AULC Annual conference 2022

Envisage the Future:
Reshaping Language Teaching and Learning
25-27 April 2022

Welcome to the 23rd Association of University Language Communities'(AULC) online annual, hosted by the University of Nottingham. The aim of the conference is to enable language centre practitioners, language educators and scholars to present and discuss their practice, pedagogies and research around assessment, student agency and staff-student collaboration, sustainability of institution wide languages programmes.

With this event we wish to offer an opportunity for our community to come together to share practice, pedagogies, research and reflections in our context.

The Language Centre

The Language Centre at the University of Nottingham is based on the University Park campus. We teach 2000 non-specialist students from over 30 departments each year. We offer credit-bearing inter-faculty language modules to undergraduate and postgraduate students and an extensive evening class programme for staff, students and the local community in BSL, Arabic, French, German, Greek, Italian, Japanese, Korean, Mandarin, Polish, Portuguese, Russian and Spanish. In addition, we also offer a number of language-related modules and MA programmes, as well as bespoke language tuition for Business and Medicine and intensive GCSE and A level revision sessions for local secondary schools. We work closely with our colleagues in the Language Centres on our campuses in China and Malaysia.

Conference Programme

All presentations will be delivered live, as shown on the Programme below. You will be able to join each presentation by clicking on the relevant Teams channel/room or the title. The title link will take you to the abstract of each presentation where you will also find the direct link to the Teams channel/room where the presentation is taking place. Clear banners will signpost the presentations in each channel. Click 'Join' to join the presentation you wish to attend.

Please mute your microphone during presentations but feel free to keep your camera on. You are welcome to post questions or comments in the chat: please type 'Q' before any questions that you would like us to put to presenters, time permitting.

Slides and recordings will be made available following the conference for most presentations (at presenters' discretion).

MONDAY MORNING April 25th

9-9.30	IT troubleshooting in **TECH HELP channel**
9.30-10.00	**MAIN ROOM** Welcome and Opening of Conference
10.00-10.50	**MAIN ROOM** **Keynote**: Sally Brown (Leeds Beckett University) and Kay Sambell (University of Cumbria) Title: *Designing assessment to energise learner engagement*
10.50-11.00	Break

11.00-12.00	**ROOM 1** **Embedding digital pedagogy in the language curriculum**	**ROOM 2** **Reconceptualising assessment – task authenticity and relevance**	
	(11.00-11.20) Ornaith Rogers and Ní Dhonnchadh Labhaoise *The DNA of Digital Storytelling in the Higher Education Language Classroom. A Case Study*	(11.00-11.20) Magali Toscan and Monica Martin-Castano *Reconceptualising the assessment of translation: how to design an authentic translation task without compromising academic integrity*	
		(11.20-11.40) Gloria Visintini *Online language assessment: from open-book to closed-book exams*	
	(11.20-11.40) Maria Pilar Caceres Casillas and Romain Bardot *The digital turn: reflecting on the challenges of teaching and assessment in 2022*	(11.40-12.00) Christine Leahy *Conceptualising Assessment – Key Questions in the Nexus between CEFR Levels and Task Authenticity / Relevance*	
	(11.40-12.00) Kate Weir and Heiner Schenke *The Language App - Presentation on the design of an app to support and generate conversation practice both F2F and online*		
12.00-13.00	Lunch		

MONDAY AFTERNOON April 25th

13.00-14.00	ROOM 1 **Embedding digital pedagogy in the language curriculum**	ROOM 2 **Reconceptualising assessment – task authenticity and relevance**	ROOM 3 **Embedding digital pedagogy in the language curriculum**
	(13.00-13.20) Antonio Martinez Arboleda *Audiovisual Feedback through Screen Capture*	(13.00-13.20) Alex Mangold *Artistic Research & Creative Assessment in Modern Languages*	(13-13.20) Odette Gabaudan and Susanna Nocchi *Fostering digital capacity in language teaching and learning through experiential learning*
		(13.20-13.40) Sujing Xu *A multimodal approach to the assessment: Foreign languages teaching and learning in a post-COVID world*	ROOM 3 **Fostering staff resilience and wellbeing**
	(13.20-13.40) Josef Mueller and Silvia Lodi *Developing an escape room for language learning*	(13.40-14.00) Luisa Perez-Gieb *Task design and evaluation in foreign language teaching*	(13.20-13.40) Kristina Pla-Fernandez *How long did you take to mark that?!*
	(13.40-14.00) Manuel Lagares, Sandra Wright, Jordi Garrell *Reflections on a blended approach for teaching Spanish*		ROOM 3 **Reconceptualising assessment – task authenticity and relevance**
			(13.40-14.00) Thomas Jochum-Critchley *Assessing language proficiency in the digital age: principles, challenges and solutions*
14.00-14.10	Break		
14.10-15.00	**Sponsor slot** Sanako		

