CercleS 2020

Day 3:
Saturday,
12th September
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David Bowskill
Co-ordinator of FIESOLE Group & Lecturer in English for Academic and Legal Purposes at Language Centre of Humboldt University Berlin

What role can language centres play in the training of academic staff to teach their subject in a second or foreign language?

Round-table session

International mobility continues to be a central aspect in the lives and careers of students and academics alike. Traditionally, language centres have successfully prepared both groups to study or conduct research in a second or foreign language. In the last 25 years, academics have increasingly also faced the challenge of teaching in a second or foreign language, either at a university in another country or even in their home country. In 2006, the FIESOLE Group was founded at the European University Institute (EUI) in Fiesole, Italy, as a transnational network of applied linguists, educationalists and teachers at higher education language centres, its mission statement being to support the international mobility of early career academics. Since 2008, it has played an important role in preparing post-doctoral fellows on the Max Weber Programme at the EUI, in the form of both teacher-training workshops at the EUI and in teaching practice weeks hosted mainly at university language centres of FIESOLE Group institutions. Having offered extensive and intensive courses as well as participating in and contributing to international conferences in the field of English as a Medium of Education in Multilingual University Settings (EMEMUS), we would like to discuss the following questions with you:

1. Do language centres have the necessary linguistic and didactic expertise to make a significant contribution to the training of academics in teaching their subjects in a second or foreign language?
2. Do language centres also have the capacity to offer courses and support in languages other than English?
3. What role should certification (for trainees) and quality control (for language centres) play in the provision of such courses?
4. Do existing associations and networks such as CercleS and the Association for Integrating Content and Language in Higher Education provide the support that language centres may need, or should we set up our own network?

Bei dieser Diskussionsrunde zu einer möglichen Rolle der Hochschul-sprachenzentren bei der Vorbereitung von Lehrenden auf eine Unterrichtstätigkeit in einer Fremd- oder Zweitsprache möchten wir die folgenden Fragen erörtern:
1. Verfügen Sprachzentren über die erforderliche sprachliche und didaktische Fachkompetenz, um einen wesentlichen Beitrag zur Vorbereitung von Lehrenden zum Unterrichten ihrer Fächer in einer Fremd- oder Zweitsprache zu leisten?
2. Können Sprachzentren auch Kurse und Unterstützung in anderen Sprachen als Englisch anbieten?
3. Welche Rolle sollten Zertifizierung (für Fachwissenschaftler*innen) und Qualitätskontrolle (für Sprachzentren) beim Angebot solcher Kurse spielen?
4. Bieten Verbände und Netzwerke wie zum Beispiel CercleS und der Verband Integrating Content and Language in Higher Education bereits die Unterstützung die Sprachzentren benötigen, oder sollte ein eigenständiges Netzwerk gegründet werden?

**Mark Critchley¹,², Jocelyn Wyburd³, Neil McLean⁴ & Ana de Medeiros⁵**

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**Evolution of University Internationalisation Strategies and Language Policies: Opportunities and challenges for Language Centres**

**Plenary session**

This paper will explore how language centres and language programmes both in the UK and across Europe can influence a broadening of the concept of internationalisation to our individual and collective advantage.

For UK Universities, Internationalisation has long been focussed on: a) the recruitment of students from outside the United Kingdom, and b) the development of international partnerships for research and education. On occasion, this has included the establishment of overseas campuses, trans-national education programmes, or overseas recruitment offices. These strategies focus on reputation and brand, with aspirations to be a “global University”. However, language policy has remained largely absent, with an assumed monolingual approach using only English. Meanwhile, across Europe, many Universities have mature language
policies. However, with growth in EMI (English as a Medium of Instruction), language policies often reflect a situation where native language(s) + English predominate.

Language centres have an opportunity to influence university internationalisation strategies, whilst at the same time encouraging Universities to become genuinely multilingual and multicultural institutions that reflect the diversity of their staff and their students. This includes evolving strategy in the following areas:

- Encouragement and facilitation of language learning for global citizenship
- developing multilingual language skills to support research
- developing inter-cultural competence and awareness for staff and students
- internationalising the curriculum
- supporting student mobility facilitating cross-cultural contact between home and international students
- developing the University’s global culture

This presentation will discuss the opportunities for language centres to play a leading role in evolving narratives of internationalisation in their respective universities across Europe. These opportunities will involve language centres in playing their part in institutional cultural change within their universities. Meanwhile language centres have opportunities to review their own practices within new institutional strategic and policy frameworks, as vehicles to support both traditional teaching and novel language learning opportunities, with newly defined roles for language teachers and in supporting new spaces in which we can draw together all the linguistic and inter-cultural endeavours that can and should define any ‘global’ University.

Markéta Dudová & Jana Kubrická
Masaryk University Language Centre, Brno, CZ

Beyond Science: ESP Vocabulary at an Interdisciplinary Crossroads

Oral presentation
Vocabulary acquisition is a prominent part of ESP. It is very important for learners to build a large body of terms that are specific to and frequent in their fields of study. It is due to the gradual development of this specialised vocabulary that ESP leaners can use English resources, such
Markéta Dudová studied English Language and Religious Studies at Faculty of Arts, Masaryk University. She has a PhD in Literatures in English. Her research interests include Romantic poetry, literary theories and diet studies. In methodology, she focuses on the use of literature in foreign language teaching. She is convinced that L2 learners’ exposure to literary texts in language classes can help develop their creativity, critical thinking, empathy, as well as language skills. She currently teaches ESP courses at the Language Centre Unit at the Faculty of Science.

Jana Kubrická is a teacher and researcher at the Masaryk University Language Centre. She obtained her Ph.D. in 2015 in Educational Science from Masaryk University, Faculty of Education. Her research interests range from textbook research to specific issues related to teaching English for Specific Purposes, such as course design, learning autonomy or the use of language corpora. Recently, she has also taken a keen interest in Dogme method in EFL teaching and has been experimenting with it both in her ESP and General English classes.

References:


as scientific journals or websites, or be in contact with the international scientific community. Teaching and learning of specialized vocabulary in ESP courses, however, typically takes place in a separate domain from that of General English. As a result, students of ESP might not be fully aware of the potential their specialized vocabulary has and they tend to use it only within the narrow confines of their field. Therefore, we aim to introduce a vocabulary learning technique that integrates both ESP and General English and encourages learners to apply what they have learned in their disciplines to other domains of English in new, creative ways. We propose a set of corpora-based tasks designed to help students grasp figurative meanings of a word they have so far associated only with specific concepts from their disciplines. First, students explore authentic, contextualised examples in language corpora using sketch engine. Next, they analyse the semantic links between the literal/conventional and metaphorical meanings of selected terms and finally, they attempt to bring the new meanings of their vocabulary to life in an academic presentation. The overall goal of these tasks is to promote students’ autonomy and creativity and to help them transcend the lexical and conceptual boundaries of their disciplines in speaking and writing. In this presentation we introduce the technique in the context of ESP course design, demonstrate the application of the method including examples and offer an analysis of students’ work and feedback from a pilot run of the method at the Faculty of Science, Masaryk University.

