As a result, we, as curriculum developers, teachers, and members of society, can better understand our role in creating learning environments that encourage positive affectivity in the Finnish language-learning and social context.

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16:45 – 18:00
SESSION 9
TLC117 - Workshop

Designing a Virtual Exchange Project in the Context of University Language Centres

Ana Beaven

Virtual Exchanges (VE) are technologically enabled, collaborative educational projects that connect people living and studying in distant geographical areas. As an educational practice, VE has seen an increased interest on the part of Higher Educational Institutions (HEI), partly as a result of the Covid pandemic, but also in an attempt to make mobility more inclusive and boost Internationalisation at Home.

This hands-on workshop aims to encourage both managers and teachers in University Language Centres to consider the possibilities offered by VE as an educational practice to foster in their students not only target language use, but also the activation of their plurilingual repertoires, intercultural development, and digital skills.

The workshop will start with a brief presentation of the pedagogical principles underlying VE, and of concrete examples of VEs in language education. In the second part of the workshop, participants will work in small groups to develop concrete ideas for VE projects within their classes and language centres. Using the worksheets and templates provided, they will be asked to consider the benefits and drawbacks of different models of VE (integration into existing courses, stand-alone modules including BIPs, and ready-made options) within their specific context. Then, they will be asked to define their Learning Objectives, reflect on options for assessment, begin designing possible tasks for the students and consider what technological tools to choose. By the end of the workshop, participants will have an initial draft of their project, and will have had the chance to network with colleagues (and potential VE partners) across Europe. It is hoped that they will then continue developing their projects together and carry them out with their partners.

Spanish:

I Virtual Exchange (scambi virtuali) sono progetti educativi collaborativi, che utilizzano le tecnologie per mettere in contatto persone che vivono e studiano in aree geografiche distanti. Come pratica educativa, gli scambi virtuali hanno visto un crescente interesse da parte delle università, in parte come risultato della pandemia di Covid, ma anche nel tentativo di rendere la mobilità più inclusiva e di promuovere *Internationalisation at Home*.

Questo workshop mira a incoraggiare sia i dirigenti che gli insegnanti dei Centri Linguistici Universitari a considerare le possibilità offerte da progetti di *Virtual Exchange* come pratica educativa per promuovere nei loro studenti non solo l'uso della lingua target, ma anche l'attivazione dei loro repertori plurilinguistici, lo sviluppo interculturale e le competenze digitali. Il workshop inizierà con una breve presentazione dei principi pedagogici alla base del *Virtual Exchange* e di esempi concreti di progetti nell'ambito dell'educazione linguistica. Nella seconda parte del workshop, i partecipanti lavoreranno in piccoli gruppi per sviluppare idee concrete per progetti di *Virtual Exchange* all'interno delle loro classi e centri linguistici. Utilizzando i fogli di lavoro e i template forniti, verrà chiesto loro di considerare i vantaggi e gli svantaggi dei diversi modelli di Virtual Exchange (integrazione nei corsi esistenti, moduli autonomi, compresi i BIP, e opzioni "pronte per l'uso") nel loro contesto specifico. Quindi, dovranno definire gli obiettivi di apprendimento, riflettere sulle opzioni di valutazione, iniziare a progettare possibili task per gli studenti e considerare la scelta degli strumenti tecnologici.

Alla fine del workshop, i partecipanti avranno una prima bozza del loro progetto e avranno avuto la possibilità di creare una rete di contatti con colleghi (e potenziali partner di scambi) in tutta Europa. Si spera che continueranno a sviluppare i loro progetti insieme e a realizzarli con i loro partner.

*Language Requirements for International Mobility in Higher Education***Juana Sanmartín Vélez & Julia Zabala Delgado**

Language Requirements for International Mobility in Higher Education: the Elephant in the Room

The Council of Europe, as well as national educational bodies, strive to promote international mobility in higher education for both students and university staff. Amongst their goals, the aim is to foster plurilingualism and pluriculturalism among citizens in a globalized world. These are objectives shared by European universities with the aim of providing quality higher education and facilitating their graduates access to an international job market.

One of the main obstacles we encounter for mobility in higher education is the issue of languages. Europe's linguistic richness is a fundamental issue for universities, as proficiency in the language of instruction is a key factor in making the most of exchanges in foreign educational institutions. However, the language requirements set for participants in different programmes vary not only from country to country but in many cases, from university to university. This presentation will deal with the following aspects of this complex issue:

- What does a student need to know and be able to do (in terms of language ability) to carry out academic tasks successfully?
- Why are language requirements different in different institutions?
- How are these requirements verified?
- Do current university policies favour plurilingualism?

We will address these different topics while attempting to provide practical information for institutional participants in mobility programs, so that these requirements are not perceived as inconsistent impositions, given the disparity of rules and criteria in European universities.

Spanish:

El Consejo de Europa y las diferentes instancias educativas nacionales se esfuerzan por impulsar la movilidad internacional en el ámbito de la educación superior, tanto para estudiantes como para personal universitario. Entre otros fines, se pretende fomentar el plurilingüismo y la pluriculturalidad de los ciudadanos en un mundo globalizado. Ambos objetivos son compartidos por las universidades europeas con el objetivo de ofrecer una educación superior de calidad y facilitar a sus egresados el acceso a un mercado laboral internacional.

Uno de los principales obstáculos que encontramos para la movilidad de los ciudadanos es la cuestión lingüística. Tanto en el ámbito académico como en el laboral, la riqueza lingüística de Europa es un factor primordial para las universidades, ya que el conocimiento de la lengua de instrucción es un factor clave en el aprovechamiento de las estancias en instituciones educativas extranjeras. Sin embargo, los requisitos lingüísticos que se marcan a los participantes en los diferentes programas son diferentes, no ya en cada país, si no prácticamente en cada universidad. En esta presentación analizaremos los siguientes aspectos:

- ¿Qué necesita saber hacer un alumno (en términos de habilidad lingüística) para llevar a cabo tareas académicas con éxito?
- ¿Por qué existe tal disparidad de niveles en los requisitos en las diferentes instituciones?
- ¿Cómo se comprueban esos requisitos?
- ¿Se favorece el plurilingüismo con las actuales políticas universitarias?

Abordaremos los diferentes temas intentando aportar una orientación práctica orientada a los participantes en los programas de movilidad, con el fin de que no se perciban estos requisitos como una imposición carente de lógica, dada la disparidad de normas y criterios aplicados en las universidades europeas.

Jane Wingren

At the beginning of 2023 the Finnish Ministry of Education and culture conducted an investigation of the position of national languages in higher education teaching and scientific research in Finland. The investigation resulted in a report, *Monikielistä sivistystä vai englanninkielisiä ratkaisuja? Selvitys yliopistojen kielivalinnoista* (Saarikivi & Koskinen, 2023) that highlights the importance of strengthening the position of the two national languages, Finnish and Swedish, as academic languages in Finland and includes a policy on the right to study in the Finnish and Swedish language. The proposals in the report also includes a language proficiency requirement and study arrangements for teachers recruited from abroad, rewarding for research in the national languages, and recording the number of students in Finnish-language study programmes in the performance agreements of universities. The concern expressed in the report is that the national languages will become marginalized in education and as a result also elsewhere in society (2023, p. 5).

As a minority language in Finland, Swedish holds official status alongside Finnish. In the context of academia, this means that students in Finland may have the option to pursue their education in either Finnish or Swedish. Åbo Akademi University (ÅAU) has a unique responsibility for Swedish as it is the only university in the country where Swedish is the primary language of instruction. This reflects the university's unique role in serving the Swedish-speaking population of Finland.

The aim of this presentation is to describe the current language policies at ÅAU and in what ways ÅAU, and more precisely The Language Centre at ÅAU, support academic language proficiency in Swedish. The university aims to maintain and develop education and research in Swedish, catering to the linguistic and cultural needs of the Swedish-speaking minority in Finland. This special responsibility encompasses various academic disciplines, including humanities, social sciences, natural sciences, and technology.

“KiViTa”: When Language Centres from Different Universities Join Forces

Emmi Huttunen, Janne Niinivaara & Katja Bergbacka

In the Helsinki Metropolitan Area in Finland, there are several universities. The language centres of these universities are in different situations regarding language course offerings and resources. Some may not have the opportunity to offer a wide or continuous range of language courses to their students, while others would gladly accommodate more participants in their courses. As a solution to this situation, the language centres in the Helsinki Area are piloting teaching network collaboration in 2023-2024.

KiViTa, the collaboration in language and communication teaching in the Helsinki Metropolitan Area, offers courses in languages and communication, which can be taken by anyone studying or working at the higher education institutions of the region. KiViTa is a collaborative project between four universities to expand language and communication teaching. In the project, Aalto University, the University of Helsinki, the University of the Arts Helsinki, and the Hanken School of Economics are opening their teaching to all higher education institutions in the Helsinki Area.

In the collaboration, the provision of language and communication teaching as well as pedagogical approaches will be developed, taking into consideration the needs of various fields of education and continuous learners. Through the project, higher education institutions will develop flexible hybrid and digital pedagogy that meets needs associated with continuous learning and future skills demand.

In our presentation, we will introduce the origins and practices of teaching network collaboration and present the results of the pedagogical development work conducted within the project. We will share the lessons learnt and present recommendations for the practical and pedagogical implementation of teaching network collaboration.

FRIDAY 13 September 2024

10:00 – 11:15

SESSION 1

TLC042

Pedagogical Knowledge Management: Case University of Helsinki Language Centre

Janne Niinivaara

Knowledge management has been recognized as an important aspect of successful leadership. In the context of pedagogical leadership, it can be considered crucially important as operational environments change and students become more heterogeneous due to factors such as immigration, career changes, and lifelong learning. However, some specific challenges are associated with pedagogical knowledge management: identifying the information needs of educational development can be difficult, and pedagogical knowledge is often tacit (Syysnummi & Laihonen, 2014).

At the Language Centre of the University of Helsinki, the systematic development of pedagogical knowledge management has been initiated during the academic year 2023–2024. We have not only expanded our knowledge base but also developed university-level data collection systems in collaboration with the university's strategic services.

Through knowledge-based pedagogical leadership, the aim is to enhance and support the planning of teaching as well as the timely and multimodal forms of teaching. The model of knowledge-based pedagogical leadership at the Language Centre combines research data, statistical information, learning analytics, teachers' experiences, and student feedback.

I will present the implementation and results of the curriculum evaluation and the review of the Language Centre conducted during the academic year. I will outline principles and guidelines for the qualifications and justifications of pedagogical knowledge management, particularly from the perspective of language and communication education. I will highlight the integration of tacit everyday knowledge and statistical data, the development of pedagogically justified information systems, and their significance for the strategic development of teaching at the Language Centre in a constantly changing communication environment.

Abstract in second language (Spanish)

Gestión del conocimiento pedagógico: El caso del Centro de Idiomas de la Universidad de Helsinki La gestión del conocimiento se ha reconocido como un aspecto importante del liderazgo exitoso. En el contexto particular del liderazgo pedagógico, se puede considerar importante a medida que los entornos operativos cambian y los grupos de estudiantes se vuelven más heterogéneos debido a factores como la inmigración, los cambios de carrera y el aprendizaje continuo. Sin embargo, existen desafíos específicos asociados con la gestión del conocimiento pedagógico: identificar las necesidades de información para el desarrollo educativo puede ser difícil, y el conocimiento pedagógico a menudo es tácito (Syysnummi & Laihonen, 2014).

En el Centro de Idiomas de la Universidad de Helsinki hemos iniciado el desarrollo sistemático de la gestión del conocimiento pedagógico durante el año académico 2023-2024. No solo hemos ampliado nuestra base de conocimientos, sino que también hemos desarrollado sistemas de recopilación de datos a nivel universitario en colaboración con los servicios estratégicos de la universidad.

A través del liderazgo pedagógico basado en el conocimiento, el objetivo es mejorar y respaldar la planificación de la enseñanza, así como las formas de enseñanza convenientes y multimodales. El modelo de liderazgo pedagógico basado en el conocimiento en el Centro de Idiomas combina datos de investigación, información estadística, análisis de aprendizaje, experiencias de los profesores y retroalimentación de los estudiantes.

Presentaré la implementación y los resultados de la evaluación del plan de estudios y la revisión del Centro de Idiomas realizadas durante el año académico. Esbozaré principios y pautas para las calificaciones y justificaciones de la gestión

del conocimiento pedagógico, especialmente desde la perspectiva de la educación en lengua y comunicación. Destacaré la integración del conocimiento cotidiano tácito y los datos estadísticos, el desarrollo de sistemas de información pedagógicamente justificados y su importancia para el desarrollo estratégico de la enseñanza en el Centro de Idiomas en un entorno de comunicación en constante cambio.

Syysnummi, P. & Laihonen, H. 2014. Top management's perception of knowledge management in a vocational education and training organization in Finland. *International journal of educational management* Vol. 28 No 1, 53–65. Viitattu 7.3.2021 <https://doi.org/10.1108/IJEM-04-2013-0067>.

Language Learning Skills as a Hidden Curriculum

Ayako Yoshino & Xu Cuie

In the 2022-23 academic year, we observed significant changes among first-year ab-initio language students (Japanese and Korean) in the post-COVID classroom. Compared to their pre-Covid peers the students were often less confident, quicker to jump to machine translation and showed greater sense of anxiety and uncertainty in speaking. This particular cohort of students, whose formative years were directly hit by the lockdown, exhibited a greater disparity in the maturity of their language learning skills. The need for equipping students with effective language deep learning skills (Anderson et al., 2001) was identified through this study.

The research employs a mixed-method approach, combining two questionnaires and interviews. Data collection spans the academic year 2023-24. As of the time of writing, (January 2024) we have a survey result for the first questionnaire which suggests a few vital findings. We now know that 73.7% of respondents reported not been explicitly taught how to study a new language. 66.7% of respondents reported not actively seeking information on language learning skills, and when they do, they rely on online resources, such as YouTube and TikTok. 33.4% of respondents reported the use of machine translation was not discouraged in their previous educational settings. These findings suggest that language learning skills are currently a great hidden curriculum (Alsubaie, 2015). This research was conceived as a first step to create a body of materials, for example, workshops, to train students' language learning skills which can be utilised in various delivery modes and for different languages.

Please note that a Chinese version of this abstract was included but unfortunately could not be copied into this document.

Generic Skills in a Digital Environment

Pia Eriksson, Emmi Huttunen & Kaisa Louramo

This presentation explores the teaching of generic skills as part of language and communication studies focusing specifically on digital learning environments. We explore the work done in the context of the Finelc 2Digi2 project involving teachers and staff from thirteen language centres around Finland. There were four main themes in the project: learning objectives, generic skills, special needs and relationship building. In our presentation we focus on generic skills. Generic skills are also known as key skills, transferable skills, employability skills, core competences or generic attributes. According to the Kappas! project (Publications of Ministry of Education and Culture, 2021:31), which investigated the level of Finnish Bachelor-level students' generic skills, nearly 60% of higher education students, the generic skills were on a basic or lower level. Therefore, generic skills were chosen as one of the focuses of the 2digi2 project.

To find out what support and resources language and communication teachers need for teaching generic skills, we conducted a survey and an interview study. We received 56 responses to the survey and interviewed 18 teachers from five different Finnish universities. The results showed that teachers need information, guidelines and materials to help them in teaching generic skills. We then designed resources for

teachers teaching generic skills in a digital environment focusing on four main areas: argumentation, problem-solving, self-regulation and teamwork skills. Our presentation showcases the results of the research and some of the generic skills materials created during the project. Those attending the presentation are invited to explore the materials beforehand at the project website 2digi2: Assisting teachers in navigating the rapidly changing digital teaching environment.

ELF als Vermittlungssprache in Deutsch-als-Fremdsprache-Kursen: Nutzung von mehrsprachigen Ressourcen ermöglichen / ELF as a Mediating Language in German as a Foreign Language Courses: Facilitating the Use of Multilingual Resources

Kristina Ehram

Abstract in English: While the role of English as a lingua franca (henceforth ELF) for the English language classroom or the usage of ELF as a medium of instruction in non-language courses in academic settings has been extensively discussed and investigated, the role of ELF as a mediating language of classroom interaction in non-English foreign language classrooms remains a relatively underexplored research area (for exceptions, see Turnbull, 2018; Schaller-Schwaner, 2018). In my PhD project, I aim to shed light on this newer aspect of multilingual education by exploring the use of ELF in three beginners' classes for German as a foreign language offered at language centres within higher education institutions in German speaking Switzerland. These classes typically comprise students from diverse linguistic backgrounds and both students and teachers draw upon their plurilingual repertoires, including ELF at different proficiency levels, to facilitate the teaching and learning of German. While German is the taught target language, ELF also assumes a prominent role and performs several key functions, thus going beyond vocabulary translations, within the classroom setting. The topic of ELF as a mediating language is investigated from multiple perspectives and by drawing on different types of data, including top-down regulations at the level of the language centers and at the classroom level, teacher interviews and student and teacher questionnaires and actual classroom recordings. For the present contribution, I will draw on selected transcribed excerpts from classroom recordings to discuss how the use of ELF and language other than the target language is managed and how the students' plurilingual repertoires are activated in the classroom. The insights suggest that in relation to students' (other) first languages, ELF plays the special role of a language of comfort that everyone, not only L1 speakers of English, can rely on.

Abstract in Deutsch:

Während die Rolle des Englischen als Lingua franca (im Folgenden ELF) für den Englischunterricht oder die Verwendung von ELF als Unterrichtsmedium in nicht-sprachlichen Kursen im akademischen Umfeld ausgiebig diskutiert und untersucht wurde, ist die Rolle von ELF als Vermittlungssprache für die Interaktion im Klassenzimmer in nicht-englischen Fremdsprachenkursen nach wie vor ein relativ unerforschtes Gebiet (für Ausnahmen siehe Turnbull, 2018; Schaller-Schwaner, 2018). In meinem Dissertationsprojekt möchte ich diesen neueren Aspekt des mehrsprachigen Unterrichtens beleuchten, indem ich die Verwendung von ELF in drei Anfängerklassen für Deutsch als Fremdsprache untersuche, die an Sprachzentren von Hochschulen in der deutschsprachigen Schweiz angeboten werden. Diese Klassen setzen sich in der Regel aus Studierenden mit unterschiedlichem sprachlichkulturellem Hintergrund zusammen, und sowohl die Studierenden als auch die Lehrkräfte greifen auf ihre plurilingualen Repertoires zurück, einschliesslich ELF auf unterschiedlichen Kompetenzlevels, um das Lehren und Lernen des Deutschen zu erleichtern. Obwohl Deutsch die unterrichtete Zielsprache ist, nimmt ELF eine prominente Rolle ein und erfüllt mehrere Schlüsselfunktionen im Unterricht, die über die Übersetzung von Vokabeln hinausgehen. Das Thema ELF als Vermittlungssprache wird in der Dissertation aus verschiedenen Blickwinkeln und anhand unterschiedlicher Daten untersucht, darunter Top-Down-Regelungen auf der Ebene der Sprachzentren und auf Klassenebene, Lehrpersoneninterviews sowie Fragebogendaten der Lehrpersonen und Studierenden und nicht zuletzt Unterrichtsaufzeichnungen. Im vorliegenden Beitrag werde ich anhand ausgewählter transkribierter Auszüge aus Unterrichtsaufzeichnungen erörtern, wie die Verwendung von ELF und anderen Sprachen als der Zielsprache gehandhabt wird und wie das mehrsprachige Repertoire der Studierenden im Unterricht aktiviert wird. Die Erkenntnisse deuten darauf hin, dass ELF in Bezug auf die (anderen) Erstsprachen der Studierenden die besondere Rolle einer Komfortsprache zukommt, auf die sich alle Beteiligten, nicht nur L1-Sprecher:innen des Englischen, verlassen können.

References/Referenzen:

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Turnbull, B. (2018). The use of English as a lingua franca in the Japanese second language classroom. *Journal of English as a Lingua Franca*, 7(1), 131-151. <https://doi.org/10.1515/jelf-2018-0006>

Neuro-inclusivity in Language Assessment

Theresa Federici

This presentation showcases an approach to Enquiry-Based Learning that integrates assessment into class teaching to further support the social construction of contextual, pragmatic, and mediatic skills within a collaborative process-driven approach to teaching. Grounded in research on language pedagogy, educational psychology, learner identity and motivation, this approach maps language curriculum and assessment design to Universal Design for Learning to foster awareness of diversity and to support inclusivity and accessibility for all learners.

My approach is called PRIME: Purposeful, Relevant, Integrated, Motivating, Empowering. This approach removes competition and facilitates knowledge exchange between learners, thus supporting learner motivation and identity. Learning and assessment become personalized and constructive, while remaining grounded in core knowledge, allowing for a plurality of submission types essential to an inclusive learning environment.

By asking curriculum and assessment designers to articulate the purpose (why), the intended audience (who for), and the scenario (real world/professional), assessment can become an active part of the creation of an Ideal L2 Future Self. This perspective enables teachers to think more flexibly about in-class activities and the modalities of assessment. Variety favours inclusivity: a single modality of teaching or assessing, with adjustments or accommodations for those with disabilities, is not inclusive practice and can create anxiety and stress in neurodiverse learners whose ability to demonstrate understanding may be compromised by the modality of an activity or assessment. This presentation will map inclusive practice in language assessment to research in educational psychology. It will show that small adjustments in assessment design have significant impact in facilitating inclusivity in language assessment.

Italian:

Neuro-inclusività nella valutazione linguistica Questa relazione presenta un approccio collaborativo all'apprendimento delle lingue basato su 'Inquiry-Based Learning' che integra la valutazione delle conoscenze nella didattica di classe col fine di sostenere ulteriormente in una prospettiva di costruttivismo sociale lo sviluppo delle competenze contestuali e pragmatiche. Fondato su studi di glottodidattica, psicopedagogia, identità e motivazione, questo approccio delinea come il percorso formativo e la valutazione delle competenze linguistiche possano assecondare i principi della Progettazione Universale per l'Apprendimento (PUA) per promuovere la consapevolezza della diversità e sostenere l'inclusività e l'accessibilità per tutti gli studenti.

Il mio approccio si chiama PRIME: Purposeful, Relevant, Integrated, Motivating, Empowering [Finalizzato, Rilevante, Integrato, Motivante, Incoraggiante]. Questo approccio elimina la competizione facilitando lo scambio di conoscenze e sostenendo la motivazione e l'identità di studenti come parlanti di lingua straniera. L'apprendimento e la valutazione diventano personalizzati e costruttivi, pur rimanendo ancorati sulle conoscenze di base, consentendo una pluralità di forme di valutazioni, imprescindibile per un ambiente di apprendimento inclusivo.

Richiedendo ai docenti di specificare lo scopo (perché), il pubblico previsto (per chi) e lo scenario (mondo reale/professionale) della valutazione, il processo di valutazione diventa parte integrante della creazione della futura identità degli studenti come parlanti di lingua straniera. Tale prospettiva consente ai docenti di riconfigurare in modo più flessibile le modalità di valutazione e le attività didattiche in classe. La varietà favorisce l'inclusività: un'unica modalità di insegnamento o di valutazione, con aggiustamenti o adattamenti per disabili, non è una pratica inclusiva, poiché può creare ansia e stress negli studenti neurodiversi la cui capacità di dimostrare la comprensione può essere compromessa dalla modalità di un'attività o di una valutazione.

Questa relazione presenterà punti di raccordo tra pratiche di valutazione delle competenze linguistiche inclusive e psicopedagogia, illustrando come piccoli cambiamenti abbiano grande impatto nel facilitare pratiche di valutazione di competenze linguistiche inclusive.

Antje Neuhoff

Abstract in primary language (250-300 words) The Multimedia Language Centre as a self-access centre for foreign language education at TU Dresden celebrated its 25th anniversary in 2023. Thus far, the focus of its work has been to provide substantive and technical support for teaching, offer extensive self-access resources, and promote digital foreign language teaching and learning. In recent years, there has been a shift towards professional support for digital and hybrid teaching and learning. The self-access centre is realigning itself into an advisory and meeting centre that promotes digitally supported foreign language learning and serves as a social learning space and central hub for informal, self-directed foreign language learning. This reorientation is being shaped as a co-design process in collaboration with all stakeholders - its users, language instructors, students, as well as other stakeholders at the university. User surveys and interviews have been conducted to identify new requirements for formal and informal concepts, interior design, furniture arrangements, equipment, etc.

As a result of this reorientation, informal language learning opportunities such as multilingual language cafés have been established in the past two years as a supplement to formal language courses. In an informal atmosphere, language learners engage in conversations and apply their language skills at their respective levels through discussions and playful activities with native speakers and fellow learners. In on-site language cafés, native-speaking tutors moderate discussions and communicative activities (warm-ups, icebreakers, quiz games etc.). Such informal language contacts provide additional spaces for interaction and linguistic and intercultural exchange between international and German students (Internationalization@home). The language cafés aim to expand into the virtual dimension through collaborative online language cafés with authentic L1 speakers in other countries and cultures. This presentation provides an overview of the shift towards fostering more informal language learning, with a particular focus on experiences with diverse formats of the language cafés.

Abstract in German

Informelle Angebote im Sprachenzentrum – Präsenz- und virtuelle Sprachcafés Das Multimediale Sprachlernzentrum als Selbstlernzentrum für die Fremdsprachenausbildung an der TU Dresden feierte 2023 sein 25jähriges Bestehen. Bisher lag der Schwerpunkt der Arbeit darauf, die Lehre inhaltlich und technisch zu unterstützen, umfangreiche Selbstlernmedien anzubieten und das digitale Fremdsprachenlehren und -lernen voran zu treiben. Seit einigen Jahren rückt die fachliche Begleitung für digitales und hybrides Lehren und Lernen in den Vordergrund. Das Selbstlernzentrum richtet sich neu aus zu einem Beratungs- und Begegnungszentrum, das digital gestützten Fremdsprachenunterricht befördert und das als sozialer Lernraum und zentrale Anlaufstelle für informelles, selbstreguliertes Fremdsprachenlernen dient. Diese Neuausrichtung wird in Kooperation mit allen Stakeholdern - seiner Nutzer, der Sprachlehrkräfte, der Studierenden, aber auch anderer Stakeholder an der Universität - als Co-DesignProzess gestaltet. Dazu wurden z.B. Nutzer-Befragungen und -Interviews durchgeführt, um neue Anforderungen an formales Lernen und informelle Konzepte, an die Raumgestaltung, die Möbel- und Geräteausstattung etc. herauszuarbeiten.

Im Ergebnis der Neuausrichtung wurden in den letzten zwei Jahren informelle Sprachlernangebote wie die mehrsprachigen Sprachencafés als Ergänzung der Fremdsprachenlehre etabliert. In informeller Atmosphäre tauschen sich Fremdsprachenlernende mit Muttersprachlern und anderen Lernenden aus und wenden ihre Sprachkenntnisse niveaugerecht im Gespräch und bei spielerischen Aktivitäten an. Im Sprachcafé vor Ort moderieren muttersprachliche Tutoren verschiedener Sprachen die Diskussionen und machen Angebote für kommunikative Aktivitäten (Warm-up, Icebreaker, Quizspiele usw.). Solche informellen Angebote bieten zusätzliche Kontaktmöglichkeiten zwischen internationalen und deutschen Studierenden und mithin eine Möglichkeit zum sprachlichen und interkulturellen Austausch (Internationalization@home). Die Sprachencafés sollen um die virtuelle Dimension in Form von kollaborativen Online-Sprachcafés erweitert werden, um interkulturelles Lernen und die Kontakte mit authentischen L1-Sprechern in anderen Ländern und Kulturen zu fördern. In dem Beitrag soll überblicksartig die Transformation des Sprachenzentrums hin zu mehr Angeboten des informellen Lernens gezeigt werden. Dabei werden insbesondere die Erfahrungen mit den verschiedenen Formaten des Sprachencafés vorgestellt.

Navigating the Pedagogical Labyrinth: Challenges in Teaching the Ukrainian Language as a Foreign Language

Yana Proskurkina

While the importance of linguistic diversity is increasingly recognized, the journey of learning less-commonly taught languages presents unique obstacles. Major world languages often dominate language curricula, but there exists a variety of less-taught languages deserving of attention. Ukrainian, with its deep historical and cultural significance, stands as a prime example. Drawing from pedagogical literature and the author's own experiences, this paper examines the practice of teaching Ukrainian as a foreign language and describes problems and key challenges encountered by instructors. Ukrainian, with its intricate linguistic structure and cultural depth, presents unique challenges that come from these peculiarities. Other challenges encompass issues related to the limited availability of instructional materials, curriculum development, a shortage of qualified teachers, low demand compared to more widely spoken languages, cultural immersion, and technological integration. Additionally, issues related to language proficiency levels among learners and the absence of standardized proficiency assessments pose significant hurdles. The article investigates how these challenges influence teaching methods and student performance, stressing that these challenges are not insurmountable. Innovative approaches, such as usage of digital resources and integrating Ukrainian cultural content can enhance the learning experience and attract more students. Furthermore, this study highlights the role of collaboration and resource-sharing among educators and institutions in advancing Ukrainian language instruction. Establishing networks and partnerships both domestically and internationally can facilitate the exchange of best practices, materials, and expertise, ultimately enriching the learning environment for students. By addressing these issues, educators can improve the teaching of less commonly taught languages like Ukrainian, making the learning experience more enriching and effective for students.

A Case Study of Intercultural Communicative Competence (ICC) of Adult Students in a Mandarin Classroom: Exploring the Development of Students' ICC and Mandarin Performances in Practice

Cai Yuqiao

There has been a growing interest in the intercultural aspect of Mandarin learning. However, one of the most significant questions remains to be the practice of this approach in the classroom. In this context, intercultural communicative competence (ICC) is of particular importance as an assessment objective to the development of organisations and individuals. This study explores the ICC and Mandarin skills of the students before and after an intercultural and Mandarin teaching intervention designed by the researcher. The learning intervention integrates intercultural relevance theories and an ICC model with Mandarin Chinese learning. I have combined Hofstede's (1980; 2011) cultural dimensions regarding power distance, uncertainty avoidance, long-term orientation, restraint/indulgence and the language learning objectives in the sessions of the learning intervention. Hall's (1959; 1990) high-context and low-context models for comparing communication styles, work ethics and styles and relationships are also adapted for appropriate contexts of the topics. The participants were ten students with no Mandarin classroom learning experience who attended ten weekly sessions of the learning intervention. They were given an interview and a Mandarin test before and after the learning intervention for ICC and Mandarin assessment: the ICC performances of the participants were evaluated by an ICC assessment framework, and the class test examined their Mandarin abilities. Results were discussed in terms of evaluating the participants' levels of six intercultural elements, their Mandarin abilities, and the self-evaluations of their cultural knowledge. The preliminary results demonstrated the positivity and practicality of the intervention with the evidence of moderate development of all the intercultural elements in the participants' ICC performances after the intervention. The participants also developed their Mandarin skills during the treatment period. However, most of the improvement lay in the participants' intercultural knowledge and behaviours as opposed to the attitudes of the participants in life-like situations.

Abstract in Second Language (Chinese):

人们对普通话学习中的跨文化因素越来越感兴趣。然而，最重要的问题之一仍是如何在课堂上实践这种方法。在这种情况下，跨文化交际能力（ICC）作为对组织和个人发展的评估目标就显得尤为重要。本研究探讨了研究者设计的跨文化和普通话学习干预后学生的跨文化交际能力和普通话技能。该学习干预将跨文化相关性理论和 ICC 模型与汉语学习相结合。我选择了霍夫斯泰德（Hofstede, 1980；2011）关于权力距离、不确定性规避、长期取向和放任-约束维度来与课程中的语言内容相结合。霍尔（Hall, 1959；1990）的高低语境文化用于比较沟通方式、工作道德和风格以及人际关系，也根据主题的适当情境进行了调整。十名学生作为参与者参加了每周一次共十周的学习干预课程。在学习干预前后，他们接受了一次访谈和一次普通话测试，以进行 ICC 和普通话评估：参与者的 ICC 表现由 ICC 评估工具进行评估；参与者的 ICC 表现由 ICC 评估框架进行评估，课堂测试则考察他们的普通话技能。研究者从评估学员的六种跨文化元素水平、普通话技能和文化知识的自我评价等方面对结果进行了讨论。初步结果表明，进行学习干预后，参与者在 ICC 评估中的所有跨文化要素都得到了适度发展，从而证明了本研究的正面作用和实用性。在学习干预期间，所有参与者的普通话技能也得到了提高。然而，大部分的提高方面在于参与者的跨文化知识和行为，而不是参与者在模拟情境中的态度。

Digital Legal English Classroom Four Years Later: Students' Reflections and Teacher's Observations. A Case Study.

Anna Krizsán

The onset of the COVID-19 pandemic changed the urgency of digital literacy as a critical 21st century skill, necessitating an abrupt shift to emergency remote teaching (Hodges et al., 2020). This sudden leap into online learning prompted a surge of research into effective strategies for promoting deep learning in digital environments and into digital pedagogy in general (e.g., Moorhouse et al., 2022; Miao et al., 2022; and Väättäjä & Ruokamo, 2021).

Drawing on insights from digital pedagogy research, this presentation explores the specific context of teaching an advanced course of Legal English to Master's level students at the University of Turku, Finland, using a combination of video conferencing software (Zoom) and digital learning and collaboration platforms (e.g., Moodle, GoogleDocs, Padlet). Notably, while this Legal English course runs in both formats of delivery (face-to-face and remote), nearly 90% of students choose to join remotely taught groups.

The presentation starts with an overview of the broader language and communication studies framework at the Faculty of Law, positioning the Legal English course within this context. I then describe the course design and implementation, providing specific examples of techniques and classroom practices employed. The central part of the presentation focuses on the analysis of student feedback collected through a questionnaire survey as part of the ongoing curricula development process. Among the topics covered, I discuss the students' stated reasons for choosing the remote format of course delivery, their perceptions of the amount of student-student and student-teacher interactions, reflections on their own level of learning engagement, and overall, the factors and techniques that students identified as either facilitating or hindering their remote learning of Legal English.

The presentation concludes with reflections on the current challenges and possibilities, and suggestions for improving remote teaching of Legal English in light of the teacher's observations and student feedback.

*Lecturer Support Service: How to Help EMI Teachers to Find the Best Tools for CPD***Lesley Adams & Serena Cecco**

Serena Cecco is an interpreter trainer and an ELT teacher. She has been a lecturer of interpreting and translation (English-Italian) and oral skills since 2006 for Bachelor's and Master's Courses. Lesley Adams is a qualified EFL teacher, teacher trainer and English Language Assessment Specialist.

Serena and Lesley are also English Language Experts and Collaborators at the University of Padova. They are both currently involved in the aCLAim project of the University of Padova, to train and support teachers in EMI contexts.

The number of international students and courses taught through the medium of English at the University of Padua is rising, and internationalization is an ever more important matter for its staff. Teaching in EMI contexts requires not only very good language and communication skills, in what is very often a second language for teachers and/or learners, but also knowledge and awareness of the teaching approaches that best suit this new way of teaching. To address these needs, in 2013 the University launched the LEAP project (Learning English for Academic Purposes). This later evolved into the aCLAim project (Academic Language for Internationalisation and Multilingualism) developed at the Language Centre.

