

Day 1: Thursday, 10th September

CercleS 2020

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European University Language Centres' websites: users' perception of academic, cultural and social issues

Oral presentation

In Higher Education, academic websites are an essential gateway to the dissemination of information and services through which institutions interact with potential users (e.g., students, instructors, academics, immigrants) as well as the public in general. University Language Centres, in particular, can play a fundamental role in disseminating the value of multilingualism and multiculturalism so strongly supported by the Council of Europe and the European Commission ever since the 1990s and, in particular, following the Bologna Declaration and the ensuing Bologna Process. Indeed, creating a framework of actions to help citizens become more aware of respecting diversity in languages and cultures in order to encourage the integration of the varied geographical realities present in Europe has become of paramount importance. Language instruction is undoubtedly identified also as a tool for developing socio-cultural awareness and, as a consequence, University Language Centres have become welcoming environments in which multilingualism and intercultural communication, learning by doing, autonomous language learning, self-assessment and the European Language Portfolios, communicative strategies and social inclusion, creativity and knowledge-sharing are key concepts. The impact of the Lifelong Learning and Erasmus programs,

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ELF for English language policy, pedagogy, and practice as well as ELF in relation to global multilingualism. She is a member of the Advisory Board of the Language Centre at the University of Calabria.

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Jean Jimenez is a Researcher at the University of Calabria, Italy, where she teaches EAP and ESP to undergraduate and graduate students. She is part of the Advisory Board of the University Language Centre and co-coordinator of the Test Development Team responsible for the development of EFL tests for university students. She holds a PhD in Applied Linguistics from Lancaster University, UK. Her main research interests include SLA, Corrective Feedback in CALL, Language Testing, and the use of Corpus Linguistics in the Second Language Classroom. She has presented papers at national and international conferences in Europe and North America.

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strongly encouraged by the Bologna Accords, and later the internationalization process of European universities, has further strengthened the need to promote linguistic, social, cultural and democratic growth in academic societies.

The purpose of this talk is to present the preliminary results of an in-progress project aimed at investigating to what extent European University Language Centres (EULCs) promote the aforementioned concepts through their actions and policies, with a particular focus on the language used on their websites. More specifically, the main objectives of this project are to:

- Analyse the communicative strategies used in EULC websites to present the linguistic and cultural activities organised for the academic and territorial communities;
- Identify users' perceptions of the linguistic, cultural and social messages conveyed through services presented in the websites;
- Understand how university learners react to the content of the EULC websites.

A small pilot study will be illustrated, focusing on both the communicative strengths and weaknesses of EULC websites, in order to encourage a reflection on how language is and can be used more effectively to promote the language and social-educational aims promoted by the Council of Europe. The final aim is to share ideas/knowledge with other European and international researchers. This would hopefully create a network of researchers who, while working within EULC contexts, can join our team in taking forth this proposal.

Presenteremo i primi risultati di un progetto in progress che ha l'obiettivo di analizzare in che termini i contenuti e linguaggi utilizzati nei siti di un campione di Centri Linguistici Europei riflettono principi come il multilinguismo, il multiculturalismo, le politiche linguistiche, l'apprendimento autonomo e l'autovalutazione, la creatività e l'inclusione. L'obiettivo, a lungo termine, è di identificare come la lingua possa essere usata al fine di promuovere efficacemente i principi socio-educativi e linguistici promossi dal Consiglio

d'Europa. La condivisione di questo progetto mira a condividere idee e coinvolgere un network di Centri Linguistici potenzialmente interessati ad unirsi in questo obiettivo.

of Reading. Her research interests are Corpus Linguistics, Discourse Analysis, and ESP, with particular interest in the language of tourism.

Androulla Athanasiou

Cyprus University of Technology

Language Centres at a Crossroads

Oral presentation

In considering the future of language centres, the most critical issue is undoubtedly their language teaching mission. Given the universal lingua franca status in the majority of international professions, the teaching of English is at the forefront of language centres in higher education.

The proposed paper therefore aims to discuss how the status quo can be challenged through the close collaboration of language centres and faculties, by developing students' language skills through English for Specific Purposes (ESP) courses, and to a greater extent by enhancing their autonomous learning and professional development skills.

More specifically, the paper will discuss the procedure for developing the structure and content of an English for Rehabilitation course at the LC of CUT, which has been realized in collaboration with departmental academic staff, namely the Rehabilitation Department. This course is a good example of how this English Language course can effectively incorporate 21st century skills. The goal of the course is to increase students' linguistic competence to allow them to function professionally in English as independent learners in all four skills at an advanced (B2) level.

The course has been designed according to language parameters as defined by the Common European Framework for Languages (CEFR) descriptors at a B1-B2 level, bear-

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ing in mind students' future professional needs. These descriptors were implemented as activities which aimed at developing students' lifelong learning skills. In so doing, the course embodies the principles of situated task-based learning (Abdallah, 2011) through socio-collaborative interaction (Thorne & Lantolf, 2007), for instructors no less than students.

Examples of how the Cyprus University Language Centre has collaborated with the Rehabilitation Department will be provided, showcasing how tailor-made activities, such as attending academic staff lectures, writing summaries, engaging in critical analysis and argumentative writing, have been designed and carried out. All of these activities among others were carried out in English. The ultimate aim is to provide graduating students with the necessary English language competence to autonomously support and further their career paths. The presentation will close with examples from students' reflections on the activities and the nature of the specific course.

This is the real crossroads that language centers must face and the focus of this presentation.

Η προτεινόμενη παρουσίαση στόχο έχει να συζητήσει τη σημασία της στενής συνεργασίας των Κέντρων Γλωσσών και Σχολών στην ανάπτυξη των γλωσσικών δεξιοτήτων των φοιτητών μέσω των μαθημάτων Αγγλικών για Ειδικούς Σκοπούς και κατ' επέκταση στην ανάπτυξη και την ενίσχυση της αυτόνομης μάθησης και δεξιοτήτων για επαγγελματική ανάπτυξη.

Συγκεκριμένα, στην παρουσίαση θα συζητηθεί η διαδικασία ανάπτυξης ενός μαθήματος Αγγλικών για Αποκατάσταση, στο Κέντρο Γλωσσών (ΚΓ) του Τεχνολογικού Πανεπιστημίου Κύπρου (ΤΕΠΑΚ), η οποία πραγματοποιήθηκε σε συνεργασία με το ακαδημαϊκό προσωπικό του οικείου τμήματος, δηλαδή του Τμήματος Αποκατάστασης. Θα δοθούν παραδείγματα δραστηριοτήτων που χρησιμοποιήθηκαν και που είχαν

στόχο να αυξηθεί η γλωσσική ικανότητα των φοιτητών ώστε να μπορούν να λειτουργήσουν επαγγελματικά στα Αγγλικά ως ανεξάρτητοι μαθητές.

Luisa Bavieri & Ana Beaven

University of Bologna Language Centre

“But where are you really from?” – Developing interpersonal and intercultural skills in a university language course

Oral presentation

Intercultural language learning and teaching is much advocated in contemporary foreign and second language classroom contexts (Borghetti 2016; Kramsch 2006; Liddicoat & Scarino 2013). According to this perspective, language proficiency and knowledge of the target culture are no longer sufficient as learning aims; rather, intercultural development involves a wider set of abilities and attitudes which can be applied to understand a plurality of cultures, including one’s own (Baker 2015). In today’s multicultural societies, this may be much more relevant to learners than has traditionally been assumed. In such a context, the language teacher needs to introduce materials and resources that combine intercultural and linguistic aims.

Within this context and as an example of what we understand as intercultural language teaching, our presentation shows the use of intercultural activities in an Italian L2 elementary course at the Language Centre of Bologna University, attended both by exchange and degree-seekers students. The proposed learning materials are taken from the IEREST manual (Intercultural Educational Resources for Erasmus Students and their Teachers) (IEREST, 2015), and invite students to explore the notions of multiple identities, stereotype, prejudice, essentialism and ethnocentrism.

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Ana Beaven teaches English as the University of Bologna Language Centre. He has a PhD in Applied Linguistics from the University of Warwick. Her main areas of interest are Virtual Exchange, Open Educational Resources, and Intercultural Language Learning and Teaching. She was the coordinator of the European project IEREST (Intercultural Education Resources for Erasmus Students and their Teachers).

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They also encourage students to reflect on their intercultural learning objectives in relation to their intercultural encounters (IEREST, 13).

A research study was designed to explore how the students engaged with the activities, their level of commitment and the degree to which they considered the intercultural tasks to have had an influence on their behaviours, attitudes and beliefs about themselves and others. Students' reflections were collected after the completion of the tasks through audio-recorded semi-structured individual interviews. Data show individual differences in the students with regard to their interpretations of the proposed activity and its outcomes.

We will conclude our presentation with our own reflections as practitioners working in a university language centre on the importance of the intercultural dimension in foreign and second language teaching and learning.

Hoy día, el aprendizaje y la enseñanza de idiomas desde un punto de vista intercultural son muy recomendables. Nuestra presentación muestra el uso de una actividad de educación intercultural impartida dentro de un curso elemental de italiano L2 en el Centro de Idiomas de la Universidad de Bolonia, al que asistieron tanto estudiantes de intercambio como de licenciatura completa.

Las tareas interculturales invitan a los estudiantes a explorar nociones tales como identidades múltiples, estereotipos, prejuicios y etnocentrismo, y a reflexionar sobre sus objetivos de aprendizaje intercultural y sobre sus metas para estudiar en el extranjero en relación con sus encuentros interculturales.

Nuestro objetivo consistía en explorar la disposición de los estudiantes con respecto a las tareas interculturales, su nivel de participación y la influencia de éstas en sus comportamientos / actitudes / creencias.

Los datos, recopilados a través de entrevistas grabadas en audio, muestran diferencias individuales entre los estudiantes. Nuestra presentación concluye con nuestras reflexiones, como profesionales que trabajamos en un centro universitario de idiomas, sobre la importancia de la enseñanza y el aprendizaje de idiomas desde un punto de vista intercultural.

Pavel Brebera

Language Centre, University of Pardubice, Czech Republic

Ready to Start with EMI? Expectations, Worries, Considerations

Oral presentation

The aim of the paper is to offer some important insights into the topic of English Medium Instruction (EMI) at the university level. The topic of EMI is presented from the perspective of the particular Language Centre which operates in the Czech educational context. The theoretical background is represented by the current views on the general EMI methodology and on its potential overlaps with the area of Content and Language Integrated Learning (CLIL). Besides, the key principles of task-based approaches to ELT are presented in order to illustrate the selected viewpoint of the aforementioned teaching methodologies. The theoretical analysis also focuses on the issues of learner beliefs and the students' coping strategies related to dealing with the specific educational content in a foreign language. The empirical part presents the results of two small-scale investigations, which were carried out in different teaching contexts. In accordance with the current models of learning strategies in the area of EMI, a questionnaire survey was conducted in the group of the students of transport engineering, and its results were primarily interpreted in terms of the perceived students' readiness for their potential learning of the specific content via EMI. The

Pavel Brebera works as Senior Lecturer at the Language Centre of the University Pardubice, Czech Republic. In his current job, he focuses mainly on teaching English for Specific Purposes and eLearning. His other professional activities include, for example, providing in-service teacher training at private language schools.

second investigation was based on the content analysis of the particular syllabus which was used for the real EMI course in the group of students of chemical engineering. The content analysis results were methodologically triangulated by means of the additional data, gathered by means of class observations and via the analysis of the real EMI participants' personal reflections. The outcomes of our investigations emphasise the complexity of introducing the EMI methodology in the university setting and they reveal some areas of its desirable further development. Our conclusions concern mainly the attitudinal dimension of the EMI learning design and the methodological issues in the area where "the content meets the language".

Cílem příspěvku je nabídnout vhléd do problematiky tzv. English Medium Instructions (EMI) v univerzitním prostředí, a to optikou konkrétního Jazykového centra, působícího v českém vzdělávacím kontextu. Teoretický základ představují současné náhledy na obecnou metodologii EMI a na její potenciální přesahy do oblasti tzv. Content and Language Integrated Learning (CLIL). Empirická část pak představuje výsledky dvou menších výzkumů šetření, jež byla realizována v různých výukových kontextech. Výsledky našich šetření upozorňují na komplexnost zavádění metodologie EMI do univerzitního prostředí a odhalují některé oblasti pro další potenciální rozvoj. Jedná se zejména o postojovou dimenzi učebního designu EMI a rovněž o metodologické otázky vztahující se k „setkávání specifického vzdělávacího obsahu s cizím jazykem“.

Peter Butler

Fachhochschule Nordwestschweiz

Lost but not found: what happens when grammarians fail us? Constraints on participial premodifiers in English.

Oral presentation

As language teachers we rely on textbook writers, lexicographers, grammarians to do their job so that we can do ours. That textbook writers sometimes fail us is evident but not too serious, since as teachers we are also equipped to write our own materials. That lexicographers and grammarians may fail us is not an idea we often entertain, but as R.M.W Dixon's magisterial *The Unmasking of English Dictionaries* (Cambridge, 2018) convincingly demonstrates, even in a language as well endowed as English the monolingual dictionaries we are encouraged to recommend to learners are flawed in ways that frequently render their definitions all but useless to foreign learners. That grammarians should fail us is, however, almost unthinkable, especially in the world's most studied language. But here is an example.

In English we are happy to talk about *lost property*, *hired cars* and *unsolved problems* but correspondingly less happy to contemplate *found property*, *bought cars* or *solved problems*. The latter sound distinctly odd and would probably be ruled out as ungrammatical by most native speakers. English seems to place severe but elusive constraints on the use of participial premodifiers, especially those involving the past participle. This is an everyday problem for anyone teaching English to speakers of the many languages that do not share these constraints. As a teacher of English to speakers of German, I find misuse of participial premodifiers to be one of the most common mistakes I encounter and would like to correct, if only I could provide a satisfactory explanation. None of the standard pedagogical grammars (Murphy, Swan,

Peter Butler read Philosophy and Modern Languages at King's College, Cambridge, and holds a Ph.D in nineteenth- and twentieth-century Russian and Czech literature. He is currently a Lecturer in English at the University of Applied Arts and Sciences Northwestern Switzerland, where he also teaches German-medium courses in the history and culture of Eastern Europe, Russia and Japan.

Emmerson) provides any guidance whatsoever. Academic grammars, both of the monolingual and comparative kind, fare no better. Quirk, Greenbaum et al.'s *A Comprehensive Grammar of the English Language* (London, 1985, with sundry later editions) makes a half-hearted attempt to address the problem, but the account it provides is neither coherent nor convincing. Feist's *Premodifiers in English* (Cambridge, 2013) contrives to ignore the issue as does most contemporary research. So the best course seems to be a bit of good old-fashioned DIY. Engaging with Quirk, Greenbaum et al., I endeavour to develop their analysis in such a way as to suggest how the problem might be best resolved. For the sake of simplicity I continue to limit myself to the case of past participles.

Im Englischen spricht man von *lost property, hired cars und unsolved problems, aber nicht found property, bought cars or solved problems*. Im Englischen unterliegt die Verwendung sogenannter partizipialer Prämodifikatoren offenbar strengen aber schwer fassbaren Beschränkungen, besonders beim Partizip der Vergangenheit. Wer Englisch an Studenten unterrichtet, deren Muttersprachen diese Beschränkungen nicht teilen, ist tagtäglich mit diesem Problem konfrontiert. Keine der Standard-Grammatiklehrbücher (Murphy, Swan, Emmerson) liefert auch nur die geringste Orientierungshilfe. Wissenschaftliche Grammatiken, ob einsprachig oder vergleichend, machen es da nicht viel besser. *A Comprehensive Grammar of the English Language* (London, 1985, mit zahlreichen späteren Ausgaben) von Quirk, Greenbaum u.a. setzt mit dem Thema nur halbherzig auseinander und liefert eine Darstellung, die weder konsistent noch überzeugend ist. Auch die neuere Forschung lässt uns bedauerlicherweise im Stich. Notgedrungen versuche ich folglich selbst Hand anzulegen und die von Quirk, Greenbaum et al. gebotene Analyse weiterzuentwickeln, um so aufzuzeigen, wie das Problem wohl am besten zu lösen wäre.

Sophia Butt

International Higher Education Consultant, Doctoral Researcher at the University of Birmingham, UK

Dangerous Times: The Implementation of Counter-Terrorism Policies in Educational Institutions

Oral presentation

At the 10th Wulkow Meeting in January 2018, language centre directors from the 11-member state countries met to discuss ways in which they could contribute to ‘Language Teaching in Higher Education in Dangerous Times.’ Among their key considerations was how professionals at such centres may be well-positioned to aid social cohesion, inclusivity and cultural sensitivity across Europe and beyond, despite increases in intercultural divisions fuelled by political decisions. One of the major policy changes that has emerged in many European and North American countries in recent years is the safeguarding role that is being introduced in the education sector to promote security and national identity. However, the implementation of counter-terrorism policies in the education sector has polarised the community: some practitioners argue that their role is to educate and not securitise, whilst other educationalists have willingly embedded policing practices into their classrooms.

In May 2015, the UK government launched a project named *BRIT* (Building Resilience through Integration & Trust) which includes a ‘radicalisation-seeking’ questionnaire aimed at primary schoolchildren. Introduced under the *Prevent* strand of *CONTEST*, the country’s counter-terrorism strategy, the controversial questionnaire is based on a 2010 study by two psychologists with links to the national security industry: they examined prison inmates to determine the common risk factors associated with extremist offenders. Their now classified report contains ‘a pre-crime intervention model’ named Extremism Risk Guidance 22+ that formed the basis of the ‘Vulnerability Assessment Frame-

Sophia Butt joined the UK’s University of Birmingham (UoB) in 1997 as a course writer for their distance MA in Translation Studies. From 2008–2014, she was director of the Business Management English Preessional Programme. As an interdisciplinary doctoral researcher working with Linguistics, Social Policy and Law, Sophia is currently exploring the implementation of the UK’s counter-terrorism strategy in the education sector. She is also affiliated to Aalto University, Finland (2006–) and Trinity College London (2015–). Throughout 2019, Sophia provided consultancy to the Kazakh Ministry of Education as *Vice Rector for Internationalisation* at Suleyman Demirel University in Almaty.

work' which was used to design questions for the BRIT questionnaire. Now, widespread implementation of WRAP (Workshops to Raise Awareness of Prevent) across every public service sector, including universities and language centres, is raising concerns as all personnel are subject to a statutory duty obligation "to have due regard to the need to prevent people from being drawn into terrorism" (section 26(1) of the Counter-Terrorism & Security Act 2015).

Canada has also adopted counter-terrorism measures under *Prevent*. As government committees share scientific ideas and 'best practice', member states of the Wulkow Committee may soon be required to implement similar policies to combat radical ideologies. Therefore, this presentation will analyse the language of Prevent documents to determine whether they promote integration and trust, as claimed. The audience will then be asked to consider whether organisations such as the Wulkow Network might be in a position to aid national governments by offering to review and/or contribute to the wording of specific parts of national security policy documents.

Pracující ve všech sférách veřejného sektoru ve Velké Británii jsou ze zákona povinni, aby zabraňovali tomu, aby byli lidé zatahováni do terorismu. To zahrnuje vzdělávací průmysl, kde lidé od školek až po univerzity musí na sebe vzít roli pseudo protiteroristických úředníků. Není překvapivé, že dopady této kontroverzní politiky 'Prevention' polarizují společnost, zejména dochází k marginalizaci a ponižování jistých studentských komunit. Dále tvůrci politik v Evropě a Severní Americe sdílejí myšlenky a nápady na 'nejlepší praktiky' ve snaze potlačovat radikální ideologie ve vzdělávání.

Tato prezentace má za cíl kriticky analyzovat jazyk dotazníku (Prevent _ and the _BRIT Questionnaire), aby seověřilo, jak jsou v ní rámcově představeni sociální hráči, jmenovitě dospělí ve vyučovacím procesu a studenti. Účastníci budou požádáni, aby zvážili, zda organizace, jako např. Wulkow Network, by mohly pomoci národním

vládám s nabídkou přeformulování znění konkrétních částí dokumentů týkajících se politiky národní bezpečnosti ještě před zavedením do praxe.

Marie Červenková¹ & Hana Delalande²

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Les étudiants tchèques et slovaques en mobilité internationale: différentes interactions en Erasmus

Oral presentation

Les programmes de mobilité internationale permettent aux étudiants de découvrir non seulement un autre système universitaire et d'approfondir leurs connaissances et compétences en langues étrangères mais par le biais de ces séjours ils peuvent connaître d'autres cultures ainsi que leurs porteurs. Les jeunes diplômés ayant effectué une mobilité internationale sont appréciés par les employeurs potentiels sur le marché du travail puisque leurs expériences représentent des atouts supplémentaires de compétitivité faisant preuve d'autonomie, d'initiative, de responsabilité et de capacité de résoudre des problèmes. Cependant, pendant ces dernières années le nombre des étudiants universitaires en République tchèque qui souhaiteraient partir en séjour Erasmus diminue constamment.

Dans notre contribution nous présenterons une recherche en cours de réalisation et ses résultats partiels portant sur la mobilité Erasmus+ des étudiants tchèques et slovaques de l'Université Masaryk de Brno. La recherche s'appuie sur des travaux et articles sur le sujet (Papatsiba, 2003; Dervin & Byram, 2008; Parpette & Mangiante, 2010; Murphy-Lejeune, 2013) dont les auteurs examinent les expériences d'étudi-

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Hana Delalande is a teacher of Business French at Masaryk University and a PhD student (thesis topic: Development of Intercultural Communication Competence in French for Specific Purposes). She is interested in Intercultural Communication Competence, Professional mobility, Student mobility, Internships and Cooperation between universities and labour market. She studied Public Administration and Economy at Masaryk University, Brno, Czech Republic and University of Rennes 1 (2009–2011) and Didactics of French and English at University of South Bohemia (2000–2005).

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ants étrangers en France et dans d'autres pays européens et explorent leurs motivations, besoins et des difficultés rencontrées lors du séjour. A partir d'un échantillon de participants constitué d'étudiants de la faculté d'Economie et d'Administration qui ont effectué leur mobilité Erasmus au cours de 2018 et 2019 dans un pays francophone, nous avons obtenu des données sous forme de réflexions écrites pendant et après le séjour ainsi que sous forme d'entretiens semi-directifs réalisés après le retour. Les étudiants qui ont renoncé à effectuer leur mobilité ont été également interrogés. L'analyse des données a permis de dégager les motivations pour la décision de (ne pas) partir en Erasmus et de spécifier les stratégies d'adaptation à des conditions de vie et d'études dans un nouvel environnement inconnu jusqu'à présent. Différents types de difficultés et les interactions des étudiants dans des situations variées non seulement avec les jeunes de leur âge et de même statut mais également avec leurs enseignants, responsables ou des employés de bureaux ou d'administration publique ont été également examinées.

La recherche sur le sujet se poursuivra dans les mois prochains en vue de préparer mieux les étudiants à la mobilité internationale, de les motiver d'une façon adéquate à ce type de séjour et d'adapter les contenus didactiques de nos cours afin d'éviter ou diminuer le choc culturel.

The paper presents an ongoing research and its results on the Erasmus+ mobility of Czech and Slovak students from Masaryk University in Brno. The sample is formed by participants of Faculty of Economics and Administration students who carried out their Erasmus mobility in a French-speaking country in 2018 and 2019. The authors obtained data in the form of written reflections during and after students' mobility as well as in the form of semi-structured interviews carried out after students' return. They also interviewed students who had decided against mobility. Data analysis enabled to identify the motivation of students (not) to go on Erasmus and to specify the strategies of adaptation in a new environment hitherto unknown. Different types of difficulties and interactions of students in various situations were also examined.

Jason Chan

ICN Business School Nuernberg

Acknowledging Intersectionality: Autoethnographic Study of an English Teacher of Chinese Background

Oral presentation

The number of non-native English speaking teachers has exceeded that of native English speaking teachers worldwide with the rapid spread of English as a Lingua Franca (Boonsuk & Ambele, 2019). There have been extensive debates on what characterizes the ideal English language teacher in recent years, mostly about the idea of the native vs. non-native speaker (Walkinshaw & Oanh, 2014). With its colonial history and as an imperial legacy, English has created the native speaker versus non-native speaker polarity. Questions of identity and legitimacy of non-native English speaking teachers have become intertwined with these debates. This presentation is based on findings from my doctoral dissertation which aims to describe the experiences faced by me as a non-native English language teacher, transitioning from an Asian adult educational context to a Western higher educational context, and comparing these experiences with those of non-native English speaking instructors in the research literature.

The goal of this oral presentation is to contribute to a broader discussion of the previously stated issue through a summary of an autoethnographic study. The talk shall explore the complexity of my professional identity as a non-native English speaking teacher who has worked in both Asia (Hong Kong) and Western Europe (Germany), utilizing an evocative autoethnographic lens and employing Crenshaw's (2018) intersectionality as a framework to examine the critical instances in my professional contexts. By using Intersectionality as my theoretical framework, one that posits that multiple social categories interconnect at the level of individual experience to reflect multiple

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interlocking systems of oppression at the social-structural level, I hope to highlight the overlaps of power, race, and ideology as they relate to issues of identity and legitimacy of other English teachers of ethnic backgrounds.

Das Ziel dieser mündlichen Präsentation ist es, durch eine Zusammenfassung einer autoethnographischen Studie zu einer breiteren Diskussion über die Frage der Polarität von Muttersprachlern gegenüber Nicht-Muttersprachlern beizutragen. Der Vortrag soll die Komplexität meiner beruflichen Identität als nicht muttersprachlicher Englischlehrer, der sowohl in Asien (Hongkong) als auch in Westeuropa (Deutschland) gearbeitet hat, unter Verwendung einer suggestiven autoethnographischen Linse und unter Verwendung der Intersektionalität von Crenshaw (2018) als Rahmen für die Untersuchung der kritischen Fälle in meinen beruflichen Kontexten untersuchen. Indem ich die Intersektionalität als meinen theoretischen Rahmen benutze, einen, der postuliert, dass mehrere soziale Kategorien auf der Ebene der individuellen Erfahrung miteinander verbunden sind, um mehrere ineinander greifende Unterdrückungssysteme auf der sozialstrukturellen Ebene zu reflektieren, hoffe ich, die Überschneidungen von Macht, Rasse und Ideologie hervorzuheben, wenn sie sich auf Fragen der Identität und Legitimität anderer Englischlehrer mit ethnischem Hintergrund beziehen.