TUESDAY MORNING April 26th

9.30-10.00	Arrival
10.00-10.50	**MAIN ROOM** **Keynote** Tammy Gregersen (American University of Sharjah): *Exploring Language Learner Agency as a Pathway to Wellbeing*
10.50-11.00	Break

11.00-12.00	**ROOM 1** **Scholarship and Professionalisation of language teachers**	**ROOM 2** **Reconceptualising assessment – task authenticity and relevance**	**ROOM 3** **Embedding digital pedagogy in the language curriculum**
	(11.00-11.20) Marion Coderch *The role of scholarship in the professional profile of language teachers in higher education*	(11.00-11.20) Laura Dyer *People, place, compassion, power – an alternative approach to peer feedback*	(11-11.20) Kiyo Roddis *Adapting an existing pedagogical approach to a digital context: taking 'Personalised' writing activities as an example*
	(11.20-11.40) Helena Nic an Fhailí and T.J. Ó Ceallaigh *Translanguaging as a Pegagogical Practice in a Minority Language Context: Critiques and Questions* **ROOM 1** **Embedding digital pedagogy in the language curriculum**	(11.20-11.40) Sabrina Link *Creative forms of assessment in foreign language acquisition: advantages and challenges*	
	(11.40-12.00) Marion Sadoux and Luisa Coelho *Teachers as learners: learning a language to teach another language in extraordinary times*	(11.40-12.00) Chiara Cirillo *Assessing authentically, inclusively and equitably: language portfolios in HE the blended learning environment*	

12.00-13.00	Lunch

TUESDAY AFTERNOON April 26th

13.00-14.00	**ROOM 1** **Reimagining in-person teaching and the shape of the future classroom**	**ROOM 2** **Reconceptualising assessment – task authenticity and relevance**	
	(13.00-13.20) Licínia Pereira *Small group teaching: strategies for a blended learning environment*	(13.00-13.20) Caroline Campbell *Should we be concerned about the availability of translation software for assessment purposes?*	
	(13.20–13.40) Leah Wang *Mixed Delivery: Reimagining in-person teaching and the shape of the future classroom*	(13.20-13.40) Jordi Sanchez *Embracing technology-enhanced language assessment: a GT project*	
	ROOM 1 **Scholarship and Professionalisation of language teachers**	(13.40-14.00) Judith Eberharter *Leeking - an international blog project*	
	(13.40-14.00) Salwa Mohamed *Critical assessment of input reading texts: raising language teachers' awareness*		
14.00-14.10	Break		
14.10-15.00	**ROOM 1** **Embedding digital pedagogy in the language curriculum (policy/pedagogy/practice)**	**Sponsor slot** Talis Elevate	
	(14.10-14.30) Weiqun Wang *Virtual Exchange in Real Context—Online Immersive Task-Based Innovative Teaching in a Chinese Summer Intensive Course*		
	ROOM 1 **Scholarship and Professionalisation of language teachers**		
	(14.30-14.50) Hiroe Kaji and Emmine Cakir *Creating a platform for Continuous Professional Development of language teachers in a diverse context through collegial collaboration*		
15.30-16.30	AULC AGM [**Link to Zoom Meeting**] Meeting ID: 999 4398 6110 Passcode: 379860		

WEDNESDAY MORNING April 27th

9.30-10.00	Arrival
10.00-10.50	**MAIN ROOM** **Keynote**: Peppi Taalas (University of Jyväskylä) *Language pedagogy after the pandemic: a way forward*
10.50-11.00	Break