This paper will present the part of the aCLAIM project called Lecturer Support Service (LSS), which offers an opportunity for EMI teachers to avail of some personalised one-to-one mentoring sessions. Particular attention will be placed on the variety of elements which the language advisors found themselves focusing on, and the suggestions they made to the lecturers with a special focus on continuous professional development by fostering learner autonomy. A selection of case studies will be presented, showing how teachers were encouraged to take a DIY approach to improvement and given tools to do so.

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Johann Fischer, Laurent Rouveyrol, Barbara Sawicka & Julia Zabala Delgado

In this presentation we will present the outcomes and outputs of the project “VITbox – CEFR Companion Volume Implementation Toolbox” (www.ecml.at/companionvolumetoolbox), a project financed by the European Centre for Modern Languages of the Council of Europe (ECML) during its 2020 to 2023 programme. We will guide conference participants through the VITbox resources available on the ECML website, report on experiences in using these resources in professional development activities, provide ideas on how to use, adapt and disseminate the resources in order to implement the concepts presented in the CEFR Companion Volume (2020). Focus will be put on the implementation of the CEFR’s underlying action-oriented approach in teaching, learning and assessing languages at university. In addition, we will discuss how to promote the development of mediation skills as well as plurilingual and pluricultural skills.

We will present how the resources have been used in in-service training, but also for the onboarding process of new teachers. We will discuss the challenges of managing a paradigm shift in teaching and assessment and the opportunities of applying a task-based and action-oriented approach in a cohesive way throughout the curriculum. The VITbox resources have been used at institutional, national and European level, and have proven to be particularly helpful for blended professional development programmes as the theoretical part of the training can be done in asynchronous learning modules while synchronous meetings can then focus on material development, clarification of open questions and exchange of experiences.

Finally, we will discuss how participants can make the best use the VITbox resources, either for self-study purposes or for their individual training sessions at their institutions or within their regional or national networks. Users are invited to adapt the resources to their individual needs and to add additional materials to their training modules.

Title and abstract in French: *Les ressources VITbox au service de la formation des enseignants de langues : bilan et perspectives*

Dans cette communication nous présenterons les résultats et les ressources développées par l'équipe du projet « VITbox – Boîte à outils pour la mise en œuvre du Volume complémentaire du CECR » (www.ecml.at/companionvolumetoolbox), projet financé par le Centre Européen pour les Langues Vivantes du Conseil de l'Europe dans le cadre de son programme 2020 à 2023. Nous présenterons les ressources disponibles en ligne, les expériences faites en termes de mise en pratique dans le cadre d'ateliers de formation continue ou de formation initiale des enseignants. Nous traiterons des défis à relever ainsi que des avantages à utiliser ces ressources pour stimuler l'approche actionnelle préconisée par le CECR, mais également pour mettre en avant les aspects de médiation et de compétences plurilingues et pluriculturelles. Nous inviterons les participants à utiliser les ressources et à les adapter selon leurs contextes d'activité et leurs besoins individuels.

A Joint Research Project on Working Life Needs as Part of Language Centre Teachers' Professional Development

Hanna Saloranta, Anne-Maria Kuosa & Anne-Maj Åberg

We present the project SVAR – Svenska i arbetslivet (Swedish in working life), a project initiated by Swedish lecturers at the Centre for Language and Communication Studies at the University of Turku, Finland. The aim of the project is to produce new information on the use of Swedish, the second national language in Finland, in working life by Finnish speakers in different workplaces in the private and public sector, especially in and around Turku. This knowledge will be used in the planning of Swedish studies included in various study programmes at the University of Turku.

The project examines the use of Swedish in different sectors based on a survey and semi-structured interviews. We are interested in the extent to which Finnish speakers use Swedish in their work tasks, how they perceive the use of

Swedish and how they feel that their studies in Swedish have met the needs of working life. The open answers are analysed using qualitative content analysis. In this presentation, we focus on the analysis of the survey and how carrying out systematic needs analyses can promote language centre teachers' professional development.

The analysis of the survey responses indicates that Finnish speakers perform their work tasks also in Swedish in a country with two national languages. However, the use of Swedish is not self-evident, and the respondents also describe challenging situations. For example, they call for more courage to use Swedish in multifaceted tasks. In their opinion, this should be emphasised in Swedish teaching. This calls for an updated view on teaching Swedish as a language for specific purposes. Finally, we will discuss how carrying out investigations such as this present study in Language Centre contexts is fostered and why this is important for language centre teachers' professional development.

Ein gemeinsames Forschungsprojekt über die Bedürfnisse im Arbeitsleben als Teil der beruflichen Entwicklung von Sprachzentrumslehrern

Wir stellen das Projekt SVAR – svenska i arbetslivet (Schwedisch im Arbeitsleben) vor. Das Projekt ist von Schwedischlektoren im Sprachenzentrum an der Universität Turku initiiert worden und beschäftigt sich damit, wie finnischsprachige Experten Schwedisch, die zweite Landessprache in Finnland, im Arbeitsleben im privaten und öffentlichen Sektor, insbesondere in und um Turku, verwenden. Dieses Wissen wird in die Gestaltung des Schwedischunterrichts in verschiedenen Studiengängen an der Universität Turku einbezogen.

Das Projekt untersucht die Verwendung der schwedischen Sprache in verschiedenen Sektoren auf der Grundlage einer Umfrage und Interviews. Wir interessieren uns dafür, inwieweit finnischsprachige Experten Schwedisch in ihrer Arbeit verwenden, wie sie die Verwendung der schwedischen Sprache wahrnehmen und wie ihre Schwedischstudien den Anforderungen des Arbeitslebens entsprechen. Die offenen Fragen werden mit qualitativer Inhaltsanalyse analysiert. In dieser Präsentation konzentrieren wir uns auf die Analyse der Umfrage und darauf, wie die Durchführung systematischer Bedarfsanalysen die berufliche Entwicklung von Schwedischlektoren in Sprachenzentren fördern kann.

Die Resultate zeigen, dass Finnischsprachige in einem Land mit zwei Landessprachen ihre Arbeitsaufgaben auch auf Schwedisch erledigen. Die Verwendung des Schwedischen ist jedoch nicht selbstverständlich, und die Befragten beschreiben auch schwierige Situationen. Sie wünschen sich mehr Mut zur Verwendung der schwedischen Sprache im Arbeitsleben, und das sollte ihrer Meinung nach im Schwedischunterricht hervorgehoben werden. Dies verlangt eine neue Sichtweise auf die Fachsprachenunterricht im Schwedischen. Abschließend wird erörtert, wie die Durchführung von Untersuchungen im Sprachenzentrum an der Universität Turku gefördert wird und wie diese Forschung den Lehrern bei der Entwicklung ihrer eigenen Arbeit helfen können.

10:00 – 11:15
SESSION 5
TLC101 - Workshop

Building a Multilingual Intercomprehension Seminar

Jessica-Ann Thonn

How can I get started doing multilingual or plurilingual activities? In this workshop, in 7 steps, you will create a multilingual seminar in three languages of your choice. Intercomprehension focuses on receptive skills: listening and reading. Combining these two input methods, your students become familiar with both the sound system and the orthography of the unfamiliar tongues. Common impediments to reading in unknown languages are unfamiliar letters or their combinations; by weaving in written and audio passages, this barrier dissolves, and the new languages become accessible. In a multilingual seminar each input material is in a single tongue; your activities then lead participants to discover commonalities, similarities, and shared threads across the languages.

Why do multilingual activities? Doesn't that confuse students? Learning occurs when new material finds a link already present in the brain: a word, a topic, a sound, a shape, a color, prior knowledge, a past memory. In a multilingual seminar you provide low-level input which your students' brains make sense of, thanks in part to their life experiences, but mostly due to the exercises you craft for them. Your materials guide your students' brains to make connections. Participants do not get confused; instead, their brains fervently make new connections, linking terms and knowledge about new languages to prior knowledge. These seminars are very intellectually stimulating, and allow students to get to know new languages in a fun, low-stress situation, so that they will then go on to explore these languacultures.

In this workshop I will guide you through 7 steps; you will put together your own multilingual seminar involving 3 language varieties that you consider related. Any language is a candidate: official variety, regional variant, dialect, sisters, daughters or distant cousins. You will choose your objectives and multilingual materials and create intercomprehension activities.

[French version] Comment puis-je commencer à réaliser des activités multilingues ou plurilingues ? Dans cet atelier, en 7 étapes, vous créez un séminaire multilingue dans trois langues de votre choix. L'intercompréhension se concentre sur les compétences réceptives : l'écoute et la lecture. En combinant ces deux méthodes d'entrée, vos étudiants apprennent à associer le système sonore à l'orthographe des langues inconnues. Les lettres étrangères sont souvent un obstacle à la lecture dans les langues inconnues ; en combinant des passages écrits et audio, cet obstacle disparaît et les nouvelles langues deviennent accessibles. Dans un séminaire multilingue, chaque matériel d'entrée est dans une seule langue ; ce sont vos activités qui amènent alors les participants à découvrir des points communs, des similitudes et des fils conducteurs entre les langues.

Pourquoi faire des activités multilingues ? Cela ne risque-t-il pas d'embrouiller les élèves ? L'apprentissage se produit lorsqu'un nouveau matériel trouve un lien déjà présent dans le cerveau : un mot, un sujet, un son, une forme, une couleur, des connaissances antérieures, un souvenir passé. Dans un séminaire multilingue, vous fournissez des informations de bas niveau que le cerveau de vos étudiants comprend, en partie grâce à leurs expériences de vie, mais surtout grâce aux exercices que vous leur préparez. Vos supports guident le cerveau de vos étudiants pour qu'ils établissent des connexions. Les participants ne sont pas confus ; au contraire, leur cerveau établit avec ferveur de nouvelles connexions, reliant les nouveaux termes et concepts aux connaissances antérieures. Ces séminaires sont très stimulants sur le plan intellectuel et permettent aux étudiants de se familiariser avec de nouvelles langues dans une situation amusante et peu stressante, de sorte qu'ils continueront ensuite à explorer ces langues-cultures.

Dans cet atelier, je vous guide à travers 7 étapes ; vous créez votre propre séminaire multilingue impliquant 3 variétés de langues que vous considérez apparentées. Toutes les langues sont admissibles : variété officielle, variante régionale, dialecte, sœurs, filles ou cousines lointaines. Vous choisirez vos objectifs et votre matériel multilingue et créerez des activités d'intercompréhension.

A Practical Approach to Teaching English to Second-Cycle Engineering Students: Project-Based Learning

Anna Król & Natalia Janota

This paper presents the development and deployment of an innovative project-based curriculum for English-language classes aimed at second-cycle students. The new curriculum was created in response to feedback from students and various departments, where the need for a change in pre-existing methodology was highlighted.

Students on our courses have usually been studying English on average for fifteen years and they often also work in their chosen scientific field, using English extensively. They expressed a need to not simply study English as a separate “add-on” course with little in common with their academic specialism. Creating courses which more tangibly relate to the real-life application of their technical knowledge or fields of study addressed this need by introducing essential competencies like project management and teamwork through actively engaging in collaborative projects.

Additionally, it was necessary to standardise the format and assessment of English language courses for postgraduate students. These obligatory classes were seen to have varied assessment criteria across the university and there was dissatisfaction with inconsistent expectations and marking. Our aim was to create one homogenised teaching and assessment structure.

The curriculum development was informed by the resources available from America’s Buck Institute for Education (BIE), especially its Gold Standard model for PBL practice, which proved valuable in creating our own PBL framework. The findings of Dr Carolina Castro Huercano’s 2021 PhD thesis, specifically the results of her two studies on the transitioning to PBL in a university context, also contributed to our methodological approach.

The paper investigates the development of the new programme, including analysing required changes, the development of content and new assessment criteria, and the deployment of the new programme, as well as the radical change of the teacher’s role from instructor to facilitator.

The presenters wish to predominantly showcase the method’s application in a large language centre at a technical university.

English as a Lingua Franca in the Language Classroom of Czech Medical Students

Alena Holá, Tamara Kopřivová & Katja Kulhánková

In the past few decades there has been a constantly growing tendency towards globalisation not only in economic and cultural fields (Jenkins, 2007), thus strengthening the process of internationalisation in higher education. Whereas Latin used to be the language of communication in the academic environment in medieval times, in the present global world this role has been taken over by English as a lingua franca for speakers of other first languages (Crystal, 2003). This calls for educational programmes which facilitate students’ preparation for academic mobility and their future position in the global employment market.

This paper deals specifically with English as a lingua franca for medical students in the Czech Republic and the growing influence of the English language in Czech medical school courses. It outlines study programmes for general medicine and dental medicine as well as for PhD courses at the Faculty of Medicine in Pilsen and points out some of the difficulties students may encounter when mastering English in a medical context. It furthermore concentrates on the challenging task of combining English language teaching with medical education and healthcare communication and deals with the mutual interference of Latin, the former lingua franca of medicine, and English within a medical linguistic

context (Holá, Kopřivová, 2023). Special attention is paid to the accurate acquisition of borrowed Latin expressions on one hand and becoming proficient in English lay terms and medical jargon on the other hand. Finally, the role of the teacher's practical knowledge and experience with the intersecting fields of English language teaching to Czech medical students and the challenges involved in creating suitable teaching materials are discussed.

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In den letzten Jahrzehnten kam es zu einer wachsenden Globalisierung nicht nur im wirtschaftlichen und kulturellen Bereich (Jenkins, 2007), was den Prozess der Internationalisierung in der Hochschulbildung verstärkte. Während Latein im Mittelalter die Kommunikationssprache im akademischen Umfeld war, wurde diese Rolle in der heutigen globalen Welt von Englisch als Lingua franca für Sprecher anderer Muttersprachen übernommen (Crystal, 2003). Hierzu sind Bildungsprogramme erforderlich, welche die Vorbereitung der Studierenden auf die akademische Mobilität und ihre zukünftige Position auf dem globalen Arbeitsmarkt erleichtern. Dieser Artikel befasst sich speziell mit Englisch als Lingua franca für Medizinstudenten in der Tschechischen Republik und dem wachsenden Einfluss der englischen Sprache in den Kursen tschechischer Medizinischer Fakultäten. Er stellt Studienprogramme für Allgemeinmedizin und Zahnmedizin sowie für Doktorandenstudiengänge an der Medizinischen Fakultät in Pilsen vor und weist auf Schwierigkeiten hin, auf welche Studierende im Zusammenhang mit der englischen Sprache im medizinischen Kontext stoßen können. Darüber hinaus konzentriert er sich auf die anspruchsvolle Aufgabe, Englischunterricht mit medizinischer Ausbildung und Kommunikation im Gesundheitswesen zu verbinden und befasst sich mit der gegenseitigen Beeinflussung von Latein, der ehemaligen Lingua franca der Medizin, und Englisch in einem medizinisch-linguistischen Kontext (Holá, Kopřivová, 2023). Besonderes Augenmerk wird auf die korrekte Aneignung entlehnter lateinischer Ausdrücke einerseits und die Beherrschung englischer Laienbegriffe und medizinischer Fachsprache andererseits gelegt. Abschließend wird die Rolle des praktischen Wissens und der Erfahrung des Lehrers in den sich überschneidenden Bereichen des Englischunterrichts für tschechische Medizinstudenten sowie die Herausforderung bei der Erstellung geeigneter Lehrmaterialien erörtert.

Using AI in Teaching Legal English to Bachelor's Students of Law: ChatGPT as a Tool for Deep Learning

Marianna Hintikka

In my paper I will discuss how ChatGPT can contribute to the English classes for first and second-year Law students.

In Bachelor level Legal English courses taught at the Faculty of Law (University of Turku), the focus is on lexical expansion, oral communication, text comprehension and the appreciation and recognition of the various features in different subtypes of legal texts. The teaching material consists exclusively of legal texts, and all the exercises and group tasks are centered around these, making text the organizing principle in the teaching throughout the courses.

While most of the students have an average to high working knowledge of general English, these courses are the first time the vast majority encounters Legal English, a highly idiosyncratic and structurally complex professional variant, to a systematic extent. Here, I propose, ChatGPT can provide useful, hands-on exposure to the concept of genre that can facilitate the appreciation of the many particularities of legal text types. This is done by contrasting authentic legal texts with ChatGPT-generated texts of identical content that follow the rhetorical, narrative, and lexico-grammatical conventions of vastly different genres and text types while conveying, essentially, the same message.

In order for this to be maximally useful, the original Legal English texts are first decoded and understood by students, who are then asked to analytically read both/all texts and focus on lexis, syntax, sentence and paragraph length, and cohesion, making careful note of the differences as they progress. These observations and reflections are then

collected in tabular form and unified into a collaborative resource for recall. The principal virtue of this AI facilitated genresensitive approach is that it provides an explicit comparison of legal texts with other text types and thus both promotes deep learning and allows students to appreciate the interplay between form and function.

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*AI in Academic English Course: A Deliberate and Ethical Approach***Alena Hradilová**

This presentation introduces a simple case study based on action classroom research illustrating a deliberate and ethically informed integration of AI tools into an academic English course designed for B2-level students. The case study involves law students, who are preparing for an academic student conference. The focus lies on the sequential stages of writing, peer reviewing, and finalizing academic abstracts, subsequently published in a compendium of abstracts dedicated to the conference.

The presentation examines how students approach abstract writing while applying their newly acquired knowledge in the realm of the specific academic texts (abstracts), and discusses the extent to which students conscientiously and critically employ language models in refining their abstracts. The presentation outlines the discrete phases of the writing process, showing how strategic reflection and peer-review mechanisms are woven into the procedure. To provide a comprehensive perspective, the presentation incorporates student feedback on the extent to which they rely on AI, stages when they use such tools and reasons for and against the use of AI in their writing process as well as excerpts from reflective writings, offering insights into emerging trends in students' inclination to incorporate AI tools into their language learning journey.

The presentation underscores the importance of fostering a conscious and critical approach in leveraging technological advancements for academic purposes. As we navigate the evolving landscape of education, this presentation advocates for a thoughtful incorporation of AI tools that aligns with pedagogical goals and enhances the learning experience for students at the B2 level.

Spanish: Esta presentación introduce un caso de estudio sobre cómo integrar herramientas de inteligencia artificial éticamente en un curso de inglés para estudiantes de nivel B2. Se centra en cómo los estudiantes de derecho preparan resúmenes académicos para una conferencia estudiantil. Examina cómo usan las herramientas de IA para mejorar sus resúmenes y qué piensan al respecto. Destaca la importancia de utilizar la tecnología de manera consciente y crítica en la educación.

*Fostering Transparency: A Swiss Experiment on the Use of AI Tools in Written Assignments***Sara Cotelli Kureth, Elisabeth Paliot & Suzanna Zink**

Language teachers have been facing various challenges with regards to AI tools and the inclusion of digital literacy in their teaching. In this presentation we wish to analyse a specific strategy for encouraging students' more transparent use of these tools in their written assignments. We believe that forbidding the use of such tools is not a viable option as students need to develop a critical and informed approach to them (Bowker & Buitrago 2019), including the need to be transparent. We have thus developed, tested and evaluated a protocol for language learners of two Swiss universities.

Our students were allowed to use various AI tools in their written assignments but within a certain framework. First, all the students were given a short introduction to digital literacy (Cotelli Kureth & Summer 2023). Then they were required to highlight any passages in their assignments produced with the help of automatic text production (ATP) tools, machine translation tools, online corpora and online dictionaries. Finally, they had to report on their writing process in an additional ('meta') paragraph. After submitting their assignments, students were invited to answer a questionnaire investigating their use of AI tools and to comment on how transparent they had been in completing the task.

Our evaluation of the protocol included students' answers to the questionnaires and an analysis of their meta paragraphs as well as their writing samples. Teachers' feedback to the students and their attitude towards the assignments were also considered.

The analysis highlighted different ways in which teachers can encourage more transparency among students and offers interesting insights into the ways our students are using ATP tools to write in the L2. This innovative action research project brings much needed data and offers practical guidance to language teachers interested in AI for L2 writing.

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Abstract in French:

Développer une certaine transparence : accepter l'utilisation de l'IA dans les travaux écrits d'étudiant-es

Les enseignant-es de langue ont du faire face à d'importants bouleversements en raison des outils d'intelligence artificielle (IA) et de l'inclusion de la littéracie digitale dans leur enseignement. Cette présentation analysera une stratégie mise en place pour encourager les apprenant-es à être plus transparents sur l'utilisation de ces outils lorsqu'ils rédigent dans la L2. Nous estimons que l'interdiction n'est pas une bonne solution car les étudiant-es doivent développer une utilisation critique et informée de ces outils (Bowker et Buitrago Ciro 2019), et cela inclut la transparence. Nous avons donc développé, testé et évalué un protocole pour les apprenant-es de langues de deux hautes écoles suisses.

Nous avons laissé nos étudiant-es libres d'utiliser plusieurs outils d'IA pour leurs travaux d'écriture mais au sein d'un certain cadre. Tout d'abord, ils et elles ont suivi une courte introduction à la littéracie digitale (Cotelli Kureth et Summer 2023). Ensuite, nous leur avons demandé de surligner en couleur tous les passages dans leurs textes qu'ils et elles ont produits avec l'aide des outils de production automatique de textes (ATP), de traducteurs automatiques, les corpus en lignes ou les dictionnaires en ligne. Finalement, ils et elles devaient revenir sur leur processus d'écriture et rédiger un paragraphe 'méta' supplémentaire. Après avoir rendu leurs travaux, nous avons demandé aux étudiant-es de répondre à un questionnaire portant sur leur utilisation des outils d'IA et leur degré de transparence et leur honnêteté lors de la tâche effectuée.

Notre évaluation de ce protocole comprend les réponses ouvertes et fermées des étudiant-es aux questionnaires et l'analyse de leur paragraphes méta, ainsi que leurs textes. Les feedbacks donnés par l'enseignant-e et son opinion sur les textes seront également pris en compte. Notre analyse a mis en avant différentes façons dont les enseignant-es peuvent encourager leurs étudiant-es à plus de transparence et offre des informations intéressantes sur la façon dont les apprenant-es mobilisent les outils comme ChatGPT pour écrire dans la L2. Cette recherche action innovante apporte ainsi des premières données empiriques dont nous avons cruellement besoin et offre des conseils pratiques aux enseignant-es qui s'intéressent à l'utilisation de l'IA pour l'écriture en L2.

No tan inteligente: las limitaciones de la IA en la creación de tareas de comprensión lectora y el uso de estrategias de prompting para paliarlas / Not So Intelligent: The Limitations of AI in the Creation of Reading Comprehension Tasks and the Use of Strategies to Alleviate Them

Evaristo Martínez Belchí

La presente contribución examina las limitaciones inherentes de la Inteligencia Artificial (IA) en la generación de tareas de comprensión lectora, para las cuales resultan fundamentales aspectos como por ejemplo la interpretación contextual y la inferencia de significado. A pesar del impresionante rendimiento de la IA en tareas como la creación e

interpretación de textos, la creación de ítems efectivos de comprensión lectora o auditiva es una tarea en la que, en general, ofrece un rendimiento sorprendentemente insatisfactorio. Ello es particularmente apreciable en la creación de ítems de comprensión lectora o auditiva de nivel B1 en adelante, donde fracasa estrepitosamente. Además, a diferencia de lo que se podría pensar, esto ocurre no solo con textos que implican sutilezas del lenguaje como metáforas, sarcasmo, referencias contextuales, o aspectos emocionales o culturales, sino también con textos de contenido y estilo relativamente objetivos.

Para abordar estas limitaciones se propone el uso de estrategias de prompting avanzadas, que incluyen la formulación cuidadosa y el diseño de prompts que guíen a la IA hacia interpretaciones más precisas y contextuales. Estas estrategias pueden ayudar a mejorar la capacidad de la IA de realizar inferencias lógicas y entender el contexto más amplio, facilitando una comprensión lectora más profunda y matizada. Se mostrará de una forma práctica cómo la precisión y la personalización de los prompts pueden servir para mitigar las limitaciones de la IA, permitiendo una generación de ítems más coherentes y efectivos. Resumen en segunda lengua Not as Smart:

English:

This contribution examines the inherent limitations of Artificial Intelligence (AI) in generating reading comprehension tasks, for which aspects such as contextual interpretation and meaning inference are fundamental. Despite AI's impressive performance in tasks such as text creation and interpretation, creating effective reading or listening comprehension items is a task in which it generally performs surprisingly unsatisfactorily. This is particularly noticeable in creating reading or listening comprehension items of level B1 and above, where it fails dramatically. Moreover, contrary to what one might think, this occurs not only with texts that involve language subtleties such as metaphors, sarcasm, contextual references, or emotional or cultural aspects but also with texts of relatively objective content and style.

To address these limitations, the use of advanced prompting strategies is proposed, which include careful formulation and the design of prompts that guide AI towards more accurate and contextual interpretations. These strategies can help improve AI's ability to make logical inferences and understand the broader context, facilitating a deeper and more nuanced reading comprehension. It will be shown in a practical way how the accuracy and customization of prompts can help mitigate.

10:00 – 11:15
SESSION 8
TLC116 – Workshop

Nurturing Growth: Integrating CEFR Insights into Teaching Practices for Professional Development

Noriko Nagai & Maria Gabriela Schmidt

Abstract in primary language This workshop will seek to cultivate a discourse among practitioner-researchers in higher education concerning the implementation of the Common European Framework of Reference for Languages (CEFR) within diverse local contexts. The workshop consists of three distinct segments: raising awareness of current practice, gaining a deeper understanding of the core tenets of the CEFR, and intervening in current classroom practices. These segments are carefully designed, drawing on recent insights into teacher learning (Korthagen 2017, Sato & Loewen 2022) and the literature on the CEFR (Nagai et al. 2020, North et al. 2023, Piccardo & North 2019). The first segment invites participants to engage in critical self-reflection on their current teaching practices, particularly in the context of their learners' needs, which should serve as the basis for a backward design curriculum (CEFR CV, Council of Europe 2020). The aim is to uncover participants' tacit beliefs about their teaching methods and to stimulate discussions that inspire new learning and innovative interventions. Self-reflection is guided by reflection questions and facilitated by the presenters. In the second segment, participants delve into the essential principles of the CEFR and its illustrative scales, and gain insights into how these principles affect various aspects of language education, including curriculum design, teaching/learning methods, and assessment. A presenter elaborates on the principles and demonstrates how these facets can be seamlessly aligned using the CEFR's illustrative descriptors, presenting a case study of CEFR implementation in a higher education institution in Japan. The final segment is a platform for participants to collaboratively seek solutions to issues raised during the initial awareness-raising phase, now equipped with a deeper understanding of the CEFR. Small group discussions, facilitated by the presenters, encourage teachers to share their experiences and insights, and apply them to their teaching contexts.

Abstract in German:

Dieser Workshop zielt darauf ab, einen Diskurs zwischen Lehrenden und Forschenden im Hochschulbereich über die Umsetzung des Gemeinsamen Europäischen Referenzrahmens für Sprachen (GER, CEFR) in verschiedenen lokalen Kontexten zu initiieren. Der Workshop besteht aus drei verschiedenen Abschnitten: Sensibilisierung für die aktuelle Unterrichtspraxis, Vertiefung des Verständnisses der Kernkonzepte des GER und Planung einer Intervention für die spezifische Unterrichtspraxis. Diese Abschnitte sind sorgfältig konzipiert und basieren auf den jüngsten Erkenntnissen über das Lernen von Lehrenden (Korthagen 2017; Sato & Loewen 2022) und der Literatur zum GER Nagai & Schmidt, Workshop proposal abstract *Nurturing Growth: Integrating CEFR Insights into Teaching Practices for Professional Development 2* (Nagai et al. 2020; North et al. 2023; Piccardo & North 2019). Das erste Segment fordert die Teilnehmenden zu einer kritischen Selbstreflexion ihrer derzeitigen Unterrichtspraxis auf, insbesondere im Kontext der Bedürfnisse ihrer Lernenden, die als Grundlage für eine Rückwärtsplanung dienen sollen (CEFR CV, Europarat 2020). Ziel ist es, die impliziten, teilweise unbewussten Annahmen der Teilnehmenden über ihre Lehrmethoden aufzudecken und eine Diskussion anzuregen, die zu einem erneuten Zugang mit innovativen Interventionen inspirieren. Die Selbstreflexion wird durch Reflexionsfragen angeleitet und von den Referentinnen moderiert. Im zweiten Teil befassen sich die Teilnehmenden mit den wesentlichen Grundsätzen des GER und seinen Niveaustufen und erhalten Einblick, wie sich diese Grundsätze auf verschiedene Aspekte der Sprachausbildung auswirken, einschließlich dem Lehrplan, der Lehr- /Lernmethoden sowie der Bewertung. An einem Beispiel aus der Unterrichtspraxis, d.h. einer konkreten Fallstudie zur Umsetzung des GER an einer Hochschule in Japan, werden die Grundsätze erläutert und veranschaulicht, wie diese Aspekte mit Hilfe der Kannbeschreibungen des GER nahtlos aufeinander abgestimmt werden können. Der letzte Abschnitt bietet den Teilnehmenden, nun ausgestattet mit einem tieferen Verständnis des GER, die Möglichkeit, um gemeinsam nach Lösungen für kritische Punkte zu suchen, die während der ersten Sensibilisierungsphase aufgetaucht sind. In Kleingruppendiskussionen, die von den Referentinnen unterstützt werden, können die Lehrkräfte ihre Erfahrungen und Erkenntnisse austauschen, und neue Impulse für ihre Unterrichtspraxis mitnehmen.

Exploring Intercultural Dimensions in Online Arabic Language Learning: A Study on the Impact of Creative Projects in a Beginners Course at the Language Center at the University of Vaasa in Finland

Mona Khattab

This study investigates the intercultural dimensions of language acquisition in a beginner-level Arabic course, specifically within the context of an online learning environment. The research focuses on the integration of creative projects to enhance intercultural competence among learners. As Naley and Peachy write, "in the learning context, creativity also seems to stimulate, to engage, to motivate and to satisfy in a deep sense" (2015, p.9). The role of creativity, therefore, is a significant factor in the learning process. As online language courses become more prevalent, this paper aims at addressing the research question: how do creative projects in an online beginner Arabic course influence learners' intercultural competence?

The study adopts a mixed-methods approach, combining quantitative and qualitative methodologies to comprehensively examine the intercultural impact of creative projects in an online Arabic language course. For the quantitative method, a structured survey will be administered to participants enrolled in the online beginner Arabic course at the Language Center at the University of Vaasa. The survey incorporates Likert-scale questions to quantitatively assess learners' perceptions of the influence of creative projects on their intercultural competence. Variables such as technological familiarity, and prior exposure to Arabic culture are included to identify patterns and correlations within the quantitative data. For the qualitative method, insights will be gathered through the open-ended portion of the survey questions. Participants will have the opportunity to articulate their relevant experiences and reflections. Thematic analysis will be employed to identify recurring themes and provide a nuanced understanding of learners' perspectives.

Anticipated findings will contribute to a deeper understanding of the role of creative projects in fostering intercultural competence among beginner Arabic language learners in an online context. The integration of both quantitative and qualitative data will provide a holistic perspective of the study, thus offering potentially effective strategies to enhance intercultural competence through the incorporation of creative projects in beginner Arabic courses within virtual learning environments.

Maley, A. (2015). Overview: Creativity - the what, the why and the how. In A. Maley, & N. Peachy (Eds.), (2015). Creativity in the English Language Classroom (pp. 6-13). British Council.
https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf

دراسة في البعد الثقافي في تعلم اللغة العربية افتراضياً: دراسة عن تأثير المشاريع الإبداعية في دورة للمبتدئين في مركز اللغات بجامعة فاسا بفنلندا

منى خطاب
مدرس لغة
مركز اللغات
جامعة فاسا بفنلندا

ملخص:
تبحث هذه الدراسة في البعد الثقافي للتعليم اللغوي في صف اللغة العربية للمبتدئين، وتحديدًا في سياق بيئة التعلم الافتراضي. ويركز البحث على دور المشاريع الإبداعية لتعزيز التواصل بين الثقافات لدى المتعلمين. فكما ذكر نيلي وبيتشي، "في السياق التعليمي، يقوم الإبداع أيضًا بتحفيز المتعلم وتشجيعه وتكوين الدافع لديه بشكل أكثر عمقاً" (2015، 9). (نظرًا لأن تقديم صفوف اللغة افتراضياً أصبح أكثر انتشاراً، تهدف هذه الدراسة إلى معالجة مشكلة البحث التالية: كيف تؤثر المشاريع الإبداعية في صفوف اللغة العربية للمبتدئين المقدمة افتراضياً على استيعاب المتعلمين للأبعاد الثقافية؟

يبنى البحث منهجاً يجمع بين عدة أساليب، حيث يجمع بين المنهجيات الكمية والنوعية لإجراء دراسة شاملة للتأثير الثقافي للمشاريع الإبداعية في دورة اللغة العربية الافتراضية. بالنسبة للطريقة الكمية، سيتم إجراء استبيان للمشاركين المسجلين في الصف الافتراضي للغة العربية للمبتدئين في مركز اللغات بجامعة فاسا. ويشتمل الاستبيان على أسئلة مقياس ليكرت لإجراء تقييم كمي لتصورات المتعلمين حول تأثير المشاريع الإبداعية على كفاءتهم في التعامل مع الثقافات المختلفة. يتم تضمين الاستبيان عدة متغيرات مثل الدراية بالمهارات التقنية والخبرات السابقة بالثقافة العربية لتحديد الأنماط المتكررة والعلاقات المطردة داخل البيانات الكمية. أما بالنسبة

للمنهج النوعي، فسيتم استطلاع آراء المشاركين من خلال الجزء المفتوح من أسئلة الاستبيان، إذ ستتاح للمشاركين الفرصة للتعبير عن تجاربهم وأفكارهم ذات الصلة بموضوع الاستبيان. كما سيتم تحليل الإجابات لتحديد الموضوعات المتكررة والتوصل إلى فهم دقيق لوجهات نظر المتعلمين.

وعليه ستسهم النتائج المتوقعة للدراسة في فهم أعمق لدور المشاريع الإبداعية في تعزيز كفاءة التواصل بين الثقافات لدى متعلمي اللغة العربية المبتدئين في الصفوف الافتراضية. كما سيوفر دمج البيانات الكمية والنوعية منظوراً شمولياً للدراسة، وبالتالي سيتيح ذلك تقديم استراتيجيات فعالة لتعزيز مهارات التواصل بين الثقافات لدى الدارسين من خلال دمج المشاريع الإبداعية في دورات اللغة العربية للمبتدئين في الصفوف الافتراضية.

الكلمات المفتاحية: مهارة التواصل بين الثقافات، الصفوف الافتراضية، المشاريع الإبداعية، التحصيل اللغوي للغة العربية، الاستبيان

Maley, A. (2015). Overview: Creativity - the what, the why and the how. In A. Maley, & N. Peachy (Eds.), (2015).

Creativity in the English Language Classroom (pp. 6-13). British Council.