Tuyuan Cheng

National Tainan Junior College of Nursing, General Education Center

A Multimedia Learning Approach to Improving EFL Nursing Students' Aging-Related Vocabularies

Oral presentation

The Multimedia Learning (ML) Approach proposed that materials providing visual and aural input may be condu-

cive to incidental vocabulary learning.” [1]. The present study uses ML approach to investigate the extent to which watching movies and TED talks on aging with subtitles of second language may facilitate incidental learning of aging-related vocabulary. Two classes of 20 freshmen/sophomores respectively from departments of Nursing/Senior Citizen Service (SCS) in a Nursing Junior College participated in the study. The researcher applied two different approaches to instruct aging-related vocabularies to the participants. Receiving the traditional direct teaching instruction, the Nursing freshmen class is the control group, while 20 sophomores from SCS department is the experimental group, taking the ML learning program. The participants in the control group were required to watch the film and TED talks together at the beginning of the course, and answered some non-task-based comprehension questions. Then, the content learning with the traditional instruction was adopted. For the experimental group, the same film and TED talks, with first language (Chinese) and second language (English) subtitles were uploaded respectively on the online platform (Moodle). Students were required to watch the film outside the classroom before the course and to answer some non-task-based comprehension questions to assure their completing the pre-tasked watching. Later in the course the participants participated the vocabulary learning task cycle conducted by the researcher, and completed the task-based vocabulary exercises before the end of the course. The aging-related film and TED talks were selected via the keyword searching containing “Alzheimer”, resulting in one film: *Still Alice*, and four TED talks. Among them, *Still Alice*, segmented into four parts, and the four TED talks were presented respectively each week. The courses (i.e., Control & Experimental) were held one session a week for one hour and a half respectively. A modified version of Vocabulary Size Test [2], conducted at the beginning of the course, showed that the vocabulary size level between the control and experimental group revealed no significant difference before the program started. However, after nine weeks of instruction and learning, the results of post-instruction assessment indicated

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that learners in ML group achieved significantly higher scores of aging-related vocabularies than those in Direct teaching group. The results suggest that the potential for incidental vocabulary learning through movies and TED talks with a meaningful content can be used for intentional teaching and incidental learning in an ESP classroom with relevant focus.

簡介

過去數十年，多媒體被證實對於第二外語教學具有實證效益。本研究採用多媒體學習理論，探討如何應用(字幕)影片提升學習者(第二外語)字彙能力。研究者選取與高齡老化有關之電影及TED演說，設計為每週教材，施予不同班級進行目標任務學習。結果顯示：以媒體(字幕法)學習的班級相較於以傳統講授教學法的班級更能在目標詞彙達成顯著學習成效。

Caroline Clark

Director, Centro Linguistico di Ateneo, University of Padova

Caroline Clark is Associate Professor of English Language in the Department of Political Science, Law and International Studies at the University of Padova, and is Director of the University Language Centre. Her more recent research and published articles are concerned with English Medium Instruction, Language Policy and the process of internationalisation in Higher Education. Other fields of interest include Discourse Analysis and Corpus Linguistics, where she has numerous publications regarding the fields of journalism and politics.

From Language Practice to Policy and Back Again:

Oral presentation

University Language Centres have traditionally been on the outskirts of University governance. Yet more recently with the well-documented and swift movement towards internationalisation in Higher Education, many University Language Centres have now taken on a pivotal role in the process of internationalisation and University governance.

This paper discusses how the recently-drafted University of Padova Language Policy was devised from research and practice carried out by the Language Centre over a 6-year period, and analyses the broad range of implications of the policy on University Governance.

Since the Bologna Process decisions in 1999, the University has actively promoted EMI (English-Medium Instruction) with the aim of attracting international students and scholars and has funded an ongoing programme devised by the language centre to provide support for lecturers teaching in English and the implementation of a range of activities and courses. Despite the success of the programme – or because of it - it became clear that many issues had yet to be faced, one of which was the absence of a Language Policy. In fact, it is interesting to note how the language policy came long only after the emergence of EMI, and not before.

The considerations behind drawing up the Language Policy, its content and implementation are discussed. The paper will consider how analyses of the Language Centre EMI programme helped define the Language Policy, and will consider language for academic purposes (teaching, research) as well as the role of the Language Policy in maintaining the University's identity, services, and communications, starting with the need to tease apart the terms 'EMI' and 'Internationalisation' and to recognise that successful internationalisation is not just providing courses in English. Although the Policy is based on our research in the field of EMI, it is not limited to EMI but recognises the importance of creating a language environment which reflects the University's role in the international sphere, as well as stakeholders in the local community.

The divergence of points of view between language teaching experts and University governance is discussed, and how the document became a tool in negotiating this divergence.

Questa presentazione mette in luce il modo in cui è stata ideata una politica linguistica e le considerazioni in merito al processo di Internazionalizzazione all'Università di Padova che hanno successivamente evidenziato la necessità di una politica linguistica. Il Centro Linguistico è stato fondamentale nello sviluppo del documento che unisce l'analisi di un progetto di sostegno per i docenti dei corsi di

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Wulkow Memorandum on the Identity and Profile of Language Teachers In Language Centres In Higher Education Institutions

EMI all'attuale politica di Internazionalizzazione portata avanti dall'Università. Evidenzia i motivi per i quali una politica linguistica sia necessaria e analizza gli ambiti che quest'ultima mira a coprire, così come i metodi per rendere internazionalmente valido un curriculum e staff training che a volte viene trascurato.

Il Centro Linguistico Universitario è stato un importante punto di riferimento nella formazione di questa politica ed è di conseguenza divenuto maggiormente influente nel University Governance.

Marion Coderch

Durham University, United Kingdom

Between “the intellectual proletariat” and “the real thing”: the academic and professional profile of modern foreign language teachers in UK higher education

Marion Coderch is Assistant Professor at Durham University (United Kingdom), where she coordinates the Spanish language programme at the Centre for Foreign Language Study. She has taught Spanish and Catalan language and culture in various public and private institutions, in the UK and Spain. She has a background in medieval literature, a subject that she has been teaching, researching and publishing on for years. In her professional practice as a language teacher, her scholarship interests include the development of autonomous learning and the integration of assessment for learning in university curricula.

Oral presentation

Modern foreign language teaching in UK universities stands out among other subjects in the Humanities for two main reasons: on one hand, the highest level of qualification required for staff who apply for these posts is often a postgraduate teaching certificate: there is no expectation that these teachers will be educated at doctoral level, since they will not be required to actively participate in research; in fact, the engagement of language teaching staff both in research (by carrying it out) and with research (by reading it and using it in their practice) is minority (Borg, 2010). When research does take place, it tends to be practice-based, that is, around attempts to apply the outcomes of previously published research to their own teaching contexts (Crandall, 2000). This practice, which in some institutions is designated as “scholarship” to distinguish it from “pure” research, is seen as second-class academic

work, devaluated by its association with teaching (Borg, 2010; Puntil, 2019); staff who carry out these duties make up what Shelley M. Park (1996) called “the intellectual proletariat” of academia. Another distinctive feature of foreign language teaching posts is that they are often filled with “native speakers”: however complex the notion of “native speaker” is, the term is used by institutions as a synonym of high quality teaching (or, as one teacher puts it, “the real thing”; Puntil, 2019) to advertise their language courses. The “native teacher” tag is still successful in attracting potential language learners. Nevertheless, it implies that shortcomings in academic and professional qualifications are overlooked in recruiting and hiring processes in favour of the “native” character of applicants (Crandall, 2000).

As a result, the academic and professional profile of modern foreign language teaching staff in UK universities is often out of line with the aspirations of universities and departments in their pursuit of teaching and research excellence. This presentation will offer an overview of the profiles of this academic community in the wider context of UK higher education, and will identify professional development needs of different groups of teachers. Strategies to enhance the professional profile of these tutors will be considered, with a view to working towards the full integration of language teaching professionals in the academic community.

Entre las disciplinas que forman parte de los departamentos de Humanidades en las universidades del Reino Unido, la enseñanza de lenguas modernas destaca por dos razones: por un lado, no se espera ni se exige que el profesorado a cargo de esas materias haya adquirido formación ni ejerza como investigador. Por otro lado, en los procesos de selección de personal, el carácter de hablante nativo de algunos de los candidatos es considerado favorablemente, a veces en detrimento de factores como la formación académica y profesional. Teniendo en cuenta este contexto y las peculiaridades del grupo profesional que, de este modo, se ha establecido, la presentación ofrecerá una perspectiva

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de los perfiles académicos y profesionales del profesorado de lenguas extranjeras en el Reino Unido. Se considerarán posibles vías de desarrollo profesional con vistas a la plena integración de este colectivo en el ambiente académico de las universidades británicas.

Anna Czura

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Anna Czura is a researcher, academic teacher and teacher trainer. Her research and teaching interests centre around language assessment, intercultural competence, learning mobility (both face-to-face and virtual), CLIL and European language policy. She worked as an assistant professor in the Institute of English Studies at University of Wrocław in 2011–2019. Currently she is a Marie Skłodowska Curie fellow (MSCA IF) at the Department of Language, Literature, Education and Social Science of the Autonomous University of Barcelona.

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Assessment in virtual exchanges – teachers' beliefs and practices

Oral presentation

Telecollaborative or virtual exchanges (VE) entail the “engagement of groups of students in online intercultural exchange, interaction and collaboration with peers from partner classes in geographically distant locations, under the guidance of educators and/or expert facilitators” (INTENT project, 2014, p. 1). Despite the growing popularity of VE projects in FL education around the world, there is an acute shortage of empirical evidence and practical publications alike on the topic of assessment in VE. As an inherent element of any VE project, assessment in VE projects poses a considerable challenge as it is 1. culture-dependent and, hence, largely determined by an educational and institutional context; 2. multifaceted – embracing not only linguistic but also intercultural and technical components (Müller-Hartmann, O'Dowd, 2017) and 3. of dynamic, interactive nature and hence unpredictable (Akiyama, 2014).

The studies centred on assessment in virtual exchanges are small in number and frequently account for the results of singular case studies. The contribution of these studies to our understanding of the assessment process in virtual environments is unquestionable; however, due to the relatively short history of VE in language education, the exact

shape of assessment in online collaborative environment remains unclear. The EU funded project “ASSESSnet: Language assessment in virtual mobility initiatives at tertiary level – teachers’ beliefs, practices and perceptions” aims to fill in this gap by investigating the objectives, tools, procedures and perceptions of assessment in virtual exchanges at tertiary level across a larger number of contexts.

In this paper I present the results obtained by means of an online questionnaire administered among foreign/second language teachers with experience in virtual exchanges. The objective of the questionnaire was to gain an overview of FL teachers’ beliefs about assessment, their assessment practices, and their perceptions of planning and implementing assessment in VE projects. This cross-sectional instrument consists of both open-ended and closed-questions. The quantitative analysis of the data shows the teachers’ beliefs, experiences and perceptions as well as the types and the content of assessment in VEs. The qualitative analysis of the open-ended results offers additional insights into assessment practices.

Research results will be used to formulate practical recommendations and design practical resources to assist teachers in assessing virtual exchanges. Research findings, a practical handbook and examples of promising practices illustrating language assessment in virtual exchanges will be available free of charge on project www.assessnet.site.

Telekolaboracja, zwana także międzykulturową wymianą online lub telewspółpracą (ang. telecollaboration, virtual exchange, intercultural online exchange), dotyczy formy kształcenia, dzięki której uczniowie/studenci pochodzący z różnych obszarów kulturowych i językowych komunikują się poprzez narzędzia internetowe w celu realizacji określonych celów i zadań. Pomimo rosnącej popularności projektów telekolaboracyjnych na zajęciach językowych na całym świecie, brakuje opracowań naukowych i publikacji szkoleniowych na temat oceniania w tej formie kształcenia. Projekt „ASSESSnet: ocenianie języka obcego w telekola-

boracji - przekonania, praktyki i postrzeganie nauczycieli” ma na celu zbadanie podejścia nauczycieli do oceniania oraz stosowanych przez nich celów, strategii, narzędzi i procedur oceniania. W niniejszej prezentacji przedstawię wyniki ankiety przeprowadzonej wśród zaangażowanych w projekty telekolaboracyjne nauczycieli języka obcego/ drugiego. Składająca się zarówno z pytań otwartych jak i zamkniętych ankieta miała na celu zbadanie poglądów nauczycieli języka obcego na temat oceniania, a także przyjrzenie się stosowanym przez nich praktykom oceniania oraz sposobom udzielania informacji zwrotnej. Wyniki badania pozwolą na opracowanie praktycznych wytycznych i materiałów służących udoskonaleniu procesu oceniania w projektach telekolaboracyjnych.

Iris Danowski

Hochschulrektorenkonferenz (HRK), Bonn, Germany

Sprachenpolitik an deutschen Hochschulen: Begleitung durch die Hochschulrektoren- konferenz (HRK)

Iris Danowski is Head of Section within the International Department of the German Rectors' Conference (HRK) where she has been responsible for the topic Language Policy since 2011. She started her career as ERASMUS coordinator of the University of Cologne. In 1994, she changed to the German Rectors' Conference as Head of Section for Europe. In the second half of the nineties, she started building up the cooperation with Latin American partners and has been coordinating this field since then.

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Oral presentation

Die Hochschulrektorenkonferenz in ihrer Rolle als Vertretung der Hochschulen gegenüber Politik und Öffentlichkeit sowie als Forum für den gemeinsamen Meinungsbildungsprozess der Hochschulen setzt sich seit der Verabschiedung der HRK-Empfehlung „Sprachenpolitik an deutschen Hochschulen“ (2011) dafür ein, die Aufmerksamkeit auf die mit der Internationalisierung verknüpften sprachpolitischen Fragen zu lenken.

In dem Beitrag soll dargestellt werden, wie die HRK das Thema Sprachenpolitik seither in verschiedenen Formaten aufgegriffen hat (zuletzt: Umfrage zur Sprachenpolitik an deutschen Hochschulen (2017), Workshop „Institutionelle Sprachenpolitik an Hochschulen“ (2018), Expertise-Man-

ual und Workshop „Mehrsprachigkeit in Studium und Lehre“ (2019)) und welche Ergebnisse und Erkenntnisse bislang gewonnen werden konnten. Dabei soll einerseits skizziert werden, wie sich der Fokus im Laufe der Zeit von der grundsätzlichen Auseinandersetzung mit dem Thema Sprachenpolitik hin zu konkreteren Aspekten der Umsetzung in den Hochschulen verschoben hat – wengleich grundlegende Aspekte erhalten bleiben wie das Verhältnis von Deutsch und Englisch als Wissenschafts- und als Verkehrssprache, der Fokus auf Englisch oder auf Mehrsprachigkeit (institutionell und individuell), der unterschiedliche Stellenwert von Sprachenfragen in den verschiedenen Disziplinen sowie Fragen des Qualitätsmanagements. Andererseits sollen wichtige Beobachtungen aus dem gesamten Prozess aufgegriffen (Komplexität des Themas inkl. dessen emotionaler Dimension, Zusammenspiel unterschiedlicher hochschulischer Akteure, Verknüpfung mit institutioneller Gesamtstrategie, Qualitätssicherungsaspekte) und ein Austausch darüber mit den Teilnehmer_innen initiiert werden. In diesem Kontext soll insbesondere die institutionelle Auseinandersetzung mit dem Thema Sprachenpolitik fokussiert und die besondere Rolle der Sprachenzentren in diesem Kontext beleuchtet werden.

In 2011, the German Rectors' Conference (HRK) adopted the recommendation “Language policy at German universities” to draw attention to language policy issues associated with internationalisation of universities. Since then, the HRK has addressed this issue in various formats.

Over time, the focus has shifted from a fundamental discussion of the relevance of a language policy for universities to more concrete aspects of implementation. Important aspects have remained the relationship between German and English (language of science and/or communication), the focus on English vs. the focus on multilingualism (on the institutional and individual level), the varying importance of language issues in different disciplines, and finally issues related to quality management.

Veronika Dvořáčková, Ivana Rešková & Libor Švanda

Masaryk University Language Centre, Brno, CZ

Joys, Challenges and Opportunities – Roundtable for Teachers of Foreign Languages and Latin-Greek Terminology at Faculties of Medicine

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Mgr. Libor Švanda, Ph.D. teaches Latin Medical Terminology at the Masaryk University Language Centre, Faculty of Medicine Unit. He is interested in Latin as LSP, using modern technologies in class, and history of medicine. He is also experienced in medieval Latin and participated on several projects focused on producing critical editions of medieval sources.

Round-table session

Based on the assumption that LSP practitioners teaching at medical faculties operate in comparable contexts (highly intelligent but busy students, limited number of lessons allocated to languages and medical terminology, high or unknown expectations of faculty management), in this session we would like to share good practice in the following areas:

- current trends in the creation of course materials: i) course content: professional, academic, general language, ii) identifying, accessing and didactizing input materials, iii) “general medical” courses vs. courses tailored to individual needs of a study programme, iv) continuous update of course content with reference to a) fast developments in LSP, b) student feedback, c) medicine and healthcare, d) medical and allied health professions, etc.
- current trends in teaching medical terminology and foreign languages: i) language mediation, ii) translation equivalents, etc.
- current trends in assessing student knowledge: i) end of year, ii) continuous, iii) portfolio, iv) task-based, etc.
- specifics of teaching national languages to international students for the purposes of doctor-patient communication during hospital internships in host countries

We hope the gathering will generate valuable input which will be further developed in smaller groups in less formal settings during the conference. The roundtable will be divided into three 20-minute sessions to give space to three main language specializations: i) English and other modern languages, ii) national languages taught to international students for the purposes of doctor-patient communication in hospitals in host countries, iii) Latin and Greek medical terminology. While the roundtable will have one main host who will also work as a moderator for the English section of the session, the other two sections will be chaired by experts in respective language areas.

Myšlenka společného kulatého stolu vyučujících všech jazyků na lékařských fakultách vychází z již sdílené zkušenosti mezi českými a slovenskými kolegy, která hovoří o srovnatelných specifikách na fakultách v České republice a na Slovensku, a z předpokladu obdobné situace v dalších zemích nejenom střeoevropského prostoru. Cílem kulatého stolu je načrtnout celou řadu témat s cílem identifikovat ta, která skýtají potenciál pro sdílení dobré praxe. Mezi hlavní témata budou patřit i) identifikace krátkodobých akademických a dlouhodobých profesních komunikačních potřeb studentů, ii) jejich naplňování prostřednictvím tvorby a průběžné aktualizace výukových materiálů, iii) ověřování studentských znalostí a dovedností. Kulatý stůl bude uváděn hlavním moderátorem, který se zároveň ujme řízení diskuze týkající se výuky angličtiny, popř. dalších moderních jazyků, zatímco sekce věnující se výuce národních jazyků a latinsko-řecké terminologie budou řízeny experty v těchto oblastech. Každé sekci bude věnováno cca 20 minut. Věříme, že kulatý stůl poskytne jednotlivcům platformu pro individuální jednání v rámci neformálních setkání v dalším průběhu konference.

Carmen Eggermont, Sara Rymenams, Nathalie Nouwen & Serge Verlinde

Leuven Language Institute, KU Leuven

PAZAPA : une plateforme d'apprentissage de FLE en pleine mutation

Oral presentation

Carmen Eggermont is lecturer General Proficiency in French at the Faculty of Arts at KU Leuven and lecturer French for Specific Purposes at Leuven Language Institute (Business French, Legal French). She is a member of the ITEC – imec research group of KU Leuven (Interdisciplinary Research on Technology, Education & Communication) and is involved in different projects (Taalportaal, Franel) that offer online language training.

Sara Rymenams is lecturer French for Specific Purposes (Business French, Legal French), both at Leuven Language Institute (KU Leuven, Faculties of Law and Social Sciences) and University Colleges Leuven-Limburg (Faculty of Management). She is co-author of a manual of Business French for higher education students. She takes a particular interest in blended learning and is involved in the development of several CALL tools for French as a second language.

Serge Verlinde is Professor of French for Specific Purposes (Business French, Legal French) and Director of Leuven Language Institute at KU Leuven. His main research interests are corpus linguistics, pedagogical lexicography and CALL (Computer-assisted language learning).

Au cours de ces dix dernières années, les enseignants de FLE de l'Institut des Langues Vivantes (ILT) de la KU Leuven ont développé de nombreuses approches et des outils didactiques variés, sur des supports divers, afin de répondre aux besoins spécifiques d'un public toujours plus hétérogène, plus exigeant, et ce dans un contexte où le nombre d'heures de contact est plutôt limité (Verhaegen 2013). Aujourd'hui, pour garantir un apprentissage efficace, il est clair qu'un environnement d'apprentissage en ligne plus performant s'impose : PAZAPA, un cadre conceptuel épuré, symbolisé par un trèfle à quatre feuilles qui servira de point de départ unique à tous les étudiants de FLE des différentes facultés, et qui permettra de mieux organiser le processus d'apprentissage tout en conservant les matériaux et les acquis du passé.

Le cœur du trèfle se compose des connaissances lexicales et grammaticales de base tandis que les quatre feuilles représentent les quatre compétences langagières (écouter, lire, parler et écrire). Derrière chaque composante du trèfle, l'apprenant trouvera des ressources, des stratégies et des activités à son niveau, déclinées soigneusement dans une interface intuitive, bien ordonnée, et, surtout, bien délimitée. Il pourra ainsi construire son propre parcours d'apprentissage du français tant chez lui, en toute

autonomie, qu'en classe, à travers un échange riche et motivant avec son professeur et les autres étudiants (Raes et Depaepe 2019).

De son côté, l'enseignant pourra suivre de près la progression et les progrès de ses étudiants en ligne et développer, en cas de besoin, de nouveaux contenus plus ciblés. De plus, un recours à l'analytique de l'apprentissage (learning analytics) permet de transformer une simple plateforme d'apprentissage en un outil particulièrement riche et puissant. En effet, il permet d'identifier l'étudiant à risque et de mieux le guider dans son apprentissage (Verlinde et al. 2018).

Dans notre présentation, nous esquisserons d'abord un bref historique des initiatives prises au cours de ces dix dernières années par les enseignants de FLE de l'ILT, pour ensuite illustrer concrètement comment le nouveau cadre PAZAPA structure le tout et aura sans doute un impact significatif sur notre enseignement. Il crée un espace virtuel où les cours en présentiel et le travail individuel 'à distance' fusionnent pour favoriser la continuité du processus d'acquisition du français.

Over the last ten years, the teachers of FLE at Leuven Language Institute (ILT) of KU Leuven have developed many different teaching tools in order to meet the specific needs of an increasingly heterogeneous public. Today, PAZAPA offers a more integrated e-learning environment, while preserving the materials and achievements of the past. This conceptual framework is symbolized by a four-leaf clover and provides the learners with resources, strategies and activities, adapted to their individual needs. Thanks to the intuitive interface, they will be able to build their own French learning path both at home, in complete autonomy, and in class, in face-to-face contact with their teacher and the other students. In addition, the use of learning analytics makes it possible to identify 'at risk' students and to offer them adapted guidance in their learning.

Nathalie Nouwen is lecturer French for Specific Purposes at the faculties of Law and Social Sciences (Leuven Language Institute, KU Leuven). She is involved in several on-demand language training projects and in the development of CALL tools for French as a second language.

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Johann Fischer (moderator)¹, Laurent Rouveyrol², Helena Šajgalíková³, Jolanta Wielgus⁴, Nicole Wolder⁵, Julia Zabala Delgado⁶

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University Language Testing at a Crossroads: Adapting for New Generations of Learners and Policy Makers

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

Laurent Rouveyrol is a senior lecturer in English linguistics and language teaching at the University Côte d'Azur (Nice, France) where he's been director

Panel Discussion

NULTE is an offspring of the CercleS Focus Group “Language Testing and Assessment”. It represents a Network of University Language Testers related to National Members of CercleS and consists of six member institutions. It represents language testers in about 220 universities in Europe. <http://www.cercles.org/EN-H190/nulte.html>

Under the umbrella of CercleS, the Network of University Language Testers in Europe (NULTE) represents more than 220 universities that offer their students university specific language certification schemes. The network brings together the competence and experience of six different university language testing and certification systems. It aims to guarantee and increase the quality of university language testing, e.g. by conducting compar-

ative studies on language testing at European level. The different partners involved also offer – in close cooperation with each other – professional development activities for university language teachers in order to enhance assessment literacy throughout Europe. During the CercleS Conference, NULTE would like to meet CercleS members, share their expertise and invite more partners to help increase the standards of university language testing in our confederation.

During this panel discussion, the members of the network will present their commonly agreed minimum standards as well as their individual approaches to language testing. They will explain how they cater for the needs of new generations of students and how they help them to get ready for the challenges of their future professional career at regional, national and/or international level.

Panellists will provide participants with an insight in their process of developing a quality assurance scheme at European level for university language testing, despite fundamental differences in their legal and regulatory frameworks. Furthermore, they will present first outcomes of ongoing project activities within the NULTE group, like e.g. the development of criteria for “good university language tests” and the implementation of the content of the CEFR Companion Volume 2018.

Language teachers and testers within the CercleS community are invited to engage in a lively discussion on how language testing and assessment at university should look like and could be developed further in the future, how tests could be made more authentic and engaging for the test-taker, and what new approaches might be promising. Together with the audience we would also like to address the question on how to implement innovative approaches and how to support teachers in managing these changes in order to make them fit for teaching and testing new generations of students.

of the Department of Modern Languages (Service Commun en Langues) since 2013. His current research concerns the link between interactional linguistics and second language acquisition in relation to language testing (CLES). He has also been involved in the CLES (French Higher Education Language certification) since 2006 and has been a vice-director of the National CLES coordination since 2013, in charge of International and scientific affairs, with the scientific director Professor Yves Bardière (Université Grenoble Alpes).

Helena Šajgalíková is teacher of English and communication and culture at the Faculty of Applied Languages at the University of Economics in Bratislava. She is the Head of UNlcert@LUCE, the Czech and Slovak language certification system in higher education. She coordinated international projects and published articles and books on language teaching and testing.

Jolanta Wielgus has been Head of the Gdansk University of Technology (GUT) Language Centre since 2019. She is a teacher of English for Specific Purposes (Engineering), Business English and English for Academic Purposes, and was Deputy Head for Education at the GUT Language Centre from 2006 to 2019. From 2014 to 2017, she was the GUT team leader involved in the international project “Communication in Mobile and Virtual Work” CoMoViWo. Since 2014 she has been the national coordinator of the Polish academic language certification system ACERT, issued by universities affiliated to SERMO.

Nicole Wolder holds an MA in Applied Linguistics from Ruhr-Universität Bochum. She works in the Language Testing Centre in the Centre for Languages and Transferable Skills of the Georg-August-Universität Göttingen coordinating classroom-based assessments, placement tests and task-based certification tests. She is also involved in quality management, professional development courses and UNlcert®. Areas of interest: Language teaching and assessment in the context of the CEFR Companion Volume (Council

of Europe 2018), assessment literacy for teachers in Higher Education, useful and meaningful tasks for generation Z.