11.00-12.00	**ROOM 1** **Student agency; ownership of learning; student wellbeing**	**ROOM 2** **Embedding digital pedagogy in the language curriculum**	
	(11.00-11.20) Elena Borelli *Students as teachers: the use of the CLIL methodology in teaching Italian to doctoral students*	(11.00-11.20) Cristina Rodriguez-Oitaven *Online Foreign Language teaching through a plurilingual lens*	
	(11.20-11.40) Zsuzsanna Bárkányi, Bärbel Brash, Susan Kotschi *Students' strategies to mitigate Foreign Language Speaking Anxiety in distance learning and online contexts*	(11.20-11.40) Leticia Villamediana-Gonzalez *Reading and Writing Twitter Threads: A Multimodal Approach to Language Teaching*	
	(11.40-12.00) Yvonne Cornejo *Filtered performances: embracing risk and failure in the hybrid classroom*	(11.40-12.00) Catherinne Jeanneau *Teaching and learning languages using real-world digital tasks*	
12.00-13.00	Lunch		

WEDNESDAY AFTERNOON April 27th

13.00-14.00	**ROOM 1** **Student agency;** **ownership of learning;** **student wellbeing**	**ROOM 2** **Equality, Diversity,** **Inclusion**	
	(13.00-13.20) Tanya Linaker *Reducing attainment gap between BAME and non BAME students studying Modern Foreign Languages - students leading the project of EDI engagement*	(13.00-13.20) Marian Arribas Tome *Translating Crises for Language Teaching and Learning*	
	(13.20-13.40) Alexandra Holloway *Yes and… a model for scaffolding accessible group discussions*	(13.20-13.40) Zrinka Mendas *The British Sign Language through the lenses of augmented reality and visual storytelling*	
	(13.40-14.00) Chuyi Wang *Implementation and outcomes of the tandem language programme in Chinese classes in university language centre: A UK case study*	**ROOM 2** **LC sustainability**	
		(13.40-14.00) Emanuela Ponti *From Language Centre to MFL Unit within SMLC - the Story so far*	
14.00-14.10	Break		
14.10-15.00	**ROOM 1** **SIG Workshop** Marion Sadoux *Teaching and Learning Support*	**ROOM 2** **Workshop Student Agency** Maria Blanco *Developing student agency and ownership of learning through strategy training*	
15.00-15.15	**MAIN ROOM** Closing		

Abstracts

Keynote: Sally Brown, Leeds Beckett University and Kay Sambell, University of Cumbria

Designing assessment to energise learner engagement

Assessment really matters to students (Brown and Knight, 1994; Boud and Falchicov, 2007) as it exerts a powerful influence on how students spend their time, what they study and how they approach their learning. It's therefore imperative that, as far as possible, assessment designs are carefully thought-through to ensure that they exert a positive impact on students' approaches to learning. Assessment and feedback practices can enhance students' engagement (Sambell, 2013), by helping them feel valued and supported and to fit in as part of a learning community.

Our keynote building on 30+ years research and good practice will provide participants with opportunities to energise assessment and feedback in their own higher education contexts by exploring, discussing and sharing pragmatic approaches to the following inter-related issues:

- How can assessment become more **authentic**, encouraging students to consider how thoughtful and productive approaches can foster confidence, competences and skills helpful to their careers and future lives?
- How might we encourage students to engage productively in **feedback processes**, so they use information on their performance more productively?
- How approaches, such as peer and self-review can explicitly support the development of students' skills in making **evaluative judgments**, so they learn to regulate their own work?

Theme: Embedding digital pedagogy in the language curriculum

Dr Ornaith Rodgers National University of Ireland Galway

The DNA of Digital Storytelling in the Higher Education Language Classroom. A Case Study.

In recent years, digital storytelling has been increasingly integrated in second language classrooms, and learners have reported a number of benefits in terms of language skills and other transferable competencies. In general, it is felt that digital storytelling integrates different literacies and language skills for the language learner because of its combination of multimedia researching, production and presentation skills, with traditional activities like writing and oral production skills and as such provides an integrated and multimodal approach to language learning in the 21st century.

This project, however, brings the study of digital storytelling as a teaching and learning tool in the language classroom one step further by examining its role in the context of languages for specific purposes (LSP) in Higher Education. It investigates its utility for the acquisition of the specialist terminology so central to LSP, and for the simultaneous acquisition of content knowledge in the learners' specialist domain.

This study is based on a digital storytelling project conducted with first year biotechnology students of French in NUI Galway in March 2021 during the height of the pandemic when students were being taught in an online environment. In small groups, they created digital stories in French based on forensic cases in which DNA profiling was used.
This project was conducted in the same period during which they were covering DNA forensics in their mainstream programme. This study evaluates the effectiveness of this multimodal teaching and learning tool in this context. It focuses in particular on the role of digital storytelling in the acquisition of specialist terminology in French relating to DNA and forensic science, and on its capacity to allow LSP learners to link language and content learning.

