

Day 2: Friday, 11th September

CercleS 2020

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Fifty Shades of Grey: From TEAP to MEAP (My EAP)

Round-table session

The School of Oriental and African Studies (SOAS), London, has been running introductory courses in good practice in EAP teaching for a number of years. In 2013, a group of participants from across the world and reflecting a wide range of experience formed the cohort for the summer programme of that year. Seven years on and these same participants come together again to reflect on what they were doing at the time that they joined the course and how their teaching experiences have changed or developed since they were participants in the “Introduction to EAP” course. Each teacher represents a different country and a different viewpoint of EAP teaching based upon their professional role and the cohorts of students they work with. The round table will focus on the EAP successes and challenges they have faced so far with each providing a personal perspective. In the discussion, the group will reflect upon what they have learned, map the current EAP situation identifying opportunities and threats, discuss how what they have learnt will impact on their teaching in the years to come, consider what the implications are for EAP teaching in the future globally and how this may affect professional development needs of current and future EAP teachers.

Questions to be considered are:

How have the students you teach/the field of EAP changed over the past seven years?

Shrouk Abdelgafar has over ten years of adult teaching experience. She is an Ontario Certified Language Lead Teacher. She has held two positions at University College London in Qatar; writing and career services manager, and teaching fellow for the Diploma in Applied Research Methods. She has taught ESP, IELTS and EAP at Hamad Bin Khalifa University in Doha, Qatar and set up their first writing center and academic English program. Her experience in Ottawa is mostly as an EAP Instructor at Algonquin College, and she currently teaches both EAP and ESL at the Ottawa Catholic District School Board in Canada. Her research interests include techniques in teaching academic writing, student motivation and assessment strategies in mixed level classes.

Constanza Arriaga is an interpreter and translator and has been teaching English as a Foreign Language at university level for over fifteen years. She loves collaborating with other institutions and working on Internationalization at Home projects to help students have an international academic experience in a context where the opportunities to travel and study abroad are not very usual. She has been in charge of implementing an academic writing course for graduate students, professors and researchers to give them the tools to share their research with the world.

Have your teaching methodologies changed during this time and if so how?

What are the current threats and opportunities for EAP teachers?

What are the future implications for EAP teachers, students and curriculum designers for the next seven years?

What do you think future TEAP courses will need to teach their participants?

What future opportunities for EAP teacher development would you like to see?

This discussion will provide a rare opportunity for EAP teachers both native and non-native representing countries across the globe to discuss their own personal experiences of teaching EAP. It will offer the chance to share good practice while trying to find solutions for some of the challenges facing EAP teachers and their students currently. It will end with a discussion of what may happen next in EAP teaching and curriculum development and will hope to make some suggestions for future CPD opportunities for EAP teachers globally.

Tony Corballis is an EAP Teacher, the Head of TEAP courses at SOAS London and a coach in communication and leadership. His expertise is in the communication aspects of executive presence and leadership transition, in self-promotion, developing interview strategy and employability skills, and also in voice and speech development, speech writing and presentation skills.

Jan Gibbons has worked in the field of education for over thirty years working in museums and galleries, primary schools family learning and widening participation and has been involved in English language teaching on a full time basis for the last eight years. She is a freelance EAP tutor who has taught Pre sessional EAP at Durham, Warwick, Liverpool, Liverpool John Moores and Nottingham Trent universities. She has taught foundation year students at LJMU and has taught on the Academic English. In Sessional and International Year One programmes at Into University of Newcastle.

Once **Sophie** got into higher education, she never wanted to leave. She has been roaming corridors of tertiary institutions all over the world for the past 20 years either as a student, or a lecturer, and sometimes both. Her background is in psychology, linguistics and communication. Sophie is particularly interested in how to achieve successful communication between speakers of different cognitive abilities and language proficiencies, as well as its impact on language learning, and academic skills. She is currently working at APU-Ritsumeikan Asia Pacific University in Japan as an English and French lecturer.

Libor Stepanek is Assistant Professor in English and Director of the Masaryk University Language Centre, Brno, Czech Republic. His international teaching experience and teacher training activities include diverse EAP soft skills, however, his main academic interest lies in creativity and Creative Approach to Language Teaching (CALT).

Carmen Argondizzo, Jean M. Jimenez & Vanessa Marcella

University of Calabria, Italy

Creating a technology-based language assessment system at a University Language Centre: A challenge for students, teachers and test developers

Oral presentation

Creating valid and reliable language tests is one of the many challenges faced by University Language Centres today. In addition to the changes in language testing approaches implemented throughout the years and the move towards computer-based testing, test developers must also consider the backwash effect due to the close connection between language learning/teaching and assessment. While international language certifications may ensure standardization in language assessment, these tests may not always reflect the teaching approach adopted in the classroom and the learning objectives required by academic contexts. To address these issues, the University of Calabria's Language Center (CLA UniCal) formed a team of test developers consisting of qualified test writers and experienced teachers to develop a university-wide accepted B1 level test of English. Indeed, if great care is taken in creating well-constructed tasks which are valid and reliable, teacher-produced tests can offer the same quality standards as international exams with the advantage of being specifically aimed at the learning needs of the test takers and, thus, more relevant.

The aim of this presentation is to illustrate how the CLA UniCal team has designed and implemented a test for university students attending an English for basic academic skills course. This end-of-course achievement test is administered as part of the OLA project (*Offerta Linguistica d'Ateneo*- University Language Course Offer) which was introduced in 2010 and, thanks to its success, welcomes more than 3,600 students per year from 14 Departments. In particular, a detailed description of the task development phases will be discussed, including the target language skills assessed, the items and tasks, which are tailor-made in compliance with the course syllabus and aimed at creating a strong correspondence between the language test task and

Carmen Argondizzo is Professor of English Linguistics at the University of Calabria (UniCal-Italy), where she teaches students majoring in Education, Business Administration, Cooperation & Development. Her research interests focus on discourse analysis in the field of ESP. She is Vice-President of CercleS, Member of the AICLU National Board, and President of the UniCal Language Centre, where she coordinates European projects aimed at enhancing students' autonomous language learning. She has recently become co-editor in chief of *Language Learning in Higher Education*, De Gruyter.

Jean Jimenez is a Researcher in English Language and Translation at the University of Calabria (UniCal-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 design and development of EFL tests for university students. She has presented papers at national and international conferences in Europe and North America. She holds a PhD in Applied Linguistics from Lancaster University, UK.

Vanessa Marcella is an EFL Instructor and Test Developer at the University of Calabria Language Centre. She is also a Cambridge Speaking Examiner. She has a Bachelor's degree in Linguistic Mediation, a Master's degree in Information Technology for Humanities, and is currently pursuing a PhD in Language Analysis and Interdisciplinary studies.

the target language use. Finally, we will present the data collected through a questionnaire on the students' opinions of the test design.

Questa presentazione ha lo scopo di condividere l'esperienza condotta da parte di un team di test developers in un Centro Linguistico Universitario dove si è costruito e implementato un test di livello B1 per gli studenti del corso *English for basic academic skills*. Il test è somministrato all'interno dell'Offerta Linguistica d'Ateneo (OLA), che ogni anno accoglie oltre 3.600 studenti provenienti da 14 Dipartimenti. Nello specifico, illustreremo le fasi della creazione del test, il costruito e il format. Infine, i risultati del questionario sul gradimento del test sottoposto agli studenti verranno presentati.

Mátyás Bánhegyi¹ & Judit Nagy²

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Culturally Adjusted Preparation for Oral Presentations: A Case of Korean Learners in Hungary

Oral presentation

This paper discusses the construction and development of culturally adjusted teaching materials through the example of Korean university students studying in Hungary. Hungary is currently receiving a growing number of Korean university students in the scope of study-abroad programmes and, as a rule, Korean students underperform at oral presentation tasks in the Hungarian tertiary setting. The majority of universities hosting Korean students fail to consider these students' cultural roots, prior learning experience and the specific needs arising from these factors. It is believed that culturally adequate ways of helping these students will result in increased student achievement and greater student satisfaction. Considering study-abroad contexts of learning, the literature identifies three main factors that influence Korean students' per-

Mátyás Bánhegyi (PhD) is temporary head of institute and associate professor at Budapest Business School University of Applied Sciences. Currently, he offers ESP classes in English and specialises in Business English. His research areas include ESP, methodology, curriculum development, teaching material development, intercultural issues and translation studies.

formance in foreign tertiary institutions: their general language proficiency (Jeon 2005, Kim 2013); socio-cultural values and norms, educational practices and teaching methods different from those of the host culture (Shin 2008, Lee 2009); and specifics of the in-class learning environment (Kang 2005). Prompted by the literature and their own observations, the speakers intended to develop particular tailor-made solutions to help Korean learners overcome their culturally-rooted difficulties with delivering oral presentations at Hungarian universities. This undertaking resulted in the creation of culturally appropriate teaching materials suited to the needs of Korean learners.

After discussing the above three main factors influencing Korean students' oral performance and these factors' cultural embeddedness, this paper will focus on some key areas that Korean students find problematic when delivering oral presentations, and will therefore discuss the following issues: choice of presentation topic; finding a clear and logical structure for the presentation; reading out vs. delivering the presentation; anticipating and preparing for the audience's questions; and reacting to the audience's questions.

The paper will also introduce a selection of innovative practical tasks that have proved useful for Korean students in the Hungarian tertiary educational setting.

Cet article traite de la construction et du développement des matériels pédagogiques adaptés à la culture par l'exemple d'étudiants coréens qui étudient en Hongrie.

La littérature identifie trois principaux facteurs qui influencent les performances des étudiants coréens dans les établissements d'enseignement supérieur à l'étranger: leur connaissance de la langue; valeurs et normes socioculturelles, pratiques éducatives et méthodes d'enseignement différentes de celles de la culture d'accueil; et les spécificités de l'environnement d'étude en classe. Aidés par la littérature et leurs observations, les intervenants ont développé des solutions pour aider les étudiants coréens à surmonter leurs problèmes culturels liés aux présentations orales dans les universités hongroises.

Après avoir discuté des trois principaux facteurs ci-dessus et de l'ancrage culturel de ces facteurs, cet article se concentrera sur les domaines des présentations orales que les étudiants coréens

Judit Nagy (PhD) is Vice Dean for International Affairs and full time associate professor of English at Károli Gáspár University of the Reformed Church in Hungary. Her teaching portfolio and current fields of research include English language practice, curriculum and teaching material development in applied linguistics and Canadian Studies. Her fields of research include Korean learners of English and the Korean diaspora in Canada.

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trouvent problématiques aussi qu'il présentera une sélection de tâches pratiques innovantes qui sont utiles pour les étudiants coréens en Hongrie.

Zaan Bester

University of Pardubice Language Centre

Empowered and ethical: Turnitin as tool towards creating autonomous students

Zaan Bester has lectured in the fields of Academic Writing, Academic Literacy, and English for Specific Purposes for 20 years. She is passionate about language, intercultural communication, referencing systems, blended learning, good writing, students, and helping people see the value of being able to communicate their ideas well, regardless of academic discipline. Having been at Stellenbosch University near Cape Town, South Africa her entire professional life, she decided to embark on a new professional challenge in 2018 and took up a job at the University of Pardubice in the Czech Republic, working for the university's Language Centre and International Office.

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Oral presentation

Although there are those who argue that students increasingly take less responsibility for their own learning and outsource it to university staff or technology, it is possible to use some tools in the classroom in a way that promotes student autonomy and develops their self-reflection and metacognition. One such an example is the use of the plagiarism detection programme, Turnitin. Although the most basic way to use this programme is as a 'policing' tool to find instances of plagiarism, it is much more valuable when used as a teaching tool, and then becomes a learning tool for students to develop their own confidence in academic writing. Turnitin allows students to upload their written work and then highlights all instances of the student's text that is similar to text found on the internet, in online journals, and in previously submitted papers. Instead of merely being used to catch students who plagiarise (which is a small percentage of cases), it can be used to identify specific problems with student writing, such as instances of excessive quoting from source material, quotes without correct punctuation or citations, reliance on a particular source or poor quality sources, incorrect referencing techniques, as well as outright plagiarism. By allowing students to see their results after uploading and letting them correct these errors before final submission of a task, teachers and lecturers are transferring the responsibility of academic integrity to the students. In addition, teachers can also learn to identify the causes of students' errors, whether it be a lack of understanding of the content or a language problem. They do, however, need to guide students in interpreting the feedback and must link it to the principles of ethical research and writing, so that students can become more autonomous and confident in their ability to assess their own writing.

Přestože se může zdát, že studenti přijímají stále méně odpovědnosti za vlastní učení a přenášejí tuto odpovědnost na univerzitní pedagogy či na moderní technologie, máme v rukou nástroje, jichž můžeme ve výuce využít k podpoře samostatnosti studentů, k rozvoji jejich sebereflexe a metakognice. Jedním z příkladů takového nástroje je Turnitin - program pro odhalování plagiátorství. Ačkoli se ve své podstatě používá jako nástroj pro „kontrolu“ výskytu plagiátorství, jeho hodnota spočívá především ve využitelnosti v samotné výuce. Pak se stává nástrojem učení, který umožní studentům posílit sebedůvěru rozvojem dovednosti akademického psaní. Jakmile student odevzdá písemný úkol, vyučující mu/jí prostřednictvím Turnitinu ukáže podobnosti v textu, umožní identifikovat a opravit chyby, pochopit podstatu problému a poskytnout asistenci při získání relevantní zpětné vazby.

Vijay Bhatia

Hellenic American University in Athens, Chinese University of Hong Kong

Critical Genre Perspective on Electronically Mediated English for Professional Communication

Plenary

Critical Genre Theory (Bhatia, 2017) has been instrumental in widening the scope of applied linguistics to include areas such as organizational, management and corporate practices, translation and interpretation, and even information and visual designing within its purview. It has gone beyond its primary concern to analyze and understand discursive practices in various academic and professional contexts to integrate discursive and professional practices in order to account for interdiscursive performance in specific contexts. Drawing on one of the key aspects of critical genre theory, that is, Interdiscursivity as appropriation of generic resources across genres, professional practices, and disciplinary cultures, I would like to argue for and illustrate its use in the design and implementation of English for Academic and/or Professional Communication Programmes in today's digitally-mediated professional world.

Vijay Bhatia retired as Professor from the Department of English, City University of Hong Kong is now a Visiting Professor at the Hellenic American University in Athens, and an Adjunct Professor at the Chinese University of Hong Kong. He was also the founding President of LSP and Professional Communication Association for the Asia-Pacific Rim. Some of his research projects include Analyzing Genre-bending in Corporate Disclosure Documents, and International Arbitration Practice: A Discourse Analytical Study, in which he led research teams from more than 20 countries. Three of his books, *Analyzing Genre: Language Use in Professional Settings* (1993) and *Worlds of Written Discourse: A Genre-based View*, (2004) and *Critical Genre Analysis: Interdiscursive Performance in Professional Practice* (2017) are widely used in genre theory and practice.

Tarek Bouattour

Carthage University, Arabic and translation Department

Cadre mondial commun de référence pour la langue arabe et sa culture : enseignement, apprentissage et évaluation

prof. Tarek Bouattour is the Head of Arabic and Translation Department at the University of Carthage, Institut Supérieur des Langues de Tunis I.S.L.T. In his career, prof. Bouattour has contributed to the design of several textbooks for students of Arabic and to teaching materials online, acted as an examiner of Arabic Evaluation at the British Embassy in Tunisia and as a pedagogic supervisor of the Chinese Program Dalian. Recently, he has been engaged in the « Sens et traitement Automatique » S.T.A research and CUDIMHA project.

Oral presentation

La présente intervention s'intitule dans la voie de mettre en place un « Cadre commun de référence pour l'apprentissage de l'arabe langue étrangère ». Étant donné que la conférence a été conçue pour mettre en valeur la richesse culturelle et cognitive associée à la diversité linguistique, ce projet d'intervention qui intègre l'axe II, vise à discuter certaines pratiques, à fournir de nouvelles perspectives et à encourager une réflexion approfondie sur les questions qui émanent de l'expérience de l'Université de Tunis pour enseigner l'arabe langue étrangère depuis 1964. C'est ainsi qu'elle incite à développer un « Cadre mondial commun de référence pour la langue arabe et sa culture: enseignement, apprentissage et évaluation », dans le contexte mondial qui se caractérise par:

Le grand nombre d'étudiants des différents continents qui apprennent l'arabe bien qu'ils sont confrontés aux problèmes de mobilité dus à l'absence d'un cadre commun.

La plupart des langues dans le monde avaient mis en place leurs cadres de référence communs afin de diffuser leur culture et d'améliorer leurs langues et leurs identités. Il s'agit ainsi d'unifier une méthode globale d'enseignement et d'apprentissage ainsi qu'une méthode d'évaluation et d'élaborer des stratégies liées à la mise en place de programmes de développement linguistique et à lier la langue à ses divers domaines d'utilisation (étude du Statut de la langue, des politiques linguistiques et prévoir un aménagement linguistique).

Pour cette fin, il faudrait maîtriser les enjeux liés à l'enseignement de l'arabe (Mélange: virtuel et face à face) dans les différentes étapes de l'étude, des écoles à l'enseignement universitaire, tout en prenant de conscience des différents âges, catégories et environnements.

La mise en place d'un cadre de référence touche aux questions de l'accréditation et de la certification à l'instar du test de compétences exhaustif en langue arabe en comparaison avec l'anglais TOEIC, TOEFL, le français DALF, italien CELI, allemand DSD, KMK, persan Banyad SAADI, chinois Hanyu Shuiping Kaoshi, hébreu pour CPK, CPF...

L'objectif est enfin faciliter l'utilisation de la langue arabe pour apprendre, enseigner, évaluer et réaliser dans les différents discours, positions de communication variées et différentes situations où les utilisateurs de langues sont exposés selon les cinq compétences.

Les différentes questions qui se posent sont:

1. Quels sont le concept et les perceptions du cadre de référence arabe commun ?
2. Quels sont les objectifs des politiques linguistiques dans de nombreux organismes (Ligue des États arabes, universités, ministères de l'éducation et de l'enseignement supérieur, Ligue des États arabes, conseils des langues arabes, ALECSO, ISESCO et UNESCO, associations, centres de recherche, laboratoires, départements et institutions religieuses et gouvernementales ...)
3. Quels sont les défis posés par les questions de pluralisme, les variations linguistiques et le chevauchement entre les langues dans la région arabe en particulier et l'aire géographique étudiée en général ?

This paper aims at encouraging the implementation of a «Common Global Framework of Reference for Arabic Language» in order to facilitate the Mobility of a big number of students from the different continents who are learning Arabic, to unify a global method of teaching and learning and the methods of evaluation and to develop strategies related to setting language development programs and linking the language to various areas of its use.

It discusses also issues related to the assessment of the competencies of Arabic language learners in the various steps of the evaluation, formative and placement tests, as well as the comprehensive competencies tests (for accreditation).

The aim is finally to facilitate the learning and the use of Arabic language in different levels: to learn, to teach, to evaluate in the various discourse, varied communicative situations that users are facing according to the five skills (oral comprehension, oral production, reading, writing and operational skills).

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Claudine Brohy

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Teaching and learning German in the multilingual context of the bilingual University of Fribourg/Freiburg

About the author: Bilingual upbringing at the language border in Switzerland, training as a language teacher for German, French and English for secondary schools, studies in Sociolinguistics; teaching of Linguistics and German at the University of Fribourg/Freiburg in Switzerland; research in bilingual education and immersion, multilingualism, language policy and language contact; pre-service and in-service teacher training in foreign language didactics and immersion pedagogy; member of different commissions at national and international level in the domain of language teaching and language policy, Swiss member of the Committee of Experts of the European Charter for Regional or Minority Languages of the Council of Europe.

Oral presentation

The bilingual French-German University of Fribourg/Freiburg has been founded at the end of the 19th century. It is the only bilingual university in officially quadrilingual Switzerland. Since its foundation, bilingualism at teaching, research and administrative levels has been a distinctive feature, and the University has attracted a high number of teachers as well as students from abroad. Since the 1980ies, the Faculties have implemented bilingual studies and bilingual degrees according to their own regulations, and at the same time English has become another academic language.

The University Language Center supports the students' endeavor to study bilingually, or to learn languages for academic and professional purposes. In this presentation, I will address the issue of teaching and learning German in different courses targeted at specific student populations and their needs, i.e. a beginner course consisting of international students on exchange programs, a B1 course with students of various backgrounds, a B2 course focusing on academic reading and writing, and a Swiss German dialect course concentrating on receptive oral competence.

The presentation focuses on the specificity of teaching and learning German as a pluricentric language in Switzerland, considering also Swiss standard German and dialect variation, in the bilingual and multilingual context of the University and the City of Fribourg, where German is a minority language. For most students, who either study (mainly) in French or in English, German is the second to the fourth foreign language, and the German courses have thus to take into account the multilingual repertoire of the students. The courses draw on comparisons with English, which is the lingua franca among international students, and French as

the majority language, as well as other languages of the students; the comparisons address the domains of phonology, vocabulary, grammar as well as pragmatics. Code-switching is an important part of student and teacher discourse to scaffold language competence in German and to develop plurilingualism, which the students consider important elements of their academic and professional success.

Die zweisprachige Universität Freiburg/Fribourg wurde Ende des 19. Jahrhunderts gegründet, sie ist bis jetzt die einzige zweisprachige Universität in der offiziell viersprachigen Schweiz. Die Universität hat schon immer eine bedeutende Anzahl von ausländischen Studierenden und Dozierenden angezogen. Seit den 1980er Jahren haben die Fakultäten zweisprachige Studien und Abschlüsse auf die Beine gestellt, gleichzeitig wurde das Englische als internationale akademische Sprache immer wichtiger.

Das Sprachenzentrum der Universität unterstützt die Studierenden bei ihren zweisprachigen Studien und ihren Bemühungen, Sprachen für Studien- Berufszwecke zu lernen. In dieser Präsentation werden verschiedene Deutschkurse vorgestellt, welche unterschiedlichen Lernergruppen angeboten werden. Dabei wird auch auf das Deutsche als plurizentrische Sprache mit seinen Deutschschweizer Dialekten, die Ausgangssprachen der Studierenden, den zweisprachigen Kontext der Universität und der Stadt, die schon vorhandene Mehrsprachigkeit und auf die translingualen Strategien und Sprachvergleiche eingegangen, welche während der Kurse eingesetzt werden.

Beatriz Calvo Martín

Université libre de Bruxelles

La creación literaria como estrategia de motivación y vehículo de la dimensión afectiva del aprendiente en la enseñanza de lenguas

Oral presentation

La enseñanza-aprendizaje es una actividad profundamente humana, por lo que resulta pertinente abordarla desde una perspectiva humanista, que incluya una debida atención a la dimensión afec-

tiva, dentro de la que se halla, entre otros factores, la motivación.

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.

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Como defiende el insigne pedagogo Paulo Freire, enseñar no puede reducirse a una mera transferencia de conocimiento, sino que es una tarea compleja en la que el docente crea las condiciones para que el alumno aprenda, para que pueda darse la producción o elaboración del conocimiento (Freire, 2017:47). Este cambio de paradigma centra el proceso en el aprendiente, al que consideramos de forma holística, abarcando tanto sus aspectos cognitivos como emotivos.

En el aula de lenguas, una de las herramientas más poderosas de que dispone el docente es la creatividad del aprendiente, entendida como expresión de su identidad propia e individual. En efecto, resulta muy eficaz y gratificante aprovechar las posibilidades que nos brinda la creación literaria en la enseñanza-aprendizaje de lenguas.

A través de la creación literaria, el aprendiente desarrolla su afectividad, expresa su identidad individual, mejora su autoconcepto, refuerza los lazos con el grupo y moviliza los recursos lingüísticos de la L2. Todo esto es un potente motor para la motivación, que a su vez fundamenta el proceso de aprendizaje.

En esta comunicación exploraremos las posibilidades de la creación literaria en el aprendizaje de lenguas, como catalizador de la dimensión afectiva y como potenciadora de la motivación del aprendiente. Nos basaremos en el “aprender divirtiéndose” y en las posibilidades de proyección del yo ideal por medio de la expresión creativa. Además, daremos algún ejemplo práctico de actividades motivadoras creativas basadas en la experiencia propia.

Teaching cannot be reduced to a mere transfer of knowledge. It is rather a complex human task in which the teacher creates the conditions for the student to learn, so that the elaboration of knowledge can take place (Freire, 2017: 47). This paradigm shift focuses the process on the learner, which we consider holistically, covering both cognitive and emotional aspects.

In the language classroom, one of the most powerful tools available to the teacher is the creativity of the learner, understood as an expression of their own and individual identity. Through literary

creation, the learners can develop their emotional dimension, express their individual identity, improve their self-concept, reinforce ties with the group and put the L2 linguistic resources to use. These aspects are a powerful engine for motivation, which clearly enhances the learning process.

In this communication, we will explore the possibilities of literary creation in language learning, as motivation and autonomy enhancer. We will also share some practical examples of creative motivational activities based on our own experience.

Veronika De Azevedo Camacho

Masaryk University Language Centre

La metáfora económica en el lenguaje especializado – ¿una ayuda en transferencia del conocimiento especializado o una embrevecida marea léxica?

Oral presentation

La resistencia tradicional ante el reconocimiento de la importancia del lenguaje figurado en el discurso especializado fue superada con el enorme incremento de estudios realizados sobre este fenómeno lingüístico en la segunda mitad del siglo pasado. Lindstromberg (1991: 208) afirma que en 1971 se listaron aproximadamente 3000 títulos escritos sobre la metáfora. Diez años más tarde, Hoffman (1983: 35, apud Lindstromberg 1991) sostiene que la metáfora llegó a ser un tema muy candente y que principalmente gracias a los estudios de Lakoff y Johnson (1980) deja de ser considerada como un mero ornamento estilístico, ganando terreno en muchas ramas especializadas. McCloskey (1983: 481-517) en su obra fundamental “The Rhetoric of Economics” afirma que ningún economista es capaz de hablar sin una sola metáfora y que cada paso en el razonamiento económico, incluso en la retórica oficial, es metafórico. En otro trabajo pionero e innovador, “So what’s an economic metaphor” de Klamer y Leonard (1994: 20-51), se postula que el lenguaje figurado, especialmente la metáfora, nos permite entender la economía de una manera que la representación literal no lo puede hacer.

Veronika De Azevedo Camacho works as a Spanish teacher at the Masaryk University Language Centre, with particular focus on business/financial and legal Spanish. Her professional and research interests revolve around applied linguistics and LSP methodology. She devotes herself to this subject area also at the Faculty of Arts where she teaches in a master programme for future translators and interpreters, as well as at a specialized course for future sworn translators which she coordinated and taught at the Faculty of Law. She holds a PhD in Spanish applied linguistics.

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La presente comunicación tiene como objetivo interrelacionar el estudio de la metáfora en el dominio de economía, a base de un análisis funcional de corpus de textos especializados, semiespecializados y divulgativos (un corpus de aprox. 150 000 palabras), y su aplicación metodológica en los cursos de español económico en la Facultad de Economía y Administración de Empresas (Universidad de Masaryk, Brno), para dar cuenta de los procesos cognitivos que vehiculiza su empleo, así como de la creación de nuevas unidades léxicas que genera, en el marco de una cultura globalizada y de un mundo intercultural.

El análisis de las funciones cognitiva, semántica y pragmática ha demostrado que las cinco funciones más importantes de la metáfora en los textos económicos son: 1) crear una nueva terminología; 2) expresar y entender conceptos abstractos; 3) desarrollar y articular hipótesis; 4) persuadir; y 5) crear efectos retóricos, añadir ornamento al texto. De ahí que también el curriculum del español económico deba reflejar este fenómeno y ofrecer instrumentos para su manejo y adquisición adecuada por parte de los estudiantes universitarios (en nuestro caso de nivel B2-C1). Se presentarán varias actividades diseñadas para este específico objetivo metodológico.

The traditionally high resistance towards the recognition of the importance of the figurative language in the specialized discourse was overcome by the massive increase of metaphor studies in the second half of the 20th century. McCloskey (1983: 481-517) in his seminal work "The Rhetoric of Economics" claims that no economist is able to talk without a single metaphor and every stage of the economic reasoning, including the official rhetoric, is metaphorical. The objective of this presentation is to link the results of a corpus analysis of the functions and use of metaphors in specialized, semispecialized and divulgative economics texts (containing 150 000 words) from semantic, cognitive and pragmalinguistics perspective with methodological outcomes at business Spanish courses taught at Masaryk University Language Centre. We will also suggest some strategies aimed to respond to B2-C1 LSP students' needs within the process of specialized knowledge acquisition.

Anne Chateau¹ & Maria Giovanna Tassinari²

¹Université de Lorraine

²Freie Universität Berlin

Autonomy in Language Centres: Myth or Reality?

Oral presentation

Autonomy in language learning is for many Language Centres in higher education a pedagogical goal. However, although autonomy is a concept that has been associated with language learning for more than thirty years, both the understanding of that concept and its implementation in classroom-settings and in self-access language centres vary considerably (see, among others, Kjisik, Voller, Aoki & Nakata, 2009; Chateau & Bailly, 2012; Jiménez Raya, Martos Ramos & Tassinari, 2017; Carette & Tassinari, 2019).

In 2017 and 2018 the Cercles Focus Group Autonomy worked on a survey that was circulated among Cercles Language Centres, in order to find out to what extent autonomy is part of the language curriculum. Approximately one fifth of them answered the questionnaire, representing eighteen different countries. The results of this survey show that autonomous learning schemes are provided in various centres in form of self-access language learning modalities, blended learning, learning advising as support for independent and cooperative learning, tutoring and tandem learning. However, the understanding of the notion of autonomy and therefore the pedagogical practices vary considerably.

In this presentation we will illustrate the results of the survey, highlight similarities and differences emerging from it, and critically reflect upon issues addressed by the answers. In addition, we will briefly discuss the results of some interviews conducted after the survey with stakeholders at different Language Centres. Some questions and recommendations for the future will conclude the presentation.

L'autonomie d'apprentissage en langues est pour de nombreux centres de langues un objectif. Cependant, la compréhension de ce qu'est l'autonomie et sa mise en œuvre varient considérablement.

Coordinator of the Cercles Focus Group on autonomy and Secretary General of Cercles, **Anne Chateau** has been a senior lecturer in English at the University of Lorraine, France for more than 10 years. Her research interests are the development of empowerment in self-directed language learning, the design of hybrid learning systems, the use of new technologies for self-directed language learning, and English for specialists in other disciplines. She recently piloted the development of a digital platform for self-directed language learning called EDOLang (<https://edolang.univ-lorraine.fr/>).

Maria Giovanna Tassinari is Director of the Centre for Independent Language Learning at the Language Centre of the Freie Universität Berlin, Germany. In her PhD she developed a dynamic model for self-assessment and reflection for autonomy. Besides learner autonomy, her research interests are language advising, informal learning, and emotions and feelings in autonomous language learning. She is in the advisory board of the Research Institute for Learner Autonomy Education (RILAE <https://kuis.kandagai-go.ac.jp/rilae/>) and committee member of LASIG, IATEFL. She is co-editor of several books and author of articles and chapters in German, English and French.

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Le Focus Group de Cercles sur l'Autonomie a réalisé en 2017 et 2018 une enquête auprès des centres de langues afin de déterminer dans quelle mesure l'autonomie est intégrée aux programmes pédagogiques. Les résultats montrent que des programmes d'apprentissage autonome sont proposés dans différents centres sous forme de modalités d'apprentissage des langues en libre accès, d'apprentissage mixte, de conseil comme soutien à l'apprentissage indépendant et coopératif, de tutorat et d'apprentissage en tandem.

Dans cette présentation, nous illustrerons les résultats de l'enquête et mènerons une réflexion critique sur les questions abordées. En outre, nous discuterons brièvement des résultats d'entretiens menés après l'enquête dans différents centres de langues.

Des questions et recommandations pour le futur concluront la présentation.

Zhiqiong Chen

Warwick University

I started working for the Language Centre of Warwick University in 2005 when the first academic Mandarin module was established. From then on, I have been teaching various academic and lifelong learning Mandarin modules as a teaching fellow. Outside Warwick University, I also deliver the online Mandarin course for the Open University as an associate lecture starting from 2009. My research interests are in language teaching methodology, blended learning and student engagement.

Delivery of written assessment e-feedback to year-abroad Mandarin learners

Oral presentation

Feedback plays an essential role in student learning. It is relatively easy to provide learners with feedback in a face-to-face teaching setting. When they are at a distance, we need to reconsider the delivery of feedback, aiming to give learners high quality, timely and engaging feedback. Researches (Mahoney, 2019) have shown the advantages of using screencast feedback from both teacher and student observation which make it a good vehicle for delivering feedback to learners at a distance.

In this small-scale study, targeted learners studied Mandarin at equivalent CEFR B2 level and they received screencast feedback on writing assessments while on year abroad. Orlando (2016) suggested that surface-level writing issues should be done in text and leave screencast for substantive feedback. However, the marker in this study argues that it is necessary to provide lan-

guage correction to low level language learners. Therefore, the screencast feedback in this study focused on detailed syntactical and lexical corrections.