Julia Zabala Delgado holds an MA in English Philology from the Universitat de València, a Diploma in translation and interpretation from the Universitat de València, an MA in Language Testing from Lancaster University and a PhD in Language and Technology from the Universitat Politècnica de València. She works as a Language Advisor at the Language Centre of the Universitat Politècnica de València coordinating standardised exams, test development and rater training. Areas of interest: Language Assessment, Development of Assessment Tools, Rater training, Higher Education.

In diesem Diskussionsforum werden die Mitglieder des Netzwerks NULTE (Network of University Language Testers in Europe) ihre Minimalstandards und ihre jeweiligen Testsysteme kurz vorstellen. NULTE ist ein europäischer Verbund hochschulspezifischer Testanbieterorganisationen, der aus der CercleS Focus Group zum Sprachtesten entstanden ist. Die NULTE-Mitglieder werden sich anschließend mit den Teilnehmer*innen über die Bedarfe der neuen Generation an Studierenden austauschen und mit ihnen gemeinsam reflektieren, welche Auswirkungen dies auf die Prüfungspraxis an Hochschulsprachenzentren hat. Mit Blick auf den Begleitband zum GER stellt sich vor allem die Frage, wie die Testteilnehmenden stärker ins Zentrum der Prüfungsaktivität gerückt werden können und die Aufgabenstellungen noch authentischer konzipiert werden können. Gemeinsam wollen wir schließlich diskutieren, wie Lehrkräfte und Prüfer*innen auf diese neuen Herausforderungen vorbereitet werden können.

Katalin Fogarasi¹ & Ágnes Bán²

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² Universität Pécs, Klinik für Zahnmedizin und Zahnchirurgie

Kompetenzbasierte Vermittlung der zahnmedizinischen Fachsprache Deutsch für Anfänger

Oral presentation

Katalin Fogarasi studied German and Latin at the University of Pécs and taught Medical Terminology to German medical students at the Department of Languages for Specific Purposes of the Medical Faculty/ University of Pécs until 2018. She completed her PhD in 2014 at the Faculty of Health Sciences in Pécs. Since 2018, she is director of the Department of Languages for Specific Purposes at Semmelweis University Budapest. She teaches German for Medical and Dental Purposes to Hungarian students, furthermore

Die Entwicklungen des internationalen medizinisch-zahnmedizinischen Arbeitsmarkts verlangen von angehenden Fachleuten Initiativgeist, Problemlösungsvermögen und sofortige Reaktionsfähigkeit in interkulturellen Situationen. Insbesondere Studierende der Zahnmedizin sind infolge des immer regeren zahnmedizinischen Tourismus in Ungarn daran interessiert, deutschsprachige Patienten auch sprachlich angemessen behandeln zu können. Allerdings erkennen viele erst im Laufe des Studiums die

Bedeutung deutscher Sprachkenntnisse und beginnen erst kurz vor dem Abschluss Deutsch zu lernen, um ihre Karrierechancen zu verbessern.

Für diese Studierenden hat das Institut für Fachsprachen der Semmelweis Universität in zahnmedizinischer-fachlicher Kooperation eine auf der Bedarfsanalyse praktizierender Zahnmediziner beruhende Methode entwickelt, um Anfängern sofort fachsprachliche Kenntnisse zu vermitteln. Konkrete Situationen aus der Zahnarztpraxis wurden aufgrund authentischer bildgebender Dokumentation nachgestellt. Die vorliegende Pilotstudie zeigt die Ergebnisse einer Gruppe von Studierenden auf dem Niveau von A0 bis B1 nach einem Semester Kurs der zahnmedizinischen Fachsprache. Studierende auf Niveau A0 wurden differenziert unterrichtet, von ihnen sollten jedoch die gleichen Ausgangskompetenzen erreicht werden. Der Kurs basierte auf der Vermittlung von Äußerungen, die an zahnmedizinische Handlungen gebunden sind: Erhebung der Anamnese und der gegenwärtigen Beschwerden, Formulierung von Aufforderungen bei der Untersuchung, Vermittlung der Diagnose, Patientenaufklärung und Beratung. Die Thematik der Eingriffe beschränkte sich auf die Behandlung von Karies mit Füllung und Extraktion. Die Studierenden wurden über die Patientendaten und das konkrete Thema nicht im Voraus aufgeklärt, sie sollten die erhobenen Daten schriftlich dokumentieren.

Für die Bewertung des Unterrichtserfolgs werden in dieser Studie Transkriptionen von 10 Tonaufnahmen aus terminologisch-pragmatischer Sicht analysiert, die jeweils über ein simuliertes, vollständiges Zahnarzt-Patientengespräch mit Muttersprachlern nach drei Monaten Deutschkurs angefertigt wurden. Es wird untersucht, wie erfolgreich Fachsprachenkenntnisse ohne sprachliche Grundkenntnisse vermittelt werden. Dazu wird der Vergleich des Lernerfolgs bei bereits vorhandenen grundlegenden allgemeinen Sprachkenntnissen herangezogen. Die von den Studierenden verwendeten Fachphraseologismen werden mit Hilfe einer Konkordanzanalyse aufgedeckt und nach

Medical Terminology and Hungarian to German students. Her research interest lies in the terminological analysis of medical documentation and teaching LSP.

Ágnes Bán Dr. habil. studied dentistry at the Medical Faculty of the University of Pécs. She is working at the Department of Dentistry, Oral and Maxillofacial Surgery of the University of Pécs and since 2011 she is Head of the Department of Restorative Dentistry and Periodontology. Her research interest lies in Periodontology and Pharmacology but she is involved in several interdisciplinary projects i.a. related to communication with patients and terminology.

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ihrer Funktion klassifiziert. Weiterhin wird der Erfolg der Anamneseerhebung, der Patienteninformation und auch der Beratung an den spontanen Äußerungen der Muttersprachler aus pragmatischer Sicht geprüft. Die Ergebnisse zeigen, dass selbst Anfänger nach einem kurzen, ganz an den fachlichen Kompetenzen orientierten Sprachkurs fähig sind, fachlich adäquate Zahnarzt-Patientengespräche durchzuführen, auch wenn nicht immer mit Hilfe der gewähltesten sprachlichen Mittel. Allerdings zeigen sich Unzulänglichkeiten in den spontanen Reaktionen und insbesondere im Verständnis der allgemeinen Patientendaten (wie Geburtsdaten und Adressen). Aufgrund der Ergebnisse werden die kompetenzbasierten Vermittlungsstrategien neu erwogen.

Students of dentistry are interested in being able to treat German-speaking patients in an authentic way due to increasing dental tourism in Hungary. However, many only recognize the importance of German language skills shortly before graduation.

For these students, the Department of Languages for Specific Purposes at Semmelweis University has developed a teaching method based on both analyzing the needs of practising dentists and on dental medical cooperation. This method enables students on levels of A0 to B1 to develop authentic professional language skills needed during dental treatments of tooth fillings and extractions.

In this study, transcriptions of 10 recordings on simulated dentist-patient interviews with native speakers were analyzed from a terminological and pragmatic perspective. Each interview was made after a three-month German course with students playing the role of the dentists. The study aims to examine how successfully specialist language skills are conveyed by students starting from A0 level compared to those of B1.

Natália Gachallová & Marie Okáčová

Masaryk University Language Centre, Faculty of Medicine Division

Verba movent, exempla trahunt: Context-Based Learning in Medical Latin

Oral presentation

Basic Medical Terminology is a two-semester compulsory course for all General Medicine and Dentistry students in the first year of studies; it is designed to provide them with basic understanding of professional medical language. In comparison with other language courses for specific purposes, the course is highly specific in that there is no need to cope with the language of everyday communication, but the main goal is to provide students with the basic principles of Latin-based anatomical nomenclature and Greek-based clinical terminology. The grammatical instruction thus only covers the phenomena necessary to understand and correctly apply this terminology (the case system in particular). Nevertheless, the teacher is faced with other challenges related to the diversity of international study groups that consist of students from very different backgrounds, with English as the language of instruction. Essentially, the teacher's main job is to explain the medical terminology based on Latin, i.e. the former lingua franca, by means of the current lingua franca, i.e. English. The learning process is complicated not only by the fundamental typological difference between the two languages (synthetic vs. analytic language), but also by the existence of numerous and often misleading similarities and parallels between them (so-called false friends). Moreover, students' knowledge of English may be insufficient while the teacher's philological background may obscure the instruction on issues requiring medical expertise. As a result, a large part of the teaching process consists of motivating students by demonstrating the practical use of the terminology.

The aim of the paper is to illustrate the importance of context-based learning in courses of medical Latin for

Marie Okáčová is a graduate of Classical Philology from Masaryk University, Brno, Czech Republic, and a teacher of medical Latin at Masaryk University Language Centre. She has devoted her studies to minor forms of late antique poetry in light of (post)modern literary theory (the theory of intertextuality and reception aesthetics in particular). Her teaching interests focus on the varieties and teaching methodologies of Latin as LSP, and the role of lingua franca and language teaching/learning in a multilingual world.

Natália Gachallová has graduated in English and Latin languages and literatures. As a PhD student of Classical Philology at Masaryk University, she has been teaching beginner courses of Latin at the Faculty of Arts, as well as medical Latin in the English programme at the Faculty of Medicine. Her main research interest has been the rhetorical and literary culture of the Antonine period, especially in terms of the Second Sophistic movement and its role in the intellectual bonds between Greek and Roman elites. As a teacher, she has been concerned mainly with technology-enhanced learning, evidence-based teaching practice, and formative assessment tools.

multilingual study groups, and to show that, once implemented, it significantly increases learners' understanding and motivation to study. It offers practical tips on how to improve the learning outcome and make the learning process more efficient and stimulating by implementing real-life clinical cases (including, for example, authentic x-rays, patients' anamneses, and other illustrative materials) into regular classes. Finally, the paper demonstrates that case studies represent a link between theoretical instruction and medical practice necessary to stimulate learners' active engagement in the learning process.

Příspěvek mapuje problematické aspekty výuky latinské lékařské terminologie, zejména u mezinárodních skupin studentů, kde je předmět vyučován v angličtině. Typologický rozdíl mezi latinskou a anglickou morfologií nebo naopak četné (často zavádějící) podobnosti mezi oběma jazyky v oblasti odborné terminologie jsou častou příčinou nedostatečné motivace ke studiu tohoto předmětu. Autorky ukazují, jakým způsobem k překonání těchto úskalí pomáhá implementace prvků kontextové výuky, zejména zařazení autentických klinických případů (mnohdy včetně autentického obrazového materiálu), které představují pojitko mezi jazykovou teorií a lékařskou praxí, a tak přirozeně stimulují a zefektivňují výukový proces.

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Creating Solutions in Distance Teams using a Design Sprint

Oral presentation

It can be challenging to construct a learning task where language learners take initiatives and harness their skills and knowledge in order to create something new through the medium of the target language in a learning environment that simulates contemporary workplace practice. Following a two-semester trial period, a pilot project was set up in 2019 as a collaborative effort between English teachers at the University of Zaragoza (Spain), University of Poznan (Poland) and University of Oulu (Finland) to address this challenge. The project was realized as an online course where international teams of students of technology and business set out to identify a real-world problem and seek a solution to the problem through negotiation. Throughout the course ran the notion of developing entrepreneurship competence, as defined in the Entrepreneurship Competence Framework (Bacigalupo, M. et al., 2016), and the project simulated the increasingly common phenomenon of working in distance teams. Since each team comprised participants from a range of disciplines, problems could be investigated from different perspectives. For the participants, the project began with a webinar that introduced them to the Design Sprint process (Knapp et al., 2016), during which the students had the opportunity to experience a mini-design sprint themselves. Over a period of about six weeks after the webinar, each team used the techniques of the design sprint to develop an innovative response to a problem they had identified. This included a validation stage, where the feasibility of the solution was tested by collecting feedback from potential users using a questionnaire or survey. Finally, each team presented their idea in a collaborative video pitch, as well as in an individual written report prepared by each team member separately. During the course, each team was given a great deal of autonomy with matters such as arranging the work schedule and choosing online tools needed for communication, which entailed considerable negotiation within the teams. Summative feedback revealed that students appreciated the opportunities to practise teamwork and

Pilar Gonzalez-Vera completed her PhD in English Philology at the University of Zaragoza. She is a lecturer in audiovisual translation and technical English at the University of Zaragoza. She is a researcher in the CIRES (Comunicación Internacional y Retos Sociales) group and has participated in innovative teaching networks like “Icap” intralingual captioning for writing and vocabulary enhancement within an integrated skills framework” and “Sublite” for improving listening and writing skills in EFL. Her research interests include the use of new technologies and audiovisual translation in SLA. She has published in several journals and participated in numerous national and international conferences.

Katarzyna Sobańska holds her Master's degree in American Culture from Warsaw University. She has been working as an academic teacher at the Centre of Languages and Communication at Poznan University of Technology since 2014, where she teaches English for Specific Purposes (ESP) with emphasis on technical vocabulary in various engineering fields of studies. Her professional interests cover communication across cultures as well as implementing the use of modern technologies in language teaching. Currently, she is also working on an online language course for students that includes different aspects of cultural awareness.

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scheduling in an international context, the experience of using English as a genuine lingua franca and the freedom to determine their own ways of working.

Nina Jackson earned her Master's degree in Arts and Education at the University of Oulu in 2017 and she is currently working as a Planning Officer at her home University. Nina is part of the Finland's Ministry of Culture and Education spearhead project YYTO, which promotes entrepreneurial learning at the Finnish higher education institutions. Nina has experience both from student based start-ups as well as from a global organization. In her work she is combining the best bits from the field of education, art and business with the start-up mindset to provide students entrepreneurial learning experiences.

Susan McAnsh holds a Master's degree in Applied English Linguistics from the University of Birmingham, UK. She is employed as a lecturer at Languages and Communication in the Extension School at the University of Oulu, where she is responsible for curriculum planning and the teaching of English language and communication courses for students of engineering and technology. Her special interests include the teaching of academic writing, about which she has reported in several publications and at various conferences. She is currently working on the employment of digital technologies to support language learning and the integration of language with substance studies.

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La creación de una tarea de aprendizaje donde los estudiantes a través del inglés sean capaces de tomar iniciativas y explotar sus habilidades y conocimientos para crear algo nuevo en entornos de aprendizaje que recrean la realidad en los puestos de trabajo resulta un reto dentro del contexto de educación superior. Tras una experiencia previa implementada en dos semestres, se plantea en 2019 este proyecto piloto que nace de la colaboración entre profesores de inglés de las Universidades de Zaragoza (España), Poznan (Polonia) y Oulu (Finlandia). En él, equipos internacionales de estudiantes de distintas ingenierías y empresariales se propusieron identificar un problema del mundo real y buscarle una solución a través de la negociación. Cada equipo de forma autónoma realizó elecciones sobre asuntos como la organización de horarios de trabajo o sobre.

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Hacia una didáctica de la gramática con tecnología

Oral presentation

La tecnología nos ofrece un sinfín de posibilidades didácticas en la enseñanza de lenguas extranjeras. Pero, ¿cómo incorporarla en el aula de un modo eficaz? ¿Puede ayudarnos la tecnología a desarrollar estrategias metacognitivas para el aprendizaje de la gramática? En esta ponencia haremos una propuesta para presentar con tecnología contenidos gramaticales en el aula presencial de un modo eficiente.

Para ello, ejemplificaremos cómo la tecnología puede:

- Despertar la chispa de la motivación administrando la gramática de un modo más atractivo.
- Activar los procesos cognitivos superiores como la visualización y la audición, el pensamiento y el lenguaje, la memoria y la atención, y las emociones e imaginaria mental (Fajardo, 2007).
- Agilizar el proceso de didactización de la gramática (ilustración/interacción/inducción). Concretamente, nos centraremos en cómo puede ayudar a:
 - destacar el *input*. Casellas (en Castañeda 2014:305) afirma que “resulta fundamental intervenir en el modo en que los estudiantes procesan el *input* para que las formas con poco o ningún significado para los estudiantes, las formas opacas, cobren en la mente del alumno el valor que el sistema lingüístico prevé para ellas”. De este modo, la combinación de imágenes, ejemplos, diagramas, tablas y esquemas puede crear “configuraciones multidimensionales para ayudar a que el estudiante de español reconozca en la gramática un conjunto de formas y recursos para

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significar y comunicar” (Castañeda et al. 2014:83).

- guiar las actividades de descubrimiento. Gomez and Lee’s (2015) examinaron el rol del profesor en contextos de aprendizaje fuertemente enriquecidos con tecnología y mostraron cómo los profesores pasaron de poner el foco en el contenido a adoptar un rol más centrado en tareas de exploración de contenidos. En este sentido, es necesario que el profesor actúe como “guía del alumno en la aprehensión de las descripciones, pues en ellas se condensa mucha información que conviene reconocer de forma progresiva e interactiva. Para ello, es especialmente adecuado el uso de herramientas como los programas de presentaciones animadas” (Castañeda y Alhmud, 2014:84).
- ilustrar, explicar y mostrar con imágenes el significado de las formas gramaticales (Castañeda y Alhmoud 2014:78). “Las imágenes vinculan la información a aspectos emocionales o afectivos que otorgan viveza e intensidad a los datos así aprendidos. Una frase suelta en un manual no es más que un ejemplo; pero si esa frase sale de una figura humana es (parece) un acto de habla que reclama nuestra atención” (Castañeda Alhmoud 2014:77). Por tanto, podemos afirmar que usar imágenes ayuda a clarificar contenidos lingüísticos.

In this presentation we will make a proposal to teach grammar using technology in the foreign language classroom in an efficient way. To do this, we will exemplify how technology can:

- Spark the motivation.
- Activate the higher cognitive processes.
- Streamline the grammar instruction process.

Specifically, we will focus on how technology can help to:

- Highlight the input. The combination of images, examples, diagrams, tables and diagrams can create “multidimensional configurations to help the student to recognize a set of forms and resources to signify and communicate” (Castañeda et al. 2014: 83).
- Guide discovery activities. Learning contexts im-

proved with technology allow teachers to adopt a more focused role in content exploration tasks (Gomez and Lee's, 2015).

- Illustrate, explain and show with images the meaning of grammatical forms (Castañeda and Alhmoud 2014: 78). Thus, using images helps to clarify the linguistic forms.

Ruben Comadina Granson & Estelle Meima

University of Groningen, the Netherlands

University policy into play: Offering language support throughout the BA programme

Oral presentation

Students' academic skills in the language of instruction need to be at a CEFR C1 level by the end of their Bachelor studies. Since their entry language level is often well below C1, some students, however, struggle throughout their programme, usually leading to study delay or even dropping out. This matter is exacerbated when they enter into their thesis-writing stage, as their lack of linguistic flexibility results in major difficulties while producing academic-style papers. Lecturers, as a result, may either decide to focus solely on content and ignore blatant language issues or spend additional time editing language, which is often not part of their core expertise.

At the University of Groningen, many programmes recognise this concern and are dealing with it in different manners at various stages. For instance, English tuition at the Faculties of Law and Economics and Business Economics, which had historically been provided in the form of very effective—but costly—year-long credit-bearing courses, has currently been condensed to a single block. Other fac-

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Estelle Meima has been working at the University of Groningen Language Centre since 2006. She is a senior lecturer in English and coordinator of Language Testing and Assessment. In 2014, she was involved in writing the new Language and Culture Policy for the university and participated in its implementation. She is currently a Board Member of the European Language Council.

ulties have shifted towards assessing first-year students' language proficiency, either English or Dutch, yet a structural follow-up is lacking. Even though they are aware of these linguistic hurdles, not all faculties can or are willing to organise additional language feedback and support.

This presentation will outline the different approaches some faculties have taken, analyse and compare the results obtained, and put forward a plan to tackle these concerns and obstacles. We propose giving continual formative feedback on students' academic writing and language skills at the start of the Bachelor programme (Dutch or English) and timely access to the support students need. As a result, students will become aware of their language deficiencies and, in turn, receive guidance on how they should remedy these by means of courses, workshops or self-study. In the following years, they will continually receive feedback and support, ensuring they are well equipped to write adequate academic papers. Faculties, likewise, will receive assistance in the assessment, feedback and support process. Content teachers, for example, will be trained to neither give extensive language feedback nor ignore language issues but rather simply return the assignment to the student with an insufficient for language use. In the end, we aim to pursue a university-wide and systematic approach to maximise student success, enabling them to reach the minimum C1 level required to both successfully write their thesis and pursue a Master's programme.

El nivel de la lengua de instrucción de los estudiantes de la Universidad de Groninga al iniciar sus estudios universitarios varía entre el B1 y el C1 del MCER, lo que conlleva a que una parte del alumnado tenga muchas dificultades durante sus estudios. En esta presentación describiremos algunos de los enfoques adoptados por ciertas facultades de esta universidad con la finalidad de ayudar a sus estudiantes, tanto holandeses como internacionales, a obtener o consolidar el nivel académico C1 para así poder escribir una tesis de grado adecuada. Asimismo, compararemos los resultados obtenidos en dichas facultades, como así

también nos referiremos a los obstáculos a vencer y las preocupaciones restantes con el propósito de implementar, en definitiva, una estrategia institucional que aborde este problema lingüístico.

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Pluri-/multi-/flexilingual perspectives in teaching and research at language centres

Discussion hub

This discussion hub serves two related purposes: 1) to provide a forum for serious discussion of the concepts of pluri-/multi-/flexilingualism at the level of university language centres; and 2) to launch a new network, FlexiLingua, as a service to the community of language researchers and practitioners.

The plurilingual reconfiguration of communication modalities has become status quo in both educational and professional settings. Speakers are expected to and frequently are able to switch ad hoc between different languages, in which they have obtained varying degrees of competence (cf. “M+2” policy, Council of the European Union 2002). For instructors, this situation raises questions related to learners’ plurilingual (self-)concepts: Should we take students’ plurilingualism into account while teaching? How

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Kateřina Sedláčková, Ph.D. in Romance Literatures, is Assistant Professor in French and Deputy Director for Research at the Masaryk University Language Centre, Brno, Czech Republic. She teaches French for Lawyers, academic skills in French for Social Science and a CLIL

course focused on current political events in France. Her research interests involve motivation to learn languages other than English (LOTEs), learner autonomy, CLIL and portfolio evaluation.

Beatriz Calvo Martín is Professor of Spanish Language and Didactics at the Université libre de Bruxelles and has a PhD in Languages and Literature. Her broad teaching and teacher training experience includes collaborations with several universities, Instituto Cervantes and other institutions. Her research deals with applied linguistics, L2 motivation, creativity in language learning, affect in language teaching, Spanish literature, Francophone literature and Comparative literature. She is also the author of learning materials (Spanish for Academic Purposes), a novel (*La Jaula Invisible*) and two short stories (*Nocturno* and *Un sueño de sueños*), published in Spain.

Sabina Gola, PhD in Romance Philology, is a lecturer at the Université Libre de Bruxelles and has been teaching the Italian language since 1998. She is Academic Coordinator of French as a Foreign Language. Her scientific interests lie in the Italian language but also in the intercomprehension between Romance languages and didactics of plurilingualism. She designed and developed MultiGram, an open-source multilingual online platform that has been honored with the Socrates 2018 Pedagogy Award from the Université Libre de Bruxelles. With Annick Englebert and Alice Toma, she designed RomaNet, the platform for Romance languages. She is also academic head of the "Linguistic Tandem" module.

Romain Racine, PhD (general and comparative literature), is a lecturer in French/German as Foreign Language (FLE/FOS/DaF) and head of the "bilingue plus-droit" department at the University of Fribourg/Freiburg (Switzerland). His research focuses on digressive and multi-perspectivist methodologies integrating

can competence in another language interfere with skills development? Alternatively, how can this competence be leveraged for enhanced gains in a new language, e.g. L3 through L2?

Equally, language professionals experience similar issues. Language centres and international conferences are frequently characterized by linguacultural blocs, in which instructors of a given language predominantly converse and consult among themselves. We argue that this linguistic segmentation and inhibited professional exchange are to the detriment of both instructors' and learners' development.

We appeal for the cognitive, didactic and socio-cultural richness and benefits of plurilingualism in the language classroom and in academic discourse. To this end, we are launching a service-oriented community, FlexiLingua, as a resource dedicated to applied and theoretical concepts of multilingualism (e.g. Cook 2016), plurilingualism (Conseil de l'Europe 2018) and flexilingualism (Byrne 2014) in language teaching. Our goal is to share information, promote academic discourse and create a network of researchers and language teachers interested in the inter-/multinational use of languages.

Ce forum de discussion (discussion hub) se donne pour objectif de mettre en exergue la diversité des pratiques plurilingues au sein des centres de langues universitaires. À cet effet, nous avons créé le projet FlexiLingua dédié à la réflexion autour des concepts de multilinguisme, de plurilinguisme et de flexilinguisme, ainsi qu'à leur application tant aux niveaux linguistique et didactique qu'aux niveaux cognitif et socioculturel.

Ce projet participatif consiste à mettre à la disposition des spécialistes de l'enseignement des langues une plateforme de ressources en ligne. Celle-ci leur permettra de partager avec leurs pairs à la fois les apports de la recherche sur le pluri/flexilinguisme et les bonnes pratiques professionnelles, quelle que soit la langue enseignée.

El propósito de este grupo de debate es llamar la atención sobre las ideas y las prácticas del pluri/multi/flexilingüismo en la enseñanza universitaria de idiomas. Nos gustaría invitar a docentes e investigadores de diferentes lenguas a unirse a nuestro proyecto/iniciativa FlexiLingua, que es un recurso dedicado a los conceptos tanto aplicados como teóricos del multilingüismo, el plurilingüismo y el flexilingüismo. Nuestra idea es estudiar su riqueza en diferentes niveles: lingüístico, cognitivo, didáctico y sociocultural, para que los profesores de diversas lenguas compartan sus ideas, su investigación, sus mejores prácticas y fuentes y, sobre todo, para sobrepasar las fronteras entre los usuarios de idiomas.

Questo hub ha come obiettivo di mettere in evidenza idee e pratiche pluri/multi/ flexilingue nell'ambito dei Centri di lingue universitari, proponendo a insegnanti e ricercatori di lingue diverse di unirsi al progetto FlexiLingua, una piattaforma dedicata alle teorie e alle pratiche del multilinguismo, del plurilinguismo e del flexilinguismo. Lo scopo è quello di studiarne gli aspetti a livello linguistico, cognitivo, didattico e socioculturale, di indurre gli insegnanti a condividere idee, ricerche e buone pratiche e, soprattutto, abbattere le frontiere tra gli utilizzatori delle varie lingue.

bi/multilingual and transdisciplinary approaches ("Créer un espace bilingue et interdisciplinaire", 2018). He is the author of French textbooks (*Le Nouvel Editio B2*, 2010 ; *Communication progressive du français perfectionnement C1-C2*, 2018 ; *Pratique Vocabulaire B2*, 2020) and contributes to public debates on language policy ("La Suisse, un jardin des langues à défendre", *Le Temps*, 18/03/2016).