Osvojování slovní zásoby představuje významnou část výuky angličtiny pro specifické účely. Odborná slovní zásoba se však zpravidla vyučuje v kontextech nesouvisejících s obecnou angličtinou a studenti si tak často nejsou vědomi potenciálního využití termínů, které ze svých odborných kurzů jazyků znají. V tomto příspěvku představujeme soubor aktivit, pomocí kterých se pokoušíme překlenout propast mezi světem odborné a obecné slovní zásoby. Tyto aktivity jsou založeny na práci s jazykovými korpusy a jejich cílem je pomoci studentům rozklízet přenesené významy odborných termínů, které si běžně spojují jen s jazykem vědy. Studenti nejprve pomocí aplikace „Sketch Engine“ prozkoumávají autentické příklady v jazykových korpusech. Dále analyzují sémantické vazby mezi konvenčními a přenesenými významy termínů, a nakonec se pokouší využít odbornou terminologii v metaforickém významu např. ve své prezentaci. Obecnějším cílem úkolů je podpořit autonomii a kreativitu studentů v cizím jazyce.
Jeroen van Engen
University of Groningen Language Centre

Best practises of five years of online language education. The learner, the course and the language centre

Oral presentation

In this paper we will present the online language courses programme at the University of Groningen Language Centre drawing on our extensive experience of offering these courses since 2015. We will share the best practices of our institute to support teaching professionals world-wide that needed to go online in the past months. Our programme consists of both general language courses (A1 to C1) and courses for specific purposes for healthcare professionals (A1 to B2) who would like to get prepared for their future career in the Netherlands.

In our presentation, we will pay attention to the initial development, production and integration of these courses into our institute’s offerings demonstrating how our didactic design and principles of constructive alignment between teaching and assessment were implemented. We will show how the online language courses provide a rich learning environment and what tools we used to pursue our students’ language learning goals. All courses have a similar structure and approach which consists mainly of a weekly cycle of preparation, practise and demonstration. During asynchronous preparatory activities, students work on the course material, while students practise their speaking skills either alone or in pairs and small groups during their own synchronous meetings. Finally, synchronous sessions with the teacher put emphasis on output activities such as writing and speaking assignments. This approach has shown to keep students highly engaged, as they need to be focused and dedicate a considerable amount of time on their language learning coursework.

Data from learner analytics (info on student access to course material, time spent on tasks) and evaluations of the student products (oral and written task performances) provide valuable insights into what makes a successful online language learner. We will be able to identify high-achieving students relating to their background, motivation, degree of involvement and study success; as well as to the type of teacher (skills and competences) and coordinator that play major roles in study success.

We will be happy to share our insights and best practices of how to design and implement online language courses within the context of a university language centre. We hope to spark the discussion about future collaboration and exchange of online language courses within the Cercles context.

In unserer Präsentation werden wir uns mit der anfänglichen Entwicklung, Produktion und Integration dieser Kurse in das Angebot unseres Instituts befassen und zeigen, wie unser didaktisches Design und die Prinzipien der konstruktiven Abstimmung zwischen Lehre und Bewertung umgesetzt wurden. Wir werden zeigen, wie die Online-Sprachkurse eine reichhaltige Lernumgebung bieten und welche Instrumente wir zur Verfolgung der Sprachlernziele unserer Studenten eingesetzt haben. Daten aus der Analyse der Lernenden (Informationen über den Zugang der Studierenden zum Kursmaterial, die für Aufgaben aufgewendete Zeit) und Auswertungen der Produkte der Studierenden (mündliche und schriftliche Aufgabenleistungen) liefern wertvolle Erkenntnisse darüber, was einen erfolgreichen Online-Sprachlernenden ausmacht. Wir werden in der Lage sein, leistungsstarke Studenten in Bezug auf ihren Hintergrund, ihre Motivation, den Grad ihrer Beteiligung und ihren Studienerfolg sowie die Art des Lehrers (Fertigkeiten und Kompetenzen) und des Koordinators, die eine wichtige Rolle für den Studienerfolg spielen, zu identifizieren.


Sabina Gola
Université Libre de Bruxelles (ULB)

L’apprentissage en autonomie intégré à l’enseignement traditionnel : comment exploiter un jeu de rôle au service de l’apprentissage individuel et collectif dans une classe de langue
Oral presentation

Désormais, l'étude des langues fait partie intégrante des cursus de la plupart des facultés. Si un grand nombre d'étudiants continuent à suivre des cours de langues qu'ils ont déjà apprises dans l'enseignement secondaire, beaucoup d'autres, surtout ceux qui choisissent de faire des langues leur spécialisation, abordent de nouvelles langues. Les mécanismes d'apprentissage de base s'enclenchent à nouveau, certainement influencés par les acquisitions antérieures (MOORE-CASTELLOTTI, 2008). En prenant en considération une situation type dans une classe d'enseignement-apprentissage d'une langue étrangère, nous avons d'un côté l'enseignant.e et, de l'autre, le public, qu'on considère généralement comme un tout uniforme, mais qui est en réalité composé d'individus avec un background différent et des caractéristiques propres (CORNAIRE, 1998). Quelles sont les responsabilités des enseignants dans ce mécanisme d'enseignement/apprentissage ? Et celles des étudiants ? Est-ce qu'il y a des responsabilités partagées entre les uns et les autres (WEIMER, 2017) ? Dans notre communication, nous allons nous interroger sur les dynamiques de classe dans un processus d'apprentissage du côté de l'enseignant ainsi que du côté des étudiants, sur la base d'un jeu de rôle sur la carte de l'Italie « Storie da raccontare a zonzo per l'Italia », élaboré en collaboration avec deux autres collègues, il y a presque vingt ans, ayant comme objectif premier de stimuler la production orale guidée. Les changements au cours de ces vingt ans du côté du public étudiant ainsi que de leurs stratégies d'apprentissage et des méthodes d'enseignement ont rendu le jeu inefficace. L'adaptation de ce jeu pour pouvoir l'utiliser avec notre public actuel va nous permettre de jeter un regard sur les changements de stratégies d'apprentissage des étudiants, spécialement dans leur implication personnelle dans leur apprentissage.