To understand learner and teacher perceptions of this kind of screencast feedback and learner uptake, seven Mandarin learners and four teachers across four languages participated in the study. The data collected includes interview feedback from learners, and interview and online questionnaire feedback from teachers.

All learners agreed that screencast feedback enhanced their feedback experience, including easy access, perceived clearer and in-depth explanatory feedback and a sense of rapport. They appreciated the emotive aspects of video when the marker was not physically present and found hearing the marker's voice in the target language an extra benefit. However, the existence of such feedback did not lead to learners actively engaging with feedback. Regarding how the feedback should be presented in video, verbally, in written form or both, learner views varied. While the study shows learners' inclination towards screencast feedback and their need to have detailed explicit explanations in assessment feedback, it also reveals that despite recognizing the pedagogical value of this practice teachers were concerned about the process being time-consuming. The study indicates the necessity to further develop student feedback literacy to enable active uptake of feedback (Carless & Bond, 2018), even when it is in video format. In addition, it proposes that the institute should provide sufficient support to markers in adopting screencast feedback practice to meet student needs.

反馈在学生的学习中起着至关重要的作用。在面对面教学中给学生提供反馈相对容易，然而对于远程学生如何提供及时、高质量、有吸引力的反馈尚需探索。

本篇报告介绍如何用截屏视频给在海外留学的中文学习者提供评估反馈，重点在于词汇和句法的纠错。为了解学生及教师对这种评估反馈的看法，研究通过面谈和网上问卷调查的方式来收集数据。在展示截屏视频反馈在中文学习中的教学优势，分享学生的看法的同时，报告进一步讨论学生对这种反馈的参与以及他们对评估反馈的需求。此外，报告还从教师的角度来探究为学生提供这种反馈的可行性。

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关键词: 评估反馈, 截屏视屏, 截屏视屏反馈, 中文学习, 学生反馈参与

Chen-Yu Chester Hsieh

Language Center, National Taiwan University of Science and Technology

Motivations, internationalization, and autonomous learning in an EFL context: From credit courses to self-access centers

Oral presentation

The internationalization of a university relies heavily on the proficiency of its faculty and students in English and other international languages. Hence, to support students' learning of foreign languages outside the classroom, self-access centers (SACs) have been widely established in universities across countries, constituting a resourceful site for autonomous learning. Various factors have been found to shape the practice of SACs, such as the qualities and histories of individual students and the support mechanisms and administration policies (Gardner & Miller, 1999, 2011; Victori, 2007).

Despite the prevalence of SACs in Asia, such institutions have been understudied in Taiwan (Chung, 2013). To fill this gap, the present paper focuses on the SAC administered by the language center of National Taiwan University of Science and Technology. While encouraging every registered student to voluntarily access the resources it provides, the SAC is also highly integrated with Freshman English courses at NTUST, which require the students to collect "self-learning points" at the SAC. Those obtaining the most points each semester are rewarded with gifts and certificates.

To investigate the students' perception of and interaction with the SAC, semi-structured interviews were conducted with five students that outperformed others in gathering self-learning points and five students who barely or never obtained any points even though required to do so. Four sets of interview questions were asked, including basic information regarding the participants, their use of the SAC, their perception of the SAC, and other issues pertinent to autonomous learning. A number of factors

Chen-Yu Chester Hsieh is currently an assistant professor at the language center of National Taiwan University of Science and Technology. He also serves as the manager of the self-access center for foreign language learning in the same university. He received his Ph.D. degree in Linguistics from National Taiwan University, with a dissertation on the use of directives in the discourse between tutors and tutees in a writing center in Taiwan. He is interested in looking at the interplay between language and social interaction and specializes in applied linguistics, pragmatics, discourse analysis, Interactional Linguistics and Cognitive Linguistics.

were found to affect their use of the resources provided by the SAC or the lack thereof, including the school policies regarding Freshman English courses and proficiency tests, their perception of English, their career plan, the accessibility of the resources, and the potential cost of the resources, among others.

This study thus has several contributions. First, it provides a concise description of the SAC at NTUST and explicates how it motivates students to utilize the resources and become a more autonomous learner. Second, it reveals the personal and contextual factors that influence how the students perceive and interact with the SAC. Finally, by presenting a case study of an SAC in an Asian context, this paper also provides insight into not only the theory and practice of SACs and other forms of autonomous learning but the policy and promotion of internationalization in higher education.

Les Centres d'auto-apprentissage (Self-access centers, SACs) sont présents dans les universités à travers le monde et ils sont riches en ressources pour l'apprentissage autonome dans l'enseignement supérieur. En offrant une variété de ressources pour l'apprentissage des langues, le SAC de l'Université nationale des sciences et technologies de Taiwan encourage non seulement les étudiants à accéder au matériel et aux activités, mais s'intègre également bien aux cours d'anglais des étudiants de première année. Cette étude a pour but de (1) présenter ce SAC et d'expliquer comment il motive les étudiants à profiter de ses ressources; (2) d'étudier la perception qu'ont les étudiants du SAC et leurs interactions avec ce dernier, en interrogeant ceux qui l'utilisent fréquemment et ceux qui ne le font bien que ce soit conseillé par leurs enseignants; (3) de mettre en lumière à la fois la théorie et la pratique des SAC et d'autres formes d'apprentissage autonome, ainsi que la politique et la promotion de l'internationalisation dans l'enseignement supérieur.

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Barbora Chovancová, Štěpánka Bilová & Alena Hradilová

Masaryk University Language Centre

Upward-Facing Dog: motivation and flow in the Legal English classroom

Barbora Chovancová, Štěpánka Bilová and **Alena Hradilová** teach English for Legal Purposes at Masaryk University Language Centre. They are interested in material design, creativity, and student autonomy. Currently, they are a part of team working on a book on Legal English for Czech lawyers, law students and other law enthusiasts.

Workshop

In the ideal language classroom, just like in a yoga studio, students are busily engaged, totally engrossed in their task, completely disregarding any outside distractions, being in the here and now. This is a state for which Csikszentmihalyi in mid 1970 s coined the term *flow experience*, i.e. “focused attention on a limited stimulus field containing challenges matching or marginally higher than the person’s skills, and it is sought out by people because the state is an enjoyable one that they wish to experience again and again” (Csikszentmihalyi and Nakamura, 2018). This, in essence, is what inspired the authors to try to lead the students to achieve in the Legal English classroom.

The first foray into applying this concept to learning of languages, carried out by Egbert in 2003, confirmed that flow indeed exists in the foreign language classroom and if induced successfully by the teacher, it can lead to powerful and effective learning experience. Similarly to the well-researched and well-established concepts of motivation (Dörnyei, 2019) and creativity (Jones, Richards eds., 2016), it can help students achieve the desired learning outcomes without apparent hardship or difficulty.

The potential of flow experience is yet to be fully, theoretically, explored in the realm of Language for Specific Purposes (LSP), though it shows considerable promise. Being essentially learner-centred and profession specific, LSP lends itself to fostering practical skills for the world of work, thus accentuating aspects of experiential learning and deep engagement in the topic pertinent to the learner.

In this workshop, the participants will have a chance to experience the scenario set up for law undergraduates to achieve the flow experience. This can be done by satisfying the following conditions: clear goals, immediate feedback, and the right level of difficulty. In order for it to work, it needs to be a well-planned and finely tuned challenge. To use the yoga analogy again, it would be unwise for a novice yogi to attempt an advanced Asthana class or for an experienced one to join a class for beginners, for learning can be as easily hampered by anxiety as by boredom. The yoga pose of Upward-Facing Dog will challenge you to lift and open your chest, our workshop will challenge you to rethink the classroom experience – or simply go with the flow.

Tento workshop umožní účastníkům na vlastní kůži vyzkoušet Csikszentmihalyiho koncept flow, t.j. ponoření se do úkolu, který člověka natolik pohltí, že nevnímá okolí, a snaží se ze všech sil dosáhnout svého cíle. Je to natolik příjemný prožitek, že jej člověk touží zopakovat. Joy Egbertová v roce 2003 prokázala, že tento koncept lze úspěšně aplikovat na jazykové vzdělávání. My se nyní pokusíme o totéž v oblasti výuky odborného jazyka, konkrétně právnické angličtiny.

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Natalie Close & Darrell Wilkinson

Tampere University

ICT in Blended and Online Language Courses: Applications and Perceptions

Oral presentation

This presentation reports on an action research project that led to the development, implementation and assessment of various ICT based language learning activities. The presentation will explain the design and rationale of the activities, and also share data regarding students' perceptions and experiences.

Like in many teaching contexts, the university in which this project was carried out is increasing its focus on blended learning and online courses in order to offer learners more flexibility, cater to different learning styles, and simultaneously improve learners' content knowledge and digital skills. This trend also applies to

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language courses offered within the Language Centre. With the increase in blended and online courses, there is inevitably an increased need for the use of ICT. However, it is important to use such tools in a way that places emphasis on pedagogy rather than technology itself. In line with this, we introduced various ICT-based activities into the blended and online English courses offered by the Language Centre that we were responsible for. These activities were aimed at (a) offering students a more flexible approach to learning, (b) increasing interaction and engagement with course content, and (c) creating a more peer-supported learning environment that would also offer more opportunity to communicate in the target language. In addition, it was hoped that some of the activities could be used as part of a more holistic measurement of learning outcomes. However, when assessing the efficacy of such ICT-based activities, it is necessary to consider affective issues as well as pedagogical design because learners' perceptions and experiences can affect intrinsic motivation, something that plays a major role in language learning.

This presentation will first describe a number of activities and tasks that were designed to meet the above-mentioned goals. Then, quantitative and qualitative data gained from surveys and interviews will be presented in order to shed light on learners' perceptions of the activities. It is hoped that this presentation will be of interest to a range of language teachers, but especially to those involved in delivering blended or online course.

Eva Čoupková & Daniela Dlabolová

Masaryk University Language Centre, Brno, CZ

Conference skills in practice

Oral presentation

Conference skills comprise a wide range of activities and tasks students should master to be professional and informed conference participants. The paper discusses a theoretical background, individual tasks, goals, and scenarios developed within the framework

of the project called a “Mock Scientific Conference”, as well as the setbacks and challenges the instructors and students encountered during the project preparation and implementation.

The conference simulation may be seen as an instance of Project Based Learning, which advocates for a student-centred and experiential approach to education through exploring the real-world situations and problems (Pellegrino and Hilton, 2012). This approach also emphasizes the deeper learning and the development of skills needed for success during university studies, career, and life in general. In keeping with other student-centred and inquiry-based approaches, it promotes critical thinking, collaboration and learner-independence. Parker et al., 2013, also stress that the subject or content of Project Based Learning should be authentic.

For the students of science, the format of a scientific conference appears to be an appropriate project, as they often participate in various student conferences in the course of their undergraduate and postgraduate studies, and in specialized scientific conferences as soon as they embark on their professional careers. The students find the conference simulation to be highly motivating because it gives them the opportunity to show their expert knowledge and erudition as well as the ability to collaborate and interact with their peers. In the course of the project development, they are expected not only to prepare abstracts, bionotes and posters, and then deliver their presentations, but also to compile the book of abstracts, call for papers and conference programme, and participate actively in the event by adopting various roles, i.e. give opening and closing speeches, chair individual sections and organize discussions about the papers. Therefore, they enhance their speaking and writing skills in a context relevant for their future careers and acquire a range of transferable skills such as organizing an event and communicating effectively.

Konferenční dovednosti zahrnují celou škálu aktivit a úkolů, které studenti potřebují zvládnout. Pro studenty přírodovědných oborů je vědecká konference praktickým a autentickým projektem, úzce svázaným s jejich studijním programem i budoucí kariérou. V prezentaci uvádíme teoretická východiska pro nácvik konferenčních dovedností spolu s nastíněním organizace a rozvržení projektu, jednotlivých aktivit, zapojení studentů a výsledného tvaru vědecké konference nanečisto. Zmiňujeme i možná úskalí a překážky, které bylo třeba při vývoji a implementaci kurzu

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Daniela Dlabolová works as a lecturer at the Language Centre of Masaryk University. She teaches Academic English and English for Specific Purposes at the Faculty of Science and at the Faculty of Sports Studies. Substantial part of her professional activity is designing language courses for the students of chemical disciplines. Her interest in innovative methodology springs from her research on the experimental method in pre-romantic English novel upon graduation, while at present she is interested in project-based learning and simulations in EAP and ESP classroom.

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překonat. Z ohlasů studentů vyplývá, že tento typ projektu napomáhá aktivnímu a nezávislému přístupu studentů k jazykové výuce, rozvíjí jejich samostatnost a kritické myšlení, a ukazuje jim důležitost spolupráce a efektivní týmové komunikace.

Géraldine Crahay

Durham University

La danse classique pour favoriser l'apprentissage linguistique et le développement personnel

Dr Géraldine Crahay is Assistant Teaching Fellow in French at Durham University (UK). After B.A. and a M.A. in Romance Languages and Literature, and a teacher training degree at the University of Liège (Belgium), she completed a Ph.D. in French Studies at Bangor University (UK). Her research interests include nineteenth-century French literature and science, gender studies, as well as the use of technology, literature and dance in language teaching. She is writing a book on gender and sexual ambiguities in July Monarchy narratives (to be published by Peter Lang). She is also a Fellow of the Higher Education Academy.

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Oral presentation

Comment motiver les apprenants à parler une langue étrangère loin du stress de la salle de classe, à collaborer avec d'autres apprenants et à s'épanouir dans cette langue ? La danse pourrait fournir une piste de réponse convaincante à ces questions. Les recherches en neurobiologie ont en effet montré qu'outre ses évidents bienfaits pour la santé, la danse avait des effets positifs sur la santé mentale, les compétences interpersonnelles, la créativité, la motivation et les aptitudes cognitives telles que la mémorisation et la résolution de problèmes. Ces recherches suggèrent également que la danse permet de développer les compétences linguistiques (apprentissage du vocabulaire et de la grammaire d'une langue étrangère), même si peu d'études ont examiné cette théorie.

Partant de l'hypothèse selon laquelle l'apprentissage et la pratique de mouvements de danse classique peuvent aider des apprenants de FLE à développer leurs compétences linguistiques, nous avons créé un projet dont nous voudrions présenter les objectifs, la méthodologie, le déroulement, les avantages et les limites dans cette communication. Le projet « *Ballet workshops in French* » a été implanté à l'université de Durham (Angleterre) pendant l'année académique 2019-2020. Ce projet consiste en l'organisation d'ateliers de danse classique gratuits, enseignés exclusivement en français, ouverts aux étudiants et aux membres du personnel de l'université. Au-delà de l'apprentissage de la langue per se, les participants peuvent acquérir des compétences transversales et des savoirs comportementaux tels que la mémorisation, la coopération, la confiance en soi, la créativité et l'ouverture d'esprit tout en découvrant la terminologie

et la culture du ballet, ancrées dans la tradition française. De plus, cet apprentissage en immersion linguistique favorise les mémoires auditive, visuelle et kinesthésique, cette dernière étant souvent négligée dans l'enseignement plus traditionnel.

L'impact de ces ateliers de danse est mesuré par le biais de questionnaires et d'interviews. Les participants peuvent ainsi discuter de leur progrès (ou absence de progrès) dans différentes compétences linguistiques ainsi que de leur bien-être, leur assurance, etc. Grâce à cet enseignement par le mouvement chorégraphique, nous voudrions identifier les méthodes et activités pédagogiques qui ont une influence positive sur les apprenants et qui pourraient dès lors être intégrées dans les cours de langue ainsi que dans d'autres disciplines.

Research in neuroscience has shown that dancing has a positive effect on physical and mental health, interpersonal skills, creativity, motivation, cognitive skills and language skills. This paper discusses an on-going project, "Ballet workshops in French", implanted at Durham University (England) during the academic year 2019-2020. It consists in organising free ballet workshops taught exclusively in French that are open to all university students and staff. These workshops enable students to enhance language skills, transferable skills, soft skills as well as hearing, visual and kinaesthetic memories, while discovering ballet terminology and culture. Their impact is measured with questionnaires and interviews. The aim of these ballet workshops is to identify what teaching methods and activities have a positive influence on students and can be integrated into a language classroom, as well as in other disciplines.

Anna Maria Csaki

University of Trieste, Italy

Investigating approaches to listening for motivation and language development

Oral presentation

What is the value of listening activities in teaching and learning and what is the best approach to using them? In everyday life, listening accounts for approximately 45% of the time people are

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involved in communication (Hedge 2000, 228) leaving 55% for speaking, reading, and writing combined. It may not be surprising then that the use of listening activities can lead to comprehensive language development (Rost 1994) including spelling and pronunciation, and grammar. The effectiveness of teaching listening strategies in addition to, or together with, bottom-up approaches has been examined in recent literature (Nu Nu Wa 2019; Yeldham 2016), and learner anxiety has been somewhat considered (Brunfaut and Revesz 2015). Little research, however, has focused on how to best use listening activities in teaching and learning. Is today's readily accessible Computer Assisted Language Learning (CALL) or the 'old-fashioned' but re-evaluated dictation the preferable tool for language acquisition? Can the while-listening classroom activities suffice? What parts do anxiety and the perceived control of the listening activity play in motivating successful listening? This study aims to answer these questions by observing learner satisfaction and achievement in the use of these different approaches. To carry out the study, two groups of adult learners with similar syllabi, engaged in integrative language development through reading, writing, speaking and listening, are monitored through the collection of quantitative and qualitative data (questionnaires, progress tests, reflection questions, interviews). Both groups receive lessons on professional email writing and the basics of academic writing (the paragraph). In addition, however, one group is required to complete a given number of hours with CALL, namely with the Rosetta Stone Advantage platform, the other to participate in dictations, as both receivers and preparers (in turn) through a task-based method. (A third group is offered while-listening activities in the classroom, especially open and cloze questions, but given the restrictive measures imposed by the Covid-19 emergency, this group can be included only qualitatively and as regards learner satisfaction.) The expected outcome is that both CALL and dictation groups will benefit in language development, but that the dictation group may find the tasks more involving and, therefore, more motivating. Anxiety levels are expected to be individually relevant in all the approaches.

La "comunicazione quotidiana" può essere suddivisa in 45% ascolto, 55% parlato, lettura e scrittura. Di conseguenza, non deve sorprendere se "ascoltare" può portare allo sviluppo quasi totale della lingua che include spelling, pronuncia e grammatica.

Recenti ricerche si sono focalizzate sull'insegnamento di strategie per un ascolto efficace e sul ruolo dell'ansia nello studente; poca ricerca invece sui modi di utilizzo dell'ascolto, cioè qual è il metodo più appropriato per raggiungere massimo profitto e massima motivazione.

Questo studio intende osservare - con dati quantitativi e qualitativi - due gruppi di studenti con programmi di studio simili, ma che utilizzano metodi diversi di ascolto: uno con CALL (Computer Assisted Language Learning) con la piattaforma Rosetta Stone Advantage, l'altro con il dettato, soprattutto esercizi tipo cloze, attraverso un approccio task-based.

L'aspettativa è che entrambi i gruppi migliorano il profitto, ma che il "gruppo dettato" sia più motivato perchè più coinvolto.

Catherine David

Aix-Marseille Université, Laboratoire Parole et Langage (LPL)

How to use the CEFR scales in multi-level foreign-language classrooms

Oral presentation

Foreign language classrooms tend nowadays to be very heterogeneous, taking into account students' ages, their profiles, goals, languages, cultures, and their foreign language levels (Burns, 1971). For political and economic reasons, multi-level foreign language classes have increased in number, thus challenging not only learners, but teachers too. This applies to different teaching and learning contexts such as bilingual schools, migrant associations, university language centers, but also primary and secondary schools, where the inclusion policy favours heterogeneity and diversity.

This paper addresses the issue of teacher strategies for heterogeneous foreign language classes. Two main questions are raised. Firstly, how can the CEFR grading scales be used effectively in multi-level classes and how can pedagogical progression be planned? Secondly, how can teaching contents, activities, pedagogical environments and products be differentiated (Tomlinson,

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2001) in order to meet the different learner needs and levels (Feyfant, 2016). Results from our research and/or teaching experience will be discussed.

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For reasons of lack of time and adequate training, differentiated pedagogy is rarely implemented: teachers conceive unrealistic learning programs and face frustration up against the phenomenon of multi-levels in the same class (David, Abry, 2018). Nonetheless, heterogeneity encourages mediation and creativity, two important competencies emphasized in the Companion Volume of the CEFR (2018). Indeed heterogeneity implies diversity -not an obstacle, but rather a source of mutual enrichment.

Beaucoup de classes de langues étrangères sont très hétérogènes de par l'âge des apprenants mais aussi leurs profils, buts, langues-cultures, sans oublier leurs niveaux dans la langue cible (Burns, 1971). Pour des raisons politiques et économiques, le nombre de classes de langues étrangères multi-niveaux a augmenté, devenant un véritable défi pour les apprenants et les enseignants. Différents contextes sont concernés : les classes bilingues, les associations de migrants, les centres de langue universitaires et les écoles de langues, sans oublier la politique de l'inclusion qui valorise l'hétérogénéité/diversité dans le système primaire et secondaire.

Notre communication cherche à questionner l'agir enseignant confronté à l'hétérogénéité des classes de langues étrangères en répondant à deux questions. D'abord, quel usage faire du référentiel du CECRL dans les classes multi-niveaux et quelles progressions mettre en place ? Ensuite, comment différencier les contenus, les démarches, les environnements et les activités (Tomlinson, 2001) afin de répondre aux niveaux et besoins différents des apprenants (Feyfant, 2016).

Par manque de temps et de formation, la pédagogie différenciée n'est pas souvent mise en place (David, Abry, 2018). Il n'en reste pas moins que l'hétérogénéité encourage la médiation ainsi que la créativité, deux compétences mises en valeurs dans le Complément au CECRL (2018). En effet, qui dit hétérogénéité dit aussi diversité qui, loin d'être un obstacle à contourner, s'avère très riche pour l'enseignant et ses apprenants.

Hana Delalande

Faculty of Education, Masaryk University, Brno, CZ

Étudiants-stagiaires tchèques en stage professionnel en France: analyse des besoins de développement de la compétence interculturelle

Oral presentation

Pour rendre l'enseignement du français de spécialité effectif, une analyse des besoins est nécessaire et efficace pour pouvoir se concentrer sur ce dont les étudiants auront besoin en pratiquant la langue dans la vie de tous les jours. Ceci est surtout valide en ce qui concerne l'enseignement du français de spécialité dans les établissements supérieurs économiques où la relation et la coopération entre les universités et le marché du travail est très importante. Une analyse détaillée des besoins permet d'identifier les situations de communication formelle et informelle et les probables manques ou domaines problématiques sur le lieu de travail. Cette tendance peut être illustrée par des études suivant les étudiants en langues de spécialité en situation de stage dans des entreprises étrangères ou internationales (Kis, 2018; Myles, 2009; Nikyema & Henry, 2004; Peyrard-Zumbihl, 2004).

Ma contribution portera sur les résultats de l'analyse qualitative de ma recherche doctorale sur les différences interculturelles dans le français des affaires. L'échantillon de la recherche se compose des étudiants de la Faculté d'Économie et d'Administration de l'Université Masaryk qui, dans le cadre de leurs études de Master franco-tchèque d'Administration publique, effectuent un stage professionnel de deux mois dans une institution d'administration publique française, mais aussi les maîtres de stage des administrations d'accueil. Les étudiants ont été suivis pendant et après les stages de l'automne 2019. À partir de l'analyse des données (entretiens semi-directifs enregistrés et rapports de stage), j'ai pu identifier le contenu de stage, les situations problématiques et les besoins de développement de la compétence interculturelle du point de vue des stagiaires mais également du point de vue des maîtres de stage et d'autres employés de l'administration avec lesquels les étudiants-stagiaires sont en interaction. Cette analyse, réalisée selon les règles de la Théorie ancrée (Charmaz, 2014) permettra de proposer des modifications dans l'enseignement du français de spécialité dans les universités et de rendre les leçons plus proches de la réalité du monde du travail.

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, France (2009-2011) and Didactics of French and English at University of South Bohemia, České Budějovice, Czech Republic (2000-2005).

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The contribution presents a doctoral research on Development of Intercultural communication competence in French for specific purposes and the results of needs analysis of students of the Faculty of Economics and Administration in connection with their two-month internships in various institutions of French public administration. The data was collected in autumn 2019 thanks to series of semi-structured interviews with the Czech students, their French supervisors and students' final reports which enabled a detailed analysis of the internships contents, communication situations and identification of problematic situations and needs of intercultural competence development.

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Context of learning as a potential factor in successful language maintenance – A case study

Oral presentation

In our presentation we would like to compare and contrast two linguistic situations where the subjects with L1 Czech acquired L2 Arabic. Both subjects learned their L2 in a naturalistic context and spent in the target language environment the same time. We would like to compare and contrast L2 acquisition in both subjects and see whether and how various factors may influence L2 acquisition as well as its attrition and what it is that makes the acquisition or learning of a language successful, keeping it strong and available for a long time, as opposed to incomplete acquisition or language attrition (Schmid, 2019). Furthermore, attention will be paid to consciousness or awareness during the learning process and the language usage together with the significance of affective processing (Pavlenko, 2012).

Our discussion and situational analysis will be supported by fMRI data that might enable us to look beyond what we see in the language reception and production data and capture the issue from a unique perspective while at the same time knowing about

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

Marek Bartoň is a neuroscientist working as a postdoc at CEITEC Masaryk University. He focused on fMRI methodology (noise management, connectivity analyses) during his Ph.D. studies, and he is currently involved in research on writing/reading neurophysiology assessed with fMRI.

and dealing with very strong limitations of neuroimaging studies concerning multilinguals (Blackburn, 2019; Rastelli, 2018). In our case study we used fMRI to evaluate the neural activity related to auditory perception, phonological and cognitive processing with possible semantic processing. Our paradigm consists of passive listening to spoken sentences in Arabic. We compared activation in frontotemporal language-related regions, task positive domain-general frontoparietal network (multidomain system, MDS), and task negative default mode network (DMN). Our aim was to compare the activation related to processing of L2 Arabic between the two subjects. Subject 1 exhibited lower level of activation in task-positive regions (language network and MDS) and lower level of deactivation in DMN. These results may suggest less effortful processing in the brain of a skilled listener.

We would like to see what implications our findings might have for second or foreign language teaching and how the “decontextualized” classroom context differs from L2 acquisition mainly through dissociation between declarative and emotional memory in learning, representation and speaking a language (Pavlenko, 2005). It seems that it might be on the contrary the embodiment of language through living and emotions that can keep it in our minds and prevent it from attrition. By understanding how this process works can get us closer to understanding the multilingual minds and identities of our students and ourselves more deeply and thus make our teaching more effective and long-lasting.

V naší prezentaci bychom rádi srovnali dvě lingvistické situace, v nichž si zkoumané subjekty s češtinou jako mateřským jazykem (L1) osvojovali arabštinu jako jazyk druhý (L2). Pozornost bude věnována různým faktorům, jež ovlivňují nejen osvojení a udržení si jazyka, ale i proces opačný, tedy jeho ztrátu. Zaměříme se především na vědomost procesu učení se jazyku a na roli afektivního zpracování jazyka, tedy emocí. Rádi bychom naši analýzu těchto dvou konkrétních situací doplnili daty získanými pomocí fMRI. I přes jistá omezení nám totiž tento nástroj umožňuje dívat se na vícejazyčnost z jiné perspektivy. Rádi bychom poukázali na vliv výukového kontextu na učení se, paměť a udržení jazyka. Zdá se, že to mohou být právě prožitky a „ztělesnění“ jazyka skrze zkušenosti a emoce, které nám jej pomáhají nezapomenout. Tyto poznatky mohou být užitečné pro naši výukovou praxi.

Michal Míkl is a researcher and technical specialist in the field of neuroimaging at Masaryk University. He obtained Msc. in the field of Cybernetics, automation and measurement and subsequently Ph.D. in the field of Biomedical engineering, both at Brno University of Technology. He is focused on functional MRI optimization and data analysis. He is responsible for Multimodal and Functional Imaging Laboratory within CEITEC MU as the head of this core-facility.

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Managing Change: Implementing a Task-Based Approach to Teaching and Assessment at Department Level

Oral presentation

Task-based approaches have been used in university language teaching for some time, but a holistic approach to course planning with a task-based structure covering both teaching as well as testing & assessment is not (yet) commonly used. A task-based approach allows us to bring in line teaching and testing according to Bigg's paradigm of "strategic alignment" and to make sure that the learning objectives defined in the module description are reflected throughout the activities from the start of the course to the final evaluation of the learners' language skills.

In this paper we will present the approach, steps and results of an extensive project that aims at implementing a task-approach to teaching and assessment at the Institute of Foreign Languages at Vilnius University in a major revamp of the department. This project, which comprises approximately 50 teachers and 165 student groups with more than 2000 participants in 10 faculties of the University, has drawn on previous experiences of smaller scale at language centres in Germany, different parts of Europe and Central Asia. Within a time-frame of just one year the teaching programme at the department had to overcome drastic changes and teachers have had to approach teaching and assessment in a totally new way.

In our presentation we will analyse the challenges and obstacles we needed to overcome, the tools that helped in the implementation process and the results of continuous assessment of the implementation process. Furthermore, we will present the factors of success and the limits identified in implementing changes

to methodology in a university language centre / department. Particular focus will be paid to emotional aspects: following a qualitative approach we analysed the teachers' reactions to staff development activities and collected their feedback in questionnaires. This allowed us to identify the emotional phases teachers had to overcome in this one-year transition period.

Finally, we would like to discuss our results with colleagues in the audience who conducted similar projects, in order to develop new initiatives and support tools for implementing changes successfully at university language centres in the future.

Während handlungsorientierte Ansätze in der Sprachlehre bereits verbreitet sind, fehlt an Hochschulsprachenzentren vielfach nach wie vor ein ganzheitlicher Blick auf das handlungsorientierte Konzept, das sich – entsprechend Bigg's Paradigma des „strategic alignment“ – auch auf Kurskonzeption und Prüfungswesen erstreckt. In diesem Beitrag stellen wir die Konzeption, Durchführung und Ergebnisse eines Projektes mit über 50 Lehrkräften bzw. 165 Gruppen von insgesamt über 2000 Studierenden am Institut für Fremdsprachen der Universität Vilnius vor, im Rahmen dessen das Grundkonzept der Sprachausbildung für Studierender aller Fachbereiche innerhalb eines Jahres komplett auf ein handlungsorientiertes Konzept für Kurskonzeption, -durchführung und Kursabschlussprüfungen umgestellt wurde. Dabei werden die Herausforderungen und Hindernisse, die bewältigt werden mussten, sowie die Methoden und Ergebnisse erläutert. Vor allem sollen die anhand qualitativer Methoden erhobenen Erfolgskriterien bei der Umsetzung von Veränderungsprozessen vorgestellt werden, bevor in der Diskussion mit dem Publikum ein offener Austausch über vergleichbare Situationen und Erfahrungen in anderen Kontexten vorgesehen ist.

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How is it possible to exercise and develop soft skills through group dynamics in the language class?

Oral presentation

The development of key competences for lifelong learning is one of the priorities contained in the 2018 Council of Europe Recommendation as it “People need the right set of skills and competences to sustain current standards of living, support high rates of employment and foster social cohesion in the light of tomorrow’s society and world of work” (2018:1). How to develop soft skills in teaching and learning languages?

With our communication, we will reflect on how the language class becomes an optimal laboratory for the development of social skills, in particular of the so-called “personal, social and learning to learn competence”. Since, as stated in the Recommendation (2018), skills are defined as a combination of knowledge, skills, and attitudes, these are skills that must also be taught/learned by passing through adequate and conscious management of learning groups. The aim of our presentation is to show how the teacher can develop students’ social skills through the conscious management of the class group (groups dynamic). Through the theoretical framework of Transactional Analysis (TA), and in particular with the “Parent-Adult-Child model” (PAC) (Berne 1964; Steward, Jones 1987), the teacher can use specific tools to encourage the creation and development of the class group.

The second language class at the Language Centers (CLA) can be the privileged place for the personal growth of both the individual within the group and of the group as a whole and in particular in multicultural and multilingual groups where differences are the constitutive/main element of the groups themselves.

In the language class, the linguistic code is not only the object of study but becomes the tool with which the soft skills (effective communication, interpersonal relationship skills, empathy) are developed. Classroom management through the knowledge of group dynamics principles adapted to the multicultural and linguistic context becomes one of the fundamental elements for linguistic success but at the same time for personal growth.

The communication will illustrate some examples of language class management for the development of soft skills.

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Lo sviluppo di Competenze Chiave per l'apprendimento permanente è una delle priorità contenute nella Raccomandazione del Consiglio d'Europa del 2018.

Poiché, come indicato nella Raccomandazione, le abilità sono definite come una combinazione di conoscenze, abilità e attitudini, si tratta di abilità che devono anche essere insegnate / apprese passando attraverso una gestione adeguata e consapevole dei gruppi di apprendimento.

L'obiettivo della nostra presentazione è mostrare come l'insegnante di lingue possa sviluppare le competenze sociali degli studenti attraverso la gestione consapevole del gruppo classe. In particolare, attraverso il quadro teorico della Analisi transazionale e il modello di personalità Genitore-Adulto-Bambino (GAB) (Berne 1964; Steward, Jones 1987) l'insegnante può favorire la coesione del gruppo, il senso di appartenenza al gruppo e il rispetto per l'altro, per il diverso da sé insegnando le abilità sociali (comunicazione efficace; abilità interpersonali; empatia) per mezzo di attività linguistiche.