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Networking and New Approaches to Online Language Learning in Finland

Oral presentation

In 2017 The Ministry of Education and Culture in Finland set up an investigation into the current state of the Finnish language reserve, language levels and development needs. The final report entitled *Multilingualism into a strength. A report*

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for Language Education Policies, and a board member of the KiVAKO Project.

Nina Pilke works as the Director of Language Centre of the University of Vaasa since 2017. Her current research interests encompass terminology, language policy and strategies in multilingual organizations and language learning in multilingual LSP contexts in higher education. She is the Vice Chair of FINELC, the Network of Finnish University Language Centres, and a member of the board of two national key projects (DIGIJOUJOU 2017–2019 and KiVAKO 2018–2021) working with language learning and digital pedagogy in higher education in Finland.

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of the status and levels of language competences in Finland (OKM 2017) proposed an array of measures to be taken.

One of the central measures to strengthen the language reserve presented by the investigation was strategic planning of language education. As a concrete step, most of the Finnish universities and universities of applied sciences joined forces in a national key project KiVAKO (Strengthening Finland’s language reserve in HE). The project period for KiVAKO is 2018–2021, the activities involve 26 universities and universities of applied sciences, over 100 teachers and 11 languages (KiVAKO 2020).

The main purpose of KiVAKO is to develop language paths in HE by combining existing solutions and by developing new options. After the project period, Finland is supposed to have open digital learning paths in other languages than Finnish, Swedish or English from level A1 to C1, which the participating HE units deliver in regional and national cooperation. During the Academic year 2019–2020, KiVAKO offers over 20 pilot courses in 10 different languages. The students have been highly interested in the new concept; approx. 1/3 of the enrollees have a place on the courses.

In our presentation, we will discuss how language centres implement, develop and elaborate language policies within a national project context. Our research questions are the following:

- What are the preconditions for a successful national cooperation model?
- How many online based language courses can, should or must the university units deliver together in order to have impact on the language reserve?
- What is the best way to implement the KiVAKO development work in the universities’ agenda and put the plans into practice?

The material of our study consists of project material (written documentation) as well as of the views of the project’s key persons. We analyse the material based on

a framework with three central cornerstones: *networks*, *actors* and *infrastructure* (see e.g. Elg 2007; Galinski 1999). We expect our analyses to point to factors that contribute to the development of a functional cooperation model of language learning and effective strengthening of the national language reserve.

Opetus- ja kulttuuriministeriön vuonna 2017 asettaman selvityshankkeen loppuraportissa *Monikielisyys vahvuudeksi. Selvitys Suomen kielivarannon tilasta ja tasosta* ehdotetaan koko joukko toimenpiteitä, joilla Suomen kielivarantoa pystytään vahvistamaan. Suomen korkeakoulut ovat tarttuneet haasteeseen muun muassa yhteisen kärkihankkeen, *KIVAKO*n, avulla.

KIVAKO – Kielivarannon vahvistaminen korkeakouluissa -hanke kehittää korkeakoulujen yhteistä vieraiden kielten opintopolkutarjontaa ja tukee monin tavoin opettajien pedagogista kouluttautumista ja asiantuntijuuden kehittymistä. Jo hankkeen pilotointivaihe on osoittanut opetustarjontaan kohdistuvan tarpeen ja nostanut esille lukuisia muita hyötynäkökulmia.

Esityksessämme pyrimme arvioimaan hankkeessa tuotettavaa toimintamallia nimenomaan kansallisen kielivarannon näkökulmasta. Pohdimme myös toimintamallin kehittämisen ja sen menestyksekkään toteuttamisen edellytyksiä sekä sitä, miten toimintamalli kytkeytyy korkeakoulujen muuhun toimintaan.

Heidi Jauni & Taina Juurakko-Paavola

Language Centre, Tampere University, Finland

Educating future game changers: The skills required from a LC teacher

Dr Heidi Jauni is a Development Manager at the Language Centre at Tampere University. Her research interests are: social interaction in educational settings, technology mediated interaction, conversation analysis.

Dr Taina Juurakko-Paavola is a Director at the Language Centre at Tampere University. One of her professional interests is HR development with special emphasis on teachers' digital skills.

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Oral presentation

Global phenomena such as migration and urbanization are changing societies rapidly, resulting in increasing social and cultural diversity at different levels, from private life and working life to societal and global levels. In addition, scientific and technological development and innovations, such as different uses of artificial intelligence, generate profound changes in many sectors of life. Education aims at equipping students with skills they need in the changing working life, but also with skills that the students need on a more general level, as citizens in a world that is characterized by diversity and continuous flux. The skills needed in the future include disciplinary and epistemic skills together with cognitive and metacognitive skills (e.g., critical thinking, learning-to-learn) as well as social and emotional skills. In addition, students need skills that are practical, e.g. using technological devices (OECD 2018, KARVI 2020).

To be able to provide students with the above-mentioned skills, the language centre teachers themselves need skills that might be quite different from the ones that are most relevant for them currently. In order to obtain a better understanding of the skills that LC teachers need in the future, we created a survey about language studies at our university. The survey was conducted in January 2020, it was sent to LC teachers, students, and staff from all faculties at our university, and the total number of respondents amounted to approximately 600. In this presentation we focus on one of the survey questions, asking the respondents to estimate the importance of different language and communications skills. The analysis of the responses provides a starting point for development work toward a relevant skill-set for LC teachers in the future.

In addition to the survey, we collected information about the teachers' digital competence using the DigCompEdu tool developed by the European Framework for the Digital Competence of Educators. By combining the data from the survey and from the DigCompEdu self-assessment tool, we will be able to target teacher development initiatives to areas that benefit all stakeholders and consider proactively the development needs of language centre teachers.

Sinikka Karjalainen

University of Helsinki Language Centre, Finland

Unit development discussions – a pedagogical leadership tool as seen by Language Centre unit superiors

Oral presentation

Annual unit-specific target and development discussions with the Language Centre Director are a regular practice at the University of Helsinki Language Centre. These discussions have been carried out for more than 20 years, in varying formats depending on the administrative structure of the Language Centre, university-level instructions for development discussions and changing concepts of leadership in higher education. The first discussions were for small groups of teachers and of an administrative nature including detailed course planning. Over the years, the discussions have changed into more interactive fora, and in the past few years the agenda of the discussions has been designed in cooperation with Language Centre units and their superiors.

In the Language Centre context, unit superiors can be described as mid-level academic leaders. They lead and manage groups of teachers in one or more languages and are responsible for coordinating and developing teaching in those languages, according to the Language Centre's strategic and curricular aims. Superiors are chosen from within the units for a period of three years at a time, and they are practicing teachers themselves.

Annual unit-specific target and development discussions aim at helping the units, unit superiors and the Director to develop Language Centre teaching and other operations. General feedback from the group development discussions has been positive, but there is little knowledge of how the superiors see them supporting their work in practice. To study this, three semi-structured group interviews with Language Centre unit superiors (N=8) and one with the

Sinikka Karjalainen is Deputy Director and Head of Development at the University of Helsinki Language Centre. She has been working as superior of the Support for Teaching and Learning Unit and of Other Languages Unit (Arabic, Danish Japanese, Korean, Estonian, Portuguese,) since 2010. Her professional and research interests include curriculum design, educational leadership, support functions for teaching and learning, quality assurance and workplace language needs.

Director were conducted in 2019. The main goal of the interviews, about an hour each, was to explore superiors' views on unit development discussions as a pedagogical leadership tool. There were two main thematic areas in the interviews. One was the actual development discussion, e.g. preparing for the discussion in the unit, the discussion itself and possible measures taken in the unit after the discussion. The other dealt with the role of the development discussions as perceived by the superiors. Did the discussions help them in their pedagogical leadership role? What were the advantages and problems of the discussions from the superior's perspective? How should the discussions be developed? In this talk, I will present the study and discuss some of its main findings, concentrating on the perceived meaning of development discussions in the leadership role of Language Centre unit superiors.

Seit über 20 Jahren werden am Sprachenzentrum der Universität Helsinki jährliche Ziel- und Entwicklungsgespräche zwischen der Leitung und den einzelnen Einheiten des Sprachenzentrums geführt. In diesem Vortrag werde ich über eine Interviewstudie berichten, in der untersucht wird, wie die Vorgesetzten der Einheiten die Bedeutung der Entwicklungsgespräche als Unterstützung ihrer akademischen Führungsaufgaben einschätzen.

Ludka Kotarska

Eaquals

Ludka Kotarska has been involved in English language training for over 35 years and has worked as a teacher, academic manager, school director and consultant. She was the Managing Direc-

Teachers at a crossroads: The Eaquals Language for Academic Purposes Framework as a developmental tool for challenging times

Oral presentation

The rapid growth of higher education institutions globally, the acceleration of internationalisation and cross-border education has given rise to several questions and brought

about a number of challenges. These processes have pushed the quality agenda forward and considerable investments have been made to redesign curricula, maintain reasonable teaching and learning capacities, employ adequately qualified staff, provide appropriate facilities and ensure efficient management of standards, policies and procedures. They have also generated a demand to create internal quality assurance systems, seek accreditation at both national and international levels, and above all have had an impact on the role of teachers. In a number of institutional contexts language teachers are expected to:

- prepare students to enter their academic programmes
- ensure students improve their overall language competence
- facilitate development of strategies related to independent learning and academic study skills
- help students develop subject-specific language competencies

It is also desirable if teachers guide students' development of generic competencies such as problem-solving, critical thinking or transfer skills. Clearly, the bar has been raised and expectations regarding teachers' skills and competencies are high. In this context the role of Continuous Professional Development becomes even more significant.

In response to the changes in the Higher Education sector and the challenges it faces, Equals has developed The Language for Academic Purposes Framework (LAP). The LAP Framework is extension of the Equals Teacher Development (TD) Framework and follows its structure with 3 phases of development across 5 areas: Planning teaching and learning, Teaching and supporting learning, Assessment of learning, Language communication and culture, the Teacher as professional. Competencies are described in terms of both 'Knowledge of ...' and 'Skills in ...'. As with the TD Framework the LAP is intended to set out competencies in these areas and across these phases to encourage teacher development through self-assessment, principled evaluation and reflection.

tor of ELS-Bell schools in Poland until 2016. She has been closely involved with Equals for over 20 years as an inspector, Chair of Inspections Sub-committee and Equals Chair. In 2016 she was appointed Director of Equals Accreditation and Consultancy. She has participated as a speaker in professional conferences in Europe, Asia and the Middle East and has been engaged in projects related to development of quality assurance schemes.

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- The Framework for Language for Academic Purposes
- The Framework for Language Teacher Training and Development
- The Accreditation Scheme for Higher Education Institutions

The LAP Framework is intended to help:

- teachers entering the Higher Education and/or Language for Academic Purposes field to identify areas of strength and weakness
- teachers who may be faced with a need to change and develop new competencies and skills
- academic managers who may need to support either of these groups or other teaching staff

I will present the LAP Framework and discuss its practical implementation in the Higher Education contexts, especially how it can facilitate Continuous Professional Development programmes for teachers. I will also demonstrate how it relates to the standards of the newly developed Equals Accreditation Scheme for Higher Education Institutions.

Equals is an international non-profit membership association that exists to promote excellence in language education. We are experts in accreditation, quality assurance, training and standardisation and conduct research and create resources to develop language teaching and learning throughout the world. We run an international accreditation scheme for all types of language teaching organisations, both private and public, and for the teaching of all languages in any country. We accredit:

- university language centres
- stand-alone language schools
- groups of language schools
- foreign language departments of mainstream education schools
- corporate training centres

Als Reaktion auf die Veränderungen im Hochschulbereich und die damit verbundenen Herausforderungen hat Equals das Rahmenwerk „Sprache für akademische Zwecke“ entwickelt. Dabei handelt es sich um eine Erweiterung des Equals Rahmens für die Aus- und Weiterbildung von Sprachlehrenden und ist angelehnt an dessen Struktur mit 3 Entwicklungsphasen in 5 Bereichen: Unterrichtsplanung; Lehren und Lernunterstützung; Beurteilung; Kommunika-

tion, Sprache und Kultur; der/die Lehrende als Experte/Expertin. Kompetenzen werden mit den Deskriptoren „Kenntnisse“ und „Fertigkeiten“ beschrieben. Der Rahmen dient dazu, die Kompetenzen in den genannten Bereichen und über die 3 Entwicklungsphasen hinweg zu definieren, um die Aus- und Weiterbildung von Sprachlehrenden durch Selbsteinschätzung, prinzipielle Beurteilung und Reflexion zu fördern. Ich werde den Eaquals Rahmen „Sprache für akademische Zwecke“ vorstellen und seine praktische Umsetzung im Kontext der Hochschulbildung diskutieren. Ich werde untersuchen, wie es Fortbildungsprogramme für Lehrende unterstützen und verbessern kann und wie es mit den Standards des neu entwickelten Eaquals Akkreditierungssystems für Hochschuleinrichtungen im Zusammenhang steht.

Pauli Kudel & Pasi Puranen

Aalto University Language Centre

Pioneering online and blended language learning at Aalto University – Pedagogy ahead of Technology

Oral presentation

At Aalto University, as well as in Finnish higher education in general, online and blended options for language learning are becoming more and more common. Digitalization of learning is a process that permeates all higher education. In recent years, Finnish University Language Centres have been very proactive in creating online and blended learning options for university students. We will present some of these digitalization projects for language learning, both national initiatives and those pioneered by Aalto University.

A!OLE was launched in 2016 and it is still ongoing. The *A!OLE* project is designed to advance and enhance the digitalization of learning at Aalto University by developing and

Pauli Kudel, MA, is a Lecturer in German at the Aalto University Language Centre. He has developed and taught various online and blended learning courses for German as a foreign language and German culture. His research interests focus on German cultural studies and flipped classroom methods. He is also the author of several German textbooks, dictionaries and e-learning materials.

Pasi Puranen, MA, is a Lecturer in Spanish at the Aalto University Language Centre, where he has developed and taught online and blended learning courses for Spanish as a foreign language and business communication. His research in

terests focus on guidance and feedback in e-learning and Latin American sociolinguistics. He is also the author of several textbooks for teaching Spanish.

exploring new types of e-learning solutions and pedagogical models for online and blended learning. The outcomes of the *A!OLE* projects will be used for disseminating best practices and models within a wider learning community.

Our presentation will take an organizational look at how this idea of dissemination of best practices and models has succeeded through the Language Centre. Have our pioneer teachers, who were the first ones to adopt digitalization in language learning, managed to inspire and support other language teachers? Our presentation will also outline some of the best practices utilizing online and blended learning models in foreign language teaching. We will also present some feedback from the language teachers who have been creating and utilizing these online models in their teaching in various languages.

There are also national projects in Finland with the uniform objective of digitalizing language teaching. One is *2DIGI – Digitalize your teaching*, which was created in response to a perceived need in Finnish University Language Centres to assist language teachers in their transition from an analogue world to a digital one. The focus is on how this transition can be managed pedagogically to offer teachers concrete help both in their own work and in their daily work with their students.

Another national initiative is the *KiVAKO* project (2018–2021), which aims at building virtual language study paths for higher education students. The focus is particularly on languages that are necessary but less commonly studied in Finland. The ultimate goal is thus to strengthen Finland's linguistic capital through higher education.

Am Sprachenzentrum der Aalto-Universität gewinnt der Einsatz von Online- und Blended Learning-Methoden immer mehr Raum beim Sprachenlernen. Digitale Technologien durchdringen den gesamten Sprachunterricht. In den letzten Jahren waren die finnischen Sprachenzentren sehr aktiv bei der Schaffung von Online-Unterrichtsmateriali-

en für die Studierenden an den Universitäten. In unserer Präsentation werden verschiedene Projekte vorgestellt, mit denen der Sprachunterricht an der Aalto-Universität durch digitale Technologien unterstützt werden. Im Mittelpunkt steht der Blick darauf, wie diese weitreichenden Veränderungsprozesse erfolgreich durchgeführt werden konnten. Der Anspruch von Online- und Blended Learning-Methoden besteht darin, unterschiedliche Ausprägungen des Lehrens und Lernens sinnvoll miteinander zu verbinden. Einige konkrete Beispiele zeigen, wie das uns gelungen ist. Wir werden auch Feedback von den Dozenten vorstellen, die neue Unterrichtsmaterialien produziert und in ihrem Unterricht eingesetzt haben. Die didaktische Verbindung von traditionellen Formen des Lehrens und Lernens mit den Möglichkeiten von elearning hat das Sprachenlernen an unserem Sprachzentrum verändert. Wie wurde diese Entwicklung von den Kollegen und von den Studierenden am Sprachzentrum aufgenommen?

Mikiko Kurose

University of Nottingham

Do assessments reflect what we teach in the classroom?

Oral presentation

This paper addresses assessment in language education. It begins by setting out a number of approaches such as those discussed by Hamp-Lyons (2016), who argues for learner-oriented and learning-centred assessments to better reflect what learners do in class and Lee (2015:309) who also believes that consideration should be given to assessments that, “identify the gap between the learners’ current states of knowledge/skills and their targeted learning goals (or norms)”.

Mikiko Kurose is a Teaching Associate at the University of Nottingham, where she teaches Japanese from beginners to intermediate level. She previously taught Japanese up to A-level in a state secondary school for thirteen years, before moving into higher education. She has also worked as a translator and interpreter. She proofread and advised on Helen Gilhooly’s ‘Teach Yourself Japanese’ series, and was one of the voice actors for the ‘Michel Thomas Method Japanese’ series. Her research interests include technology integration and enhancement in language teaching and learning, and the benefits of CEFR in teaching and assessment.

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In addition to setting out the claims in this literature, I also test to what extent the principles they espouse are consistent with assessment practice in the Language Centres that the University of Nottingham operates on its 3 campuses - in the UK, in China and in Malaysia. All three campuses offer elective language modules and each Language Centre has its own assessment model, which I will explain in the paper with reference to all 6 stages of delivery. In the UK case, campus-based assessments for Stages 1-3 include reading comprehensions, grammar sections and essay tasks. In the case of Stage 4-6, these are integrated tasks that focus on more than one skill, such as using simple pictures as essay stimulus, a telephone test (which combines the skills of speaking, listening and translation), translation tasks and so on. In China and Malaysia on the other hand, there is much greater emphasis on the use of online assessment using tools such as Rōgo.

I will argue that particularly in the UK context, there is currently a considerable mismatch between the classroom practice and the tasks used to assess student performance employed by staff. To ensure much closer alignment between the two and greater consistency with the principles set out by the likes of Hamp-Lyons (2016) and Lee (2015), this paper explores a new, innovative type of assessment we are implementing in Stages 1-3 based on authentic tasks that connect to students' everyday lives that is more appropriate to the learning outcomes of the modules and teaching practice in the classroom.

Samuel Lagier

UNILausanne, SamSpeaksScience

Exploring the unknown

Plenary session

How does our brain interpret our environment? How are photons, smells, air pressure waves transformed into

Dr Samuel Lagier is a scientist and a comedian. He specializes in communication, collaboration and creativity. He

electric signals to create meaningful perceptions? I have studied olfaction and hearing, at the molecular level, local neuronal network and large ensemble level to try to answer those questions. I had the thrill to hear neurons fire action potentials in real-time with both in vitro and in vivo electrophysiological recordings ; I saw the brain of a mouse literally light up with each breath as it was smelling banana with fluorescence in vivo imaging. In my last couple of years in a lab, I became interested in sensory perception in the context of schizophrenia. What if the inability to concentrate was coming from a deficit in filtering out irrelevant sensory stimuli?

Very few people would put improvised comedy and science together. Yet a little digging can reveal unexpected, exciting and useful parallels. Like languages, play and laughter are attractors, bringing people together, providing a sense of belonging and building communities. For young academics, often uprooted, finding a “home”, a safe space, is invaluable to help them face the challenges of the early academic career.

Regardless of your knowledge of academic research, regardless of your experience with improvised comedy, regardless of your community, we'll explore the power of play, together.

Samuel Lagier

UNILausanne, SamSpeaksScience

Unleash your creative power

Workshop

Life is unpredictable, your peaceful lesson gets interrupted, your carefully planned meeting turns into an open conflict... there are countless situations when you need to adapt and think on your feet. Everybody has the power to do it,

runs SamSpeaksScience, dedicated to help researchers talk about their work. Sam joined the TEDxLausanne team for 6 years as a curator, coach and host. He brings storytelling to experts for them to effectively share their rational, factual and thorough vision of the world to society. Sam holds a PhD in neuroscience and his 15 years of scientific research made him an expert in the exploration of complex systems, processes and ideas.

With over 13 years of experience with improvised comedy, he gives a serious playful twist to his experiential trainings. Learning is most effective through action and his situation-based activities provide the ideal platform for participants to understand the necessary ingredients for efficient collaboration and co-creation.

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References:

A few references to the work of Daniel Kahneman, psychologist and Nobel-prize winner. His book *Thinking, fast and slow* is a good introduction to his work.

yet it takes courage to give space for your imagination, your intuition, your “gut” to express itself. During this workshop participants will work on silencing their inner critic to build trust in their capacity to generate original ideas.

Every participant will be invited to engage in simple, playful and experiential activities derived from improvised comedy. These activities will happen in pairs, in small groups and with all the participants with the same goal: getting out of your head. There is no need to be funny, creative or artistic to engage in the activities of this workshop. Spontaneity is very liberating and participants are likely to surprise themselves over the course of this session.

The workshop will be concluded by a discussion on the role of creativity in the professional life.

Activities during this workshop will happen in pairs, in small groups and with all the participants. Some exercises will be purely physical (e.g. walking around the room), some purely verbal (e.g. telling a story). Participants will spend most of the workshop on their feet rather than sitting.

Questions for discussion:

Do you consider yourself « creative » ? « spontaneous » ?

Does your work require you to be creative ?

Is there room for creativity in your workplace ? Is creativity a disruptive force ? if yes, is it a positive or a negative disruption ?

Samuel Lagier

UNILausanne, SamSpeaksScience

Dr Samuel Lagier is a scientist and a comedian. He specializes in communication, collaboration and creativity. He

The power of “yes and”

Workshop

New ideas are often welcomed with (not so well) disguised criticism and skepticism in the form of “yes, but...”. Rather

than resisting, this workshop will be about embracing. It is the natural follow-up of *Unleash your creative power*. With the open attitude of welcoming new ideas, trust can be established, along with the capacity of co-creating. Working with someone is fundamentally an act of co-creation, regardless of the task at hand. This workshop is an exploration of a simple rule of collaboration, taken from the world of improvised comedy.

Every participant will be invited to engage in simple, playful and experiential activities derived from improvised comedy. These activities will happen in pairs, in small groups and with all the participants with the same goal: working together. There is no need to be funny, creative or artistic to engage in the activities of this workshop.

The workshop will end with a discussion on the importance of efficient collaboration at work.

Activities during this workshop will happen in pairs, in small groups and with all the participants. Some exercises will be purely physical (e.g. walking around the room), some purely verbal (e.g. telling a story). It is preferable for all participants to wear comfortable clothes and shoes. During the majority of the workshop, participants will be on their feet rather than sitting.

Questions for discussion:

What are the requirements for a collaboration to be successful ?

Are you a successful collaborator ? Do you enjoy or drag working with others ?

runs SamSpeaksScience, dedicated to help researchers talk about their work. Sam joined the TEDxLausanne team for 6 years as a curator, coach and host. He brings storytelling to experts for them to effectively share their rational, factual and thorough vision of the world to society. Sam holds a PhD in neuroscience and his 15 years of scientific research made him an expert in the exploration of complex systems, processes and ideas.

With over 13 years of experience with improvised comedy, he gives a serious playful twist to his experiential trainings. Learning is most effective through action and his situation-based activities provide the ideal platform for participants to

understand the necessary ingredients for efficient collaboration and co-creation.

References:

The Predator-Prey-Partner model, described in *Ego tango* by Amy Carroll, which is a variant of the Child-Parent-Adult model described by Eric Berne in *Games people play*.

Heini Lehtonen, Riikka Järvelä & Janne Niinivaara

University of Helsinki

Teachers' Peer Feedback at a Language Centre: Collegial Development of Teaching

Riikka Järvelä (M.A.) is a Teacher of Speech Communication at the University of Helsinki Language Centre. She has background in communication pedagogy. Her pedagogical and research interests are listening in education, communication skills and the role of feedback in learning environments.

Janne Niinivaara (M.A.) is a Learning Environment and Communications Specialist at the University of Helsinki Language Centre. He is currently a postgraduate of social sciences and leadership, and he has an academic background in communication and pedagogy. His research interests are experiences, communication in challenging professional life situations, organizational development and digital pedagogy.

Heini Lehtonen (Ph.D.) is a senior lecturer of university pedagogy at the Centre for University Teaching and Learning (HYPE) at the University of Helsinki. She works in the research-based development of teaching at the Language Centre. Her background is in sociolinguistics, and her research interests include language(s) in education, teaching and learning, language ideologies, language awareness, and translanguaging pedagogies.

Oral presentation

In this presentation, we will offer a take-home model for anyone who would like to try peer feedback in their own organization. The model is based on a teachers' peer feedback project at the Language Center of the University of Helsinki during the year of 2018 and 2019.

The basic idea of "peer-to-peer feedback" is that participation is flexible, voluntary and organized by the teachers themselves. Peer pairs observe each other's lessons and/or e-learning and discuss pedagogical choices. The work is supported by an online environment where it is possible to share experiences with all participants and to access research on pedagogy.

The participating teachers were surveyed at the beginning and at the end of the project. The data consists of the interviews, the teachers' reflections after taking part in the project as well as surveys concerning their expectations and experiences. We intend to continue data gathering in the project in 2020.

We will discuss 1) the teachers' expectations, 2) their reasons to get involved in peer-to-peer feedback, as well as 3) their experiences of the project. Our data reveals that there is a need for feedback: the participants report that since their studies they have mainly received feedback only from the students. Our data supports the view of peer

feedback as a multifaceted learning experience (Nicol & Thompson & Breslin 2014): First, colleagues became aware of each other's skills, which was found to increase wellbeing at the working community. Secondly, teachers received concrete ideas for enriching and developing their own teaching. Thirdly, 3 teachers became aware of their tacit knowledge that they had not previously been able to conceptualize or share.