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf

Curriculum Decolonisation in Japanese Language Education in the UK

Kaoru Umezawa, Tomoko Fujita, Fumiko Narumi-Munro, Chisato Ofune, Akiko Tomatsuri & Chieko Yonezawa

In recent years in the British educational landscape “decolonising the curriculum” has been advocated as part of inclusive education. At the annual conference of the British Association for Teaching Japanese as a Foreign Language (BATJ) in 2022, “decolonising language education” was highlighted as a theme. However, few concrete examples of its practice have been reported in Japanese language education in the European context. Whether this reflects limited actual implementation or failure to report examples in academic conferences remains unclear.

While discussions on decolonisation in Japanese language education often focus on the context of Japan’s former colonies, such a context does not apply to Japanese language education in the European regions. On the other hand, Japan has historically been the object of Orientalism in the West (Said 1978), and the Japanese language has been perceived as “the Other” from European languages, belonging to the “Orient”. From this perspective the positioning of the Japanese language as a minority language within the framework of Orientalism itself could be seen as a target for “inclusion”. Taking these contexts into consideration, what is the position and goal of “decolonising the curriculum” for Japanese language education in Europe? Is it fundamentally different from the “decolonisation of the curriculum” in European languages?

This presentation primarily investigates how teachers in Japanese language education in the UK perceive and implement the concept of “decolonisation” and seeks to unravel the current situation. Through the results of the survey, we seek to deepen the understanding and examine the broader aspects of “decolonising the curriculum” in language education and consider how it can contribute to inclusive language education.

Reference: Said, E. W. (1978) Orientalism. New York, Pantheon Books

Abstract in Japanese:

英国の教育現場では近年、インクルーシブ教育の一環として「カリキュラムの脱植民地化」が謳われている。2022年の英国日本語教育学会年次大会では「言語教育における decolonisation」がテーマに取り上げられたが、ヨーロッパ圏での日本語教育においては具体的な実践例がほとんど報告されていない。これは、実際に実践が少ないのか、あるいは実践はされているが学術大会等での報告がないだけなのか、その実態は明らかではない。

日本語教育における脱植民地化というと、日本の旧植民地における文脈で語られることが多い。しかしヨーロッパ圏の日本語教育においては、この文脈は該当しない。一方、欧米において日本はオリエンタリズムの対象となってきたという経緯があり（サイード 1978）、日本語はヨーロッパ言語とは「異なる」「東洋の」言語として捉えられてきた。このように考えると、このオリエンタリズムの枠組みでマイノリティ言語としての日本語の位置づけそのものが、インクルージョンの対象となり得るといえる。これらの文脈を考えたとき、ヨーロッパ圏での日本語教育にとって「カリキュラムの脱植民地化」というのは、一体どのような位置づけで、何を指すものなのであろうか。それは、いわゆるヨーロッパ言語の「カリキュラムの脱植民地化」とは異なるものなのだろうか。本発表では、主に英国内の日本語教育現場で教師が「脱植民地化」という概念をどのように捉え、どのように実践しているのか調査を行い、現状を紐解く。調査の結果により、言語教育の「カリキュラムの脱植民地化」のさらに多様な側面を理解し考察を深め、それがインクルーシブな言語教育にどのように役立てられるか検討する。参考文献： Said, E. W. (1978)

Intercultural Communication and the Process of Non-verbal Interpretation: From Awareness and Sharing to Understanding

Yumi Nixon

Translanguaging necessitates using 'analytic methods that move the focus away from treating languages as discrete and complete systems to how language users orchestrate their diverse and multiple meaning and sense-making resources in their everyday social life' (Wei, 2018:27). In line with this approach, the present presentation examines the significance of non-verbal cues as 'meaning-making resources' in intercultural communication from a perceptual constructivist perspective. Non-verbal expressions are important in expressing interpersonal relations, such as feelings and attitudes, and provide a context for interpreting verbal messages. Furthermore, non-verbal expressions and their interpretations are influenced by cultural norms, which makes their awareness crucial in interpersonal relationships, especially in intercultural communication.

Perceptual constructivism posits that knowledge and experience are constructed by people and defines 'culture' as the process by which groups of people adapt their meaning-making and behaviour as perceivers and creators of cultural boundaries (Yamamoto et al., 2022). This presentation will report findings from two non-verbal workshops conducted at universities in Japan and the UK, focusing on the processes of non-verbal perception and the significance of sharing individual interpretations with others. In the first workshop at a Japanese university, students who had studied intercultural communication theory viewed training video clips and then exchanged opinions. The results of questionnaires indicated an increased awareness of the importance of non-verbal understanding and cultural influences. The second workshop with Japanese language learners and Japanese exchange students in the UK revealed that the discussions promoted awareness of cultural similarities and differences in non-verbal expressions and interpretations, and highlighted the value of cross-cultural exchanges of ideas. Based on these results, potential applications for activities focused on non-verbal communication in language and intercultural communication education are discussed.

Abstract in secondary language:

トランスランゲージングでは「個々の言語を独立したシステムとして扱う方法から、言語使用者の日常の社会生活における多様な意味づけや、意味づけのリソースをどのように編成するかに焦点を移す分析手法」（Wei 2018:27筆者訳）を必要とする。本発表は、このアプローチに沿い、異文化間コミュニケーションにおける「意味付けのリソース」としての非言語理解の意義を知覚構成主義の観点から考察する。非言語は気持ちや態度など対人関係を表現する上で重要であり、言語メッセージを解釈するためのコンテクストを与える。さらに、非言語表現と解釈は文化的規範に影響を受けるため、対人関係、特に異文化間コミュニケーションにおいて、その意識を高めることが非常に重要である。

知覚構成主義では、知識や経験は人によって構成されるとし、「文化」を人間の集団が文化的境界の知覚者、創造者として、意味付けや行動を適応させるプロセスとして定義している（山本他 2022）。本発表では、非言語知覚、解釈のプロセスと、個々人の解釈を他者と共有する意義に焦点を当てながら、日本と英国の大学で行った2回の非言語ワークショップから得られた知見を報告する。一回目の日本の大学におけるワークショップでは、異文化コミュニケーション論の講座を受けた学生を対象にビデオ視聴と意見交換を行った。学生のアンケート回答から、非言語の重要性和その表現における文化の影響への意識が高まったことが示された。二回目の英国での日本語学習者と日本人留学生を交えたワークショップでは、話し合いを通して非言語表現、解釈における文化的な類似点と相違点の認識が促進されたことが分かり、異文化間における意見交換の意義が明らかになった。これらの結果をもとに、言語および異文化間コミュニケーション教育における非言語に注目した活動と応用の可能性について論じる。

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10:00 – 11:15
SESSION 10
TLC123 - Workshop

Leadership Communication Workshop

Sabina Schaffner & Libor Štěpánek

Abstract (English)

The Leadership Communication Workshop is tailored to Language Centre staff in leadership positions and offers hands-on experience with the impact of communication and communication strategies on one's own leadership approach. Addressing the key questions of "When, What and How" to communicate in challenging communication situations, such as criticism, communication of change, or delivery of bad news, the workshop will engage its participants in immersive, experiential situations. They will actively participate in a series of individual, pair and group communication tasks, discuss their experience and reflect on communication mechanisms and dynamics they have been using. They are going to be offered support in appropriate choices of means of communication with staff. The aim is to provide participants with an opportunity to better understand their own communication strengths & weaknesses.

Abstract (Deutsch)

Der Workshop Kommunikation für Führungskräfte ist auf Mitarbeitende von Sprachenzentren in Führungspositionen zugeschnitten und bietet praktische Erfahrungen zu Auswirkungen von Kommunikation und Kommunikationsstrategien auf den eigenen Führungsstil. Der Workshop befasst sich mit den Schlüsselfragen des "Wann, Was und Wie" der Kommunikation in herausfordernden Kommunikationssituationen, wie z.B. Kritik, Kommunikation von Veränderungen oder Übermittlung schlechter Nachrichten und konfrontiert die Teilnehmenden mit realitätsnahe Situationen. Sie werden aktiv an einer Reihe von Einzel-, Paar- und Gruppenaufgaben zum Thema Kommunikation teilnehmen, ihre Erfahrungen diskutieren und über die Kommunikationsmechanismen und -dynamiken reflektieren, die sie verwendet haben. Dabei erhalten sie Unterstützung bei der Wahl geeigneter Kommunikationsmittel gegenüber Mitarbeitenden. Das Ziel ist es, den Teilnehmenden die Möglichkeit zu geben, ihre eigenen Stärken und Schwächen im Bereich Kommunikation besser zu verstehen.

11:45– 13:00
SESSION 1
TLC042 - Workshop

ECML Inventory of ICT Tools and Open Educational Resources

Joseph Hopkins & Jackie Robbins

In this workshop, we will present and demonstrate the new updated Inventory of ICT tools and open educational resources, developed as part of the ICT-REV, a project financed by the European Centre for Modern Languages (ECML) and the European Commission (for details, see Ernest et al. 2019 and Stickler, Hampel, & Emke, 2020). The ICT-REV Inventory contains over 200 freely available online tools. These tools have been proposed by language teachers and evaluated by the ICT-REV team members according to the added value the resources offer, their user-friendliness, the type of interactivity they foster and details of any relevant technical requirements. In addition, the Inventory contains a selection of the learning activities which incorporate the use of online tools and which were designed by teachers. Each learning activity includes details about the target age group and level, the learning outcomes, the skills that will be developed, the tool(s) used, the duration of the activity or series of activities as well as how these could be timetabled in the curriculum. Each learning activity also outlines potential issues that could occur and suggestions as to how these might be solved, as well as whether and how learners might be assessed or receive feedback.

In the session, we will begin by providing participants with a guided tour of the Inventory and highlight selected tools and learning activities. Participants will then have the chance to explore the resource and to discuss the usefulness of specific applications and technology-enhanced activities for language teaching and learning. The workshop will be eminently hands on and will incorporate the use of specific tools and activities that teachers might use afterwards with their students.

Participants should bring a laptop or tablet in order to take part in the various activities.

References

Ernest, Pauline; Hopkins, Joseph; Emke, Martina; Germain-Rutherford, Aline; Heiser, Sarah; Robbins, Jackie, & Stickler, Ursula (2019). New Media in Language Education. In: Newby, David; Cavalli, Marisa and Heyworth, Frank eds. *Changing contexts, evolving competences: 25 years of inspiring innovation in language education*. Strasbourg: Council of Europe Publishing, pp. 89–99.

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

En este taller, presentaremos y demostraremos la nueva versión actualizada del Inventory of ICT tools and open educational resources, desarrollado como parte de ICT-REV, un proyecto financiado por el European Centre for Modern Languages (ECML) y la Comisión Europea (para más detalles, véase Ernest et al., 2019 y Stickler, Hampel y Emke, 2020). El Inventory de ICT-REV contiene más de 200 aplicaciones gratuitas. Estas herramientas han sido propuestas por profesores de idiomas y evaluadas por los miembros del equipo ICT-REV según el valor añadido que ofrecen los recursos, su facilidad de uso, el tipo de interactividad que fomentan y los detalles de los requisitos técnicos relevantes. Además, el Inventory contiene una selección de actividades de aprendizaje que incorporan el uso de herramientas en línea y que han sido diseñadas por profesores. Cada actividad de aprendizaje incluye detalles sobre el grupo de edad y el nivel objetivo, los resultados del aprendizaje, las habilidades que se desarrollarán, las herramientas utilizadas, la duración de la actividad o serie de actividades y cómo se podrían incorporar en el plan de estudios. Cada actividad de aprendizaje también describe problemas potenciales que podrían ocurrir y sugerencias sobre cómo podrían resolverse, así como si los estudiantes podrían ser evaluados o recibir retroalimentación y cómo.

Durante la sesión, comenzaremos con una visita guiada por el Inventory, destacando algunas herramientas y actividades de aprendizaje. Luego, los participantes tendrán la oportunidad de explorar el recurso y discutir la utilidad

de aplicaciones específicas y actividades que incorporan la tecnología para la enseñanza y el aprendizaje de idiomas. El taller será eminentemente práctico e incorporará el uso de herramientas y actividades específicas que los profesores podrán utilizar posteriormente con sus alumnos.

Los participantes deberán traer un ordenador portátil o tableta para poder participar en las distintas actividades.

Le Français Langue Étrangère dans l'enseignement supérieur au Royaume-Uni : défis et opportunités / French as a Foreign Language in UK Higher Education: Challenges and Opportunities

Anna Johnston, Thomas Chaurin & Sandra Salin

Les gros titres font état d'un « déficit linguistique » au Royaume-Uni (Forsdick, 2023), un déclin du nombre d'apprenant.e.s en langues, de menaces de fermeture de départements de langues. En parallèle, des discours plus nuancés ont émergé, selon lesquels l'apprentissage des langues vivantes, plutôt que de décliner, est en train de « changer » et de « se diversifier pour répondre aux priorités et aux préférences d'une population étudiante en évolution » (Burdett, 2023). Est-il temps d'identifier et d'analyser les dernières tendances concernant le FLE pour mieux nous préparer à l'avenir ?

L'association FLEUR dont les objectifs sont de promouvoir l'enseignement et l'apprentissage du Français Langue Etrangère (FLE) dans l'Enseignement Continu et Supérieur au Royaume-Uni ; et de créer des passerelles entre les sections linguistiques, les centres de langues, les centres de formation tout au long de la vie, les Alliances françaises et les Instituts français réalisera un sondage dont le but sera de dresser un portrait des dynamiques dans l'enseignement du Français Langue Etrangère.

Dans cette communication, nous proposons de partager les résultats de ce sondage, résultats qui seront doubles : la première partie de l'enquête adoptera une approche quantitative et visera à identifier les principales statistiques et données numériques du secteur ; la seconde sera de nature qualitative. En effet, au-delà des chiffres, cette enquête constituera une plateforme à travers laquelle nos collègues de FLE pourront faire entendre leur voix et à travers laquelle pourront être documentés des récits plus nuancés issus de multiples perspectives et expériences.

Ce sondage constitue ainsi une première étape essentielle dans la cartographie du Français Langue Etrangère dans l'enseignement supérieur, la formation continue et les Alliances et Instituts Français et permettra d'identifier des thèmes récurrents et axes de réflexion quant à l'avenir du FLE au Royaume-Uni et au-delà, notamment dans un contexte européen.

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English:

Headline news of decline in language take-up, threats of closure of language departments and what has been deemed a 'language deficit' (Forsdick, 2023) have populated the media recently. In parallel, more nuanced narratives have emerged, such as that modern languages learning, rather than declining, is 'changing' and 'diversifying to cater for the priorities and preferences of a changing student population' (Ayres-Bennett, Burdett & Cayley, 2023). Is it time to reflect on the latest trends and patterns in French to best prepare for the future? 4 of 5 The association FLEUR whose aims are to promote and advocate for the teaching and learning of French as a Foreign Language (FLE) in Further and Higher Education in the UK will be carrying out a survey whose purpose is to get a snapshot of trends associated with the teaching of French as a Foreign Language.

In this paper, we propose to share the findings of this survey which will be two-fold: one part will take a quantitative approach and aim to identify statistics in the sector; the second will be qualitative in nature. Indeed, beyond figures, this survey will constitute a platform through which French colleagues' collective voice can be heard but also through which more nuanced and more multi-faceted narratives arising from the multiple perspectives and experiences of our

colleagues can be documented. The survey is intended to constitute a first but essential step in the mapping of French as a Foreign Language in Higher Education, Further Education and Alliances and Instituts Français and to identify recurring themes and motifs with a view to eliciting a reflection on the future of French as a Foreign Language, in the UK and beyond, including in Europe.

New Initiatives in Lifelong Language Learning: The Case of Lithuania

Saule Petroniene & Ingrida Liaukoniene

The presentation focuses on Lithuanian national language policy and politics, as well as institutional language policies at Kaunas University of Technology (KTU). In 2023, the Government of Lithuania approved policies and priorities in supporting and financing lifelong learning in Lithuania, where multilingualism and language learning were at the top of the priorities. Every national and international citizen living and working in Lithuania between the ages of 18 and 65, and having a university degree became eligible for funding for informal education. This initiative was organized as the one-stop shop or point of single contact and was launched in January 2024. KTU was one of the first Lithuanian universities to provide language courses for citizens eligible for financial support from the Government. The paper presents the system which was implemented in Lithuania to support lifelong learning and multilingualism in particular through individual learning accounts as well as institutional policies to implement lifelong language learning. The framework of the project, restrictions and areas for improvement as well as good practices are presented. Also, recommendations for national policymakers as well as for language centres of high education institutions as providers of language courses are indicated and discussed. Presentation of good practices provides some insights into the challenges from the formal requirements for language courses, to the implementation of them, with the focus on national and institutional restrictions, individual aspirations and limitations related to some very individual and specific cases. The recommendations for language centres as well as language teachers on how to successfully implement national initiatives are suggested and discussed in detail. Overall successful implementation of the project presumably (as it is still an ongoing project) suggests that lifelong learning is dependent not only on individual aspirations and possibilities but also on national language policies as well as institutional learning providers.

Neue Initiativen für lebenslanges Sprachenlernen: der Fall Litauen

Der Schwerpunkt der Präsentation liegt auf der litauischen Nationalsprachenpolitik sowie auf der institutionellen Sprachpolitik an der Technischen Universität Kaunas (KTU). Im Jahr 2023 genehmigte die litauische Regierung Richtlinien und Prioritäten zur Unterstützung und Finanzierung des lebenslangen Lernens in Litauen, wo Mehrsprachigkeit und Sprachenlernen ganz oben auf der Prioritätenliste standen. Jeder in Litauen lebende und arbeitende nationale und internationale Bürger im Alter zwischen 18 und 65 Jahren, der über einen Universitätsabschluss verfügt, hatte Anspruch auf Förderung für informelle Bildung. Diese Initiative wurde als zentrale Anlaufstelle organisiert und im Januar 2024 ins Leben gerufen. Die KTU war eine der ersten litauischen Universitäten, die Sprachkurse für Bürger anbot, die Anspruch auf finanzielle Unterstützung durch die Regierung hatten. Der Beitrag stellt das System vor, das in Litauen eingeführt wurde, um lebenslanges Lernen und Mehrsprachigkeit zu unterstützen, insbesondere durch individuelle Lernkonten sowie institutionelle Richtlinien zur Umsetzung lebenslangen Sprachenlernens. Der Rahmen des Projekts, Einschränkungen und Verbesserungsmöglichkeiten sowie bewährte Verfahren werden vorgestellt. Darüber hinaus werden Empfehlungen für nationale politische Entscheidungsträger sowie für Sprachzentren von Hochschulen als Anbieter von Sprachkursen aufgezeigt und diskutiert. Die Darstellung bewährter Praktiken bietet einige Einblicke in die Herausforderungen von den formalen Anforderungen an Sprachkurse bis hin zu deren Umsetzung, wobei der Schwerpunkt auf nationalen und institutionellen Beschränkungen, individuellen Wünschen und Einschränkungen im Zusammenhang mit einigen sehr individuellen und spezifischen Fällen liegt. Die Empfehlungen für Sprachzentren sowie Sprachlehrer zur erfolgreichen Umsetzung nationaler Initiativen werden ausführlich erörtert und diskutiert. Die insgesamt erfolgreiche Umsetzung des Projekts deutet vermutlich (da es sich noch um ein laufendes Projekt handelt) darauf hin, dass lebenslanges Lernen nicht nur von den individuellen Wünschen und Möglichkeiten, sondern auch von der nationalen Sprachpolitik sowie den institutionellen Lernanbietern abhängt.

Julia Zabala Delgado & Cristina Rodríguez

The publication of the Companion Volume to the CEFR in 2020 has had a wide impact in Europe and beyond. In Spain, for example, mediation has been introduced in foreign language curricula and examinations. However, few studies have been carried out on the extent to which teachers are aware of the notions in the CEFR CV and are applying them in their practice (Fernández & García, 2021; Levy & Figueras, 2022). Our research intends to expand on this previous work with an analysis of the current situation in Spain regarding the implementation of the CEFR CV. Using a mixed-methods approach, the study engaged language teachers from the two largest public providers of adult language education in Spain through a survey with closed and open-ended questions. Teachers were asked to rate their knowledge of different CEFR CV concepts and give examples of their use of these concepts in practice. Responses (n=399) were analysed qualitatively and quantitatively to determine the main characteristics of CEFR CV use and the relationships between the different factors. Results from the coded data analysis show that knowledge and use of the CV is relatively widespread within this education sector, training has been extensive, and changes have impacted the type of classroom activities and assessments that are currently being put in practice. This research contributes to the ongoing discourse on the relevance of the CEFR and has implications for professional development initiatives and other contexts wishing to introduce changes in both classroom practice and other forms of assessment.

La publicación del Volumen Complementario del MCER en 2020 ha tenido un amplio impacto en Europa y fuera de sus fronteras. En España, por ejemplo, se ha introducido la mediación en los planes de estudio y exámenes de lenguas. Sin embargo, se han realizado pocos estudios sobre el grado en que los profesores conocen los conceptos que subyacen al Volumen Complementario y los aplican en la práctica (Fernández y García, 2021; Levy y Figueras, 2022). Nuestra investigación tiene como objetivo ampliar este trabajo previo con un análisis de la situación actual en España respecto a la implementación del VC del MCER. Utilizando un enfoque de métodos mixtos, nuestro estudio incluye a profesores de idiomas de los dos principales proveedores públicos de educación de idiomas para adultos en España a través de una encuesta con preguntas cerradas y abiertas. Se pidió a los profesores que calificaran su conocimiento de diferentes conceptos del VC del MCER y dieran ejemplos de su uso de estos conceptos en la práctica. Las respuestas (n=399) fueron analizadas cualitativa y cuantitativamente para determinar las principales características del uso del VC del MCER y las relaciones entre los diferentes factores. Los resultados muestran que el conocimiento y uso del Volumen Complementario es relativamente generalizado dentro de este sector educativo, la formación ha sido extensa y los cambios han impactado tanto en el tipo de actividades de evaluación que se realizan en el aula como en otras prácticas de evaluación. Esta investigación contribuye al discurso actual sobre la relevancia del MCER y tiene implicaciones para iniciativas de desarrollo profesional y otros contextos en los que se desee introducir cambios en las prácticas de enseñanza y evaluación.

*Rising Trends in Higher Education International Study Abroad: New Challenges and Opportunities***Hugo O'Donnell**

This paper describes how an International Study Abroad (ISA) summer programme created for students in University College Dublin's Three China Partnership Colleges in 2019 continually evolved/s in complex and changing times to meet specific and growing needs.

ETPs (English-Taught degree Programmes) long established in Europe are currently expanding globally. Chinese universities and others throughout Asia now offer degrees where English is the medium of instruction. International students on these programmes can benefit from the support of the host universities to learn Chinese language and culture during their studies.

In parallel, Short-Term Study Abroad Programmes are now integral elements in ETPs, and demand for these is growing. They offer brief but tailored opportunities for students to live and study in a new environment, develop intercultural competence and gain valuable life experience for today's globalised world.

Devising innovative and academically coherent curricula for such time-limited programmes is challenging. A feature of UCD's approach over the years (especially difficult Covid times) is continuous tracking of student feedback and preferences. Stand-out 'wishes' emerging from our research include a focus on developing international friendships and connections, meeting with faculty members in their specific fields and contacts with companies and employment options.

UCD ISA's development has been underpinned by UDL [Universal Design for Learning] principles (Capp, 2017) and by insights from CLIL [Content and Language Integrated Learning] (Coyle et al. 2010). A recent focus is now the demand to identify models of certification and accreditation for Study Abroad programmes that recognise student effort, contribution, and achievement.

高等教育国际留学发展趋势：新的挑战与机遇

本文介绍了 2019 年为与 UCD 合作的三所中国院校所创立的一个海外留学 (ISA) 暑期项目。对该项目日益增长的需要也促进了其不断发展。

ETPs (英语授课学位课程)在欧洲创立多年，目前正在全球范围内扩展。如今，中国的大学提供以英语为教学语言的学位课程，同时国际学生也可以学习中国语言和文化。

短期海外学习项目在 ETPs 中所占的比重越来越大。它们为学生们提供了在一个新的环境中生活和学习的机会，从而获得宝贵的生活经验。

持续跟踪学生的反馈和选择倾向是 UCD 多年来的特色。更多的“期望”也从中展露出来，包括发展国际友谊，结识各领域的专科教师，以及促进与公司之间的联系。

UCD 的 ISA 发展主要以 UDL [学习的通用化设计]原则为基础 (Capp, 2017)。近期关注到一个需求是定位认证和认可的模式来合理呈现学生的努力，付出和成绩。

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留学生を対象とした日本での就職活動を支援するオンライン学習コンテンツー日本語教育関係者による試用とフィードバック/ *Supporting International Students in Their Job Search in Japan Through Online Learning Content: Content Trial Run Feedback*

Hideaki Ito & Ruth Vanbaelen

発表者らは、2023年から2024年にかけて留学生が日本で行う就職活動を支援するオンライン学習コンテンツを開発した。本発表の目的は以下の3つである。まず、コンテンツを開発した理由を述べ、続いてコンテンツの概要を説明し、最後にプレリリース段階で行われたワークショップおよびオンラインリソースを授業で使用した講師からのフィードバックを報告することである。

新卒一括採用を希望する場合、日本の就職活動は大学3年生の時から始まり、業界の情報収集、就職フェア、インターンシップ、エントリーシートの送付、複数の面接を経て内定を得るなど、日本以外の他の国と比較して長くて複雑なプロセスを経る必要がある。発表者らが実施した留学生に対する半構造化インタビューでは、留学生は就職活動のステップや開始時期、期間の長さを十分に認識していないこと、同国の友人や先輩からの正確ではない情報に依存していること、エントリーシートの準備や面接を乗り越えるための言語的スキルが欠如していることが明らかになった。これらの点から、学生が自己分析を行い、その情報を活用してエントリーシートを書くことができるコンテンツを開発しました。ユーザーがコンテンツで作成したエントリーシートをシステムに保存すると、個々のエントリーシートの内容に合わせた内容について、AIと一対一やグループ面接の練習を行うことができる。また、ユーザーは自律的に学ぶだけでなく、教師にフィードバックや修正を依頼する機能も備えている。

さらに、本コンテンツを2024年2月に50人の日本語教育関係者を対象とした試行ワークショップを行い、コンテンツの使いやすさに関するフィードバックを得て、一部の機能の改善方法や面接機能を教室でどのように使用するかにについて検討した。これらの検討については、本発表の中で詳しく報告する。

English:

In 2023-2024, the presenters developed online learning content to support international students in Japan through their job-hunting process. This presentation has a three-fold goal, namely describing the reasons to develop the content, outlining the developed resources, and reporting on feedback received through a workshop held in the pre-release stage as well as from instructors who used the online resources in their classes. First, in comparison with other countries, Japan has a prolonged and elaborate job application process with four-year university-level applicants starting in their third year and going through industry information gathering, job fairs, internships, applications and multiple interview stages. Semi-structured interviews conducted by the presenters revealed that international students tend to be insufficiently aware of the stages, the start and the length of the process, rely on inaccurate information from country fellows, and often lack language skills to successfully prepare documents and sit through interviews. Next, the above led to the development of a website, currently free-of-charge except for the AI-supported debate function, where students can conduct a self-analysis, use that information to write entry sheets (Japanese-style CV). Once an entry sheet is saved into the system, students can practice one-on-one interviews with questions generated through AI and catered to their individual entry sheet content. Similarly, debates can be practiced. Students can practice independently or can request their teachers for feedback or corrections. Finally, in February 2024, a trial-run workshop was conducted for 50 instructors. They provided feedback on the website's user-friendliness, and made suggestions on how to improve some functions. They also proposed ways of using the website, especially the interview and debate function, in the classroom. These proposals and suggestions will be discussed in detail during the presentation.

Ritsuko Koso-Kirk, Akiko Furukawa, Kumi Casey, Mayuko Inagawa, Toshihiko Kitagawa & Fumiko Narumi-Munro

This paper presents the journey and the challenges we faced in establishing and running the virtual study abroad programme 'Japan Year Abroad Inter-University Support Programme (J-YAP IUSP)'.

J-YAP IUSP was initiated in March 2020 by seven Japan Year Abroad Coordinators from UK universities for students whose study abroad in Japan had been curtailed or cancelled in the light of the global pandemic. This is the first virtual study abroad programme at a national scale designed to provide a form of substitute for students on degree programmes with a mandatory study abroad in Japan.

The programme offered over 260 online Japanese language and cultural sessions such as lectures, group discussions, language exchanges, and career talks by graduates and British diplomats to provide cultural immersion virtually and to compensate for the experiences which the students would normally have during the physical year abroad.

Because the programme involved students and teachers from various institutions across the UK and was delivered online, we needed to consider issues related to the protection of personal data from participants, copyright of teaching materials and inclusive learning and teaching.

Since these issues are not limited to this programme and should be considered in various contexts, we created a set of guidelines covering all these important concerns. The guidelines were published on the website of the British Association for Teaching Japanese as a Foreign Language in the hope of serving a wider community of Japanese language teachers nationally and internationally.

In this presentation, we share the reflections and prospects of the project and guidelines. We hope our project could become a model for virtual exchange and virtual mobility, to serve similar missions in the future.

Japanese:

本発表では Japan Year Abroad Inter-University Support Programme (J-YAP IUSP) を設立・運営するにあたって直面した課題を含めたその道のりについて紹介する。

J-YAP IUSP は 2020 年 3 月に新型コロナ禍で留学が中断および中止になった学生をサポートするために、英国内の大学 7 校からの留学コーディネーターによって立ち上げられた。このプログラムは日本留学が必修とされている大学生のための留学代替オンラインプログラムとしては英国内では初の試みであった。

このプログラムは、日本語クラスだけでなく、卒業生や英国外交官によるキャリアトークなど、260 を超える日本語・日本文化セッションをオンラインで提供し、また、日本の大学生とのグループディスカッションや言語交換など、本来日本留学で得られる経験を補填する役目も果たした。しかしこのオンライン・プログラムは英国の様々な教育機関から学生や教師を招いて行っていたため、参加者の個人情報の保護、教材の著作権、インクルーシブ教育に関する問題を考慮する必要があった。

これらの問題点はこのプログラムだけに限らず配慮すべきことであるため、他の日本語教育関係者へ役立ててもらえるよう、ガイドラインを作成した。本ガイドラインは、より広いコミュニティで活用されることを期待して、英国日本語教育学会のウェブサイト上にて公開された。

この発表では、プロジェクトの概要とガイドラインに触れ、そしてプロジェクトの振り返りと展望を共有する。

今後、似たような状況に直面した場合、私たちのプロジェクトがバーチャル・エクスチェンジやバーチャル・モビリティの参考となることを願っている。(722 字)

*Introducing a Career Pathway for Teaching Staff in a Traditional Research-intensive University***Jocelyn Wyburd**

Career paths and promotion opportunities have often been closed to language teaching staff in universities and, indeed, they have also been prone to precarious employment via hourly paid and fixed term contracts. In the UK, changes in employment law have put pressure on universities to provide more formal contracts of employment. However, the provision of career pathways have traditionally been more favourable for 'research-focussed' academic faculty than for 'teaching-focussed' staff. Here it is up to individual universities to allocate language teachers to appropriate contracts and traditionally many have been treated as 'academic related', with grades allocated by level of responsibility, rather than 'academic', with promotion to higher grades based on professional recognition. The introduction of relatively recent teaching-track academic contracts in many universities has helped to improve the situation. This paper will draw on the author's experience in leading the design and implementation of such a scheme for all teaching-focussed staff (not just language teachers) at the University of Cambridge, and how come it was that a Language Centre Director was asked to lead this initiative. It will look at some of the arguments which needed to be made and the criteria which needed to be applied to make such a scheme credible and acceptable in a very traditional research-intensive university. It will also draw on implications of the new contract and pathway for the professional development of language teaching colleagues.

Titolo: introduzione di un percorso di carriera per il personale orientato all'insegnamento in un'università ad alta intensità di ricerca

I percorsi di carriera e opportunità di promozione sono stati spesso preclusi a docenti di lingua nelle università e, di fatto, sono stati anche vulnerabili a condizioni di lavoro precarie tramite contratti retribuiti a ora e a tempo determinato. Nel Regno Unito, cambiamenti nel diritto del lavoro hanno esercitato pressioni sulle università affinché forniscano contratti di lavoro più formali. Tuttavia, l'offerta di percorsi di carriera è stata tradizionalmente più favorevole per i docenti accademici 'focalizzati sulla ricerca' che per il personale 'focalizzato sull'insegnamento'. Qui spetta alle singole università assegnare gli insegnanti di lingua a contratti adeguati, e tradizionalmente molti sono stati trattati contrattualmente come 'collegati al mondo accademico', con gradi assegnati per livello di responsabilità, piuttosto che 'accademici', con promozione a gradi superiori a base di riconoscimento professionale. L'introduzione di relativamente nuovi contratti accademici per il personale 'focalizzato sull'insegnamento' in molte università ha contribuito a migliorare la situazione. Questa presentazione si baserà sull'esperienza dell'autore nel guidare il disegno e l'implementazione di un tale schema per tutto il personale specializzato nell'insegnamento (non solo insegnanti di lingue) presso l'Università di Cambridge, e su come mai è stato chiesto a un direttore di centro linguistico di guidare questa iniziativa. Verranno esaminati alcuni degli argomenti da sostenere e i criteri da applicare per rendere un tale schema credibile e accettabile in un'università molto tradizionale ad alta intensità di ricerca. Si baserà inoltre sulle implicazioni del nuovo contratto e del percorso per lo sviluppo professionale dei colleghi insegnanti di lingue.

*Observing Institutional Change Through Professional Identities***Ville Jakkula**

In Finnish universities, degree specific communication and language courses are usually designed and offered by language centres or similar departments. These departments have traditionally been rather independent. However, both the organizational position and the range of institutional tasks vary from one language centre to another. Furthermore, recent years have brought numerous changes in this landscape, such as alliances and joint structures between universities and universities of applied sciences, as well as regional and national language teaching networks.

The Finnish university language centres have been examined from several perspectives (see e.g. Elsinen 2000, Karlsson-Fält 2010, Tuomi & Rontu 2011, Hildén 2017) during their 40+ years of existence. Much of this work has

revolved around the main tasks of the language centres, providing valuable insight into pedagogical development, language learning strategies, language policies, and leadership.

In my presentation, I will focus on the academic staff of the language centres. I am particularly interested in the organizational tension(s) described by the actors. Through this approach, I am trying to improve my understanding of the complex organizational processes shaping the current forms of language centres and negotiating their tasks, roles, and positions in Finnish HEIs.

My provisional research questions are the following:

- How do the language centre professionals describe their professional identity?
- What are the specific building blocks of a language centre professional?
- What are dynamics of the professional identities in language centres, both within the LCs and in the larger academic context?

While discussing the results, I also intend to suggest some further directions for research as well as – hopefully – offer opportunities for international comparisons and benchmarking between language centres and similar departments.