Dans la nouvelle version du jeu, les étudiants en sont les concepteurs ainsi que les protagonistes. L'objectif premier du jeu a changé aussi: la pratique de l'orale n'est plus qu’une partie d’un nouvel objectif global, qui est, d’une part, la revision de la grammaire étudiée dans le cours et, de l’autre, l'approfondissement des connaissances culturelles sur l’Italie. Ce sont les étudiants eux-mêmes (en groupe) les auteurs des fiches sur des sujets grammaticaux à reviser et sur des thématiques culturelles qui, dans une première phase, sont présentées à la classe et, par la suite, constituent la matière pour les questions à poser dans le jeu. De cette expérience, qui s’est révélée très positive d’un point de vue didactique, il nous semble important de mettre en évidence le rôle de la participation active des étudiants surtout dans la rédaction des fiches grammaticales selon un format adapté à un public composé de leurs pairs. Ce qui les a approchés d’une matière considérée souvent rébarbative et a influencé de façon substantielle leur motivation à l’apprentissage et a sensiblement amélioré leurs résultats à l’examen.

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

References:
Weimer, Maryellen, “What Happens in a Course in a Shared Responsibility“, Faculty Focus, 29 mars 2017
Weimer, Maryellen, “Getting Students to Take Responsibility for Learning“, Faculty Focus, 6 septembre 2017
Laura Haug has been working at the language department of the Faculty of Science at the University of South Bohemia since 2009. In 2014 she obtained an MA in TESOL from the University of Nottingham specializing in autonomous learning. Apart from teaching general English to Bachelor’s students, academic writing, debating and presentation skills to Master’s students, she has contributed to the development of the language tests provided by the language department. She has developed, among others, an integrated entry test after learning about a similar test while teaching on a pre-sessional course at the University of Reading.

In our communication, we will question the class dynamics in a learning process on the teacher’s side as well as on the students’ side, based on a role-playing game on the map of Italy “Storie da raccontare a zonzo per l’Italia”, developed in collaboration with two other colleagues, almost twenty years ago, with the primary objective of stimulating guided oral production. Changes in the student population over the past 20 years, as well as their learning strategies and teaching methods, have made the game ineffective. Adapting this game for use with our current audience will allow us to take a look at the changes in student learning strategies, especially in their personal involvement in their learning.

Laura Haug
Language Department, Faculty of Science, University of South Bohemia

Integrated language skills assessment: how the TEEP inspired the language department of the faculty of science at the University of South Bohemia.

Oral presentation
Integrated assessment evaluates language proficiency through tasks that require the examinee to produce a written/spoken output based on a listening and/or reading comprehension (reading/listening-into-writing/speaking). Since integrated assessment aims at reflecting the communicative and cognitive requirements of academic life or other professions, it is selected as a means of assessment that is both authentic and challenging. However, systematic research in this field attempts to address questions related to its validity and reliability. Whereas its construct may be considered valid due to the authenticity of the tasks, other aspects of integrated assessment, such the measurement process, test design and the examinee’s performance may pose issues related to reliability. This presentation will look at integrated assessment in action by providing a comparative analysis of two currently used integrated tests. The first is the long-standing Test of English for Educational Purposes (TEEP) developed at the International Study and Language Institute (ISLI), University of Reading, which has become a renowned entry examination at several UK universities. The TEEP has been used since 2001 to assess the performance of international students attending pre-sessional courses at ISLI, and it was created as a measurement of students’ ability in academic English in contrast to general English. The second example was inspired by experiencing TEEP in action and having the opportunity to talk to one of its creators, John Slaght, and it was developed at the language department of the Faculty of Science,
University of South Bohemia (FSci USB). The Cross-Border Studies Entry Examination (CSEE) of the FSci USB aims to assess language proficiency of applicants for the English taught biochemistry undergraduate and postgraduate degree courses. The CSEE has been used since 2018 on a relatively small cohort of examinees. Unlike the TEEP, which is a reading and listening-into-writing test, the CSEE consists of two separate tasks, reading-into-writing and listening-into-writing. By comparing the two tests and analysing the different parts, this presentation aims to promote a discussion on the suitability of designing and using integrated assessment at the tertiary level.

La verifica integrata valuta la competenza linguistica attraverso attività che richiedono all’esaminato di produrre un output scritto/orale basato su una comprensione orale e/o scritta. Questa presentazione esaminerà la verifica integrata in un’analisi comparativa di due test integrati attualmente utilizzati. Il primo è il Test of English for Educational Purposes (TEEP) creato presso l’International Study and Language Institute (ISLI), Università di Reading. Il secondo esempio è stato disegnato presso il dipartimento linguistico della Facoltà di Scienze, Università della Boemia meridionale (FSci USB). The Cross-Border Studies Entry Examination (CSEE) del FSci USB ha come scopo quello di valutare la competenza linguistica dei candidati al corso di biochimica insegnato in inglese. Confrontando i due test, questa presentazione vorrebbe aprire una discussione sull’idoneità della progettazione e dell’utilizzo della verifica integrata al livello terziario.

Lowri Mair Jones
Bangor University, Wales

The possibilities of recreating classroom interaction for A1 adult Welsh learners, purely online

Oral presentation
Technology is an ever-changing concept, and our lives have become more and more dependent on this medium; education has also changed in the face of these developments (McCarthy, 2016). This brings along opportunities and challenges alike to educators in the digital age. More so for the educators of a minority language.

Welsh is a minority language spoken by 29.3% of the people of Wales (Office for National Statistics, 2018); this figure shows an increase from the 2011 census. The Welsh language faced vast challenges in 2011,
when the census results showed a 1.5% decrease in the number of Welsh speakers since 2001 (Office For National Statistics, Census 2011). It is the Welsh Government’s aim to increase the number of Welsh Speakers to 1 million by 2050, and they state clearly that technology has a pivotal role to play in reaching this target (Welsh Government, 2017).

Cymraeg i Oedolion (CiO) The Welsh for Adults programme has a pivotal role in contributing to this target.

This research was developed to capitalise on the advantages that technology could offer CiO, in the face of more challenging factors in language conservation. It looked at the possibilities of creating digital resources (language learning app, and a web-based classroom) to support learners who wished to learn Welsh purely online. This research looks at the principles of language learning and classroom interaction, in particular within the socio-cultural theories of language learning, and social interaction within the classroom (Walsh, 2011).

The main strategies of classroom interaction were identified through design-based research, that involved identifying a challenge and working with experts in the field to develop pragmatic solutions. This is a long-term process that iterates through many contexts (Anderson, 2005).

This research paper will specifically look at the learner profiles and the initial conclusions of the research project. It will briefly explore the methodology used to collect the data, along with the analysis of oral samples. It will also give early stage recommendations on the success of developing purely online tools for adults learning a minority language on A1 level.