Zhiyan Guo & Alexandra Kulikova

University of Warwick, UK

'Alternative Assessment in Teaching Foreign Languages in Universities: cases of using e-portfolio and video essay among learners of Chinese and Russian

Oral presentation

With the application of new technology to language teaching and learning, the ways in which language learners are assessed can be very much challenged. The presentation explores into alternatives to the traditional formats of formative and summative assessment in the form of tests and essays. Following the principles of empowering learners to be responsible for their own learning and actively engaging them into assessment process, the authors tried the two innovative tools, i.e. e-portfolio and video essay in their modules of teaching Chinese as a foreign language (CFL) and teaching Russian in a British university. The research involved around 20 participants who took Chinese and Russian respectively as part of their degree

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of *Young Children as Intercultural Mediator: a Study of Mandarin-speaking Chinese Families in Britain* published by Multilingual Matters.

Alexandra Kulikova, Teaching Fellow and subject leader of Russian in the University of Warwick. Following experience in book editing, translation and proofreading (during which time she had five books published), she joined University of Warwick in 2005 as a Russian language tutor and played a leading role in establishing Russian Language courses on Modern Languages degrees. Her research interests are in bilingualism and multilingualism, blended learning and language acquisition. She worked on projects concerning integration of culture and cultural awareness in language classes, new approach to language teaching and assessment.

and as their second or third foreign language in their university study. The students of Chinese were in their 1st year and those of Russian in their final year. By adopting instruments such as questionnaire, focus group discussion and individual interviewing, advantages and disadvantages of e-portfolio and video essays were explored and evaluated. These were also illustrated with data, for example, extracts of the interview transcripts from the participants. In addition, it was found that students were given ample opportunities to personalise their learning, reflect their own strengths and weaknesses, analyse their learning strategies and plan their future directions of learning; at the same time, they developed their digital literacy, critical thinking and employability skills. This also allowed teachers to look into the process of learning and assessment from different perspectives, contributing to foster autonomous and reflective learners while developing their linguistic competence. Along with the benefits of this assessment, issues have also emerged from both the learner and the teacher's perspectives. The presentation will offer examples from beginners' Chinese class and advanced Russian class using the alternative assessment formats and discuss problems arisen in the current teaching contexts.

随着新技术在语言教学中日益广泛的应用,如何在评测语言学习者方面更加适应新技术的需求,是各个高等院校均面临的新问题。传统的评测方式包括以考试和论文的形式进行的形成性和总结性测试,本次报告探讨不同于这些传统的评测方式,即:电子软件包和视频论文。此次研究涉及一所英国大学的语言学位课,有20名学生参与,他们学习汉语和俄语是作为他们语言学位课的一部分,是第二语言或第三语言,同时他们的主修是其它主要欧洲语言。学中文的学生是大一的学生,而学俄语的学生是大四的学生。本研究采取问卷、小组讨论和个人访谈的形式采集数据,以说明和评估电子软件包和视频论文的好处和弊端。同时也发现这样的评测方式,给学生充分展示他们个性化学习的机会,由此他们反思自己学习语言的方式方法和各种方法的优缺点、个人学习策略和学习风格及对将来学习的借鉴意义;同时他们发展了使用电子技术的技能,批判性思维能力和参与未来工作的技能。此研究对于教师来说,也提供了不同的视角,看到学生的语言学习过程的同时,审视评测过程,这也为语言教学的过程中,培养自觉学习者和反思型学习者提供了很好的条件。本报告对于软件包和视频论文这两种测评方法引发的问题及在高校环境下如何克服亦尝试提出建议。

Hanna Liisa Hakala

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AllWell? and EQ-i 2.0® with ALLP - Helping Students Take Responsibility for Their Learning and Develop Self-reflection and Metacognition?

Oral presentation

For the past three years, Aalto University Language Center in Finland has offered an English course specifically geared to diverse learners, i.e. students with various learning challenges. This Autonomous Language Learning Path (ALLP) is based on the Autonomous Language Learning Modules (ALMS) (e.g. Holec, 1981; Little, 1999) of the University of Helsinki.

The main goal of this course is that students will find their own way to learn, study and use English both in meaningful personal contexts as well as in academic / working life situations. Furthermore, the goal is that students manage their own learning process by:

- 1) Analyzing their own identity as an English learner and their learning needs
- 2) Setting personalized learning goals
- 3) Choosing their approach to learning
- 4) Making a concrete learning plan and realizing it
- 5) Reflecting on their learning process and results.

The course has already various support mechanisms in place and in general receives excellent feedback. However, due to their multiple learning challenges including dyslexia, ADHD, panic disorder and generalized anxiety disorder, many students struggle with managing their own learning process.

Since many of the challenges faced by these students (e.g. low self-efficacy, life/ time management, avoidance, and self-criticism) relate not only to learning English but also to their learning in general, a small study was done in autumn 2019 in collaboration with the Aalto AllWell? team by using the AllWell? questionnaire (2019) on students' well-being, study skills, motivation, perception on teaching quality and peer support (based on HowULearn

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developed at the University of Helsinki by Parpala & Lindblom-Ylänne (2012)). The threefold purpose of this study was to provide 1) feedback to students on themselves as learners and tips on how to develop their study habits, 2) information to the teacher on how to develop teaching to better meet these students' needs, and 3) feedback to the AllWell? team on how these students received their feedback. The experiment proved useful for all parties involved.

This presentation shares about the follow-up study on the use of AllWell? in ALLP in spring 2020, its methods and findings. In addition, it reports student perceptions on the use of EQ-i 2.0®, an emotional intelligence model originally developed by Baron (1997), as a way to help them to take responsibility for their learning and develop self-reflection and metacognition. In the end, it considers the possible next steps of research on these topics.

Sprachlernmodulen der Universität Helsinki (ALMS). Wie der Name schon sagt, zielt der Kurs auf Lernerautonomie ab und er wird von den Studierenden sehr geschätzt. Dennoch stellt es für viele von ihnen auf Grund verschiedenartiger Probleme eine Herausforderung dar, ihren Lernprozess in den Griff zu bekommen, was u.a. ein Ziel des Kurses darstellt.

Da viele der Herausforderungen nicht nur mit dem Lernen von Englisch zu tun haben, sondern mit Lernen im Allgemeinen, haben wir Untersuchungen darüber angestellt, inwieweit ein Fragebogen über Studienkompetenz und Well-Being nützlich ist, den wir im Herbst 2019 und Frühjahr 2020 eingesetzt haben und der den Studierenden durch Selbstreflexion und Metakognition auf ihrem Weg zu mehr Autonomie helfen soll.

Mein Vortrag dreht sich um den Sinn und Zweck, um die Methoden und Ergebnisse dieser Untersuchungen.

Amy Elizabeth Han

University of Padua, Padua, Italy

Exploring Intonation and Discovering Student Ownership through Podcast Creation in the Language Classroom?

Oral presentation

The aim of this presentation is to demonstrate how an exploratory course for first year MA students of English at the University of Padova investigates the effectiveness and benefits of using podcasts in a C1 speaking course to enhance spoken production. The curriculum blends formal and informal in-class speaking, recordings, as well as the creation of original audio content by students to further develop their speaking skills. One of the aims of the course is to foster greater awareness of one's own voice and intonation when speaking English. This is achieved through peer and self-assessments of video-taped presentations and audio-recordings. An implicit objective is to enhance self-confidence by giving them the opportunity to take ownership of English through the act of creating original content themselves.

Thus far the findings from the 2018-2019 academic year. The participants (n=36) were given a questionnaire at the start of the course, investigating the students' familiarity with podcasts, any past experiences recording themselves speaking English, as well as a self-assessment of their speaking skills using the 'I can' descriptors in the CEFR. The data also includes responses from a follow-up questionnaire given at the end of the course. Based on the responses, there appears to be an increase in appreciation of stress and intonation when listening to first language (L1) speakers of English. According to the findings, 77% of the students found the course *quite* to very effective on a Likert scale of 1 to 5 (1=*not at all* and 5=*very*). Additionally, 80% of the students considered podcasts *quite* to *very* useful in improving their language skills.

The data set is quite limited as this was the first year the course was offered; however, with additional data from the 2019-2020 academic year, further correlation between awareness of speech patterns and perceived improvement in participants' speaking skills will be investigated. At this point in the study there appears to be a recognition on the part of the participants themselves,

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that they are no longer just students of the English language but proprietors who are able to create original content with a certain degree of mastery.

Questa presentazione illustra l'uso di podcast in un corso di lingua inglese sulle competenze orali offerto al primo anno di un corso magistrale di un'università italiana. Verrà descritta la metodologia utilizzata per familiarizzare gli studenti con i diversi tipi di linguaggio presenti in diversi generi di podcast, oltre ad un'introduzione alle varie attività proposte nell'ambito delle 10 settimane del corso semestrale. I risultati dei questionari somministrati ai partecipanti (n=36) suggeriscono inoltre come il concentrarsi sulle capacità d'ascolto e l'incoraggiare gli studenti a diventare creatori di contenuti possano condurre ad una migliore comprensione dell'intonazione e dei costrutti del parlato e ad una maggiore padronanza del linguaggio.

Chris Harris & Stuart Perrin

Xi'an Jiaotong-Liverpool University, China. (XJTLU)

Professional Development Programmes, Technology-Enhanced Learning and the Fourth Industrial Revolution: Leading XJTLU's Language Center through the Coronavirus Crisis

Professor Chris Harris, BA, PhD, is the incoming Dean of the School of Languages at XJTLU (2019-) and an Honorary Professor of Hispanic Studies at the University of Warwick (2018-). The XJTLU School he leads has over 230 members of staff and consists of the English Language Centre and the Modern Languages Centre (Chinese, Japanese, Spanish). He has previously worked as Professor and Head of School at the Universities of Liverpool (2012-16) and Hull (2016-18). He is also an Inner Board Member of the Irish Research Council (for postdoctoral awards).

Oral presentation

The Higher Education Sector is undergoing a far-reaching digital transformation as it responds to the challenges being brought about by the pedagogical potentials of the 4th Industrial Revolution. The exciting opportunities for language centers that come with such technological developments provide new modes and dimensions of learning and teaching, pushing boundaries and challenging established norms. However, as the International Association of Universities (2019) highlight, 'technology in itself is merely a means to an end'. Consequently, radical professional change needs to happen amongst academics at an unprecedented pace and there are real concerns that not all those within HEIs, especially within language centers, are suitably prepared to operate at the speeds required.

Language centers are places of group and individual contact, providing language courses through small classes, or individualized learning programmes, with online technology often an add-on to enhance the face-to-face experience. Industry 4.0 demands much more than this basic familiarity with online learning from its graduates, thus giving greater opportunity to open up the wider potential of technology-enhanced language learning. This potential can only be realized if language tutors can embrace the change. For this to happen, it is important that language centers and tutors have cutting-edge teaching techniques at the heart of their training/professional development. Yet as Kessler (2012) has highlighted, technology is still not fully embedded in language teacher training/degree programmes, meaning tutors often feel a lack of confidence when faced with it. Professional development programmes then perhaps provide the best opportunity for equipping language center teachers with an industry 4.0 skill-set.

Often out of adversity comes opportunity, and this is currently the case within China. As a result of the current Coronavirus outbreak, Universities, including language centers, are required to provide all their programmes remotely, enhancing technology-led teaching and learning opportunities. Taking one joint venture university as a case study, this paper discusses how lessons learnt from hastily introduced programmes provide a unique opportunity to inform and implement meaningful industry 4.0 orientated language teacher professional development programmes. Drawing from Kessler and Hubbard (2017), this paper discusses possibilities for training programmes to prepare language teachers for change, for developing mixed reality interactive materials, for a social future, and for the ‘normalization’ of AI and other disruptive technologies within language teaching. It is hoped that the training needs identified will provide a meaningful contribution to discussions on the role and relevance of next generation future-ready language centers.

La cuarta revolución industrial, con todos sus retos e innovaciones, ha iniciado un proceso de transformación digital y radical de la educación global con lo cual han surgido nuevas oportunidades para todos los Centros de Idiomas. Tradicionalmente estos centros han sido sitios de contacto individualizado y el aprendizaje personal ha sido la norma. Sin embargo, y con demasiada frecuencia, en tales Centros de Idiomas las nuevas tecnologías se han considerado como herramientas adicionales más que íntegras y luego como

Professor Stuart Perrin, PHD, is currently Associate Dean of the XJTU Entrepreneur College, a new education venture built around technology-based education through concepts of AI and industry 4.0. Previous positions that he has held in the university include Dean for Learning and Teaching, and Director of the Language Centre (2012-2016). In this role, and with help from Professor Chris Harris, then at the University of Liverpool, he was responsible for the introduction of Spanish into the curriculum. He has previously worked in management positions in language centres at Queen Mary, University of London, and Brunel University.

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consecuencia los programas de formación profesional han sido poco efectivos en contextos industriales. Ahora bien: hoy en día las empresas de la época de la cuarta revolución industrial tienen otras expectativas y el aprendizaje a través del uso de tales herramientas ha llegado a ser una nueva norma contemporánea. En base a las oportunidades que han surgido a raíz de la crisis del Covid-19 en China, y con referencia al caso institucional nuestro, en esta ponencia describiremos algunas de las posibilidades que ahora tenemos para crear nuevos programas de formación profesional más apropiados para el siglo XXI. Al mismo tiempo iniciaremos una conversación sobre el papel y la importancia de una nueva generación de Centros de Idiomas, centros de excelencia pedagógica con cara al presente y futuro.

Katariina Hollanti, Maiju Ranta, Janne Niinivaara & Tessa Horila

University of Helsinki Language Centre

Flipped Learning: New Roles, Relationships and Media in Communication Teaching

Oral presentation

In our presentation we explore how flipped learning may change teaching, student interaction and online pedagogical solutions on a Finnish Communication and Interaction Skills course at the University of Helsinki Language Centre. Flipped learning is a pedagogical approach that has attracted both interest and criticism among pedagogical actors.

Flipped learning can challenge us teachers and our pedagogical thinking. The approach doesn't tie learning to the teacher and the control of learning is transferred to the students. Although this pedagogical approach can be demanding, we argue that these transitions in learning will increase students' academic as well as professional skills and are therefore especially justified. Thus, flipped learning must be designed, developed, discussed and evaluated in practice and in cooperation with pedagogical experts.

Katariina Hollanti (M.A.) is a University Teacher of Communication and Head of the Mother Tongue and Finnish as a Second Language Unit at the University of Helsinki Language Centre. She is a postgraduate of communication and information technology. Her research interests focus on human-machine communication from the perspective of human experience and learning.

Maiju Ranta (M.A.) is a University Teacher of Communication at the University of Helsinki Language Centre. She also has a Bachelor of Health Care degree and she has worked for years in one of the largest trauma centres in Northern Europe. Her pedagogical and research interests are communication in demanding interaction, in trauma teams and within care communities.

Several hundred students complete each year the one ECTS credit multimodally implemented communication course which takes advantages of flipped learning. The pedagogical implementation has been guided by a desire to strengthen students' agency, self-directedness and learning motivation.

On the course, communication skills are not practised in teacher-led situations, but in small groups where students need versatile communication skills while simultaneously learning them. In addition, we have developed intentional course content by diversifying the use of online media. The main differences compared to more traditional ways of teaching are related to the changing role of the teacher, the emphasis on peer work in small groups and enhancing forms of online teaching. As communication teachers, we are particularly interested in expanding the interactions and environments enabled by flipped learning.

Questionnaire data were gathered with open ended and quantitative questions from 131 students in 2018 - 2019. The questionnaire collected information on students' experience of the course objectives and methods. The data were analysed by content analysis. The main finding of the analysis is that students experienced a significant improve on their communication and interaction skills at the course which utilised flipped learning. However, according to our observations and student feedback, flipped learning can challenge students' learning skills. Although self-guidance and reflection, use of technology and interaction skills are key generic skills for university students, lack of these skills can cause challenges on the course (Hao 2016; Hung, Chou, Chen & Own 2010).

Puheenvuorossamme esittelemme, kuinka käänteinen oppiminen voi muuttaa opetusta, opiskelijoiden ja opettajan välistä vuorovaikutusta sekä pedagogisia ratkaisuja. Useat sadat opiskelijat suorittavat vuosittain käänteistä oppimista hyödyntävän Puheviestintä- ja vuorovaikutusosaaminen -monimuotokurssin. Kurssin pedagogisten valintojen tavoitteena on vahvistaa opiskelijoiden toimijuutta, itseohjautumista ja opiskelumotivaatiota. Merkittävimmät erot suhteessa perinteisiin oppimismenetelmiin ilmenevät opettajan muuttuneessa roolissa sekä panostamisena pienryhmäyöskentelyyn ja verkko-oppimiseen.

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Keräsimme kyselylomakkeilla tietoa opiskelijoiden kokemuksista liittyen kurssin tavoitteisiin ja menetelmiin. 131 opiskelijan vastaukset analysoitiin sisällönanalysillä. Analyysin tärkein havainto on, että opiskelijat kokivat vuorovai-
kutustaitojen kehittyneen tehokkaasti kurssilla, jossa hyödynnettiin käänteistä oppimista. Lähestymistapa voi kuitenkin haastaa opiskelijoita, joilla ei ole riittäviä geneerisiä taitoja, kuten itseohjautuvuutta. Haasteeksi sekä opettajille että opiskelijoille voi muodostua myös kontrollin siirtyminen yhä enemmän opiskelijalle. Näkemyksemme mukaan käänteisen oppimisen lähestymistapaa kannattaa kehittää ja soveltaa edelleen.

Martina Hulešová, Kateřina Vodičková & Pavel Pečený

Univerzita Karlova, Ústav jazykové a odborné přípravy, Výzkumné a testovací centrum (ÚJOP UK)

Validace Certifikované zkoušky z češtiny pro cizince se zřetelem na lokální kontext

Martina Hulešová

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Oral presentation

Výsledky každé zkoušky mají pro testované určité důsledky. Poskytovatelé zkoušek by proto měli dodržovat principy dobré praxe a profesní standardy. Zejména poskytovatelé zkoušek vysoké důležitosti mají odpovědnost vůči všem uživatelům výsledků zkoušek a měli by dokumentovat naplňování principů dobré praxe při vývoji, administraci i vyhodnocení zkoušek, které nabízejí.

Výzkumné a testovací centrum Ústavu jazykové a odborné přípravy Univerzity Karlovy (VTC ÚJOP UK) vyvíjí a poskytuje Certifikovanou zkoušku z češtiny pro cizince (CCE) na pěti úrovních obtížnosti podle Společného evropského referenčního rámce pro jazyky (SERRJ). Zkouška CCE prochází interním procesem zkoumání a zvyšování kvality a jednou za pět let i auditem externím. Interní audit umožňuje uvědomit si silné a slabé stránky zkoušky a reagovat na ně. Externí audit provádí ALTE (The Association of Language Testers in Europe), jejímž členem je ÚJOP UK, přičemž plnoprávné členství je podmíněno úspěšným auditem. Audit probíhá podle standardizovaných pokynů (<https://www.alte.org/Setting-Standards>).

Auditovaný dokládá kroky provedené v procesu validace, jež předkládá externímu auditorovi. Ten zpracuje zprávu a komise ALTE stvrdí závěr auditu a formuluje případné návrhy na vylepšení.

Je zřejmé, že jak profesní standardy, tak hodnotící procesy auditu nemohou být aplikovány stejným způsobem na všechny kontexty a typy zkoušek. Existují proto jakési obecné standardy (v případě ALTE tzv. minimální standardy), které popisují zásadní aspekty validity a při validačním procesu musí být naplněny. Způsoby jejich naplnění jsou na auditovaných, ti jsou také zodpovědní za zdůvodnění přístupů a použitých metod.

Minimálních standardů ALTE je celkem 17, v našem příspěvku se zaměříme na dva z nich. Jde o minimální standard 4 a 5 (MS4 a MS5). MS4 stanovuje povinnost poskytovatele zkoušek prokázat paralelnost vytvářených testových variant, MS5 povinnost prokázat vztah zkoušek k SERRJ, pokud zkoušky deklarují, že jsou vztaženy k SERRJ.

Po krátkém nastínění kontextu CCE se zaměříme na představení postupů, které tým VTC uplatňuje, aby bylo možné naplnit MS4 a MS5. Ukážeme, jaké metody mohou být využívány při vytváření srovnatelných testových verzí, a zdůvodníme, které z nich a proč byly uplatněny v případě CCE. Dále popíšeme, jak postupujeme při procesu přiřazení zkoušek k úrovním SERRJ, aby bylo možné tvrdit, že úspěšný kandidát skutečně má znalosti a dovednosti odpovídající popisům dané úrovně dle SERRJ; v neposlední řadě ukážeme proces stanovení hraničního skóru pro receptivní a produktivní dovednosti a jeho vztažení k úrovním SERRJ. V závěru zmíníme kontextová omezení, s nimiž jsme se museli při naplňování minimálních standardů vyrovnávat.

Test results are likely to have serious consequences for the test takers. Thus, test providers should strive for the best practice in the development of their products - exams. They are responsible for the quality of their exams, including the use and interpretation of the test results.

The CCE exams developed and offered by Charles University, Institute for Language and Preparatory Studies, Research and Test Centre (VTC ÚJOP UK) apply internal quality management processes to align with professional standards, and have to undergo an external audit every 5 years. This allows the test providers to become aware of weak and strong aspects of the exams.

Kateřina Vodičková

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Pavel Pečený

Graduated from the Faculty of Arts, Charles University, majoring in Czech and German philology, Ph.D. in Philology – Czech Language. Specialization in the area of teaching and testing Czech as a foreign language. Since 2009, he has been working at the Institute for Language and Preparatory Studies, Charles University. At present, he is head of the Research and Test Centre at ÚJOP UK. Member of the committee of the Association of Teachers of Czech as a Foreign Language.

The external audit carried by ALTE (The Association of Language Testers in Europe) follows standardized procedures (called Procedures for Auditing – PFA) and asks for the evidence that so called 17 ALTE Minimum Standards are fulfilled.

This paper will present how VTC ÚJOP UK prepares for the audit in general and how the evidence is gathered for the Minimum Standards 4 and 5 – test versions equivalence and linking the exams to the CEFR levels.

Evelina Jaleniauskienė

Kaunas University of Technology, Faculty of Social Sciences, Arts and Humanities

Shifting towards the action-oriented approach in higher education: Language learners' perceptions

Oral presentation

Introduced in the first version of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe, 2001) and later elaborated in its updated version (known as the CEFR Companion Volume with New Descriptors, Council of Europe, 2018), the action-oriented approach (AoA) marks a paradigm shift in foreign language education (Piccardo & North, 2019). It advocates social language learning based on collaborative group work and discovery learning and requires engaging language learners in purposeful communication while performing open-ended and authentic tasks. Such tasks have both linguistic and non-linguistic goals and therefore add more complexity in foreign language education. The tasks based on the AoA are also a move away from a longstanding textbook-defined practice usually based on syntactic syllabuses, which is detrimental to both language learners and educators themselves (Jordan & Gray, 2019). The approach is also superior to communicative approach, as it typifies a more meaningful language learning.

Given these ideas, the author of the article devised a multifaceted collaborative project for university students attending the course

For the last 14 years, **Dr. Evelina Jaleniauskienė** has been working as a lecturer of English at Kaunas University of Technology in Lithuania. She holds a PhD degree in Education, Social Sciences. Her PhD research focused on the implementation of the AoA by engaging learners in problem-solving activities and merging of learning a foreign language with the development of problem-solving skills. She is a council member of Language Teachers' Association of Lithuania. Her current research interests lie in technology-enhanced language teaching, re-envisioning language education in higher education and development of problem solving and other most important 21st century skills in language classes. Over the last five years, Jaleniauskienė has conducted a number of seminars on the application of digital tools for the language classes both in national and international higher education institutions.

of English for Specific and Academic Purposes (C1 level). The project required that learners find and address any real-life question related to their major by conducting research on it. Working in groups of 3-4, they had to collect data by doing both literature review and conducting online surveys. The project had to culminate in two types of public products – reports and infographics presenting their findings.

The aim of the study was to determine language learners' perceptions of such an action-oriented task. Data was collected through an online survey administered via Google Forms. While the tool itself analyzed quantitative data, the author applied a qualitative approach for open-ended questions and looked inductively for the recurring themes in students' responses. The task appeared to be useful for the development of a wide range of competences, including both general and communicative language competences. The learners experienced most difficulties with social or collaborative aspects of the task. Despite the finding that the majority of students considered such a task to be of decent difficulty for them, their level of satisfaction differed significantly. This points to the need to carefully consider various aspects while shifting to more meaningful language learning with the increased demand for collaborative and cognitive efforts, which is similar to the implementation of more active learning methods in education in general. As the AoA remains under-researched, it is anticipated that both the detailed presentation of the project and students' reflections on it will help to increase the awareness of other language educators seeking practical action-oriented solutions.

Veikos atlikimu paremtas užsienio kalbų mokymas yra toliau skatinamas atnaujintoje Europos kalbų mokymosi, mokymo ir vertinimo metmenų versijoje (Europos taryba, 2018). Remiantis šiomis rekomendacijomis, straipsnio autorė straipsnio pasiūlė kalbos mokymosi bendradarbiaujant projektą studentams, kurie toliau studijavo anglų kalbą (C1 lygiu) universitetinėse studijose. Tyrimo tikslas buvo nustatyti besimokančiųjų požiūrį į projektą ir tokį kalbos mokymosi būdą. Duomenys buvo renkami pasitelkus internetinę apklausą, paruoštą naudojant „Google“ formas. Tyrimo rezultatai parodė, kad tokia mokymosi veikla buvo naudinga įvairių gebėjimų tobulinimui, tiek bendrųjų, tiek komunikacinių kalbinių. Besimokantieji teigė, kad daugiausiai sunkumų buvo susiję su projekto socialiniais arba bendradarbiavimo aspektais. Jei dauguma studentų nurodė, kad projekto sudėtingumas atitiko

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Jordan, G., & Gray, H. (2019). We need to talk about coursebooks. *ELT Journal*, 73(4), 438-446.

Piccardo, E., & North, B. (2019). The action-oriented approach: a dynamic vision of language education. *Multilingual Matters Limited*.

jų lygmenį, jų pasitenkinimas tokia užduotimi stipriai išsiskyrė. Tai rodo, kad reikia labai atidžiai apsvarstyti daugelį aspektų, susijusių su kalbos mokymu remiantis veiklos atlikimu, nes tokias atvejais užduotys turi ne tik daug aspektų, bet ir tampa sudėtingesnės kognityviniu požiūriu bei reikalauja papildomų pastangų, susijusių su bendradarbiavimu.

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Listening Competence as a Work Life Skill – How to Teach Listening and Encourage Students to Listen

Workshop

Listening is an essential part of interpersonal communication and interpersonal communication is an essential part of teaching. Listening is a skill that can and should be taught and analyzed. It is influenced by cultural norms and practices. International Listening Association (ILA) defines listening as “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages”. Research indicates that professional listening competence promotes well-being at work (Ala-Kortesmaa & Isotalus, 2015). However, listening skills are often considered to develop as a byproduct of learning and are seldom taught efficiently.

The purpose of the workshop is to give the attendees a chance to gain hands-on experience in teaching and learning listening skills. In this workshop, we will first give a short presentation about the latest listening research in the field of communication studies.

During the workshop, we will invite the attendees to reflect how listening skills could be taught as a part of communication and language studies. We would like to offer the attendees a chance to reflect and develop their own communication and listening competence. This will be done by a set of listening and com-

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References:

Ala-Kortesmaa, S. and Isotalus, P. 2015. Professional Listening Competence Promoting Well-Being at Work in the Legal Context. *The Intl. Journal of Listening*, 29: 30–49, 2015.

munication exercises that also will help the attendees to develop their metacognitive skills. These exercises that we have used and developed through the years can be adapted to different communication and language teaching practices. The aim of the workshop is to handle listening competence from different views and in a practical manner. Attendees will be working in pairs and groups.

Zuhören ist ein wesentlicher Bestandteil der zwischenmenschlichen Kommunikation und zwischenmenschliche Kommunikation ist ein wesentlicher Bestandteil des Unterrichts.

Ziel des Workshops ist es, den Teilnehmern die Möglichkeit zu geben, praktische Erfahrungen im Lehren und Lernen von Hörfähigkeiten zu sammeln. In diesem Workshop werden wir zunächst eine kurze Präsentation über die neuesten Hörforschungen im Bereich der Kommunikationswissenschaft geben.

Während des Workshops werden wir die Teilnehmer einladen, darüber nachzudenken, wie Hörfähigkeiten im Rahmen von Kommunikations- und Sprachstudien vermittelt werden können. Wir möchten den Teilnehmern die Möglichkeit bieten, ihre eigene Kommunikations- und Hörkompetenz zu reflektieren und weiterzuentwickeln. Dies wird durch eine Reihe von Hör- und Kommunikationsübungen erreicht, die den Teilnehmern auch helfen, ihre metakognitiven Fähigkeiten zu entwickeln.

Merja Karppinen¹ & Olesia Kullberg²

¹Language Centre of LAB University of Applied Sciences and Lappeenranta-Lahti

²University of Technology LUT

Android as a teacher: resources needed for on-line teaching

Discussion hub

There is a growing demand for online courses in Finland now: universities' administration is very interested in organizing online courses, and students eagerly enroll for them. Some teachers became online teachers only; however, there exists some

reluctance to work online among teachers. Among the main concerns that the online teaching arises are resources needed.

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Olesia Kullberg, MA is a senior lecturer of English and Russian at the joint Language Centre of LAB University of Applied Sciences and Lappeenranta-Lahti University of Technology LUT. She has been creating and teaching online courses since 2013 and at the moment is teaching 80% of her courses online.

Creating and teaching online courses is a relatively new form of work for many teachers. Most of the teachers do not have any extensive experience in online studying or teaching, hence they often educate themselves in the process. While doing so, it appears that the time spent on creating an online course is enormous. In addition to this, teaching an online course requires a different skill set from a teacher in comparison with traditional classroom teaching. How much time is needed to make a quality online course? What is this time spent for? Can teaching be automatized? If it can, who stands behind this process and how much effort does it take to make it automatized? In other words, what resources does the online teaching require?

We invite you to discuss the issue of resources needed for online teaching. The culture of online teaching and studying is a new form of work for many of us and it is barely regulated. Therefore, a discussion of possible rules and regulations concerning the resources is something that might help us on the way of building this new and very promising culture of university online learning.

Популярность онлайн курсов в Финляндии стремительно растёт: руководство университетов очень заинтересовано в их организации, а студенты с большим энтузиазмом регистрируются на такие курсы. Некоторые преподаватели работают только в онлайн режиме. Однако, значительная часть преподавателей настороженно воспринимает это веяние. Основные опасения, касающиеся онлайн преподавания, связаны с распределением ресурсов.

Онлайн преподавание - это сравнительно новый вид работы для многих преподавателей. В основном, у преподавателей нет большого опыта работы или обучения онлайн. В результате, многие изучают методы работы во время создания онлайн курсов самостоятельно, что требует значительных временных ресурсов. В добавок к этому, для успешного преподавания онлайн преподаватель должен обладать несколько иными навыками, чем для стандартного преподавания. Сколько же времени нужно для создания качественного онлайн курса? На что уходит это время?

Можно ли автоматизировать преподавание? Если можно, то кто стоит за этой автоматизацией и каких усилий это требует? Другими словами, какие ресурсы нужны для организации онлайн обучения?

Мы приглашаем вас обсудить вопросы ресурсов, необходимых для онлайн преподавания. Культура онлайн преподавания и обучения сравнительно молодая и не совсем отрегулированная. В связи с этим, обсуждение возможных правил и норм касающихся ресурсов необходимо для строительства новой и очень перспективной культуры онлайн обучения в системе высшего образования.

Обсуждение будет проходить на английском языке.

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²Faculty of Law - Department of Commercial Law, Department of Financial Law and Economics

Developing English Communication and Soft Skills through Case Studies in Business Law

Oral presentation

The presentation will briefly describe the general concept of a new multidisciplinary course created by Czech teachers of marketing, corporate law, unfair competition, legal and academic English, which was jointly taught at the Faculty of Law, Masaryk University, Czech Republic twice since autumn 2018. The main aim of the course is to develop students' legal and communicative competences, soft skills in English and creative thinking through solving case studies from Czech law.

First, we will describe our motivation and experience with creating a team of teachers, who developed materials and activities and delivered the course. Since the team was built on mutual trust

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prof. JUDr. Jarmila Pokorná, CSc. is a professor of business law, specializing in corporate law and unfair competition.

Ing. Eva Tomášková, Ph.D. is an assistant professor of marketing and economics.

JUDr. Eva Večerková, Ph.D. is an assistant professor of business law, specializing in unfair competition.

and recognition, it was a learning experience for all of us, in methodology and the use of ICT, materials development, tasks development, assessment, and team building.