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Forschungsaktivitäten und Forschungskultur im CercleS-Netzwerk / Research activities and research culture in the CercleS network

Mark Critchley, Sabina Schaffner & Irmgard Wanner

This paper presents the findings of a survey on research activities and cultures carried out across the CercleS network. It was conducted under the auspices of the CercleS Focus Group on Leadership and Management and aimed to explore how a research-enhanced teaching and learning culture is supported and sustained within a language centre environment. The findings of the study are based on previous research by and about FINELC (Rontu & Tuomi, 2013, Rontu & Tuomi, 2015) and AKS (Jordan & Quennet, 2013). The term 'research' in this context includes scholarship and refers to engagement in research activities directly related to language learning, teaching, and assessment, aimed at developing the work of the language centre.

The survey explored the extent of research in language centres; the links between institutional factors, staff contracts and research, and the areas of research undertaken; language centres' attitudes to research in relation to their core remit; possible priorities and barriers to research. The total of the results of the 99 out of 401 CercleS member institutions was compared with the responses from the member institutions belonging to the five most represented national association in order to see if there were any noticeable differences in the results between institutions in different national associations.

The results will be used to reflect on the opportunities and potential risks arising from developing a research-oriented learning and teaching culture in language centres.

German:

In diesem Beitrag werden die Ergebnisse einer Umfrage zu Praxis und Kultur von Forschung vorgestellt, die im CercleS-Netzwerk durchgeführt wurde. Sie wurde unter der Schirmherrschaft der CercleS Fokusgruppe Leadership and Management durchgeführt und um zu untersuchen, wie eine forschungsorientierte Lehr- und Lernkultur in einer Sprachzentrumsumgebung unterstützt und aufrechterhalten wird. Die Ergebnisse der Studie beruhen auf früheren Forschungsarbeiten von und über FINELC (Rontu & Tuomi, 2013, Rontu & Tuomi, 2015) und AKS (Jordan & Quennet, 2013). Der Begriff "Forschung" schliesst in diesem Zusammenhang die Wissenschaft ein und bezieht sich auf die Beteiligung an Forschungsaktivitäten, die direkt mit dem Sprachenlernen, -lehren und -beurteilen zusammenhängen und auf die Entwicklung der Arbeit eines Sprachenzentrums abzielen.

Die Umfrage untersuchte das Ausmass der Forschung in Sprachzentren, die Zusammenhänge zwischen institutionellen Faktoren, Anstellungsformen und Forschung, sowie die Forschungsbereiche, die Einstellung der Sprachzentren zur Forschung in Bezug auf ihren Kernauftrag sowie mögliche Prioritäten und Hindernisse für die Forschung. Die Gesamtergebnisse der 99 von 401 Mitgliedseinrichtungen von CercleS wurden mit den Antworten der Mitgliedseinrichtungen verglichen, die den fünf am stärksten vertretenen nationalen Verbänden angehören, um festzustellen, ob es merkliche Unterschiede in den Ergebnissen zwischen den Einrichtungen der verschiedenen nationalen Verbände gibt.

Die Ergebnisse werden genutzt, um über Chancen und potenzielle Risiken nachzudenken, die sich aus der Entwicklung einer forschungsorientierten Lern- und Lehrkultur in Sprachzentren ergeben.

11:45– 13:00
SESSION 5
TLC101 – Workshop

EPSULA: Integrating Indigenous Heritage to Enhance Cultural Awareness and 4 C's Skills in Higher Education Language Classes

Athena Alchazidu & Barbara Staffolani

Pluriculturalism, closely tied to plurilingualism, encounters challenges in full integration into the educational systems (cfr. Chabert Ull), although its need is an imperative. This workshop aims to enrich our understanding of cultural diversity and its role in education through a series of participative language-focused activities. Together, we will explore cultural richness of indigenous communities as a means to enhance our 4 C's skills (critical thinking, communication, collaboration and creativity).

Using original materials and videos developed through the EPSULA Project (Educational Portal for Sustainable Cultural Diversity in Latin America; <https://www.epsula.eu/en>), this workshop offers an original approach to introducing cultural diversity and pluriculturality in language classes. The participants will engage in authentic, community-recorded videos that provide first-hand insights into the daily lives, traditions, and worldviews of indigenous populations in El Salvador and Ecuador.

Both content and the proposed activities will serve as a basis for in-depth discussions on how introducing non-mainstream perspectives and identities can improve our ability to communicate across different contexts and cultures (Mendoza Mori, 2017). The participants will be encouraged to critically reflect on their own cultural and linguistic heritages, and give feedback on presented methodologies and original project materials. The workshop hopes to challenge participants' perspectives on language teaching, plurilingual communication and pluriculturality.

Abstract in Spanish

La pluriculturalidad, estrechamente ligada al plurilingüismo, sigue encontrando dificultades para su plena integración en los sistemas educativos (cfr. Chabert Ull), aunque su necesidad es imperiosa. Este taller pretende enriquecer nuestra comprensión de la diversidad cultural y su papel esencial en la educación, a través de una serie de actividades diversas. Juntos exploraremos la riqueza cultural de las comunidades indígenas como un medio para mejorar nuestras capacidades en las 4 C (pensamiento crítico, comunicación, colaboración y creatividad).

Utilizando materiales originales y vídeos desarrollados a través del proyecto de la UE EPSULA (Portal Educativo para la Diversidad Cultural Sostenible en América Latina), este taller ofrece un enfoque original para introducir la diversidad cultural y la pluriculturalidad en las clases de idiomas. Los participantes verán vídeos auténticos, grabados en las comunidades correspondientes, que ofrecen una visión de primera mano de la vida cotidiana, las tradiciones y la cosmovisión de las poblaciones indígenas de El Salvador y Ecuador.

Tanto el contenido como las actividades propuestas servirán de base para los debates sobre cómo la introducción de diversas perspectivas e identidades puede mejorar nuestra capacidad de comunicarnos en diferentes contextos y culturas (Mendoza Mori, 2017). Además, se animará a los participantes a reflexionar críticamente sobre sus propias herencias culturales y lingüísticas. El taller invitará a los participantes a reflexionar críticamente sobre sus propios patrimonios culturales y lingüísticos, y a ofrecer feedback sobre las metodologías presentadas y los materiales originales del proyecto. El taller espera desafiar las perspectivas de los participantes sobre la enseñanza de idiomas, la comunicación plurilingüe y la pluriculturalidad.

Digitalizing Multilingual Certification Systems: What are the Challenges? For What Benefits? Insights from the French CLES

Laurent Rouveyrol & Annick Rivens Mompean

The CLES certificate (Certification en Langues de l'Enseignement Supérieur) was first created in 2000 in France and has gone through a succession of recent evolutions since then, that have enlarged its recognition throughout Europe with its integration into the NULTE network (Network of University Language Testers in Europe). One last step has been achieved recently with the adaptation of its format from paper to computer (English B2). This latest step was becoming urgent in order to take into account societal changes concerning the habits and needs of so called "digital natives" among our students. It was also becoming necessary to facilitate a large scale usage with sessions easier to organise and to correct. The French CLES was originally created as a multilingual certification system and the process now moves on to deal with "digital" papers testing languages like Spanish.

Our contribution focuses primarily on the specific aspects of the adaptation or transformation processes that were considered to avoid changing the construct of the CLES certificate. Indeed, the CLES counts as one of the very few action-oriented, scenario-based language tests in the world and the main question was to ensure that its qualitative identity would be compatible with a digital environment. Then we will present the choices that have been made for the first online format for a valid final product, taking into account both the users' approach and the correctors' points of view for the English tests. We then wish to give an account of the transformations that are now specifically under study for languages other than English. Finally, we will describe the results gathered during the first experimental sessions (English B2), to measure the impact of this adapted online version on the results.

La numérisation des systèmes de certification multilingues : quels sont les défis ? Quelle est la plus-value ? Quelques réflexions à partir du CLES français.

Le CLES (Certificat en Langues de l'Enseignement Supérieur) a été créé en 2000 en France et a connu depuis une succession d'évolutions qui ont permis d'élargir sa reconnaissance à l'échelle européenne avec notamment son intégration dans le réseau NULTE (Network of University Language Testers in Europe). Une dernière étape a été franchie récemment avec l'adaptation de son format papier à un environnement numérique (Anglais B2). Cette dernière évolution devenait urgente afin de prendre en compte les changements sociétaux concernant les habitudes et les besoins de ceux que l'on appelle les "digital natives" parmi nos étudiants. Il devenait également nécessaire de faciliter une utilisation à grande échelle avec des sessions qui seraient plus faciles à organiser et à évaluer. Le CLES français a été créé à l'origine comme un système de certification multilingue et le processus évolue maintenant vers des épreuves "numériques" testant des langues comme l'espagnol.

Notre contribution porte essentiellement sur les aspects spécifiques des processus d'adaptation ou de transformation qui ont été envisagés pour ne pas modifier le construit du certificat CLES. En effet, le CLES est l'une des rares certifications actionnelles dans le monde, basée sur des scénarios et le principal défi était de s'assurer que son identité qualitative serait compatible avec un environnement numérique. Nous présenterons donc les choix qui ont été faits pour mettre au point le premier format numérique afin d'obtenir un produit final valide, en tenant compte à la fois des perspectives des utilisateurs et des évaluateurs, pour les tests d'anglais. Nous souhaitons ensuite rendre compte des transformations qui sont aujourd'hui spécifiquement à l'étude pour les langues autres que l'anglais. Enfin, nous décrirons les résultats recueillis lors des premières sessions expérimentales (anglais B2), afin de mesurer l'impact de cette version numérique sur les résultats obtenus par les utilisateurs.

Kim-Anne Barchi, Mariana Jo Bisset & Caroline Clark

The Language Centre (CLA) of the University of Padova, Italy, provides language tests for students to fulfill language requirements of their degree courses. However, the evolving landscape of language acquisition and use has led to a reflection on test design.

Step one was to consider the English computer-assisted speaking test (TAL) at B1 level of the CEFR to create a closer match between the materials students are exposed to during their academic courses and the language test (Brown, 2002).

The original TAL B1 Oral test comprised three tasks in which test takers created short monologues in response to independent prompts. Following an in-depth discussion and needs analysis conducted with representatives from the School involved (Agricultural Sciences), task two was re-designed. Test takers were asked to choose amongst a pool of faculty-selected peer-reviewed papers and create a short presentation (in powerpoint format or similar) on the chosen paper. The presentation, uploaded onto the testing platform prior to the test session, is then presented during the test.

Test takers' perceptions were collected through a questionnaire. Initial feedback from 61 test takers was generally positive, with test takers appearing to recognise the connection between the test task, the language required for their academic courses, and the skills refined during test preparation. In particular, students honed their ability to effectively engage with peer-reviewed papers, extracting the salient points and reproducing them. They also seemed to prefer this task over the others. These results indicate student involvement, engagement, and thus motivation (Dörnyei, 2020), hence positive washback thanks to an authentic task closely related to the students' field of interest.

This further highlights the need for Language Centres to continuously reflect on the evolving context, in collaboration with the Schools in order to develop and maintain a high level of relevant and authentic language assessment.

Italian:

Il Centro Linguistico dell'Università di Padova, Italia, somministra test linguistici agli studenti per soddisfare i requisiti linguistici dei loro corsi di laurea. Tuttavia, l'evolversi del panorama di acquisizione e uso della lingua ha portato ad una riflessione sulla progettazione dei test. Il primo passo è stato quello di considerare il test di produzione orale computerizzato di lingua inglese di livello B1 del QCER, per creare una corrispondenza più stretta tra i materiali a cui gli studenti sono esposti durante i loro corsi accademici e il test linguistico stesso (Brown, 2002).

Inizialmente il test di produzione orale comprendeva tre compiti nei quali i candidati creavano brevi monologhi in risposta a degli esercizi indipendenti. In seguito ad una discussione approfondita e un'analisi dei bisogni condotta con i rappresentanti della scuola coinvolta (Scuola di Scienze Agrarie), il secondo compito è stato ridisegnato.

Ai candidati è stato chiesto di scegliere tra una selezione di articoli accademici pubblicati su riviste scientifiche individuati da vari professori della Scuola, e di creare una breve presentazione (in formato powerpoint o simile) dell'articolo scelto. Il candidato registra la sua presentazione durante il test, facendo riferimento alle diapositive che ha precedentemente caricato nella piattaforma.

Le percezioni dei candidati sono state raccolte tramite un questionario. Il feedback iniziale dei 61 candidati è stato generalmente positivo, riconoscendo il collegamento tra il compito del test, la lingua richiesta per i loro corsi accademici e le competenze affinate durante la preparazione al test. In particolare, gli studenti hanno esercitato la loro capacità di interagire efficacemente con articoli scientifici, estrarne i punti salienti e riprodurli. Questo compito sembra essere stato gradito in maniera particolare rispetto agli altri compiti dello stesso test.

Questi risultati indicano coinvolgimento, impegno e quindi motivazione da parte degli studenti (Dörnyei, 2020), dunque un effetto positivo grazie all'utilizzo di un compito autentico e strettamente legato al campo di interesse degli studenti. Ciò sottolinea ulteriormente la necessità per i Centri Linguistici di riflettere continuamente sul contesto in evoluzione, in collaborazione con le Scuole, al fine di sviluppare e mantenere un alto livello di valutazione linguistica rilevante e autentica.

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Comparing Students' Perceptions of Assessments in Different Modalities: Signed and Spoken/Written

Benoît Guilbaud & John Walker

This comparative case study between British Sign Language (BSL) and French evaluates students' perceptions of the purpose, skills range and challenges involved in completing course assessments.

Assessment methods used to evaluate students in modern languages reflect the modality of the language. While French has a written form, BSL does not have a text equivalent, but developments in technology have reduced the cost of recording, editing and publishing video. BSL is now recorded in a video form, comparably to written languages, both of which can be stored semi-permanently. The authors question whether the skills of languaging and improving language production in a recorded form is similar or dissimilar between two language modalities.

The investigation compares responses from undergraduate students on a language elective pathway at University of Sussex and both investigators are lecturers on the two programmes. The results compare the students' perceptions with regards to language (L) and modality (M), on a range of assignments between students of BSL (L2, M2) and French students (L2, M1).

Historically, BSL has been considered a 'live' language and without a recorded form, but recent developments in technology have seen a revolution of posting recorded material in BSL, such as personal and public communication in social media. The authors challenge the notion that the assessment of British Sign Language need not include the 'recording' the language, as is common practice in other modern languages.

Furthermore, there are wider implications for teaching and assessment of BSL as a modern language, which need to include various assessment modes beyond 'live' communication.

11:45– 13:00
SESSION 7
TLC113 - Workshop

Developing Writing Skills in a Foreign Language with ChatGPT: A Multilingual Perspective

Dominique Carlini-Versini, Jin Huang & Nuria Polo Pérez

The workshop discusses a research project, funded by Durham Centre for Academic Development, investigating the potential of Generative AI on Modern Foreign Languages (MFL) learning, teaching and assessment within the School of Modern Languages and Cultures (MLaC) at Durham University. With a particular focus on the development of skills such as reflection, reasoning, critical thinking, prompt generation and digital skills to enhance language learning, the study explored how Generative AI can support writing skills and feedback in the MFL context. Through comparative analysis of tasks completed with and without ChatGPT, and assessments by both teachers and ChatGPT, the study explored the pedagogical implications of emerging technologies in language teaching, with a focus on writing. Within the project, each language area (Arabic, Chinese, French, German, Japanese, Italian, Russian, and Spanish) recruited two participants with a CEFR-level of B1-B2 for an experiment spread over four weeks in the second semester. The project also investigated the potential of ChatGPT for culture modules teaching (particularly Italian literature) through activities like text mining and thematic analysis on three texts of medieval Italian literature. Within the project, the research participants completed diagnostic surveys, written tasks with reflections, sought feedback from ChatGPT and their teachers and reflected on them, and engaged in semi-structured questionnaires and focus groups.

In addition to sharing the findings of the multilingual research project, the interactive workshop will involve participants by comparing essays in several languages, written with and without ChatGPT. Through this hands-on experience, participants will gain insights into the potential of ChatGPT in MFL writing context and explore its potential applications in language and content teaching and assessment. The workshop also intends to provide a space for further discussion of the findings with other language professionals.

*On the Project Educating Heritage Language Learners***Marie Boccou Kestřánková**

The contribution represents 4EU+ mini-grants (from 2022 and 2023), it is led by experts from Charles University and focuses on streamlining and systematising the teaching of heritage language. The thematic area of the project is Educating Heritage Language Learners in Europe. First, we will present the general objective of the project and explain where the idea of the project came from. Then we will present the objectives of the project, which coincide with selected EU objectives. In this context, we will point out the facts that prevent the full and functional fulfilment of the mentioned European objectives in practice. One of the aims is to find answers to the below questions. The first question concerns school systems in Europe: How can current educational systems develop heritage language acquired outside schools? As the group of heritage language users is small compared to the users of the language of instruction, individual European countries consider this issue to be of lesser importance. For this reason, the team's goal is to find answers to the second question: Are European education systems causing an undesirable consequence: to "forget" heritage language and re-learn it as a foreign language? The presentation briefly describes the steps taken by the team, and also the difficulties the team faces in meeting the goals and in setting subsequent goals. The final phase of the contribution will be devoted to the description of the planned steps of the team looking for solutions to make plurilingualism and linguistic diversity in contemporary Europe more effective.

French:

La présentation qui traite de « 4EU+ mini-grants » (de 2022 et 2023) est dirigée par des experts de l'Université Charles et se concentre sur la rationalisation et la systématisation de l'enseignement des langues d'héritage. Le domaine thématique du projet est l'éducation des apprenants de langues d'héritage en Europe. Dans un premier temps, nous présenterons l'objectif général du projet et expliquerons d'où vient l'idée du projet. Nous présenterons ensuite les objectifs du projet, qui coïncident avec certains objectifs de l'UE. Dans ce contexte, nous mettrons en évidence les faits qui empêchent la réalisation complète et fonctionnelle des objectifs européens mentionnés dans la pratique. L'un des objectifs est de trouver des réponses aux questions suivantes. La première question concerne les systèmes scolaires en Europe : comment les systèmes éducatifs actuels peuvent-ils aider à développer les langues d'héritage acquises en dehors des écoles ? Le groupe des utilisateurs de la langue d'origine étant réduit par rapport au groupe d'utilisateurs de la langue d'enseignement, les différents pays européens considèrent cette question de moindre importance. C'est pourquoi l'objectif de l'équipe est de trouver des réponses à la deuxième question : Les systèmes éducatifs européens sont-ils à l'origine d'une conséquence indésirable : « l'oubli » de la langue d'origine et son réapprentissage en tant que langue étrangère ? La présentation décrit brièvement les étapes suivies par l'équipe, ainsi que les difficultés rencontrées par l'équipe pour atteindre ses objectifs et en fixer de nouveaux. La dernière phase de la présentation sera consacrée à la description des étapes prévues par l'équipe dans la recherche de solutions pour rendre le plurilinguisme et la diversité linguistique plus efficaces dans l'Europe contemporaine.

*Heritage Language Education in Europe: State Support Measures and Alignment of State and European Policies***Renata Emilsson Peskova**

All children have the right to have equitable access to education and to use and develop their mother tongues/heritage languages (UN General Assembly, 1989). Although the number of users of the heritage language (HL) of all nations continues to grow in Europe and worldwide, European countries do not yet pay sufficient attention to the issues of teaching HL to this specific group of young speakers, and neither are their competencies in HL formally acknowledged. The main aims of the article were to map if and how four European countries, the Czech Republic, France, Iceland, and

Switzerland supported the learning of their language abroad among HL pupils and how the current state provisions for HL education responded to existing policies of the Council of Europe on linguistic human rights and access to education. Document analysis (Bowen, 2009) was employed. The findings showed that countries made vastly different provisions in HL education for their speakers. We concluded that an accessible, systematic, high-quality HL education was desirable to fulfill European and international policies, and the linguistic human rights and educational rights, anchored within them. In the context of the CercleS International Conference 2024, we recommend that Higher Education Institutions, and Language Centers in particular, employ teachers of the community languages and offer a wider range of language programs that reflect the largest immigrant populations in the countries, possibly in collaboration with countries of origin and with local community-based HL programs. That would ensure a continuity of HL learning from the youngest age groups up to the highest competence levels, building on the resources of plurilingual children and their families, and thus contributing to a more equal treatment of all languages represented in society. Such measures would have a wider societal impact, as is nowadays expected from higher education institutions.

Return to Gaelic: The Challenges of Re-introducing Lapsed Speakers to a Minority Language

Rona Wilkie

Scottish Gaelic has been in decline for centuries, and, as native speakers move to the Lowlands or leave Gaelic-medium education, they are starved of opportunities to use the language. Many speakers of the language are also embarrassed by the language in their teens and early twenties, and are convinced by the colonialist narrative that the language holds no worth. In both instances, speakers lose confidence in their linguistic skills, and English supersedes Gaelic as their most comfortable language. Even if they wish to return to the language, it is often perceived by lapsed speakers that there are a lack of opportunities for speakers to re-engage with the language in a comfortable and unjudgmental setting. In response to this gap, the University of Edinburgh launched its new course *Cleachd i: Return to Gaelic* in 2023, with support from Bòrd na Gàidhlig. This course aims to provide a forum for previously fluent speakers of Scottish Gaelic to re-engage with the language, reinvigorate their fluency and increase their confidence in Gaelic setting. In the first place, this presentation will discuss the challenges in the creation of the course, including the difficulties in convincing people that they were eligible to join, the correction of grammatical aspects of the language whilst building confidence and the introduction of new skills - such as writing. It will also consider the successes of the course - with a particular focus on the joy that was expressed by students as they became confident in their first language, and the personal and professional avenues that were opened through their re-engagement with Gaelic.

*Teaching and Learning in the Multilingual Classroom***Birgit Huemer & Argyro-Maria Skourmalla**

Higher education institutions have become super-diverse spaces (Bruen & Kelly, 2016) whose multilingual nature is apparent amongst teachers and students. However, upon navigating the complexities of teaching and learning in multilingual classrooms this can often pose challenges for both teachers and students. This raises the question of how multilingualism can be harnessed in university classrooms. Researchers have addressed this issue over recent decades focusing on the advantages and challenges of multilingualism in higher education, as well as its impact on the teaching and learning process (Cummins, 2007; Moore, 2015; Van der Walt, 2015).

In our presentation we will focus on the University of Luxembourg with English, French, and German as official teaching languages, and Luxembourgish serving as the national language. We start our presentation with a critical analysis of the diverse roles that the university languages play at this institution. We proceed by sharing data that stems from an ongoing research project on linguistic diversity in higher education, drawn from the following two sources: interviews with colleagues engaged in teaching in bachelor programs and an online survey completed by bachelor students. Our presentation is enriched with practical examples from our teaching experience and from a teacher training we have designed and offered in February 2024. Throughout the presentation, we will showcase practices that we apply to activate the multilingual repertoire of teachers and students to promote diversity and inclusion in higher education.

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German:

Titel: *Lehren und Lernen im mehrsprachigen universitären Kontext*

Hochschuleinrichtungen sind zunehmend von Superdiversität geprägt (Bruen & Kelly, 2016), was sich an den mehrsprachigen Profilen der Lehrenden und Studierenden zeigt. Für Lehrende und Studierende stellt die Komplexität mehrsprachiger Kontexte an der Hochschule eine Herausforderung dar, die die Frage aufwirft, wie Mehrsprachigkeit effektiv im Unterricht genutzt werden kann. In den letzten Jahrzehnten haben sich Forschende daher zunehmend mit den Vor- und Nachteilen der Mehrsprachigkeit in der Hochschule auseinandergesetzt und deren Auswirkungen auf den Lehr- und Lernprozess untersucht (Cummins, 2007; Moore, 2015; Van der Walt, 2015).

In unserer Präsentation konzentrieren wir uns auf die Universität Luxemburg. Wir beginnen mit einer kritischen Analyse der verschiedenen Rollen, die die Universitätssprachen Englisch, Französisch und Deutsch sowie die Nationalsprache Luxemburg an dieser Institution spielen. Anschließend stellen wir Daten aus einem laufenden Forschungsprojekt zur sprachlichen Vielfalt in der Hochschullehre vor, die aus Interviews mit Lehrenden und aus einem Online-Fragebogen mit Bachelor-Studierenden stammen. Unsere Präsentation enthält praktische Beispiele aus unserer eigenen Lehre und aus der Konzeption und Evaluation einer Fortbildung für Lehrende an der Universität Luxemburg, die wir im Februar 2024 durchgeführt haben. Wir geben Einblicke in unseren Umgang mit sprachlicher Vielfalt in der Hochschullehre, in denen versucht wird das mehrsprachige Repertoire von Lehrenden und Studierenden zu aktivieren, um Diversität und Inklusion in der Hochschule zu fördern.

Language Practices and Intercultural Friendships: A Case Study at Warwick University

Andreana Pastena

Student mobility and migration flows are reshaping universities into transcultural spaces (Baker, 2016). These environments offer students opportunities to utilize their plurilingual repertoires and engage in meaningful intercultural interactions that, in turn, foster their intercultural skills (CoE, 2016). However, in English-speaking universities, despite considerable efforts to integrate international students and promote global competences, scarce attention is given to languages other than English (Preece & Mashall, 2020) and interactions beyond those for academic purposes.

This paper, part of an ongoing research project, addresses these gaps by exploring university students' language practices and intercultural interactions, and examining their role in intercultural learning. Warwick University, with approximately 40% of the student population comprising international, non-English speakers, and 'local' students bringing additional languages into the academic space, offers an excellent context for investigation.

Around 100 local and international students completed an online survey including questions on languages, and intercultural friendships and experiences. Additionally, individual interviews with 18 students, representing different profiles, allowed to further explore personal networks, language practices, and the perceived benefits and challenges of intercultural interactions.

Overall, one-third of participants reported exposure to a heritage language and/or culture, and plurilingualism and intercultural friendships emerged as positively correlated. While students reported having numerous intercultural friends at the university, the number decreased outside the academic setting. English remained the main language of interaction; however, intercultural friendships played a key role in maintaining heritage and minority languages, practicing additional languages, and fostering interest and awareness toward other cultures. That is, they are crucial for developing intercultural competences. Students showed satisfaction with the opportunities offered by the university but noted that intercultural interactions and use of other languages could be further promoted. Results align with the call for enhancing language education in the UK to nurture students' intercultural interactions and skills.

Spanish:

Prácticas Lingüísticas y Amistades Interculturales: Un Estudio de Caso a la Universidad de Warwick

La movilidad estudiantil y los flujos migratorios están transformando las universidades en espacios transculturales (Baker, 2016). Estos contextos ofrecen a los estudiantes oportunidades para utilizar su repertorio plurilingüe y participar en interacciones interculturales significativas que, a su vez, fomentan sus habilidades interculturales (CoE, 2016). Sin embargo, en las universidades angloparlantes, a pesar del empeño considerable hacia la integración de estudiantes internacionales y la promoción de competencias globales, se presta poca atención a lenguas aparte del inglés (Preece & Mashall, 2020) y a interacciones más allá de las académicas.

Esta ponencia, parte de un proyecto de investigación en curso, aborda estos temas explorando las prácticas lingüísticas y las interacciones interculturales de los estudiantes universitarios, y el rol que estas desempeñan en el aprendizaje intercultural. La universidad de Warwick, con alrededor del 40% de estudiantes internacionales no hablantes de inglés, y estudiantes 'locales' que contribuyen con lenguas adicionales al espacio académico, ofrece un contexto excelente para la investigación.

Unos 100 estudiantes locales e internacionales completaron una encuesta en línea que incluía preguntas sobre lenguas, amistades y experiencias interculturales. Además, entrevistas individuales con 18 estudiantes de diferentes perfiles han permitido explorar más a fondo las redes personales, prácticas lingüísticas, y los beneficios y retos de las interacciones interculturales.

En general, un tercio de los participantes ha reportado ser expuesto a una lengua y/o cultura de herencia, y se ha detectado una correlación positiva entre plurilingüismo y amistades interculturales. Mientras que los estudiantes han reportado numerosos amigos interculturales en la universidad, el número disminuye fuera del contexto académico. El

inglés permanece como la lengua de interacción principal; sin embargo, las amistades interculturales juegan un papel clave en mantener las lenguas de herencia y minoritaria, practicar lenguas adicionales, y fomentar el interés y la conciencia hacia otras culturas. Es decir, son fundamentales para el desarrollo de competencias interculturales. Los estudiantes han manifestado satisfacción hacia las oportunidades ofrecidas por la universidad, pero han observado que las interacciones interculturales y el uso de otras lenguas se podrían promover más. Los resultados están en línea con el llamado a reforzar la educación lingüística en el Reino Unido con el fin de nutrir las interacciones y habilidades interculturales de los estudiantes.

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University Students' Perception of Hidden Multilingualism

Eeva Boström & Riitta Koskimies

Our aim is to find out why some students, despite their academic success and the language competence they have achieved, do not use the acquired oral skills. The focus is on multilingual students who have studied at least two languages in addition to their mother tongue and English.

Willingness to communicate (WTC) is a crucial aspect of language learning, especially in second language (L2) contexts (Darasawang & Reinders 2021). Central concepts are language motivation and aptitude to learn languages (Dörnyei & Ushioda 2010). This study is specifically about willingness to use multilingual oral capacity.

High competence students in the course Communication in Public Affairs form the target group of the study. They master several languages and appear to be communicatively proficient, but reported that they did not speak all the languages they had studied. They were not motivated or encouraged to use the language in a way that would have provided them with language skills that they could use and maintain in everyday and work situations. The target group thus challenges the traditional idea of oral language teaching that it is worth using even a small amount of language skills.

The authors used case-study methods to find out what thoughts, feelings, or other barriers are associated with the fact that some students do not use their multilingual competence. We wanted to explore students' perceptions of their own multilingualism, their relationship with and motivation for language learning, and the barriers to acquiring, using, and maintaining oral competence. Responses are examined through factors related to multilingual identity, communication situation, interaction competence and communication apprehension (Spitzberg 1983), self-imposed demands, as well as motivational and emotional factors. By understanding more about the factors influencing students' willingness to use their multilingual competence, we can develop teaching methods.

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French;

"Je connais sept langues, mais je ne les utilise pas." -

La perception du multilinguisme caché par les étudiants universitaires

Notre objectif est de comprendre pourquoi certains étudiants, malgré leur réussite universitaire et les compétences orales qu'ils ont acquises, ne les utilisent pas. Le groupe cible est constitué d'étudiants multilingues qui ont étudié au moins deux langues en plus de leur langue maternelle et l'anglais.

La volonté de communiquer est un aspect crucial de l'apprentissage des langues, en particulier dans les contextes de deuxième langue (L2) (Darasawang & Reinders 2021), tout comme la motivation linguistique et l'aptitude à apprendre des langues (Dörnyei & Ushioda 2010). Cette étude porte spécifiquement sur la volonté d'utiliser la capacité multilingue.

Le groupe cible est constitué d'étudiants ayant une compétence élevée et le cours Communication dans les affaires publiques. Ils ont étudié plusieurs langues et semblent être compétents en matière de communication. Les auteurs se sont intéressés au fait que les étudiants ont déclaré ne pas parler un grand nombre des langues qu'ils avaient étudiées, c'est-à-dire qu'ils n'ont pas été motivés ou encouragés à utiliser la langue d'une manière qui leur aurait permis d'acquérir des compétences linguistiques qu'ils auraient pu utiliser et conserver dans des situations quotidiennes et professionnelles.

Cette étude utilise des méthodes d'étude de cas pour découvrir quels sont les pensées, les sentiments, les craintes ou les autres obstacles associés au fait que certains étudiants n'utilisent pas leurs compétences multilingues. Nous voulons explorer la perception qu'ont les étudiants de leur propre multilinguisme, leur relation avec l'apprentissage des langues et leur motivation à cet égard, ainsi que les obstacles à l'acquisition, à l'utilisation et au maintien de la compétence orale. Les réponses sont examinées à travers des facteurs liés à l'identité multilingue, à la situation de communication, à la compétence d'interaction et à l'appréhension de la communication (Spitzberg 1983), aux exigences auto-imposées, ainsi qu'aux facteurs motivationnels et émotionnels. En comprenant mieux les facteurs qui influencent la compétence communicative des étudiants, nous pouvons fournir un enseignement plus précis.

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From ADN to Zoom: The Use of Digital Tools in Teaching Multilingualism in the Context of a European University Alliance

Claudia Boes, Lars Lienen & Valerie Nanot

Die europäischen Hochschulallianzen befinden sich in der zweiten Runde ihrer Entwicklung und etablieren sich zunehmend als feste Größe im Angebot von mehrsprachigen, oft themengebundenen Kursen. Dabei nimmt UNIVERSEH (European Space University for Earth and Humanity) eine „Vorreiterrolle“ ein, insbesondere durch die Bereitstellung bi- und trilingualer Kurse, die einerseits dem Ideal der Europäischen Kommission entsprechen, bei der Ausbildung europäischer Bürger*innen Sprachkenntnisse in mindestens drei Sprachen zu fördern, und andererseits die Basis für eine europaweite interuniversitäre Forschung und Lehre legen.

In unserem Beitrag zeigen wir, wie UNIVERSEH als europäische Hochschulallianz erfolgreich innovative Lehr- und Lernmethoden bei der Sprachvermittlung implementiert, um den Anforderungen der Europäischen Kommission gerecht zu werden und gleichzeitig die Herausforderungen der multinationalen Bildungsumgebung zu bewältigen. Hierzu skizzieren wir zuerst den Aufbau und die Weiterentwicklung der plurilingualen und interkulturellen Angebote innerhalb der europäischen Hochschulallianz. Es werden verschiedene Formen der Wissensvermittlung beleuchtet. UNIVERSEH setzt insbesondere einen Fokus auf die Integration von Massive Open Online Courses (MOOCs), Active Digital Narratives (ADN), Apps, Collaborative Online International Learning (COIL) und digitalen Klassenräumen. Diese Vielfalt der Lehrmethoden ermöglicht nicht nur eine breite Zugänglichkeit, sondern auch eine flexible und individuelle Lernumgebung für Studierende aus verschiedenen Ländern und Sprachräumen.

Im Weiteren werden die Herausforderungen thematisiert, die das Unterrichten in einer multinationalen Hochschulallianz mit sich bringt. Hierzu zählen sprachliche und terminliche Barrieren, kulturelle Unterschiede und die Notwendigkeit, Lehrinhalte an die Vielfalt der Studierenden aus sieben Universitäten in sieben europäischen Ländern anzupassen. Abschließend wird erläutert, wie durch Integration von interkulturellen Komponenten in den Lehrplan sowie die Entwicklung geeigneter Lehrmaterialien und -methoden, eine effektive Wissensvermittlung in dieser vielschichtigen Umgebung gewährleistet wird.

English:

The European University Alliances are in the second round of their development and are increasingly establishing themselves as a permanent fixture in the provision of multilingual courses. UNIVERSEH (European Space University for Earth and Humanity) is playing a “pioneering” role, particularly by offering bi- and trilingual courses, which on the one hand fulfil the European Commission's ideal of promoting language skills in at least three languages in the education of European citizens and on the other hand lay the foundation for Europe-wide inter-university research and teaching.

In our article, we show how UNIVERSEH, as a European university alliance, successfully implements innovative teaching and learning methods in language teaching to meet the requirements of the European Commission while overcoming the challenges of the multinational educational environment.