In dieser Präsentation bieten wir ein Mitnahmemodell für Zuhause für alle an, die Peer-Feedback in ihrer eigenen Organisation ausprobieren möchten. Das Modell basiert auf einem Peer-Feedback-Projekt für Lehrer an dem Sprachenzentrum der Universität Helsinki in den Jahren 2018 und 2019. Die Grundidee des „Peer-to-Peer-Feedbacks“ besteht darin, dass die Teilnahme flexibel sowie freiwillig ist und von den Lehrern selbst organisiert wird. Die teilnehmenden Lehrer wurden zu Beginn befragt und am Ende des Projektes interviewt. Wir werden 1) die Erwartungen der Lehrer, 2) ihre Gründe für ihre Teilnahme am Peer-to-Peer-Projekt sowie 3) ihre Erfahrungen mit dem Projekt erörtern. Unsere Daten zeigen, dass es einen Bedarf für Feedback gibt: die Teilnehmer berichten, dass sie seit ihrem Studium Feedback hauptsächlich nur von Studierenden erhalten haben.

References:

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Tuija Lehtonen, Nina Reiman, Aija Virtanen & Minna Bogdanoff

University of Jyväskylä, Finland

**Integration training of highly educated
migrants – new roles and responsibilities of
language centres?**

Aija Virtanen, Minna Bogdanoff, Tuija Lehtonen, and Nina Reiman work in the project JYU.INTEGRA (Centre for Multilingual Academic Communication, University of Jyväskylä). Lehtonen coordinates the project, and teaches Finnish as a second language to the participants of JYU.INTEGRA together with Reiman and Virtanen. With Bogdanoff, they also prepare a report on how the training model developed in the project JYU.INTEGRA could be applied also in other universities.

Oral presentation

Highly educated migrants in Finland face multiple challenges on their path to higher education and work life. Current integration policy and practices do not promote appropriate development: it takes years to achieve sufficient language and academic skills. The present integration training does not offer this group a smooth transition to the academic paths suitable and interesting for them. Immigrants' admission to higher education is not supported by the university structures, strategies, and language policies either. These inappropriate structures and lack of suitable training restrain many prospective students and experts from advancing their career. Is it time to turn a critical eye on ourselves as researchers and educators, recognize the inequality, and start finding solutions?

In this oral presentation, we will present the JYU.INTEGRA model and also discuss the results of a survey implemented in the Finnish universities during the spring 2020. In JYU.INTEGRA, an integration training model for highly educated migrants has been developed. This ongoing project funded by the Finnish Ministry of Education and Culture aims at promoting the role and responsibility of the universities concerning the education and study opportunities of highly educated migrants. We will discuss how language learning can be an instrument for eliminating barriers, as well as the medium of inclusion and social cohesion. The implemented survey, in turn, offers an insight into the resources and abilities the Finnish universities already have, what is to come, and what is needed related to encountering this under-represented group of students. The target groups of the survey consist of the administrative personnel and the practitioners who work with the immigrant students at the university.

This presentation focuses on the resources and tools that the universities currently have to support migrant students' study paths in terms of offering for example language courses, guidance, and supportive services. On the other hand, we contemplate the challenges that prevent the

universities from organising suitable training for these potential students. In the end, we aim to describe how the universities and language centres see their societal role in the viewpoint of organizing integration training.

Kotoutumiskoulutusta korkeakoulutetuille maahanmuuttajille – kielikeskusten uusi rooli ja vastuu?

Korkeakoulutetut ja korkeakoulukelpoiset maahanmuuttajat kohtaavat lukuisia haasteita matkallaan suomalaisen korkeakouluun ja työelämään. Nykyisellään kotoutumiskoulutus ja yliopistojen strategiat, rakenteet ja käytänteet eivät tarjoa riittävää tukea tai mahdollisuuksia tämän ryhmän sujuvaan siirtymiseen akateemisille poluille.

Opetus- ja kulttuuriministeriön rahoittamassa JYU. INTEGRA-hankkeessa on kehitetty koulutusmallia korkeakoulutetuille ja korkeakoulukelpoisille maahanmuuttajille. Hankkeen yhtenä tavoitteena on myös kasvattaa yliopistojen roolia ja vastuuta korkeakoulutettujen maahanmuuttajien koulutuksen järjestäjinä. Esittelemme koulutusmallia sekä tekeillä olevaa selvitystyötä, jossa kartoitetaan yliopistojen valmiuksia ja resursseja järjestää akateemisia urapolkuja mahdollistavaa kotoutumiskoulutusta. Pureudumme erityisesti siihen, millaisena yliopistot ja kielikeskukset näkevät mahdollisen roolinsa ja yhteiskunnallisen vastuunsa kotoutumiskoulutuksen järjestäjinä.

Joe Lennon

Masaryk University Language Centre, Brno, CZ

Innovative Models for Teaching Writing in Central Europe: At the Margins, or at the (Language) Center?

Oral presentation

Over the last year, with the help of colleagues, I have taken the first steps toward establishing an English Writing Lab

Joe Lennon has a PhD in English and Creative Writing from the University of Denver, and a Master of Fine Arts in Writing from Washington University in St. Louis. Over the last 16 years, he has taught English language, academic writing and creative writing at universities in the US, China, and the Czech Republic. He is currently Assistant Professor at Masaryk University Language Centre, where he teaches academic writing in a variety of formats, and is a consultant at the newly established Writing Lab. He has a cat named Professor Cuddles.

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at Masaryk University Language Centre. The Writing Lab is an active resource for anyone at MU needing advice or help with their writing, offering one-on-one consultations, writer’s groups, and other services. Most universities in the US and the UK have writing centers – they have been an established part of higher education there for decades. They are less common in Central Europe, although they are becoming more widespread in Germany, and there are now a few in Czech Republic as well. As universities in this region place more emphasis on their international reputation, and on the publication and presentation of research abroad, the need to support fledgling academic writers who are also learning English is glaringly evident. And yet my experience with undergraduate, Master’s and PhD students at Masaryk, many of whom have never been offered any explicit guidance with writing in their native language, let alone in English, suggests that we need to look for more effective ways of sharing writing resources and expertise with those who need it. Writing centers have proved very popular and effective at Anglo-American universities – but will they work here? And are they something language centers should offer?

This study begins with some large, existential questions: What role can and should language centers play in the teaching of writing at Central European universities? To what extent is our (relative) independence from specific departments/study programs an advantage, allowing us to occupy an unfilled niche in the teaching of a universal skill like writing? And to what extent is it a disadvantage, since our instruction may be perceived as too unspecialized in a highly specialized academic context? With those questions looming in the background, I will use a combination of literature review, correspondence with teachers and directors of writing centers in the region, and surveys/interviews with my students at Masaryk, to answer these more specific, practical questions: What are some recent and exciting innovations (especially, but not limited to writing centers) in the teaching of writing at Czech and Central European language centers? What are some spe-

cific ways language centers are responding to their unique institutional and cultural challenges to develop new models for teaching writing? And could these new directions in writing pedagogy in turn provide new opportunities for language centers to assert their value and importance?

Sergi Martín

Freelance Spanish teacher, video creator

Propuestas para el uso de vídeos en la clase de lengua, de A1 a C2

Workshop

Las llamadas “nuevas tecnologías” se van integrando poco a poco en las clases de lengua, con un continuo debate entre el mundo académico sobre cómo gestionar, implementar y planificar las posibles técnicas que nos ofrecen estas tecnologías. Pero para nuestros alumnos estas “nuevas tecnologías” no son tan nuevas, ya que la gran mayoría de ellos no conocen el mundo sin la interacción que nos ofrecen los medios audiovisuales, al alcance de todo el mundo, incluidos (o más bien principalmente) ellos. Ellos han nacido con una pantalla interactiva en la mano, con un móvil conectado a Internet. ¿Qué material debemos implementar en la clase? ¿Cómo elegirlo? ¿Es YouTube una fuente fiable de material que cumpla nuestros objetivos académicos? Si muchos alumnos están cada vez más inmersos en las redes sociales, ¿deberíamos usarlas también en las clases de lengua (y no de lengua)? En este taller práctico sobre el uso de vídeos en la clase de lengua, voy a dar ejemplos prácticos sobre cómo usar de forma efectiva, amena y divertida algunos vídeos que a priori no están orientados a la educación, pero que pueden ser explotados en clases con alumnos de todos los niveles, implementando las cuatro destrezas. Por ejemplo, en este vídeo uso partes de anuncios para explicar el imperativo: <https://youtu.be/OqL7LV2g3x4>

Sergi, originally from Valencia, in Spain, is a Spanish teacher as a foreign language and creator of the YouTube channel <https://www.youtube.com/SergiMartin-Spanish> a channel to teach Spanish (150+ videos, 85000+ subscribers, 14+ million views). Since 2008 he’s been working as a Spanish teacher and until October 2014 he lived in Barcelona. He currently lives in Prague, where he continues to work as a Spanish teacher, video creator and lecturer.

Sergi has given conferences at the Instituto Cervantes, Akcent IH, International Languages Symposium Brno 2019 and at the International Conference AJŠ 2018 and 2020 in Prague, as well as the 2nd ProfedeELE Teachers Meeting in Valencia in 2017, the biggest meeting organized independently by Spanish teachers.

En este otro uso una canción popular para explicar un uso especial del subjuntivo: <https://youtu.be/e0ZYQbyZ9LQ>

Workshop aimed at teachers of Spanish or other languages, with different proposals to use videos in class in an effective and fun way. The use of new technologies is something that we cannot ignore as teachers since students are increasingly connected to social networks, sharing content. One of the contents that is currently booming is video, either with the YouTube platform or with others. This workshop aims to take advantage of the power to capture the attention of the videos so that the students learn the language in an engaging way, in addition to being a material within their reach so that they can watch them at home.

Almut Meyer¹ & Claudia Rehwagen²

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PluriDeutsch – Promoting Plurilingual German Courses

Oral presentation

PluriDeutsch is a project, in which German teachers develop plurilingual or plurilingually oriented courses for four Finnish universities (Helsinki, Oulu, Tampere, Turku). In general, English and Swedish are followed by German as an important language in Finland, and it is usually the third or fourth language students have learned and often used in multilingual situations. Therefore, it seems obvious to develop plurilingual concepts for teaching German.

The project incorporates German philology / teacher training and language courses for business, engineering and law stu-

Claudia Rehwagen has been working at the Language Center of the Tampere University (former Tampere Technical University) as university teacher since 2014. Before that she worked freelanced as teacher for German as a foreign Language in several institutions, e.g. the Goethe-Institut. She graduated from the University of Leipzig in the field of German as a foreign language in 2007. Her work always needed to capture the learners and their future or present work, taking into account the expertise in their own field. Plurilingual and CLIL approaches to working with the students have been the main focus during the past years.

dents, and it covers a wide range of tertiary German teaching. It aims to provide concrete course concepts for these different subject areas, including didactical-methodological principles and examples of implementation for the development of plurilingual university courses in German. The concepts refer, either to already existing or completely new conceptualizations of courses or course units.

In contrast to monolingual language teaching, a central basic idea of plurilingual didactics is to conceive already learned language skills as resources when learning a new language. Here, this means utilizing these language resources by employing them, linguistically and strategically, to learn German. Thus, especially in the context of specialized communication, plurilingual approaches are used to introduce texts of specialized discourses to learners already at an early stage. So, the plurilingual deduction of a text's essential content can largely compensate for a lack of German knowledge.

The presentation outlines the theoretical framework and conduct of the project. From the framework of specialized communication (engineering and law), an insight into the concrete project work is given. Since project members teach in different fields of studies, the project stands for a multifaceted collaboration that allows and demands permanent reflections and adjustments of plurilingual approaches in accordance to subject specific requirements. Possibilities of not only an effective, but also motivating plurilingual text reception are demonstrated by examples from the engineering and legal field. Concrete teaching material is brought up for discussion, mainly, to encourage colleagues to take up plurilingual approaches in their teaching.

PluriDeutsch ist ein Projekt, in dem Deutschlehrende von vier nordischen Universitäten (Stockholm, Oulu, Tampere, Turku) plurilinguale oder plurilingual ausgerichtete Sprachkurse an finnischen Universitäten konzipieren. Mit der Germanistik / Deutschlehrausbildung sowie dem studienbegleitenden Deutschunterricht mit Wirtschaft,

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Kursiša, Anta & Richter-Vapaatalo, Ulrike 2017. Mehrsprachigkeit und Deutsch in Finnland. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 22: 2, 1–8. Abrufbar unter <http://tujournals.ulb.tu-darmstadt.de/index.php/zif/>.

Technik und Recht ist ein breites Spektrum des universitären Deutschunterrichts vertreten. Im Rahmen des Projektes werden didaktisch-methodische Grundlagen als auch Umsetzungsbeispiele in Form von konkreten Kurskonzepten erarbeitet. Ein Kerngedanke plurilingualler Ansätze besteht darin, vorhandene Sprachenkenntnisse beim Erlernen einer neuen Sprache sprachlich und strategisch zu nutzen. So können Deutschlernende schon auf Anfängerniveau an fachsprachliche Texte herangeführt werden.

Im Vortrag werden theoretische Grundlagen des Projekts erläutert und konkrete Beispiele plurilingualler Lerneinheiten für die Fachkommunikation in Recht und Technik präsentiert. Diese Materialien sind konzeptionell auch auf andere Fachbereiche des universitären Deutschunterrichts übertragbar. Mit diesem Projekt des fach- und universitätsübergreifenden Arbeitens und Austauschs möchten wir Kolleg*innen zum plurilingualen Arbeiten ermuntern.

Réka Mihálka

The Language Center of the UZH and ETH Zurich

Playing by the Rules: Gamifying English Academic Writing

Réka Mihálka received PhD in English at Eötvös Loránd University, Budapest in 2011. A former Fulbright scholar, she travelled the world researching until she settled in Switzerland. At the Language Center of the University of Zurich and ETH Zurich, she specializes in English academic writing, particularly at PhD and Master's level, for the natural sciences and engineering subjects. Her current interests include gamification, learner autonomy, motivation, English for Specific Purposes, and playing with her two-year-old son Brúnó.

Oral presentation

Gamification, or “the use of design elements characteristic for games in non-game contexts” (Deterding et al. 2011), is ubiquitous in the daily lives of our students, ranging from fitness apps to educational sites. What aspects make gamified experiences alluring (not only to millennials and Gen Z students, as often surmised, but also to Gen X and Baby Boomers, according to The State of Online Gaming, 2019) and how could we harness this creative energy to increase the motivation of our students?

The allure definitely does not lie in “shallow” gamification, when the operators of the system (whether it is a business or a course) merely add a few badges, trophies, or a leaderboard to the routine running of events. Successful gamification, instead, depends on the system’s ability to cater to the different needs of users by incorporating diverse game concepts, such as freedom of choice, narrative line, customized difficulty, progress, social interaction, etc. To mimic the real gaming experience, players need to be able to engage with the system in a way that motivates them personally. Ever since Bartle’s (1996) seminal paper on player typology, which established the player archetypes of the achiever, killer, socializer, and explorer, researchers have been keen to uncover a range of preferences in players for the sake of customization – or, as we call it in pedagogy, differentiation.

In an educational context, gamification is still a rising trend. Dicheva et al. (2015) report that mostly computer science and STEM subjects utilize gamification in higher education. Prievara and Nádori (2018) described a pioneering implementation of gamification in EFL in a secondary school setting in Hungary, but language teaching in higher education has not tapped into the possibilities of gamification yet.

My action research project aims to showcase the benefits of combining gamification with autonomous learning for the sake of a tailored learning experience. An academic English writing course (CEFR C1/C2) for Msc. students at the Management, Economics, and Technology Department at ETH Zurich, Switzerland, is currently undergoing the process of gamification. This talk describes the theoretical underpinnings of the project, some of the hurdles encountered, the use of technology (e.g. Moodle and online sources), and the key design elements that allow for differentiation. The evaluation of the project still pending, this talk will provide an opportunity to gather feedback from professionals on this research project, in keeping with the concept of action research.

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Obwohl das Spielen viele Aspekte des Lebens unserer Studierenden durchdringt, sind die Möglichkeiten der Gamifizierung oder „die Verwendung von Designelementen, die für Spiele in Nicht-Spielkontexten charakteristisch sind“ (Deterding et al. 2011), im Sprachunterricht an den Hochschulen noch nicht ausreichend untersucht worden. Dieser Vortrag soll die Umsetzung der Gamifizierung in einem akademischen Englisch-Schreibkurs (CEFR C1/C2) für MSc-Studierende des Departements Management, Wirtschaft und Technologie der ETH Zürich, Schweiz, aufzeigen. Um die Lernerfahrung besser auf die unterschiedlichen Bedürfnisse unserer Studierenden abzustimmen, werden viele autonome Lernelemente in die Umsetzung einbezogen. In diesem Vortrag werden die Kernkonzepte, mögliche Wege zum Abschluss des Kurses, einige Hürden, auf die wir gestoßen sind, und der Einsatz von Technologie beleuchtet.

Simon Milligan

Language Center of the University of Zurich and ETH Zurich

Presentation: Reducing Instructors' Workloads When Preparing Discipline-Specific Writing Courses

Simon Milligan has taught scientific writing at the Universities of Bern and Zurich and at the ETH in Zurich for over 10 years. He gained a PhD from the University of Ulster in 2006 and a PGCert TESP from Macquarie University in Australia in 2010. He has developed writing courses tailored to specific fields, including biomedical engineering, biochemistry, chemistry, climate science, computer science, environmental engineering, human geography, materials science, and psychology. He also has 20 years' experience as an academic language editor in both social and natural sciences and is a member of the European Association of Science Editors.

Oral presentation

Most EAP teachers, rather than viewing their role as that of a transmitter of knowledge, see their function as supporting or scaffolding the learning process. Since students and researchers in different disciplines must produce very different kinds of texts (Nesi and Gardner 2012), the scaffolding of learning how to write inevitably involves meeting diverse discipline-specific needs. Although it is unsurprising that such an approach, most commonly termed English for Specific Academic Purposes (ESAP), can deliver better outcomes in writing classes than broader approaches (Flowerdew 2016), it bears several concomitant disadvantages. Not the least of these for the writing

instructor is the often-substantial extra work involved in designing, preparing, and delivering such courses, especially if the same instructor must prepare separate courses for a broad and heterogeneous range of disciplines. Consequently, many if not most writing instructors seek to develop techniques that help reduce their preparation effort without compromising the discipline specificity of their scaffolding.

This presentation contrasts two cases: one in which a general framework seems to provide ready help to writing instructors approaching the design of multiple courses, each for a separate discipline, and one in which such help is far more difficult to locate. Paradoxically, writers from many fields report that both these elements present particular difficulties. The first case is that of introductions to research articles (RAs) and, Msc. theses. This presentation shows how Swales's creating a research space (CARS) schema (Swales 1990) can be used to scaffold learning how to write the introduction to an, Msc. thesis in mechanical engineering (Maher and Milligan 2019). The second case involves the other end of RAs and, Msc. theses, sometimes titled discussions and/or conclusions and often structured in highly heterogeneous and discipline-specific ways, thus presenting ESAP writing instructors with significantly more work in the design and preparation of discipline-specific course materials. The presentation concludes with brief consideration of some practical techniques for reducing the work of ESAP writing course design and preparation without compromising the discipline specificity in scaffolding that learners find so helpful.

Obwohl der Ansatz von English for Specific Academic Purposes (ESAP, *Englisch für spezifische akademische Zwecke*) bessere Ergebnisse im Schreibunterricht erzielen kann als allgemeinere Strategien, zieht er mehrere Nachteile mit sich. Nicht zu vernachlässigen ist der oft erhebliche Mehraufwand für die Gestaltung, Vorbereitung und Durchführung von Spezialkursen. Folglich versuchen viele Schreiblehrer, Techniken zu entwickeln, die ihren

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Vorbereitungsaufwand verringern, ohne die disziplinäre Besonderheit ihres Aufbaus zu beeinträchtigen. Diese Präsentation stellt zwei Fälle gegenüber: Zum einen Einführungen im Forschungsartikel und in die Masterarbeit, in denen ein allgemeiner Rahmen für Lehrpersonen, die sich dem Entwurf mehrerer Kurse für verschiedene Disziplinen nähern, Hilfe zu bieten scheint. Zum anderen Diskussionen und Schlussfolgerungen, für die eine solche Hilfe weitaus schwieriger zu finden ist. Die Präsentation schließt mit einer kurzen Betrachtung einiger praktischer Techniken zur Reduzierung der Arbeit des ESAP-Schreibkurs-Designs und der Vorbereitung, ohne das Spezifische der Disziplin im Aufbau zu beeinträchtigen, die die Lernenden so hilfreich finden.

Vaida Misevičiūtė

English Language Lecturer, Vytautas Magnus University, Institute of Foreign Languages, Kaunas, Lithuania

The case of reflective practice through a process of peer learning and peer assessment

Vaida Misevičiūtė has been a lecturer at Vytautas Magnus University in Foreign Language Institute (UKI) over the past 20 years where she has been teaching a C1 level of General English in face to face and online environment. She specializes in plurilingual education, English teaching methodologies, and most importantly critical thinking and meta-cognitive practices in education. The majority of her learning and passion for innovative learning was achieved in Chicago IL where she received an MA in TESOL, and completed several years in a doctoral program in adult education. She was successfully working as an English language instructor at Roosevelt University, Chicago IL, USA for 20 years.

Oral presentation

Research studies now and again promote alternative assessment tools because they engage students in reflective practices that do not only improve the quality of the acquired knowledge, but also enhance responsibility towards working and learning ultimately developing lifelong learning skills. Practitioners often and even several researchers doubt the value of reflective practice through a process of peer learning and peer assessment claiming that the activities are too time consuming and students are not mature enough or lack confidence and motivation to assess peers critically. Therefore, this process is wasteful as it leads to poor quality of work and confusing feedback. However, the situation seems to be changing, and the new generation of

students seems to be more ready for this type of learning. The presentation focuses on the research findings based on a process peer assessment and evaluation activity that has been carried out with the first year university students in C1 General English class over the two semesters. An innovative “student conference” model has been used in this study. In the course, all the students have to create three drafts of a presentation that is getting peer evaluation, teacher evaluation, and finally is evaluated by peers during a simulated student conference. One of the key elements to a successful process is modelling. Especially during the peer review stage where a teacher works as a role model presenting good practices of peer review and feedback. Students are introduced to qualitative feedback and positive language. The presentation reviews the most effective strategies and tools that were positively evaluated and deemed effective by the students. Surprisingly and against expectations, students seemed to enjoy the peer review process, and valued it even more than teacher feedback when the peer reviewers were responsible. Students did not expect it to be enjoyable and educational. Not only did students learn more about various topics, but also about presenting skills. Several comments alluded to the idea that the learning process was more rewarding than final evaluation. “Student conference model shows enhanced students’ engagement in learning, reflection, and peer evaluation; therefore, supporting clear benefits for students and teachers engaged in the activity, and overall value that the reflective assignment has on learning.

Moksliniai tyrimai nuolatos skatina alternatyvias vertinimo priemones teigdami jog jie labiau įtraukia studentus į mokymosi procesą bei leidžia geriau įsisavinti žinias. Ypač svarbi išliekamoji vertė, nes studentai mokosi atsakomybės dirbant bei mokantis, o tuo pačiu įgija įgūdžius mokytis visą gyvenimą. Tyrime buvo analizuojama netradiciškai pateikta procesinio mokymosi ir tarpusavio vertinimo veikla „studentų konferencija“ bendrinės anglų kalbos C1 lygmenyje pirmakursių tarpe dviejų semestrų metu. Priešingai nei tikėtasi, studentams patiko tarpusavio vertinimo procesas

ir kai kuriais atvejais, kai pasisakymai buvo rimti, bendraamžių komentarus vertino labiau nei dėstytojo. Studentai nesitikėjo kad jiems bus smagu ir kad jie išmoks kažką naujo bei tuo pačiu geriau supras kaip ruošti prezentacijas. Kai kurie komentarai leido suprasti kad studentams svarbiau tapo pats mokymosi procesas nei įvertinimas. Pristatymo metu bus pristatoma netradicinė procesinė veikla, bet tarpusavio vertinimo procesas bei apžvelgiamos veiksmingiausios priemonės bei studentų požiūris į procesines užduotis bei tarpusavio vertinimo veiklą.

Stefanie Neuner-Anfindsen

Sprachenzentrum/Centre de langues, Universität Freiburg/Université Fribourg

How a top-down restructuring threatens the quality and academic orientation of a language centre

Stefanie Neuner-Anfindsen, PhD in German as a Foreign Language, M.A. in German as a Foreign Language and M.A. in German Linguistics, is the director of the language centre of the bilingual University of Fribourg (CH). She has been teaching and researching at the University College Dublin (Ireland), at the Rice University (Houston, Texas, USA), at the University of Leipzig (Germany) and at the University of Kassel (Germany). Her areas of interest are learner autonomy, advanced learners of German as a foreign language, curriculum design, management of language centres and conflict mediation.

Round-table session

Since 2008 the bilingual University of Fribourg (UoF) maintains a Language Centre (LC). It emerged from the “Learning and Research Centre for Foreign Languages (Lern-und Forschungszentrum Fremdsprachen)”, which developed parts of the CEFR.

The LCs primary objective is to provide learning offers for members of the University of Fribourg. Its programme concentrates onto the promotion of academic language and communication competences and includes language courses in the two official languages of the UoF German and French (which are also two of four national languages), Italian (national language) and English (academic lingua franca as well as language of instruction and research at UoF). In addition, it offers a self-access centre for autonomous language learning.

Up until now, the LCs lecturers (45% hold PhDs) belong to the academic staff. Lecturers at the UoF exercise a small

amount of research and administrative tasks. Their main task is teaching. The LC of UoF has been the only university LC in Switzerland with some official research task and has the reputation to be academically competent.

Due to a financially pressing situation, the rectorate of UoF seeks to cut costs. Therefore, it decided to reorganise the LC. Since the salaries of the lecturers are the most important cost factor, the rectorate has decided to cut all research, increase teaching hours substantially and degrade the centres direction to a purely administrative post with no competences in the field of language didactics. It is the idea, that in the future, the lecturers shall be employed in a new, less costly category. At the same time, the rectorate claims that the quality of the learning and teaching offer shall be conserved.

Parallel to the LC reorganisation, the rectorate is in the process of developing the university's strategy. It identified the need to develop a language strategy. The LC will play an important role in its realisation. The rectorate itself formulated that the orientation of the LC will depend upon the new language policy. And yet, the LC is being reorganised before the formulation of the language policy, although the LC pointed out that this might lead to a further reorganisation of the LC.

In this contribution to the round table, I would like to discuss how the university's management lack in strategic awareness, the absence of a vision about the role of the languages of the bilingual university and a shortcoming language concept endangers a well-functioning, highly integrated, respected and well connected LC: I would like to show how the quality will decrease to the disadvantage of the university's community.

Moreover, I would like to ask which roles and steps the national association could take to support a LC under such a pressing situation. In general, which role and steps could Cercles take to support LCs in pressing situations?