References:


Christopher Lacey
University of Leeds, UK

Charting a Future for Out-of-Class Assessments: Harnessing the opportunities of autonomy and maximising positive learning behaviours

Oral presentation
Diversity within the assessment landscape facilitates the fairest and most robust evaluation of student success, and not all skills valued by employers can be demonstrated in timed examinations. Feedback from students has shown that portfolio-style assessments, when designed appropriately, are highly appreciated, both in terms of being a form of assessment where learning takes place through the research and composition process, and in providing a valued alternative to the increasing prevalence of timed examinations, which some students find oppressive and one-dimensional. However, there are significant risks to the integrity of out of class assessments due to concerns around plagiarism and authorship. This presentation examines the role of student autonomy within assessment as a key driver of both student achievement and satisfaction. It also seeks to illustrate and discuss ways in which language teachers can maximise opportunities for students to display an array of positive learning behaviours such as creative independent learning, while ensuring that such forms of assessment are as robust and watertight as possible. The Japanese and Korean modules in Languages for All, the Institution-Wide Language Programme at the University of Leeds, include a portfolio of inde-
dependent study within the assessment landscape, focusing on text analysis and demonstrative learning, with concrete and transparent referencing of new learning as a key aspect. Starting with an evaluation of this as a case study the discussion will focus on reflections around motivation and employability, and considerations for assessment formats with a high degree of student autonomy. Discussion will also focus on the specific challenges and opportunities of such forms of assessment in relation to languages with a new script, which requires demonstration of interaction with a comparatively broad array of linguistic elements. In addition, valid concerns about educator time commitment in the marking process will be discussed, together with proposals for the introduction of specific granular marking criteria to maximise the quality of feedback for students while ensuring the marking process is as efficient and nimble as possible. Generic, compound criteria which may be somewhat vague are replaced with a grid of specific, task-related attributes students should aim to demonstrate achievement against. The presentation hopes to demonstrate that the more specific the criteria the more effective the feedback and by employing a simple tick system against an array of specific criteria a richer degree of feedback can be provided while also being less burdensome from the perspective of the marker.
Lenka Zouhar Ludvíková
ÚJKS FRRMS MENDELU

Exercising Autonomy, or How My Students Make Decisions about Our Courses

Oral presentation
Learner autonomy is not only a buzz word in ELT, but it is also daily bread for many of my students. My presentation is based on the areas which Richard Smith identifies as the ones that the institutions, often represented by the teachers or the textbooks, make the decisions about: objectives, contents (including materials), stages or syllabus, methods and techniques, pace, time, and place, evaluation procedures. These areas are the building blocks for structuring my presentation which will discuss and demonstrate how the responsibility for these areas might or might not be shifted towards the students.

As David Little says, learner autonomy may take many different shapes and forms and I have been experimenting with it in different contexts and with a range of students. The examples I plan to provide are based on my experience at two universities, in 6 different courses, which will explore a variety of opportunities for developing and fostering students’ autonomy. The courses I will talk about are EAP and ESP courses and the students in these courses come from a range of study fields. Some of the courses are compulsory for the students of particular disciplines, others are elective and optional; they are completed either with a pass/fail assessment or with a grade, which will allow me an insight into student evaluation with autonomy in mind, and they are taught at either Bachelor’s or Master’s programme.

The aim of the presentation is to demonstrate how learner autonomy support can expand to the areas that we often feel are limited by the university context. Apart from my experience and practice, I will also use my students’ insights to include their reflections.

References:
My name is Renáta Nagy and I am an assistant lecturer at the Department of Languages for Biomedical Purposes and Communication at the University of Pécs Medical School, Hungary. I am an English and Hungarian for Specific Purposes instructor and my primary areas regarding classroom instruction include General English, Medical English, Medical Hungarian and Terminology. Recently, I initiated my PhD at the Doctoral School of Health Sciences (University of Pécs) in which my field of research includes the question of online assessment.

Online Assessment of English and Other Languages

Oral presentation

The presentation is about the online assessment of English and other languages. The focus is on online as a possible future form of language testing. The study is innovative and its main target is to uncover the intriguing question of validity of online testing.

The aim of the presentation is to enlighten the candidates and professional assessors about the advantages and disadvantages of certain types of online test tasks after a thorough experimental process currently being implemented. The test tasks include online tests written in English and Hungarian by the students at the Medical School of the University of Pécs. The same students volunteered to participate in my online survey regarding tests and other possibilities online which truly has a huge importance hence today’s situation around the globe. It can unquestionably be used as a perspective in a vast array of contents.

A positive outcome of the study would indicate an optimistic and dazzling future in a number of aspects for not only language assessors but for future candidates as well. Namely, a base online setup which could be used worldwide for online tests.

Beside the principal aim of the study, other issues of online assessment will be taken into consideration to gain a complete picture of language testing. These areas include ability, context, discourse, competence, tasks, test developing and technology. In order to achieve this, the research involves not only the theoretical but also the real, first-hand empirical side of testing from the point of view of examiners and examinees as well.

Material and methods include surveys, needs analysis and trial versions of online tests. Surveys will not only question future candidates but also assessors in order to find both perspectives of needs and wants. Surveys are already being carried out focusing on the relevant questions. Candidates will include volunteering students and instructors of the Medical School of the University of Pécs in an estimated number of approximately 500 students.
The survey hypothesized that the students of the 21st century expect everything available online and not only expects but also would like to be accustomed with online contents and opportunities not only in everyday life possibilities but with studying and testing their knowledge online as well.

In this context, the presentation focuses on the possible questions, techniques and approaches of the issue of online assessment which can be used in language lessons as a type of classroom technique, too.

Im Fokus des Vortrages steht die online-Methode, die ein Bahnbrecher für die Zukunft darstellt. Die vorliegende Studie ist einerseits innovativ, andererseits vorwärts weisend. Mein Ziel ist es damit, die grenzlosen Möglichkeiten der online-Erhebung zu erforschen, in erster Linie die validitätsbezogenen Aspekte.

Das Ziel dieser empirischen Untersuchung ist es, die Vorteile und Nachteile des online-Testverfahrens sowohl für die Prüfer als auch für die Studierenden aufzudecken.

Die Daten basieren auf einem neulich an der Medizinischen Fakultät der Universität Pécs durchgeführten online-Fragebogen, der etwa von 500 Studierenden ausgefüllt wurde.

Die Fragen beziehen sich auf das online-Testverfahren, es wurden sowohl ungarische als auch ausländische Studierenden in die Untersuchung einbezogen.

Methodisch ist noch ein für Dozenten zusammengestellter Fragebogen vorgesehen, um den Bedarf für diese Methode aufzudecken. Nach dem theoretischen Teil folgt eine praktische-Untersuchung, zur Bestätigung der Hypothesen.

Das Ziel der Forschung ist also herauszufinden, ob es möglich ist, einen Fragebogen zusammenzustellen, der sowohl für den Prüfer als auch für den Studenten geeignet ist, bzw. kontrolliert werden kann und dabei die Validität der Prüfung auch intakt bleibt.
Comparative Study on Willingness to Communicate over Four Different Countries: Japan, Slovak Republic, Czech Republic, and Spain.