To this end, we first outline the establishment and further development of plurilingual and intercultural programmes within the European University Alliance. Various forms of knowledge transfer are examined. UNIVERSEH focuses in particular on the integration of Massive Open Online Courses (MOOCs), Active Digital Narratives (ADN), apps, Collaborative Online International Learning (COIL) and digital classrooms. This variety of teaching methods not only enables broad accessibility, but also a flexible and individualised learning environment for students from different countries and language areas.

The challenges of teaching in a multinational university alliance are also addressed. These include language and scheduling barriers, cultural differences and the need to adapt teaching content to the diversity of students from seven

universities in seven European countries. It concludes by explaining how the integration of intercultural components into the curriculum and the development of appropriate teaching materials and methods can ensure effective knowledge transfer in this diverse environment.

Alliance Partnership Cooperation and its Contribution to Organizational Network of Language Centers

Liliana Szczuka-Dorna, Nina Pilke & Katarzyna Matuszak

Universities worldwide are increasingly embracing alliance partnerships as a strategic approach to enhance their competitiveness, foster collaboration, and drive innovation. The presentation explores the concept of alliance partnerships and its contribution network-building efforts by Language Centers within the context of higher education institutions, examining their significance, benefits, and challenges. The presentation is divided into three parts. The first part touches on the EUNICE project, the European University for Customized Education, as a transnational alliance of public universities founded in 2020 and currently present in ten countries: Belgium, Finland, France, Germany, Greece, Italy Poland, Portugal, Spain and Sweden. Shaping European Citizen by designing and conducting, within Work Package 3, language courses, EMI training courses and Interpersonal Communication courses for students and staff will be discussed. The second part presents Eunice Weeks, Alliance Games and Mobility Forum underlying promotion of student mobility and networking opportunities for staff. Finally, the presentation reflects on Language Centers Directors Meetings. Promoting cooperation between universities and their Language Centers, identifying potential projects for collaboration, and future prospects will be analyzed.

German:

Universitäten weltweit nutzen zunehmend Allianzpartnerschaften als strategischen Ansatz, um ihre Wettbewerbsfähigkeit zu verbessern, die Zusammenarbeit zu fördern und Innovationen voranzutreiben. Die Präsentation untersucht das Konzept der Allianzpartnerschaften und ihren Beitrag zur Vernetzung der Sprachenzentren im Kontext der Hochschulen und untersucht ihre Bedeutung, Vorteile und Herausforderungen. Die Präsentation ist in drei Teile gegliedert. Der erste Teil befasst sich mit dem EUNICE-Projekt, der European University for Customized Education, als transnationaler Allianz öffentlicher Universitäten, die 2020 gegründet wurde und derzeit in zehn Ländern vertreten ist: Belgien, Finnland, Frankreich, Deutschland, Griechenland, Italien, Polen, Portugal, Spanien und Schweden. Besprochen wird die Gestaltung des europäischen Bürgers durch die Entwicklung und Durchführung der Sprachkursen, EMI-Schulungen und Kursen zur zwischenmenschlichen Kommunikation für Studenten und Mitarbeiter im Rahmen des Arbeitspakets 3. Im zweiten Teil werden Eunice Weeks, Alliance Games und das Mobilitätsforum vorgestellt, die der Förderung der Studentenmobilität und der Vernetzungsmöglichkeiten für das Personal zugrunde liegen. Abschließend wird ein Raport von den Direktorentreffen der Sprachenzentren vorgestellt. Analysiert werden die Förderung der Zusammenarbeit zwischen Universitäten und ihren Sprachenzentren, die Identifizierung potenzieller Projekte der Zusammenarbeit und die Zukunftsaussichten.

Europe Forum 2023-2026: Opportunities and Challenges of a Multilingual Language Project in the European University Alliance FORTHEM

Diana Kanaan, Liga Belicka, Sylvia Ylinen-Rauscher & Juhani Moisio

The FORTHEM Alliance is one of 44 European university alliances funded by the Erasmus+ initiative of the European Commission. It comprises nine universities in Germany, Finland, Romania, France, Latvia, Italy, Norway, Poland, and Spain and focuses on deepening transnational cooperation in the fields of education, research, and innovation. One project within the FORTHEM Alliance is the multilingual language project Europe Forum, targeting students interested in languages, multilingualism, intercultural communication and team work. In today's global society, understanding and appreciating various cultures are becoming increasingly important. Europe Forum, as a multicultural language project, aims to promote multilingualism and bridge cultural differences to deepen intercultural understanding.

With a focus on language skills development, eurocentric themes, and building connections among students within the FORTHEM Alliance, this project offers students the opportunity to improve their language skills, learn in a multicultural environment, and establish international contacts and networks for both students and teachers involved.

The working group, composed of representatives from the nine partner universities under the leadership of Diana Kanaan, jointly organizes online sessions and face-to-face workshops. Europe Forum thus offers not only students but also staff the opportunity to work in an international European team and further their intercultural education. The project presents many opportunities but also comes with challenges. A central issue revolves around how this offering can be effectively integrated into the curricula of various universities and recognized at the universities. Additionally, there is the question of how to engage students in participation and how to sensibly combine the different teaching and learning systems in the countries involved. These aspects are crucial for successfully integrating the project into the educational landscape and ensuring the maximum benefit for all involved parties.

German:

Europe Forum 2023-2026: Chancen und Herausforderungen eines multilingualen Sprachprojekts in der europäischen Hochschulallianz FORTHEM

Die FORTHEM-Allianz ist eine von 44 europäischen Hochschulallianzen, die von der Erasmus+- Initiative der Europäischen Kommission finanziert werden. Diese besteht aus neun Universitäten in Deutschland, Finnland, Rumänien, Frankreich, Lettland, Italien, Norwegen, Polen und Spanien und konzentriert sich auf eine vertiefte transnationale Zusammenarbeit in den Bereichen Bildung, Forschung und Innovation.

Ein Projekt innerhalb der FORTHEM-Allianz ist das multilinguale Sprachprojekt Europe Forum, das sich an Studierende, die an Sprachen, Multilingualismus, interkulturelle Kommunikation und Teamwork interessiert sind, richtet. In der heutigen globalen Gesellschaft werden das Verständnis und die Wertschätzung verschiedener Kulturen immer wichtiger. Europe Forum als multikulturelles Sprachprojekt hat das Ziel, Mehrsprachigkeit zu fördern und kulturelle Unterschiede zu überbrücken, um so das interkulturelle Verständnis zu vertiefen. Mit einem Fokus auf der Entwicklung von Sprachkenntnissen, eurozentrischen Themen und dem Aufbau von Kontakten zwischen Studierenden innerhalb der FORTHEM-Allianz bietet dieses Projekt Studierenden die Möglichkeit, ihre Sprachkenntnisse zu verbessern, in einer multikulturellen Umgebung zu lernen, internationale Kontakte zu knüpfen und ein Netzwerk für Studierende und Lehrende aufzubauen.

Die Arbeitsgruppe bestehend aus Vertreter*innen der neun Partneruniversitäten unter der Leitung von Diana Kanaan organisiert gemeinsam Online-Sessions sowie Präsenzworkshops. Europe Forum bietet somit nicht nur Studierenden, sondern auch Mitarbeiter*innen die Gelegenheit, in einem internationalen europäischen Team zu arbeiten und sich interkulturell weiterzubilden. Das Projekt eröffnet viele Möglichkeiten, ist jedoch auch mit Herausforderungen verbunden. Eine zentrale Fragestellung bezieht sich darauf, wie dieses Angebot sinnvoll in die Curricula verschiedener Universitäten integriert und an den Universitäten anerkannt werden kann. Weiterhin stellt sich die Frage, wie Studierende für eine Teilnahme begeistert werden können und wie die verschiedenen Lehr- und Lernsysteme in den Ländern sinnvoll kombiniert werden können. Diese Aspekte sind entscheidend, um das Projekt erfolgreich in die Bildungslandschaft zu integrieren und den größtmöglichen Nutzen für alle Beteiligten zu gewährleisten.

15:00– 16:15
SESSION 1
TLC042 - Workshop

European University Alliances: What's in it for Language Centres?

Irmgard Wanner & Astrid Reich

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.

During the 2022 CercleS conference, participants from across Europe came together for a workshop to discuss their respective EUA approaches to plurilingualism. This is particularly relevant as Language Centres have as their core mission the promotion of language competence and have considerable expertise in multi-/plurilingual issues. Participants from more than 10 European CercleS members shared their experiences of language-related activities and identified common themes, including the role and level of involvement of language centres within their respective EUAs and relevant resource issues. Finally, they discussed the role that CercleS and national associations could play in promoting language issues within the EUA.

In addition, participants expressed a strong desire to maintain communication and continue the exchange at the European level.

Following the meeting, we continued the discussion with AKS members to address relevant issues related to EUAs and Language Centres. The group has had several meetings so far, covering topics such as Tandem Language Learning, Language Cafés, and online courses.

In this workshop we propose to explore two of these themes on a European level:

1. How can successful ways of cooperation be developed among Language Centres within the EUA – and possibly beyond?
2. How far have we progressed in developing plurilingual competence in our EUAs?

After a short introduction, participants can choose one of the two topics and share their experiences in two groups. The results of each discussion will be shared and will form the basis for further informal networking.

German:

Europäische Hochschulallianzen - ein Mehrwert für Sprachenzentren?

Im Jahr 2017 rief der französische Präsident Macron dazu auf, ein Netzwerk europäischer Universitäten zu schaffen, um als Motor für Exzellenz und Innovation in der Bildung zu fungieren und Studierenden die Möglichkeit zu geben, im Ausland zu studieren und Kurse in mindestens zwei Sprachen zu belegen (vgl. Macron 2017). Die europäischen Universitäten sollten auf einen wirklich integrierten europäischen interuniversitären Campus hinarbeiten, auf dem die Studierenden mindestens zwei Sprachen sprechen und nach Möglichkeit in diesen Sprachen studieren können. Während der CercleS-Konferenz 2022 kamen Teilnehmende aus ganz Europa zu einem Workshop zusammen, um ihre jeweiligen Ansätze der EUA zur Mehrsprachigkeit zu diskutieren. Dies ist von besonderer Bedeutung, da die Sprachenzentren die Förderung der Sprachkompetenz zu ihrer Kernaufgabe gemacht haben und über eine beträchtliche Expertise in Fragen der Mehrsprachigkeit verfügen. Die Teilnehmer von über 10 europäischen CercleS-Mitgliedern tauschten ihre Erfahrungen mit sprachenbezogenen Aktivitäten aus und identifizierten gemeinsame Themen, wie z.B. die Frage der Beteiligung von Sprachenzentren innerhalb ihrer jeweiligen EUAs und die immer relevante Frage der Ressourcen. Es wurde auch diskutiert, welche Rolle CercleS und die nationalen Verbände bei der Förderung von Sprachenfragen innerhalb der EUAs spielen sollten.

Darüber hinaus äußerten die Teilnehmer den starken Wunsch, die Kommunikation und den Austausch auf europäischer Ebene fortzusetzen.

Im Herbst wurde die Diskussion im Rahmen des AKS wieder aufgenommen. Die Gruppe traf sich mehrmals im Jahr und tauschte sich zu Themen wie Tandemlernen, Sprachcafés und OnlineSprachkursangeboten aus.

In diesem Workshop wollen wir zwei dieser Themen gemeinsam auf europäischer Ebene diskutieren:

1. Wie können erfolgreiche Kooperationen innerhalb der EUA - und vielleicht darüber hinaus - entwickelt werden?
2. Wie weit sind wir in unserem Bemühen gekommen, plurilinguale Kompetenzen in unseren EUAs zu fördern?

Nach einer kurzen Einführung können sich die Teilnehmenden für eines der beiden Themen entscheiden und sich dazu in zwei Gruppen austauschen. Die Ergebnisse der Gruppendiskussionen werden anschließend im Plenum zusammengeführt und können als Ausgangspunkt für informelle Kooperationen und Netzwerkarbeit dienen.

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<https://international.blogs.ouest-france.fr/archive/2017/09/29/macron-sorbonne-verbatim-europe-18583.html>
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From L1 to ESP: Insights from a Comparative Analysis of French- and English-Speaking Psychology Students in Higher Education

Atheena Johnson

The present study aimed to investigate the written productions of native speakers in an English for Specific Purposes (ESP) classroom. The study focused on a writing experiment conducted with 58 psychology students in French higher education, of whom the majority (46 out of 58) were native French speakers (L1). Notably, the participation of three English L1 students who had undertaken their schooling in France offered a unique perspective on bilingualism and language influence. The objective of the study was to examine the differences and similarities in the written productions of students with French and English L1 backgrounds, both attending school in a French L1 context. Specifically, it investigated whether the students' L1 presented any significant differences in the final production.

A comparative analysis of stylistic and lexical features was conducted for both student profiles. A detailed examination of the written productions identified linguistic patterns, stylistic differences, and nuances between French L1 and English L1 speakers. For the stylistic analyses, the multidimensional framework designed by Biber (1989) was employed through the Multidimensional Analysis Tagger (Nini, 2015). The analysis also examined lexical phenomena, such as lexical diversity, density, and sophistication. The tools AnalyzeMyWriting (AMW, 2019) and TAALES (Kyle & Crossley, 2015) were used to measure these lexical features. Following the quantitative analyses, qualitative analyses were conducted to explore the presence or absence of influences such as cultural background and language proficiency on the final written productions. The findings are discussed within the context of multilingual classrooms, aiming to achieve a nuanced understanding of the challenges and opportunities presented by bilingual and bicultural native speakers in the ESP classroom and to explore strategies to support students with diverse language backgrounds.

Français:

Cette étude visait à explorer l'expression écrite de locuteurs natifs dans une classe d'anglais à fins spécifiques (ESP). Elle s'est concentrée sur une expérience d'écriture menée auprès de 58 étudiants en psychologie dans l'enseignement supérieur français, dont la majorité (46 sur 58) étaient des locuteurs natifs de français (L1). La participation de trois étudiants L1 anglais ayant effectué leur scolarité en France a permis d'offrir un point de vue unique sur le bilinguisme et l'influence de la langue. L'objectif de l'étude était d'examiner les différences et les similitudes dans les productions écrites des étudiants ayant des origines L1 française et anglaise, tous deux scolarisés dans un contexte L1 français. Plus précisément, elle a cherché à savoir si la L1 des étudiants présentait des différences significatives dans la production finale.

Une analyse comparative des caractéristiques stylistiques et lexicales a été réalisée pour les deux profils d'étudiants. Un examen détaillé des productions écrites a permis d'identifier des tendances linguistiques, des différences stylistiques et des nuances entre les locuteurs L1 français et L1 anglais. Pour les analyses stylistiques, le cadre multidimensionnel conçu par Biber (1989) a été utilisé à l'aide du Multidimensional Analysis Tagger (Nini, 2015). L'analyse a également examiné les phénomènes lexicaux, tels que la diversité lexicale, la densité et la sophistication. Les outils AnalyzeMyWriting (AMW, 2019) et TAALES (Kyle & Crossley, 2015) ont été utilisés pour mesurer ces caractéristiques lexicales. À la suite des analyses quantitatives, des analyses qualitatives ont été menées pour explorer la présence ou l'absence d'influences telles que le contexte culturel et la maîtrise de la langue sur la production finale écrite. Les résultats sont discutés dans le contexte des classes multilingues, visant à parvenir à une compréhension nuancée des défis et des opportunités présentés par les locuteurs natifs bilingues et biculturels dans la classe d'ESP et à explorer des stratégies pour soutenir les étudiants ayant des origines linguistiques diverses.

Blended Intensive Programme (BIP) to Enhance Communication Skills for Sport Management Professionals: A Case Study

Alessandra Fazio

BIP Programmes are innovative teaching courses in Erasmus+ KA131 mobility, offering flexible short-term mobility of study abroad integrated with a compulsory virtual component. In this study, we explore the impact of a specific BIP coordinated by the University of Rome Foro Italico on English as L2 learning and communication skills for sport management professionals. The BIP is based on English for Specific Purposes (ESP) where teams from partner Universities, the Hungarian University of Sports Science HUSS, the European University of Madrid EU, the University of Maia UMAIA - Portugal, the Lithuanian Sports University LSU, will collaborate to address challenges in sport management related topics.

The study aims to investigate ways of implementing TBLT in ESP contexts (Macias, 2004; Stark, 2005; Widodo, 2015) through task-based TBLT teaching (Ellis, 2016; Shehadeh, 2018; Thomas, Reinders, 2010) in a specific ESP context (Stark, 2005; Whyte, S. 2013; Widodo, 2015). In addition, multilingual aspects in the negotiation of meaning and co-construction of knowledge will be explored. The interdisciplinary nature of the course content aims to enhance the learning experience, thus fostering intercultural communication within a heterogeneous class environment.

A case study will investigate the impact of the BIP programme to further strengthen specific language and communication skills for sport management in an intercultural and multilingual (Bailey et al., 2015; Jakonen et al. 2018; Jiang, 2022) environment. Qualitative and quantitative data will be collected and analysed through students' tasks (Ellis, 2016) and questionnaires to show effective language and communication improvement stimulated by multicultural and multilingual experience and awareness.

The analysis of the BIP model aims to boost both language learning and specific communication skills within the context of sport management education using a spontaneous, intercultural and multilingual approach.

Italian:

Il programma Erasmus+ KA131 promuove programmi di apprendimento innovativi e flessibili basati su brevi mobilità all'estero integrate con una componente virtuale: si tratta dei Blended Intensive Programmes (BIP). In questo studio, intendiamo esplorare l'impatto di uno specifico BIP coordinato dall'Università degli Studi di Roma Foro Italico sull'apprendimento della lingua inglese e sull'acquisizione di competenze comunicative per i professionisti nel settore del management dello sport. Il BIP si basa sull'uso dell'inglese per scopi specifici (ESP), in cui i team delle università partner, Università ungherese di scienze dello sport HUSS, Università europea di Madrid EU, Università di Maia UMAIA - Portogallo, Università lituana dello sport LSU, collaboreranno per affrontare le sfide legate al mondo del management dello sport. Lo studio intende indagare le modalità di implementazione del TBLT in contesti ESP (Macias, 2004; Stark, 2005; Widodo, 2015), attraverso una didattica basata sui task (Ellis, 2016; Shehadeh, 2018; Thomas, Reinders, 2010) nel contesto specifico ESP (Stark, 2005; Whyte, S. 2013; Widodo, 2015). Ci si propone inoltre di esplorare aspetti multilingui nella negoziazione del significato e nella co-costruzione della conoscenza. La natura interdisciplinare dei contenuti del corso mirerà a migliorare l'esperienza di apprendimento, favorendo la comunicazione interculturale in ambiente eterogeneo. Uno studio di caso esplorerà l'impatto del programma BIP sull'apprendimento delle competenze linguistiche e comunicative specifiche richieste dai professionisti nel settore che dovranno operare in un ambiente interculturale e multilingue (Bailey et al., 2015; Jakonen et al. 2018; Jiang, 2022). Dall'analisi dei dati qualitativi e quantitativi rilevati attraverso task e questionari degli studenti (Ellis, 2016), s'intende dimostrare l'efficacia dell'esperienza multiculturale e multilingue sull'apprendimento linguistico-comunicativo. L'analisi del modello BIP intende potenziare l'apprendimento linguistico e le competenze comunicative imprescindibili per la formazione specialistica in management dello sport attraverso un approccio più spontaneo, interculturale e multilingue.

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Cultivating Critical Literacy: A CLIL Approach to Empowering Language Learners

Rosalba Rizzo

This study investigates the integration of Content and Language Integrated Learning (CLIL) as a pedagogical framework to foster critical literacy skills among language learners. Critical literacy, characterized by the ability to analyze and evaluate information critically, is crucial for navigating a complex, information-rich world. Through a mixed-methods research design encompassing classroom observations, teacher interviews, and student assessments, this research explores the impact of embedding critical literacy elements within CLIL lessons. The findings illuminate how CLIL, by merging language instruction with content learning, creates a unique environment conducive to the development of both language proficiency and critical thinking abilities. Teachers, as facilitators, play a central role in guiding students to engage critically with subject matter, promoting deeper understanding and analytical skills. This research contributes valuable insights to the field of language education, advocating for the synergistic potential of CLIL to cultivate not only language competence but also essential critical literacy skills. The implications extend to educators, curriculum designers, and policymakers seeking effective strategies to empower language learners in an increasingly diverse and information-driven global landscape

*Educating Bilingual Professionals: Language Support in Bilingual Bachelor's Programmes***Hanna Vänskä**

Finland has two official languages: Finnish (approx. 86 % of the population) and Swedish (approx. 5 %). Both languages are compulsory subjects for everybody in schools and higher education. Partly in order to secure a sufficient number of both Finnish and Swedish speaking experts in the Finnish society the University of Helsinki introduced the bilingual Bachelor-level degree in 2010. Nowadays the bilingual degree is offered in nine bachelor's programmes and in one Master's programme. In the programmes, the students study one-third of their substance courses in Finnish, one third in Swedish, and one third in a language they choose.

In the bilingual programmes the target level in the second national language – Finnish or Swedish, depending on the first language – is C1 (CEFR). Students who start in the programme do not have to be fluent in the second language, and the language skills of those enrolled are not tested. The aim is to learn both the content and the language simultaneously, and the programme includes more second language studies than usual, as well as the possibility for individual language support.

There are some differences in the language support needs of Finnish- and Swedish-speakers. Swedish-speakers' needs vary: many speak Finnish fluently and use the language in many areas of life. Nevertheless, writing in Finnish, especially in academic context, is new to them. Contrary to popular belief, not all Swedish-speakers can speak Finnish fluently and some of them also need to strengthen basic language skills.

In my presentation, I will introduce the bilingual programme and the language support. Being a Finnish instructor myself, I will focus on the language support in Finnish and the typical needs of the Swedish-speaking Finns.

*Plurilingual Approaches in Beginner Courses of Icelandic as a Second Language at the University of Iceland: Utilizing Students' and Teacher's Linguistic Repertoires***Renata Emilsson Pesková**

During Covid-19 closures in summer 2021, the University of Iceland offered free Icelandic summer courses to its students and public. Beginner courses were among the most popular yet at the same time, diverse adult student populations were faced with high demands of accredited courses and high-stake exams. In this qualitative research, theories of dominant codes, linguistically responsive pedagogy, and translanguaging were used to cast light on teaching methods that built on teachers' and students' linguistic repertoires. Ideas of bidirectional learning and the multilingual turn further informed the teaching, the data collection and the analysis which build on the personal narrative of the teacher researcher. The data consists of the teacher's personal narratives, i.e., written and audio diary entries, from two intensive summer courses of Icelandic as a Second Language from summer 2021. The aim of the research was to explore how plurilingual approaches could be used in language teaching on the university level. The research questions were posed How can I utilize my linguistic repertoire to teach Icelandic as a second language in diverse adult classes? How can the diverse adult students utilize their linguistic repertoires to learn Icelandic as a second language and to fulfill the requirements of the summer courses?

Findings show that the teacher's and students' linguistic repertoires were indeed utilized in multiple ways, i.e., information flow, explanations and understanding of grammar, and understanding of tasks. However, to employ translanguaging, at least two people had to share a language. Teacher-student communication sometimes had to be mediated by a third person or available technology. The research implies that plurilingual approaches are relevant for university languages courses for achieving educational goals but also to build relationships with and among students and balance the power distance between learners' languages and the dominant code Icelandic.

Abstrakt (Deutsch):

Während der Schließung aufgrund von Covid-19 im Sommer 2021 bot die Universität von Island ihren Studierenden und der Öffentlichkeit kostenlose isländische Sommerkurse an. Anfängerkurse gehörten zu den beliebtesten Kursen, doch gleichzeitig waren vielfältige erwachsene Studentengruppen mit hohen Anforderungen an akkreditierte Kurse und anspruchsvollen Prüfungen konfrontiert. In dieser qualitativen Forschung wurden Theorien zu dominanten Codes, sprachorientierter Pädagogik und Translanguaging verwendet, um Lehrmethoden zu beleuchten, die auf dem sprachlichen Repertoire von Lehrern und Schülern aufbauen. Ideen des bidirektionalen Lernens und der mehrsprachigen Wende prägten außerdem den Unterricht, die Datensammlung und die Analyse, die auf der persönlichen Erzählung (eng. personal narratives) des Lehrerforschers aufbauen. Die Daten bestehen aus den persönlichen Erzählungen des Lehrers, d. h. schriftlichen und Audio-Tagebucheinträgen, aus zwei intensiven Sommerkursen für Isländisch als Zweitsprache ab Sommer 2021. Ziel der Forschung war es zu untersuchen, wie mehrsprachige Methoden im Sprachunterricht eingesetzt werden können im Hochschulen Unterricht. Die Forschungsfragen lauteten: Wie kann ich mein Sprachrepertoire nutzen, um Isländisch als Zweitsprache in mehrsprachigen Erwachsenenklassen zu unterrichten? Wie können die mehrsprachigen erwachsenen Studierenden ihr Sprachrepertoire nutzen, um Isländisch als Zweitsprache zu lernen und die Anforderungen der Sommerkurse zu erfüllen?

Die Ergebnisse zeigen, dass das Sprachrepertoire der Lehrer und der Studierenden tatsächlich auf vielfältige Weise genutzt wurde, d. h. Informationsfluss, Erklärungen und Verständnis der Grammatik sowie Verständnis von Aufgaben. Um Translanguaging nutzen zu können, mussten jedoch mindestens zwei Personen eine gemeinsame Sprache sprechen. Die Kommunikation zwischen Lehrern und Schülern musste manchmal durch eine dritte Person oder verfügbare Technologie vermittelt werden. Die Forschung legt nahe, dass mehrsprachige Methoden für Hochschulen Sprachkurse relevant sind, um Bildungsziele zu erreichen, aber auch, um Beziehungen mit und zwischen Studierenden aufzubauen und die Machtdistanz zwischen den Sprachen der Lernenden und dem vorherrschenden Code Isländisch auszugleichen.

Language Safer Space: Language Practices and Multilingualism in Working Communities

Hanna Kosonen & Salla-Maaria Suuriniemi

This research project explores language practices and multilingual dynamics within the working communities of language centers across Finnish universities. Through surveys and focus group workshops, our aim is to understand how language choices are perceived, justified, and valued within these communities.

Data collection occurred from 2023 to 2024, with surveys distributed to language center staff from all 13 universities in Finland. Our sampling method ensured representation from various groups through a stratified sampling approach. Additionally, three focus group workshops were conducted to further explore and enrich the gathered data. The sample size comprised 95 participants out of about 600 language center staff members.

Our focus is on understanding language ownership, status, and linguistic power structures within language center working communities across all 13 universities in Finland. We also aim to identify emerging language-related values and the justifications behind language choices. To achieve this, we pose the following research questions:

- How do language center staff in Finnish universities describe the language practices of their working community?
- How are language choices justified, and what language-related values emerge from the responses?

Employing a mixed methods approach encompassing qualitative and quantitative tools for analysis, this study aims to shed light on the interaction dynamics within language center staff communities.

Through our findings and as an application of our research, we aim to challenge language center staff to develop language-conscious practices and encourage language professionals to reflect on their own relationship with language, space, power, and security. Additionally, we aim to contribute to the discussion about diversity and inclusion in the work community by outlining a concept of Language Safer Space.

French:

Ce projet de recherche explore les pratiques linguistiques et la dynamique multilingue au sein des communautés de travail des centres de langues des universités finlandaises. À travers des enquêtes et des ateliers de groupe, notre objectif est de comprendre comment les choix linguistiques sont perçus, justifiés et valorisés au sein de ces communautés.

La collecte de données s'est déroulée de 2023 à 2024, avec des enquêtes distribuées au personnel des centres de langues des 13 universités en Finlande. Notre méthode d'échantillonnage a assuré une représentation de divers groupes grâce à une approche d'échantillonnage stratifié. De plus, trois ateliers de groupe ont été menés pour approfondir et enrichir les données recueillies. La taille de l'échantillon était de 95 participants sur environ 600 membres du personnel des centres de langues.

Nous nous concentrons sur la compréhension de la propriété linguistique, du statut et des structures de pouvoir linguistique au sein des communautés de travail des centres de langues des 13 universités en Finlande. Nous cherchons également à identifier les valeurs linguistiques émergentes et les justifications derrière les choix linguistiques. Pour ce faire, nous posons les questions de recherche suivantes:

- Comment le personnel des centres de langues des universités finlandaises décrit-il les pratiques linguistiques de sa communauté de travail?
- Comment sont justifiés les choix linguistiques, et quelles valeurs linguistiques émergent des réponses ?

En utilisant une approche mixte combinant des outils d'analyse qualitative et quantitative, cette étude vise à éclairer la dynamique d'interaction au sein des communautés du personnel des centres de langues.

À travers nos conclusions et en tant qu'application de notre recherche, nous visons à inciter le personnel des centres de langues à développer des pratiques linguistiques conscientes et à encourager les professionnels de la langue à réfléchir à leur propre relation avec la langue, l'espace, le pouvoir et la sécurité. De plus, nous visons à contribuer à la discussion sur la diversité et l'inclusion dans la communauté de travail en proposant un concept d'Espace linguistique plus sûr.

*Integrating AI in Language Learning/Teaching***Pedro Duarte & Manuel Silva**

Integrating Artificial Intelligence (AI) tools in language learning and teaching has revolutionized educational methodologies, offering advantages and challenges. AI can enhance language learning by providing personalized feedback, creating interactive learning experiences, and adapting to individual learning styles. By leveraging AI technology, language learners can improve their skills more efficiently and effectively than traditional methods alone. Personalized learning experiences help learners progress at their own pace and focus on areas where they need the most improvement. Immediate feedback on language skills and areas for improvement can help learners make corrections in real time, leading to faster progress and a deeper understanding of the language. AI can also provide interactive and engaging learning opportunities that keep learners motivated and engaged in their language-learning journey.

This presentation will focus on two specific tools : the reading progress feature in Microsoft Teams (MS Teams) and AI-driven chatbots like ChatGPT. The reading progress feature in MS Teams provides real-time analytics on fluency, pronunciation, and comprehension, enabling personalized feedback and targeted interventions. Chatbots like ChatGPT offer versatile language learning and teaching applications, creating customized exercises and practice scenarios targeting diverse language skills. However, the lack of human interaction and emotional connection in AI-driven platforms can hinder the development of interpersonal communication skills and cultural understanding.

The presentation aims to provide a balanced view of AI's role in language learning, emphasizing the need for thoughtful integration that maximizes benefits while mitigating potential risks. By leveraging AI tools like MS Teams' reading progress and ChatGPT, educators can enhance the efficiency and effectiveness of language instruction. *Intégration de l'IA dans l'apprentissage et l'enseignement des langues*

L'intégration d'outils d'intelligence artificielle (IA)

dans l'apprentissage et l'enseignement des langues a révolutionné les méthodologies éducatives, offrant à la fois des avantages et des défis. L'IA peut améliorer l'apprentissage des langues en fournissant du feedback personnalisé, en créant des expériences d'apprentissage interactives et en s'adaptant aux styles d'apprentissage individuels. En tirant parti de la technologie de l'IA, les apprenants de langues peuvent améliorer leurs compétences de manière plus efficace que les méthodes traditionnelles. Les expériences d'apprentissage personnalisées aident les apprenants à progresser à leur propre rythme et à se concentrer sur les domaines dans lesquels ils ont le plus besoin de s'améliorer. Un feedback immédiat sur les compétences linguistiques et les domaines à améliorer peut aider les apprenants à faire des corrections en temps réel, ce qui leur permet de progresser plus rapidement et d'approfondir leur compréhension de la langue. L'IA peut également fournir des opportunités d'apprentissage interactives et attrayantes qui maintiennent les apprenants motivés et engagés dans leur parcours d'apprentissage de la langue.

Cette présentation se concentrera sur deux outils spécifiques : la fonction de progression de la lecture dans Microsoft Teams (MS Teams) et les chatbots pilotés par l'IA comme ChatGPT. La fonction de progression de la lecture dans MS Teams fournit des analyses en temps réel sur la fluidité, la prononciation et la compréhension, permettant un retour d'information personnalisé et des interventions ciblées. Les chatbots comme ChatGPT offrent des applications polyvalentes dans l'apprentissage et l'enseignement des langues, en créant des exercices personnalisés et des scénarios de pratique ciblant diverses compétences linguistiques. Cependant, le manque d'interaction humaine et de connexion émotionnelle dans les plateformes pilotées par l'IA peut entraver le développement de compétences en communication interpersonnelle et la compréhension culturelle.

La présentation vise à fournir une vision équilibrée du rôle de l'IA dans l'apprentissage des langues, en soulignant la nécessité d'une intégration réfléchie qui maximise les avantages tout en atténuant les risques. En s'appuyant sur des outils d'IA tels que MS Teams's reading progress et ChatGPT, les éducateurs peuvent améliorer l'efficacité et l'efficience de l'enseignement des langues.

Navigating the Intersection of AI and Foreign Language Learning: Challenges, Opportunities, and Ethical Integration in Higher Education

Cathy Molinaro, Nazaret Pérez Nieto & Angelo Silvestri

Advances in artificial intelligence (AI) technologies, particularly the emergence of Chat GPT, have precipitated a significant paradigm shift in foreign language education, provoking a mixed response regarding its impact and ethical considerations within higher education institutions. This presentation seeks to demystify the narrative surrounding AI's role in language learning—questioning whether its influence is predominantly negative or if the potential benefits surpass the associated challenges. Through an examination of AI's implications on learning methodologies and assessment practices, we delve into the core concerns that AI technologies incite among educational stakeholders.

Central to our presentation is a case study involving second-year university students engaged in learning French, Spanish, and Italian. This study explores the students' interactions with AI tools, aiming to uncover nuanced insights into how these technologies affect their language acquisition journey. The research methodology includes a qualitative survey and quantitative performance data analysis to evaluate the impact of AI on students' learning experiences and outcomes.

The findings prompt us to reconsider the conventional apprehension towards AI in language learning. Rather than advocating for a blanket prohibition against AI tools, we propose a paradigm of guided ethical engagement. This approach emphasises the role of educators in mentoring students on the responsible use of AI technologies, thereby enriching their language learning experience. We outline strategic recommendations for integrating AI into the language learning curriculum working with students as partners, ensuring that it serves as a complement to traditional teaching methodologies rather than a substitute.

In conclusion, our study advocates for a balanced perspective on AI's role in foreign language learning, highlighting the necessity for an ethical framework that leverages AI's capabilities to enhance educational outcomes. By embracing AI as an ally in language education and working collaboratively with students we can unlock unprecedented opportunities for innovation, personalization, and engagement in the language learning process. Keywords: AI tools in education, foreign language learning, ethical integration, higher education, student co-creation.

Abstract in Spanish

Título: Navegando la intersección entre la IA y el aprendizaje de Idiomas extranjeros: desafíos, oportunidades y ética en la Educación Superior

Los avances de la inteligencia artificial (IA), especialmente tras la aparición de ChatGPT, han supuesto un cambio significativo en el paradigma de la educación de idiomas extranjeros, provocando sentimientos encontrados respecto a su impacto y consideraciones éticas dentro de las instituciones de educación superior. Esta propuesta busca desmitificar la narrativa que rodea al papel de la IA en el aprendizaje de idiomas, cuestionando si su influencia es predominantemente negativa o si los beneficios superan los desafíos asociados a su uso. Igualmente, analizaremos el impacto de la IA en las metodologías de aprendizaje de idiomas y su evaluación y ahondaremos en las cuestiones fundamentales que suscitan polémica dentro del ámbito de la educación superior.