Das Sprachenzentrum (SPZ) der zweisprachigen Universität Freiburg (Uni Fr) Schweiz existiert seit 2008 und ging aus dem Lern- und Forschungszentrum Fremdsprachen (LeFoZeF) hervor. Dort entstanden Teile des GERF. Es ist eine Dienststelle des Rektorats und fördert akademische Sprachkompetenzen mit Lehr-Lernangeboten für Deutsch und Französisch (Landessprachen, offizielle Sprachen der Uni FR, gleichzeitig zwei der vier offiziellen Sprachen der Schweiz), Italienisch (Landessprache) und Englisch (akademische Lingua Franca, Unterrichts- und Forschungssprache der Uni FR). Es hat ein Selbstlernzentrum.

Seine Lektor*innen (45% sind promoviert) gehören zum fest engagierten akademischen Lehrkörper. Sie erledigen in geringem Umfang Forschungsaufgaben und administrative Aufgaben. Ihre Hauptaufgabe stellt akademischer Sprachunterricht dar.

Die Uni Fr befindet sich in einer finanziell schwierigen Situation. Daher wurde eine Reorganisation zur Kostensenkung des SPZs entschieden. Die Forschungsaufgaben werden gestrichen, die Unterrichtsverpflichtung substantiell erhöht und die SPZ-Leitung wird eine rein administrative Position ohne fremdsprachendidaktische Kompetenzen. Gleichzeitig fordert das Rektorat, die Qualität des Lehrangebots aufrecht zu erhalten. In Zukunft sollen Sprachunterrichtende einer neuen, kostengünstigeren Mitarbeiterkategorie angehören.

Parallel dazu entschied das Rektorat, für die zweisprachige Universität eine Sprachenpolitik zu entwickeln. Sie wird die Basis für die Ausrichtung des SPZs darstellen. Dennoch wird das SPZ zuerst reorganisiert, bevor die Sprachenpolitik existiert. Dies könnte zu einer erneuten Reorganisation des SPZs führen.

Ich möchte bei diesem runden Tisch besprechen, wie fehlendes strategisches Bewusstsein der Universitätsleitung, die Abwesenheit einer Vision über die Rolle von Sprachen an einer zweisprachigen Universität und ein nicht ausreichendes Sprachenkonzept ein gut funktionierendes

und integriertes, respektiertes und gut vernetztes SPZ gefährdet und wie dies zur einem Rückgang an Qualität des Angebots des SPZs führen wird.

Ausserdem möchte ich die Frage stellen, welche Rolle und Schritte die nationale Vereinigung in dieser Drucksituation ein- bzw. unternehmen könnte und würde gerne mit Ihnen diskutieren, welche Rolle Cercles unternehmen könnte in Situationen, in denen die Existenz eines SPZs gefährdet ist.

Janne Niinivaara

University of Helsinki

Was the deadline yesterday? – Teachers' experiences of the approaching digitalization of higher education language learning

Oral presentation

Digitalization is approaching fast in the field of education and may even shake the very core of higher education. According to Hammershøj (2019), it is probably only a matter of time before we witness the emergence of the 'Airbnb of higher education'; that is, a platform for higher education that connects the right student with the right teacher and does so accurately, instantly and free of charge. In fact, globally speaking, the digitalization process in universities could have been taken even further by now. This raises the question of how, in higher education language teaching, we can create an alignment of continuous learning, contact teaching, digitalization and blended learning environments. How do we see language acquisition in these settings?

The organization strategies of both the University of Helsinki as a whole and the Language Centre specifically stress the necessity of flexible and digitalized learning environments. This process has not started from scratch. Earlier data about students' and teachers' e-learning solu-

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Hammershøj, L.G. (2019). The perfect storm scenario for the university: Diagnosing converging tendencies in higher education. *Futures*, 111, p. 159–167.

Niinivaara, J. & Vaattovaara, J. (2018). Learners' and teachers' voices in developing digital language learning environments: insights from a survey data. *Language Learning in Higher Education*, 8(1), p. 133–156

tions at the Language Centre has been collected and presented (see Niinivaara & Vaattovaara, 2018). However, because Language Centre's strategic aims should reflect its pedagogical reality, additional steps have been taken for deepening the understanding of the topic in the year 2019.

In my presentation, I report the results of the on-going action research that takes place in the University of Helsinki Language Centre. The focus of the research is the digitalization of language teaching and blended learning environments. The research combines the examination of official strategy documents and qualitative interview data that aims at giving a voice to the language teachers involved. In group interviews (N= 10) teachers discussed their experiences and insights related to the topic.

The preliminary findings suggest that both organizational and personal development become difficult when there are differences in teachers' attitudes towards digitalization and in insights into teaching development (e.g. testing, learning styles, sufficient control and learning trajectories). Even though collegial support is seen as crucial to professional development, the teachers also described peer pressure that might hinder the distribution of good ideas.

According to the results, developing learning environments requires renegotiation of and new approaches to language acquisition, teacher collegiality, assessment and the connection between professional skills and tertiary education. In my presentation, I disclose teachers' experiences of digitalization in language learning and propose solutions to bridge the gaps between the strategy and the teaching reality as well as the gaps that might occur among teachers.

¿Cómo, en la enseñanza de idiomas de educación superior, podemos crear una alineación de aprendizaje continuo, enseñanza de contacto, digitalización y ambientes de aprendizaje combinado? Las estrategias de organización de ambos, la Universidad de Helsinki como un todo y del Centro de Idiomas, acentúan específicamente la necesidad

de ambientes de aprendizaje flexibles y digitalizados. En mi presentación, se muestran los resultados de la investigación en curso que tiene lugar en el Centro de Idiomas de la Universidad de Helsinki. El enfoque de la investigación es la digitalización de la enseñanza de Idiomas y ambientes de aprendizaje combinados. La investigación analiza también entrevistas grupales donde los profesores discutieron sobre sus experiencias y percepciones.

Los resultados preliminares sugieren que el desarrollo organizacional se vuelve difícil cuando hay diferencias en las actitudes de los profesores hacia la digitalización y en la percepción sobre el desarrollo de la enseñanza. Aunque el apoyo colegial es visto como crucial para el desarrollo profesional, los docentes también no obstante comentaron que la presión de grupo que puede impedir la distribución de buenas ideas.

Kris Peeters

University of Antwerp (Belgium)

The PROPLIC project – Promoting plurilingual, intercultural language learning in higher education throughout Europe

Oral presentation

In this paper, the PROPLIC-project will be presented — for which we confidently apply for funding in the 2020 Erasmus+ call for KA203 Strategic Partnerships for higher education. PROPLIC stands for “Promoting plurilingual, intercultural communication competence” in higher education throughout the EEA. As the project aims at developing a free online training programme for pre-service and in-service language teachers in higher education, it is of interest for all members of CercleS. After a brief introduction on plurilingual and intercultural communication competence as advocated by the 2018 CEFR, this paper will present

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the project rationale, its aim, the different work packages involved and the course modules that will be developed.

Under patronage of the European Language Council (www.celelc.org), the PROPLIC project, carried out by 7 universities — Warsaw (PL) as coordinator, Antwerp (B), Faro (P), Jyväskylä (FI), Kaunas (LT), Lausanne (CH), and Milan (I) — builds on successful projects of the past, such as MAGICC, MIME or CALOHEE. Its aim is to enhance higher education language teachers' plurilingual and intercultural competence, by developing an open access modular online training programme, in accordance with the 2018 Companion volume to the CEFR and the recently adopted *Council Recommendation of 22 May 2019 on a comprehensive approach to the teaching and learning of languages*. Based on a mapping of the field and the profiling of language teachers' perceived needs in the partner institutions, the PROPLIC project will develop, pilot and ultimately publish a free training programme consisting of three modules, which will be made available online through the international network of the European Language Council, to teachers in higher education throughout Europe. The modules will include selected reference texts, podcasts and screencasts, exercises with feedback and activities for self-assessment, didactic materials and examples of best practices, on 1) plurilingual communication competence (knowledge, skills and attitudes); 2) intercultural communication competence (knowledge, skills and attitudes); and 3) how to bring plurilingual and intercultural language learning into the higher education classroom, by developing appropriate didactical materials and scenarios. Although this online course of approximately 25 hours is primarily aimed at pre-service and in-service language teachers, the project partners firmly believe that it will ultimately also benefit language learners in the partner institutions and, ultimately, throughout Europe.

Dans cette communication, nous présenterons le projet PROPLIC, pour lequel sept partenaires universitaires, c'est-à-dire Varsovie (PL), Anvers (B), Faro (P), Jyväskylä

(FI), Kaunas (LT), Lausanne (CH) et Milan (I), ont demandé un financement européen dans le cadre du programme Erasmus+ 2020 (Action Clé 203 – partenariats stratégiques pour l'enseignement supérieur). PROPLIC est l'acronyme de «PRomoting PLurilingual, Intercultural Communication competence» dans l'enseignement supérieur, dans l'ensemble de l'EEE. Le projet vise à développer un programme de formation en ligne gratuit pour les professeurs de langues en formation initiale et continue dans l'enseignement supérieur ; aussi présente-t-il un intérêt certain pour les membres de CercleS. Après une brève introduction sur la compétence plurilingue et interculturelle telle que préconisée par la dernière version (2018) du CECRL, nous présenterons la raison d'être du projet, son objectif, les sept modules de travail du projet (work packages) et les modules de cours qui seront développés.

Anna-Maria Peltomäki & Hanna Vänskä

University of Helsinki Language Centre

From Testing to Learning – How Did the Obligatory Test in Finnish as a Second National Language Become a Learning Task

Oral presentation

Finland has two official languages: approximately 88% of Finns speak Finnish and 5% speak Swedish as their mother tongue. As a compulsory part of all the bachelor's degrees in Finland students show their written and oral proficiency in their second national language. The oral and written proficiencies are evaluated separately with the scale of the Common European Framework (CEFR): level B1 showing satisfactory skills and B2 good skills.

Anna-Maria Peltomäki, MA

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Hanna Vänskä, MA

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teaches academic writing for native Finnish speakers. Her current research interests are assessment of writing skills, language for specific purposes and workplace language needs.

Yearly in the University of Helsinki there are approximately 250 Swedish speaking students who have Finnish as their second national language. These students have two paths to meet the requirements: first option is to take a course which concludes with written and oral exams. The other option is to take a proficiency test. Approximately 20% of our students choose the course and 80% find the proficiency test more suitable for their needs since many of the Swedish speaking Finns are bilingual or have otherwise good skills in the majority language.

In Finland the testing of the written proficiency of the second language has traditionally been supervised and the students aren't allowed to use writing resources such as dictionaries or spell-checkers based on the assumption that using them gives inaccurate information on students' proficiency in writing. However, using writing resources and writing with the computer are both a central part of modern academic language skills.

In autumn 2018 we started to develop a new proficiency test which we tested on 35 students throughout the academic year and revised the test based on their feedback and our experiences. Since autumn 2019 the proficiency test has consisted of three parts: pre-task, written part and oral part. In the written part we wanted the tasks to simulate real-life writing tasks and be as authentic as possible in order to develop the testing situation into a learning situation. The new test is done online, and the students can use realworld writing resources in order to edit their texts and apply generic, academic and professional writing skills.

In our presentation we will show how we developed the new proficiency test and explain our pedagogical choices. We will also share student feedback which has been positive: the proficiency test is now seen as a learning task instead of an obligatory test.

Suomen viralliset kielet ovat suomi ja ruotsi, ja alempiin korkeakoulututkintoihin kuuluu pakollisena osana paitsi

äidinkielen myös toisen kotimaisen kielen taidon osoittaminen. Helsingin yliopistossa toisen kotimaisen kielen taidon voi osoittaa osallistumalla kurssille tai tekemällä korvaavan kokeen. Ruotsinkielisistä opiskelijoista 80 % valitsee suoritustavakseen suomen kielen korvaavan kokeen.

Perinteisesti kieliopintojen kirjalliset kokeet ovat olleet tarkkaan valvottuja eikä niissä ole saanut käyttää apuvälineitä. Aloimme kuitenkin vuonna 2018 kehittää uudenlaista suomen kielen korvaavaa koetta, jossa simuloidaan tosielämän kirjoitustehtäviä ja joka on samalla myös oppimistilanne. Uuden korvaavan kokeen kirjallinen osa tehdään verkossa, ja opiskelijat saavat käyttää apuvälineitä kuten sanakirjoja ja kirjoittamisen oppaita. Näin he pääsevät harjoittelemaan myös generisiä taitoja ja työelämätaitoja.

Esityksessämme kerromme, miten uusi korvaava koe syntyi, selvennämme pedagogisia ratkaisujamme ja esittelemme saamaamme palautetta.

Pavĺina Pŕıbramská & Dagmar Sieglová

ŠKODA AUTO University

Work abroad as an accelerator of social mobility and life-long learning

Oral presentation

In the context of social and technological changes accelerating with a growing pace, new expectations for qualification of higher education graduates for the future job market emerge. 21st century skills necessary to succeed in life after students leave their educational institutions have been defined in global, national educational, as well as have been part of international strategies. In addition to

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

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technical, digital and foreign language competences, a set of so-called transversal skills are newly accentuated as key prerequisites for the future type of the industry 4.0 jobs. Along with expectations that the future jobs will tilt from manual to people oriented, it is soft-skills, such as communication, collaboration, problem solving or ability to adjust to new conditions through accelerated learning, that need to be trained in students as future workers and employees. Practical training and experience prior to entering the job market, thus, gain on a new meaning and importance. Internationalization programs of study and work abroad turn out to be an ideal set-up to develop the necessary skill set and experience for successful professional future.

A study with students from the ŠKODA AUTO University who completed an internship abroad as part of their mandatory internship during their bachelor's studies or optional training during their master's programs was conducted to find out the role of international work experience in student personal, academic, and professional development. Critical incidents retold in writing and discussed through semi-structured interviews and focus group discussions after their return to the country and school show that situations students face during their internships, problems they solve, responsibilities they are given and practical experience they receive provide them with a valuable head start to life. The results yield implications for both, students and teaching. They indicate that experiences received through internships positively change the student study routines and strategies into a more self-driven and methodic approach. The students not only receive highly competitive chances within the job market, but also develop confidence, internal motivation, and learner autonomy to become more successful in their studies. The results also show the critical incident method as an efficient teaching approach to language education in schools.

S nástupem čtvrté průmyslové revoluce se mění jak pracovní trh, tak požadavky na dovednosti absolventů vysokých škol. V této souvislosti hraje klíčovou roli praktický

třénink a příprava na praxi. Předložený příspěvek představuje výsledky pilotní studie realizované na ŠKODA AUTO Vysoké škole zaměřené na sběr a analýzu kritických událostí popisovaných studenty následně po absolvování pracovní praxe v zahraničí. Cílem studie je pojmenovat klíčové aspekty přínosu zahraniční pracovní praxe pro další studijní i profesní směřování studentů. Studie pracuje s kritickými incidenty shromážděnými z písemných narativů z období 2017-2020 a individuálních rozhovorů se studenty realizovaných v roce 2019 a 2020. Výsledky analýzy naznačují implikace nejen pro studenty samotné, ale i pro pedagogickou praxi vysokých škol. Zkušenosti získané pracovní praxí v zahraničí vedou studenty k vyšší motivaci, získávání cenných zkušeností, uvědomění si cílů i k autonomii při řízení svého studia. V praktické výuce představují kritické incidenty účinnou výukovou metodu.

Lucie Procházková

Masaryk University Language Centre, Brno, CZ

Who Am I Teaching? Generation Z and How to Approach Them in Language Teaching

Workshop

The aim of this workshop is to introduce the Generation Z concept and its significance as I believe that the ability to discover our students' interests is the key ingredient of raising a successful, critically thinking and independent generation.

With the rise of technology, teaching has been evolving rapidly. However, the fact that learners are changing even more, is often neglected. To briefly characterize Generation Z, they are individuals born approximately after 1995, who, having grown up with the use of technology, are capable of not only handling it well, but also using it effectively to access information. This can become an obstacle for teachers who are trying to interest their students in the subject matter in an innovative way.

Mgr. Lucie Procházková graduated from Masaryk University, having earned a degree in Teaching English for Secondary Schools. She has worked in education for more than six years. Her current position is an English language instructor at the Faculty of Informatics at Masaryk University. Over the span of nearly a decade, she has worked with preschool children, teenagers, university students and adults - with different language levels and abilities. Due to intensive contact with young IT students for the past year, her interest in the young generation, labelled as "Generation Z", has sparked curiosity about her learners. Apart from work at university, she spends time with young people at a Scout Group and volunteers in a local church community

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First, I intend to introduce the rising generation of learners and their characteristics which might help the participants gain more insight. In order to make language learning relevant, it is crucial to know our “audience” so that the whole educational process is more meaningful to them. The workshop will also focus on implementing certain new methods into our teaching to be specifically applicable for Gen Z students.

Next, the interactive part will involve implications for language lessons and how we can tailor them to fit the needs of Gen Z learners. Based on our own experience, we will determine what methods already do and do not work and try to find new ways to invigorate our lessons. It is crucial to look at how Gen Z students obtain and retrieve information and how they prefer to work with them. In the light of these, I would like to share how I use the Internet combined with hard-cover course books with a view to creating a relevant learning environment.

Finally, the participants will engage in different activities (which I will demonstrate) to familiarize themselves with the topics that are relevant to Gen Z and understand why it is so. After attending this workshop, the participants will have basic knowledge of the Gen Z concept and will be able to reflect on their own teaching style, whether it is compatible with their students, and they will also understand the need for adjustment.

To conclude, Generation Z and its role is more important than we might think. If we strive to familiarize ourselves with our Gen Z learners, both sides might become enriched by sharing perspectives not only on learning, but also on life in general.

Tento workshop je zaměřen na roli Generace Z jazykové výuce. Budou zde popsány její základní charakteristiky a jak lze k těmto studentům ve výuce přistupovat efektivně. Dále budou probírány výukové metody, jež mohou zvýšit zájem studentů Generace Z o výuku, a také budou představeny konkrétní jazykové materiály a aktivity, které

specificky korelují s jejich potřebami. Náplní workshopu je nejen krátký teoretický vhled do problematiky této generace a jejího vztahu k jazykům a výuce, ale také společné hledání způsobů, jakými lze dosáhnout vzájemného pochopení a nalezení vhodného učebního stylu. Učební styl, který jsme používali dosud, může a nemusí studenty rozvíjet, proto je důležité objevovat případné nové směry pro oživení našich jazykových hodin. Tento workshop si také klade za cíl představit některé nové způsoby učení a přístup k materiálům a aktivitám, které mohou obohatit nejen cílovou skupinu, ale i nás, učitele.

Donata Puntil

Programme Director, Modern Language Centre, King's College London

Invisible stories: language teachers' professional journeys

Oral presentation

This study employs a variety of semiotic fields of representations to portray the fluid and non-linear identity of language teachers who navigate between unstable professional domains and move in between different physical and symbolic territories.

Drawing from a post-qualitative methodological approach (Lather & St.Pierre, 2013;) grounded on New Materialism (Bennett, 2010) and Posthumanism (Braidotti, 2013), the study makes use of verbal and visual narratives, of poems, of objects and artefacts to give voice to language teachers' nomadic professional identity.

The paper also explores the researcher's position in conducting research *differently* (Hollway & Jefferson, 2013) by actively engaging the participants as co-researchers within the study and by reflecting on her own transformative journey of becoming both a language teacher and a researcher.

Donata Puntil is Programme Director at the Modern Language Centre, King's College London where she is responsible for internal and external staff development and intercultural training. Donata has an extensive teaching and research experience in Second Language Acquisition, Intercultural Studies and Applied Linguistics, with a particular focus on using cinema and literature in language teaching. Her main current research interests are on language teachers' professional development with a particular focus on identity and life narratives. She is currently studying for a Doctorate in Education at the Open University as part of the Language Acts and Worldmaking Project (<https://languageacts.org/>).

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It also considers the impact academic writing has on the researcher and on those contributing to the research.

The findings of this study give evidence that language teachers' narratives, despite being marginal within the main academic discourse, can be regarded as powerful voices of negotiation and re-negotiation of one own's professional identity through migration, displacement and reterritorialization into new physical and symbolic territories (Braidotti, 2011). These auto/biographical stories indicate that language teaching is more than a profession; it is an emotional, embodied, social and political act by which personal and professional identities are re-positioned within new physical and symbolic domains. The multidimensionality of the self seems to find expression within the fluidity, the cacophony of voices and the non-linearity of these diasporic stories of migration that allowed the participants, including the researcher, to be *other* and *same*. Language teaching, besides being a *community of practice*, seems also to become a *territory* where resistance to mainstream academic discourse can be performed.

The study hopes to inspire language teachers, not only those who have been active participants in this research journey, to embark into new professional trajectories and also aims at underpinning a different conceptual and practical attitude to language teacher training and professional development that would position identity at the core of its framework.

Questa presentazione esplora la posizione nomadica degli insegnanti di lingua all'interno del sistema universitario britannico. Lo studio presenta 10 narrazioni basate sull'incontro con 10 insegnanti di lingua, provenienti da diversi paesi e con formazioni diverse, con i quali la ricercatrice ha interagito durante una serie di incontri focalizzati sulle loro storie di vita e di formazione professionale. La presentazione discuterà anche la posizione della ricercatrice come insider all'interno del percorso di ricerca e si focalizzerà anche sul coinvolgimento attivo dei partecipanti nel contribuire all'analisi ed alla rappresentazione delle loro storie professionali all'interno del discorso accademico.

Pavel Reich

Department of Language and Cultural Studies, Faculty of Regional Development and International Studies, Mendel University in Brno, Czech Republic

Positive Evaluation in the Language of Human Resources: Textbooks vs. Reality

Oral presentation

Business has become a global issue in the past few decades and so is becoming the language of business. The role of business English within ESP is thus on the rise. Similarly to other ESP subfields, teaching business English encompasses the development of the four skills – listening, reading, speaking and writing, with special emphasis put on specialised vocabulary. In addition, ESP is interconnected with discourse analysis and genre analysis, in particular cohesion and paragraph structure. More recently, business English has also been related to the study of English in the workplace, intercultural rhetoric and English as a lingua franca (ELF). However, one important aspect of business English seems to be neglected in both ESP research and teaching, and that is implicit and explicit positive evaluation and stancetaking, which tend to be abundant in the language of business, in particular the sublanguage of human resources. The aim of the present paper is to focus on the language of HR as one of the subfields of English for Business Purposes in respect of positive evaluation and stancetaking and to identify to what extent evaluative language common in real-life situations is reflected in currently available textbooks of English for Human Resources. Authentic language is taken from blogs and interviews with prominent HR managers on www.thehrdirector.com, which is a global online magazine dedicated to HR professionals. The corpus created from these texts is analysed from the point of view of evaluative language and the ascertained data are put into contrast with the language presented in three commonly available HR English textbooks. Focus is put predominantly on the lexical level of language analysis, primarily within the Appraisal framework (and the

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system of Attitude) of Systemic Functional Linguistics, even though overlap with other approaches is taken into consideration (in particular conceptual metaphor).

Even though the present analysis is intended as qualitative rather than quantitative, the findings are quantified in order to shed some light on the commonality and frequency of some of the ascertained phenomena and their reflection in the textbooks. The outcomes of the analysis might serve as food for thought and inspiration for tertiary-level teachers of general business English courses as well as highly specialised courses focusing on the language of human resources.

Príspevek se zaměřuje na specifika obchodní angličtiny, konkrétně angličtiny užívané v oblasti lidských zdrojů. Ačkoliv kurzy obchodní angličtiny už se v současné době nezaměřují pouze na výuku odborné slovní zásoby, ale jsou obohaceny např. o interkulturní komunikaci a další, některé aspekty autentického korporátního jazyka jsou při výuce opomíjeny. Jedním z těchto aspektů je nadměrné užívání evaluativního jazyka, v jehož důsledku text nebo promluva vyznívají pozitivně a do určité míry tím ovlivňují celkový dojem posluchače nebo čtenáře ze sdělovaného obsahu.

Autor příspěvku srovnává evaluativní jazyk na lexikální úrovni v autentických textech a v dostupných učebnicích angličtiny pro HR a snaží se identifikovat, do jaké míry jsou tyto aspekty autentického korporátního jazyka v učebnicích reflektovány. Při analýze vychází především z tzv. *Appraisal framework* v rámci *Systemic functional linguistics*, ale bere v potaz také jiné přístupy, např. pojmovou metaforu.

Prezentovaná zjištění mohou sloužit jako inspirace pro vyučující v kurzech obchodní angličtiny, jak své kurzy mohou obohatit a rozšířit o toto hledisko a zvýšit tak autenticitu vyučovaného odborného jazyka.

La contribution a pour objectif de se concentrer sur la langue des ressources humaines, en tant que l'un des sous-domaines de l'anglais des affaires, en ce qui concerne l'évaluation positive et la prise de position et d'identifier dans quelle mesure le langage évaluatif commun dans des situations réelles se reflète dans les manuels d'anglais pour les ressources humaines actuellement disponibles. Le langage authentique est tiré de blogs et d'entretiens avec d'éminents managers dans le domaine des RH sur www.thehrdirector.com, qui est un magazine mondial en ligne dédié aux professionnels des RH. Le corpus créé à partir de ces textes est analysé du point de vue du langage évaluatif et les données détectées sont mises en contraste avec le langage présenté dans trois manuels d'anglais pour les RH couramment disponibles. L'accent est mis principalement sur le niveau lexical de l'analyse linguistique, principalement dans le cadre de la *Appraisal Theory* (et le système d'*Attitude*) qui fait partie de la linguistique systémique fonctionnelle, même si le chevauchement avec d'autres approches est pris en considération (en particulier la métaphore conceptuelle).

Monica Rocha-Antonin

IOS, Universität Duisburg Essen, Germany

Digital Career Institute, Dusseldorf, Germany

Finding a Common Language Ground in a Fragmented World

Oral presentation

This paper discusses the experience of teaching English for Special Purposes (ESP) within the context of tertiary education in Germany, from the year 2016 to present. It aims to point out how the increase of a linguistically, culturally and ethnically diverse body of students currently enrolled in higher education in the country has created the need to have English courses that systematically

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classroom context and she also works as an intercultural trainer for companies in the NRW region of Germany.