**Oral presentation**

The study aims to discover the extent of country differences in attitudes of students toward English in four distinct countries. Willingness to communicate and the needs to utilize English differ with regard to the situational context, domain as well as culture. However, there is no clear evidence as to how they differ and what contributes to the differences. There might be a wide gap between the European and the Asian contexts regarding the attitude and needs of students toward English. In order to investigate the issue, a questionnaire adapted from Iwamoto (2014) which was developed through multiple studies (McCroskey & Richmond, 1987; MacIntyre & Charos, 1996) was utilized. The questionnaire has 30 items in which willingness to communicate statements are supposed to be assessed by students. Participants answer questions on a 6-point likert scale from 1 (strongly disagree) to 6 (strongly agree). Four researchers from the Czech Republic, Japan, the Slovak Republic, and Spain administered the questionnaire submitting it to university students at six universities in the respective countries. More than 600 students participated in the research. The participants majored in various fields of study such as economics, law, natural science, management, mathematics, physics, ICT and business. The participants were students of one Czech university (Charles University), two Japanese universities (Dokkyo University and Tokiwa University), two Slovak universities (Comenius University and the University of Economics in Bratislava), and one Spanish university (the University of Nebrija). The age of the participants ranged from 18 to 22. The data were analysed using descriptive statistics and through exploratory factor analysis to discover their categorical features. The results were considered in terms of the geographical backgrounds of the participants. The subject of their study program as well as insights of the researchers were considered. The dimensionality of the 30 items over the four countries was analyzed using Principal axis factor analysis. The scree plot proved that the data were not unidimensional. Based on the plot, four factors were rotated using Promax rotation. All data sets
showed four distinct factors. In Japan, self-confidence, positive attitude toward speaking English, speaking nervousness, and willingness to communicate were yielded. In the Slovak Republic, speaking nervousness, willingness to communicate, self-confidence, and motivational intensity were yielded. In the Czech Republic, fear of negative evaluation, motivational intensity, self-confidence, and willingness to communicate were yielded.

Studie čtyř autorů sleduje kulturní a oborovou podmíněnost „ochoty komunikovat“ (z angl. willingness to communicate) na vzorku více než 600 univerzitních studentů ze tří evropských a jedné asijské země (Česká republika, Japonsko, Slovensko, Španělsko). K rozboru této podmíněnosti byl využit standardní dotazník čítající 30 položek. Data byla následně statisticky interpretována za použití technik deskriptivní statistiky a faktorové analýzy. Ve všech čtyřech datových souborech analýza odhalila významnou korelací čtyř konceptů, které se ovšem mezi jednotlivými zeměmi lišily. Byla tedy prokázána výrazná kulturní podmíněnost tohoto lingvodidaktického fenoménu. Autoři, univerzitní pedagogové, ve své studii interpretují statistická zjištění na základě rozboru jednotlivých položek a na pozadí oborového zaměření svých studentů.

**Challenging opportunities for secondary school teachers: A new generation of learners in a CLIL class**

Oral presentation

Secondary school teachers have lately been involved in training programmes aimed at promoting Content and Language Integrated Learning (CLIL). In Italy, these training programmes have also been offered by Universities which were asked to train both in methodology and in English language.

The present contribution will illustrate the experience with a class of adult learners attending a CLIL course at the University of Modena and Reggio Emilia, Italy. These learners were secondary school teachers who were expected to teach their subject(s) in English and who may be regarded as a new generation of learners. The course was meant to focus on English language acquisition only; the students attending it were expected to master ESL at the C1 level of the CEFR (2001). After her degree summa cum laude in Modern Foreign Languages and Literatures, Margherita Pelleriti taught – as a certified teacher – ESL at University Language Centres and state schools for nine years. She now works at the Language Centre of the University of Modena and Reggio Emilia, Italy; her main activities include language advising and language testing. She is also interested in dyslexia in relation to language learning and language testing. She has given presentations at national and international conferences and seminars, published some papers and co-authored two English coursebooks. She was awarded an MA Language Testing degree from Lancaster University; she is a UKALTA member. She has taught a CLIL course. She is a peer reviewer for some international journals.

**Margherita Pelleriti**

University of Modena and Reggio Emilia, Italy
the administration of an entry test, it soon became apparent that these learners needed help, in particular in tackling listening comprehension tasks. As a matter of fact, listening is an activity which involves decoding an aural input and this, by its own nature, poses a great challenge since decoding can only happen during a limited amount of time and sometimes the listener may not be granted a second chance. This applies, for instance, to announcements concerning the news or public transport, and to foreign language examinations when listening comprehension is assessed (Buck, 2001; Brunfaut, 2016).

In order to maximise their learning experience and to foster effective listening comprehension – in an attempt to help them attain the C1 level –, not only did the learners rely on the textbook adopted, but they were also provided with some self-access facilities which included, along with the traditional workbook with keys, an instructor-led online platform, graded online listening resources, online videos specifically meant for the target students.

In this way, the learners were engaged in autonomous learning at their own pace and according to their needs (Godwin-Jones, 2011; Heift, 2004; Holec, 1988; Lai, 2017; Schwienhorst, 2011; Tomlinson, 2010) in terms of content, language level, and mode (paper-based vs technology-based). Moreover, since they were professionals who were expected to teach their subject(s) to their own students, they were also taught how to effectively use some of these resources within their own classes, fostering the lifelong language learning process and raising awareness in terms of effective listening comprehension.

In order to investigate whether the new measures proved fruitful, performances of candidates were observed by comparing scores of the listening subtest administered as an entry test and of the listening testlet administered as a proficiency test at the end of the course. In particular, data observation concerned the same people tested on those two different occasions. By observing these data, it seems plausible to state that the extra resources provided proved beneficial to some candidates, whereas for those who failed the listening test administered at the end of the course, the reasons may be manifold and deserve further investigation.

Questo contributo illustra l’esperienza con una classe di adulti che hanno frequentato un corso linguistico CLIL presso UNIMORE. Si tratta di insegnanti di scuola secondaria di II grado a cui viene chiesto di insegnare la loro materia in inglese e che possono essere considerati una nuova generazione di apprendenti. Il corso era incentrato sull’apprendimento dell’inglese al livello C1 del CEFR.
Dopo il test d’ingresso è subito emersa la necessità di aiutare questi apprendenti, in particolare nella comprensione orale. Per renderla più efficace sono state messe a loro disposizione risorse di autoapprendimento online, quali piattaforma gestita dall’insegnante, ascolti graduati, video espressamente pensati per questi discenti.

Al fine d’indagare la bontà delle misure messe in campo, sono state osservate le performance dei candidati nella prova di ascolto del test d’ingresso e in quella dell’esame finale.

**Kiyo Roddis**
Cardiff University, UK

**The Benefits of class-based ‘Self-expressive Writing’ Activity in Beginners Language Courses: enhancing learning experience and outcomes**

**Oral presentation**

This paper presents a teaching practice on UWLP (University Wide Language Programme) Japanese beginners’ courses that benefits learners’ autonomic and comprehensive learning by the introduction of regular self-expressive writing activities from the *ab initio* stage. The format of the practice is based on a methodological approach devised by Kawaguchi (2016).