Nuestra propuesta se centra en un estudio de caso con estudiantes universitarios de segundo año que cursan francés, español y/o italiano. Este estudio explora las interacciones de los estudiantes con herramientas de IA, con el objetivo de conocer qué papel juegan dentro del proceso de adquisición del idioma. La metodología de investigación es mixta e incluye una encuesta cualitativa y análisis de datos cuantitativos para evaluar el impacto de la IA su experiencia educativa.

Los hallazgos iniciales nos instan a replantearnos la aprehensión inicial hacia la IA en el aprendizaje de idiomas. En lugar de abogar por una prohibición generalizada de las herramientas de IA, proponemos crear un marco centrado en un uso ético y guiado de las mismas. Este enfoque destaca el papel de los educadores, encargados de guiar a los estudiantes sobre el uso responsable de estas herramientas, enriqueciendo así su experiencia de aprendizaje. Nuestra

presentación incluye a su vez recomendaciones estratégicas para integrar la IA en el plan de estudios como un complemento a las metodologías de enseñanza tradicionales en lugar de un sustituto.

En conclusión, nuestro estudio aboga por tender lazos entre las herramientas de IA y el aprendizaje de idiomas extranjeros, destacando la necesidad de un marco ético que fomente las capacidades de la IA para mejorar las habilidades lingüísticas de nuestros estudiantes. Al tratar la IA como aliada y colaborar con los estudiantes, pretendemos ofrecer oportunidades sin precedentes para la innovación, personalización y participación en el proceso de aprendizaje de idiomas.

Abstract in French

Exploration de l'intersection de l'IA et de l'apprentissage des langues étrangères : Défis, opportunités et intégration éthique dans l'enseignement supérieur

Les avancées dans les technologies de l'intelligence artificielle (IA), en particulier l'émergence de Chat GPT, ont provoqué un changement de paradigme significatif dans l'enseignement des langues étrangères, provoquant des réactions mitigées concernant son impact et ses considérations éthiques au sein des institutions d'enseignement supérieur. Notre présentation cherche à démystifier le rôle de l'IA dans l'apprentissage des langues, à savoir si son influence est principalement négative ou si les avantages potentiels surpassent les défis associés. À travers un examen des implications de l'IA sur les méthodologies d'apprentissage et les pratiques d'évaluation, nous explorons les préoccupations principales que les technologies d'IA suscitent parmi les parties prenantes éducatives.

Au cœur de notre présentation se trouve une étude conduite auprès d'étudiants de deuxième année engagés dans l'apprentissage du français, de l'espagnol et de l'italien. Cette étude explore les interactions des étudiants avec les outils d'IA, visant à découvrir un aperçu nuancé de la manière dont ces technologies affectent leur parcours d'acquisition de langue. La méthodologie de recherche comprend une enquête qualitative et une analyse de données de performance quantitative pour évaluer l'impact de l'IA sur les expériences d'apprentissage et les résultats des étudiants.

Les résultats nous incitent à reconsidérer l'appréhension conventionnelle envers l'IA dans l'apprentissage des langues. Plutôt que de préconiser une interdiction stricte des outils d'IA, nous proposons un paradigme d'engagement éthique guidé. Cette approche souligne le rôle des éducateurs dans le mentorat des étudiants sur l'utilisation responsable des technologies d'IA, enrichissant ainsi leur expérience d'apprentissage des langues. Nous proposons des recommandations stratégiques pour intégrer l'IA dans le programme d'apprentissage des langues, travaillant avec les étudiants en tant que partenaires, garantissant ainsi qu'elle serve de complément aux méthodologies d'enseignement traditionnelles plutôt que de substitut.

En conclusion, notre présentation propose une approche équilibrée envers le rôle de l'IA dans l'apprentissage des langues étrangères, soulignant la nécessité d'un cadre éthique qui exploite les capacités de l'IA pour améliorer les résultats éducatifs. En considérant l'IA comme un allié dans l'éducation linguistique et en travaillant en collaboration avec les étudiants, nous pouvons créer des opportunités d'innovation, de personnalisation et d'engagement dans le processus d'apprentissage des langues.

The Impact of ChatGPT and AI Text Generation Tools on Language Learning: Redefining the Need for Foreign Language Education

Cesare Zanca

The advent of artificial intelligence (AI) and its potential to reshape our future is widely acknowledged, with influential figures such as Steve Wozniak and Elon Musk advocating for careful reflection on its ramifications. This paper explores the implications of AI text generation tools, notably ChatGPT, on language education, examining the challenges and opportunities they present for language centers, educators, learners, and stakeholders.

Building upon prior research on the use of corpora and online resources to augment language learning, this study investigates the evolving landscape shaped by AI technologies. Much like other digital tools, learners often embrace AI effortlessly, while educators and institutions grapple with adapting to this paradigm shift in learning methodologies. Moreover, institutional discourse and employers foresee a positive and substantial impact of AI on education,

employment, and environmental domains.

This new perspective prompts questions about the role of language educators—is it a threat or an opportunity? How does it intersect with notions of competence and autonomy in language acquisition? Drawing parallels with the introduction of electronic calculators in mathematics education offers insightful parallels. Just as calculators streamlined mathematical processes, AI text generation tools serve as "language calculators," offering instant solutions to language queries. While language acquisition is inherently nuanced, these tools are poised to democratize language proficiency, catering to both novice users seeking ready-made solutions and advanced learners striving for enhancement. The paper advocates for a collaborative approach, wherein teachers and learners embrace these tools to foster autonomy and proficiency. By increasing awareness and understanding of how AI can complement traditional learning methods, educators can empower learners to navigate the evolving linguistic landscape effectively.

Italian Version

L'impatto di ChatGPT e degli strumenti di generazione di testi basati sull'IA sull'apprendimento linguistico: Ridefinire la necessità della didattica delle lingue straniere

L'avvento dell'intelligenza artificiale (IA) e il suo potenziale nel ridefinire il nostro futuro sono ampiamente riconosciuti, con figure influenti come Steve Wozniak ed Elon Musk che sottolineano addirittura la necessità di una riflessione attenta sulle sue implicazioni. Questo articolo esplora le implicazioni degli strumenti di generazione di testi basati sull'IA, in particolare ChatGPT, sull'educazione linguistica, esaminando le sfide e le opportunità che presentano per i centri linguistici, gli educatori, gli studenti e gli stakeholders.

Basandosi precedenti ricerche inerenti l'uso di corpora e risorse online per migliorare l'apprendimento delle lingue, questo studio esplora il panorama in evoluzione così come verrà plasmato dalle tecnologie dell'IA. Come altri strumenti digitali, gli studenti spesso abbracciano l'IA senza sforzo, mentre educatori e istituzioni lottano per adattarsi a questo cambiamento di paradigma. Inoltre, sia i documenti istituzionali che i futuri datori di lavoro sembrano aver accettato un impatto positivo e sostanziale dell'IA sull'istruzione, sull'occupazione e sull'ambiente.

Questa nuova prospettiva solleva interrogativi sul ruolo della formazione linguistica: è una minaccia o un'opportunità? In che modo si interseca con le nozioni di competenza e autonomia nell'acquisizione linguistica? Un parallelo con l'introduzione delle calcolatrici elettroniche nell'insegnamento della matematica offre interessanti analogie e spunti di riflessione. Proprio come le calcolatrici hanno semplificato i processi matematici, gli strumenti di generazione di testi basati sull'IA fungono da "calcolatrici linguistiche", offrendo soluzioni istantanee alle richieste linguistiche. Sebbene l'acquisizione linguistica sia intrinsecamente complessa, questi strumenti sono pronti a democratizzare la competenza linguistica, soddisfacendo sia gli utenti principianti che cercano soluzioni preconfezionate sia gli studenti avanzati che cercano di migliorare.

Il documento propone un approccio collaborativo, in cui educatori e studenti accolgono questi strumenti per promuovere autonomia e competenza. Aumentando la consapevolezza e la comprensione di come l'IA possa integrare i metodi di apprendimento tradizionali, gli educatori possono fornire agli studenti gli strumenti necessari per navigare efficacemente in un panorama linguistico in evoluzione.

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Zanca, C. (2021). Acquiring intercultural competence and corpus linguistics methodology: A suggestion for integration in the language learning syllabus. In *Centri Linguistici di Ateneo: Strategie d'intervento nei processi di comunicazione interlinguistica e interculturale* (pp. 205-222). Napoli: Edizioni Scientifiche Italiane.

15:00– 16:15
SESSION 5
TLC101 – Workshop

Enhancing the Experience of Presence in Fully Online and Blended Learning through More Holistic Approaches

Susanna Kohonen & Saija Kaskinen

This interactive workshop (60 minutes) invites higher education language teachers to discuss and reflect on the “what” it is we do as language teachers from somewhat wider, critical, and holistic approaches to teaching and learning.

The emergency remote teaching and learning, caused by the Covid 19, revealed lack of holistic approaches to learning and lack of experience of presence, which led to a rapid decline in the well-being and academic development of university students. The remedies to address these issues within online and blended learning that are here to stay, are being found in critical digital pedagogy, pedagogies of care, and critical posthumanism.

The aim of the workshop is to consider, first, the theme of “presence” in learning and teaching languages from the perspectives of critical digital pedagogy and critical posthumanism, and second, to discuss the practical applications these perspectives may offer to the praxis, that is, the adopted theory in action, of language teachers in their daily work.

The purpose of this workshop is then to overview some practical applications already in use, as well as to discover more practices that could strengthen the experience of presence in teaching and learning online. How would higher education language teaching benefit from, for example, transdisciplinary critical posthumanism that emphasises more-than-human, relational aspects, and highlights “a flair for paradoxes”, such as presented by the need for “more presence” in the age of fully-online? Furthermore, the purpose of the workshop is to discuss ways of enhancing the meaningfulness of the learning process by integrating alternative approaches to the practice of presence in higher education.

Through stimulating questions, the workshop invites the participants to reflect and share their thoughts on issues related to the meaning of presence, holistic approaches, and especially the needs of all those involved in online or blended learning: students and teachers alike.

Abstract in French:

“What Is This Thing That Builds Our Dreams, Yet Slips Away from Us” : Améliorer l'expérience de la présence dans l'apprentissage entièrement en ligne et mixte grâce à des approches plus holistiques

Résumé :

Cet atelier interactif invite les professeurs de langues de l'enseignement supérieur à discuter et à réfléchir sur ce que nous faisons en tant que professeurs de langues à partir d'approches plus larges, critiques et holistiques de l'enseignement et de l'apprentissage.

L'urgence de l'enseignement et de l'apprentissage à distance, causée par le Covid 19, a révélé un manque d'approches holistiques de l'apprentissage et un manque d'expérience de la présence, ce qui a conduit à un déclin rapide du bien-être et du développement académique des étudiants universitaires. Les remèdes à ces problèmes dans le cadre de l'apprentissage en ligne et mixte, qui sont là pour rester, se trouvent dans la pédagogie numérique critique, les pédagogies de l'attention et le posthumanisme critique.

L'objectif de cet atelier est d'examiner, premièrement, le thème de la "présence" dans l'apprentissage et l'enseignement des langues du point de vue de la pédagogie numérique critique et du posthumanisme critique et, deuxièmement, de discuter des applications pratiques que ces perspectives peuvent offrir à la praxis, c'est-à-dire à la théorie adoptée en action, des enseignants de langues dans leur travail quotidien.

L'objectif de cet atelier est donc de passer en revue certaines applications pratiques déjà utilisées, ainsi que de découvrir d'autres pratiques qui pourraient renforcer l'expérience de la présence dans l'enseignement et l'apprentissage en ligne. Comment l'enseignement des langues dans l'enseignement supérieur pourrait-il bénéficier, par exemple, d'un posthumanisme critique transdisciplinaire qui mettrait l'accent sur les aspects plus qu'humains et relationnels, et soulignerait "un flair pour les paradoxes", tels que ceux présentés par le besoin de "plus de présence" à l'ère du tout en ligne ? En outre, l'objectif de l'atelier est de discuter des moyens d'améliorer la signification du processus d'apprentissage en intégrant des approches alternatives à la pratique de la présence dans l'enseignement supérieur.

À travers des questions stimulantes, cet atelier invite les participants à réfléchir et à partager leurs réflexions sur les questions liées à la signification de la présence, aux approches holistiques, et en particulier aux besoins de tous ceux qui sont impliqués dans l'apprentissage en ligne ou mixte : les étudiants comme les enseignants.

15:00– 16:15

SESSION 6

TLC106

Ein Programm zur Förderung der (sprachlichen) Studierfähigkeit von geflüchteten Studienanwärtern: Das Kompass-Jahr an der Universität Bern, Schweiz / A Programme to Promote the (Linguistic) Study Skills of Prospective Refugee Students: The Compass Year at the University of Bern, Switzerland

Vera Abeddou, Katrin Muchova Grabulos, Stefanie Neunder-Anfindsen & Orsolya Serkedi

Gemäss der Statistik des Staatssekretariats für Migration suchten im Jahr 2022 so viele Flüchtlinge wie noch nie, rund 100'000 Personen, Schutz in der Schweiz. 12,2 % dieser Menschen liessen sich im Kanton Bern nieder. Viele von ihnen waren, bevor sie in die Schweiz kamen, Universitätsstudenten, die ihr Studium aufgrund ihrer Flucht unterbrochen hatten. Andere waren beruflich tätig, z.B. als Lehrende an Schulen, deren Qualifikationen in der Schweiz nicht anerkannt wurden. Ihnen allen fehlten jedoch häufig die notwendigen Kompetenzen und formalen Qualifikationen, um ihr Studium an der deutschsprachigen Universität Bern fortzusetzen, wo das obligatorische Zugangsniveau für Deutsch C1 ist.

Um diesen Studienanwärtern eine Perspektive anbieten zu können, führte die Universität Bern 2023 ein zweisemestriges Studienvorbereitungsprogramm namens Kompass ein. Seither unterrichtet ein Team des Sprachenzentrums der Universität Bern im Rahmen dieses Programms Deutsch und Englisch für geflüchtete Studierende, um sie dabei zu unterstützen, sprachliche Studierfähigkeit zu erlangen. Die Sprachausbildung besteht aus fünf Modulen Deutsch, beginnend auf dem Niveau B1+. Am Ende der Ausbildung erreichen die Teilnehmenden C1. Darüber hinaus besuchen die Studienanwärter zwei Module Englisch auf dem Niveau B1. Sowohl die Deutsch- als auch die Englischmodule werden durch Tutorien und autonome Lernprojekte ergänzt.

Im ersten Jahr nahmen 20 Flüchtlinge im Alter zwischen 18 und 45 Jahren aus Afghanistan, der Türkei und der Ukraine am Kompass-Programm teil. Ihre Eingangsniveaus waren sehr heterogen und reichten von A2 bis B2 für Deutsch und A1 bis B1+ für Englisch. In dieser kulturell, sprachlich und altersmässig vielfältigen Gruppe sahen sich sowohl die Studienanwärter als auch die Unterrichtenden mit verschiedenen Herausforderungen konfrontiert. In unserer Präsentation möchten wir unsere ersten Erfahrungen teilen, um sie anderen Unterrichtenden in ähnlichen Situationen zugänglich zu machen. Unser langfristiges Ziel ist es, ein Netzwerk zum Ideenaustausch und zur gegenseitigen Unterstützung auszubauen.

English:

A Program to Enhance Refugee Students' Language and Study Skills: The Compass Year at the University of Bern, Switzerland

According to statistics from the Swiss State Secretariat for Migration, a record number of refugees, approximately 100,000 people, sought protection in Switzerland in 2022. Of these, 12.2% settled in the Canton of Bern. Many were university students who had interrupted their studies in their home countries, and others were professionals, such as teachers, whose qualifications were not recognized in Switzerland. However, they all lacked the skills needed to continue their education at the German-speaking University of Bern, which requires C1-level proficiency of German for admission. To remedy this lack, the University of Bern introduced a two-semester university preparation program called Compass in 2023. Since then, the lecturers of the Language Center have been equipping refugee students with the language skills required for their university studies. This language training consists of five modules of German, starting at level B1+ and rising to level C1, and two modules of English at level B1. Both the German and English modules are supplemented by tutorials and autonomous learning support. In the first year, the participants of the Compass program included 20 refugees aged between 18 and 45 originating from Afghanistan, Turkey, and Ukraine. Their entry levels were heterogeneous, ranging from A2 to B2 in German and A1 to B1+ in English. In this culturally, linguistically, and

experientially diverse group, both the students and the language teachers faced various challenges. Our presentation shares these initial experiences because these may be useful for other lecturers involved in teaching students with migration backgrounds. Our long-term goal is to develop a network in which we can regularly exchange ideas and support ourselves and colleagues from other academic language centers.

Asylum statistics for 2022, provided by the Swiss State Secretariat for Migration: <https://migration.swiss/en/migration-report-2022/asylum-and-protection-status-s/a-few-figures?lang=true>

The Compass program of the University of Bern:

https://www.unibe.ch/studium/studieninteressierte/fluechtlinge/kompass_unibe/index_ger.html

The Uni4Refugees project (University of Geneva): <https://unige.ch/Uni4Refugees/index.php>

An overview of university projects that support refugees interested in studying at a Swiss university:

<https://www.perspektiven-studium.ch/hochschulprojekte-schweiz/>

The Horizon académique project (University of Geneva): <https://www.unige.ch/horizon-academique/en/about-us>

Stathopoulou, M.; Dassi, P. (2020). Teaching languages to students from refugee and migrant backgrounds around Europe: Exploring difficulties and teachers' beliefs. *International Online Journal of Education and Teaching (IOJET)*, 7(1). 60-82. <http://iojet.org/index.php/IOJET/article/view/792>

Erasmus at Home, at Home at an International Exchange: Inter-cultural Communication Course Design

Martina Šindelářová Skupeňová

Initially designed for Faculty of Arts students preparing for their studies abroad, our elective course on Intercultural Communication Competence has been evolving into an interactive forum where international and Czech students enrolled into various programmes at Masaryk University learn from their shared experience, inquiries, and interaction with each other. The presentation introduces the continuous development of the course design, which has reflected the needs of both out-going and in-coming students. Since exchange students first joined the course, activities and discussions on intercultural exchange have often extended beyond the classroom. Driven by students' interest and curiosity, the course was enhanced by museum trips, city walks, and food tastings. Similarly, many course activities have been enriched by incorporating a plurilingual dimension, addressing the role and relations between English and other languages spoken by the students has become an important topic.

The presentation aims to demonstrate how students co-create the course structure and content. Selected course activities illustrate how specific intercultural communication skills are discussed, practised, analysed, and (self-)evaluated by the students. By allowing students to draw on their backgrounds, to investigate issues relevant for them, and to act as experts on their culture or discipline, they gain a sense of ownership over the course and build confidence in intercultural exchange.

The presentation suggests that by integrating experiential and inquiry-based learning into the course design, it effectively caters to its diverse audience. It not only provides the Erasmus at home preparation for Masaryk University students, but also helps international students feel more at home during their exchange.

Alternative Programme to Study Abroad: At-home Cultural Immersion

Patricia Romero de Mills

Research in the field and anecdotal experience confirm that a period of residence abroad plays a distinctive role on the development of young people as linguists, intercultural professionals, and global citizens (See, for example, Mitchell et al, 2017 or Pérez-Vidal, 2017). However, the year 2020 and the series of unforeseeable challenges it brought with it, resulted in a total cancellation of student mobility for the 2020-21 academic year (UUKi, Impact on Study Mobility for 2020-21 Survey, 2020), highlighting the fragility of language programmes that heavily relied on the residence abroad experience. On the other hand, the pandemic also brought to light the need we, as a sector, had to reflect on the ways equity, diversity, and inclusion are embedded (or not) in our respective teaching and learning practices (see for example Wolbring and Lillywhite, 2021 or Illingworth, et al, 2023). A languages student who is not able to complete a compulsory period of residence abroad, for example, often needs to suspend or change their degree programme altogether. But the creative solutions that emerged during the pandemic for our degrees to survive and maintain their quality and attain their distinctive learning outcomes seem to have changed that.

This paper presents the research-based programme of virtual engagement implemented in Southampton which offered valuable academic opportunities for students as well as social and leisure alternatives which sought to replicate as well as possible the knowledge and skills a sojourn would normally develop in a foreign country. Today, this programme has grown and developed into a solid and fruitful alternative we can offer to languages students who, for reasons beyond their control (e.g. chronic mental or physical illnesses, disability, parenting or caring responsibilities, for example) cannot complete a period of residence abroad. Comparison of language marks, student evaluations and self-reports on language and cultural gains show the potential of such initiatives.

Italian:

Tanto investigaciones en el campo como nuestra propia experiencia confirman que un período de residencia en el extranjero juega un papel particular en el desarrollo de los estudiantes como lingüistas, profesionales interculturales y ciudadanos globales (Ver, por ejemplo, Mitchell et al, 2017 o Pérez-Vidal, 2017). Sin embargo, el año 2020 y la serie de retos imprevisibles que trajo consigo, trajeron como resultado la cancelación total de la movilidad estudiantil durante el año académico 2020-21 (UUKi, Impact on Study Mobility for 2020-21 Survey, 2020), exaltando así la fragilidad de los programas de idiomas que dependen de las estancias en el extranjero. Por otro lado, la pandemia también sacó a la luz la necesidad que tenemos en el sector educativo de reflexionar sobre las formas en que las que la equidad, la diversidad y la inclusión están integradas (o no) en nuestras respectivas prácticas de enseñanza y aprendizaje (ver, por ejemplo, Wolbring y Lillywhite, 2021 o Illingworth, et al, 2023). Un estudiante de idiomas que no puede completar un período obligatorio de residencia en el extranjero, por ejemplo, a menudo necesita suspender sus estudios o cambiar su carrera por completo. Pero las soluciones creativas que surgieron durante la pandemia para que nuestras carreras sobrevivieran y mantuvieran su calidad al mismo tiempo que lograban sus distintivos objetivos de aprendizaje parecen haber cambiado esta situación.

La presente ponencia introduce el programa de participación virtual implementado en Southampton, el cual ofreció valiosas oportunidades académicas para los estudiantes, así como alternativas sociales y de ocio que buscaban replicar lo mejor posible los conocimientos y habilidades que normalmente se desarrollarían durante una estancia en el extranjero. Hoy en día, este programa ha crecido y se ha convertido en una alternativa sólida y fructífera que podemos ofrecer a los estudiantes de idiomas que, por razones fuera de su control (por ejemplo, enfermedades crónicas físicas o mentales, discapacidad, responsabilidades parentales, por ejemplo) no pueden completar un período de residencia en el extranjero. La comparación de las calificaciones de idiomas, evaluaciones de cursos y autoevaluaciones sobre los avances lingüísticos y culturales muestran el potencial de este tipo de iniciativas.

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*Undergraduate Language Programmes in England: A Cold Spot Analysis by Language***Becky Muradás-Taylor**

England has a language education crisis: the number of people studying languages beyond the age of 14 is low or falling, and many universities have stopped offering language degrees. This is reflective of an international trend – falling enrolments for the study of languages other than English in schools and universities – as well as local issues (Lanvers, Thompson & East, 2021; Muradás-Taylor & Wicaksono, forthcoming).

For universities with below average entry tariffs – such as the universities of Aston, Coventry, Huddersfield, Hull and Sunderland which recently closed their language programmes, and Kent which is under threat of closure – this has led to geographic ‘cold spots’ further than a commutable distance from a university offering languages (Muradás-Taylor & Taylor, 2023).

But the geographic spread for individual languages is not known: are some languages clustered in universities in certain parts of the country, leaving cold spots in others? This is possible given that England has no national body overseeing which languages are offered, and has been raised as an area of concern by organisations campaigning for languages education (British Academy et al., 2020).

This paper reports on a cold spot analysis of the 12 languages most often offered by universities in England. While the results show some clustering (e.g. all 5 lower tariff universities offering Italian are in the South East), this was found to be minimal: overall, each language was well dispersed across the country.

The most significant issue with cold spots remains, therefore, below average tariff universities, where languages are largely not offered; a social justice issue since students from less privileged socioeconomic backgrounds are more likely to commute and are therefore excluded from language study at lower tariffs. It is this, rather than the dispersal of individual languages, that merits the most attention in terms of higher education languages strategy.

*Establishing a Centre of Excellence for Language Teaching***Ulrike Bavendiek**

Language pedagogy is in flux, positioned at the intersection between theory-informed methods, approaches, and teaching practices in their institutional, political, and cultural contexts. This requires university language teachers to constantly develop their qualifications and skills, to navigate the evolving understanding of language and the language learning process as well as the opportunities and challenges of new technologies. Yet there are few if any formally accredited, discipline-specific training opportunities for university language teachers. The UK Professional Standards Framework for teaching and supporting learning, while excellent for general pedagogic practice in HE, does not address elements that are unique to language teaching, as identified by Haukås et al (2021). The scholarship of language teachers, where acknowledged, is not systematically supported, developed, or measured, due to ‘institutional restrictions and limiting epistemological beliefs’ (Becker 2023, 3).

As a consequence a vibrant community of language teaching practitioners has organised themselves in networks and working groups, such as Cercles and AULC, hosting numerous conferences and events throughout the years. More recently, individual institutions have developed their own centres of excellence for language teaching, to organise scholarship and staff development events, and to work as national hubs to bring researchers, scholars, and practitioners together. These centres build on existing expertise and knowledge to develop language teaching pedagogy and practice through ‘legitimate peripheral participation’ in the community of practice (Lave and Wenger 1991, 27).

In this paper I will discuss my experience of establishing and running the Centre for Teaching Excellence in Language Learning at the University of Liverpool, the motivations behind the initiative and practical implications over the five years+ that the Centre has been running.

German:

Die Sprachenpädagogik befindet sich an der Schnittstelle von theoretischen Methoden und Ansätzen einerseits und der Unterrichtspraxis in ihrem jeweiligen institutionellen, politischen und kulturellen Kontext andererseits. Da sowohl die Theorie als auch die Praxis des Unterrichtsalltags im ständigen Wandel begriffen sind, fordert dies von den Lehrenden die Weiterentwicklung ihrer bestehenden Qualifikationen und Fähigkeiten. Nur so können sie das sich entwickelnde Wissen über Sprache und den Sprachlernprozess in der Praxis anwenden und auf die Chancen und Herausforderungen neuer Technologien reagieren. Allerdings gibt es im Vereinigten Königreich, wenn überhaupt, nur wenige formal anerkannte Aus- oder Fortbildungsmöglichkeiten speziell für Sprachlehrer an Universitäten. Der für die allgemeine pädagogische Praxis im Hochschulbereich konzipierte UK Professional Standards Framework for teaching and supporting learning geht auf die von Haukås et al (2021) aufgezeigten Besonderheiten des Fremdsprachunterrichts nicht ein. Die fachspezifischen Fort- und Weiterbildungen und die wissenschaftliche Arbeit von Sprachlehrenden wird selten anerkannt und, aufgrund „institutioneller Beschränkungen und einschränkenden erkenntnistheoretischen Überzeugungen“ (Becker 2023, 3, eigene Übersetzung), nicht systematisch unterstützt, entwickelt oder gemessen.

Infolgedessen hat sich eine dynamische Gemeinschaft von Sprachlehrenden in Netzwerken und Arbeitsgruppen wie Cercles und AULC selbst organisiert und im Laufe der Jahre zahlreiche Konferenzen und Veranstaltungen ausgerichtet. Zusätzlich haben in jüngerer Zeit einzelne Institutionen ihre eigenen Exzellenzzentren für den Sprachunterricht aufgebaut, um Veranstaltungen und Fortbildungen mit Wissenschaftlern und praktizierenden Lehrern zu organisieren. Diese häufig national agierenden Zentren bringen Forscher und Lehrende in einer Community of Practice zusammen. Durch ihre "legitime periphere Teilnahme" (Lave und Wenger 1991, 27) an dieser Gemeinschaft tragen die Mitglieder, auf vorhandenem Fachwissen und Kenntnissen aufbauend, an der Entwicklung von Theorie und Praxis des universitären Sprachunterrichts bei.

In diesem Beitrag werde ich über meine Erfahrung mit der Einrichtung und Leitung des Centre for Teaching Excellence in Language Learning an der Universität Liverpool in den mehr als fünf Jahren, in denen das Exzellenzzentrum besteht, berichten und dessen Hintergrund und Einfluss erörtern.

Are We Dinosaurs? Sustainability of a Higher Education Teacher in the AI Age

Veronika Glogarova & Petra Svobodova

Artificial intelligence and its rapid intrusion into our lives pose many personal and professional challenges. As the number of AI-based tools students utilize increases, their approach towards authorship changes, and it can be assumed that our role as university educators will also shift and change. However, it is not certain that, at least in the Czech environment, higher education and individual institutions are prepared for this. Hence, we would like to outline the statements and recommendations as well as the current rules for both students and educators related to the use of AI that have been published by three major universities in the Czech Republic so far. As for the students, the crucial question is to what extent they are allowed to use AI in assignments and writing papers, and if so, how this use is or should be regulated. From teachers' perspective, there occurs the question of how to mediate the possibilities and limits of AI for students and to what extent the teachers should assume responsibility for setting the rules of its use. Given the fact that our university has not yet issued any official position on the use of AI in academia, we consider it necessary to reflect on this situation independently and ideally also collect examples of good practices from other institutions.

15:00– 16:15

SESSION 8

TLC116

Quel(s) objectif(s) pour les enseignant-e-s en centre de langues? Quelles conséquences pour nos programmes? / What are the Objectives for Teachers in Language Centres? What are the Consequences for Our Programmes?

Anna Johnston, Géraldine Crahay & Cynthia Tavors

Les étudiants doivent développer de nombreuses compétences transversales à l'université, telles que l'autonomie, la créativité, la prise de décision, la communication, la résolution de problèmes, la pensée critique, le travail d'équipe, l'organisation, la gestion du temps, la maîtrise du numérique, la créativité et la prise de parole en public. Cette communication propose de réfléchir au rôle que les centres de langues devraient jouer dans cette mission, et plus particulièrement aux aptitudes et compétences que nous, en tant qu'enseignant-e-s de centres de langue, devrions développer chez nos apprenant-e-s. Devrions-nous nous concentrer uniquement sur les compétences langagières, tel que le font les examens externes officiels (comme le DELF-DALF) ? Ou est-il temps de s'éloigner de ce format si répandu? Comment gérer les attentes des étudiant-e-s? La communication explorera de manière pragmatique comment nous pouvons enseigner des compétences transversales parallèlement aux compétences linguistiques. En effet, il est facile de penser que l'on développe déjà ces compétences de par la nature même des exercices que l'on donne aux étudiant-e-s. Mais est-ce une solution de facilité ? Nous présenterons des axes de réflexion et des suggestions d'approches qui complètent plutôt que ne discréditent les modes d'évaluations plus traditionnels. La communication réfléchira d'abord à notre mission en tant que centres de langues au sein de l'université au sens large. Nous nous intéresserons ensuite à la façon dont nous pouvons diversifier nos programmes pour mieux nous aligner sur ces axes sans compromettre nos objectifs linguistiques. La communication examinera enfin des exemples concrets de tâches et d'évaluations qui remplissent cet objectif, notamment l'utilisation de l'évaluation continue, des projets d'évaluation à domicile, des réflexions et de l'écriture créative. Une telle approche réaffirme ainsi la valeur académique des cours non-spécialistes et le rôle essentiel des Centres de langues au sein des universités.

English:

University students are expected to develop many transferrable skills, such as autonomy, creativity, decision making, communication, problem solving, critical thinking, teamwork, organisation, time management, digital literacy, creativity, and public speaking. This paper aims to reflect on what role Language Centres should play in this mission, and more specifically what skills and competencies we, as UWLP teachers, should strive for our students to develop. Should we purely focus on language skills, as per externally accredited exams (e.g. Delf-Dalf)? Or is it time to move away from the ubiquitous externally accredited exam format and aim for more? This communication proposes to showcase a diversified curriculum and assessment model with tasks and approaches that complement rather than discredit the latter. The paper will pragmatically explore how we can meaningfully develop transferrable skills alongside language skills. Indeed, it is natural to think that we already develop these skills through the very nature of the tasks that we give students. But is it an easy way out? How can we meaningfully embed these skills to our curriculum, and constructively align our tasks accordingly? How do we manage student expectations in the process?

The communication will first reflect on our mission as language centres within the wider university; then it will proceed to give concrete examples of how the curriculum can be diversified to best align with these aims without compromising on our language goals. The communication will both look at concrete examples of tasks and assessment which fit the brief, including the use of continuous assessment, home projects, reflections, and creative writing. Such an approach reasserts the value of UWLP modules as rigorous courses equal in stretch and scope to degree modules; and reinforces Language Centres' academic worth and essential role within universities.

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Language Centre Teachers' Conceptions of their Professional Competences Now and in Future

Lauri Tolkki

Research on teacher competences in higher education has gained momentum lately, partly due to the digital leap required by the COVID-19, but also because of on-going changes in society and educational contexts (Dervenis et al., 2022; Pekkarinen et al., 2020). There is, however, less research on how language teachers in higher education conceptualize their own professional competence. This niche is important as language and communication skills are considered key skills for the future and therefore language teachers hold a pivotal role in shaping future professionals.

Professional competence is often defined as knowledge, skills, values, attitudes, and other characteristics that enable a professional to function effectively and reach the goals set for the work. My current doctoral research investigates the conceptions that Finnish university language centre teachers hold regarding their professional competence and the ways to support its development. The first stage of the process entails a qualitative survey conducted in February 2024. The initial results of this survey are the focus of this talk.

This presentation will first discuss approaches to analysing professional competence in the context of language teaching in higher education. Then the context and design of my doctoral research will be introduced. Finally, initial findings, observations and samples from survey data are presented to encourage discussion. This presentation will be useful both for language teachers and their supervisors and administrators and questions for their later self- and co-reflection will be provided.

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Unlocking Innovation: Fostering Teamwork and Collaboration in Language Centres

Kasia Lanucha

Teamwork and collaboration skills are paramount for employers striving to navigate the challenges of today's volatile, uncertain, complex, and ambiguous work environment, known as VUCA. While a precise framework for VUCA skills may be elusive, there's consensus that innovation is indispensable in adapting to the ever-evolving market landscape. Moreover, in the realm of global teams—whether in-person or remote—effectively addressing the challenges of international diversity demands proactive engagement to harness its full potential. Mere recruitment of knowledgeable and skilled individuals, while essential, falls short if they cannot fully participate and innovate within the team. Psychological safety emerges as a cornerstone of highly successful teams, fostering an environment where individuals feel connected, trusted, and empowered to take personal risks, such as expressing ideas, dissenting, and openly admitting mistakes. Drawing from our experience at CLIC, we've engaged in team-building initiatives at the Department of Engineering. One initiative involves undergraduate students participating in a 4-week project-based robot-building competition, while the other showcases ongoing support provided to a multidisciplinary research group. In this presentation, we will delve into these case studies, extracting practical lessons and strategies that underscore the significance of teamwork and collaboration in fostering innovation within language centres.