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“Language Policy at German Universities,” Resolution of the 11th General Meeting of 22 November 2011. German Rector’s Conference.

address these students’ socio-linguistic and academic needs. These needs vary from offering academic courses based on the CEFR levels, to English for specific subject areas, including STEM areas, preparation for writing a master’s or doctorate thesis, applying for international scholarships, to mention a few. As of the winter semester 2017/18, 374,951 international students were enrolled in German higher education institutions, representing 13% of the total student population. Of these students enrolled, 36.5% were attending a bachelor’s degree course, 36% a master’s degree, 10% PhD programs, 8% other degrees and 10% non-degree courses. In spite of the fact that English courses being offered within these institutions serve various academic purposes and are crucial to the success of international students, they are not dully acknowledged or valued by these institutions which are often ill-equipped in terms of staff and administrative support to meet the demands that have arisen as a result of internationalization. Furthermore, this paper aims to discuss the role of the English instructor as a mediator in the increasingly diverse classroom in Western Europe, a role that transcends the basic academic needs of students or of the program, and often requires cultural mediation and emotional empathy in order to promote greater cultural understanding. In addition, English courses currently being taught in German universities play a “back-up” role as a second “academic” language of choice for non-German native speakers who are working on getting a degree from a German university or a technical college. Finally, the challenges of teaching English for students who are learning German as a second language, its implications within the language acquisition context and its various repercussions are discussed as well.

Cet essai veut susciter la discussion à propos de l’expérience de l’enseignement de l’Anglais pour Objectifs Spécifiques (English for Special Purposes, ESP) dans le contexte de l’éducation tertiaire en Allemagne. On a pour but de détacher le grossissement du corps des étudiants linguistiquement, culturellement et ethniquement différenciés, souvent immatriculés à l’enseignement supérieur du pays, les quels ont

besoin de prendre cours d'anglais adressés, systématique-ment, aux nécessités académiques et socio-linguistiques des élèves. En outre, cet essai veut éveiller le débat sur le rôle du professeur d'anglais à titre de médiateur dans les salles des classes de plus en plus diversifiées en Europe Occidentale. On veut mettre en question ce rôle spécial du professeur qui transcende les besoins académiques ordinaires des élèves ou du programme et, souvent, exige des instructeurs médiation culturelle et empathie émotionnelle, afin de promouvoir la plus efficace entente culturelle et d'encourager l'apprentissage le plus positif possible. Enfin, on veut mettre en évidence les défis pour l'enseignement d'anglais aux étudiants qui apprennent l'allemand comme deuxième langue, et présenter au débat ses implications dans le cadre d'acquisition du langage et ses plus variables répercussions.

Esta proposta discute a experiência de ensinar inglês para Propósitos Especiais (English for Special Purposes, ESP) dentro do contexto da educação terciária na Alemanha. Ela tem como objetivo apontar o crescimento significativo no número de estudantes universitários provindos de etnias, nacionalidades e culturas diversificadas atualmente matriculados em cursos de inglês nestas universidades e a necessidade de responder sistematicamente às necessidades sociolinguísticas e acadêmicas destes estudantes. Propomos discutir o papel do professor de inglês universitário dentro deste contexto, como um mediador no crescente contexto multiétnico da sala de aula na Europa Ocidental, um papel que transcende as necessidades acadêmicas dos estudantes, e que com frequência requer mediação cultural e empatia emocional para que a diversidade cultural seja promovida, resultando em um aprendizado positivo. Além disso, são discutidos os desafios do ensino de inglês para estudantes que estão aprendendo alemão como segunda língua, suas implicações no contexto de aquisição de idiomas e suas várias repercussões.

Eva Rudolfová

Masaryk University Language Centre, Brno, CZ

Eva Rudolfová teaches ESP and EAP classes at the Masaryk University Language Centre. She is also the head of the Faculty of Informatics Unit and as such she creates courses where she tries to find opportunities for linking the academic world with the corporate one within a language class. She is also a passionate member of English Autonomously, a counsellor and an ardent ambassador of life and transferrable skills. In her lessons she promotes cooperation, effective communication, learning skills, self-reflection, autonomy and emotional intelligence. Her key concept in her professional career is authenticity.

Opportunities for Cooperation Between Language Centres and Corporate Sector

Round-table session

This round table's ambition is to move forward the cooperation between the corporate sector and language centres, their individual teachers and units. To share the good practice that already exists, to get inspiration from both language as well as non-language classes and to promote more cooperation where it makes sense, as the corporate world can provide an authentic link with the areas our students need to be ready for. On the other hand, the companies need people well-equipped with languages, which is exactly what the language centres provide.

The round table will take place under the auspices of doc. JUDr. Radim Polčák, Ph.D. vice-rector for legal and policy affairs, information technologies and corporate relations. Other guests will include representatives from the corporate sectors, e.g. IBM, Red Hat, AT&T, Kiwi, who act as coordinators of cooperation with universities.

Key topics for debate include the following:

How can language centres cooperate with companies?

Can they take inspiration from non-language classes cooperation?

Where do the needs of language centres and commercial world meet?

What can both worlds offer to each other?

What exactly can both sectors do for each other?

Practical steps to take upon return to work.

Sabina Schaffner

Language Center of UZH and ETH Zurich

“Aspire to Inspire”: Get a feel for the new CercleS Training program for LC managers and staff with managerial duties

Workshop

In fall 2020, we will introduce the first workshop in the new CercleS «Aspire to Inspire» training programme for language center managers and staff with managerial duties in higher education: <http://old.cjv.muni.cz/cercles/>.

The workshop, designed and taught by CercleS experts, will serve to introduce participants to the concept of tailored management and leadership development. It will give participants the chance to experience a self-reflective and interactive task which is typical of the approach used in the training sessions.

The training workshop consists of a management module and leadership module of three days each (six days in all), plus autonomous and interactive online activities. The workshop will pick out an activity linked to the participants' leadership concept and its reflection in their everyday work. The workshop is based on a leadership-style test in transformational leadership in which participants assess the dominant features of their leadership styles and reflect on their approach to leadership and on its application in their everyday work. In order to gain a deeper insight into their own ideas about leadership, they also share their ideas with peers.

To ensure an open and sincere exchange, confidentiality is a basic rule that all participants must commit to. The workshop language is English. However, depending on the languages spoken by the participants, the discussions may be multilingual or in a language other than English. The workshop coordinator will provide materials in various languages if needed.

Sabina Schaffner has been the Director of the Language Center of UZH and ETH Zurich since 2005. She holds a teaching diploma for French and Russian, a doctorate in Russian Literature, and a Master's degree in coaching and organizational development. From 2008 until 2018, Sabina was (co-)president of the Association of Language Centres at Swiss Higher Education Institutions SSH-CHES (<https://ssh-ches.ch/en/>), she is a member of the Swiss professional association of coaches BSO (<http://www.bso.ch/>). Along with her managerial job at the Language Center, Sabina works as a coach and trainer in higher education for organizational development, leadership, and management.

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By the end of the workshop, participants are expected to understand the approach chosen in the “Aspire to Inspire” management and leadership program and to have gained an insight into their own leadership styles.

Im Herbst 2020 startet die erste Durchführung von «Aspire to Inspire», dem CercleS Ausbildungsprogramm für Manager/innen und Mitarbeitende mit Managementfunktion von Hochschulsprachenzentren.

Im Workshop werden Teilnehmende in das Konzept des Trainings eingeführt und haben die Gelegenheit ihren Führungsstil zu testen, ihren eigenen Approach zum Thema Leadership zu reflektieren und mit andern austauschen. Um einen offenen Austausch zu ermöglichen, ist absolute Vertraulichkeit als Workshopregel unumgänglich.

Je nach Herkunftssprache der Teilnehmenden, wird der Austausch mehrsprachig geführt und es werden Materialien in mehreren Sprachen zur Verfügung gestellt.

Iris Schaller-Schwaner

University of Fribourg-Freiburg, Switzerland

Working to walk? What pronunciation can do for teaching and learning Academic English in English Lingua Franca (ELF) contexts

Dr. Iris Schaller-Schwaner is a lecturer in English as a Foreign Language and has been teaching English for more than thirty years at three different universities and for a variety of target audiences, ranging from first-year majors in English to (post-)doctoral staff e.g. from the life sciences. In her research, she has recently focused on English as a Lingua Franca with particular reference to academic settings of Switzerland's Bilingual University and developed her English

Oral presentation

Teaching and learning English for Academic Purposes in multilingual settings can be regarded as a specific case of ELF-like languaging; English is everybody's additional language; there are many kinds of language contact phenomena; and competing demands are made on ELF speakers' language repertoires. It is also an endeavour in which learners want to improve their English for Academic Purposes within their multilingual competence, which is

why I have called this English for Plurilingual Academic Purposes (Schaller-Schwaner 2009).

In multilingual university contexts, English can have different roles and meanings. Its function in international academia can be difficult to separate from local ways of using English interlingually. One way of keeping the English resources distinct from other-language resources is through pronunciation (Schaller-Schwaner 2015). This is particularly relevant for a French-German bilingual university in which English is an additional medium of instruction, but also sometimes a compromise between German and French.

Factors such as academic vocabulary derived from Latin and shared by all three languages and Italian (the first language of a substantial number of students), and also widespread visual overlap between French and English vocabulary - to a lesser extent German and English - can lead to 'triggering' (Clyne 1967) of involuntary code switching. Pronunciation work can be a helpful counter-strategy.

Stimulated by feedback from B2 - C1 EAP skills courses for students from across the university, this paper discusses how a systematic pronunciation approach, for example targeting meaning-distinctive phonemes (such as the vowels in *work* and *walk*), can or should precede individual pronunciation feedback provided by the teacher, and why some learners may find pronunciation work surprising.

Unterricht und Lernen von English für Akademische Bedürfnisse und Wissenschaftliche Zwecke (EAP) in mehrsprachigen Kontexten hat vieles gemeinsam mit anderen Bildungskontexten in denen Englisch als Lingua Franca (ELF) verwendet wird. Es könnte als spezieller Fall von ELF betrachtet werden. Gleichzeitig ist es aber auch ein besonderes Unterfangen, in dem Lernende vorhaben speziell das Englische in ihrem mehrsprachigen Repertoire zu verbessern. Während Englisch als zusätzliche, verwandte

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Sprache in mehrsprachigen Settings der zweisprachigen Universität als sprachlicher Kompromiss zwischen Deutsch und Französisch mit einigen Überlappungen erscheinen kann (und lokal auch besondere kommunikative und symbolische Valenzen aufweist), muss seine autonome Verständlichkeit für die internationale Kommunikation durch Aussprachearbeit systematisch gestützt werden, speziell betreffend phonemischer Kontraste. Im lokalen Kontext zielt dies zugleich auf eine Strategie zur Vermeidung ungewollter Sprachalternationen ab, z.B. durch besondere Aufmerksamkeit auf auslösendes 'Triggering' (Clyne 1967). Der Beitrag versteht sich als reflektierte Bearbeitung von Teilnehmerrückmeldungen und als Rückkoppelung angewandter Forschung für den Unterricht.

Joachim Schlabach & Eeva Boström

University of Turku / Finland; Centre for language and communication studies

Challenges and emotions in plurilingual courses

Joachim Schlabach is a lecturer for German language and business communication at the University of Turku / Finland as well as a research assistant in the field of linguistics - multilingualism at the TU Darmstadt / Germany. His research and teaching focuses on multilingualism didactics with the aspects of plurilingual courses and plurilingual whole school policy.

Eeva Boström is a lecturer for French language and business communication at the University of Turku, Finland. She also teaches in plurilingual courses since 2007.

Oral presentation

Plurilingual courses include two or more languages as their subject and communication is their core competence. The aim of the courses is to provide various plurilingual skills required in international workplaces today and in the future. Common challenges in multilingual situations comprise plurilingual practices such as switching fluently between languages, using code-switching or language mediation for word-finding difficulties and interlinguistic transfer for comprehension tasks. All these are skills that students experience as a risky challenge, which we have examined more closely in two recent studies.

In order to determine this challenge more precisely, we used a multi-method approach to collect data (recording and analysis of a multilingual conversation and evaluation of learning portfolios) from the trilingual course “Plurilingual Business Communication” with English, Swedish, and German. In a group work, students verbalize subject information in three languages and employ plurilingual practises like language alternation, code-switching and code-mixing. The comments made by the students give an indication about the problems they experience, how they cope with them and according to which attitudes they act.

A second study was made in a plurilingual course which contained both inside and outside classroom teaching with seminars followed by a study trip to Switzerland. Students were given guided open questions without beforehand preparation after tasks done in the classroom. During the study trip, students were asked to observe their emotions every day and to reflect on them in their learning portfolios. The participants also discussed their emotions in group interviews. We were able to gather information on linguistic awareness and experienced emotions in demanding multilingual settings from these, both spontaneous and pondered, answers.

Based on the results from these two studies, we will be able to adjust the didactical progression and develop new content and exercises in our different multilingual courses. The collected data also help to take into account the use of emotional intelligence in creating foreign language courses for academic and professional purposes.

The presentation is multilingual with a continuous strand in English.

Plurilinguale Kurse umfassen zwei oder mehr Sprachen und zielen auf plurilinguale Kommunikationskompetenz für internationale Tätigkeiten mit u.a. Sprachenwechsel und Sprachenmittlung. Diese Fähigkeiten werden von Studierenden als riskante Herausforderung erlebt.

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www.utu.fi/tse-multilingual

Anhand von Aufnahmen und Studierendenkommentaren aus den Kursen „Plurilinguale Geschäftskommunikation (Englisch, Schwedisch, Deutsch)“ und „Plurilinguale Studienreise (Deutsch, Französisch)“ untersuchen wir die erlebten Schwierigkeiten und Emotionen. Die Forschungsergebnisse helfen, die Herausforderungen gezielter zu trainieren und emotionale Intelligenz bei der (Weiter-)Entwicklung der Kurse zu berücksichtigen.

Les cours plurilingues contiennent deux langues ou plus et ciblent la compétence de communication où le changement de langues et la médiation sont essentiels. Nous avons fait deux études sur ces compétences que les étudiants éprouvent comme des défis risqués.

Les données viennent des cours « Communication des affaires plurilingue » (anglais, suédois, allemand) et « Voyage d'étude plurilingue » (allemand, français). Les commentaires des étudiants sur les difficultés et les émotions forment le corpus dont les résultats sur la conscience langagière et l'intelligence émotionnelle aideront dans le développement des cours.

Maria Gabriela Schmidt

Nihon University, College of Humanities and Sciences (Tokyo)

Pondering learning-oriented assessment – A case study from Japan on German as a foreign language

Oral presentation

This paper discusses the opportunities and obstacles in implementing learning-oriented assessment in a high-stakes test-taking environment. It is a case study on second foreign language learning and teaching in Japan, with evidence taken from classroom diaries, self-evaluation, and peer-evaluation data. Japan is a country where the

Maria Gabriela Schmidt is a professor at Nihon University, College of Humanities and Sciences, Department of German Philology in Tokyo, Japan. She received her Ph.D. in Comparative Linguistics from the Johannes Gutenberg University Mainz, Germany. Her teaching experience at the tertiary level in linguistics and German language stretches for more

institutional learning structure is focused on high-stakes tests; learners experience throughout their schooling mainly an approach to teaching and learning for which the aim is preparing for the test. Despite that environment, the classes in a second foreign language try to use tasks for promoting a more learning-oriented attitude. Learners are persuaded to engage in learning-oriented assessment (i.e. classroom-diaries, self- and peer-evaluation) through activities involving knowledge and skills required for the course. In particular, they have opportunities to complete tasks that are closer to real life activities (Carless, Joughin and Liu, 2006: 9–10) or tasks that matter to learners in a more personal way. This follows Black and Wiliams insight that formative assessment provides “information to be used as feedback to modify teaching and learning activities” (1998: 2). That background could be confirmed only partly in this case study. The outcomes were that the ‘no final test’-setting of the classes provoked on the learners’ side some reluctance in engaging in the first place. The tasks and the formative assessment seem to leave space for the students to develop their skills, but their feeling of satisfaction is not as strong as compared to a summative test. Most learners would trust the result of a summative teacher-induced final classroom test more than the “observable results of learning” derived from formative feedback using “insights from assessment to improve performance and to progress learning (Green, 2017: 113). It seems that the goals for more learner agency hit the wall of assessment, as learners place more value toward related grading. Strategies promoting a more pro-active, self-directed learning definitely help to facilitate classroom management (O’Dwyer and Runnels, 2014; Schmenk (2014): ‘Sprachlernberatung’). However, only a few learners used the feedback and the self-reflection tools for goal setting or monitoring the progress of their learning. This implies that explaining both the background of formative assessment and the criteria for successful language use to the learners is vital for understanding the concept of the instruction which emphasises learning-oriented assessment over a learning for testing.

than 30 years (in Germany, South-Korea and Japan). Her research interests include historical linguistics, applied linguistics, intercultural communication, foreign language teaching pedagogy and the CEFR. Recently she was involved in the publication O’Dwyer et al. ‘Critical Constructive Assessment of CEFR-informed Language Teaching in Japan and Beyond’ (Cambridge University Press, 2017).

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Beim Fremdsprachen lernen gilt Japan als prüfungsorientiertes Land mit einer Ausrichtung auf die Zentralprüfung für den Universitätszugang. Um den Lernenden ein lernorientiertes Verfahren im Sinne eines bewusstmachenden Zugangs zum Fremdsprachenlernen zu ermöglichen, werden im universitären Unterricht Deutsch als zweite Fremdsprache verschiedene Bewertungen (Selbstevaluation, Peer-Evaluation, Unterrichtstagebuch) in Verbindung mit Kannaufgaben und einem handlungsorientierten Unterricht angeboten. Die Praxis in Japan zeigt, dass die Akzeptanz für formative Bewertungen, die eher auf die Entwicklung des Lernens und die Kompetenzen zielen, gegenüber standardisierten Sprachstandsmessungen nicht besonders hoch ist. Studierende und Universitäten verlangen ein faires und durchsichtiges Verfahren bei der Bewertung. Deshalb ist es wichtig, den Erklärungsbedarf im Hinblick auf lernorientiertes Bewerten ernst zu nehmen. Dieser Beitrag möchte in der Praxis erhobene Daten von Studierenden vorlegen und diese vor dem Hintergrund der aktuellen Diskussion zu Assessment for learning bzw. Learning-oriented assessment, die eine gewisse Nähe zur Lernberatung haben können, diskutieren. (144 words)

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**Integrating international teleconferences
into EAP courses: Preparing
students for real-life professional situations**

Oral presentation

In 2018 Parma University Language Centre (Italy) and the Humanities and Arts Department of the Technion-Israel Institute of Technology engaged in an experimental joint

programme aimed at involving EAP students in delivering presentations to an unfamiliar foreign audience on a topic relevant to their academic and professional interests. The main goal of the project was to bring language acquisition close to real-life situations and let the students explore the benefits and challenges of intercultural communication.

The topic chosen for the project was *Driverless cars: The transport of tomorrow?* Students were initially required to prepare for their presentations by exploring and personalising the topic, so as to be able to explain their position to a group which they had had no previous contact with or information about. Through the active involvement of the students in a realistic implementation of their prospective professional use of language, language learning became a holistic experience, in which they integrated an essentially ‘traditional’ approach to language learning, whose main focus lies in vocabulary and macro-skills, with a pragmatic approach, to address the so-called ‘21st-century skills’ (specifically critical thinking, communication, collaboration and digital literacy).

In preparing for the teleconference students had to search for relevant material for their presentations, negotiate its appropriateness with their research partners, prepare slides, critique each other’s contributions, and jointly work on revisions. The situations above, which students are likely to encounter in their professional lives, helped develop their confidence, and the whole learning experience bore both emotional and social implications.

This paper offers an insight into the challenges and issues which arose, and ideas for improving the learning experience. We will describe the preparation carried out by the teachers at both universities, and the guided and autonomous work carried out by students to research material, produce visuals and commentaries, and deal with questions from their foreign counterparts. A post-conference survey triggered the students’ self-reflection in relation to learning

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Dr Michal Tal teaches academic English in the Humanities and Arts Department at Technion-Israel Institute of Technology. Her interests include remedial teaching in language instruction, and application of interactive computer programs in language courses.

Anila Scott-Monkhouse teaches English as L2 at Parma University (Italy). Her interests lie in assessing learners’ needs within and outside the classroom, and task-based learning through Gardner’s multiple intelligences theory.

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and personal development. The survey was also valuable for the teachers as regards reassessment of teaching strategies and preparation for future joint projects.

Nel 2018, un progetto congiunto fra il Centro Linguistico dell'Università di Parma (Italia) e il Dipartimento di Studi Umanistici del Politecnico Technion-Israele ha coinvolto gli studenti in un progetto di teleconferenza che prevedeva l'esposizione di un argomento attinente gli studi dei partecipanti ad un *audience* straniero sconosciuto. Attraverso un metodo di apprendimento attivo si è spostata l'attenzione dalle macro-abilità linguistiche ad un modello pragmatico, comprendente le "competenze del XXI secolo" (pensiero critico, collaborazione, alfabetizzazione digitale, e *soft skills* comunicative). La simulazione di situazioni di comunicazione professionale ha contribuito allo sviluppo di autonomia, sicurezza, e maturità sociale ed emotiva dei partecipanti. La nostra relazione verterà sulle difficoltà incontrate, sul ruolo dell'insegnante, sull'organizzazione da parte degli studenti delle attività da svolgere autonomamente e in gruppo, e sui risultati emersi dal successivo questionario che ha stimolato studenti ed insegnanti alla riflessione sulle competenze da sviluppare e strategie da implementare per ulteriori progetti congiunti.

Laura Senni¹ & Päivi Korhonen²

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The usage of video materials in an online Italian language beginners' course for university students: Experiences from the KiVAKO project

Oral presentation

The current job market sees an increasing demand for applicants with diverse language skills, which not only include the knowledge of other foreign languages besides

English, but also the ability to operate and interact in a multilingual and multicultural environment. However, this demand is not always met by graduates of Finnish universities, who, often due to lack of time and resources, tend to include fewer language courses in their studies now than ever before. Alternative solutions are needed in order to offer students the possibility to complete language studies in a more flexible and accessible way. The KiVAKO project (2018–2020), funded by Finland's Ministry of Education and Culture, aims at finding a solution to this problem by creating virtual language study paths for higher education students.

Language teachers participating in the KiVAKO project were asked to collect or create course materials that could support independent study of a foreign language starting from beginners' level. Within the project, we were responsible for the creation of an online study path for Italian as a foreign language. The task at hand required both a general consideration of the peculiarities of online language learning and its implication for teachers and students (see e.g. White 2003, 2005, 2016, Meskill & Anthony 2015) and the practical issue of finding suitable learning materials that could be at the same time informational, self-explanatory, motivating and entertaining. We found that the perfect match for our needs was the usage of different types of videos. The video materials used in the online course were either recorded by the teachers using, e.g. Screencast O'Matic and Lightboard, created with software such as Powtoon or linked from YouTube, and covered a variety of genres. The videos constituted a substantial part of the materials on the course page and were used to fulfil a number of purposes, e.g. raising interest for Italian language and culture, exemplifying communicative situations, explaining grammar or vocabulary topics and establishing a contact between students and teachers (for a model of the didactic use of videos see Schwartz & Hartman 2007).

In our presentation, we will illustrate examples of the video

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Päivi Korhonen (MA) is a senior lecturer at the South-Eastern Finland University of Applied Sciences. She is currently involved with the creation of online language learning materials in the KiVAKO project (2018–2020) of the Finnish Ministry of Education and Culture.

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materials we employed and explain our choices. We will also discuss what requirements and challenges the usage of videos implies for teachers, as well as which benefits it has for students. We claim that video materials are, in many ways, essential tools for online language learning.

La presentazione riguarda l'utilizzo di materiali video in un percorso formativo online di italiano per stranieri rivolto a studenti universitari in Finlandia. Il corso è nato nell'ambito del progetto KiVAKO, finanziato dal Ministero dell'Educazione e della Cultura finlandese. Il progetto si pone l'obiettivo di offrire una soluzione ad un problema individuato nelle università finlandesi, ossia la scarsa propensione da parte degli studenti ad ampliare la propria conoscenza di altre lingue straniere oltre all'inglese. Nella presentazione illustreremo quali tipologie di video sono state utilizzate e per quali scopi. Presenteremo inoltre la nostra tesi secondo cui i materiali video, grazie al loro carattere informativo, intuitivo e allo stesso tempo stimolante e divertente, sono strumenti essenziali per la didattica delle lingue straniere online.

Manuel Silva, Pedro Duarte & Hugo Cosme

CEOS.PP / ISCAP – Porto Polytechnic Institute

Step-by-step into the market – from training to practice

Manuel Silva is Vice Dean for Research and Internationalization at Porto Business and Accounting School (ISCAP – IPP) and lectures in the area of Languages and Cultures. He holds an MD from Porto University in Terminology and Translation and a PhD from New University of Lisbon in Linguistics. Coordinates the Research Unit in Languages, Communi-

Oral presentation

The challenge of entering the labour market can be a complex process, and making this transition without the proper experience can make the process even harder. This is particularly true for interpreters and translators, especially if we take into account that the vast majority will be working in the free market.

This proposal aims at presenting an ongoing project of how lecturers and professional interpreters and translators create bridges between these two worlds together with their students and the HEI.

By including students in interpretation and translation projects and real life activities, the authors intend to open a path between these two worlds and allow students to complete their path counting on the support from both the lecturers and other professional interpreters and translators, part of a wider team, who monitor them also as mentors.

We will focus our attention on interpreters and on the three-step approach followed to train them, which involves training future interpreters in an academic simulation environment, followed by a second stage, still in academia, but already involving real conferences, that usually happen inside the HEI, and a third final step, which involves real work experiences, outside the school walls, in a professional context.

This approach keeps in mind some relevant questions and ethical issues, like how to maintain the cycle of helping interpreters without disturbing the interpretation market, making sure quality standards are not put at stake.

We aim at describing the many activities developed to support students to go from training to practice with a good degree of success and confidence, considering some of the issues involved in the transition moment, for both the trainees, the school/lecturers and the potential clients.

education and Education at CEOS.PP and coordinates ISCAP's Multimedia Language Centre. As researcher he also collaborates with INESC TEC – Institute for Systems and Computer Engineering of Porto, and CLUNL - Centro de Linguística - UNL. He coordinates the Unit for Innovation in Education at ISCAP, and is a member of the Executive Committee of the Portuguese Language Centres Association (ReCLes.pt), member of CERCLES. His research interests range from terminology and translation studies, to localization, ontology engineering, knowledge management, ESP, CLIL and e/b-learning. Has participated and is currently involved in several European and national projects.

Pedro Duarte holds a master degree in Specialized Translation and Interpreting. For over 15 years Pedro has been working in the management of the language laboratories of ISCAP (a Portuguese higher education institution. While being an invited lecturer in interpreting and Computer Assisted Translation, Pedro has also been working as a freelance translator and interpreter. He is also a member of the Portuguese Association of Professional Translators and Interpreters, and has used his experience in both the academic setting and the labour market to create bridges in order bring these worlds closer in the Portuguese context. This experience has helped many students on their way to becoming professional interpreters.