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Dudley-Evans & St. John (1998)

Hasan, L., Abuelrub, E. (2011). Assessing the quality of web sites. *Applied Computing and Informatics*. 9(1), 11-29. <https://doi.org/10.1016/j.aci.2009.03.001>

Jordan (1984, 1993 & 1996)

Swales & Feak (2001)

Waite, K., Harrison, T. (2002). Consumer expectations of online information provided by bank websites. *Journal of Financial Services Marketing*. 6, 309-322. [doi:10.1057/palgrave.fsm.477006](https://doi.org/10.1057/palgrave.fsm.477006).

Based on the needs analysis among the first time employers and law graduates, we have become aware that students need more practice in soft skills and communication during their studies. Students also ask for more opportunities to apply legal theory and knowledge of law on specific real life cases in their majoring subjects, law, economics and marketing. Therefore, we will provide samples of activities used in the course with comments on their effectiveness.

Finally, we will share students' feedback and outline a new sociolinguistics research project which arose from the classroom work and which was jointly prepared by all team members.

The effort to create a jointly taught course is in harmony with current trends of developing English for Academic Purposes (EAP) across disciplines, e.g. Dudley-Evans and St. John (1998), Jordan (1984, 1993 and 1996), Swales and Feak (2001). The multidisciplinary course thus enhances theoretical knowledge and its practical application on specific cases.

Prezentace popíše nově vyučovaný multidisciplinární kurz, který připravily vyučující obchodního práva, finančního práva a CJV, jenž v sobě zahrnuje složku jazykovou, s důrazem na rozvoj měkkých manažerských dovedností, a stránku odbornou – právní. Na základě průzkumu mezi absolventy práv, kteří zmiňovali potřebnost měkkých manažerských dovedností v praxi, i mezi současnými studenty fakulty, kteří zmiňovali potřebu aplikovat teorii a poznatky z právních disciplín na konkrétní případy, jsme měly pádný důvod takový kurz vyvinout.

Prezentující změní, jakým způsobem připravovaly materiály a vyvíjely úkoly, cvičení a další aktivity v kurzu. Budou sdílet zpětnou vazbu od studentů a načrtnou sociolingvistický průzkum, který vytvořily a zpracovaly.

Kurz vznikl na základě skutečných potřeb praxe a snoubí v sobě rozvoj právního myšlení při aplikaci teorie v řešení skutečných případů i požadavky od zaměstnavatelů a absolventů.

Susanna Kohonen, Jonna Kosonen & Sinikka Kettunen

University of Eastern Finland, Language Centre and Law School

Evaluation for Development: A Model for Empowering Actors and Stakeholders in the Development of Language Centre Curriculum

Oral presentation

This presentation will describe a process of collaborative and participatory development of teaching with a model that the authors piloted in their integrated teaching project in 2019 (Kosonen et al., forthcoming). The model is based on the principles of evaluation for development and empowerment evaluation (cf. Atjonen 2015; Fetterman & Wandersman 2005) and draws insights from participatory curriculum development (Alexander & Hjortsø 2019) as well as the brokering “at the interfaces of pedagogical and disciplinary communities” promoted by Clavert et al. (2018: 960).

In the presentation, the proposed model will be discussed using the pilot as a concrete example. The model includes 1) a preliminary meeting of a panel of actors, experts, and stakeholders (including the teachers); 2) planning and designing a course based on the preliminary meeting of the panel; 3) implementing the course(s) and collecting student feedback; 4) teachers’ reflective analyses of the course(s) that they taught; 5) teachers’ nutshell poster to present the results of their analyses 6) a meeting of the panel of actors, experts, and stakeholders (including the teachers) to discuss and reflect on the results.

In a time-efficient manner, the panel convenes only for one hour at the start and at the end of the process, first to discuss the aims, the plans and the design of the course(s), and at the end, the outcome of the implemented course(s). The focus of the panel is not only on the teaching but also on the administrative perspective as well as the meta-perspective of the process, including the students’ perspective and study paths.

The presentation will be structured following Atjonen’s (2015) criteria for evaluation for development. These principles include 1) using participatory methods and self-evaluation in the evaluation

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Jonna Kosonen (MSc) works as a University Teacher in Administrative Law at the Law School of the University of Eastern Finland (UEF). She is currently conducting research in the legal questions concerning higher education, and is actively involved in the development of education on departmental and university-wide levels, especially in the field of lifelong learning. In addition, Ms Kosonen works as a legal expert at the University of Eastern Finland. Ms Kosonen received the UEF Excellent Teaching Practitioner Award in 2020.

Sinikka Kettunen (MA) works as a University Teacher in Academic and Legal Swedish at the Language Centre of the University of Eastern Finland (UEF). Ms Kettunen has participated in several projects to develop language teaching in higher education, for example with Flipped Classroom/Flipped Learning methods, the principles of lifelong learning, as well as by designing digital learning environments to increase flexibility in language studies.

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process; 2) identifying and involving the stakeholders; 3) using multiple methods in the gathering of data; 4) enhancing social interaction through the use of collaborative and community-based methods; 5) using context-sensitive approaches; 6) using process-approaches and continuous, up-to-date feedback, not just assessment at the end of the process; 7) using future-oriented, formative feedback, "feedforward"; and 8) promoting transparency throughout the process.

The authors propose that the model they piloted empowers the actors with its participatory, democratic, and formative focus. Furthermore, the authors suggest that the model builds the actors' capacity for a more holistic and interactive approach to analysing and developing their work. At the same time, the model promotes collaborative and collegial learning among the actors.

Kuvailemme esityksessä kehittävän arvioinnin mallia, jonka pilotoimme kielikeskuksen kieli- ja viestintäopintojen sekä oikeustieteiden laitoksen opetuksen integrointihankkeen yhteydessä 2019 (ks. Kosonen et al., tulossa). Malli, jota kutsumme kehitysriiheksi, perustuu voimaannuttavaan, osallistavaan sekä kehittävään opetuksen arviointiin, jossa toimijat, asiantuntijat ja sidosryhmät ovat aktiivisesti mukana (cf. Alexander & Hjortsø 2019; Atjonen 2015; Fetterman & Wandersman 2005). Lisäksi kehitysriihi-työmuodolla on yhtymäkohtia yhteistoiminnalliseen, pedagogisia ja tieteenalakohtaisia rajoja ylittävään kehittämisen malliin, jota Clavert et al. (2018) ovat esitelleet. Kehitysriihi-työmuoto kuvaillaan esityksessä integrointihankkeesta saatujen konkreettisten esimerkkien avulla. Esityksen kieli on englanti.

Stergiani Kostopoulou¹ & Fergus O'Dwyer²

¹ University College Dublin

² Marino Institute of Education

"We learn from each other": peer review writing practices in English for Academic Purposes

Oral presentation

This paper examines peer writing review practices that aim to maximize impact on student learning as implemented in Foundation and Pre-Master's English for Academic Purposes (EAP) programmes in two tertiary institutions in Dublin.

The EAP learners in question, over 100 in total, produced research essays using steps which include brainstorming, outlining, compiling annotated bibliographies, using exemplars to judge their work, peer review of drafts and peer conferencing, acting on peer feedback before review by instructors, and final peer proofreading. All of this is aimed at ultimately improving their writing, specifically to nurture autonomous and strategic writers who can manage their own learning and writing processes in the future (Ferris, 2018: 89).

End-of-course questionnaires and reflective essays were examined after the course, with data analysis tracking learning and the affective aspects of the process (e.g. how they contribute to future writing development) by examining a. the feedback provided by writers, b. the feedback received by writers, and c. the responses to this feedback. This is followed up by 1:1 session with selected learners to review their essay second draft, and also discuss the peer feedback process. Qualitative data analysis of the final written product also investigates elements of the essay which were discussed in the meeting and essay assessment criteria.

The peer writing review practices have a positive influence on learner's levels of self-efficacy in writing, with our interpretations centred on linking autonomy in student writing and self-moderation, -direction, and -awareness. Beyond improved motivation and academic writing, reported benefits (as reported by the learners) include developing a clear understanding of the writing process, improved time organisational skills, and a greater awareness of strengths and weaknesses.

Our conclusion will discuss implications about the effectiveness of peer review processes, with an emphasis on differences between and across learners and contexts, and a focus on how such practices can realise the goals of sustainable assessment: support current task performance and whilst also developing the ability to self-regulate in future tasks (Carless et al., 2011: 397). Final comments will look forward to how current practices can be modified and adapted by others to suit individual learner needs.

Stergiani Kostopoulou is a Senior Teaching Fellow at University College Dublin's Applied Language Centre. She is Module Coordinator for the Pre-Sessional and Pre-Master's English modules, manages and mentors EAP Tutors, and lectures on the MA TESOL. Stergiani has a PhD in Applied Linguistics from Trinity College Dublin, a ProfDip in University Teaching and Learning, and is currently completing a ProfDip for Entrepreneurial Educators. Her research interests include English for General/Specific Academic Purposes, Applied Corpus Linguistics, and Assessment.

Fergus O'Dwyer is a lecturer at the Marino Institute of Education (an associated college of Trinity College Dublin), with previous posts in Germany, Ireland and Japan. Interests include academic writing, implementation of the CEFR, and sociolinguistics.

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Claudia Kunschak

Ritsumeikan University

Translingual transcultural competence: Student agency, teacher guidance, and program support

Kunschak, Claudia, PhD, is Professor at the College of International Relations at Ritsumeikan University in Kyoto, Japan. She received her MA in Interpreting from the University of Vienna (1992) and her PhD in Education from the University of Arizona (2003). Having taught at universities in Austria, China, Scotland, Spain, Ukraine and US, she is the recipient of two teaching awards from Universidad Europea de Madrid, Spain, and Shantou University, China. Her research interests include intercultural communication, multilingualism and English Lingua Franca.

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Blommaert, J. & Rampton, B. (2011). Language and Superdiversity. *Diversities* 13(2), 1-22.

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MLA Ad Hoc Committee on Foreign Languages. (2007). Foreign languages and higher education: New structures for a changed world. Retrieved from http://www.mla.org/pdf/forlang_news_pdf

Oral presentation

Globalization has led to a surge in language learning opportunities across the board, from bilingual elementary schools to multiple languages acquired in high school to English medium programs in higher education. While some critics bemoan the excessive focus on English or the drawback of pushing the child into a second or additional language before having acquired literacy in their first language, the increase in interconnectedness will continue to drive this process of internationalization. At the same time, a heightened degree of superdiversity (Blommaert & Rampton, 2012) poses challenges at the level of community organization and peaceful coexistence. Language Centers thus have a critical role to play by offering language and culture training in multiple languages to students, professionals and the wider community. They may do so from the perspective of developing plurilingual pluricultural competence (Council of Europe 2018), translingual transcultural competence (MLA; 2007) or intercultural communicative competence and intercultural citizenship (Byram 2014). This paper takes as its framework translingual transcultural competence, which not only reflects the current trend of transnationalism and diasporic communities, but also emphasizes the need to be critically aware, culturally reflective and socially sensitive. In order to better understand affordances and challenges in developing this competence, or set of competencies, the presenter collected data from students and teachers at one university affiliated language center offering 30 languages besides German as the main language of study. Whereas the student survey investigated awareness and attitude, identity and community as well as autonomy and agency of students in the program, teacher interviews provided insights into program parameters, classroom pedagogy and out-of-class projects. Students at all proficiency levels as well as native and non-native teachers of the language taught were included in the study. Findings from

the study will be of interest to program directors and language teachers as well as researchers interested in mixed-methods design. The presentation will conclude by highlighting some key take-aways from the study, offering suggestions for incorporating translingual transcultural competence into both the curriculum and extra-curricular activities, and emphasizing the need for creating a multilingual multicultural multimodal community of practice on and off campus.

Translinguistische transkulturelle Kompetenz, die Fähigkeit, sich in mehr als einer Sprache und Kultur frei und bewußt bewegen zu können, wenn auch nicht in gleichem Maße, ist eine Kernkompetenz in unserer heutigen Zeit. Die Präsentation soll veranschaulichen, wie diese Kompetenz an einem universitären Sprachenzentrum, das neben der Hauptsprache Deutsch über 30 Fremdsprachen anbietet, verstanden, vermittelt und praktiziert wird. Basierend auf Daten aus einer Umfrage unter Studierenden und Interviews mit Lehrenden werden die Aspekte von Sprache, Kultur, Identität, Handlungsvermögen und Gemeinschaft behandelt. Teilnehmende erhalten Einblick in das Zusammenspiel von Programmausteinen und deren Umsetzung, Unterrichtsphilosophie und Pädagogik, Vorgeschichte und Motivation der Studierenden im Zusammenhang mit der Entwicklung von Selbstsicherheit, Kompetenz und kritischem Bewußtsein unter den Sprachlernenden.

Stephanie Kunzemann & Stephanie Mazzocchi-Schulze

Wissenschaftliche Mitarbeiterinnen für Deutsche Sprache an der Università degli Studi di Roma „Tor Vergata“

In fremden Sprachen träumen: Der Einsatz von einem Blog im Fremdsprachenunterricht zur Förderung des Sprachenerwerbs und der Mehrsprachigkeit

Oral presentation

Der Name des Blogs Traumtrailer (<https://traumtrailer.com>) weist bereits auf zwei grundsätzliche Aspekte unseres Projekts:

My name is **Stephanie Mazzocchi-Schulze**. I have lived in Rome for about 30 years, where I raised my three sons, but I come from a village near Cologne. I have been teaching at the Goethe Institute in Rome and Berlin, and at the university for almost as long. I am particularly interested in the connection between image and language, especially because I paint myself and think mostly in images. My students speak different languages, so I often help myself with pictures to explain structures and vocabulary, the use of the interactive whiteboard, but also the use of other digital media is essential for my lessons.

My name is **Stephanie Kunzemann**. I have lived in Rome for almost 30 years, where I raised my three daughters, but I come from a village near Hanover. I have been working as a research assistant at the university Tor Vergata since 1998. In addition to my teaching of German as a foreign language and translation, I have been dealing with questions of written language acquisition and text linguistics. As a native German speaker, I have translated and published two novels into Italian and written short stories in Italian. I am interested in questions of semantics, especially with regard to semantic-syntactic constructions and verbal valence.

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Alt, P.-A. (2011). *Der Schlaf der Vernunft. Literatur und Traum in der Kulturgeschichte der Neuzeit*. München: C.H.Beck.

Nied Curcio, M. (2016). *La lingua tedesca. Aspetti linguistici tra contrastività e interculturalità*. Roma: Universitalia.

Nied Curcio, M. und P. Katelhön und I. Basic, Hrsg. (2015). *Sprachmittlung - Mediation - Mediazione linguistica. Ein deutsch-italienischer Dialog. Sprachen lehren - Sprachen lernen*. Berlin: Frank & Timme.

Wir wählen bevorzugt Träume zeitgenössischer Autor/innen, und jeder Text wird auf genau 200 Wörter reduziert. Die so geschaffenen „Traumtrailer“ werden zunächst in ihrer Originalsprache (L1) auf den Blog hochgeladen. Diese kann durchaus auch die Muttersprache der Lernenden sein, muss es aber nicht. Die Zielsprache (L2) ist bisher nur Deutsch. Geplant ist, pro Woche einen Traum zur Verfügung zu stellen, um die Blogbenutzer zu regelmäßiger Lektüre zu motivieren. Didaktisches Material sind Bilder, Wortlisten, Anleitungen zur Aussprache und eine große Auswahl an Übungen, sowohl interaktiv als auch in PDF als Download, konzipiert für die Niveaus A2-B1 und B2-C1. Noch vor dem Text entstehen durch ein Bild erste prägende Eindrücke. Der Ausgangstext, bestehend aus exakt 200 Wörtern, ist immer in einer Sprache, deren Basisstrukturen die Lernenden bereits kennen. Es soll möglichst tief in den Text vorgedrungen werden, möglichst alles auseinandergenommen werden, um herauszufinden, wie einzelne Elemente in die L2 umgesetzt werden. Dabei können einzelne Wörter oder Grammatikinformationen bzw. syntaktische Strukturen herausgefiltert werden. Unsere Wortlisten und Übungen zu morphologischen und syntaktischen Argumenten helfen auf dem Weg von der L1 in die L2. Schritt für Schritt sollen die Lernenden in die sprachlichen Strukturen der L2 eingeführt werden oder schon bekanntes Sprachwissen festigen. Sie sollen ihre Fähigkeiten in den Bereichen Übersetzen und Lesen erweitern. Außerdem fördert der Blog die Sprachmediation, d.h., die Lernenden sollen die Träume in der eigenen Sprache oder in einer fremden Sprache wiedergeben. Die Erfahrung zeigt, dass Träume besonders gut im Gedächtnis haften bleiben, weil sie oft alltäglichen Wortschatz in ungewöhnliche Situationen einbauen. Grundsätzlich aber besteht die Möglichkeit, in verschiedenen Sprachen zu lesen, was den Sprachenvergleich und allgemein die Mehrsprachigkeit konkret erfahrbar macht. Wir suchen darüber hinaus immer den direkten Kontakt zu dem Autor/innen der Träume, die sich in unserem „Autorenporträt“ vorstellen. Das Wissen über Sprache wird so durch die individuellen unverfälschten Aussagen der Menschen bereichert, die sich durch ihre Phantasie und ihr Sprachvermögen in ihrem Kulturkreis einen Namen gemacht haben und jungen Studierenden ein Beispiel oder Vorbild sein können, warum sich die Beschäftigung mit Sprachen lohnt.

On our blog *Traumtrailer* (<https://traumtrailer.com>) we offer learners authentic texts by contemporary authors, which are characterized by the fact that they are all dreams. Each text is reduced to exactly 200 words. Additional didactic material includes pictures, an audio file and didactic material for language acquisition, both in the form of interactive exercises and as downloads. The idea for the project was born at the Language Centre of the Università degli Studi di Roma “Tor Vergata” in courses with learners of German at different levels and Italian mother tongue (but not only). Working with *Traumtrailer* shows that learners remember individual nouns, but also complex noun groups and whole sentences. Dreams are particularly easy to remember and help learners to acquire a foreign language. The blog exists since November 2019 and is still under construction.

Jolanta Łacka-Badura

University of Economics in Katowice

Acquiring business knowledge through Business English reading materials: pre-experience students' perspective.

Oral presentation

Inspiration for the study has been provided by the concern shared by several Business English teachers at the University of Economics in Katowice, Poland, who have observed a variety of comprehension problems faced by pre-experience (particularly first year) students, as well as – not infrequently – their low motivation to engage in the reading tasks offered in popular Business English course books. As the Business English classroom is very often the first place where students at an early stage of their business education hear about specific business issues, it seems extremely important to provide them with materials that satisfy not only high pedagogical standards, but also the students' subjective needs and expectations related to the materials' value, relevance and usefulness.

Theoretically grounded in research on English for Specific Purposes (Dudley-Evans and St. John 1998; Paltridge and Starfield 2013), Content-Based Instruction (Stryker and Leaver 1997), and

Nied Curcio, M. und P. Katelhön (2012). Hand- Übungsbuch zur Sprachmittlung Italienisch-Deutsch. Berlin: Frank & Timme.

Roche, J. und E. Terrasi-Haufe, Hrsg. (2018). Mehrsprachigkeit und Sprachenerwerb. Tübingen: Narr Francke Attempto.

Jolanta Łacka-Badura (Ph.D.) is a linguist and Business English lecturer, head of the Foreign Language Center at the University of Economics in Katowice, Poland. She also holds two postgraduate diplomas: in Management and European Integration. Her research interests include business communication, teaching English for Business Purposes, discourse analysis, the language of persuasion and evaluation.

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Dudley-Evans, T., St John, M. J. 1998. Developments in ESP. A Multi-disciplinary Approach. Cambridge: Cambridge University Press.

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Stryker, S.B. , Leaver, B. L. (eds), 1997. *Content-Based Instruction in Foreign Language Education: Models and Methods*. Washington D.C.: Georgetown University Press.

reading comprehension in ESP pedagogy (Hirleva 2013; Grabe and Stoller 2013), the paper seeks to investigate how the type of business content found in the reading materials offered by a popular Business English course book, as well as the degree of the content's relevance and usefulness, are perceived by pre-service students learning Business English as part of their university curriculum.

Twelve groups of first year undergraduate students at the University of Economics in Katowice, with no prior experience of learning either Business English or the principles of business, were asked to compare pairs of texts related to three business topics: international marketing, management styles, and stock market investment. One of the texts in each pair was selected from the Student Book of the third edition of Pearson's "Market Leader" (upper-intermediate level), and the other, on the same topic, extracted from online repositories of business-related articles.

The results of the student survey indicate that first year students, while appreciating the course book 'real-life examples' of successful companies, express strong preference for the Internet-based texts which provide them with the opportunity to acquire 'basic knowledge' related to specific business issues. The findings also appear to confirm the rationale behind integrating the two approaches: LSP (Languages for Specific Purposes) and CBI (Content-Based Instruction) in the tertiary education context.

W wystąpieniu przedstawię wyniki badania mającego na celu przeanalizowanie opinii studentów na temat stopnia użyteczności i trafności doboru materiałów rozwijających sprawność czytania oferowanych w popularnych podręcznikach do nauki Business English. W badaniu wzięło udział 12 grup studentów pierwszego roku studiów licencjackich na Uniwersytecie Ekonomicznym w Katowicach, przy czym studenci ci nie posiadali doświadczenia zawodowego ani wiedzy teoretycznej w zakresie nauk ekonomicznych, nie uczyli się także wcześniej języka angielskiego dla celów biznesowych. Studenci poszczególnych grup zostali poproszeni o porównanie par tekstów dotyczących tematyki biznesowej: marketing międzynarodowy, style zarządzania, inwestowanie na giełdzie papierów wartościowych. Pierwszy z tekstów w każdej parze pochodził z popularnego podręcznika do nauki Business English, natomiast drugi tekst (na ten sam temat) został wyselekcjonowany z internetowego repozytorium

artykułów i materiałów edukacyjnych o tematyce biznesowej. Badanie wykazało, że studenci pierwszego roku pozytywnie odbierają teksty z podręcznika, wyżej jednak oceniają – pod względem przydatności dla osób na wczesnym etapie kształcenia uniwersyteckiego – teksty pozyskane z Internetu, wskazując na możliwość zdobycia na zajęciach języka specjalistycznego ‘podstawowej wiedzy’ na temat jednej z dziedzin biznesu. Wynik ten wydaje się potwierdzać zasadność zintegrowania założeń LSP (Languages for Specific Purposes) i CBI (Content-Based Instruction) na tym etapie kształcenia uniwersyteckiego.

Samuel Lagier

UNILausanne, SamSpeaksScience

Stimulate your metaphorical thinking

Workshop

A metaphor is a gateway between a known concept and a new dimension: it is this collision between disparate ideas that can transform confusion into comprehension. The human brain’s extraordinary ability to draw parallels between seemingly unrelated ideas is extremely useful for the navigation and understanding of complex topics as well as for the explanation of a new topic to others.

The workshop will start with a brief introduction on the use of metaphors in everyday language and the way these ontological and embodied metaphors shape our thoughts. With fun and playful exercises participants will then expand their ability to think figuratively. The point of this workshop is NOT to create targeted metaphors, which is the objective of the follow-up session *The metaphor factory*.

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:

How often do you run out of ideas to explain a concept to others?
How useful is translational thinking in your work?

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

Metaphors we live by, George Lakoff and Mark Johnson

Samuel Lagier

UNILausanne, SamSpeaksScience

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

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References:

Metaphors we live by, George Lakoff and Mark Johnson

The metaphor factory

Workshop

Metaphors are more than sophisticated poetic embellishments – they shape our everyday lives in the way we speak, understand and act. A metaphor is a gateway between a known concept and a new dimension: it is this collision between disparate ideas that can transform confusion into comprehension. In this workshop, participants will explore this potential and create targeted metaphors.

After a brief theoretical introduction on metaphors, participants will create their very own metaphors to shed light on the concept of their choice. As opposed to *Stimulate your metaphorical thinking*, this workshop is about the creation and evaluation of targeted metaphors. This workshop is designed as a follow-up of the session *Stimulate your metaphorical thinking* yet it is not a requirements for participants to attend both workshops.

Activities during this workshop will happen in pairs, in small groups and with all the participants.

Questions for discussion:

How often do you use metaphors in your work?

Do you wish you could come up with more metaphors to explain things at work?

Elizabeth Lavolette

Kyoto Sangyo University

Language learning spaces across cultures

Discussion hub

The purpose of this session is to promote discussion and build connections among scholars involved in language learning spaces.

Self-access language centers (SALCs) and US-style language centers (US LCs) have common origins and a common current focus on social interaction, so each has the potential to benefit from the other's expertise (Lavolette, 2019). However, cross-citation between their literatures is almost entirely lacking, and mutual misperceptions of SALCs and US LCs may be the cause. That is, SALCs have been (inaccurately) imagined as library-like places of solitary study (e.g., Gardner & Miller, 1999), while LCs have been (mistakenly) seen as technology-focused language laboratories (e.g., Hagen, 2017). One step in an effort to promote cross-pollination between the literatures is to change perceptions by clearly defining the objects of study, in particular, what language learning spaces around the world have in common and how they differ.

To focus discussion, I will present a preliminary typology of language learning spaces, primarily based on language centers in the US and Japan, and provide examples of each. As an example of a language learning space in Japan, I will describe the Global Commons at Kyoto Sangyo University, based on a case study that included interviews with full-time staff and student staff. I hope to receive feedback from participants on where language learning spaces in Europe and beyond may fit into the typology and expand it.

当セッションの目的は言語学習センター (LLS)に関わる各国の研究者を繋げ、議論を促進することである。

日本のセルフ・アクセス・センター(SALC)と米国式言語学習センター(LC)は、その成り立ちや現在の主目的が社会交流であることなど共通点が多くあり、互いの専門知識から学び合える可能性がある (Lavolette, 2019)。だが、双方に誤った認識があるせいか、これまで互いの文献や資料はほとんど引用されていない。SALC・LCそれぞれが持つ専門知識の交換・共有を目指し、各国の言語センターの共通点・非共通点を明確にし、認識を変えていく必要がある。

当セッションでは、まず論点を明確にするため、日米のLLSに基づいた仮の類型を示す。例として、京都産業大学のLLSについてのケーススタディを簡潔に取り上げる。その後、ヨーロッパ等のLLSが類型上のどこに位置するかについて、参加者との活発な意見交換に期待したい

Elizabeth (Betsy) Lavolette, PhD, is Associate Professor of English at Kyoto Sangyo University in Kyoto, Japan. Her research focuses on language learning spaces, especially in the US and Japan. She is a co-editor of the *Language Center Handbook* (2018). She is also interested in the use of technology in teaching and learning.

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Gardner, D., & Miller, L. (1999). *Establishing self-access: From theory to practice*. Cambridge, England: Cambridge University Press.

Hagen, L. K. (2017). Kaputnik: Lessons from the life and death of the language lab. In F. A. Kronenberg (Ed.), *From language lab to language center and beyond: The past, present, and future of the language center* (pp. 13–27). Auburn University, AL: International Association for Language Learning and Technology.

Lavolette, E. (2019). A very brief introduction to US language centers. In L. Xerthakis & C. Taylor (Eds.), *JASAL 2018 x SUTLF 5: Selected papers from the Sojo University Teaching and Learning Forum 2018: Making connections* (pp. 4–25).

Lucie Malá

Charles University, Faculty of Mathematics and Physics, Department of Language Education

English for Mathematicians: The Textbook Challenge

Oral presentation

This paper demonstrates a usage-based approach, drawing on language corpora, to creating teaching materials. The need for such materials stems from the growing demand for courses of English for specific purposes on one hand, and the surprising lack or inadequacy of available materials for these courses on the other hand.

A vast body of research into disciplinary discourses (see e.g. Gray, 2015; Hyland, 2004, 2011), i.e. the ways language is used by academics of a particular discipline, has pointed out differences between individual disciplines. In recent years, this research activity has resulted in an increase in demand for specialised courses of English, which no longer focus on academic English in general, but on English as it is used by practitioners of a particular discipline. Accordingly, these courses should be based on specialised teaching materials.

English for mathematicians suffers from two main problems regarding the course materials. First, there are virtually no teaching materials concerned with mathematical English. The existing textbooks are limited to writing style manuals, often focused on typographical conventions more than on specific textual features. None of the materials is a textbook as such, suitable for direct use in the classroom. Moreover, all of the available materials are fairly outdated, being published around the year 2000 at best.

Second, mathematical English is to a large degree distinct from general academic English. In the absence of a specialised textbook, resorting to general EAP materials, which are abundant, would seem an obvious solution. However, looking at the topics traditionally covered in the EAP courses, we show that the language of mathematics differs from what is understood to be

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academic English so radically that general academic materials are unsuitable for this course.

In overcoming the above mentioned challenges, we propose a usage-based approach to creating teaching materials for specialised courses. Language corpora are used for developing authentic teaching materials, tailored to the needs of students of the given specialisation. Our approach makes use of language corpora as the primary source and shows how information from them can be used in courses of specialised English. On the example of English for mathematicians, we present different types of exercises. These can be divided into three broad groups. First, inductive exercises, aimed at familiarising the students with the structures specific of the texts from their discipline. Second, exercises for practising an already familiar rule. Third, exercises raising awareness of certain phenomena which the students are familiar with from general English but whose usage differs slightly in specialised English for mathematicians. We believe that these exercises may serve as a source of inspiration for other teachers of English for Specific purposes who find themselves in a similar situation.

Tento příspěvek se zaměřuje na výzvy spojené s výukou anglického jazyka pro matematiky, zejména z hlediska výukových materiálů. Představuje dva hlavní problémy spojené s touto tematikou, totiž nedostatek relevantních podkladových materiálů či učebnic, a nevhodnost materiálů určených pro obecné kurzy akademické angličtiny. Na pozadí těchto obtíží jsou pak navrženy metody tvorby výukových materiálů pro specializované kurzy, které jsou založené na autentických textech dané disciplíny. Příspěvek obsahuje zejména ukázky použití specializovaných jazykových korpusů pro tvorbu výukových materiálů.

Orieb Masadeh-Tate

Fellow of The Higher Education Academy (FHEA)-UK and fellow of the British Association of Teachers of Arabic (BATA)

Employing Reflective Thinking (RT) as a PBL model for learning Arabic

Oral presentation

Many intended learning outcomes (ILOs) in the teaching of languages revolve around two main domains 'knowledge and understanding' and 'transferable skills'. Both are achieved through a mixture of TL (Traditional Learning) & PBL (Problem Based Learning). While knowledge and understanding mainly focus on feedback and assessment, language transferrable skills are best developed and achieved through PBL.

PBL employs an informal method of learning through which the students are in control of their learning and not only receiving knowledge through traditional learning methods. They will attain that knowledge by active learning in which they play a role in monitoring their progress in learning the four main skills (reading, writing, speaking and listening). This is achieved by reflective thinking.

This presentation focuses on the use of reflective thinking in achieving the main skills necessary for learning a language. Reflective thinking helps students to make the link between theory and practice and to apply the knowledge they have gained in decision to improve their performance. RT has three interlinking aspects: Performance, Reflection and Action (PRA).

Because RT can happen whilst a performance is ongoing (reflection in performance) or after a performance is completed (reflection on performance), the study adopts the Gibbs (1988) model of reflection.

The current presentation is applied to students of advanced level in Arabic and in two areas: writing and oral presentations. Following every assignment in the above areas, the students are required to write a short reflective report to describe their performance and record their experience. In the reports the students will answer specific questions designed within a language-oriented framework. The reports should show an ascending progress through which students identify problems and address them. The students are then required to write a final report reflecting on their existing progressive reports. These should align with the comments given from the tutor in order to ensure an inclusive feedback.

Employing RT in teaching is a very important tool for teachers to identify areas crucial for formative feedback that benefits the

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full cohort not specific individuals. Findings of the RT exercises will be included in the presentation and they will shed light on how this exercise will enhance the teaching-learning process of languages.

La présentation se concentre sur l'utilisation de la pensée réflexive pour acquérir les principales compétences nécessaires à l'apprentissage des langues. La pensée réflexive aide les étudiants à faire le lien entre la théorie et la pratique et à appliquer les connaissances acquises dans la prise de décision pour améliorer leur apprentissage des langues. Parce que la pensée réflexive a trois aspects interdépendants, Performance, Réflexion et Action, elle est utilisée comme processus dynamique qui donne aux étudiants un cadre pour améliorer leur performance de manière structurée grâce à l'auto-évaluation.

Les étudiants sont tenus de produire des rapports de réflexion dans lesquels ils décrivent leur performance et enregistrent leur expérience dans deux domaines : rédaction d'essais et présentations orales. Les rapports répondront à des questions spécifiques conçues dans un cadre axé sur la langue.

La présentation inclut les résultats des rapports de réflexion et identifie les principales difficultés rencontrées par les étudiants dans l'apprentissage de l'arabe écrit et parlé. La présentation montre également comment cet exercice améliore le processus d'enseignement-apprentissage des langues et formule des recommandations pour la mettre en pratique en tant que méthode d'enseignement interactive axée sur les apprenants, leur environnement, leurs interactions, leurs rôles et leurs stratégies.