Exploring the Affective Factors at Play in the EMI Classroom: Implications for Language Policy, Language Teaching Practice and EMI Content Lecturers

Fiona Dalziel & Marta Guarda

This talk responds to the need to foster collaboration between language teaching experts, language policy makers and EMI content lecturers by raising awareness of the affective factors at play in the EMI classroom. In our talk, we will report on a recent study conducted at the University of Padova (Italy): drawing on data from a questionnaire (n. 55 respondents) and two focus group interviews (n. 9 students), the study explores students' attitudes to translanguaging (see for example Paulsrud et al., 2021) and the emergence of plurilingual identities. The context is that of two English-taught programmes that attract high numbers of international students, the Bachelor's degree in Psychological Science and the Master's degree in English Studies. The findings of the study shed light on various affective factors at play in the EMI classroom, ranging from the cognitive demands of achieving scholarship in academia by means of English and the interactional demands of using English as a tool for intercultural dialogue, to the construction of a plurilingual self in which English co-exists and interacts with other languages. With the aim of fostering interdisciplinary collaboration, the talk will also highlight implications for language policy as well as for the education of EMI content lecturers.

Italian:

Il presente contributo fa luce sui fattori emotivi e affettivi in gioco in contesti di English-Medium Instruction (EMI) e nasce in risposta alla necessità di promuovere maggiore collaborazione tra esperti di didattica delle lingue, responsabili delle politiche linguistiche, e docenti disciplinari. Fulcro del nostro intervento è un recente studio condotto presso l'Università di Padova (Italia) nel contesto di due programmi EMI che attraggono un alto numero di studenti internazionali: il corso di laurea in Scienze Psicologiche e il corso di laurea magistrale in English Studies. Attingendo ai dati ottenuti tramite un questionario online (n. 55 rispondenti) e due interviste focus group (n. 9 studenti), lo studio esplora gli atteggiamenti dei partecipanti nei confronti di pratiche translinguistiche (si veda ad esempio Paulsrud et al., 2021) e l'emergere di identità plurilingui. I risultati dello studio fanno luce su diversi fattori emotivi e affettivi che accompagnano l'apprendimento in contesti EMI: questi fattori comprendono ad esempio lo sforzo cognitivo di entrare a far parte della comunità accademica per mezzo della lingua inglese, la necessità di usare l'inglese come strumento di dialogo interculturale, e la costruzione di un sé plurilingue in cui l'inglese coesiste e interagisce con altre risorse linguistiche. Con l'obiettivo di promuovere la collaborazione interdisciplinare, l'intervento evidenzierà anche le implicazioni dello studio per la politica linguistica e per la formazione dei docenti disciplinari in contesti EMI.

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The Relationship Between English Medium Instruction and Motivation: A Systematised Review

Nicholas Musty

English Medium Instruction (EMI) is widely used as a method of simultaneously delivering discipline-specific content and instruction in English as a Foreign Language, while attracting overseas students and enhancing institutional reputation. Meanwhile, learner motivation is known to be a key predictor of success in the classroom. A systematised review took place in order to gain an understanding of the relationship between EMI and motivation. Three major educational databases were searched and five studies were found that attempt to describe this relationship. Three research questions, on themes such as the degree of motivation and motivational categories, will be discussed in a narrative review. As a result of the review and discussion, it is recommended that institutions conduct a needs analysis

to ensure that both teaching faculty and learners have sufficient proficiency to succeed in an EMI environment. Where ability is lacking, alternatives, such as Content and Language Integrated Learning or supplementary programmes in English for Special Purposes could be more appropriate.

EMI: Technical University Students' Perceptions of an Interpersonal Communication Course

Edyta Olejarczuk

At present, a number of countries across the globe are seeing a boom in English as a Medium of Instruction (EMI) as a teaching approach in higher education institutions. In line with this tendency, Poznan University of Technology in Poland has introduced EMI to its programmes in the form of high-quality training courses and lectures. However, little research has been conducted to date on the benefits and drawbacks of such courses from the student perspective. This presentation starts with a brief introduction to EMI methodology. Then, it discusses the results of a study conducted as part of a wider analysis of EMI courses by the Focus Group, *CLIL/EMI in Higher Education*, within the CercleS association. The research was carried out among a group of 100 second-cycle Information Technology students in the Polish educational context. The participants of the study attended an *Interpersonal Communication* course, the main aim of which was to develop their communication skills. The objective of the research project was to find answers to the following Research Questions (RQs): *To what extent was the EMI course important in developing interpersonal communication skills among the respondents?* (RQ1) and *What were the challenges faced by the students in the EMI classes?* (RQ2). The data gathered by means of quantitative and qualitative measurement methods, specifically a questionnaire and follow-up interviews, revealed that such courses are extremely important when it comes to raising students' interpersonal and cultural awareness. By shedding light on students' perceptions regarding EMI courses, the research findings may aid course designers in developing future EMI programmes at CercleS language centres.

German:

Derzeit erleben zahlreiche Länder auf der ganzen Welt einen Boom bei English as a Medium of Instruction (EMI) als Lehransatz an Hochschulen. Im Einklang mit dieser Tendenz führt die Technische Universität Posen in Polen EMI in Form hochwertiger Schulungen und Vorlesungen in ihre Programme ein. Zu den Vor- und Nachteilen solcher Studiengänge aus Studentensicht gibt es bislang jedoch wenige Untersuchungen. Diese Präsentation beginnt mit einer kurzen Einführung in die EMI-Methodik. Anschließend werden die Ergebnisse einer Studie erörtert, die im polnischen Bildungskontext mit einer Gruppe von 100 Studierenden des Masterstudiums der Informationstechnologie durchgeführt wurde. Die Teilnehmer der Studie besuchten einen Kurs zur interpersonalen Kommunikation, dessen Hauptziel darin bestand, ihre Kommunikationsfähigkeiten zu entwickeln. Das Ziel des Forschungsprojekts war es, Antworten auf die folgenden Forschungsfragen (RQs) zu finden: *Inwieweit war der EMI-Kurs für die Entwicklung der interpersonalen Kommunikationsfähigkeiten der Befragten wichtig?* (RQ1) und *Vor welchen Herausforderungen standen die Studenten in den EMI-Kursen?* (RQ2). Die mithilfe quantitativer und qualitativer Messmethoden erhobene Daten ergaben, dass solchen Kursen eine große Bedeutung für die Steigerung des interpersonalen und kulturellen Bewusstseins der Studierenden zukommt.

15:00– 16:15
SESSION 10
TLC123 – Workshop

Designing EMI Lecturer Training Programmes: What and How?

Katrien Deroey

This workshop aims to provide insights into the complex task of designing and delivering EMI lecturer training programmes. Through a review of current initiatives worldwide (Deroey, 2023), groupwork and exchanges of experiences, participants will become more aware of the factors that need to be considered when tasked with EMI lecturer training and have a basic framework for tackling this task.

The efficient design and delivery of EMI lecturer training and support is a complex challenge. First, the EMI context is very varied (Dafouz et al., 2020) and initiatives should be adapted to the local cultural, educational, linguistic and institutional contexts (Herington, 2020; Pagèze & Lasagbaster, 2017; Tuomainen, 2018). Second, most literature reports the need for language, pedagogical and intercultural components, suggesting interdisciplinary collaboration is desirable. Third, we need to be sensitive to lecturers' attitudes towards EMI and EMI training (Perez Cañado, 2020; Tsui, 2018; Westbrook & Henriksen, 2011). Fourth, there are practical considerations such as the timely provision of support (Guarda & Helm, 2017), promoting participation, facilitating learning transfer to lectures, and optimizing the support in view of what are often heterogeneous participant groups in terms of English proficiency, (EMI) lecturing experience and discipline (Ball & Lindsay, 2013). Finally, the design of these programmes typically needs to happen with limited institutional resources.

Workshop outline

- Introduction to findings from the literature on EMI lecturer training programmes worldwide
- Presentation of an EMI lecturer support brief used as the basis for group work
- Small group brainstorming on the needs analysis, components and format for EMI support appropriate to the brief
- Whole group discussion of the proposals and experiences with designing and delivering EMI lecturer support

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SATURDAY 14 September 2024

10:30– 12:00

SESSION 1

TLC042

The Challenge of LSP in Languages Other than English: Adapting a So-called Language-neutral Framework of Communication Skills to the Needs of Student Engineers Learning Japanese

Akiko Shirabe, Fumiko Sugie & Reiko Sato

In 2016, the GELS network created a framework of communication skills specifically designed for engineers. The GELS framework is based on the CEFR's self-evaluation grid and the results of several surveys of language use by professional engineers (Rinder, et al., 2016, 2020). The GELS framework was originally conceived in English, and there followed translations into French, Spanish, Swedish, and German.

A Japanese version of the framework was created in 2023 through collaboration between teachers in Europe and Japan. This paper addresses the issues and challenges that emerged during that process, with specific reference to the following points:

1. Purpose and Context of Use: Casual conversation and small talk in the workplace.
2. Proficiency Levels: The subdivision of levels A1 and A2, the addition of Japanese scripts for reading and writing, and the use of digital tools.
3. Technical Terminology: The difficulty of introducing technical terminology at A1 level as recommended by the GELS framework.
4. Desirable Communication Skills: Emphasis on prioritizing overall harmony by avoiding conflict, discord, debate, and self-assertion.
5. Register: Attitudinal Expressions and the use of honorifics.

For engineers working in global environments where teamwork is emphasized, learning languages and cultures that are significantly different to English and being aware of differences in communication styles can improve communication skills, promote intercultural understanding, and foster critical thinking.

Japanese:

2016 年に、GELS（Global Engineers Language Skills）ネットワークは、エンジニアのコミュニケーションスキルに着目し、言語参照枠を作成した。CEFR の自己評価表とエンジニアとして働く人の外国語使用実態調査を基に作られている（Rinder, et al., 2016, 2020）。もともと英語で考案され、フランス語、スペイン語、スウェーデン語、ドイツ語に訳された。

日本語版は、2023 年にヨーロッパと日本の教師が協力して作成。本稿では、作成過程で見てきた問題や課題を考察する。

1. 使用目的・場面：仕事や研究そのものより、日常生活や職場での雑談で主に使用。
2. 習得レベル：習得時間を考慮して A1・A2 レベルを細分化、読み書きのための仮名・漢字の学習を追加、デジタルツール利用が前提。
3. 専門用語：GELS 言語参照枠で推奨している A1 からの習得は難しい。
4. 望ましいコミュニケーションスキル：基本的に対立、不和、議論、自己主張を避け、全体の和を優先できることを重視。
5. レジスター：態度を示す表現や敬語など。

チームワークが重視されるグローバルエンジニアにとって、英語とはかなり異なる言語や文化を学びながらコミュニケーションスタイルの違いを意識することは、コミュニケーションスキルの向上、異文化理解の促進、批判的思考の養成にもつながると考えられる。

Corpus-Based Analysis of Grade-level Educational Vocabulary in Czech Biology Textbooks for Healthcare Aspirants

Silvie Převrátilová & Dominika Kovářiková

This study addresses the linguistic challenges faced by non-native speakers transitioning to secondary vocational schools, with a specific focus on pupils aspiring to healthcare professions. Non-native speakers often achieve communicative competence in the language of instruction, yet they still encounter significant challenges that demand a mastery of grade-level educational vocabulary. While acknowledging the importance of proficiency in specialized terminology, our focus shifts towards this educational vocabulary (lexical items typical for textbooks and classroom interaction) that underpins learning in secondary education settings. This study seeks to bridge the gap faced by immigrant students, whose inadequate familiarity with this vocabulary may limit their access to education that matches their cognitive abilities (Borg et al., 2023). Focusing on Human Biology textbooks, the research investigates the educational vocabulary critical for students entering healthcare professions. Utilizing a corpus-based methodology, this study compares the frequency and usage of words from a contemporary written Czech corpus (SYN2020) with the vocabulary found in Human Biology textbooks. Special attention is given to analyzing verbs, considering their pivotal role in textbook comprehension and teacher-pupil interaction within educational settings. This comparative analysis identifies patterns that inform effective teaching strategies, especially in the context of the Czech Republic's efforts to integrate Ukrainian immigrants into its educational system. The findings illuminate the extent to which the educational vocabulary in these textbooks aligns with the common language vocabulary. By distinguishing the similarities or differences between grade-level educational vocabulary and the broader common language, the study contributes to the development of language instruction strategies and material development that ensure language proficiency does not become a barrier to educational progression. This research enriches the discourse on teaching language for academic/medical purposes (Bekasava, 2022; Wang et al., 2008; Wei, 2021) and its significance in facilitating the successful integration of students into vocational secondary education and beyond.

Abstract in Czech:

Korpusová analýza slovní zásoby v českých učebnicích biologie pro zájemce o studium zdravotnictví Studie se zabývá jazykovými problémy, kterým čelí nerodilí mluvčí přecházející na střední odborné školy, se specifickým zaměřením na žáky aspirující na zdravotnické profese. Nerodilí mluvčí často dosahují dostatečné úrovně komunikační kompetence ve vyučovacím jazyce, ve výuce se však potýkají s odbornou slovní zásobou vyučovaných předmětů. Předkládaná studie se zaměřuje na slovní zásobu (lexikální položky typické pro učebnice a interakci ve třídě), která je základem výuky ve středoškolském prostředí. Cílem je pomoci žákům, jejichž mateřský jazyk se liší od jazyka vzdělávání, překonat překážky spojené s nedostatečnou znalostí slovní zásoby v odborných předmětech, která následně omezuje další přístup ke vzdělání odpovídajícímu jejich kognitivním schopnostem (Borg et al., 2023). Studie se zaměřuje na učebnice biologie člověka a zkoumá slovní zásobu, která je pro studenty nastupující do zdravotnických profesí klíčová. S využitím korpusové metodologie tento výzkum porovnává frekvenci a užití slov ze současného česky psaného korpusu (SYN2020) se slovní zásobou obsaženou ve vybraných učebnicích přírodopisu pro 8. ročník ZŠ. Zvláštní pozornost je věnována analýze sloves s ohledem na jejich klíčovou roli při porozumění učebnici a interakci mezi učitelem a žákem ve vzdělávacím prostředí. Cílem této srovnávací analýzy je identifikovat slovní zásobu, kterou lze následně využít jako podklad jak pro efektivní výukové strategie, tak pro tvorbu inovativních učebních materiálů, zejména v kontextu snah České republiky o integraci ukrajinských imigrantů do vzdělávacího systému. Rozlišením podobností či rozdílů mezi výukovou slovní zásobou na úrovni třídy a širším obecným jazykem studie přispívá k rozvoji efektivních strategií jazykové výuky, která pomůže pomoci žákům překonat překážky v postupu ve vzdělávání. Tento výzkum obohacuje diskurz o výuce jazyka pro akademické/medicínské účely (Bekasava, 2022; Wang et al., 2008; Wei, 2021) a jejím významu pro úspěšnou integraci studentů do odborného středoškolského vzdělávání i mimo něj.

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Digital Literature in a Japanese Language Learning Context: Exploring its Pedagogical Benefits

Vicky A. Richings

Incorporating literature in the language classroom extends beyond exploring creative language use and fictional realms, encompassing a range of pedagogical benefits. On the other hand, with the advent of mass digitization and the ubiquity of digital texts, the landscape of literary engagement has undergone a profound transformation in the last decade, driven by media shifts from traditional paper to digital formats. This evolution has impacted readers and writers and presented novel challenges and opportunities for foreign language teachers and learners. In language education, understanding the implications of these shifts is imperative. The pivotal question emerges: How do these changes alter foreign language learning and its pedagogical practices? This presentation addresses a specific facet of this discourse: “What are some effective methods for instructors to incorporate born-digital texts in the language learning classroom, thereby presenting creative challenges for students to interact with?” This question, central to the presentation’s focus, invites an examination of pedagogical strategies and practices that harness the creative potential of digital literature in the language learning context. More specifically, in this presentation, I will illustrate two examples of how born-digital literature can be effectively incorporated into the Japanese language classroom. The distinctive contribution of this presentation lies in its endeavour to bridge the realms of literary exploration and language learning. By spotlighting the convergence of these two fields, the presentation demonstrates how innovative challenges can be posed to students, fostering meaningful interactions. In doing so, it aligns with the broader academic exploration of the digital era’s evolving landscape of reading and language education.

Japanese:

外国語教育における文学の導入は、創造的な言語使用やフィクションの領域を探求するだけにとどまらず、さまざまな教育的利点を包含している。一方、デジタル化の進展やデジタルテキストの普遍性に伴い、伝統的な紙媒体からデジタルフォーマットへのメディアシフトに牽引され、文学教材に関わる状況が著しく変わりつつある。このような状況は読者や作家だけでなく、教育関係者や学習者にも新たな挑戦と機会をもたらしている。言語教育の領域においては、こうした変化を理解し、教育実践の場で活かせるようにすることが大事である。本発表では、ボーン・デジタル文学（Web発文学）を日本語授業に効果的に取り入れる方法として、2つの実践例を紹介する。

10:30– 12:00
SESSION 2
TLC039- Workshop

Spiele als Schlüssel zur interkulturellen Kommunikation / Games as the Key to Unlocking Intercultural Competences

Hanna Magedera & Dorit Fellner-Whitgreave

"Kultur" besteht aus vielen Komponenten, Schichten und Dimensionen, und die "Kultur" einer Gruppe [...] ist die eigentümliche und unverwechselbare "Lebensweise" der Gruppe [...], die Bedeutungen, Werte und Ideen, die in Institutionen, sozialen Beziehungen, Glaubenssystemen, Sitten und Gebräuchen, in der Verwendung von Gegenständen und im materiellen Leben verkörpert sind. (Clarke, et al., 1976) Kulturelle Unterschiede bedeuten nicht einfach nur Unterschiede in den kulturellen Gepflogenheiten, sondern entfalten sich vielmehr an den Schnittstellen zwischen den Kulturen, wo sie sich in Prozessen der gegenseitigen Infragestellung entfalten. Auslandsaufenthalte und Gastbesuche stellen solche interkulturellen Begegnungsfelder dar, in denen die interkulturelle Kompetenz von Studierenden gefragt ist.

Wir folgen dabei dem nicht-essentialistischen Kulturbegriff von Holliday, der die Komplexität und Vielfalt individueller Identitäten betont, die weit über geografische oder familiäre Hintergründe hinausgehen (Holliday, 2011). Mit Hilfe der Ludo-Pädagogie, so wollen wir zeigen, können wir auf diese Komplexität aufmerksam machen und kulturelle Unterschiede thematisieren. von

Indem wir beispielhaft zwei Spiele vorstellen und mit den Teilnehmer:innen durchgehen, haben wir zum Ziel, in der anschließenden Reflexion und Diskussion zu eruieren, welchen Effekt Spiele haben können und inwiefern sie helfen können, die interkulturelle Handlungskompetenz der Studierenden zu fördern.

English:

"Culture" consists of many components, layers and dimensions, and the "culture" of a group [...] is the group's peculiar and distinctive "way of life" [...], the meanings, values and ideas embodied in institutions, social relations, belief systems, customs, and traditions, in the use of objects and in material life. (Clarke, et al., 1976) Cultural differences do not simply mean differences in cultural practices, but rather unfold at the interfaces between cultures, where they unfold in processes of mutual questioning. Stays abroad and guest visits are such intercultural fields of encounter in which the intercultural competence of students is in demand.

In our workshop, we want to explore the question of how cultural differences in foreign language teaching can be made tangible for students using games. We follow Holliday's non-essentialist concept of culture, which emphasises the complexity and diversity of individual identities that go far beyond geographical or family backgrounds (Holliday, 2011). With the help of ludo-pedagogy, we want to show that we can draw attention to this complexity and address cultural differences.

By presenting two games as examples and going through them with the participants, our aim is to find out in the subsequent reflection and discussion what effect games can have and to what extent they can help to promote students' intercultural competence.

Authenticity and Mediation in an Online Asynchronous Course

Tuula Lehtonen

This presentation is built on two well-known concepts: authenticity and mediation. I will use the concept of authenticity to illustrate the personal relevance of English to my students and to discuss the contexts of their engagement with English. In these contexts of engagement, mediation takes place: students need to understand the message and transform it to make sense to themselves and others.

The aim of this presentation is 1) to explore the idea that students' aims and needs interlink with their experience of authenticity and help create and maintain mediation-rich contexts of engagement and 2) to show how independent tasks based on mediation allowed for authenticity in the sense of personal relevance in an asynchronous online course for Law students (English, B2). The data, collected from a group of students in 2024, were based both on the students' self-proclaimed learning aims and needs and on other written answers to prompts related to a set of tasks they had carried out independently.

The presentation analyses and highlights aspects of the qualitative data with these questions in mind: What aims and needs did my B2-level students have? How did they find working on tasks focusing on mediation? What type of conceptions do they have of their contexts of English use and of their ability to create new such contexts in the future? What helped them create authenticity/personal relevance? And, more importantly: What are the wider implications of the data from this group of students? How can we increase students' experience of authenticity through mediation?

German:

Authentizität und Mediation in einem asynchronen Online-Kurs

Diese Präsentation basiert auf zwei weithin anerkannten Konzepten: Authentizität und Mediation. Ich werde das Konzept der Authentizität verwenden, um die persönliche Relevanz des Englischen für meine Studierende zu veranschaulichen und die Kontexte ihrer Sprachverwendung zu diskutieren. In diesen Kontexten der Sprachverwendung findet Mediation statt: Die Studierenden müssen die Botschaft verstehen und umformulieren, um sie für sich selbst und andere verständlich zu machen.

Ziel dieser Präsentation ist, 1) die Idee zu erkunden, dass die Ziele und Bedürfnisse der Studierenden eng mit ihrer Erfahrung von Authentizität verbunden sind und dabei helfen, mediationsreiche Kontexte der Sprachverwendung zu schaffen und zu erhalten, und 2) zu zeigen, wie eigenständige Aufgaben, die auf Mediation basieren, in einem asynchronen Online-Kurs für Studierende der Rechtswissenschaft (Englisch, B2) Authentizität im Sinne von persönlicher Relevanz ermöglichen. Die Daten, die von einer Gruppe von Studierenden im Jahr 2024 gesammelt wurden, basieren sowohl auf den selbsterklärten Lernzielen und Bedürfnissen der Studierenden als auch auf schriftlichen Antworten auf Fragen, die sich auf Aufgaben bezogen, die sie unabhängig voneinander durchgeführt hatten.

Die Präsentation analysiert und hebt Aspekte der qualitativen Daten unter Berücksichtigung der folgenden Fragen hervor: Welche Ziele und Bedürfnisse hatten meine Studierende auf B2-Niveau? Wie fanden sie es, Aufgaben durchzuführen, die als Schwerpunkt Mediation hatten? Welche Art von Vorstellungen haben sie von ihren Kontexten der Verwendung des Englischen und von ihrer Fähigkeit, in Zukunft neue derartige Kontexte zu schaffen? Was hat ihnen geholfen, Authentizität/persönliche Relevanz zu schaffen? Und was sind die weiterführenden Implikationen der Daten dieser Gruppe von Studierenden? Wie können wir das Authentizitätserlebnis der Studierenden durch Mediation verstärken?

Exploring Preservice Teachers' Translanguaging Practices and Perceptions in Teacher Training: A Global Englishes Perspective

Lin Pan

This study explores how preservice English teachers in China perceive and leverage their Chinese and English linguistic repertoires in ELT methodology training, and how a reflective understanding of their use of these repertoires can contribute to their development as teachers. To understand how their practices and conceptualizations of language and teaching move between monolingual ideologies and multilingual orientations, we drew on theories of translanguaging space and stance (Li, 2011; García et al., 2017) and the Global Englishes Language Teaching (GELT) framework (Rose & Galloway, 2019) to examine preservice teachers' experiences in teacher training. Through multimodal conversational analysis of lesson recordings, we found that preservice teachers created translanguaging spaces to utilize different languages in the critical negotiation of pedagogies. In addition, they enacted translanguaging pedagogies by incorporating multisemiotic and multicultural resources in microteachings. We also carried out semistructured interviews in which the preservice teachers, influenced by factors such as language ideologies and curriculum design, displayed mixed views towards translanguaging practices in teacher training and the ELT classroom. Bearing in mind this study's findings, we hope teacher educators and institutions will be encouraged to support preservice teachers' evolving understandings and adoption of the multiple forms of discursive practices that are advocated in current GELT proposals.

'Windows on the World': Developing Intercultural Awareness Through English Language Teaching in Chinese Junior High Schools

Sarah Khan, Yan Jing & Laura Manzie

Few language teachers would argue that there are powerful links between language and culture and that it is difficult to teach a language without also teaching culture. There is also wide consensus that promoting learners' intercultural knowledge and understanding and combating ethnocentrism are laudable aims and that the foreign language classroom is a natural place for this to happen (Baker, 2012, Holliday, 2018).

However, certain key questions remain: How do we decide what "culture" means? and which aspects of culture, should be included in our teaching? How can we effectively integrate the teaching of language and culture in our classrooms?

This presentation focusses on a collaboration between Nottingham Trent University and Chongqing University in China which aims to address these questions. The project, supported by the British Council, was initiated in response to the new English Curriculum Standards for Compulsory Education in China (2022) which lists 'cultural awareness' as one of the four 'core competencies' for the subject.

The key objective of this joint project was to provide a model for how cultural topics can be introduced to Junior High School learners in China as part of the English language curriculum. This model is built around new teaching and learning materials which provide a window onto other world cultures, developing younger learners' curiosity towards those cultures and their own, and allowing them to make comparisons and build bridges thus developing their 'international posture' (Yashima, 2009; Botes et al. 2020). These materials were developed based on surveys of learners and teachers and have been piloted in schools in southwest China. It is hoped that the materials and the improvements in the existing pedagogy which they facilitate will provide a model for improving cultural awareness among learners and their teachers and for developing intercultural communicative competence by providing learners with opportunities for authentic communication about culture.

Chinese:

很少有语言教师会否认语言和文化之间存在强大的联系，并且教授语言很难不涉及文化。广泛认同的是，促进学习者的跨文化知识和理解，以及抵制种族中心主义是值得赞扬的目标，并且外语教室是以上目标得以天然实现的地方（Baker，2012；Holliday，2018）。

然而，仍然存在一些关键问题：如，我们如何决定“文化”是什么？应该在我们的教学中包括文化的哪些方面？我们如何有效地将语言和文化教学融合到我们的课堂中？

该报告聚焦了英国诺丁汉特伦特大学和中国重庆大学之间的合作项目，旨在解决这些问题。该项目得到了英国文化协会的支持，是为了响应中国新的《义务教育英语课程标准》（2022年），该标准将“文化意识”列为英语科目的四个“核心素养”之一。

该联合项目的主要目标是为了提供一个模式，展示如何将文化主题纳入中国初中学生的英语语言课程。这个模式是围绕着新的教学和学习材料构建的，这些材料为学生提供了了解其他世界文化的窗口，培养了年轻学习者对这些文化以及本国文化的好奇心，允许他们对不同文化进行比较和构建桥梁，从而培养了他们的“国际姿态”（Yashima，2009；Botes等人，2020）。这些材料是根据对学生和教师的调查开发的，并已在中国西南部的学校进行了试点。希望这些材料以及它们促进的现有教学法的改进，将为提高学生和他们的教师的文化意识提供一个模式，并通过为学习者提供关于文化的真实交流机会来发展跨文化交际能力。

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*Differentiation in Open-access Academic Writing Workshops***Stefanie Allum**

We have known for a long time that the most effective way to develop student academic skills is constructive alignment to embed skills education within the core curriculum (Biggs & Tang, 2007; Hattie et al., 1996). However, this is not universally implemented. So, many university libraries, student service centers, and language centers offer open-access support to plug the skills development gap. This support comes in many formats but usually incorporates both a one-to-one aspect (coaching, peer support) and a group aspect (courses and workshops). It often focuses on academic writing.

In recent years, there has been both a move away from traditional lecture formats for such workshops (Mansfield, 2020) and a focus on student-led approaches to skills teaching, both individually and in small groups. A common feedback theme in all forms of skill support is related to the sense of community and the feeling of not being alone in your writing struggles (Cirstea, 2023). Loneliness is a major issue among university students, so community becomes almost as important as academic skills are for student success, and group workshops therefore remain relevant.

Educators providing open-access skills courses and workshops face a common challenge: ensuring the content and delivery are relevant and useful to each participant regardless of first language(s), proficiency in the language of instruction, disciplines, stages of study, and writing backgrounds, whilst bearing in mind that community is equally important as content in a space like this. One way to achieve all this is through designing and delivering with differentiation in mind.

This interactive presentation will outline, analyze, and evaluate two methods for differentiating content and process used in open-access academic writing workshops at the University of Twente Language Centre. It is of most interest to academic skills teachers within central skills teams, and faculty-based academic skills educators looking for ideas on how to further personalise workshops, or who have something to contribute.

*Creative Writing as a Tool to Counter Native Speaker Bias***Lisa Schantl**

English is the most spoken second language in the world, with more second language than native speakers. Despite these figures, the belief persists that there is a “pure” English which could only be acquired by first language speakers. Authors who switch to (one of) their second language(s) for their creative expression find themselves in an in-between-zone: their writing in their chosen language is seen as “inferior” in comparison to their native peers, but writing in their own native language is either insufficient or impossible for them – for political, social, geographical or individual reasons. As challenging as it may be, this in-between-state can be the most fruitful ground to develop an “idiosyncratic interlanguage” (Grutmann, 2016) which corresponds with one’s entire linguistic spectrum. Consequential linguistic explorations, de- or transformations, and innovations break ossified patterns of thought and pave the way for a (re-)construction of knowledge and understanding.

This presentation will show how literary strategies used by multilingual authors can be adapted to creative writing exercises, to encourage students and teachers to engage in a discussion about language possession, creativity of expression and language construction. Multilingual literary strategies (e. g. overt and covert code-switching, multilingualism in literary dialogues, and heterolingual quotations) will be explored and transformed into creative writing practices. Either employed in regular language classes or in specific creative writing units, students with multilingual backgrounds will be able to explore their languages in an egalitarian way and develop a larger understanding for the complex interrelations between languages.

Englisch ist die meistgesprochene Zweitsprache der Welt mit mehr angelernten Sprecher:innen als Muttersprachler:innen. Dieser Statistik zum Trotz setzt sich nach wie vor die Idee einer „reinen“ englischen Sprache durch, die nur von Muttersprachler:innen beherrscht werden kann. Autor:innen, die für ihren kreativen Ausdruck (eine) ihre(r) Zweitsprache(n) bevorzugen, finden sich in einer Zwischenwelt wieder: Das Schreiben in ihrer Wahlsprache wird als „minderwertig“ im Vergleich zu dem ihrer muttersprachlichen Kolleg:innen angesehen, aber das Schreiben in ihrer eigenen Muttersprache ist für sie nicht mehr ausreichend oder gar unmöglich – aus politischen, sozialen, geografischen oder individuellen Gründen. Diese Zwischenwelt ist, so herausfordernd sie auch sein mag, ein fruchtbarer Nährboden für eine „idiosynkratische Zwischensprache“ (Grutmann, 2016; eigene Übersetzung), die das gesamte sprachliche Spektrum einer Person miteinbezieht. Daraus erwachsende sprachliche Aufschlüsse, Ver- oder Abwandlungen sowie Innovationen durchbrechen festgefahrene Denkmuster und bereiten den Weg für eine (Neu)Ordnung von Wissen und Verstehen.

Diese Präsentation wird Beispiele für in Übungen für Kreatives Schreiben umgewandelte literarische Strategien von mehrsprachigen Autor:innen aufzeigen. Durch diese sind Lernende und Lehrende dazu angehalten, sich mit Sprachbesitz, Kreativität im Ausdruck und Sprachkonstruktion auseinanderzusetzen. Strategien literarischer Mehrsprachigkeit (z. B. offener und versteckter Sprachwechsel, Mehrsprachigkeit in literarischen Dialogen und mehrsprachige Zitate) werden analysiert und in Übungen für Kreatives Schreiben umgewandelt. Ob diese Übungen im gewöhnlichen Sprachunterricht oder in eigenen Einheiten des Kreativen Schreibens durchgeführt werden: Mehrsprachige Lernende werden dadurch motiviert, sich mit all ihren Sprachen egalitär zu beschäftigen und ein besseres Verständnis von den komplexen Beziehungen zwischen Sprachen zu erlangen.

10:30– 12:00
SESSION 5
TLC106 - Workshop

Cold Spots in Language Degree Provision: Design Change and Actions for Us All

Becky Muradás Taylor & Rachel Wicaksono

England has a language education crisis: the number of people studying languages beyond the age of 14 is low or falling, and many universities have stopped offering language degrees. This is reflective of an international trend – falling enrolments for the study of languages other than English in schools and universities – as well as local issues (Lanvers, Thompson & East, 2021; Muradás-Taylor & Wicaksono, forthcoming).

For universities with below average entry tariffs – such as the universities of Aston, Coventry, Huddersfield, Hull and Sunderland which recently closed their language programmes, and Kent which is under threat of closure – this has led to geographic ‘cold spots’ further than a commutable distance from a university offering languages (Muradás-Taylor & Taylor, 2023).

But the geographic spread for individual languages is not known: are some languages clustered in universities in certain parts of the country, leaving cold spots in others? This is possible given that England has no national body overseeing which languages are offered, and has been raised as an area of concern by organisations campaigning for languages education (British Academy et al., 2020).

This paper reports on a cold spot analysis of the 12 languages most often offered by universities in England. While the results show some clustering (e.g. all 5 lower tariff universities offering Italian are in the South East), this was found to be minimal: overall, each language was well dispersed across the country.

The most significant issue with cold spots remains, therefore, below average tariff universities, where languages are largely not offered; a social justice issue since students from less privileged socioeconomic backgrounds are more likely to commute and are therefore excluded from language study at lower tariffs. It is this, rather than the dispersal of individual languages, that merits the most attention in terms of higher education languages strategy.

Rage Against the Machine: The Use of Machine Translation and Voice Recognition in Foreign Language Learning

Laia Canals

This study reports on the experience of running two types of technology-enhanced learning activities in online EFL courses at a fully online university in Spain. An automatic speech recognition exercise was implemented in A1 and A2 EFL courses to teach pronunciation and a machine translation task was carried out to help students take a critical stance vis-à-vis the use of machine translation for essay-writing. The learners' feedback on both learning activities was overall positive. Regarding the perceived usefulness of the tools, analyses of the responses to a questionnaire indicated that the majority of the learners found the tools and the learning activities helpful. They also pointed out that the voice recognition tool helped them to lose the fear of speaking in English and that the machine translation task allowed them to self-correct their texts and learn about their own mistakes. Learners also warned about the possible pitfalls of the voice recognition exercise and realized that machine translation was not always accurate. The findings are discussed in light of the possible pedagogical implications of the use of these tools, which can help learners to monitor their speech and foster autonomous learning.