Hugo dos Reis Cosme, Conference Interpreter, Lecturer, language enthusiast and entrepreneur, member of the Portuguese Association of Professional Translators and Interpreters. Studied Languages, Translation and Interpreting for seven years and works in the free market of Conference Interpreting. One of the main missions is to bring students to experience real-life situations, where they get the notions and sense of what it means to be an interpreter. Seeks to incept a Circular Economy of Quality Interpreters.”

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Agnieszka Suchomelová-Połomska

Masaryk University Language Centre, Brno, CZ

What is expertise for a language teacher? Balancing between LSP and LAP.

Agnieszka Suchomelová-Połomska

is a lecturer at the Masaryk University Language Centre. She has taught English for Academic Purposes and various types of English for Specific Purposes, namely for Sports Managers, Business English and, for most of the time, English for Science (specialized courses for chemists, biologists and physicists). She also has experience with teacher training (Trinity TESOL courses). At present her research is focused on syllabus design, project-based learning and simulations and roleplaying in a language classroom. She received her MA degree in Teaching English as a Foreign Language from London Metropolitan University in 2003.

Oral presentation

The key issues appearing in strategic plans of many universities all over the world these days are employability and internationalization. Hence, also in the language learning area there have been many attempts to find out what needs to be done to facilitate the education process on a worldwide scale and how to best prepare a university student to become a successful candidate on the job market, both home and abroad. Various studies have been carried out in academic and professional environments to find out what students' needs and the requirements of certain professional groups are, as far as language use is concerned. Those analyses, however, give different results, depending on the group surveyed, which makes it impossible to draw one conclusion as to what constitutes ideal language teaching and learning on tertiary level. The difficulty to arrive at

a uniform answer is emphasized by Hyland (2006: 73), who explains that “needs is actually an umbrella term that embraces many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, [...] and the situations they will need to communicate in.” Also, throughout one’s teaching career, the taught language level or/and its communication purpose might change. Hence we, language teachers, need to embrace this *panta rhei* philosophy and adopt approaches and methodologies allowing for manoeuvring between LAP and LSP, as the need be.

One of the ways of achieving the aforementioned result might be through broadly specified topics (interdisciplinarity) which allow for using materials across various disciplines. The other method could be shifting the focus on functional language and soft skills (transferable skills), which then could be applied to different contexts (hence different disciplines) and so give students autonomy in the way of tackling tasks and assignments. The benefits of employing those elements in a language classroom are high adaptability of teaching materials and turning students into co-authors of the learning content, which helps develop their responsibility for the learning process. Thus, the teacher can apply his or her methodological expertise in “organizing the teaching material by situations which students will need to operate in” (Harmer, 2001: 298) through specifying “the situation, the likely participants, and communicative goals.” (ibid). The intention of this paper is to show how such approaches were employed in different types of English classes at B1 and B2 levels, at the Faculty of Science and the Faculty of Arts of Masaryk University.

Tato prezentace se zaměřuje na téma získání udržitelné kariéry učitele cizích jazyků. Budou představeny přístupy a metodiky, které umožňují snadný přechod z jednoho výukového prostředí do druhého a činí toto prostředí relevantní a zajímavé pro studenty. Dále proběhne sdílení zkušeností s dosažením tohoto cíle skrz využití interdisciplinarity, projektově orientované výuky, funkčního jazyka a přenosných dovedností. Také budou představeny příklady

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využití stejných materiálů a obdobných přístupů během různých typů hodin angličtiny, a to jak pro akademické, tak i specializované účely, vyučovaných na Fakultě přírodovědecké a Fakultě filozofické Masarykovy univerzity v Brně. Zmíněné hodiny byly učené na úrovních B1 a B2.

Stellan Sundh¹ & Markéta Denksteinová²

¹ Senior Lecturer at Department of Education, Uppsala University, Sweden

² Lecturer, Language Centre, University of Pardubice, Czech Republic

Critical Thinking and Intercultural Communication through Video-creating

Stellan Sundh, PhD, senior lecturer and Director of Studies at the Department of Education, Uppsala University, Sweden. His main duties are within teacher education and in courses for international students. He is now engaged in several projects with international cooperation and with a special interest in non-native use of the English language and intercultural communication. His research areas cover didactic issues such as student-interactive video-conferences and linguistics with a focus on young learners' uses of English as a foreign language.

Mgr. Markéta Denksteinová, ESP lecturer at Language Centre, University of Pardubice. Her field of expertise lies in the intercultural communicative competence within the Language and Culture Scheme program, and new media involvement in language teaching and learning.

Oral presentation

The possibilities of international communication increase as new technologies break down the physical barriers of distance. For language teachers and learners, this provides many real opportunities to integrate critical thinking and intercultural learning into the language curriculum. Critical thinking is most efficiently taught together with factual content and depends on domain knowledge and practice. It is, therefore, essential to find contexts that put students in need of metacognitive strategies. The online exchange with international and intercultural communication is such a context.

This paper explores the pedagogical and conceptual issues that accompany the integration of intercultural communication skills and critical thinking into the tertiary curriculum by analysing international interactions in an online exchange. Starting with videoconferencing tasks related to intercultural issues and involving critical thinking based on the experience and investigations by the students of Swedish Uppsala University and the Czech University of Pardubice, we had an opportunity to observe the de-

velopment of our students' learning within the Language and Culture Exchange in Sweden and Czechia. This paper focuses on the potential in putting the learners in these two different situations and creating short video-reports on controversial topics such as attitudes to the LGBT community and religious aspects in a multicultural society. The authors will provide a qualitative analysis of using the new media in language learning and the process of intercultural language learning within the above described experiences. To triangulate the findings, qualitative and quantitative methods were used to collect the data; specifically, questionnaires, interviews, and document analyses were used to investigate the learners' responses and learning processes. The results revealed that the participants had strong positive attitudes towards technology-enhanced intercultural language learning (TEILI), which enabled the learners to experience authentic language learning that fostered linguistic competence, critical thinking and intercultural communicative competence (ICC). The findings suggest that TEILI approximates real-life learning contexts by allowing students to use a language for similar purposes that they will use it outside school.

Autoři se ve svém příspěvku zamýšlejí nad možností propojení videokonferenční technologie a tvorby krátkých videoreportáží na zadané téma, podněcující kritické myšlení a interkulturní kompetenci studentů v terciárním vzdělávání na Univerzitě Uppsala ve Švédsku a Univerzitě Pardubice v České republice. Autoři ke svému výzkumu používají triangulaci dat prostřednictvím kombinace kvalitativního a kvantitativního sběru dat. Autorům se na základě zjištění podařilo poukázat na propojenost kontextu reálného života se studiem jazyka a jeho specific s důrazem kladeným zejména na rozvoj a osvojení interkulturní kompetence a schopnosti kritického myšlení.

Rebecca Turner

University of Applied Science, St. Pölten, Austria

Learning-Oriented Language Assessment (LOLA) in Tertiary Education – to what extent can it be implemented?

Rebecca taught English for business in corporate training courses before moving to the higher education sector. She currently heads the English module in the department of Media and Economics at St. Pölten University of Applied Sciences, Austria. She is responsible for course content, testing and coordinating the freelance lecturers. Over the years, Rebecca has worked with both Cornelsen Verlag on the Short Course series and with OUP on the Business Result authoring team. She is also a CELTA tutor for the teacher training course in Vienna.

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Carless, D. (2007) Learning-oriented assessment: Conceptual bases and practical implications, The HKU Scholar's Hub, Available from: <http://hdl.handle.net/10722/54276> (Accessed: 14.06.19)

Hamp-Lyons, L. (2017) Language assessment literacy for language learning-oriented assessment, *Papers in Language Testing and Assessment* Vol 6, Issue 1, pp. 88–111

Jones, N. a. (2016). *Learning Oriented Assessment - A systemic Approach*. Cambridge University Press, Cambridge.

Oral presentation

Learning-Oriented Language Assessment (LOLA) is an approach that focuses on how students develop through the whole language learning experience within a course and requires certain pre-requisites to allow this to happen. In accordance with research by Hamp-Lyons (2017), LOLA criteria which need to be observed throughout the course are:

1. Tasks that engage students in learning
2. Learner engagement, peer- and self-assessment
3. Feedback and feed-forward
4. Questioning Processes and Practices
5. Scaffolding

LOLA comes into play by ensuring that these notions are running throughout the course. Both students and teachers need to be active in implementing the approach; on the one hand, the teachers observe and monitor their class in order to understand when it is appropriate to move on with course content, but also to know what needs adapting or adding to help the students achieve the course goals and objectives. On the other hand, the students learn from the feedback they receive, whether from peers, teachers or through self-reflection and improve their understanding and use of the language by working towards attainable goals, set both by the syllabus and by themselves. The LOLA approach uses techniques from research on formative assessment by educators such as Black et al. (2003), Carless (2007),

Saville and Jones (2016), Hamp-Lyons (2017) and Wiliam (2018), and advocates promoting a constructive learning environment. As formative assessment is not practised to any extent in the Austrian school and higher education sector, it was interesting to analyse how this approach would work with learners from this context. The students' language learning behaviour tends to focus very much on achievement of tests, rather than a wish to achieve a rounded and thorough acquisition of the language, therefore implementing a new approach would be a challenge. In a small study focusing on Masters students, I set out to investigate whether LOLA would benefit my students and to what extent it would affect mindset and results. The findings were specific to my students, therefore narrow; however, from the results, questions were raised regarding LOLA at universities in general. Disadvantages of LOLA also became apparent, highlighting that these pertinent questions and this current topic require further discussion within the higher education ELT community.

Wiliam, D. (2018). *Embedded Formative Assessment: Strategies for Classroom Assessment that drives student engagement and learning* (2nd ed.). Bloomington, United States: Solution Tree Press.

Bei dieser Präsentation wird das LOLA Konzept dargestellt, die Vor- und Nachteile werden diskutiert und gleichzeitig werden die Folgen auf dem Mindset der Studierenden analysiert. Diese Präsentation wird auf Englisch vorgetragen.

Dagmar Vrběcká & Klára Čebiřová

Lékařská fakulta v Hradci Králové, Univerzita Karlova Praha

Angličtina pro lékařské účely – osvojování slovní zásoby

Oral presentation

Osvojování odborné slovní zásoby zaujímá nejrozsáhlejší oblast při výuce angličtiny pro specifické účely (angličtiny

Dagmar Vrběcká has been working as a teaching professional at the Faculty of Medicine in Hradec Králové – Charles University since 2009. She teaches English for Specific Purposes – medical English and medical Czech to foreign students. As her main interest is applied linguistics, she focused on the same subject in her Ph.D. program, graduated in 2019 (Faculty of Arts, Charles University, Department of English Language and ELT Methodology).

Klára Čebišová has been working as a teaching professional at the Faculty of Medicine in Hradec Králové – Charles University in Prague since 1999. She teaches Medical Latin, English for Specific Purposes - medical English, and medical Czech to foreign students. As her main interest is didactics and teaching material development.

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KOTRBA, Tomáš – LACINA, Lubor (2011) *Aktivizační metody ve výuce*, Brno: Barrieser & Principal. ISBN 978-80-87474-34-1

LAUFER, Batia (2003) *Vocabulary acquisition in a second language: Do Learners Really Acquire Most Vocabulary by Reading? Some Empirical Evidence* [Online]. Available at: https://www.researchgate.net/publication/250196400_Vocabulary_Acquisition_in_a_Second_Language_Do_Learners_Really_Acquire_Most_Vocabulary_by_Reading-Some_Empirical_Evidence

NATION, I.S.P. (2011) *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press. ISBN 978-0-521-80498-1

PALTRIDGE, Brian - STARFIELD, Sue (2012) *The Handbook of English for Specific Purposes*, Oxford: Blackwell Publishing. ISBN 9780470655320.

pro lékařské účely). Výuka se zaměřuje na konkrétní slovní zásobu, která byla vybrána podle výsledků frekvenčních analýz slovní zásoby v lékařském prostředí. Jedná se jak o slova vysoce frekventovaná z obecného jazyka, tak o lexikum odborné. Výuku je vhodné zaměřit také na formu, význam a použití dané lexikální jednotky (Nation 2011, Laufer 2003). Vedle osvojování slovní zásoby pouze za pomoci pasivní recepce termínů nebo pouhého drilu, je efektivnější zapojení aktivního užití (Kotrba – Lacina 2011, Richards – Rodgers 2014). Naše práce se zaměřuje na způsoby výuky osvojování slovní zásoby. Existují tři hlavní výukové procesy vedoucí k efektivnímu osvojování slovní zásoby. Jednak student potřebuje dostatek příležitostí lexikální jednotku zaregistrovat, dále si ji potřebuje vybavit a nakonec i tvořivě a samostatně užít (Nation 2011, Laufer 2003). Aby si byl student schopen slova znovu vybavit a poté i aktivně užít, byla vytvořena sada aktivit (didaktických her a inscenačních metod), které byly implementovány na začátek každého vyučovacího bloku předmětu Odborný anglický jazyk I a II. Cílem těchto aktivit bylo zopakování slovní zásoby z předchozích hodin. Opakování bylo zaměřeno na formu, význam a použití slov. V našem příspěvku se soustředíme na přínos i nevýhody aktivizačních metod ve výuce. Budou prezentovány výsledky výzkumu, který probíhal na UK LFHK v letech 2015–2018. Výzkumu se účastnili studenti medicíny ve 3. ročníku (předmět Odborný anglický jazyk I a II). Cílem výzkumu bylo zjistit, do jaké míry mohou aktivizační metody usnadnit osvojování odborné slovní zásoby. Ve výzkumu byly použity převážně kvantitativní a částečně kvalitativní metody sběru dat, mezi něž patří progres testy, závěrečné testy a dotazníkové šetření. Progres testy a závěrečné testy byly použity k měření, zda existují významné statistické rozdíly týkající se osvojení si odborné slovní zásoby ve výsledcích studentů mezi experimentální a kontrolní skupinou. Statisticky významný rozdíl byl shledán mezi experimentální a kontrolní skupinou v jazykové úrovni B2, nikoliv však ve skupině B1. Dotazníkové šetření prokázalo, že aktivizační metody jsou účastníky kladně hodnoceny, a to jak pro přínos osvojování si slovní zásoby a rozvoje jazykové dovednosti mluvení, tak pro motivaci studentů.

Acquisition of professional vocabulary is the largest segment of workload in English for Specific Purposes (English for Medical Purposes) classes. Attention will be paid to what vocabulary needs to be acquired based on the results of word frequency studies (high frequency words and technical vocabulary). The form, meaning, and use of vocabulary will be also discussed. As acquisition cannot be accomplished through passive reception of information or by mere drilling but by active practice, we will look at how to teach vocabulary. There are three important processes leading to word acquisition. Firstly, students must be given enough opportunities to notice the word, to retrieve it, and to use it generatively. For retrievals and generative use activating teaching methods can be used in order to provide numerous opportunities to re-encounter and use the target vocabulary.

RICHARDS, Jack C. – RODGERS, Theodore S. (2014) *Approaches and Methods in Language Teaching*. Cambridge: CUP. ISBN 978-1-107-67598-4

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SALANGER-MEYER, Françoise. *Origin and Development of EMP. Part II: Research on Spoken Medical English* [Online]. Available at <http://www.tandfonline.com/doi/abs/10.1179/2047480614Z.000000000204>

Catherine Walter

University of Oxford

Questioning practice in the teaching of reading

Plenary session

Second language reading lessons tend to follow a fairly standard pattern, one that makes assumptions about what students need to learn. This talk will challenge those assumptions, and will argue for a change of focus. The language centre classroom needs to prepare students for the texts they will encounter outside that classroom, and especially in their subject areas. By looking at how effective readers read, and at the features of different kinds of academic text, I will propose principles and activities that focus more sharply on skills that can give students and teachers a better return for their time.

Catherine Walter is a teacher, researcher and materials writer. She is an Emeritus Professor of the University of Oxford, where much of her research focused on second language reading. She is the Series Adviser for the Oxford University Press series *Navigate*, and the co-author with Michael Swan of the *Oxford English Grammar Course* series. Catherine is a past President of IATEFL and an advocate of inclusion in the language classroom.

Claudia Zbenovich¹ & Maria Yelenevskaya²

¹ Department of English at Hadassah College, Jerusalem

² CALL Laboratory in the Humanities and Arts Department at Technion-Israel Institute of Technology

Humor in Teaching EAP Courses: A Bridge between Cultures

Claudia Zbenovich is Senior Lecturer in the Department of English at Hadassah College, Jerusalem. Her research interests lie in the area of cross-cultural communicative pragmatics and study of emotion talk in an intercultural context. She is currently engaged in an international research project on therapeutic emotional language and culture funded by the Israeli Science Foundation.

Associate professor **Maria Yelenevskaya** heads the CALL Laboratory in the Humanities and Arts Department at Technion-Israel Institute of Technology. Her research and publications deal with multilingualism and multiculturalism, ethnography of CMC communication and the use of computer technologies in language pedagogies.

Oral presentation

The use of humor in a foreign-language classroom is often encouraged, but few instructors are willing to include it in their EAP and ESP courses. They fear that humor would be viewed as un-academic and distract students from the main goal of mastering communication in a foreign language in academic and professional settings. Instructors who are not native speakers may be reluctant to transfer stereotypes of their own culture into communication in English. Humor is known to be a double-edged sword: on the one hand, it can promote in-group solidarity and ease the tension caused by fear of expressing oneself in a foreign language; on the other hand, it can be used as a means of expressing superiority, disparagement and even aggression. In order to avoid the latter risks, authors of EAP and ESP coursebooks avoid including jokes, word play and humorous cartoons in teaching materials, and instructors shun banter in their communication with the students.

The goal of this presentation is to analyze how humor works in the context where learners and instructors are non-native speakers and where students are unmotivated since English is not their major. Moreover, we are exploring humor in classes which are multilingual and multicultural, i.e., the students' perception of humor is perforce grounded in different cultural traditions. We look at humor in its manifestation in both the linguistic and social context of teaching EAP

and ESP courses in Israeli academia and trace the ways in which humor is framed in class interaction. We discuss the function of humor initiated by the instructor as part of attaining teaching goals; we also look at “incidental” humor which spontaneously arises in class interaction, bringing it closer to real-life communication. More specifically, we discuss the use of humor in pedagogical terms with regard to its capacity to foster students’ participation, as well as in sociolinguistic terms with regard to facework and the creation or subversion of social order in class. Relying on communicative-pragmatic analysis of course materials, participant observation and auto-ethnography, we discuss humor as part of the instructor’s emotional management in the process of teacher-student / student-student interaction and examine it as an emotional constituent of communication in the classroom.

Использование юмора в курсах изучения иностранных языков - эффективное средство снижения стресса и повышения студенческой мотивации. Однако преподаватели часто избегают использовать юмор, считая, что это неуместно в академическом контексте и может способствовать укоренению отрицательных культурных гетеростереотипов. В докладе рассматриваются способы введения юмора в аудиторный дискурс в ситуации многоязычной и многокультурной студенческой аудитории, т.е., в ситуации, когда юмор воспринимается в контексте разных лингвокультур. Мы проанализируем функции юмора в тех случаях, когда он намеренно используется преподавателем как часть учебного материала и когда он спонтанно возникает в процессе коммуникации на занятиях.

Опираясь на коммуникативно-прагматический анализ, включенное наблюдение и автоэтнографию, мы обсудим, каким образом юмор способствует освоению языкового материала, приближает искусственно созданную аудиторную коммуникацию к естественной и влияет на эмоциональную атмосферу на занятиях.

Ключевые слова: английский для академических целей, юмор, мультикультурная коммуникация, эмоции, внутригрупповая солидарность, стереотипы.

Lidy Zijlmans, Roeland van Hout & Marc van Oostendorp

Radboud University, Radboud in'to Languages, Centre for Language Studies

English L2 proficiency of German students: does it affect grading their written examination answers?

Lidy Zijlmans studied Dutch Language and Literature and General Linguistics with an emphasis on language acquisition. She has been active in the field of Dutch as a Second Language (DSL) since 1978. Currently she is a senior associate for DSL at Radboud in'to Languages, the language centre of Radboud University Nijmegen. Previously she worked at the NT2 department of the VU Amsterdam and the James Boswell Institute at Utrecht University. She is a teacher, a developer of teaching tools, and a lecturer and publisher in teaching methodology for DSL. She taught DSL at the University of Duisburg-Essen and was a guest lecturer at the Erasmus Language Centre in Jakarta. Currently she is doing research on the role of second language in higher education. She presented results of this research at Cercles 2016.

Marc van Oostendorp (1967, PhD Tilburg University 1995) is Professor of Dutch and Academic Communication at Radboud University.

prof. Roeland van Hout is emeritus professor in applied linguistics and variationist linguistics at the Centre for Language Studies of the Radboud University Nijmegen. He publishes in the fields of sociolinguistics, dialectology and

Oral presentation

Dutch Universities require a CEFR English B2 level for admission to an English mediated (EMI) study programme. Previous research points out that B2 proficiency may diverge from the level that university staff actually expects (Meijer et al. 2012, Deygers, 2017), and does not match with what is required to understand and produce complex academic texts. Björkmann (2013) concluded that the formal quality of spoken English did not cause overt communicative disturbances in spoken academic settings, because speakers actively deploy pragmatic strategies. We present a study on written English as Lingua Franca (ELF) where students do not have the opportunity to negotiate or add meaning in interaction with the readers of their text. Our database is a set of written answers to open exam questions for an EMI bachelor in psychology. The exams were written in English by German students in the first year of study. Each written answer was previously graded by a course lecturer. These grades are available in the database. The data were gathered by De Vos (2019).

We carefully selected 45 text fragments with a length of between 150 and 250 words, with grades between 2 (the lowest score) and 10 (the max.). Four teachers in Academic

English (*language experts*) added comments to the texts, on form features, comprehensibility and coherence, and assigned a CEFR level. The result is a list of characteristics of written ELF of German tertiary students. We make a distinction between features that do and do not cause disturbance. There was not always consensus on which features are typical of a particular CEFR level, nor on the CEFR levels of the text (ranging between B1 and C2; ICC = .783). In addition, we found no correlation between the assigned CEFR levels and the grades assigned for content at all. Informed content interpretation by the content expert seems to outweigh actual semantic coherence, overruling grammatical and lexical non-native characteristics.

These outcomes trigger the discussion on how to describe the higher CEFR levels beyond the language neutral can-do-statements in terms of linguistic competences for various languages, in our case for English (Hulstijn 2015).

Wir präsentieren die Forschungsergebnisse zu den akademischen Schreibfertigkeiten von deutschen Studenten im ESL, insbesondere ihre grammatikalische Korrektheit, die Verwendung des akademischen Vokabulars und die Textkohärenz. Diese Aspekte wurden von vier Sprachexperten, die Fachleute im Bereich des ESL-Unterrichts sind, auf der Grundlage einer schriftlichen Prüfungsaufgabe bewertet. Sie wiesen auch die GERS-Niveaus zu, damit wir die Nützlichkeit der GERS-Niveaus untersuchen konnten. Unser Ziel ist es letztendlich, herauszufinden, welche Arten des nicht muttersprachlichen Gebrauchs der englischen Sprache zu offensichtlichen kommunikativen Störungen führen oder in ELF-Situationen als nachteilig empfunden werden (Björkman, 2013). Unsere Ergebnisse weisen darauf hin, dass viele deutsche ESL- und EFL-Merkmale die Verständlichkeit eines Textes für inhaltsorientierte Prüfer nicht beeinflussen. Eine informierte semantische Interpretation überwiegt den tatsächlichen semantischen Kohärenz, wobei grammatikalische und lexikalische, nicht-muttersprachliche Merkmale außer Acht gelassen werden.

second language acquisition and has a special interest in research methodology and statistics.

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Jitka Žváčková received her MA in Spanish and Latin American Studies. She currently works for the Masaryk University Language Centre, Brno, Czech Republic, as a teacher of Spanish for academic and specific purposes. She is interested in plurilingualism, portfolio assessment, designing didactic materials and further professional development for language teachers.

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Hola, Witaj, Kumusta: Promoting individual identities in multicultural English-based classes of Spanish for beginners at Masaryk University

Oral presentation

This paper presents an interactive teaching method that encourages learners to keep and promote their own cultural identity while improving their language skills in a foreign language and helps the teacher develop a better understanding of class dynamics in multicultural language classes.

Masaryk University is an institution that views languages as “a resource within the academic community”, considers “diversity in terms of linguistic, cultural and academic backgrounds and competences of students...an undisputable asset”, and finds supporting multilingualism in experts as one of its priorities.

This course of Spanish for beginners for students of the English-language International Relations and European Politics Bachelor Programme at the Faculty of Social Studies has been open based on the needs and expectation analyses conducted among prospective international students in 2018/2019. Spanish language is understood as the main source of communication in the course, while English is used mainly for administrative purposes. The course respects the multicultural and multilingual situation the students and teacher appear in: international students (17 students from 13 different countries) learn Spanish as a foreign language in the programme taught through the medium of English at a university in the Czech envi-

ronment. The course focuses linguistically on Spanish language skills and simultaneously in terms of content on multilingual and multicultural awareness.

This novel approach encourages students to have their home languages, cultures and identities actively present in class in order to create a well-connected learning community. For example, students introduce themselves in their mother tongue to create a sense of diversity in the group. They engage in face-to-face and online cultural minibreak activities during which they compare newly-learned Spanish phrases to those in their mother tongues and share and teach one another basic words or phrases in their mother tongues as well. Students are strongly encouraged to talk about their home cultures and identities when practising language skills in Spanish.

The course feedback (by means of anonymous questionnaires) suggests that students appreciate the practicality of the course, the approach that “creates a special community among the students”, and activities that build more confidence in learners.

The proposed presentation will benefit the audience attending this session in two ways: The participants will learn about pedagogical principles behind successful activities mentioned by students in the course feedback and they will be able to share their experience with promoting intercultural issues and combining language and socio-cultural competencies in language classes in their own environments.

La Universidad Masaryk es una institución que considera los idiomas un recurso dentro de la comunidad académica y el apoyo al multilingüismo como una de sus prioridades. Esta comunicación presenta un método de enseñanza interactivo que anima a los alumnos del programa de grado internacional de Relaciones Internacionales y Política Europea a mantener y promover su propia identidad cultural mientras mejoran sus habilidades lingüísticas en un idioma extranjero, y ayuda al docente a desarrollar una

mejor comprensión de la dinámica de clase. El novedoso enfoque anima al alumnado a tener sus idiomas, culturas e identidades de origen presentes de forma activa para crear una comunidad de aprendizaje bien conectada y se aplican actividades que generan más confianza en los estudiantes.

La presentación beneficiará a los asistentes de dos maneras: aprenderán acerca de los principios pedagógicos que sustentan las actividades y podrán compartir su experiencia en la promoción de problemas interculturales.