The approach encourages active participation from the learners, using specifically designed *Kana* (Japanese phonetic character) charts. In each class, ‘contextualisation’ and ‘personalisation’ of the target contents are ensured by flexibly extracting and using the vocabulary and phrases that are relevant to learners, thereby connecting individual interests with learning of the target language (TL). Conversations are prompted through these ‘personalised’ vocabulary and phrases, which is followed by a writing activity to consolidate the learners’ understanding and expand their self-expression skills in the TL. The written work is then shared in class, and used for other exercises such as reading/listening comprehension and prosody-oriented training, through which peer-learning is facilitated.

Whilst it can be a challenge to incorporate regular writing activities within the limited lesson time, various benefits of this approach have been observed. This paper will explore the ways in which connecting oral and written activities benefit and enhance learning. Such benefits include stimulating learners’ motivation to learn and maintaining their

**Kiyo Roddis** is a Tutor in Japanese at Cardiff University, currently teaching as part of the UWLP (Languages for All). She holds an Msc. in Education (Cardiff University) and a PG Diploma in Teaching Japanese as a Foreign Language (IIEI). Kiyo has over 10 years of experience in teaching Japanese at various levels and contexts, as a specialist and non-specialist subject. Her particular interests are innovative and learner-oriented/constructivist approaches to classroom teaching that enhance the learning experience, and motivation. Kiyo has published two short papers and presented her practice on a number of occasions.

**References:**


concentration whilst maximising each learner’s potential. Furthermore, it increases opportunities for the teacher to assess each learner’s competence and offer more individualised support in a classroom environment.

Writing activity in this approach help accommodate learners’ desire to express themselves and what matters to them in the TL, it also generates a sense of fulfilment on completion of written text in the TL. It also offers learners opportunities to self-evaluate their skills and knowledge as they learn, resulting in a more conscious engagement and learning. In the context of learning Japanese as a foreign language, the approach also had a marked benefit in helping learners’ acquisition of Kana skills. The majority of learner feedback concerning the writing activities is positive, showing that they also value its benefits.

The practice has provided an opportunity to reflect on what is effective and meaningful ‘communication practice’ in the context of language learning outside the TL country.

本発表は、高等教育機関での課外外国語クラスにおけるゼロ初級からの「書く」活動実践例について述べる。実践は、川口（2016）が提唱する教育理念と初級指導法を基盤とした。課外外国語コースでは、限られた授業時間内に4技能をバランスよくかつ効率的に指導するのが課題のひとつであり、また、目標言語で表現したいという欲求に応え、それができるという達成感を与えることは学習意欲を持続するための鍵だと言える。本発表では、授業内での定期的な自己表現作文活動から得られたこれらの課題に対する成果や、観察されたメリット、ならびに学習者からの反応などについて報告する。

Eva Rudolfová
Masaryk University Language Centre, Brno, CZ

Mindsets - Teacher Meets Student Meets Attitude

Workshop
Emotional Intelligence is becoming more and more widely recognized as a tool for improving studying, working, and living in general. Students themselves are now acutely aware of what benefits being emotionally intelligent can bring to their lives. Our emotions and feelings make up who we are and how we approach different situations, learning included. They form our attitudes and habits and strategies and not all of them are beneficial to us. In our tuition, we can increase the awareness of these attitudes and strategies, and using reflection as a tool, we can assist our students at improving these crucial skills.
However, emotional intelligence is a very broad concept and can be approached from many different perspectives. The perspective this workshop proposes is mindset mapping.

We will first look at the types of mindsets that exist and their possible impact on the learning experience. We will revisit the concepts of the learning curve, the reward system, will-power, praise, attitude to change and to making mistakes. According to Carol Dweck, the most famous expert in the field, there is a substantial difference in the brain activity between the students who run away from the error and don’t engage with it and those who process the error. Those who believe that abilities can be developed, engage deeply. Their brain is on fire, they learn from the error and correct it. It is their focus, their perseverance, their improvement that makes the difference and that we are after in a language class.

Carol Dweck, although being the person who first coined the terms fixed and growth mindset, and then adjusted the concept to the latest findings in the field, is not the only scientist researching mindsets. In this workshop, we will also examine other approaches and opinions and ponder on, how valid they all are in different situations and how they can be beneficial. Also, I would like to touch upon areas mindsets could have in common with other frequently mentioned concepts, for example Grit or Deep Work.

At the beginning, we will briefly reflect on what sort of mindsets we have as teachers, and how are they influencing our views of the theory as such. Then, we will try to understand the mindsets of our students and finally, we will open a discussion whether we, as language teachers, can help students to develop a mindset, in the broader sense of the word, that is more learning-enhancing. A mindset that enables the student to reach his or her highest potential. For that, we will also draw upon other areas of emotional intelligence relevant to the topic, especially those connected to self-awareness and metacognition.

References:
**Jitka Sedláčková & Lenka Tóthová**

Teiresiás - Středisko pro pomoc studentům se specifickými nároky / Support Centre for Students with Special Needs, Masaryk University

**Fostering autonomy in learners with special needs: a specialized e-learning course**

**Oral presentation**

In the context of a complex and rapidly changing educational environment, international engagement has become a priority and is regarded as a means to improve the quality of education and the future social and professional success of the students. Some of the internationalization strategies may, however, pose a major challenge for some higher education students. One of the vulnerable groups are learners with special needs, and particularly, deaf and hard of hearing students. This group of learners is limited in the chances to interact in spoken/written foreign languages and the learning opportunities they can join (Sedláčková & Kontra, in press). This, by extension, has an unfavourable impact on this group’s possibilities of engaging in study stays abroad, which is an area where the learners with hearing loss are heavily underrepresented.

Based on the experience with the newly launched e-learning course Online English for International Mobilities the present paper discusses the need for building effective FL learning strategies in deaf and hard of hearing students in connection to the process of academic internationalization. The presenters argue for the need to foster the students’ autonomy as FL learners, which would lead to reducing their teacher dependency and reliance on directed learning, encouraging them to take responsibility for their own learning. The applied approach to foster these skills will be practically exemplified.

Secondly, the paper provides a comparison of two pilot runs of the course from the point of view of (online) classroom dynamics and cooperation. While the course is built to be as autonomous as possible and benefits from the advantages of the e-learning format, great importance is given to group dynamics and cooperation via discussion fora and online chats. It also takes advantage of the considerable benefits of individualized and personalized feedback provided by the teachers on selected assignments.

**References:**

Pia Weninger
School of Modern Languages, Cardiff University

Intercultural competence as the premise of language teaching and learning: The trial of drawing such portrait of an “intercultural competent language learner”

Round-table session
The whole idea for establishing a round-table originates from past and current research findings on the concept of interculturality and what such concept involves. One major aspect of interculturality is intercultural education. One of the major approaches of such lies within the development of an intercultural competence.