Intercultural Challenges: Video Capsules and a Toolbox for Communication in An Academic Context

Sylvia Goetze Wake & Samantha Riby

Opportunities for exchange have been widening beyond traditional student mobility to include internationalisation at home, participation in virtual international exchange, as well as university alliances and faculty COIL projects (collaborative online interactive learning). The interpersonal and intercultural contacts in such settings are meant to be enriching but can also be frustrating when students are expected to work intensely on academic content without adequate preparation for communication with their partners. Content teachers may lack the time or the expertise to address this in their courses and language teachers are no exception. Simple exposure to another culture or to intercultural encounters is no guarantee that intercultural communicative competence will develop (Kern 2014; Novinger 2001; Phillips 2001), thus a minimum level of guidance is essential in such contexts.

Intercultural Challenges is a series of video capsules designed to help bridge this gap. Developed by the University of Lausanne Language Centre, in close collaboration with the Teaching Support Centre and initially designed for use in COIL projects, the 6 short capsules allow students and staff to reflect on key concepts of intercultural communication and apply simple tools for more successful interaction. Whether used as a stand-alone or with classroom activities, the video content promotes awareness of multiple cultural identities, as well as perceptions - or preconceptions - of other perspectives, attitudes and behaviors, in order to help participants develop mutual understanding.

A wide definition of culture is adopted in this series, with culture seen as dynamic and constantly changing and negotiated (Sarangi 2009), complete with warnings against essentialism (Holliday 2010). This interactive session will springboard from the video content to allow the audience to engage in activities and discussion which can be transposed into the university context.

Short Abstract in French:

Cette session interactive s'articule autour d'une série de capsules vidéo et une boîte à outils de ressources pour la communication interculturelle dans un contexte académique.

La série de vidéos a été développée par le Centre de Langues de l'Université de Lausanne, en collaboration avec le Centre de Soutien à l'Enseignement. Elle pousse à réfléchir à certaines des questions qui sont importantes dans les

situations interculturelles, que ce soit dans le contexte d'internationalisation de sa propre université ou cadre éducatif, lors d'un échange virtuel ou en échange à l'étranger. Avec une définition large de 'culture', il s'agit de prendre conscience de ses multiples identités culturelles, de ses propres perceptions ainsi que d'autres attitudes, perspectives ou comportements, afin de développer une compréhension mutuelle.

Scaffolding Student Writers' Ability to Evaluate AI Inputs

Simon Milligan

Text-based AIs such as ChatGPT, Google Gemini, and Microsoft Copilot have now become ubiquitous, and their use in academic writing at bachelor, master, and doctoral levels can be expected to increase with time. However, AI users are likely to remain responsible for the texts they produce whatever the character and extent of AI input to these texts. Consequently, the ability of students and researchers to evaluate AIs' suggestions for improving their texts has rapidly gained salience as a writing skill to be scaffolded for development.

Students were assumed to be able to develop their evaluative abilities more effectively when presented with discrete chunks of AI input than with whole-text 'correction' or 'improvement'. Thus, a writing exercise was devised in autumn 2023: The student first writes a short text then enters this with a particular prompt into a text-based AI, which usually generates 10 specific suggestions for improving the text. The student then selects from among these suggestions to optimize a subsequent version of their text before submitting it to their writing instructor.

The exercise was adapted for use in spring 2024 across a range of classes aimed at bachelor, master, and doctoral students. Analysis of suitably anonymized responses to AI inputs addresses two questions: How and to what extent do bachelor and master students differ in their responses to AI inputs from doctoral students? And how can commonly occurring blind spots in students' evaluation be identified and addressed? The answers are expected to help inform writing instructors' scaffolding of students' abilities to evaluate AI inputs effectively.

German

Textbasierten KI wie ChatGPT, Google Gemini und Microsoft Copilot sind inzwischen omnipräsent geworden, und es ist zu erwarten, dass deren Einsatz beim akademischen Schreiben auf Bachelor-, Master- und Promotionsebene mit der Zeit zunehmen wird. Es ist jedoch anzunehmen, dass die Nutzer von KI weiterhin für die von ihnen erstellten Texte verantwortlich bleiben, unabhängig von der Art und dem Umfang des KI-Beitrags in diesen Texten. Folglich hat die Fähigkeit von Studierenden und Forschern, KI-Vorschläge zur Verbesserung ihrer Texte zu beurteilen, als eine zu fördernde Schreibfertigkeit rasch an Bedeutung gewonnen.

Es wird davon ausgegangen, dass Studierende ihre Fertigkeit, Texte zu beurteilen, effektiver entwickeln können, wenn ihnen einzelne Teile des KI-Inputs vorgelegt werden, als wenn sie den gesamten Text "korrigieren" oder "verbessern". Daher wurde im Herbst 2023 eine Schreibübung entwickelt: Studierende schreiben zunächst einen kurzen Text und geben diesen mit einer bestimmten Aufforderung in eine textbasierte KI ein, die normalerweise 10 spezifische Vorschläge zur Verbesserung des Textes generiert. Die Studierenden wählen anschliessend aus diesen Vorschlägen aus, um eine spätere Version ihrer Texte zu optimieren, bevor sie diese ihren Dozierenden vorlegen.

Die Übung wird für den Einsatz im Frühjahr 2024 in einer Reihe von Lehrveranstaltungen für Bachelor- und Masterstudierende sowie Doktorierende angepasst. Eine einzige KI wird festgelegt, um die unterschiedliche Qualität der KI-Eingaben einzuschränken. Die Analyse der anonymisierten Antworten auf die KI-Inputs soll zwei Fragen beantworten: Wie und in welchem Ausmass unterscheiden sich Bachelor- und Masterstudierende in ihren Reaktionen auf KI-Inputs von Doktorierenden? Und wie können häufig auftretende unbemerkte Fehler in der Beurteilung von Studierenden identifiziert und beseitigt werden? Die Antworten auf diese Fragen sollen den Lehrkräften, die Schreibkurse unterrichten, dabei helfen, die Fertigkeiten der Studierenden zur effektiven Bewertung von KI-Inputs zu fördern.

*TNEast: Community, Collaboration, Intercultural Communication***Stella Bunnag**

With a move back to in-country teaching in China after COVID 19, we will describe a joint institute project between Nottingham Trent University (NTU) and Communication University of China (CUC) to design, deliver and gather data from a 10-week intercultural exchange programme for Chinese and international students in Beijing. We demonstrate successful collaboration at both teacher and student levels, vital aspects for strong TransNational Educational (TNE) partnerships (Heffernen and Poole, 2005). The 8 teaching and management staff at NTU and CUC leading the project built strong bonds and exchanged knowledge through the process of designing and implementing the course; interaction which Keay et al., (2014) highlight as being crucial for staff involved in TNE programmes to achieve the best possible outcomes for themselves and students. Not only this, the project has enabled us to start building an international research profile as a UK-China staff community by publishing and presenting the results of our work in both English and Chinese. For students, the 10 intercultural communication events enabled them to build an international community with the benefits of forging new friendships (Smith et al., (2004), feeling a sense of belonging (Singh, 2019) and developing everyday English and communication skills (Duff, 2017; cited in Bunnag and Burch, 2023) in a Chinese-speaking environment. Furthermore, the main vehicle of the project which was to deliver intercultural exchange events has developed students' intercultural competence. Increasing intercultural communication skills in global educational and professional environments can have a major impact on success (Matveev, 2017). As well as enabling the development of personal skills Neuliep (2017) having good intercultural competence can increase employability (Matveev, 2017). The presentation will describe the set up and delivery of this project as well as the data gathered to show examples of successful international collaboration and interaction.

Chinese Version

TNEast：社区、协作、跨文化交流

随着新冠肺炎(COVID-19)疫情之后中国国内教学的回归，我们将在北京为中外学生介绍一个由英国诺丁汉特伦特大学（NTU）和中国传媒大学（CUC）联合研究的项目，该项目旨在设计、实施并收集为期10周的跨文化研究数据。我们展示了在教师和学生层面都取得的成功合作，这对于强大的跨国教育（TNE）合作伙伴关系至关重要（Heffernen and Poole, 2005）。领导该项目的NTU和CUC的8名教学和管理人员在课程设计和实施过程中建立了牢固的合作伙伴关系并交流了知识。Keay等人（2014）强调这种互动对于参与跨国教育（TNE）项目的教职员工来说是至关重要的，其实现的最佳结果既有利于教职员工，也有利于学生。不仅如此，该项目还使我们能够通过用中英文发表和展示我们的工作成果，开始构建一个英中两国教职员工群体的国际研究形象。对于学生来说，这10项跨文化交流活动使他们能够在汉语环境中建立一个国际社区，并有助于建立新的友谊（Smith等人，2004），感受到归属感（Singh, 2019），提升日常英语和沟通技能（Duff, 2017; 引用自Bunnag和Burch, 2023）。此外，该项目的主要目的是通过举办跨文化交流活动，培养学生的跨文化能力。在全球教育 and 专业环境中提高跨文化沟通技能对成功有着重大影响（Matveev, 2017）。Neuliep（2017）拥有良好的跨文化能力，除了能够发展个人技能外，还可以提高就业能力（Matveev, 2017）。此次演讲将介绍该项目的建立和实施以及收集的数据来展示一些成功的国际合作与互动的例子

Ohene Agyemang Opoku

China-Africa people-to-people relations have drifted deeper into the arena of African ESL teachers' presence in Chinese classrooms. The presence of the "dark-skin" teachers in China has presented another narrative on China-Africa cooperation and cross-cultural dialogue. More significant, is China's recognition of South Africans as native English speakers. This has enabled South Africans to apply for work visas and work legally in China. Owing to this policy, the number of South Africans in China has increased in an exponentially levels. There are also some Africans from other countries who qualify to teach English and are in Chinese schools. Recruiting teachers with African nationality has brought Africans to the core of China's society i.e. schools. The central research questions at the micro-levels of engagement are, does the proliferation of African ESL teachers in Chinese schools promote any cross-cultural communication? Are Chinese students understanding Africa and Africans through this avenue of interaction? How are the points of convergence and bifurcation on interracial cultural communication shaping the narrative on south-south cooperation? While there remains an increasing number of Africans in China and in Chinese schools and society, some scholars contend that there are wider gaps in the interracial cultural understanding between Africans and Chinese. This paper aims to delve into the nitty-gritty of the undiscovered evidence of black African teachers and Chinese students' interactions. Through a qualitative ethnographic method and with a 120 set of semi-structured interview guides, this paper studies the nuances and covert issues underpinning China-Africa people-to-people cooperation. It sampled respondents from Beijing, Guangzhou, Jinan, and Wuhan. The findings of this paper are put into recommendations.

Functional Multilingualism: Thinking Beyond English as Lingua Academica in German HEIs

Stefanie Nölle-Becker & Constanze Bradlaw

The understanding of multilingualism being the norm and not the exception is rapidly reaching political and societal consensus. Still, the definitions of multilingualism are manifold and often the term is misused as a mere buzz word. At the same time, the consequences of multilingualism being the norm for educational institutions in general and HEIs in particular are rarely put into practice, nor do they consider state of the art research in this field. In Germany, the so called internationalisation of HEIs is an increasingly important topic in the field of university development. But the discussion regarding this topic widely ignores the fact that learning and teaching has to do with language(s). The Technical University of Darmstadt chose to walk a different path with an innovative languages concept promoting functional multilingualism as an integral part of its internationalisation strategy. It can be seen as an antipode to an internationalisation and languages practice at German and European HEIs that is often labelled as English Only. On the grounds of English being the lingua franca/lingua academica, German HEIs switch all too ready the teaching and communication language from German to English least in international university courses. The authors argue that this attitude neither mirrors nor exploits the vast multilingual repertoires of today, especially not those of the EHEA/ERA. We are convinced that in our ever more interlinked world we also need to consider pluricentric queries that arise in the context of world Englishes. In our contribution, we will present the languages strategy of the Technical University of Darmstadt, the principles of our understanding of functional multilingualism and its consequences for languages use at our institution. Our considerations may serve as an example of a German HEI following truly multilingual paths beyond German and English.

German:

Das Verständnis von Mehrsprachigkeit als Norm und nicht als Ausnahme entwickelt sich immer stärker zu einem politisch und gesellschaftlich akzeptierten Konsens. Derweil gibt es unterschiedliche Definitionen von Mehrsprachigkeit, und häufig wird der Begriff als reines Schlagwort genutzt. Gleichzeitig finden weder die Auswirkungen von Mehrsprachigkeit als Norm in Bildungsinstitutionen im Allgemeinen und an Institutionen des tertiären Bildungssektors im Speziellen noch die aktuellen Erkenntnisse aus der Mehrsprachigkeitsforschung ausreichend Berücksichtigung. Dabei spielt in Deutschland die sogenannte Internationalisierung der Hochschulen eine zunehmend wichtige Rolle in der Hochschulentwicklung. Doch die Diskussion dieses Themenkomplexes ignoriert weithin, dass Lernen und Lehren

mit Sprache(n) zu tun hat. Die Technische Universität Darmstadt hat entschieden, einen anderen Weg einzuschlagen und ein innovatives Sprachenkonzept verabschiedet, das auf funktionaler Mehrsprachigkeit fußt und einen integralen Bestandteil ihrer Internationalisierungsstrategie darstellt. Dieses Konzept kann als Gegenentwurf zu einer Internationalisierungs- und Sprachenpraxis an deutschen und europäischen Institutionen des Tertiären Bildungssektors verstanden werden, die oft als English Only bezeichnet wird: vor dem Hintergrund von Englisch als lingua franca/lingua academica stellen deutsche Hochschulen allzu bereitwillig ihre Lehr- und Kommunikationssprache von Deutsch auf Englisch in ihren sogenannten internationalen Studiengängen um. Diese Vorgehensweise spiegeln unserer Ansicht nach weder die vielfältigen mehrsprachigen Repertoires unserer Gegenwart allgemein noch die des Europäischen Hochschul- und Forschungsraums, geschweige denn nutzen sie. Wir sind überzeugt, dass wir darüber hinaus in unserer hochvernetzten Welt plurizentrische Fragestellungen adressieren sollten, die im Kontext von world Englishes existieren. In unserem Beitrag werden wir das Sprachenkonzept der TU Darmstadt vorstellen, unser Verständnis der funktionalen Mehrsprachigkeit erläutern sowie die sich daraus für unsere Universität ergebenden Konsequenzen. Unsere Überlegungen mögen als Beispiel dafür dienen, wie eine deutsche Universität mehrsprachige Wege beschreitet, die über den Gebrauch von Deutsch und Englisch hinausgehen.

*Students' Perceptions and Experiences of Interaction in Web-based Language Learning***Janne Niinivaara**

In the post-pandemic world, the development of language teaching should take into account both the lessons learned from remote learning and students' experiences with online education. I examine university students' perceptions and experiences of online interaction as part of the courses offered by the Language Centre at the University of Helsinki. The presentation is based on a survey conducted during the COVID-19 pandemic (n=512) (Niinivaara & Lehtonen 2023), when all the teaching took place online and remotely.

I approach interaction from the perspectives of communication, pedagogy, and linguistics, and my methodology is qualitative. The results indicate that students' experiences and perceptions vary and are contradictory. Three different characteristics emerge. The first relates to the presence of the teacher and the pedagogical choices associated with it. The second characteristic relates to students' positive and negative experiences of peer interaction. The third characteristic connects to the conflicting norms of web-based interaction.

I discuss what guidelines the results provide for the development of web-based teaching from the perspective of interaction and in the context of the language centres. . Interaction can easily remain undefined and un-negotiated. Therefore, digitalization is often seen merely as a method instead of articulating the objectives and significance of digital language and communication skills at the curriculum level. I present perspectives on how the results of the survey have been utilized in the curriculum design and development of teaching at the Language Centre.

Spanish:

“No significa que no esté interesado” – Percepciones y experiencias sobre la interacción en aprendizaje de lenguas basado en la Web En el mundo pospandémico, el desarrollo de la enseñanza de idiomas debería tener en cuenta tanto lo que se ha aprendido sobre el aprendizaje a distancia como las experiencias de los estudiantes con la educación en línea. En este artículo estudiaré las percepciones y experiencias de los estudiantes universitarios en cuanto a la interacción en línea como parte de los cursos ofrecidos por el Centro de Idiomas de la Universidad de Helsinki. Esta presentación se basa en una encuesta realizada durante la pandemia de COVID-19 (n=512) (Niinivaara y Lehtonen 2023), cuando toda la enseñanza se llevó a cabo en línea. Abordaré la interacción desde las perspectivas de la comunicación, la pedagogía y la lingüística utilizando una metodología cualitativa. Los resultados indican que las experiencias y percepciones de los estudiantes varían y son contradictorias. Emergen tres características diferentes. La primera se relaciona con la presencia del profesor y sus elecciones pedagógicas. La segunda característica está relacionada con las experiencias positivas y negativas de los estudiantes en la interacción entre compañeros. La tercera característica se conecta con normas conflictivas de la interacción basada en la web.

Analizaré qué pautas proporcionan los resultados para el desarrollo de la enseñanza en línea desde la perspectiva de la interacción y en el contexto de los centros de idiomas. La interacción puede quedarse fácilmente sin definir y sin negociar. Por lo tanto, la digitalización se percibe a menudo simplemente como un método en lugar de articular los objetivos y la importancia de las habilidades digitales de lenguaje y comunicación a nivel de currículo. Finalmente, presentaré perspectivas sobre cómo los resultados de la encuesta se han utilizado en el diseño del currículo y en el desarrollo de la enseñanza en el Centro de Idiomas.

Niinivaara, J., & Lehtonen, H. (2023). Verkko-opetuksen kehittäminen viestintä- ja kieliopinnoissa – yliopisto-opiskelijoiden kokemukset ja käsitykset vuorovaikutuksesta [Development of online teaching in communication and language studies - University students' experiences and perceptions of communication]. Prologi – Journal of Communication and Social Interaction, 19(1), 5–24. <https://doi.org/10.33352/prlg.119994>

Minna Intke Hernández & Katja Peltola

Our research focuses on the role that belonging plays in student language learning, and its impact on their language proficiency and experience in Language Centre courses. Our research question is as follows: How do students in Finnish university language centres experience a sense of belonging during their studies, and how does this influence their language proficiency and learning experiences?

The sense of belonging is shaped by an individual's desire and effort to belong to a community and have opportunities to participate in community activities. Opportunities for participation, as well as the sense of meaning, are essential components of the sense of belonging (Leemann et al., 2021; Isola, 2021). Furthermore, belonging is not merely physical presence but also entails a sense of being accepted and having a legitimate place in the community (Intke-Hernandez, 2024). Our study aims to emphasize the significance of belonging in language learning, and how it can be optimized within language centre courses and related settings.

The thematic focus of the group "Learning with others" and its subgroup "Language in the community" emphasizes communal learning within a classroom and language usage within a broader campus community, highlighting that learning does not occur in isolation but is closely tied to an individual's sense of belonging in their environment. The students in our study are those enrolled in university language centres. The term 'community' in our context can refer to the communities within the language centres, such as language centre courses and other related activities. Our research provides practical insights into how language centres can foster a stronger sense of belonging amongst their students and how this experience positively influences students' language proficiency and learning experiences. These findings can serve as a foundation for practical measures and strategies that will further promote communal learning and belonging within language centers.

The research is based on interview studies targeting students in Finnish university language centers. The study commences in March 2024, and preliminary results can be presented at CercleS Conference 2024.

Developing Language Learner Autonomy Through Translanguaging in Scottish Primary Schools. From 'I can only speak English' to Using All Available Resources (and Redesigning the Language Learning Evaluation Task).

Dobrochna Futro

This presentation will discuss the use of translanguaging artworks (i.e. artworks where languages are combined with visual means of expression) and art-making in the series of Polish language teaching workshops I designed and delivered in two Scottish primary schools in 2019 and 2020 as part of my doctoral work. I will briefly introduce the Scottish education system and linguistic landscape of Scotland with 154 languages spoken by pupils alongside English, discuss the method of 'gathering permissions' from artworks (Lucero 2011, 2022) and how I used it to support the creation of a translanguaging space (Li Wei, 2018, Jones 2019) in which young language learners were developing skills and confidence to own their language learning starting from their already existing linguistic and semiotic repertoire. I will share and discuss art-based activities I used in my study and consider how translanguaging through art-making provided scaffolding for the development of learner autonomy and agency. I will present the findings from this study which suggest that the inclusion of translanguaging art-based activities supported children on their paths to becoming active agents, critically and creatively developing their own language learning and weaving meaning across languages, modalities and cultures. Finally, I will present how this research and similar types of activities were used in a number of CPD projects with teachers (Hirsu et al 2021, Hirsu et al 2023, Futro et al 2024), I will share teachers' feedback and teaching resources developed and used in these projects to support teachers in developing multilingual approaches to teaching English and other additional languages.

Polish:

W niniejszej prezentacji omówione zostanie wykorzystanie dzieł transjęzycznych (tj. dzieł sztuki, w których języki występują w relacji z wizualnymi środkami wyrazu) oraz tworzenie sztuki w ramach cyklu warsztatów z nauczania języka polskiego, które zaprojektowałam i przeprowadziłam w dwóch szkockich szkołach podstawowych w latach 2019 i 2020 w ramach mojego doktoratu. Pokróćce przedstawię szkocki system edukacji i krajobraz językowy Szkocji ze 154 językami, którymi posługują się uczniowie szkockich szkół obok angielskiego, omówię metodę „zbierania pozwoleń” (Lucero 2011, 2022) i jak ją wykorzystałam by zainicjować i wesprzeć tworzenie przestrzeni transjęzycznej (Li Wei, 2018, Jones 2019), w której uczniowie i uczennice rozwijali umiejętności i pewność siebie w zakresie nauki języka obcego. Podzielę się i omówię działania związane ze sztuką, które wykorzystałam w swoich badaniach, a także rozważę, w jaki sposób tworzenie transjęzycznych prac artystycznych wspierało rozwój autonomii i sprawczości uczniów. Przedstawię wnioski z moich badań, które sugerują, że włączenie transjęzycznych zajęć opartych na sztuce pomogło dzieciom stać się aktywnymi podmiotami, krytycznie i twórczo rozwijać własną drogę w nauce języka i budować znaczenia poprzez języki, modalności i kultury. Na koniec przedstawię, w jaki sposób te badania i podobne działania były wykorzystane w szeregu projektów doskonalenia zawodowego z udziałem nauczycieli (Hirsu i in. 2021, Hirsu i in. 2023, Futro i in. 2024), podzielę się opiniami nauczycieli i materiałami opracowanymi i wykorzystanymi w tych projektach, aby wspierać nauczycieli w budowaniu wielojęzycznego podejścia do nauki języka angielskiego i innych języków.

*Enhancing Multilingual and Multicultural Competence for Engineering Students***Nathalie Kirchmeyer & Kristina Knauff**

Multilingualism is an asset in an increasingly interconnected and linguistically diverse world. It promotes linguistic flexibility, cultural sensitivity and cognitive flexibility, as well as the ability to think from various perspectives. Alongside the dominance of English, multilingualism is prevalent in many workplaces within the globally operating tech sector. A multilingual environment requires strategies and skills such as code-switching, transfer, and mediation.

The Royal Institute of technology (KTH) at Stockholm, Sweden, offers an international learning environment with a large number of international students and academic staff. Furthermore, many students already are multilingual but may not be prepared to use their multilingual competences in an academic or professional context. Enhancing and strengthening student's multilingual competences is an asset, also in the "Anglosphere". Multilingualism opens doors to a broader professional network by bridging language and cultural barriers. It also enhances problem solving as diverse linguistic and cultural knowledge helps to develop innovative solutions and adapt to different contexts.

The department of language and communication at KTH is constantly seeking new teaching and learning methods that meet the evolving needs of students and society. This development can entail shifting from more traditional "language courses" and offering other ways of learning and practicing languages through skill-based courses, project-based courses or workshops and challenge driven education. It implies also new formats of teaching and learning, as blended learning and teaching, flipped classroom and collaborative learning (COIL).

In this presentation, we will describe our ongoing work with diversifying and renewing language teaching at KTH by introducing a multilingual course. Our aim is to enhance students' multilingual competences, preparing them to work in multilingual, multidisciplinary and multicultural working environments.

Renforcer la compétence multilingue et multiculturelle des étudiants en ingénierie

Le multilinguisme est un atout dans un monde de plus en plus interconnecté et linguistiquement diversifié. Il favorise la flexibilité linguistique, la sensibilité culturelle et la flexibilité cognitive, ainsi que la capacité à penser selon différentes perspectives. Parallèlement à la domination de l'anglais, le multilinguisme a sa place dans de nombreux lieux de travail d'un secteur technologique mondialisé. Un environnement multilingue exige des stratégies et compétences telles que l'alternance des langues, le transfert et la médiation.

L'Institut royal de technologie (KTH) de Stockholm, Suède, offre un environnement d'apprentissage international grâce à la présence de nombreux étudiants, enseignants et chercheurs internationaux. De plus, de nombreux étudiants sont multilingues sans pour autant être vraiment préparés à utiliser leurs compétences multilingues dans un contexte universitaire ou professionnel. Le développement et le renforcement des compétences multilingues des étudiants est un atout, et ce également dans "l'anglosphère". Le multilinguisme ouvre les portes à un réseau professionnel plus large en surmontant les barrières linguistiques et culturelles. Il améliore également la résolution de problèmes car une connaissance linguistique et culturelle diversifiée aide à développer des solutions innovantes et à s'adapter à différents contextes.

Le département des langues et de la communication de KTH est en constante recherche de nouvelles méthodes d'enseignement et d'apprentissage qui répondent aux besoins évolutifs des étudiants et de la société. Cette évolution implique de passer de cours de langue plus traditionnels à d'autres formes d'apprentissage et de pratique des langues à travers des cours axés sur les compétences, des cours basés sur des projets ou des ateliers ainsi que sur l'apprentissage axée sur les défis (Challenge Driven Education). Cela implique également de nouveaux formats d'enseignement et d'apprentissage, tels que l'apprentissage mixte (blended learning), la classe inversée (flipped classroom) et l'apprentissage collaboratif (COIL).

Dans cette présentation, nous décrivons notre travail en cours visant à diversifier et renouveler l'enseignement des langues à KTH par l'introduction d'un cours multilingue. Notre objectif est d'améliorer les compétences multilingues des

étudiants en les préparant à travailler dans des environnements de travail multilingues, multidisciplinaires et multiculturels.

A Plurilingual Approach for Beginners' Courses in German. An Example from Foreign Language Teaching

Almut Meyer

This paper presents a plurilingual approach for beginners' courses in foreign language teaching. It refers to the teaching of legal German, which is offered at the Faculty of Law at the University of Turku (Finland). The aim of specialised language courses is that learners can use their language skills to perform professional tasks. These courses usually require language skills at an advanced level. However, this presentation aims to show that even at beginner level, specialised texts can essentially be understood and thus incorporated into teaching. The focus here is on a plurilingual approach, which stands for a transition from monolingual curricula to learning programmes that meet the requirements of multilingual working environments in international contexts. This plurilingual concept assumes that when learning a new language, not only previously acquired language skills and language learning experiences in other languages, but also specialised and world knowledge in particular should be utilised as a resource. Theoretically, this approach refers to tertiary language didactics and to the receptive orientation of intercomprehension with a focus on the seven sieves method (EuroComGerm). Moreover, the theoretical framework also includes cognitive approaches of recent specialised communication research, which understand knowledge systems as a gateway to epistemic cultures in specific domains.

The presentation will first outline the theoretical framework focussing on the interdisciplinary theoretical field, highlighting reference points central to the specific didactic work. The theoretical explanations are then illustrated with examples of teaching materials. The aim is to provide teachers with both theoretical orientation and practical suggestions for the development of plurilingual and specialised language learning programmes, which can as well be transferred to other - for example, cultural studies-oriented - GFL learning programmes. In this way, not only plurilingual practice is promoted, but also pluricultural learning due to the content-orientation. This motivates students to learn German.

German:

In diesem Beitrag geht es um einen plurilingualen Ansatz für Anfängerkurse im studienbegleitenden Fachfremdsprachenunterricht. Dabei wird auf den Unterricht in der Fachfremdsprache Rechtsdeutsch Bezug genommen, der an der Jurafakultät der Universität Turku (Finnland) angeboten wird. Fachfremdsprachenkurse verfolgen das übergeordnete Lernziel, dass Lernende ihre Sprach- und Kommunikationsfertigkeiten bei der Bewältigung beruflicher Aufgaben nutzen können. Bei diesen Lernangeboten werden zumeist Sprachkenntnisse auf einem fortgeschrittenen Niveau vorausgesetzt. Jedoch soll in dieser Präsentation aufgezeigt werden, dass auch schon auf Anfängerniveau fachbezogene Texte im Wesentlichen verstanden und somit in den Unterricht einbezogen werden können. Im Mittelpunkt steht dabei ein plurilingualer Ansatz, der für einen Übergang von monolingual geprägten Curricula zu Lernangeboten steht, die den Anforderungen der mehrsprachigen Berufswelt in internationalen Kontexten gerecht wird. Das plurilinguale Konzept geht zentral davon aus, beim Erlernen einer neuen Sprache nicht nur früher erworbene Sprachkenntnisse und Sprachlernerfahrungen in anderen Sprachen, sondern auch insbesondere Fach- und Weltwissen als Ressource zu nutzen. Theoretisch bezieht sich dieser Ansatz zum einen auf die Tertiärsprachendidaktik sowie auf die rezeptive Ausrichtung der Interkomprehension mit einem Fokus auf die Sieben Siebe-Methode bezieht (EuroComGerm). Zum anderen gehören zum theoretischen Rahmen auch kognitive Ansätze der neueren Fachkommunikationsforschung, die Wissenssysteme als Zugang zu epistemischen Kulturen in spezifischen Domänen auffassen.

In der Präsentation wird zunächst der theoretische Rahmen skizziert, der das interdisziplinär geprägte Theoriefeld fokussiert, wobei für die konkrete didaktische Arbeit zentrale theoretische Bezugspunkte herausgestellt werden. Die theoretischen Ausführungen werden anschließend exemplarisch durch Unterrichtsmaterialien veranschaulicht. Das Ziel besteht darin, Lehrenden sowohl theoretische Orientierung als auch praktische Anregungen für die Entwicklung plurilingualer und fachsprachlicher Lernangebote anzubieten, die aber auch auf andere – beispielsweise landeskundlich ausgerichtete – DaF-Lernangebote übertragen werden können. So wird nicht nur plurilinguales Handeln, sondern aufgrund der Inhaltsorientierung ebenso plurikulturelles Lernen gefördert. Das motiviert für Deutsch.

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Cephalopoda / Kopffüßer: Mehrsprachigkeitsaspekte in der Vermittlung von Deutsch als fremder Fachsprache am Beispiel der Biologie / Cephalopoda / Kopffüßer: Multilingual Aspects in the Teaching of German as a Foreign Language Using the Example of Biology

Anja Häusler & Juliane Michelini

Aufgrund des steigenden Interesses internationaler Studienbewerber:innen an einem Fachstudium in Deutschland, insbesondere in den Ingenieur- und Naturwissenschaften (vgl. z. B. DAAD, Wissenschaft weltoffen 2022), wurde im Bereich Deutsch als Fremdsprache am Fremdsprachenzentrum der Ruhr-Universität Bochum (RUB) ein Konzept entwickelt, das für die Vermittlung fachsprachlicher Kompetenzen für verschiedene Fachbereiche eingesetzt wird (vgl. Häusler, Michelini, Weber 2023). Die Sprache der Biologie spielt hierbei mit ihrem mehrsprachigen Fachwortschatz, der sich vornehmlich aus dem Deutschen, Lateinischen und Griechischen speist, eine gesonderte Rolle.

Der Erwerb von Fachwortschatz ist für das fachliche Lernen essenziell, da dieser eine wichtige Rolle für die rezeptiven und produktiven Sprachkompetenzen spielt. Internationale Studierende der Fächer Biologie/Biotechnologie werden hierbei vor besondere Herausforderungen gestellt, da Fachtexte, die bereits in der Studieneingangsphase rezipiert werden müssen, eine sehr hohe Dichte an Fachwörtern aufweisen. Diese entstammen der deutschen, griechischen oder lateinischen Sprache und weisen in Fachgebieten wie der Zoologie oft Doppelbenennungen auf.

Für Studierende bedeutet dies, dass das lexikalische Lernpensum sehr hoch ist, da u. a. zwei für sie meist fremdsprachliche Fachbegriffe gleichzeitig gelernt werden müssen. Die hohe Dichte von Fachwörtern in Lesetexten kann das detaillierte Lesen stark verlangsamen. Weiterhin ist die korrekte Aussprache der Fachbegriffe wichtig, um klar und präzise mündlich kommunizieren zu können.

Für den fachsprachlichen Unterricht bedeutet dies u. a., dass Strategien zum Fachwortschatzlernen und zur Wortschließung vermittelt werden müssen, die die Mehrsprachigkeitsaspekte miteinbeziehen. Vor dem Hintergrund der heterogenen Sprachlernbiografien der Studierenden ist für die griechisch/lateinischen Fachbegriffe ein Aussprachetraining notwendig.

Der Vortrag präsentiert Beispiele aus Fachtexten der Biologie, in denen sich Mehrsprachigkeit in verschiedenen Formen auf der Wortebene zeigt und die oben genannten Herausforderungen sichtbar macht. Weiterhin wird ein mögliches Unterrichtsmodell zur Vermittlung der Fachsprache Biologie/Biotechnologie präsentiert, das an der RUB erarbeitet wurde. Im Fokus steht dabei das Fachwortschatzlernen. Hierfür werden ausgewählte didaktische Ansätze, Lerntechniken und Lehr-Lern-Materialien präsentiert und zur Diskussion gestellt.

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Abstract English

Due to the growing interest among international prospective students in pursuing academic studies in Germany, especially in engineering and natural sciences (cf. e.g., DAAD, Wissenschaft weltoffen 2022), a concept was developed in the German as a Foreign Language Department of the Foreign Language Center at Ruhr-Universität Bochum (RUB), which is used to teach German for Special Purposes for various subject areas (cf. Häusler, Michelini, Weber 2023). Given its multilingual subject field terminology, which is primarily drawn from German, Latin and Greek, the language of biology plays a special role within this.

The acquisition of subject field terminology is crucial for subject-specific learning, as it plays an important role in receptive and productive language skills. Biology/biotechnology students face particular challenges in this respect, as academic texts, encountered early in the learning process, are characterised by a high density of specialized terms. These originate from German, Greek or Latin and often have double names in subject areas such as zoology.

This presents significant challenges for international students: the vocabulary learning workload is high, as they often need to learn two specialized terms for a single concept. The high density of specialized terms in reading texts can slow down detailed reading considerably. Lastly, correct pronunciation of specialized terms is essential for successful communication.

For teaching, this means, that specific strategies for vocabulary acquisition and word indexing must be taught that accommodate the aspects of multilingualism. Given student's heterogeneous language learning backgrounds, pronunciation training is required, especially for the greek and latin terms.

The presentation offers examples from academic texts in biology in which multilingualism manifests itself in various forms at the word level and makes the aforementioned challenges visible. Furthermore a teaching modell will be presented, which was developed at the RUB. The focus here is on learning technical vocabulary in the field of biology. Selected didactic approaches, learning techniques and teaching/learning materials will be presented and discussed.