Ivana Mičínová

University College of Business in Prague

Student perceptions of writing an essay in relation to deep and surface approaches to learning in higher education language courses

Oral presentation

Writing an essay, or a seminar paper as it is usually called in the Czech Republic, is a common part of HE courses including

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language courses. There is, however, very little research to provide evidence how student perceive these assignments, whether they see them as a valuable tool for promoting their own learning or as a formal way for getting credits. But this, in fact, can be also understood as a reflection of using deep and surface approaches to learning and study. Based on various models of approaches to study developed by Biggs (1987, 2011), Entwistle (1983, 2018) or Vermunt (1997), deep and surface approaches to study are adopted to suit different purposes of learning. Deep approaches to study go typically beyond the assigned tasks, tap into deep processing strategies and develop a fuller understanding of the subject matter. This study behaviour is in contrast with the surface approach that focuses on fulfilling assignments at the minimal level of requirements and relying on reproducing the knowledge presented as facts, definitions and classifications rather than systems of relations, causes and consequences. These different approaches to study and learning are well reflected in the responses of students when being assigned with writing a seminar paper and their questions about what exactly, how much, in which way and when the paper should be submitted.

This small-scale cross-sectional study is planned for the spring 2020 among the BA students of Tourism and Air Transport Services. It will collect evidence on how students relate to writing a seminar paper, what preferences they have for various formats, topic assignments, forms of assessment and feedback. Another aim is to find out how they relate to courses or sessions based to a great extent on presenting seminar papers in the form of a student presentation. Preliminary results from other studies conducted in the context of HE education indicate that students are often unaware of approaches to learning or have confusing or mixed perceptions, others report feelings of formal duty, dissatisfaction and boredom. Thus the study also seeks to find out which types, formats and assessment are endowed with the capacity to encourage engagement and deep learning and which types should be abandoned or adjusted to prevent surface approaches to learning. The results will include recommendations for classroom practices with the aim to employ the insights into learning strategies and make them more visible both for the students and the teachers, and generally promote better teaching and better learning. To take this further, the assignment of any seminar paper or a presentation designed for university language learners should

challenge their cognitive strategies and engage them in finding the underlying structure of knowledge to promote deep approaches to learning but also support their reflective and self-assessment skills to plan and design their own study.

Tento výzkum malého rozsahu využívá dotazníkového šetření mezi studenty bakalářského studia Cestovní ruch a Služby letového provozu. Zaměří se na to, jak studenti vnímají zpracování seminární práce, jaké formáty a typy preferují, jak vnímají různé formy hodnocení a zpětné vazby. Dotazník bude rovněž zjišťovat, jaké postoje mají studenti k výuce založené na výrazném podílu seminárních prací, popř. jejich prezentací. Dílčí výsledky studií naznačují, že vysokoškolské studenti mají smíšené nebo rozporuplné postoje a někteří vnímají s nespokojeností seminární práci jako formální a nudnou povinnost. Proto se tento výzkum zaměří na zjišťování, které typy a formáty seminárních prací podněcují zaujetí a hloubkové učení a které brání využívání povrchových strategií učení. Výsledky výzkumu poslouží k reflexi výuky s cílem podpořit kvalitní výuku a kvalitní studium. Konkrétně jde o to, aby zadání seminární práce vyžadovalo použití kognitivně náročnějších procesů, které povedou hlubšímu zpracování problému, sebereflexi a plánování vlastního učení.

Hasmik Minasyan & Milja Merta

Tampere University Language Centre, Finland

Teaching academic writing in English in an online and collaborative environment

Oral presentation

Currently, the Tampere University Language Centre is in the process of extensive curriculum revision, as are the rest of the faculties. One guiding factor in the revision of the language and communication course provision is the modifying trend in acquisition of language and communication skills, which are not bound to the classroom anymore. Hence, one major aim of the language centre is the provision of more flexible and blended language and communication courses to serve the multidisciplinary requirements of the degree programs, as well as the needs of individual learners.

Mrs. Minasyan holds a Master's degree in English and Italian languages, as well as in 'Education and Globalisation'. Currently, Mrs. Minasyan's research interests lie in content and language integrated teaching/learning (CLIL) methods in higher education. She has also been involved in a number of curriculum revision projects. Since 2017, Mrs. Minasyan has worked at the Language Centre of the University of Tampere as a teacher of English. Currently, she teaches academic writing to engineering students at bachelor's level. Prior to joining the Language

Centre team in Tampere, Mrs. Minasyan had worked at the University of Oulu as an English teacher for 9 years.

Ms. Merta has a degree in English Language and Literature, with the addition of pedagogy, Swedish and Spanish. Her Master's Thesis focused on the use and attitudes of English as a Lingua Franca in the working life of Finnish engineers. Since 2016, Ms. Merta has worked in Finnish higher education in various universities. She has also gained some experience in teaching in the private sector when instructing workers of a multinational construction company. From 2017 she has been teaching academic writing, and spoken and written communication to engineering students at the Language Centre of Tampere University.

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Tampere University Language Centre staff development meeting memos and resources

Robin Goodfellow & Mary R. Lea (2005) Supporting writing for assessment in online learning, *Assessment & Evaluation in Higher Education*, 30:3, 261-271, DOI: 10.1080/02602930500063835 (Accessed: 10.1.20)

This presentation is an introduction of an online, integrated academic writing in English course, which has been designed for bachelor's degree students of Bioengineering at Tampere University. This particular writing course is integrated with a subject course on Tissue Engineering. The presentation aims to highlight the need and importance of such an integrated course or study opportunity for our learners in increasingly tight study schedules. Thus, this type of teaching/learning implementation is a clear demonstration of applying multifaceted pedagogical approaches to serve several purposes at once, such as completing two courses simultaneously and receiving invaluable support from both the language teacher and the subject teacher, producing one common writing task for both courses, as well as gaining study credits for both of them.

Hence, the presentation will introduce the details of the course structure and organization, the course task and material provision on the Moodle online platform, language and subject teacher collaboration strategies, course content integration and implementation. In addition, the presentation covers the assessment methods and overall results based on continuous learner and teacher reflection. The focus will especially be on the feedback received from the previous years' implementations, which has served as the basis for development, particularly on the level of integration, instructions and online facilitation.

Opetussuunnitelmatyö ja kasvava tarve joustavampaan kieli- ja viestintä opetukseen kannustaa Tampereen yliopiston Kielikeskusta tarjoamaan yhä enemmän monimuoto- ja verkko-opetusta. Tämä esitelmä esittelee integroidun verkkokurssin ”Akateeminen kirjoittaminen englanniksi”, joka on suunnattu Tampereen yliopiston biotekniikan opiskelijoille. Esityksessä käydään läpi kurssin rakennetta ja järjestämistä, kurssitehtävää ja materiaaleja Moodle verkkoalustalla, kielten ja aineen opettajien yhteistyötä, sekä kurssisisällön integrointia ja toteutusta. Lisäksi esitelmä kattaa kurssin arviointimenetelmät ja yleiset tulokset perustuen jatkuvaan oppijoiden- ja opettajien reflektioon.

Svetlana Muhejeva

Rīga Stradiņš University

Enriching an intensive Russian course through celebrating the culture

Workshop

Rīga Stradiņš University (RSU) offers intensive beginner courses of the Russian language to international students both as a general language course and a course with elements of medical language. These are optional courses, and students choose to study them willingly. When asked about what motivates their choice, students speak about the Russian language as “something different” from what they already know. They want to broaden their horizons and take the Russian language back home as a “souvenir”. However, it is a souvenir to be earned through hard work. The courses are short (32-36 contact hours), and from the very beginning students are immersed in struggles with the Cyrillic ABC. Moreover, they have to adjust their apparatus of articulation to new combinations of sounds, to memorize new vocabulary and to deal with unfamiliar grammar structures. In order to stop them from being discouraged by the difficulties and support them in their endeavour, some motivating elements should be introduced in the course. In this respect, what could be better than the enigmatic Russian culture.

Within the courses, Russian culture elements are intertwined with the language skill development. Tongue twisters and songs are used to polish pronunciation of Russian utterances. Cartoons offer a fun way to work with Russian grammar and give students a better understanding of grammar structures. Poetry provides excellent opportunities to experiment with the language which is essential at the beginner level for learners’ sense of achievement. Proverbs introduce cultural values and convey ideas about what to expect when communicating with Russians.

The aim of the present workshop is to share the experiences of designing and implementing an intensive beginner course of the Russian language and how some culture elements can be exploited to enrich it. The participants will discuss issues related to course development and try out some elements of the Russian culture in order to see how they can be productively used in a language course.

My name is **Svetlana Muhejeva**. I work as a lecturer at the Language Centre of the Rīga Stradiņš University (RSU), Latvia. I teach ESP courses to students studying medically related programmes, such as medicine, physiotherapy, dietetics, etc. I also teach Russian courses both to Latvian and international students. I regularly participate with oral presentations in RSU scientific conferences (2010, 2011, 2013, 2016, 2019). My experiences in participating in international conferences include Brno (2015, poster presentation), Tirgu Muresh (2015, oral presentation), Tampere (2017, workshop), and Tampere (2020, practical conference, 8 hours teaching).

Целью данного выступления является обобщение опыта разработки и осуществления интенсивного курса русского языка как иностранного для начинающих. Курс преподаётся студентам-иностранцам в Рижском университете имени Страдыня.

С одной стороны, студенты, которые выбирают данный курс, мотивированы изучать его, так как их привлекает новизна языка и аутентичность языковой среды. С другой стороны, начиная изучение русского языка, студенты испытывают значительные трудности как с артикуляцией непривычных звуков, так и с изучением нового для них алфавита. Они должны воспринимать и запоминать новую лексику, а малопонятные грамматические структуры русского языка только усложняют ситуацию.

Задача разработчика курса в этой ситуации-- не потерять интерес студентов, поддерживать их мотивацию и обогащать содержание курса такими элементами, которые позволяют провести студентов через все трудности с наилучшим результатом. И здесь на помощь приходит богатство русской культуры. В ходе презентации будет показано, как интеграция элементов русской культуры в процесс обучения мотивирует студентов принимать активное участие в этом процессе и достигать поставленных целей.

Elina Nurminen

Language Centre, Tampere University

Finnish Start Online – Self-Studying with Teacher and Peer Support

Oral presentation

I work in Tampere University Language Centre as a Finnish as a second language teacher. I am interested in building meaningful affordances in the learning materials, whether it is meant for contact teaching, blended or online learning courses. I have recently started as a digital mentor of the Language Centre and work in the network of Tampere University's digimentors.

Every year over 1000 new international students start their studies in Tampere University. In addition to that, there are about 600 non-Finnish staff members in the university. One of the main actions that support the university strategy is increasing international attractiveness and retention by improving international students' and staff members' opportunities to better integrate to Finnish society. This means that there is a growing need for

possibilities to learn Finnish language. To address this need, a new online course Finnish Start Online, *Suomi käyntiin verkossa*, was launched in January 2020.

Finnish Start Online is meant for self-studying with teacher and peer support. The target level of the course is A1.2, developing elementary proficiency (CEFR application by Finnish National Agency for Education), and by the end of the course students will have tools for managing in varying everyday situations. Learners can follow the suggested course schedule or study at their own pace, which offers more flexibility to learners with different background and situations. During the course the teacher is available for questions and practising on weekly online meetings and at face-to-face meetings during *Suomikahvit*, a coffee break with Finnish teachers and other learners.

The course has an introductory module to help learners get started, followed by 5 modules with different themes, learning materials and activities. Each module starts with a video where a Finnish student Vilma and an exchange student Martina meet and get to know each other. The video also introduces the themes of the module.

Finnish Start Online is in the Tampere University's Moodle learning environment. Most of the learning tasks are done in Moodle using Panopto video platform and H5P tool, which makes it possible to give automatic feedback for the learners. The online meetings are held with the help of Zoom video service, which enables sharing learning materials during the meeting. The only external tool that the learners need to log in is Flipgrid, where learners can make videos and give samples of the development of their speaking skills. In Flipgrid the teacher can also give the learners feedback on their progress.

The course is piloted during the spring semester and developed further based on the feedback that will be collected during and after the course. In this presentation I will tell about the experiences on pedagogical and technical solutions from teacher and learner perspectives. I will also tell how learners experienced the possibility to get assistance and support from the teacher and peer learners.

Katarzyna Opiela

Jagiellonian University in Krakow, Poland

YouTube in education

Katarzyna Opiela is a native to Krakow, Poland, and an English teacher with twelve years of experience working both for language schools and the Jagiellonian University. She writes most of her course material, which so far has included lessons in the fields of film studies and the new media, psychology, management and IT. She has also written numerous lesson plans for *Glottodidactic Fascicles* (a journal of the Jagiellonian Language Centre published by the university), mostly on the subjects of psychology and film studies and designed a 60-hour theme-based course “English for Psychology”. In her time working for the Jagiellonian University, she has been awarded the Rector’s Prize for outstanding achievement three times.

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Fleck, Bethany K.B. et al. “YouTube in the Classroom: Helpful Tips and Student Perceptions.” *The Journal of Effective Teaching*, Vol. 14, No.3 (2014): 21-37.

Oral presentation

Teaching engagingly and effectively may be a great challenge but there are many ways in which teachers can facilitate the learning process using YouTube, as the platform offers multiple opportunities to learn new skills or find information on every topic. The videos can be used to introduce new language, practice and/or revise it, etc. The teacher can also become a YouTube content creator (which might be necessary given the current circumstances when universities and whole countries are on lockdown) and thus facilitate the process of learning to, e.g. record a presentation of the target material.

YouTube videos can be used by students to prepare presentations/record videos on controversial topics for their classmates to watch and comment on as well as make response videos and prepare materials for peer-teaching, for instance, word formation exercises for their classmates, etc. Students can revise Reported Speech using dialogues from popular TV shows, learn modal perfect verbs for speculation using short animated videos, learn or revise tenses using, e.g. the same video on different stages of the lesson. For example, students can also be asked to write subtitles for a video in order to test their listening comprehension skills. The possibilities are limitless.

In my talk, I will focus on the experience I have had both using YouTube in the classroom to teach and/or revise grammar structures (e.g., tenses, Reported Speech, the Passive Voice, adverbs, modal perfect verbs, unreal past, word formation, relative clauses, etc.) and vocabulary (e.g., collocations, synonyms and antonyms, definitions, introducing new phrases, etc.) and designing materials for students to use at home. I will also point the conference attendees to various channels and tools they can use to create engaging content efficiently and in a way which will prove beneficial for their students from, e.g. downloading subtitles and

removing time-stamps within the downloaded text to prepare a transcript to recording presentations or live-streaming to, e.g. present new material.

W swojej prezentacji skupię się na używaniu YouTube do nauczania oraz powtarzania struktur gramatycznych (np. czasów, mowy zależnej, strony biernej, przysłówków, czasowników modalnych, przeszłości nierzeczywistej, słowotwórstwa, zdań względnych, itd.) i słownictwa (np. związków międzywyrazowych, synonimów i antonimów, definicji, wprowadzania nowych fraz, itd.) w klasie oraz tworzenia materiałów do wykorzystania przez studentów podczas pracy samodzielnej. Będę również mówić o rozmaitych kanałach na YouTube i narzędziach, których uczestnicy konferencji mogą używać, aby efektywnie tworzyć materiały atrakcyjne dla studentów, od np. pobierania napisów do danego filmu i usuwania znaczników czasowych z pobranego tekstu aby przygotować transkrypcję, do nagrywania prezentacji, czy nadawania na żywo, aby przedstawić nowy materiał.

Sophie Otsuru (Schieber)

Ritsumeikan Asia-Pacific University (APU)

How to contextualise dialogues between home and international students to improve interlanguage and academic skills.

Oral presentation

The internationalization of universities creates opportunities for domestic students to interact with their international peers. However, there are only few occasions in which international students and home students communicate in a meaningful manner, despite taking the same courses. Studies on foreigner talk (Hatch, 1978; Long, 1981) and asymmetrical dialogues (Clark & Wilkes-Gibbs, 1986), show that asymmetry of language proficiency and its subsequent audience design lead to significant changes on interlanguage and state of knowledge. Despite these benefits, more proficient students are reluctant to collaborate with less fluent students, one of the reasons being that simplification of the language is perceived as a non-academic feature. Furthermore, students who are not confident with their language skills tend to take a more

Once **Sophie** got into higher education, she never wanted to leave. She has been roaming corridors of tertiary institutions all over the world for the past 20 years either as a student, or a lecturer, and sometimes both. Her background is in psychology, linguistics and communication. Sophie is particularly interested in how to achieve successful communication between speakers of different cognitive abilities and language proficiencies, as well as its impact on language learning, and academic skills. She is currently working at APU-Ritsumeikan Asia Pacific University in Japan as an English and French lecturer.

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passive role in the discussion and play the role of a learner rather than that of a collaborator. In Multi-Cultural Workshops we try to rebalance the group dynamics thus encouraging meaningful and contextualised communication by allowing translanguaging and code-switching for activities such as the paper tower building challenge. These workshops are compulsory for all freshmen and last 90 minutes. They are split into two parts. During the first 45 minutes, students listen to a lecture on sociology or psychology in a large amphitheatre. During the last 45 minutes, students are split into classes of 30 students, then into smaller groups to perform a task as they are supervised by specifically trained older students, referred to as peer-leaders. The learning outcomes are collaboration and other transferable soft skills as well as fluency in the target language through the lowering of the affective filter (Krashen, 1982). Techniques that lecturers can use to facilitate the recalibration of the group dynamics will be presented and students' reservations will be discussed during the presentation.

La plupart des étudiants décident de faire leurs études à l'étranger afin de s'améliorer en anglais notamment. Cependant la communication entre étudiants nationaux et étrangers ne passe pas facilement à cause des écarts des niveaux de langue et l'absence de véritables occasions d'échanger. En effet lorsqu'on parle une langue couramment, il peut être fatiguant de s'adapter à son interlocuteur. Inversement si on doit vraiment se concentrer pour comprendre ce que son interlocuteur dit, cela devient très vite décourageant. De plus, des relations hiérarchiques se créent dans les dyades, ce qui est d'autant plus vrai au Japon. Malheureusement, la raison pour laquelle le dialogue avait été initié est très vite oubliée. Pour éviter cet écueil, APU, Ritsumeikan Asia Pacific University, a mis en place des ateliers de collaborations multiculturelles pendant lesquels les étudiants sont libres de s'exprimer dans la langue qu'ils préfèrent (anglais ou japonais). Le but de cette présentation est de partager nos expériences pour créer les conditions idéales pour un véritable échange entre étudiants internationaux et locaux.

Anjuli Pandavar

Masaryk University Language Centre, Brno, CZ

Quality Assurance in Portfolio Assessment

Round-table session

It is perhaps to be expected that teachers and administrators unfamiliar with portfolio teaching and assessment may wonder about quality assurance in this form of education, unconvinced by the long experience of the creative disciplines, such as fine art, architecture, creative writing, etc., in this regard, and perhaps unfamiliar with many diverse exploratory efforts in this direction.

During the Autumn 2019 semester, the Faculty of Education at Masaryk University (MUNI) introduced portfolio teaching and assessment. The speaker was involved in this process as a collegial quality assurance consultant. This talk will describe the measures taken in one of those courses to assure quality and fairness in the final assessment, the efficacy of those measure and lessons for the future. It will differentiate between universal lessons and lessons particular to MUNI or even to the discipline concerned.

Creativity, teamwork, autonomy and reflection drive the learning process; rubrics, adaptive comparative judgement and team-marking offer an appropriate assessment framework for that learning process.

The aims of this presentation are to dispel some of the scepticism surrounding portfolio assessment, and to suggest that its addition to an educational institution's repertoire enhances that institution's flexibility in responding to a changing and unpredictable educational environment. It is hoped that the audience will leave not only more open to portfolio assessment, but more ready to adopt a more exploratory approach to assessment and what it is meant to achieve.

The audience will be invited to open a broad discussion of the issues raised and to freely extend into related issues. That the method is more universally applicable than its traditional association with the creative disciplines might suggest emerges strongly from its application, e.g., in pedagogy, science and social studies at Masaryk University.

Strong audience input will be encouraged.

Dr Anjuli Pandavar, a recent British immigrant to the Czech Republic, is Coordinator for Internationalisation and an Assistant Professor at the Masaryk University Language Centre. She has been innovating in transformative education in several countries, including China, for the last ten years, specialising in developing students' language, creative, critical and metacognitive skills through project-based experiential learning. She is also a keen promoter of international collaboration in education. Anjuli holds a first degree in architecture, and higher degrees in development studies, economics, creative writing and political economy. She is a prolific social critic.

Das Ziel dieser Präsentation ist, die Skepsis der Portfolio-Bewertung gegenüber etwas abzubauen und darauf hinzuweisen, dass die Erweiterung des Spektrums einer Bildungseinrichtung ihre Flexibilität bei der Reaktion auf ein sich änderndes und unvorhersehbares Bildungsumfeld erhöht. Es ist zu hoffen, dass das Publikum nicht nur offener für die Portfolio-Bewertung bleibt, sondern auch eher bereit ist, einen explorativeren Ansatz für die Bewertung und das, was damit erreicht werden soll, zu verfolgen.

Das Publikum wird eingeladen, eine breite Diskussion über die aufgeworfenen Fragen zu eröffnen und sie freilich auf verwandte Themen auszudehnen. Dass die Methodik universeller als ihre traditionelle Verbindung mit den kreativen Disziplinen anwendbar ist, könnte sich stark aus ihrer Anwendung ergeben, z. B. in der Pädagogik, Wissenschaft und Sozialkunde an der Masaryk-Universität.

Ein starker Publikumsbeitrag wird gefordert.

Mat Plews

Humboldt University, Berlin

Mat Plews is a teacher of English for Academic Purposes at Humboldt University, Berlin. His primary research concerns measurement of the effectiveness of a TBLT approach in an EAP setting. Since 2011, he has been running an academic discussions course which is wholly adherent to TBLT principles, within the context of which he continues to conduct research. In total, he has been working in EAP and EFL contexts for over 25 years, having lived and worked in Portugal, China, the U.K., the Czech Republic and France prior to taking up his current position in Germany.

Task-based learning, not task-supported teaching

Workshop

The efficacy of task-based language learning and teaching (TBLT) has been much debated in recent years, with critics arguing that such an approach does not promote language development as much as its supporters claim and that it may well be inferior to more traditional approaches. In particular, critics say that TBLT fails to provide students with systematic coverage of language and does not encourage them to focus on linguistic accuracy and range.

As regards the issue of language coverage, this discrepancy can be addressed by the use of tasks with a very clearly-defined and executed instructional-sequence. Even specific grammatical, lexical or phonological forms can be covered in TBL through use

of what is known as a ‘focus-on-form’, which can occur during any of the phases of an instructional sequence and involves either a pre-planned or incidental addressing of language. Additionally, reading and listening (‘input-based’) tasks, carefully selected to provide coverage of specific linguistic areas, can be a rich source for a vast amount of appropriate new language.

Concerning the claim that tasks fail to provide participants with incentives to focus on linguistic accuracy and range, although this can clearly be a problem if task-design is poorly-conceived, this issue can be resolved through the use of well-designed and -implemented tasks which require students to make use of more complex linguistic forms and to focus on accuracy. Such tasks could also involve the students in ‘pre-task-’ and ‘online-’ (during task-performance) planning. In order to further ‘push’ students to use more suitable language, a system of assessment can also be built in, where students are rewarded for demonstrating grammatical accuracy, lexical range and stylistic appropriacy.

In other words, such criticism stems from a misunderstanding of what ‘task-based learning’ actually is and fails to take into account the fact that, in task-based learning, the whole syllabus (including any assessment) is based on the tasks themselves and made up of integrated ‘task sequences’ incorporating pre- and post-task activities and all-important ‘focuses on form(s)’. In task-based learning, tasks are well-planned and do not occur in isolation (‘task-supported’ language teaching’).

In this workshop, we will look at what defines a task and at common features of task sequences. Participants will then develop task sequences related to their own work contexts, to be shared with the whole group, who will have the opportunity to comment on their potential efficacy.

Die Wirksamkeit eines handlungsorientierten Ansatzes beim Sprachenlernen und -lehren ist in den vergangenen Jahren viel diskutiert worden. Die Kritiker argumentieren, dass solch ein Ansatz die Sprachentwicklung nicht in dem Maße fördere, wie seine Befürworter behaupten, und dass er im Vergleich zu traditionelleren Methoden schlechter abschneide. Insbesondere fehle bei diesem Ansatz die systematische Vermittlung von Sprache, sagen die Kritiker, und er rege die Studierenden auch nicht an, sich um Genauigkeit und Vielfalt im Ausdruck zu bemühen.

Die Befürworter halten allgemein dagegen, dass dieses wahrgenommene Übel daher rühre, dass viele Unterrichtspraktiker Handlungen faktisch isoliert einsetzen (handlungsangereichertes Unterrichten) und nicht als Teile einer Handlungssequenz, die vor- und nachbereitende Aktivitäten und den hochwichtigen „Fokus auf die Form(en)“ mit einschließt.

In diesem Workshop werden wir zuerst „Handlung“ definieren und die Grundeigenschaften einer Handlungssequenz bestimmen. Die Teilnehmer werden dann Handlungssequenzen für ihre eigene Unterrichtspraxis entwickeln und diese anschließend in der Gruppe vorstellen, um deren mögliche Wirksamkeit zu diskutieren.

Blanka Pojslová

Masaryk University Language Centre, Brno, CZ

Evaluating the effect of feedback on EFL writing quality and lexical sophistication: The perspective of psycholinguistic properties of words

Oral presentation

Feedback is a very powerful teaching tool, and in order to be effective, it should be timely, specific and multiple (Ferris, 2009). The feedback under investigation was provided to comply with these principles as far as institutional context allowed. This paper aims to present the results of the study investigating the effectiveness of feedback on EFL learners' writing quality with regard to lexical sophistication as an important component of writing proficiency.

Psycholinguistic properties of words have been of interest to cognitive scientists and recently have been connected to the construct of lexical sophistication. Word properties such as concreteness, familiarity, imageability, meaningfulness, age of acquisition, lexical-decision times and word associations have been used to model writing and lexical proficiency (Crossley&McNamara, 2011; Guo et al., 2013; Kyle et al., 2018). Learners' development in these aspects of lexical sophistication might be measured using indices of a freely available natural language processing

Blanka Pojslova is an ESP instructor and Language Unit Head at the Faculty of Economics of Masaryk University in the Czech Republic. She teaches courses of Business English, academic writing and intercultural communication alongside developing study materials and assessment tools for these courses. She is currently undertaking her PhD research focusing on the role of feedback in the development of writing proficiency of ESP students. Her other research interests include the role of ICT tools in the facilitation of the learning process and corpus linguistics, mainly analysing learner corpora to observe the FL acquisition process.

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tool TAALES (Tool for Automatic Analysis of Lexical Sophistication) (Kyle, 2015) which calculates over 300 indices capturing the construct of lexical sophistication.

The research design of the study takes the form of a pre-test/post-test quasi-experiment with the treatment in the form of a multiple-feedback provision on subsequent drafts of the same text in a computer-mediated environment where both a teacher and peers were feedback providers. Two learner corpora were collected and analysed using TAALES to explore how the psycholinguistic properties of words contribute to the development of lexical and writing proficiency of EFL learners of English for Specific Purposes.

The results indicate improvements with regard to lexical sophistication measured by the indices of psycholinguistic properties of words, and some of these changes are statistically significant. The findings suggest that mostly formative feedback provision might be effective in developing lexical aspects of students' writing and peer feedback might be successfully made part of the feedback provision process.

La contribution traite de l'effet de rétroaction multiplicative sur l'expression écrite des étudiants universitaires et se focalise en particulier sur le développement de la sophistication lexicale en termes de qualités psycholinguistiques des mots. La recherche prend la forme d'une expérience de test préliminaire and postérieur avec l'intervention en forme de rétroaction multiplicative électronique sur des versions consécutives d'essais qui est donnée par l'enseignant et trois collègues. L'effet de l'intervention est mesuré entre le corpus des essais de test préliminaire and le corpus des essais de test postérieur en utilisant l'outil de linguistique de corpus TAALES qui compte plus de 300 indices de complexité lexicale.

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Joan-Tomàs Pujolà

University of Barcelona

From adaptation to integration of ICTs in the “new normality” of language teaching

Plenary session

The COVID-19 pandemic in Europe in March 2020 generated an education crisis. Overnight, most educational institutions were forced to transform from face-to-face to online teaching. This caused disruption, destabilization and disorganization across all levels and sectors of the education system; it was complete mayhem. Nevertheless, teachers made strenuous efforts to adapt to the new teaching situation, more often than not struggling with technical and pedagogical issues.

As this temporary disturbance has been slowly disappearing, now is the time to reflect upon this abrupt transformation that found most of us unprepared and to start thinking about how to cope with the new language teaching reality if we are to continue teaching online.

This plenary session will tackle such issues, promoting the idea that rather than adapting to technologies language teachers should think how to integrate them meaningfully in their (new) teaching context.

Dr Joan-Tomàs Pujolà holds a PhD in Applied Linguistics from the University of Edinburgh, Scotland. He is a senior lecturer at the Department of Linguistic and Literary Education of the Faculty of Education, University of Barcelona (UB). His research focuses on various topics related to Computer Assisted Language Learning. Recently, he has been working on researching innovative methodologies to improve the teaching and learning of foreign languages such as the implementation of mobile learning, PLEs, flipped classroom, and gamification. He is also currently collaborating on two Erasmus + projects: ProPIC that focuses on the use of technology for Continuous Professional Development (CPD) and PRINTeL which aims to promote innovation in teaching & learning developing teachers' digital competence.

Romain Racine, Alessandra Keller-Gerber & Tanja Tovar

Université de Fribourg/Freiburg (Suisse)

Pour la reconnaissance et le développement des compétences interdisciplinaires des étudiants en droit bi/plurilingues : des grilles du CECRL à la définition de nouvelles catégories d'évaluation

Oral presentation

Dans la plupart des contextes de l'enseignement supérieur, il est désormais habituel que les étudiants, afin de parfaire leur formation disciplinaire, consacrent une part de leur temps d'études à l'apprentissage d'une ou plusieurs langues étrangères. Pour en mesurer les progrès accomplis et le niveau atteint, les Centres de langues des universités disposent d'outils d'évaluation éprouvés. Bien qu'élaborés en interne en fonction des particularités de chaque établissement, ceux-ci transposent le plus souvent la grille d'analyse discursive proposée par le dispositif du CECRL dont la typologie

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structurante se matérialise dans toute une série de tâches à accomplir déployées pour l'ensemble des quatre compétences testées.

En revanche, dans le cadre d'un cursus universitaire ayant pour objectif non seulement d'amener les étudiants à acquérir des savoirs disciplinaires et des connaissances en langue(s) étrangère(s) mais également de renforcer systématiquement leurs compétences bilingues et interdisciplinaires – c'est en tout cas l'objectif de la formation « bilingue plus-droit » à l'Université bilingue de Fribourg (voir RACINE et al. 2018) –, les enseignants se heurtent à la difficulté de ne guère pouvoir appliquer, dans ce contexte universitaire spécialisé, ces jalons évaluatifs hérités du CECRL.

Dans notre intervention, nous présenterons donc notre cheminement conceptuel allant des grilles d'évaluation reliées aux types de support en usage dans le FOU (le compte rendu, la synthèse, le commentaire, etc.) à une nouvelle typologie évaluative qui tient davantage compte des exigences de décloisonnement inhérentes au bi/plurilinguisme et à l'interdisciplinarité (MANGIANTE, PAPPETTE 2012 et BENDER et al. 2016). Exemples à l'appui, nous retracerons, d'une part, l'aporie – mise au jour par les expériences du terrain – dans laquelle nous nous trouvons pour évaluer les dossiers-mémoires interdisciplinaires des étudiants en droit et, d'autre part, les solutions envisagées pour y échapper. Il s'agissait (et s'agira encore) de développer des critères d'évaluation qui, au-delà des matrices et des actes de paroles définis par le FOU, s'inscrivent moins dans un schéma discursif et actionnel relativement figé que dans une approche « rhétorique » plus ouverte et globalisante (esprit synthétique, argumentation, étonnement...). Le but étant de parvenir à une évaluation qui mette en valeur les compétences bilingues et interdisciplinaires des étudiants, compétences que tous les acteurs universitaires appellent de leurs vœux mais pour lesquelles, jusqu'ici, il nous manquait des outils d'évaluation adaptés.

An den Hochschulen gehört heute, neben dem Fachstudium, das Erlernen einer oder mehrerer Fremdsprachen zum Standard. Zur Bewertung der Sprachkenntnisse verfügen die universitären Sprachenzentren über erprobte Evaluierungsinstrumente, die sich an den GER-Rastern orientieren oder sie ganz übernehmen.

Wenn hingegen nicht nur fachliche und fremdsprachliche Kenntnisse sondern auch zweisprachige und interdisziplinäre Kom-

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).

Alessandra Keller-Gerber holds degrees in Art History and English Literature (University of Lausanne, Switzerland) and received her PhD in Sciences of Plurilingualism in 2016 (University of Fribourg, Switzerland). She supervises an intensive French language course for mobility students organised by the International Relations Department of the University of Fribourg, trains future teachers and lawyers in academic writing at the Language Centre of the same university, and teaches at the Sciences of Plurilingualism Department (media and literature in language class). Her areas of interest are reflexive practices, both as a research method and as a mean of teaching, and her work focuses on the figure of the foreign student in Switzerland.