Gaining intercultural competence will no more be the final learning goal but rather the premise and therefore an internal part of language teaching and learning. First and foremost, this round table will focus on all aspects that come with the comprehensive term of intercultural competence. The following questions will be raised: What is intercultural competence? How does it fit into language teaching and learning? Why is it the core approach within language teaching and learning? What role does intercultural communication play in it? What role does contextualisation and reflexivity play in it? What role does intersubjectivity and interpersonality play in it? Hence, it will identify its potential and significance for teaching and learning in the field of education in higher education and further, specifically for language teaching and learning.

The round-table will have its “intercultural competent language learner” in permanent focus. Such portrait will be drawn in vivid and interactive conversations and discussions with other intercultural characterized teachers. The target groups of such round-table are language teachers of all kinds and academics who are working in the field of interculturality.

Pia Weninger joined the School of Modern languages as a part-time “University teacher and part time associate tutor in German” in September 2018. Pia graduated from the University of Vienna with a MA in Philosophy. Her thesis was about the “theory of evil” with conjunctions to Hegel’s and Canterbury’s theories of the evil and the good. Pia gained a lot of experience from living abroad as an exchange student in Heidelberg in 2012-13 as well as from working as a foreign language assistant in two secondary schools in Bristol in 2014–2015. After her graduation in 2016, Pia accepted a post as an Austrian lecturer in Debrecen, Hungary. Whilst undertaking this work experience she was also part of the language acquisition team for the Austrian Integration Fund in Vienna for almost a year, where she developed language teaching materials. She also undertook a postgraduate course in art & economy, specialising in art education, at the University of Applied Arts in Vienna.

ficultades auditivas en relación con el proceso de internacionalización académica. Se aboga por la necesidad de fomentar la autonomía de los estudiantes con el fin de reducir su dependencia de los maestros, alentándolos a asumir la responsabilidad por su propio aprendizaje. Se proporcionarán ejemplos prácticos de las estrategias aplicadas en el curso. En segundo lugar, la comunicación proporciona una comparación de dos pruebas piloto del curso, centrándose en la cooperación en el aula virtual. Se otorga una gran importancia a la dinámica de grupo y la cooperación a través de foros de discusión y chats en línea y se aprovechan los beneficios del feedback personalizado en las tareas seleccionadas.
I have been an academic language consultant at the Centre for Internationalisation and Parallel Language Use for 11 years. I run English language courses and workshops for staff at the University of Copenhagen (and other universities around Denmark), mainly administrative staff (finance, HR, study administrative), but also academic staff. I have a Master in Foreign Language Pedagogy from Copenhagen Business School and an MA in Applied Linguistics from the University of Birmingham. Before joining the Centre, I worked as a free-lance business English instructor, running one-to-one and group courses for companies in and around Copenhagen.

Pete Westbrook
Centre for Internationalisation and Parallel Language Use, University of Copenhagen, Denmark

English for university admin staff: it’s all in the mix

Oral presentation
The past 20 years or so have witnessed rapid growth in the internationalization of institutions of higher education in northern Europe. As a result of the increasing influx of students coming from heterogeneous linguistic and educational backgrounds into Denmark, the University of Copenhagen implemented a language policy based on the parallel language use of Danish and English.

To support this internal language policy, as well as ensure quality in degree programmes and research, the University established the Centre for Internationalisation and Parallel Language Use (CIP) in 2008 as a research, competence development and resource centre. Part of CIP’s remit is to offer a range of language courses (mainly in English and Danish) for both students and staff.
While there has been a lot of focus on teaching and learning through the medium of English, one major group that seems to have been somewhat neglected at universities in non-English speaking countries, like Denmark, is the administrative, secretarial and technical staff. They are expected to communicate with international students, teachers and researchers who do not necessarily speak the local language. How then are they to cope in a working environment that increasingly demands that they provide a professional level of service not only in Danish, but also in a foreign language: English?

This presentation looks at how CIP has set about meeting these needs by developing specific terminology-based language courses in English for university administrative staff, including HR, finance and study administrative staff. The overall aim of these terminology courses is to enhance participants’ mainly productive knowledge of vocabulary (and other aspects of English) relevant to their particular job at the University.

Each group of administrative staff obviously needs to be able to talk and write about different topics (e.g. recruitment for HR staff, budgets for finance staff, exams for study administration staff). I therefore alter the terminology to be taught on these courses according to the participants’ needs; however, I use a basic framework of activities as the starting point for all three types of courses. As participants’ course evaluations have been overwhelmingly positive about the mix of activities, this presentation will focus on the design of the framework, development of terminology lists and how both are applied to the courses in practice.

Como resultado de la internacionalización, la Universidad de Copenhague fundó el Centro de Internacionalización y Utilización Paralela de Idiomas (Centre for Internationalisation and Parallel Language Use – CIP) en 2008 como centro de investigación, desarrollo de competencia e información. Parte del trabajo del CIP implica tener cursos para el desarrollo de un idioma (principalmente en danés e inglés) para los estudiantes y el personal de la Universidad. Mientras se ha hablado mucho de la enseñanza a través del inglés, las necesidades lingüísticas del personal de administración, secretario y técnico no parecen haber sido tenidas en cuenta.

Esta presentación observa cómo el CIP ha propuesto encontrar las necesidades haciendo cursos de lengua basada en terminología específica en inglés para el personal universitario de administración, incluso el de RR.HH., el financiero y el de tutoría, que tiene que comunicar con estudiantes y personal internacionales en inglés. En particular, se centra en el desarrollo de diferentes listas terminológicas, un marco común básico y cómo pasar de la teoría a la práctica.
Catherine Hua Xiang
London School of Economics and Political Science

Designing and Launching a Year-Long Executive Education Programme at LSE Confucius Institute for Business London – Chinese Language and Culture for Business (CLCB)

Oral presentation
This paper focuses on designing and launching the first year-long executive education programme, namely Chinese Language and Culture for Business (CLCB) at LSE Confucius Institute for Business London. The essential features of this program include the curriculum design, delivery mode and on-going student support. A blended learning (BL) approach is adopted in the Mandarin teaching, with course delivery and assessment taking place in face-to-face contact hours in class, combined with the use of online learning environment and mobile technology out of class. This combination is used to meet the needs of busy business professionals, to provide them with online and offline support, and thus to maximise their learning outcome. From the intercultural communication perspective, the programme provides intensive training and business master sessions addressing core values of Chinese culture and Chinese business communication styles. The invited guest speakers who hold senior positions in different businesses areas share their live experiences with the students on the unique Chinese business concepts and practice such as ‘hanxu’ and ‘heqishengcai’. Meanwhile, talks and events, from China Business Briefings to Open Business Forum, are organized to provide the students with global networking opportunities. Embedded in this program, a fortnight summer study trip to Tsinghua University enables students to fully immerse themselves in Chinese language and life. The paper addresses some practical considerations and challenges in designing the programme with the hope to shed light on and provide pedagogical implications for other programme leaders and course designers in the field of language teaching for specific purposes. The paper specifically orients to integrating blended approach and technological innovation, an intercultural dimension as well as business skills to its language learning purpose. It aims provide an account of how these different features are developed, how resources are used, and how methodological approaches are adopted. It sheds some light on how further integration of language skills with culture and business skills could be achieved. More research is needed to understand the best ratio for different features in such programme and the measurable effect of each and the combined effect of these features on students’ linguistic and
George S. Ypsilandis
Professor, Aristotle University of Thessaloniki
Guest Professor, Catholic University of Eichstatt-Ingolstadt

Retainment of two tested vocabulary strategies in a CALL environment

Oral presentation

In (language) education, it is generally accepted that the analogy input=output is utopic. In other words, not everything taught by the teacher is retained by the learner and that a certain proportion of teaching is missed. Questions as to successful computer mediated instruction strategies to assist short- and long-term learning and engage the learner in the learning process are rarely tested.