Tania Tovar, Master of Arts in Edition-philologie and Master of Arts in Theater and Dance Studies, is research assistant at Robert Walser Center and lecturer in German as Foreign Language (DaF) at the University of Fribourg. Her research focuses on the role of mother tongue in second language learning. She is a certified examiner for the Goethe-Institut.

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petenzen gefördert werden sollen – so wie dies die Ausbildung «Bilingue-plus-Recht» an der Universität Freiburg (CH) zum Ziel hat (RACINE et al. 2018) –, stehen die Dozenten vor der Schwierigkeit, in diesem spezialisierten universitären Rahmen die vom GER vorgegebenen Bewertungskriterien anzuwenden.

In unserer Präsentation werden wir unsere neu entwickelten Bewertungskategorien vorstellen, die den zwei/mehrsprachigen und interdisziplinären Anforderungen besser entsprechen (BENDER et al. 2016). Anhand von Beispielen werden wir aufzeigen können, wie wir von den Rastern des GER zu Kriterien gelangt sind, die einen umfassenderen «rhetorischen» Ansatz verfolgen. Ziel ist es, die zweisprachigen und interdisziplinären Kompetenzen der Studierenden zu fördern, zu deren Bewertung jedoch bisher geeignete Instrumente fehlten.

At university, learning one or more foreign languages alongside studies is now common practice. University language centres have tried, and tested, instruments for assessing language skills, most often based on the CEFR scales. However, in order to promote not only professional and foreign language skills, but also bilingual and interdisciplinary skills - as is the aim of the “Bilingual-plus-Law” course at the University of Fribourg (CH) (RACINE et al. 2018) - the usual evaluation criteria are no longer sufficient.

In our presentation, we will show how, through an analysis of law students’ written productions, we have devised new evaluation categories, capable of valuing the bilingual and interdisciplinary skills that seem to emerge, in the target language, in academic writings.

Divya Saksena¹ & Jaiwanti Dimri²

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Literatures and Learners at the Crossroads in India: The Power of Multilingualism for Academic Purposes

Oral presentation

After almost 40 years, India is revamping its National Education Policy (NEP) to provide “a framework for the transformation and reinvention of the education system in order to respond to the requirements of fast-changing, knowledge-based societies while taking into account the diversity of the Indian people, their traditions, cultures, and languages.” (NEP-2019:35). The new policy emphasizes the value of multilingualism as a cornerstone of teaching pedagogy. Multilingualism is a necessity for India (as of much of the developed world), for learning and expanding one’s horizons, enriching learners intellectually and culturally and equipping them with the structures of expression, vocabulary, idioms, and literature of more than one language.

Indian education was traditionally a *guru-shishya* (teacher-disciple) relationship built up over many years in isolated retreats (*ashrams*). The system reached its apogee in universities like Takshashila and Nalanda. Due to invasions and colonizations, the system was gradually replaced by the elitist British mode aimed at creating an English-speaking middle-class for routine administrative jobs. This paper seeks to examine the way English was established as an ‘elitist’ language and as a ‘lingua franca,’ despite the rich, expressive and scientific nature of Indian languages, both classical and modern. The New Education Policy emphasizes the need to impart multilingual education in (i) the learners’ mother-tongue(s), (ii) in a national language and (iii) in an internationally used language. In this way, it aims to minimize the colonial view of English as the language of the cultural elite, to return the power of a multilingual perspective to education as India approaches another cultural crossroad.

Crossroads implies not only the ending of a journey, but also the simultaneous opening up of multiple options for further self-exploration. In the Hindi novel *Surju Kei Naam* (2006) the protagonist Sukurmani travels many linguistic and political crossroads— from India to Bhutan. Her multiple dislocations impact her by enriching her multilingual competencies. Centering our query on the novel and its English trans-creation *To Surju, With Love* (2017), we examine (i) cultural and communication issues of domestication and foreignization and (ii) problematic areas of translation in terms of ‘faithfulness’ and ‘equivalence.’ We conclude by looking at the viability of multilingual translations for academic purposes in a wider global context.

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prof. (Dr.) Jaiwanti Dimri is a bilingual writer and translator in Hindi and English, a critic and academic. During her teaching career of thirty years she has taught in India and in Nigeria, Bhutan and the United States. Her fictional works in Hindi have been translated in English, Telugu and Marathi. Some of her notable publications are: *To Surju, With Love* which is a self-trans-creation of her Hindi novel *Surju Kei Naam*, *The Images and Representation of the Rural Woman*, *The Drukpa Mystique: Bhutan in Twenty First Century* and a Hindi translation of Bhutanese writer Karma Ura’s *The Hero with Thousand Eyes*.

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लगभग 40 वर्षों के बाद, भारत नई नीति शिक्षण की आधारशिला के रूप में बहुभाषावाद के महत्त्व पर जोर देने के लिए अपनी राष्ट्रीय शिक्षा नीति (NEP-2019) को संशोधित कर रहा है। भारतीय शिक्षा प्रारंभिक स्तर (आश्रम) में पारंपरिक गुरु-शिष्य (शिक्षक-शिष्य) से सम्बद्ध दायित्व और तक्षशिला और नालंदा जैसे विश्वविद्यालयों में इसकी चरम परिणति प्रदर्शित थी। उपनिवेशीकरण के दौरान, शिक्षा व्यवस्था को धीरे-धीरे अभिजात वर्ग की ब्रिटिश प्रणाली द्वारा बदल दिया गया जिसका उद्देश्य अंग्रेजीभाषी साधारण वर्ग को तैयार करना था। इस पत्र में हमारा यह जांचने का प्रयास होगा कि भारतीय भाषाओं की समृद्ध, अभिव्यंजक और वैज्ञानिक प्रकृति के बावजूद अंग्रेजी को अभिजात्य भाषा और 'लिगुआ फरेका' के रूप में कैसे स्थापित किया गया। अपने जांच बहिसों को हिंदी उपन्यास "सुरजू के नाम" (2006) और इसके अंग्रेजी रूपांतरण "टू सुरजू, वथि लव" (2017) पर केंद्रित करते हुए, हम घरेलू और विदेशीकरण और अनुवाद के समस्यारस्त क्षेत्रों के सांस्कृतिक और संचार केंद्रों की जांच करेंगे। एक व्यापक वैश्विक संदर्भ में अकादमिक उद्देश्यों के लिए बहुभाषी अनुवादों की व्यवहार्यता को देखकर नक्षिण र नकालने का हमारा प्रयास होगा।

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Speaking Test Validation and Mutual Recognition within the NULTE Framework

Oral presentation

Developing speaking skills in foreign languages is an important objective in academic curricula and particularly important in tertiary education. The Network of University Language Testers in Europe (NULTE) works under the umbrella of the European Confederation of Language Centres in Higher Education (CER-CLES). Acert and CertAcles examinations are two of the signatory language certification systems of NULTE's Memorandum of Co-operation, and as such, they abided to co-operate in research conducive to the validity and transparency of the mutual recognition of their certificates.

Performance based assessment is the preferred method for the assessment of speaking in the university context, involving not only the performance but also the judging process. McNamara (1996) identified the features of second language performance tests, which worked intrinsically around the performance to obtain a rating. These features are the rater, the scale, the instrument and the candidate. Consequently, ensuring test validity and reliability of speaking tests involves a complex process that includes detailed specifications which define clearly the construct so that the examiners know what type of speaking is to be assessed; transparent assessment criteria, appropriate tasks which would elicit sufficient language samples to be assessed, clear rubrics, and performance guidelines for the examiners and examinees.

Our research presents the efforts undertaken by the Universitat Politècnica de València (UPV) -developers and administrators of CertAcles examinations- and Poznan University of Technology (PUT) -developers and administrators of ACERT examinations- to further the collaboration established in 2017 and which resulted in published research on the validity of reading, listening and writing exams from both systems. The objective of our research is to focus on the validity and reliability of ACERT and CertAcles speaking exams and their comparability based on qualitative and quantitative analyses of exam specifications, rating criteria, candidates and raters from two exam sessions in PUT and UPV during 2019. The sessions were carried out in PUT with ACERT tasks and candidates and in UPV with CertAcles tasks and candidates. Raters of both universities attended both sessions with the objective of comparing performances, rating instruments and rating processes.

Our results aim to provide further bases for co-operation and improvement of assessment practices within the NULTE network.

Pod patronatem Europejskiej Konfederacji Akademickich Ośrodków Nauczania Języków Obcych (CERCLES) stworzono Sieć Uniwersyteckich Egzaminów Językowych w Europie (NULTE). Egzamin ACERT i CertAcles, są dwoma reprezentantami systemów certyfikacji językowej sygnatariuszy Memorandum o Współpracy NULTE i jako takie zobowiązały się do prowadzenia badań wspierających trafność i przejrzystość procesu wzajemnego uznawania certyfikatów.

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

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Nasze badania prezentują wysiłki podejmowane przez reprezentantów CertAcles - Centrum Językowe Politechniki w Walencji (UPV), oraz ACERT – Centrum Języków i Komunikacji Politechniki Poznańskiej (PUT) w celu kontynuacji współpracy nawiązanej w 2017 roku. Celem naszych obecnych badań jest sprawdzenie trafności i miarodajności egzaminów ACERT i CertAcles oraz ich porównywalności w oparciu o analizy specyfikacji egzaminów i kryteriów oceny komponentu sprawdzającego sprawność mówienia w języku obcym oraz cech kandydatów i oceniających z dwóch sesji egzaminacyjnych przeprowadzonych w PUT i UPV w roku 2019.

Słowa kluczowe: mówienie, sprawności, ocena językowa, internacjonalizacja, certyfikacja języka obcego, EAP, testy językowe, uznawanie egzaminów

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Monika Ševečková graduated in Translation and Interpreting of Russian Language and Ukrainian Language and Literature (Charles University, 2003), postgraduate studies in Paleoslavic and Slavic Languages (Masaryk University, 2014). She has completed internships in Finland, Germany, the Baltic States, Turkey, Poland, Russia and Ukraine. As an assistant professor of the Masaryk University Language Centre, she teaches Russian as a foreign language for academic and professional purposes. In her classes she emphasizes questions of material and spiritual culture of Slavs, phraseology and colloquial language. She is interested in ethnolinguistics, didactics, creativity and bilingualism.

Билингвизм – теоретические основы и практический опыт

Oral presentation

Современный мир требует максимальную способность и готовность человека разбираться в многочисленных жизненных обстоятельствах. В эпоху глобализации, когда общества не могут развиваться в изоляции, многие ситуации требуют знания иностранных языков и навыков, связанных с их овладением. Образование в 21 веке тесно связано с интернационализацией; университеты интегрируются в культурно-образовательное пространство, их деятельность направлена на увеличение контингента иностранных студентов. Благодаря миграции и смешанным супружествам среди студентов появляется огромная группа нового поколения студентов-билингвов, которая требует специального подхода, учитывая психолого-педагогические факторы (Цейтлин, 2011).

В нашей статье рассматривается роль студента в процессе

преподавания иностранных языков с точки зрения двуязычности и лингвокультурологического исследования данной проблематики. Люди по натуре зрители (Barrow, 2013), которые пытаются познавать и понимать окружающий их мир посредством культурного и когнитивного богатства, связанного с языком. О языке можно рассуждать как о врожденном (Хомский, 2005) или как о выученном стереотипе поведения.

Двуязычные студенты довольно быстро и бессознательно переходят с одного языка на другой, т. е. без особых проблем переключают код (Салимова – Тимерханов, 2017) и образовательный процесс, таким образом, становится специфичным. В статье разглядываются возможности вовлечения студентов-билингвов в процесс обучения иностранного языка в смешанных группах студентов. На основании опросника дается характеристика и описание языкового разнообразия и дидактических условий эффективности билингвального подхода к обучению студентов на курсах русского языка как иностранного в Университете им. Масарика.

Целью данного исследования является повышать качество подготовки будущих специалистов, владеющих русским языком, так как данный язык выбирает в Чешской Республике все больше студентов. Задачей преподавателя является вырабатывать навыки и поддерживать таких студентов-билингвов в процессе их обучения. Хороший педагог готов помогать находить для них самые эффективные стратегии обучения, чтобы они, будучи специалистами, повышали конкурентоспособность вузовского обучения.

Обмен лучшей практикой, подверженный обсуждению на разного рода конференциях, семинарах, круглых столах, а также дискуссии с самими билингвами, дает надежду на предоставление новой перспективы для обсуждения вопроса билингвизма как многоаспектного феномена. Автор данного исследования, которое опирается на теоретические основы, уверен, что решения в вопросах билингвизма затронут также обучение иностранным языкам, откроют новые возможности не только преподавателям, но и самим студентам, которые в будущем станут теми, кто будет менять мир.

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The modern world opens unexpected opportunities – cultural contacts, use of media, everyone’s maximum ability to understand the many situations that occur in human life; many of the above mentioned situations require knowledge of foreign languages. Education in the 21st century is closely linked to internationalization. Universities are integrating into the cultural space, there is a huge new target group – generation Z of bilingual students. In our article, we consider the students’ role in the process of teaching foreign languages from the point of view of bilingualism and linguoculturological research. The purpose of this study is to improve the quality of training of students as future specialists and help them to take responsibility for their learning, develop their skills, and find the most effective learning strategies so that they, as specialists, increase the competitiveness of university education.

Joseph Shaules

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Joseph Shaules (PhD) has worked in language and intercultural education in Japan, Mexico and Europe for more than 25 years. He is a specially appointed professor at the GIC Center at Keio University, in Tokyo. He is the director of the Japan Intercultural Institute, and a faculty member of the Tsuda University Graduate Program in TESOL. Books include: *Language, Culture and the Embodied Mind* (Springer), *The Intercultural Mind* (Intercultural Press), *Deep Culture* (Multilingual Matters) and *Identity* (Oxford University Press). He is proficient in English, Spanish, Japanese, French and Indonesian.

Deep Learning: A Sociocognitive Approach to Transformative Language and Culture Pedagogy

Workshop

More than 100 years ago, education reformer John Dewey decried pedagogy that emphasized the “mere absorbing of facts and truths”. Today, however, many classrooms still treat language learning as a process of transferring rule-based knowledge about language structures. Even ‘communicative’ approaches may embody reductionist views that emphasize memorizing key phrases in the service of ‘efficient’ communication. Such approaches treat the learner as a recipient of knowledge, or collection of abilities, and thus downplay the psychology of learning, and personally meaningful elements of the learning experience.

As an alternative to this, this workshop will introduce a deep learning approach to language and culture learning and pedagogy. This approach, which emphasizes the transformative potential of language learning, will be detailed in the form of the *Developmental Model of Linguaculture Learning* (DMLL) (Shaules,

2019). The DMLL was developed in Japan by educators seeking more engaging approaches to foreign language education, and ways to better integrate language and culture learning pedagogy. Grounded in dynamic skill theory, the DMLL conceptualizes language and culture learning as the embodiment of dynamic systems of meaning into the intuitive mind, and describes four developmental levels of learning. It acts as a conceptual guide to planning pedagogy and serves as a reflection tool for students. It has been used to develop foreign language curricula in Japanese universities, and has been elaborated through research into the psychology of learning, supported by the Japanese Ministry of Education (Shaules, 2017).

The deep learning approach is underpinned by advances in brain and mind sciences, which reveal the extended and embodied nature of cognition and mind (Atkinson, 2010), and remind us that language is more than a symbolic code—its use is closely tied with experience, affect, body states, and metaphoric understanding (Bergen, 2012). Such work highlights the importance of emotion in learning (Brookman, 2016), and the need to take the psychological well-being of learners into account. This socio-cognitive perspective encourages a holistic view of the learner, and resonates with views of learning that originate outside of Western dualist traditions.

This workshop will provide an overview of the DMLL, including its background and supporting research. Participants will learn how it has been applied in practice, and will have a chance to explore how it can be adapted to different educational contexts. The emphasis will be on an active exploration of alternative approaches to more deeply meaningful language and culture pedagogy. Il y a plus d'un siècle, le réformateur de l'éducation Américain John Dewey a dénoncé la pédagogie qui mettait l'accent sur la «simple absorption des faits et des vérités». Aujourd'hui, de nombreuses salles de classe traitent encore l'apprentissage des langues comme un processus de transfert de connaissances basées sur des règles organisant les structures linguistiques, et traitent l'apprenant comme un réceptacle des connaissances ou comme un ensemble d'aptitudes. Comme alternative, cet atelier introduit une approche à la pédagogie dite deep learning (apprentissage profond), le Developmental Model of Linguaculture Learning (DMLL). Développé au Japon et fondé sur la théorie des dynamic skill theory, le DMLL décrit quatre niveaux de développement

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d'apprentissage linguistique et culturel. Il sert de guide pour comprendre ce qui fait de l'apprentissage des langues une expérience plus profonde et transformative. Cet atelier fournira un aperçu du DMLL et aidera les participants à explorer comment le DMLL peut être adapté à différents contextes éducatifs.

Hasan Shikoh

English for Academic Purposes (EAP) Tutor & Programme Coordinator University of Birmingham, UK

Hasan Shikoh has been in the teaching profession since 1997 and has taught/trained in 16 countries. Since 2008, he has worked at the University of Birmingham (UK) where his professional versatility is evidenced by the responsibilities accorded to him, including staff, programme and iVLE management; teaching; and multimedia branding/marketing. Prior to this, Hasan taught Creative Writing at the University of Warwick (UK). He has over 130 publications, the most recent being a chapter entitled 'Multimodal Authenticity in EAP' with Cambridge Scholars Publishing, and a short story 'Is there no Muslim amongst you?' in the literary magazine *Fellowship & Fairy dust*, USA.

Quality control or teacher development? Reflecting on teaching observations

Workshop

In an ever-changing and fiercely competitive global education sector, its main stakeholders are becoming fixated on the pursuit of leagues table rankings to differentiate themselves from their competitors. Paradoxically, this is often at the expense of a diminishing regard for true standards of excellence, or the genuine desire for knowledge acquisition and growth. Language Centres and teaching practitioners in an English for Academic/Specific Purposes (EAP/ESP) environment are not immune from this situation. In the case of well-functioning educational establishments, however, there is a recognition of the synergy needed between the core skills set that will ensure success, namely: managerial competence, dynamic co-dependence with trust between the employer and employee, and research-informed teaching.

One of the most anxious moments that teaching staff face, including at university level, is that of being observed for quality control purposes. This is particularly true when the observation outcome is high stakes, for instance, in cases where it is recorded as part of an official appraisal or performance development review, or when it is used to determine suitability for extensions to fixed-term contracts and/or future re-employment. What classically induces additional stress and anxiety for many observees is that, by default, most observers assume the position of an authority on pedagogy, thereby tending to act prescriptively in their assessment of the lesson(s) observed. Furthermore, their feedback then

typically reflects the mindset that there is a specific approach for each teaching occasion. This inevitably disempowers teachers who are recipients of this form of what may sometimes be disparaging feedback as they are forced into a defensive position when attempting to justify their instructional decisions.

This workshop will take a *situation-problem-solution-evaluation* approach to examining the practice of *Teaching Observations*. It will invite attendees to reflect on personal experiences of workplace observations as the observer and/or observee before highlighting the main problems that are commonly reported in staff and quality development practices. It will then present a dual-pronged research-informed procedure for quality control and teacher development that was successfully developed and introduced at the University of Birmingham in the UK: at its launch in 2012, it was described by a team of British Council accreditation inspectors as ‘pioneering’. Finally, workshop participants will be asked to evaluate the proposed teaching observation system and its accompanying report form before considering how it may be modified for use in Language Centres and other academic units within their HEIs.

Tento workshop se bude věnovat náslechům ve třídě a tomu, jak mohou být vedeny smysluplným způsobem, aby si z nich odnesli co nejvíce všichni zúčastnění včetně stakeholders. Jmenovitě jde o akademické instituce, učitele a lidi na náslechu. Konkrétně bude využit interdisciplinární přístup, který využívá životní zkušenost a náslechy určují, jak instituce věnující se výuce mohou zajistit a udržet vynikající kvalitu výuky jako součást procesu kontroly kvality a zároveň nabídnout učitelům opravdové příležitosti pro profesní rozvoj.

Primárním cílem tohoto workshopu bude prověřit, jak management v akademickém prostředí může být podpořen, aby hrál roli facilitátora v procesu náslechů, aby podporoval zážitkové učení na straně pozorovaných ve formě reflexivní praxe. Účastníci workshopu budou vyzváni, aby vyhodnotili vysoce úspěšné, prověřené a testované postupy při násleších, aby zvážili, jak mohou být tyto postupy využity v jejich domácím pracovním prostředí.

Martina Šindelářová Skupeňová

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Speech is silver, silence is gold: What really happens during individual language counselling sessions

Martina Šindelářová Skupeňová is an English language lecturer at the Masaryk University Language Centre, Brno, Czech Republic. She has been a member of the English Autonomously team for 6 years, leading various modules and providing individual counselling sessions for students. Since she is interested in intercultural communication and arts, she has been trying to incorporate those areas into her teaching activities at Faculty of Arts as much as possible.

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Oral presentation

As a member of the English Autonomously project at Masaryk University, the author has been providing individual counselling sessions to her students and trying to gain understanding of how those sessions contribute to language learning. The three counselling sessions involved in the English Autonomously course each have a different main goal. The first one focuses on planning, the second on monitoring and the last one on evaluating the learning process. Ideally, the sessions should be driven by the students/counselees and their individual needs. The aim of this presentation is to investigate the interaction between the counsellor and her counselees and to observe different types of practices used during the sessions.

This pilot case study is based on analysis of the sessions' recordings and attempts to identify patterns in communicating and turn-taking. It will be discussed whether and how the identified patterns correspond to the counsellor's and counselee's roles. Special attention will be paid to pausing and dealing with silence. The presentation will demonstrate what practices result in students becoming (more) active in the counselling dialogue and to what degree they are capable of overtaking control over their learning. The three sessions will be both compared and contrasted as there are various levels of given structure in each of them. During the first and last session, the counsellor relies on a set of course materials to plan or evaluate students' activities. In the second session, there are more opportunities for the counselees to navigate the communication themselves and thus, to concentrate on issues of their choice. The sessions 'analysis is going to explore if counselees use this opportunity and if they are willing not only to discuss the generally established agenda ,

but also to address issues that are personally important for them. The presentation aims at analysing which types of interaction can be considered to be most useful for students' progress in learning and observing if these practices are present enough in the counselling sessions. It will be proposed that what could support students in improving their learning best, is counsellors speaking less and being (consciously) silent more.

Prezentace bude vycházet z analýzy individuálních jazykových konzultací, které probíhají v rámci kurzu Angličtina autonomně. Průběh konzultací bude zkoumán s ohledem na typy interakcí mezi poradcem a studentem, střídání mluvčích, zvláštní pozornost bude věnována pomlčkám a práci s tichem. Prezentace se snaží zjistit, které praktiky vedou k aktivnějšímu zapojení studentů do průběhu konzultací, nakolik jsou studenti schopni převzít kontrolu nad svým učením a zda využívají možnost zaměřit se při konzultacích na své individuální potřeby. Cílem prezentace je ověřit, zda postupy, které jsou pro učení nejpřínosnější, jsou v konzultacích dostatečně využity a navrhnout, že v roli poradce platí „mluviti stříbro, mlčeti zlato“.

Die Präsentation basiert auf einer Analyse der individuellen Sprachkonsultationen, die im Rahmen des Kurses English Autonomously stattfinden. Der Verlauf der Konsultationen wird im Hinblick auf die Interaktionen zwischen dem Berater und dem Studenten und das Sprecherwechsel untersucht, mit besonderer Aufmerksamkeit für die Pausen und Stillebehandlung. Die Präsentation soll ermitteln, welche Praktiken zu einer aktiveren Einbeziehung der Studenten in den Konsultationsprozess führen, inwieweit die Studenten die Kontrolle über ihr Lernen übernehmen können und ob sie die Gelegenheit nutzen, sich während der Konsultationen auf ihre individuellen Bedürfnisse zu konzentrieren. Der Ziel der Präsentation ist zu überprüfen, ob die Best Practices in den Konsultationen ausreichend genutzt werden, und darauf hinzuweisen, dass die Rolle des Beraters in dem folgenden

besteht: „Silber zu sprechen, Gold zu schweigen“.

Rasha Soliman

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Dr Rasha Soliman is a Lecturer in Arabic Language and Linguistics at the University of Leeds. She started her career in Teaching Arabic as a Second Language (TASL) in 1995. She has a Postgraduate Certificate in Teaching Second Languages and an MA in Applied Linguistics from the University of Southern Queensland in Australia. Her PhD is in Arabic Applied Linguistics which she obtained from the University of Leeds in 2014. After working at the International Language Institute (ILI) in Heliopolis – Egypt for a number of years, she joined the University of Manchester in the UK as a Lector in Arabic then was appointed as a Senior Language Tutor in Arabic in 2008 before she joined the University of Leeds in 2015. Her current research and scholarship interests include sociolinguistics, language variation in the Arabic classroom, Teacher training, approaches to grammar teaching and the application of the Common European Framework of Reference (CEFR) to TASL.

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The integration of linguistic diversity awareness into the syllabus: The case of Arabic

Oral presentation

In an ever-changing and a competitive world, language learners need to be aware of the diversity of the languages they are learning in order to succeed in a variety of communicative contexts. Linguistic variation is an inevitable aspect of every language which leads to questioning the concepts of mono-lingualism and the notion of the ‘Native Speaker’ (NS). In the last two decades, linguists and language teachers started to have a broader view of the language form they choose to teach. An example of this broader view of how languages are used is the concept of English as a Lingua Franca (ELF) which views English language teaching in a more globalised way rather than limiting it to one variety of English. Although ELF has been researched, discussed and encouraged in the field of ELT, still the resources and approaches on how to introduce language variation is quite limited (Davies & Patsko, 2013).

In the field of Arabic language teaching, the diversity is much greater than in most languages. This is due to the diglossic nature of Arabic as well as the vast geographical area in which Arabic dialectal varieties are spoken. Therefore, students of Arabic find themselves in communicative contexts that require broad understanding of different Arabic varieties spoken and written around the world. While it is unpractical to teach different varieties, raising awareness of the variation is plausible and can aid their comprehension of different forms (Soliman, 2015) and therefore enhances their communicative skills. Raising awareness of linguistic and dialectal variation is also in line with the focus on plurilingualism highlighted in the new CEFR volume (Council

of Europe, 2018). This talk will present work-in-progress which looks at how to integrate awareness of Arabic variation into the syllabus taught at University level. Variation awareness and comprehension are integrated in almost every lesson as an additional language skill in which students are introduced to phonological, morphological, lexical and syntactic diversity after they are taught a linguistic element in the standard variety of Arabic. This starts with the basics of how certain Arabic phonemes are pronounced differently in different regions and extends to more complex morpho-syntactic elements. In these lessons, variation is introduced explicitly through presentations of linguistic rules and implicitly by getting learners to infer the extent of variability through listening and reading activities. The talk will give practical examples from Arabic but the principles and techniques can be applied to other languages as well.

ربكأ ةيبرعل ةغلل س يردت لاجم يف يوغلل ددعتلاو عونتل ةيج اودزالا ةع يبط يلى لك لذ دوعي . تاغلل مظعم نم ريئكب ةيفارغل ةحاسملا يلى ةفاضل ديدحتلاب ةيبرعل يف يوغلل بال ط دجي ، بابسأل هذهل . ةددعتم تاجهل لمشت يتل ةعس اول بل طتت يتل ل لصاوتل تاقايس يف مهسفنأ ةيبرعل ةغلل ةبوتكملاو ةقوطنملا ةفلتخملا ةيبرعل تاجهلل اعساو أمهف س يردت يلمعل ريغ نم هنأ نم مغرلا يلى . ملعل اعساو عيجم يف نيابتل اذهب يوغلا ةدايز عاطتسملا نم هنأ ال ، ةفلتخم تاجهل تاجهل مهف نم لصفأ يوتسم لوصول يلى ع نيملعتملا ةدعاسم ل لصاوتل يف مهتاراهم ززع يلاتلابو (2015 ، ناميلس) ةددعتم يلى زيكيرتل عم يوغلل نيابتلاب يوغلا ءاكذ ايشامتي س لجملا) ديدجل CEFR دلجم يف ةحضملا ةيوغلل ةيددعتلا جمد ةيفيك عوضوم ةيملعل ةقرولا هذمه مدقتس . (2018 ، يبوروالا يذلا جهنملا يف ةيبرعل يف يوغلل نيابتلاو ددعتلاب يوغلا أبيرقت سرد لك يف جمدلا اذمه متي . ةعماجلا يوتسم يلى ع س ردي عونتللاب بالطل فيرعت اهلالخ نم متي ةيفاضل ةيوغل ةراهمك أرنع مهس يردت دعب يوحنل او يمجعمل او ججولوفروملا او يتوصل ةيفيك تايساسس أب جمدلا اذمه أدبي . يحصفلا يف نيعم أيوغل ةفلتخم قطنم يف فلتخم لكشب ةيبرعل تاوصلال ضعب قطن متي ، سوردا هذمه يف . أدبيقت رثكأ ةيوغل رصانع يلى دتميو ةيميدقتللا ضرورعل لالخ نم رشابم لكشب فالخال مديقت يلى ع نيملعتملا ثح قيرطنع ينمض لكشبو ةيوغلل دعوقل مدقي . ةءارقل او عامتسال ةطشنأ لالخ نم نيابتلا يدم جاتنتسا هذمه قيبطت نكمي نكل ، ةيبرعل ةغلل نم ةيملع ةلثمأ ثي دحل

أضيأ ىرخأ تاغل ىلع تاينق تال او ىءابملا

Lenka Stejskalová & Dagmar Siegllová

ŠKODA AUTO University

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.

Lenka Stejskalová received her master's degree from the Faculty of Science at the Charles University in Prague, Czech Republic, completed her studies of teaching general education subjects at the Faculty of Education at the Charles University of Prague, Czech Republic, and gained her, MBA from the Institute of Industrial and Financial Management, Prague, Czech Republic. She also owns the Teaching English for Business Certificate from IH in London. Besides English (BE, EAP), she teaches Management while applying the CLIL approach. She is the institution Vice-Rector for International Relations, and worked for 20 years as a head of the Department of Languages and Intercultural Competences. In 2018, she became the Cambridge Examiner for FCE and CAE oral exams. As an EN C1 courses supervisor, she is responsible for methodology and curricula development.

Designing language courses to develop learner autonomy

Oral presentation

The 21st century is the time of unprecedented speed of social and technological development and change. It is also the time of globalized and internationally interconnected world pregnant with information, dynamics of events, and individual choice. These attributes create a highly complex, unpredictable, ambiguous, and volatile environment putting new demands on every adult individual to continue in their efforts to educate, requalify and upskill during the course of their whole life. Developing autonomy, willingness and ability for life-long learning within the boundaries of individual school subjects, therefore, represents one of the main objectives and challenges of the current educational system and its policies set on the institutional levels. At the same time, it has also been part of both national and international strategies defined for the field of education.

The presented language course model responds to these needs by constructing its content to develop student autonomy in language learning through a combination of topics, tasks and activities with a high degree of student involvement. Based on student needs analysis studies conducted institutionally in 2006 and replicated in 2013 and 2016, as well as on a research run between 2017 and 2020 in cooperation with higher education institutions on an international level, a set of business English courses applied at the ŠKODA AUTO University was designed. The courses aim at teaching the students language through content and skill training, while developing their individual responsibility and self-direction. The CLIL approach is adopted to choosing the course topics and outline. In-class activities as well as student home preparation aim at the main competence development evenly distributed between reading, writing, listening, and speaking tasks. Teaching methods

cover both individual work and peer cooperation. Course requirements, finally, provide students with a high degree of freedom when making decisions about the content of their projects later shared with their peers through class debates and presentations. As such, this concept helps students find the area of their self-realization which boosts their motivation, willingness, and ability to continue and self-direct their further learning within a wide scope of professional and social contexts reflecting the conditions of the 21st century society and job market.

Rozvoj dovedností 21. v souladu s požadavky pracovního trhu je otázkou synergie mezi úrovní státu, vzdělávacích institucí i individuálního přístupu studentů. Ve vzdělávací praxi terciálního sektoru je otázkou nejen přímé výuky a kontaktu se studenty, ale klíčová je i tvorba kurikul a školních programů. Předložený příspěvek představuje model pro výuku cizích jazyků na terciální úrovni podložený výsledky výzkumu potřeb na všech úrovních jazykového managementu, který vychází z výzkumných projektů ŠKODA AUTO Vysoké školy realizovaných v letech 2006, 2013, 2016 a mezi roky 2017-2020. Na mikro úrovni jsou popsány potřeby z hlediska studentů, na mezo úrovni proběhla výzkumná sonda na mezi institucemi a firmami a na makro úrovni vznikla studie v rámci univerzitní mezinárodní spolupráce. Výsledkem je úprava školních programů pro jazykové vzdělávání, včetně metod implementujících přístup CLIL tak, aby u studentů kromě jazykových dovedností byly rozvíjeny i dovednosti komunikační a interakční, společně s autonomií vedoucí k celoživotnímu vzdělávání.

Cristina Tat

Kwansei Gakuin University

Reading to Write, Writing to Read

Oral presentation

Abstract: This presentation will describe an elective course that has been introduced with the aim of encouraging university students to read for pleasure and to become more actively engaged with texts by developing their writing skills. The required English courses in this EAP program focus mostly on intensive reading

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Cristina Tat is an Assistant Lecturer of English in the School of Policy Studies at Kwansei Gakuin University. She is a graduate of Vassar College and Baruch College Marxe School of Public and International Affairs. Her research interests include extensive reading and comparative education.

and academic writing, and students' reading progress is actively tracked through MReader and Xreading, online platforms that track reading speed, total words read, and check comprehension through quizzes. Moreover, due to the grammar translation method which is widely utilized in Japanese schools to teach reading in L2, most students tend to engage in sentence level translation rather than the process of extensive reading. This kind of academic background coupled with the fact that most of the students in the program are not language majors, but have to successfully complete a rigorous two year language training program, has led students to view reading and writing as the necessary "obstacles" they have to overcome in order to pass. Students participating in this elective course (n=75) were surveyed twice, at the beginning and at the end of the semester. According to the survey responses at the beginning of the semester, very few of them read in L1 or L2 in their spare time. Furthermore, only 25% of the students surveyed responded that they enjoyed reading in L2 and only 15% felt that they were able to express their opinions in the academic writing courses. It was the instructor's hypothesis that through experiencing the process of creative writing, students could develop audience awareness from instructor and peer feedback, and also that they could use short works of fiction, such as the graded readers (books written specifically for learners of another language) used in this course, to develop their writing skills. It was the instructor's hope that students would become more critical readers by learning to be better writers. Although the end of semester survey results seemed to indicate that most students were now more likely to enjoy reading in general and to continue doing so outside of this course, doing so in L2 seemed to be mostly true for students who were reading regular works of fiction (such as those written for native speakers) or graded readers above Level 3. The basic outline of the course as well as students' responses to surveys about their reading habits at the beginning and end of the course will be described in the hope of generating discussion and sharing ideas for further course development.

Aceasta lucrare prezinta un curs facultativ introductiv adresat studentilor din anul doi din Japonia. Acest curs are ca obiectiv incurajarea cursantilor sa citeasca din placere si sa fie tot mai atrasi de textele sugerate spre lectura, prin scriere creativa. In general, in ultimii ani, s-a renuntat la predarea de cursuri de literatura in universitățile din Japonia si, desi multi studenti sunt obligati sa studieze limba engleza, literatura nu figureaza

in programa. S-a dovedit inasa ca Extensive Reading, sau citirea extensiva a cartilor la nivelul personal de cunoastere a limbii sau chiar sub acest nivel, reprezinta o metoda buna de imbunatãtire a competențelor socio-lingvistice. Scheletul cursului, precum și rãspunsurile studenților la sondajele cu privire la obiceiurile lor de lecturã de la începutul și la sfârșitul cursului vor fi prezentate, în speranța de a genera discuții și de a împãrtãși idei pentru dezvoltarea ulterioara a cursului.

Petra Trávníková

Masaryk University Language Centre, Brno, CZ

Students' self-reflection journals: what do they tell us about their learning as a process?

Oral presentation

When students first hear they should keep a diary throughout the entire term, they often think of Marco Polo or Franz Kafka, and see diary keeping as something rather out of date; however, towards the end of the course, they realize it is surprisingly modern and efficient when applied in language learning. If we want students to become autonomous and take responsibility for their own learning, it is obvious they must get to know themselves first. By making them reflect on what they do and, above all, how they feel while doing it, we help them become more aware of where they come from and what they would like to achieve.

This paper aims to present the results of the content analysis of a corpus of approximately 60 self-reflection journals written by the author's students in an EAP course focused on presentation skills. It is mainly up to them to choose the form and style, even though they are given some simple guidelines they should follow (e.g. the number of entries and the initial and final tasks). Moreover, they are encouraged to reflect upon their feelings before, during and after the individual presentations. The self-reflection journal is part of their portfolio assessment and they are given points for submitting it at the end of the course.

The course in question is skills-based, which means that students learn mainly via doing and so experiential learning comes

Petra Trávníková is an assistant professor at the Masaryk University Language Centre. She received her Ph.D. from the Dept. of English and American Studies, Faculty of Arts, Masaryk University, upon defending her dissertation entitled "Positive Politeness Strategies Claiming Common Ground in Computer-Mediated Communication". Her main academic fields of interest are linguistic politeness, intercultural pragmatics, and pragmatic competences and autonomy in ELT.

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to play. Under closer scrutiny, students' journals nicely reflect Kolb's (1984) learning cycle with all its four stages. After giving a presentation (i.e. what Kolb calls *concrete experience*), they receive the teacher's and peer feedback and write about all that in their journals (*reflective observation*). However, it is not a mere depiction of past experience, they also describe what they have learned from doing that (*abstract conceptualisation*) and they consequently plan what they would like to do next or what they want to change or improve about their presentations (*active experimentation*). By means of these entries, students can observe how they have developed (and hopefully progressed) these skills, and what is more, they do that in the target language. To sum it up, the presentation will introduce the topics that are dealt with in the journals under examination and show how they contribute to students' achieving the goals they set at the very beginning of the course.

Die Präsentation befasst sich mit dem Thema Selbstreflexionstagebücher in Kursen in akademischem Englisch mit Schwerpunkt auf Präsentationsfähigkeiten. Im Rahmen ihres Portfolios müssen die Studierenden ein Tagebuch führen, in dem sie über die einzelnen (Mini)Präsentationen nachdenken, die sie während des gesamten Semesters gehalten haben. Die inhaltliche Analyse eines Korpus von 60 Tagebüchern hat ergeben, dass die Studierenden alle vier Phasen des experimentellen Lernzyklus von Kolb (1984) durchlaufen, wobei die reflektierende Beobachtung für den Schwerpunkt dieses Beitrags am wichtigsten ist. Darüber hinaus werden die Themen gezeigt, die die Studierenden in ihren Beiträgen beschreiben und untersuchen. Ferner wird diskutiert, wie dies zur Verbesserung ihrer Präsentationsfähigkeiten sowie ihrer Sprachkompetenz beiträgt.

Ewa Wapinska

Department of Linguistics and Scandinavian Studies, University of Oslo, Norway

Exploring new directions in language teaching and learning: Tailored Norwegian language courses for academic staff

Oral presentation

The purpose of this presentation is to give listeners an overview of recently organized new types of Norwegian language courses tailored for international academic staff employed by the University of Oslo. The talk deals with the specificity of the courses due to their highly tailored dynamic perspective as well as university policy which requires international academic staff to attain good command of Norwegian to be able to communicate in the workplace, take an active part in meetings and discussions, and eventually start teaching and lecturing in Norwegian.

The courses differ from ordinary Norwegian language courses taught at our university due to such aspects as intensity and short duration of the courses in addition to tailored teaching materials from the participants' current work-related contexts, literature and authentic articles, and no textbook.

Furthermore, particular emphasis is placed on stimulating the learners to oral activity and prepare them to take initiative to communicate actively, make requests, exchange opinions or assess the students, and ultimately profit from pedagogically appropriate target language use instead of English. The dynamic content of the teaching also prepares international academic employees to give context-based presentations on various topics which deal with their own professional fields of interest as well as comparative insights into Norwegian daily life and society.

Finally, the teaching and learning approach takes advantage of the employees' multilingual and multicultural competencies and utilizes a contrastive perspective in the teaching. The courses also emphasize the participants' oral and written activities in Norwegian together with linguistically and culturally suitable mediation strategies and profession-related language practices which include extensive vocabulary use and idiomatic expressions, intertwined with context- or task-specific strategies and culturally adapted communication.

Last but not least, the content of this presentation will address both the benefits and some challenges of this type of tailored language courses which nevertheless appear to be worthwhile attention for further exploration to enhance successful learning and teaching practices for academic staff.

Lo scopo di questa presentazione è fornire agli ascoltatori una

Ewa Wapinska is a university lecturer in the Department of Linguistics and Scandinavian Studies at the University of Oslo and has been teaching Norwegian for International Students since 2003. Her professional experience includes ten years of teaching at the International Summer School (ISS), University of Oslo, teaching Norwegian abroad, and working in adult education. In 2004 she launched a pilot project, *Norwegian for Construction Workers – hybrid courses*, introducing the CEFR and the ELP to vocational courses in Norwegian for Polish construction workers.

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panoramica dei nuovi tipi di corsi di lingua norvegese recentemente progettati dall'Università di Oslo e pensati per il personale accademico internazionale assunto dall'Università. La presentazione illustra la specificità sia dei corsi, con la loro prospettiva dinamica altamente personalizzata, sia della politica universitaria che richiede al personale accademico internazionale di raggiungere una buona padronanza della lingua norvegese per essere in grado di comunicare sul posto di lavoro, prendere parte attiva in riunioni e discussioni, e infine iniziare ad insegnare e a tenere conferenze in norvegese.

Catherine Xiang¹, Lijing Shi¹, Duo Luan² & Wei Shao³

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² Asian Studies, the University of Edinburgh

³ Cardiff University, UK

Sustainability in Teaching Chinese as a Foreign Language (A UK Perspective)

Catherine Xiang (MEd, PhD) is an established author and applied linguist with rich experience in the higher education as well as high profile consultancy industry to businesses that wish to engage with China. She is Head of East Asian Languages at LSE, Programme Director for, Bsc. International Relations and Chinese; as well as UK Director for LSE Confucius Institute for Business London. Originally from Shanghai, she is skilled in Intercultural Communication, Translation, Foreign Languages, Lecturing, TV and Public Speaking. She is also an expert in eLearning and innovation in language learning.

Lijing Shi holds a Ph.D. in Technology Enhanced Language Learning and an M.Ed. in Educational Technology & TESOL. She is currently Assistant Language Co-ordinator (Mandarin) at LSE where she teaches Mandarin courses. She has been awarded two Teaching Excellence Awards in 2013 and 2017 respectively. Prior to joining the LSE, she taught EFL in the UK and contributed to

Panel discussion

A lot of students seem to start and learn Chinese for a year or so, but do not continue.

- To what extent, the challenge of learning Chinese characters has an impact on this?
- What are the ways to motivate students to learn for a longer time?
- How is writing in Chinese being taught in your institution, methods, tools, tips, exchange of best practices, which can address the issue and increase sustainability?

The panel will last 60 minutes in total, with 3 individual presentations of 15 minutes each followed by a panel discussion.

What can eyetracking tell us about CFL Learners' reading strategies (Lijing Shi)

This study attempts to discover the general reading patterns and the most common strategies employed by two groups of CFL learners. Using eyetracking and stimulated recall interviews

(Stickler & Shi, 2015), three beginners and three mastery students participated. They were asked to complete two short on-screen reading tasks, and then to make comments while watching their eye movement recordings. The research first looked into how beginners and mastery students deal with reading comprehension. It then examined their general approaches to deal with character reading, and compared the differences between the strategies applied by more and less successful readers.

Curriculum design for sustainable development in Teaching Chinese as a Foreign language (Duo Luan)

To create a stable, continuous and sustainable learning environment for Chinese language teaching and learning, this paper applies the Chinese language programme at the University of Edinburgh as a case study. The considerations are given to the integration of all stages such as achievable learning outcomes, clear assessment structure, and fit-for-purpose teaching content within a course. This talk also discusses the coherence and cohesion across different courses within a programme and beyond, as well as a balance between what we teach and what students need. The case shows the diversity within a course could underline traditional five language skills (listening, speaking, writing, reading and translation). Meanwhile, it could equally transfer such knowledge into cognitive and communicative skills but through an engaging and innovative curriculum design.

Learning Chinese writing in the classroom and on technology-enhanced platforms (Wei Shao)

I will be presenting two methods of learning the written form of Chinese characters and Chinese writing skills. The first method is used in the conventional classroom setting via learners' self-reflective portfolios. The second method demonstrates how the Chinese character learning experience can be aided by technology for independent distance learners. These methods respectively showcase my teaching practices at Cardiff University and the Open University.

the UK's first distance-learning Chinese course at the Open University. Her main research areas are dynamic assessment, eyetracking, online language teaching, and intercultural communicative competence; and have published widely in these areas.

Dr. Duo LUAN is the Chinese Language Programme Director at the University of Edinburgh. She has taught Chinese language in UK HE for more than 16 years, and has strong sector recognition for her innovative approach to Teaching Chinese as a Foreign Language (TCFL) pedagogy. Dr Luan presented at different conferences across the UK/Europe, gave trainings to many organisations with regards to TCFL, and published her papers in the area of language teaching and learning strategies. She is also a senior Examiner of University of Cambridge International Examinations, and acts as an external examiner of other British higher institute.

Shao Wei is a Lecturer in Chinese Studies at Cardiff University and Associate Lecturer in Chinese at the Open University. Prior to his current roles, he has taught in the University of Manchester, the University of Leeds as well as the University of Sheffield since 2009. He is also a committee member of British Chinese Language Teaching Society -- the largest Chinese teaching body in the higher education in the UK. His recent scholarship activities include the production of undergraduate and GCSE Chinese textbooks. His research interests are language teaching pedagogy and second language acquisition.

POSTER SESSIONS

Anna Dávidovics & Tímea Németh

Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary

Teaching International and Hungarian Gen Z Medical Students: Which Path Should Teachers Take at the Crossroads?

Anna Dávidovics is an assistant professor at the Department of Languages for Specific Purposes, Medical School, University of Pécs. She teaches English (EMP) and Hungarian (HMP) for medical purposes to international and Hungarian undergraduate medical students. Her research comprises intercultural competence, intercultural language teaching and learning and the use of ICT, portable devices, online websites and applications for educational purposes. She believes in the importance of inter- and intrapersonal skills, highly values creativity and innovation, and strives to think outside the box.

Tímea Németh, PhD, is a senior lecturer at the Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary. She teaches English (EMP) and Hungarian (HMP) for medical purposes and intercultural competence for Hungarian and international undergraduate medical students. Her research interests include intercultural competence, intercultural language learning, internationalisation processes, study abroad programmes and the use of online educational tools in teaching. Life-long Learning and Continuing Professional Development are also in the core of her professional beliefs.

Poster presentation

In the past few decades, the student population has changed tremendously worldwide, as a result of globalization and the increasing number of student mobility options. Each year more and more students from all around the world decide to enrol in higher education far away from their home countries. The Medical School of the University of Pécs is a popular choice of many international students, members of Gen Z, who are integrated in tertiary education alongside with Hungarian students of the same generation. Teaching in these multicultural, and sometimes even in the nationally homogeneous Hungarian groups can be quite a challenge for the teacher. Both international and Hungarian medical students have some perceptions and defined preferences about teaching and learning, and, interestingly, these choices seem to, figuratively, arch over the multitude of nationalities.

The aim of this poster presentation is to demonstrate the initial findings of a longitudinal research study, conducted at the Medical School of the University of Pécs, throughout the academic year of 2018/19 and 2019/20. A mixed method survey was carried out, including two online questionnaires and structured interviews involving Gen Z international and Hungarian medical students.

The results suggest that Gen Z medical students, regardless of nationality, prefer to participate actively during classes, cooperate with each other instead of being competitive, and have their gadgets integrated in the learning process as much as possible,

as these devices are an essential part of their everyday lives. The preferences of international students were slightly more unambiguous in certain cases, but no stark differences were observed. It is quite intriguing that, in many aspects, international and Hungarian medical students expressed shared thoughts and ideas, regardless of the differences lying in their national and cultural backgrounds. These findings might provide some aid for the teachers in selecting the most effective methods for Gen Z student groups in tertiary education.

Az utóbbi néhány évtizedben a globalizációs folyamatok eredményeképpen megnövekedett a hallgatói mobilitás, ami jelentős változásokat hozott az egyes egyetemeken. A Pécsi Tudományegyetem Orvostudományi Kara meglehetősen népszerű választás, ahol a szemesztereket a Gen Z külföldi hallgatók együtt kezdik meg az ugyanazon generációt képviselő, magyar hallgatótársaikkal. Az oktatók számára azonban nem kis kihívást jelenthet megtalálni az így létrejövő multikulturális csoportokban a leghatékonyabb módszereket. Ennek a poszter prezentációnak a célja a Pécsi Tudományegyetem Orvostudományi Karán, a 2018/19-es tanév során megkezdett longitudinális kutatás első eredményeinek bemutatása. A vegyes módszertanú kutatás két online kérdőívet és strukturált interjúkat foglalt magába, megszólaltatva Gen Z külföldi és magyar orvostanhallgatókat, valamint oktatóikat is. Az eredmények arra engednek következtetni, hogy nemzetiségtől és kulturális háttértől függetlenül a Gen Z orvostanhallgatóknak hasonló elképzeléseik vannak a tanulási folyamattal kapcsolatban. Bár a magyar hallgatók által adott válaszok kevésbé voltak határozottak sok esetben külföldi társaikéhoz képest, ez nem eredményezett jelentős különbségeket. Ezek az eredmények segítséget nyújthatnak az oktatóknak abban, hogy a lehető leghatékonyabb módszereket alkalmazhassák a Gen Z hallgatói csoportokban.

Petra Chládková

Faculty of Education, Masaryk University, Brno

Literarische Texte als Möglichkeit für Lernende, deren interkulturelle kommunikative Kompetenz zu fördern

Poster presentation

Interkulturelle kommunikative Kompetenz stellt seit den 80er Jahren nicht nur ein Forschungsfeld, sondern auch Ziel des Fremdsprachenunterrichts dar. Obwohl dieses Ziel weltweit anerkannt wird, fehlt jedoch bis heute einheitliche Definition und Konzeptionierung der interkulturellen kommunikativen Kompetenz. Das Fehlen der einheitlichen Definition war vielleicht der Grund, warum eine Vielzahl von theoretischen Modellen der interkulturellen kommunikativen Kompetenz mit inkonsistenter Terminologie entstanden ist. Die Förderung dieser Kompetenz kann unter anderem auch durch die Arbeit mit literarischen Texten im Fremdsprachenunterricht gefördert werden. Lernende können durch Literatur medial vermittelte kulturelle Erfahrungen sammeln und sie werden zur direkten Teilnahme an der materiellen, mentalen und sozialen Dimension eines fremden Ortes aufgefordert. Literarische Texte bieten den Lernenden Möglichkeit, Elemente der eigenen Welt, deren Strukturen und Einheiten bei der Entdeckung von fremden Welten im Text zu aktivieren. Literarische Texte stellen für die Lernenden eine Möglichkeit dar, andere Kulturen verstehen zu lernen, neue kulturelle Referenzrahmen zu entdecken und Homogenität von Kulturen zu bezweifeln.

Die Förderung der interkulturellen kommunikativen Kompetenz kann durch die Arbeit mit literarischen Texten erreicht werden, was auch dank Forschungsarbeiten aus letzten Jahren anerkannt wird. Unsere Forschungsarbeit könnte neue Ansatzpunkte für die Arbeit mit literarischen Texten im Fremdsprachenunterricht bieten, da im Rahmen unserer Arbeit literarische Texte von Lernenden an der Naturwissenschaftlichen Fakultät der Masaryk-Universität gelesen und besprochen werden. Diese Lernende besuchen einen Kurs der deutschen Sprache für die Stufe B1 von GERR. Die Diskussion der Lernenden über gelesene literarische Texte dient dann als Instrument der Datenerhebung. Auf diese Weise gewonnene Daten werden transkribiert und mithilfe eines kategorialen Systems analysiert. Das von uns vorgeschlagene kategoriale System beruht auf den Modellen der interkulturellen kommunikativen Kompetenz von Fantini und Byram. Die Analyse der Daten soll auch die Antwort auf Förderung von einzelnen Dimensionen der interkulturellen kommunikativen Kompetenz bringen und ob diese gleichmäßig durch die Arbeit mit literarischen Texten entwickelt werden können. Im Einklang mit Chomskys Kompetenz-Performanz-Dichotomie

setzt unsere Forschung voraus, dass die Dimensionen in der Performanz sichtbar gemacht werden können. Teilergebnisse unserer Forschungsarbeit mitsamt einer detaillierten Forschungsmethodologie werden vorgestellt.

Intercultural communicative competence presents field of research and teaching goal for foreign language learning which cannot be doubted. However, the lack of uniform definition of this competence and large number of diverse definitions constitute a problem for this research area. In our research we address the use of literary texts in language teaching and learning as a tool for developing intercultural communicative competence of learners. Students of a course of German language at the faculty of science at Masaryk university read and discuss literary texts and these discussions are means of data collection. For the analysis of data, a categorial system was developed with dimensions of intercultural communicative competence. Partial results of our analysis shall be presented.

Lenka Fišerová

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English Learner Preconceptions and Beliefs about Learning Strategies and Curriculum: a Case of Technical University Students in an ESP Course

Poster presentation

Recently, studies have reported that language learners' beliefs show influence on their language learning (Abdi & Asadi, 2015; Alhamami, 2019). Specifically, researchers reported statistically significant correlations between beliefs and achievement (Castro & Mail, 2017). Preconceptions or preconceived ideas, a rather general educational concept, have become rather rarely a subject of research in the field of language learning. In her study, the author suggests their playing a significant role in effective language learning; specifically she anticipates preconceptions of educational content and beliefs about learning strategies to become significant factors in effectivity of language learning process. She also con-

The author studied organic chemistry and English language and literature at Masaryk University. She works as an ESP/EAP lecturer at a technical university where she was appointed a guarantor of English courses.

The author deals with learning styles and strategies, interconnection of language teaching and general pedagogy, and life-long language learning techniques. She has gained teaching experience during stays abroad such as visits to the University of Fremantle in Australia or Technische Universität München, Germany.

She has participated in several nationwide or university projects and in international conferences; her articles have been published in several journals.

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siders language learning beliefs and preconceptions to show a potential to affect student learning autonomy in the process of becoming a less teacher dependent learner (Author, 2015). In a study implemented at a Czech university of technology, the author investigated study strategy beliefs and course content preconceptions of all first year students entering English for Specific Purpose (ESP) courses. She distributed a self-developed questionnaire focusing on the following items: beliefs about course content and learning strategies, previous experience with ESP, level of language achieved, learner-teacher control of learning process and responsibility for learning outcomes. The results show that the number of learning tactics and strategies suggested by the study participants to be used in an ESP course is directly proportional to the language level achieved. Moreover, higher language competence at the entrance of the course correlated with more realistic preconception of language needs of alumni and also with beliefs about the content of the course. To conclude, the information on student beliefs and preconceptions can help in choice of suitable educational methods and in selection of curriculum content; it could prevent formation of a destructive conflict between teaching and learning styles or at least help in transforming the conflict into a constructive one (Mareš, 1998). The above findings and suggestions might be potentially considered in forming curricula and educational background of language courses at universities and in higher education institutions.

Autorka předpokládá, že prekoncepce učebního obsahu a představy o účinných studijních strategiích mohou hrát zásadní roli v procesu efektivního učení se jazyku a mohou také ovlivnit rozvoj studijní autonomie. Ve studii uskutečněné na české technické univerzitě administrovala autorka všem studentům 1. ročníku vstupujícím do kurzu angličtiny pro specifické účely (ESP) dotazník zaměřený na následující faktory: prekoncepce obsahu kurzu a účinných učebních strategií, předchozí zkušenost s ESP, úroveň jazyka, řízení procesu učení učitelem či studentem, odpovědnost učitele či studenta za dosažené výsledky. Výsledky ukazují, že studenti s vyšší úrovní jazyka volili větší počet strategií vhodných pro ESP učební kontext, měli lepší představu o využití odborného jazyka v praxi a měli výstižnější představu o vhodném obsahu učiva. Informace o představách a prekonceptech studentů jsou důležité při tvorbě kurikula a volbě učebních stylů a mohou zabránit, aby nedošlo při výuce a učení se ke vzniku destruktivního konfliktu mezi stylem učitele a studenta.

Irma Hallberg-Rautalin

Language Services, University of Helsinki Language Centre

Translation and terminology management at Language Services, University of Helsinki Language Centre

Poster presentation

The University of Helsinki is a bilingual and internationally engaged university. To meet the language support needs of such a university, the Language Centre's Language Services unit offers both translation and language revision services. The translation service is an internal service only and is limited to administrative and communications texts needed by University Services (academic administration, research administration, HR, financial services, facility services, operations management and communications and community relations) and other University units.

Language Services has two translation teams: the English team consists of one coordinator/translator and three translators and the Swedish team of one coordinator and four translators. The English translators collaborate closely with a team of three in-house English-language revisors. Freelance translators, selected through a test translation process, are enrolled as needed to avoid backlogs. In the case of translation requests involving languages other than Finnish, Swedish and English (most often German, French and Russian), the coordinators hand out the assignments to freelancers.

Translations are free of charge. The clients must place a translation order using an electronic form available in the University's intranet and attach their text in file format on the form. The team coordinators use Excel to keep track of the incoming workflow and to monitor the progress of the translation process. The translation teams apply a slightly different protocol, but in both teams the translators select their work fairly independently from the Excel worksheet. The translation technology solution in use is SDL Trados Studio and GroupShare Cloud.

Quality assurance is of high priority: the translators review each other's work. As the Swedish translators are native speakers of the language, they do both a bilingual revision and a native language revision of their colleagues' work. The English translators, how-

Irma Hallberg-Rautalin, MA, is the senior translator at Language Services, University of Helsinki Language Centre. Besides supervising and coordinating the work of the unit's translation teams, she translates from Finnish into English and from English into Finnish, and revises and comments on her colleagues' translations. She is also involved in the terminology management of the translation teams and served as an expert in the national project between Finnish universities, the Ministry of Education and the Finnish Terminology Centre TSK to compile a glossary of higher education terminology, published in 2018.

ever, are Finnish-speakers: their translations are first checked for accuracy (bilingual revision) by a translator colleague, after which the translation is checked by a native-speaker language revisor.

Terminology management is based on shared translation memory and the SDL MultiTerm terminology management tool. Each team has assigned translators responsible for terminology work, and the teams regularly go over new terms in the term base. The translators also participate in terminology training and collaborate with colleagues in other Finnish universities. An important terminological resource is the “Vocabulary of Education” published by the Ministry of Education and Culture. Several Language Services translators served as experts in the compilation of the glossary’s section on higher education.

Stanislava Jonáková, Nataša Mocková & Francesco Daniel Muto

University of Defence in Brno

Transition from a Functional to a Professional Level of Language Proficiency in the Czech Military

Poster presentation

The Czech Republic’s ascension to NATO a little over twenty years ago has ushered a new era of language preparation and evaluation designed to facilitate participation in a multi-national military coalition. The Language Center (LC) of the University of Defence is tasked with providing instruction and assessment to military and defense-related civilian personnel in accordance with NATO standards and the language proficiency aspirations of the Czech Armed Forces and Ministry of Defense of the Czech Republic for its personnel. Separate departments have been established and reconstituted within the LC for teaching and testing the level of foreign language proficiency of our students. The students enrolled in our courses are working adults in various job positions holding different military ranks and having completed different levels of education. They typically range in age from 25 to 55 years old.

PaedDr. Stanislava Jonáková, Ph.D.

was born in 1956 and qualified as a history teacher and teacher of Russian at the Pedagogical Faculty of Charles University in Prague, and as a teacher of English at the Pedagogical faculty of Masaryk University in Brno. At present, she works as a senior lecturer of English at the Language Centre of the University of Defence in Brno. In the field of research, she is interested in issues concerning language curriculum development.

PhDr. Nataša Mocková, born in 1959, graduated from the Faculty of Arts, Comenius University in Bratislava, Slovak Republic. In 1982, she joined the Military Academy in Brno as a teacher of English and Arabic. Between 2003 and

A unique proficiency scale, known as NATO Standardized Agreement (STANAG) 6001, guides instruction and assessment at the Centre. As in other language proficiency scales, STANAG 6001 divides language proficiency into five distinct levels, each stipulated in terms of can-do, as well as cannot-do statements. Of the five levels described in STANAG 6001, only levels 1-3 are taught and assessed in the Czech Republic. This paper concerns itself with the transition of students from level 2 (defined as a functional level) to level 3 (defined as the professional level), and roughly corresponding to CEFR level B1 and Level B2/C1, respectively. Our poster will illustrate the outcomes-oriented nature of our unique methodology, which relates to the philosophy of task-based language teaching (TBLT), a concept that is potentially applicable to teaching and testing at many language centers.

Finally, we review the success rate of students enrolled in courses intended to culminate in professional-level ability as determined by examinations in accordance with STANAG 6001. Empirical data on the students' entrance test and final exam results, gathered in the years 2015 and 2019, are examined for any correlations. The data obtained were statistically processed and interpreted, and conclusions are drawn. The positive trends in this cohort of students' examination results suggest that a majority of military students seeking a professional level of proficiency in English are achieving their goals, suggesting that the Ministry of Defence's aspirations for the language ability of their personnel are being brought to fruition.

Poster je zaměřen na hodnocení míry úspěšnosti posluchačů u závěrečné zkoušky z anglického jazyka na úrovni C1 podle SERR pro jazyky po absolvování intenzivních a zdokonalovacích kurzů, jež jsou pro vojenské profesionály organizovány na Universitě obrany v Brně. Na základě statisticky zpracovaných dat získaných v období 2015-2019 je srovnána závislost vstupní úrovně znalosti anglického jazyka studentů před zahájením daných kurzů s výsledky závěrečné zkoušky. V této souvislosti je pozornost také věnována otázce zdokonalování řečových dovedností studentů z úrovně B1 na úroveň C1 podle SERR pro jazyky.

2010, she worked at the Mendel University of Agriculture and Forestry in Brno, where she taught general and professional English courses, focusing primarily on environmental protection, biotechnology of waste, and food technology. In 2010, she started working as an English teacher at the University of Defence in Brno. Working at MUAFA and UoD, she was involved in the implementation of multimedia in language teaching. She presented her experience and results of projects at local and foreign conferences.

Francesco Daniel Muto, M.Ed. was born in Philadelphia in 1978 and earned a Master's degree in Multicultural Education from Eastern University in 2006. He taught Spanish, Italian and History for the Philadelphia School District from 2001-2012. Since 2013, he has worked at the University of Defence in Brno as an examiner and teacher of English. His research interests include language learner anxiety, helping students develop L2 writing skills, and task-based pedagogy.

Susanna Kohonen, Sinikka Kettunen & Jonna Kosonen

University of Eastern Finland, Language Centre and Law School

Integrated Teaching in Languages and Law: The Pilot that Inspired a Model for Boundary-Crossing Curriculum Evaluation. Featuring the Nutshell Poster.

Poster presentation

This poster will showcase a joint project in integrated teaching between a Language Centre and a Law School. The poster presented is the nutshell poster that is described as one of the elements of the authors' proposed model for curriculum evaluation (see the authors' proposal for an oral presentation, Evaluation for Development: A Model for Empowering Actors and Stakeholders in the Development of Language Centre Curriculum).

This poster presentation will focus on reporting the actual integrated teaching project, not the model itself. This integrated teaching project paved the way for the participating practitioners, the authors, to develop their model for curriculum evaluation.

The impetus for the project itself was previous student feedback, as well as a survey among graduate Law students conducted by the Finnish Bar Association (2017). The project involved an Academic & Legal English and an Academic & Legal Swedish course that were integrated into two respective Law courses in the academic year 2018 – 2019. The poster will overview the design, the implementation, and the teachers' analyses of the integrated courses. The poster will describe the stages of the project, including the analyses of the student feedback that was collected with surveys and a focus group interview.

The courses of the project were constructed with the Flipped Learning methods, using both contact and blended learning (see Fisher et al., 2017). With this approach, the aim was to improve the flexibility of the studies as well as to allow for various learning

Susanna Kohonen (PhD) works as a Lecturer in Academic and Legal English at the Language Centre of the University of Eastern Finland (UEF). She has participated in several projects to develop language teaching in higher education, for example with Flipped Classroom/Flipped Learning methods and the principles of lifelong learning. Her research interests lie in the fusion of participatory and online learning, combining elements of Drama Pedagogy and digital learning environments. Dr Kohonen received the UEF Excellent Teaching Practitioner Award in 2018.

Sinikka Kettunen (MA) works as a University Teacher in Academic and Legal Swedish at the Language Centre of the University of Eastern Finland (UEF). Ms Kettunen has participated in several projects to develop language teaching in higher education, for example with Flipped Classroom/Flipped Learning methods, the principles of lifelong learning, as well as by designing digital learning environments to increase flexibility in language studies.

Jonna Kosonen (MSc) works as a University Teacher in Administrative Law at the Law School of the University of Eastern Finland (UEF). She is currently conducting research in the legal questions concerning higher education and is actively involved in the development of education on departmental and university-wide levels, especially in the field of lifelong learning. In addition, Ms Kosonen works as a legal expert at the University of Eastern Finland. Ms Kosonen received

and teaching methods. Furthermore, the aim was to develop and disseminate boundary-crossing pedagogical solutions to enable the emerging of new learning and teaching cultures. The authors suggest that these aims were reached.

The poster will describe and reflect not only the positive outcomes but also the critique the project received through student feedback and the language teachers' critical self-evaluation. In addition to teaching, the focus will also be on the meta-level of curriculum development from the administrative point of view, as well from the students' perspective and study paths. On the basis of this nutshell poster, the project was evaluated in a meeting of a panel of actors, experts, and stakeholders (as described in the authors' oral presentation proposal).