This systematic experimental study aims to improve computer feedback quality in language instruction and examines the retainment of two different vocabulary strategies in a Computer Assisted Language Learning (CALL) environment. In particular, the study measures L2 vocabulary short- and long-term retention, following a typical sequence of pre(after)-treatment pattern. The subjects are asked to read a text on screen, containing 10 vocabulary items for which hyperlinked morphosyntactic information and the equivalent term in the students’ L1 is

George Ypsilandis is a full professor with the department of Italian Language and Literature of the Aristotle University of Thessaloniki, Greece (currently a guest professor with the Catholic University of Eichstatt-Ingolstadt, Germany). Ypsilandis’ research interests remain in the areas of Computer Assisted Language Learning (CALL), Language Testing and Contrastive Rhetoric. He offers modules on Second Language Acquisition, Language Teaching Methods with Information Technologies and Learning Theories. His current research concentrates on feedback, ethics in language testing and Saudi and German rhetoric. He enjoys riding his bicycle to work every morning through the Thessaloniki pier appreciating the sea and the sun.
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provided, with two different strategies. 5 of the tested words are provided with the information in one pop-up screen, reached with one click (first tested traditional strategy), while the other 5 (experimental) are provided with the exact same information in three successive approximations, following a hybrid dialogue which aims to engage the learner in the learning process. A questionnaire was additionally used to collect information relating to participants’ preferred feedback, feedback the learners think they learn better with, and their opinion as to the best feedback for learning in general. The sample consisted of 52 subjects out of which 33 typically developed learners were finally analysed (19 learners with learning disabilities, at the results of a relevant test, were treated listwise in the statistical analysis and were excluded). Output measurements took place after an hour and after a week.

It was found that: a) the hypothesis input=output was largely rejected, as retention percentages dropped considerably both in short- and long-term memory, for both instruction strategies, b) the traditional instruction feedback type scored better than the experimental in both instances of memory tested, c) learners’ preferred feedback strategy does not match the one they learn better with, and d) the learning disabilities variable needs to be controlled in language learning studies as it significantly affects test results. Findings of this study are of use to language teachers, software designers and researchers working in the area of language learning and memory.

Στην εκπαίδευση, γίνεται αποδεκτό ότι η αναλογία εισαγόμενο = εξαγόμενο είναι ουτοπική. Αυτή η συστηματική πειραματική μελέτη στοχεύει στη βελτίωση της ποιότητας της ανατροφοδότησης των υπολογιστών στη γλωσσική διδασκαλία και εξετάζει δύο διαφορετικές στρατηγικές λεξιλογίου σε ηλεκτρονικό περιβάλλον και μετράει την διατήρηση λεξιλογίου στην Γ2 (βραχυπρόθεσμα και μακροπρόθεσμα). Αναλυτικότερα, οι συμμετέχοντες (52) καλούνται να διαβάσουν ένα κείμενο στην οθόνη το οποίο περιέχει 10 λέξεις για τις οποίες παρέχονται μορφοσυντακτικές πληροφορίες μέσω υπερσυνδέσεων και ο ισοδύναμος όρος στην Γ1 των μαθητών, με δύο διαφορετικές στρατηγικές. Διαπιστώθηκε ότι: α) η υπόθεση εισαγόμενο = εξαγόμενο απορρίφθηκε σε μεγάλο βαθμό και για τις δύο στρατηγικές διδασκαλίας, β) ο παραδοσιακός τύπος ανατροφοδότησης βαθμολογήθηκε καλύτερα από τον πειραματικό γ) η στρατηγική ανατροφοδότησης που προτιμάται από τους μαθητές δεν ταιριάζει με αυτήν που μεθαίνουν καλύτερα. Τα ευρήματα αυτής της μελέτης είναι χρήσιμα για καθηγητές ξένων γλωσσών, σχεδιαστές λογισμικού και ερευνητές που εργάζονται στον τομέα της εκμάθησης γλωσσών.
Ivana Zolcerová
Katedra jazykov Filozofickej fakulty Univerzity Komenského, Bratislava

Wortschatzerwerb im Unterricht: Wie kann man effektiv mit dem neuen Wortschatz arbeiten?

Oral presentation


Es können noch viele andere Fragen gestellt werden, doch für Antworten ist die Diskussion notwendig. Und gerade die Eröffnung solcher Diskussion macht sich dieser Beitrag zur Aufgabe.

Im Beitrag werden ausgewählte Methoden des Wortschatzerwerbs vorgestellt. Wegen der neuen Situation, in die wir im Sommersemester 19/20 gerieten, konnten nicht alle Methoden durchgeführt und anschließend nach ihrer Effektivität erforscht werden. Dieser Beitrag bleibt deshalb die theoretische Grundlage für die gemeinsame Diskussion und Inspiration.

Príspevok s názvom Nadobúdanie slovnej zásoby na hodinách: Ako môžeme efektívne pracovať s novou slovnou zásobou? si klade za úlohu otvoriť diskusiu o tom, ako v súčasnom svete čo najlepšie sprostredkovať slovnú zásobu generáciám X, Y, Z.

V príspevku budú predstavené niektoré metódy, ako pracovať s novou slovnou zásobou na hodinách po jej prvom zavedení (napr. hľadanie synonymy, antononyms k prave zavedeným novým slovičkom, píšanie príbehu s novou slovnou zásobou, hľadanie vystihujúceho obrázku, pohybové aktivity s novou slovnou zásobou a iné). Pôvodným zámerom tohto príspevku bolo zistiť, ktorá metóda najviac pomáha pri osvojovaní slovnjej zásoby u študentov. Vďaka nešťastnej situácii v letnom semestri 2019/20 sa nepodarilo pri testovaní jednotlivých metód zachovať dostatočnú reliabilitu, resp. niektore zo zamišľaných metód neboli vo výuce použité. Z tohto dôvodu sa predložený príspevok obmedzu hell na teoretický opis metód osvojovania slovnjej zásoby.

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