The project was funded by the Finnish Ministry of Education and Culture, within its key project of Strengthening Pedagogical and Digital Skills of Staff in Higher Education.

Kieli- ja viestintäopintojen ja oikeustieteen integroitu opetus: Työmuotomalli opetuksen kehittämisen tueksi. Featuring Pähkinäkuoriposteri.

Posterissa kuvailemme ja analysoimme opetuksen integrointihankkeen, jonka aikana kehitimme kehitysriihi-mallin ja -työmuodon opetuksen kehittämisen tueksi. Ehdottamaamme työmuotoon sisältyy pähkinäkuoriposterin tekeminen, josta tämä poster on samalla esimerkki. Kehitysriihi-työmuotoa ei kuitenkaan esitellä tässä posterissa, vaan suullisessa esityksessämme, Evaluation for Development: A Model for Empowering Actors and Stakeholders in the Development of Language Centre Curriculum.

Sen sijaan tässä posterissa tiivistämme opetuksen integrointihankkeen suunnittelun, toteutuksen ja tulokset sekä analysoimme ja pohdimme hanketta kokonaisuutena. Esittelemme sekä positiivisia että kriittisiä näkökulmia, joita koostimme niin opiskelijapalautteista kuin opettajien omasta refleктоivasta itsearviointistakin. Pohdimme myös opetussuunnitelmatyön meta-tasoa eli mm. hallinnollisia elementtejä ja opintopolkunäkökulmaa.

Tätä samaa posteria käytettiin kehitysriihi-työmuodon mukaisesti toimijoiden, asiantuntijoiden ja sidosryhmien kokouksessa hankkeen arviointikeskustelun perustana.

the UEF Excellent Teaching Practitioner Award in 2020.

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Fisher, R., Ross, B., LaFerriere, R., & Maritz, A. (2017). Flipped learning, flipped satisfaction, getting the balance right. *Teaching & Learning Inquiry*, 5(2), 114-127. <https://doi.org/10.20343/teachlearninqu.5.2.9>

Hanke sai rahoitusta Opetus- ja kulttuuriministeriön Korkeakoulujen henkilöstön pedagogisen ja digitaalisen opetus- ja ohjausosaamisen vahvistaminen -kärkihankkeen alaisuudessa.

Michaela Konárková & Šárka Kadlecová

Language Centre, Faculty of Arts, Charles University,

What Is Mediation in Language Learning and Teaching and How Does It Manifest?

Michaela Konárková graduated in English and American Studies at the Faculty of Arts, Charles University. Since then she has taught English at the Jan Palach Grammar School, Josef Škvorecký Literary Academy, and in 2011 she joined the Language Centre staff at the Faculty of Arts, where she currently teaches EAP, specifically academic reading and writing courses. She also translates British and American prose for Argo publishing house. Michaela is the project coordinator for the Charles University team in the Erasmus+ project Mediation in Language Learning and Teaching.

Šárka Kadlecová graduated in English Language and Literature and Social Sciences at the Faculty of Education, Charles University. She is currently the head of the English Section of the Language Centre of the Faculty of Arts. She teaches English for academic purposes. She has also designed and taught specialized courses focused on intercultural competences and on art and visual culture. She is a PhD candidate in Ethnology at the Department of Anthropology of the University of West Bohemia. Her current research interests are grounded in the fields of memory studies, cultural studies and visual anthropology. She is a member of the Charles University team in the Erasmus+ project Mediation in Language Learning and Teaching.

Poster presentation

This poster session deals with the concept of mediation and its manifestation in university language classes. It concerns both, the side of the teacher and that of the learner, whose needs, motivations and intentions influencing the educational process have changed in the more interconnected world. Nowadays, the student of a foreign language is perceived as a social agent rather than a mere learner. Moreover, the fundamental documents for framing European curricula such as the Common European Framework of Reference for Languages emphasises also the non-linguistic elements related to the learning and use of a foreign language, such as mediation or pluricultural competence. However, although mediation is an inseparable part of communication, language teachers may find it difficult to include it, or better put, reveal it in their teaching strategies. Therefore, the objective of the poster and the presentation of it is to inform what mediation is, how it relates to language learning and teaching and to illustrate how it manifests in a particular teaching/learning situation.

Firstly, the poster will outline the concept of mediation in language learning and teaching. Secondly, an English course taught for university students will serve as a case study to describe the integration of mediation by the teacher and by the learner. Specific qualitative data (for example, descriptions of in-class events, and anonymised excerpts from students' journals, extracts from peer observations) will be presented in the poster.

The authors of the poster are involved in an international Erasmus+ project Mediation in Language Learning and Teaching (MiLLaT) together with colleagues from the University of Warsaw (Poland), University of Helsinki (Finland), and Vytautas Magnus University (Lithuania). Thus they will present the findings resulting from the completed phases of the project, which are transnationally conducted research on mediation and executed peer observations of online lessons.

Poster představí koncept mediace a jejího zapojení do výuky jazyků v univerzitním prostředí. Potřeby, motivace a záměry, které ovlivňují vyučování a učení se změnily. V současné době je na studující cizího jazyka nahlíženo jako na sociální činitele spíše než jako na ty, kdo se (pouze) učí nové dovednosti. V návaznosti na tuto proměnu zdůrazňují základní evropské dokumenty, které rámuje kurikula, nelingvistické aspekty učení se jazykům. Mezinárodní projekt Mediation in Language Learning and Teaching (MiLLaT) se proto zaměřuje na mediační aktivity a strategie. Členky týmu z Filozofické fakulty UK představí výstupy z ukončených projektových aktivit a uvedou případovou studii jednoho konkrétního kurzu. Cílem posteru a jeho prezentace je informovat o tom, co je mediace, jak se vztahuje k jazykovému vzdělávání a jak se projevuje v konkrétním případě vyučování/učení.

Kateřina Kortusová

Jihočeská univerzita v Českých Budějovicích, Přírodovědecká fakulta

Meetings and Social Skills course held in cooperation between USB and Tampere University: Project-based learning in practice

Poster presentation

In the presentation, the author will show an example of best practice when designing, implementing, and evaluating the Meetings and Social Skills course held in cooperation with Tampere University. The purpose of the module is to practice skills needed in participating in meetings conducted in English, as well as to work with international business contacts. The course consists of a series of meetings and the aim is to find out the best location for a joint venture of a British (Cambridge Display Technology)

Kateřina Kortusová is an English language lecturer at the University of South Bohemia. Apart from teaching General English courses to Bachelor's Degree students, she is also responsible for the English for the Workplace courses for both Bachelor's and Master's Degree students. She provides individual counseling to students involved in English for the Autonomous Learning Project. She has recently developed cooperation with Tampere University and now runs a Meetings and Social Skills course together with her

Finnish counterpart. She is mainly interested in creativity, motivation, learner autonomy, and project-based teaching.

and an American (Corning) company. During the first week students from the two universities are assigned to CDT (Tampere University) or Corning (USB) companies, and are then divided into four project teams according to geographical region (Asia, Africa, South America or Eastern Europe.) Each team member creates a new persona for him/herself and is that persona during the meetings. The responsibilities of chairing the meeting and being the secretary rotate so that every member of each project team can practice both roles. The chairperson is responsible for preparing the agenda as well as organizing and running the meeting. The secretary prepares the minutes after the meeting.

Each project team is involved in two online meetings, held via Zoom, with their counterpart team from the other university: a 15-minute introductory meeting at the beginning of the term and a full meeting at the end. The purpose of the second meeting is to discuss and agree on the project proposal to be presented to each company in the last class of the course. This meeting is videotaped for evaluation and self-assessment purposes. In addition to participating in the meetings of his/her own project team, each member observes and comments on two meetings of another project team. The project plans created during the module will be presented in the last class and a decision on the location of the joint venture is made within each company.

The students benefit from the course in various areas. Not only do they practice their language skills in real-life situations with its benefits and drawbacks, but also improve their soft skills such as teamwork, cooperation, and communication. Another important aspect is fostering students' intercultural awareness by experiencing international environment.

Autorka seznámí posluchače s příkladem dobré praxe projektové výuky. Kurz Meetings and Social Skills vznikl ve spolupráci s univerzitou ve finském Tampere a jeho cílem je procvičování komunikačních a sociálních dovedností pro pracovní prostředí. Kurz se skládá z několika modelových jednání, jejichž cílem je najít lokaci pro společný podnik dvou obchodních firem. Během prvního týdne je studentům každé univerzity přidělena jedna obchodní společnost. V rámci této firmy se studenti rozdělí do 4 projektových týmů podle geografických oblastí a tyto týmy pak hledají vhodnou lokaci pro společný podnik. Všichni studenti si postupně vyzkoušejí

roli předsedajícího schůze i roli zapisovatele. Během kurzu rovněž proběhnou dvě on-line schůze, kterých se společně zúčastní oba univerzitní týmy. Na začátku semestru se uskuteční patnáctiminutová seznamující schůze, a na jeho konci proběhne skutečné obchodní jednání, jehož účelem je seznámit své protějšky s výsledky práce během kurzu a s návrhem lokace pro společný podnik.

Marie Lahodová Vališová

Masaryk University Language Centre, Brno, CZ

Request strategies and modifications by Czech learners of English as a foreign language

Oral presentation

Since the notion of ‘communicative competence’ was coined by Hymes in 1972, the components of communicative competence have been refined by several scholars (Hymes, 1972; Canale & Swain, 1980; Bachman, 1990; Bachman & Palmer, 1996; Usó-Juan & Martínez-Flor, 2006). The paradigm of communicative competence has changed the trends in second language teaching and learning as well as in second language acquisition research.

Therefore, the focus of interlanguage research has extended to the study of L2 learners’ pragmatic and discourse competence. The L2 performance of speech acts of requests has attracted considerable attention worldwide. However, how Czech learners realise their requests in English has not yet been investigated.

This presentation shows the findings of a study of the interlanguage pragmatic competence of Czech university students in making requests in English (L2). The aim of the study was to find the types of strategy (direct, conventionally indirect or non-conventionally indirect) and internal and external request modifications, and their frequency of use.

Data were elicited using an open-ended written discourse completion task (WDCT) which contained five formal and five informal request scenarios, all designed with regard to the following variables: social distance and social status/power.

An overwhelming majority of responses were classified as con-

Marie Lahodová Vališová is an ESP teacher at the Masaryk University Language Centre, Faculty of Medicine, Brno, Czech Republic. Currently, she is a postgraduate student at the Faculty of Education, Masaryk University. The topic of her dissertation is ‘Linguistic Politeness of Czech university students in the English language (L2). A cross-cultural comparison’. The aim of the study is to compare the strategies and expressions of linguistic politeness used by Czech learners of English as L2 to those used by native speakers of English. She got her Master’s degree in History, and English and American Studies at the Faculty of Arts, Masaryk University (1996–2002).

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ventionally indirect requests in both data sets (formal and informal situations), while other strategies (direct or non-conventionally indirect) occurred rarely. Moreover, in most cases the participants opted for grounders as external request modifications – when providing explanations, reasons or justifications for their requests. As far as the internal request modification is concerned, the lexical downgrader please was employed most often, while among the syntactic downgraders, the conditional structure was used in most cases regardless of the above-mentioned two variables.

The findings reveal that in their request performance, Czech learners of English as L2 tend to employ conventionally indirect strategy irrespective of the formality or informality of the situation, and that their use of modifications (both internal and external) is significantly limited.

Key words: pragmatic competence, speech act of request, request strategies, internal and external request modifications

Tato prezentace představuje předběžné výsledky studie zabývající se mezijazykovou pragmatickou kompetencí českých studentů anglického jazyka jako cizího jazyka (L2). Cílem studie je zjistit, jaké typy strategií používají při vyjádření žádosti, včetně jejich interní a externí modifikace, a s jakou četností.

Nástrojem sběru dat byl písemný dotazník ve formě kompletní diskurzu (discourse completion task), v jehož rámci byly stanoveny dvě proměnné – sociální odstup a sociální status.

Výsledky hovoří o tom, že bez ohledu na sociální proměnné převážná většina respondentů při vyjádření žádosti používala konvenčně nepřímé strategie, přičemž jako externí modifikaci volili zdůvodnění své žádosti. Za nejčastější interní modifikace lze považovat lexikální zmírnění žádosti pomocí slova please a syntaktické zmírnění pomocí kondicionálu.

Terezie Límanová & Marie Hanzlíková

Univerzita Karlova, Filozofická fakulta, Jazykové centrum, Praha, Česká republika

The Concept of Lifelong Education in Language Courses at the University of the Third Age at the Faculty of Arts, Charles University (FF UK)

Poster presentation

The University of the Third Age comes under the aegis of Lifelong Learning at Charles University, and language courses are provided by different faculties at this university. This poster will focus on the language courses, and especially English Language Courses, which are supervised and taught by the lecturers in the Language Centre at the Faculty of Arts, Charles University. The concept of education as part of lifelong learning is increasingly important. With greater longevity seniors or elderly people are still active, even after they retire, and they want to keep up with advances in different branches of science, humanities, technology etc. On the one hand, this allows different universities and schools to prepare programmes for special groups of senior university graduates from different fields, and hence to offer a broader range of courses to another age group. On the other hand, this development brings with it new challenges in the areas of strategy, course content, choice of teaching methods, and the general approach and organization of this type of education. These students are neither teens or twenty-year olds nor just adults: they are educated and many have higher degrees, as well as rich personal and work histories. There is a long tradition of language courses for the University of Third Age at our Faculty, and this has undergone some changes, too. The proposed poster would like to present this development and especially investigate the overall approach of these courses, with respect to the languages taught in different academic years, the length of programmes and last but not least the pedagogical approach the faculty and lecturers adopted in order to adapt language teaching to an ageing population. Another task was to prepare particular topics, since these students come to us with their own histories with languages, and they expect something new and original. This poster will present the above-mentioned ten-

PhDr. & Mgr. Marie Hanzlíková is now a part time lecturer at the Language Centre (FF UK, Prague) with a long history of teaching and management experience there. She graduated from FF UK – English and Russian languages. She has specialized in academic language, soft skills, eLearning, blended learning and critical thinking within the university at all levels – from graduates to postgraduates, but she also taught tailored courses at different ministries and companies in Prague. In the late 1990 s she was one of the first individual members of CercleS and the founder of CASALC in the Czech Republic.

Tereza Límanová received an MA in French and Czech at the Faculty of Arts, Charles University, Prague, and a second MA in Czech from the School of Slavonic Studies at the University of London. She works as a lecturer at the Language Centre (FF UK, Prague). There she specialises in English courses focused on literary interpretation (Close reading) and on the visual arts courses for students of the Academy of Arts, Architecture and Design in Prague. As a translator, she introduced to Czech readers Joseph Mitchell, a key writer of the *New Yorker*. In 2014 she published a memoir *Domeček* (Revolver Revue Publishers). It was serialized by Czech Radio in 2018. She also paints and has had many exhibitions of her work. Her next autobiographical novel, *Drzá líná neschopná*, will be published this spring in Argo.

dencies in language teaching at the University of Third Age and explain the methods and approaches adopted over the years in the Language Centre of the Faculty of Arts, Charles University in Prague.

Poster se zaměří na představení kurzů jazyků v rámci Univerzity třetího věku (U3V) garantovaných a vyučovaných lektory jazyků z Jazykového centra FF UK v Praze. Systém programů U3V podléhá pravidlům stanoveným řádem celoživotního vzdělávání na UK. Pořádání tohoto typu programů je trendem současné moderní doby, kdy se věk prodlužuje a informační a technologická exploze nadále pokračuje. Tyto kurzy jazyků v rámci U3V na FF UK prošly nyní již několikaletým vývojem. Poster ukáže tento vývoj a zároveň se pokusí definovat specifika výuky cizích jazyků často velmi vzdělaných seniorů, odborníků v různých oblastech. Tito lidé nejsou dvacátníci, ale jsou stále aktivní v životě a od těchto kurzů mají dosti vysoká očekávání, která se vyučující ve všech zásadních oblastech jako např. v metodologii výuky, přístupu k posluchačům, výběru témat i v celkovém zaměření programu snaží naplnit.

Wei-lun Lu¹ & Čeněk Šašinka²

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Wei-lun Lu, Ph.D. is Assistant Professor at the Language Center of Masaryk University. His research interests include discourse analysis, contrastive linguistics and cognitive linguistics.

Acculturation, reading style and second language learning

Poster presentation

The present study aims to look into the possible effect of acculturation on reading style, where individuals from one particular culture learn a language of a different culture as a second language and become assimilated to the target culture. Reading style and reading strategies have been an area of productive research in recent years (Koorneef & Mulders 2017; Rayner et. al 2006; Rayner et. al 2009). In literature, readers have been reported to differ in terms of the riskiness of the reading strategy adopted-- in eye-tracking research, risky readers are characterized by more frequent word skipping, longer saccades, and more frequent regressions. According to literature in reading style, the behaviour

of such readers involves more word guessing (of word $n+1$), and we argue that such reading style is accordingly more context-dependent and involves processing of lexical semantic information in a holistic manner. We believe that it is therefore likely to hypothesize that risky readers are in general more holistic in terms of their cognitive style. We will present the results based on an exploratory study of 25 students of Chinese philology with Czech/Slovak being their first language. We plan to report on the results from an eye-tracking reading experiment, and a cognitive style test (Compound figure test). Still another important theoretical issue to be explored in the present study is whether a reader may exhibit the same reading profiles when exposed to different texts, or a reader may show different reading profiles when exposed to different types of texts, which is still a pending but critical issue in reading style (Koornneef & Mulders 2017: 54-55). To this end, we exposed the subjects to different texts and we found that the reading profiles of an individual are relatively stable across different reading tasks so may be considered a type of personal trait. The paper will also discuss the pedagogical implication of such reading style analysis.

本研究擬調查語言學習者的涵化過程與閱讀風格的關係。我們擬研究25位就讀漢學的捷克／斯洛伐克學生，是否在二語學習的過程閱讀風格有所改變。本研究以眼動與認知風格測驗為實驗方法。

Petr Pytlík & Radim Ošmera

Faculty of Education, Masaryk University

Language integration of young refugees in the Czech Republic 2018-2020

Poster presentation

Language integration of young refugees is an important issue in European education; yet, language integration systems show some deficit in all European countries. These deficits are i.e. the lack of experience at the administrative level, the lack of valid studies in multilingualism at European schools (ALTMAYER 2009, BAJ 2016).

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Mgr. Ing. Petr Pytlík, Ph.D. works at the Department of German Language and Literature at the Faculty of Education, Masaryk University. He specializes in German literature, history of German population in the Czech Republic and integration policies. In 2003-2012 he studied ethnology, French language and literature, public administration and German language and literature at Masaryk University. He obtained his doctoral

degree by working on Guido List, a nationalistic writer of the early 20th century. He is also the head of the project of refugees' language integration within the State Integration Program.

Mgr. et Mgr. Radim Ošmera graduated from Masaryk University - Czech language and literature and esthetics. Since 2005 he has been working as a tutor of Czech for foreigners in classes for adults. In 2014 he became specialized in teaching Czech to children and in 2015 he started his education methodologist specialization in Czech language for foreigners. Since 2017 he has been lecturing at Masaryk University - Faculty of Education. He cooperates with Center for foreigners JMK Brno and AUČCJ (Association of Teachers of Czech languages for foreigners). Those cooperations include - among others - teaching Czech for foreigners, training new tutors, preparing scope and content of the courses for foreigners as well as educational courses and workshops for tutors. He covers the topic of Czech for foreigners in his several papers and in his thesis.

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First, the poster introduces the system of language integration of young refugees in the Czech Republic. It focuses on the “first contact within language integration” at the moment the refugees are granted the asylum; in other words the policy of the Czech State Integration Program, and also by the NGOs and at last but not least at Czech schools. In the first part, the poster presents advantages and disadvantages of individual strategies, compares and contextualizes them in the Czech environment, draws attention to specific problems with teaching young refugees, and presents concrete measures from prevention to repression.

In the second part, the poster tries to compare the language integration system of young refugees in Germany and in the Czech Republic. One may assume that this comparison reveals important similarities and helps to analyze the language integration policies more clearly. As far as comparative research is concerned, Germany is an exemplary country rich in different integration strategies, as each administrative part treats the language integration of young refugees differently. Like the Czech system today, the German system in the 1970 s was not prepared for a larger influx of children from migrant families or with a lack of knowledge of German language. Subsequently, various and often contradictory measures were adopted on the basis of different concepts from elementary submerge through special preparatory classes to differentiated models of gradual integration into mainstream education (ALTMAYER 2009).

In the third part, the poster summarizes the similarities and differences in language integration of young refugees in the Czech Republic and Germany and try to point out the current problems in language integration policies.

Jazyková integrace je v evropském vzdělávání již po několik desetiletí důležitým tématem, přičemž většina evropských systémů jazykové integrace v posledních letech vykazuje určitý deficit. Tyto deficity jsou mimo jiné způsobeny nedostatkem zkušeností na správní úrovni, jakož i nedostatkem relevantních studií o mnohojazyčnosti na evropských školách. Poster představí systém jazykové integrace mladých uprchlíků v České republice, zejména v rámci Státního integračního programu. Ve druhé části bude český integrační program porovnán s programy jazykové integrace v Německu, které je příkladnou zemí využívající různé

integrační strategie. Každá spolková země přistupuje k jazykové integraci mladých cizinců odlišně, od elementární submerze přes speciální přípravné třídy až po diferencované modely postupné integrace do hlavního vzdělávání. Poster představuje výhody a nevýhody jednotlivých strategií, porovnává a kontextualizuje je v evropském prostředí, upozorňuje na specifické problémy při výuce mladých uprchlíků a představuje aktuální opatření od prevence po represi.

Òscar Serra Salvia

Project Manager, Self-access Language Centre, Language Services, University of Barcelona, Spain

The Development of a Self-Study Option to Learn Languages Online: University of Barcelona Case Study

Oral presentation

Fostering plurilingual education has been a priority by the Council of Europe and a major concern for the University of Barcelona (UB). In order to make language learning more accessible to all students, faculty and staff, the UB has been offering a virtual self-study option that has been a complement and in some cases an alternative to teacher-led language learning courses. After 8 years of implementation, more than 7000 users at the UB have benefited from this initiative.

The first step in developing this project was choosing a language learning program that would allow students to study virtually without the direct guidance of a teacher. We opted for Rosetta Stone, a program which offered a wide variety of languages and allowed students working independently, monitoring their progress and evaluating their outcomes.

The project main page (<http://www.ub.edu/multilingua>), developed with Wordpress, was designed to provide students with all the information about the language learning program (demos and videos), a detailed description of the languages and levels offered, and the correlation to the Common European Framework. From this page, students can register to the program and subscribe to the blog.

Òscar Serra Salvia holds an MA in Media-Assisted Language Teaching and Learning from the University of Brighton, England. He has been working for 20 years as a self-access language centre manager at the Linguistic Service Department of the University of Barcelona (UB). Apart from setting up the language centre scheme, creating learning materials and organising language conversation groups, he coordinates a self-access project to learn languages online using Rosetta Stone. For the last 10 years he has also been working for the Open University of Catalunya (UOC) as a collaborative teacher helping students use Information and Communication Technologies for their degrees. His main areas of interest are self-access language learning, educational technology and distance education.

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Project website: <http://www.ub.edu/multilingua>

University of Barcelona announcement: https://www.ub.edu/web/ub/ca/menu_eines/noticies/2016/04/033.html

Published article: <https://teachonline.ca/pockets-innovation/international/providing-and-supporting-self-access-language-learning-university-barcelona-spain>

Published success study: http://resources.rosettastone.com/CDN/uk/pdfs/university-of-barcelona-case-study_uk.pdf

All registered students have access to a virtual space, designed with Moodle, the main virtual platform used at the University. This space is used by students to interact and share learning experiences, as well as any challenges they face while working with the language program. General and specific language forums are used to promote debate within students. In addition, students have access to a content area to support their learning experience.

UB students have shown their satisfaction with this self-study option; this has been shown in the survey which is delivered to students twice a year. In this presentation, the results of the survey will be explained, as well as the main conclusions that can be extracted from this innovative project carried out at the University of Barcelona.

Fomentar la educación plurilingüe ha sido una prioridad para el Consejo de Europa y una gran preocupación para la Universidad de Barcelona (UB). Para facilitar el aprendizaje de idiomas a todos los estudiantes, profesores y personal, la UB ha estado ofreciendo una opción virtual de autoaprendizaje como complemento y, en algunos casos, como alternativa a los cursos de aprendizaje de idiomas con profesor. Después de 8 años de implementación, más de 7000 usuarios en la UB se han beneficiado de esta iniciativa.

Los estudiantes de la UB han mostrado su satisfacción con esta opción de autoaprendizaje, esto se ha demostrado en la encuesta que se envía a los estudiantes dos veces al año. En esta presentación, se explicarán los resultados de la encuesta, así como las principales conclusiones que se pueden extraer de este innovador proyecto llevado a cabo en la Universidad de Barcelona.

Eva Skříčková

Centrum jazykového vzdělávání FF, Univerzita Palackého

Místopis jako autentický materiál ve výuce italštiny v prostředí města Olomouce

Poster presentation

Znalost jazyků vždy patřila ke vzdělané společnosti. V současnosti cizí jazyky hrají důležitou roli v mnohojazyčné Evropě. Znalost

cizích jazyků umožňující komunikaci by měla zajistit, že uživatelé jazyka jsou schopni vypořádat se s vlastními potřebami v cizí zemi a pomoci cizincům ve vlastní zemi, vyměňovat si názory a informace a zprostředkovat jim své myšlenky a pocity a více a lépe porozumět způsobu života a myšlení jiných lidí a jejich kulturnímu dědictví. Jde tedy i o rozvoj kulturního povědomí, schopnost vnímat odlišnosti a společné jevy society, chápání jiných postojů, hodnot, poznávání tradic. V cizojazyčné výuce se kulturní povědomí rozvíjí i prostřednictvím autentického materiálu (Homolová, 2003).

Autentický materiál je dnes integrální součástí cizojazyčných učebnic, nesporným přínosem a oživením a zároveň pomáhá splnit stanovené cíle v krátkodobém i dlouhodobém výhledu. (Straková, 2001)

Komunikativní a činnostní přístupy ve výuce cizích jazyků předpokládají, že vyučovací proces se v určitém smyslu vyčlení ze simulovaných podmínek učebny směrem do praxe/reality. Vhodným nástrojem k takové realizaci je autentický materiál ve všech svých podobách, například i prostřednictvím místních reálií. Ty představují bezprostřední okolí ovlivňující studenty. Město Olomouc nabízí mnoho podnětů využitelných ve výuce italštiny, které obohatí čtyři jazykové kompetence (poslech a čtení s porozuměním, ústní a písemná produkce/interakce) o autentickou (socio)kulturní složku. Historická Olomouc a italsko-české vztahy jsou bohatým zdrojem autentičnosti, která představuje motivační složku, zdůrazňuje význam učení se italsky, zasazuje výuku do nesimulované reality a propojuje dvě, resp. tři autonomní geolingvistická a kulturní území.

Předkládaný poster si klade za cíl pojednat o teoretických (zejména didaktických a historicko-kulturních) východiscích implementace místních reálií do cizojazyčné výuky a nabídnout aktivity realizovatelné v kurzech italského jazyka. Ty najdou využití v kurzu Italština pro studenty oboru Dějiny umění, ale i pro studenty kurzu Cizí jazyk - Italština v Centru jazykového vzdělávání Univerzity Palackého. Požadovaná vstupní úroveň je B1/B2 dle SERR pro jazyky. Vedený itinerář, který stimuluje studenta k interakci s uměleckými díly a zároveň poskytne nástroje k interpretaci v cizím jazyce, zvýší estetické a kulturní vnímání z této zkušenosti. Cílem je rozšířit slovní zásobu, upevněnit

Eva Skříčková is currently teaching the Italian language at Palacký University in Olomouc. She teaches Italian at all levels, including academic Italian courses and specialized art history teaching. As a participant in several pedagogical and didactic seminars abroad, she devotes herself to current and innovative trends in Italian language teaching, which she implements in her courses. She gathers experience through Erasmus + teacher exchange in Italy and Germany. She currently continues in her doctoral studies in Italian literature. It focuses on the reception of Italian literature in the Czech cultural context of the interwar period. She is also an active promoter of Italian culture in the Olomouc region. She co-organizes the Presente Italiano Film Festival.

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gramatická pravidla prostřednictvím kulturní reflexe olomouckých památek, které byly ovlivněny italskou barokní kulturou, např. kostel svatého Michala, který byl zbarokizován podle návrhu italského architekta Giovanniho Pietra Tencally, kde štukovou výzdobu interiéru navrhl Baltazar Fontana, který s Tencallou spolupracoval. Tento italský architekt se podílel i na stavbě biskupské rezidence v Olomouci, dále poutního kostela na sv. Kopečku, olomoucké biskupské konzistoře a Hradiska. Další důležitou památkou je Vila Primavesi. Primavesi byl rod původem ze severní Itálie, jehož členové patřili mezi hlavní moravské průmyslníky a bankéře. Itálie ovlivnila rovněž olomoucké kamenické mistry, příkladem je Václav Render, který se evidentně inspiroval Berniniho Kašnou Tritónů.

Foreign languages have always been a sign of an educated society. Acquisition of foreign languages should ensure that language users are able to cope with their own needs and help foreigners in their own country, exchange point of views and convey their thoughts and feelings for better understanding of life, thinking and cultural heritage. It is also about the development of cultural awareness, the ability to perceive the differences and common societal phenomena, understanding attitudes, values etc. In foreign language teaching, cultural awareness has also been developed through authentic material.

The aim of this poster is to discuss the theoretical (especially didactic and historical-cultural) bases of the implementation of local geography and history into foreign language teaching and to propose concrete activities feasible in tailor-made courses of Italian language for students of Art History study programme at Palacký University in Olomouc whose level is B1 or B2 according to the CEFR for languages. A guided itinerary that stimulates the student to interact with pieces of art provides tools for interpretation in a foreign language which will enhance the aesthetic and cultural perception of this experience. The aim is to broaden vocabulary in the field and to strengthen grammar rules through cultural reflection of Olomouc monuments that were influenced by Italian Baroque culture.

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Медицинский русский для начинающих

Poster presentation

В Будапештском медицинском университете имени Семмелвейса организуются новые языковые курсы для специальных целей для начинающих. Курс медицинского русского с нуля стартовал в первом семестре текущего учебного года. С точки зрения будущей карьеры знание русского языка особенно полезно для студентов-фармацевтов. К сожалению, для начинающих нет подходящего учебника медицинского русского, поскольку языки для специальных целей обычно преподаются с уровня B1, и, с другой стороны, в России обучение медицинскому русскому входит в рамки подготовки будущих специалистов в языковой среде.

В настоящем исследовании представляется новая методологическая концепция и тематика курсов медицинского русского для начинающих вне языковой среды. В наши дни главной целью преподавания иностранных языков является обучение общению (Хавронина С.А. – Балыхина Т.М. 2008). На основе коммуникативно-деятельностного подхода общение осуществляется посредством речевой деятельности (Щукин А.Н. 2004). Наша цель – научить студентов как можно быстрее и эффективнее решать коммуникативные задачи в сфере профессионального общения, поэтому главным приоритетом является устная речь. Наш подход реализуется с помощью стандартизованных диалогов, моделирующих реальные ситуации общения в профессиональной среде (напр. между врачом и пациентом), и являющихся образцами живого русского языка. Коммуникативные навыки развиваются посредством микродиалогов, содержащих речевые акты и интенции определенной профессиональной ситуации. В конце каждого занятия микродиалоги строятся в единое целое, позволяющее уверенное решение профессиональной коммуникативной задачи (напр. расспрос больного, сбор анамнеза или стандарты обслуживания в аптеке). Микродиалоги включают в себя необходимые грамматические структуры, поэтому грамматические упражнения интегрируются в фразы-модели,

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наблюдаются, повторяются и воспроизводятся студентами. Учитывая потребности студентов, в процессе обучения важную роль играет визуализация: коммуникативные и языковые содержания сопровождаются и подкрепляются иллюстрациями (рисунками, схемами или видеофильмами), стимулирующими эвристические операции и ускоряющими восприятие и воспроизведение информации. Коммуникативная-прагматическая направленность сочетается с аутентичным иллюстративным и познавательным страноведческим материалом (напр. рецептами или схемой поликлиники, электронной регистратурой).

At Semmelweis Medical University, Budapest, we are planning new LSP courses for beginners. From the point of view of their future career, knowledge of the Russian language is useful especially for pharmacy students. Unfortunately, there is no appropriate beginner textbook for medical students, medical Russian is generally taught from B1 level, and learners are supposed to be in the Russian language area.

The paper presents a new methodological concept of professional Russian medical language courses for beginners. The goal is to teach students how to solve communicative tasks in the fields of professional communication as quickly and efficiently as possible. Our approach is implemented through realistic standardized dialogues that simulate real situations of communication in a professional environment and serve as models of living contemporary Russian. Communication skills are developed by micro-dialogues that comprise the learned grammar structures, so grammar knowledge is integrated in sample phrases, observed, repeated and reproduced by students.