Theme: Reconceptualising assessment – task authenticity and relevance

Dr Mónica Martín-Castaño (she/her) and Ms Magali Toscan (she/her), University of Warwick

Reconceptualising the assessment of translation: how to design an authentic translation task without compromising academic integrity.

How can online translation assessments be designed and implemented in the era of an ever-growing number of sophisticated online translation tools, while ensuring that academic integrity is not compromised? Do online translation tools constitute a threat to the validity of language assessments? Can technology be embraced to provide more authentic, relevant and reliable assessments?

This workshop aims to provide answers to these questions by sharing our experience using online translation assessment and by broadening the definition of translation, dispelling the assumption that it focuses mainly on grammatical and lexical accuracy.

Since 2014, the Language Centre of the University of Warwick has successfully run two advanced language modules (entry level: B2+) which teach and assess language through translation: Spanish through Translation and French through Translation. The modules are assessed through an online translation project which aims not only to evaluate students' linguistic competence, but also to sharpen their research and analytical skills, widen their intercultural awareness and better prepare them for the world of work.

 This workshop will provide samples of texts that have been used in our assessments. We will discuss how to select texts that challenge the effectiveness of translation tools while allowing students to demonstrate their ability to comprehend in detail the source texts and render their linguistic and cultural nuances.

Theme: Embedding digital pedagogy in the language curriculum

Dr Maria Pilar Caceres Casillas (she/her) & Mr Romain Bardot (he/him),
Lancaster University

The digital turn: reflecting on the challenges of teaching and assessment in 2022

Our paper will discuss questions related to digital pedagogy from a practical and theoretical point of view. Drawing on embodied cognition theories, which suggest that learning is grounded or situated in the interaction between the individual and the environment, it will explore how the human-machine interface substantiated in students´ everyday use of technology is changing the teaching environment and, consequently, the premises on which we have traditionally built our teaching methodologies and methods of assessment.

Together with other social behaviours, learning is increasingly seen as being mediated by a screen. This presents both an opportunity for students to develop transferable skills and boost their employability as well as new challenges, especially in terms of inclusivity (Jisc, 2021) and stakeholders' perceptions associated to blended learning delivery. Therefore, we believe that language teachers will need to account for these phenomena and revisit their traditional approaches to teaching and assessment.

In doing so, it will be crucial for them to assess the added value of the changes they intend to make to their practices. Questions of import regarding digital pedagogy range from how to incorporate the societal changes in communication styles caused by the widespread use of technology in our language teaching to the question as to whether we need new methods of assessment designed for online environments. This particularly poses a challenge when assessing lower language levels, as an 'open-

book' type of assessment is less efficient to measure the skills developed. A possible answer may reside in further developing employability-related assessments methods with a view to embed them in all curriculums.

(MONDAY 11.20-11.40) ROOM 2   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Reconceptualising assessment – task authenticity and relevance

Gloria Visentini (she/her), University of Bristol

Online language assessment: from open-book to closed-book exams

Before the pandemic, it was often believed among linguists that language knowledge acquisition can only be rigorously assessed by in-person exams. Everything changed with the arrival of COVID-19 in March 2020, and we all had to start assessing online.

The purpose of my presentation is to explore this move to online assessment practice and see whether there are effective ways to assess language work online. I will do so by looking at the processes implemented by the School of Modern Languages (SML) at the University of Bristol which are aimed at assessing writing, grammar and reading comprehension skills.

As the person who supports and is responsible for digital education in the Arts Faculty, I am familiar with the new SML assessment practice. This has consisted of two phases: an initial adoption of open-book exams in the summer 2020, then a review that led to closed-book exams the following summer.

Through this case study, I will explore research questions such as: Why did SML move from open-book to closed-book exams? What are the advantages of closed-book exams? Do they meet the intended assessment objectives? How were the exams delivered, implemented, and supported? Will the online closed-book exams be the way forward after the pandemic?

Our initial findings are positive and show that closed-book exams are meeting the intended objectives without compromising academic integrity – although more investigation is needed in this area, something that is planned to be carried at the end of the next round of exams.

(MONDAY 11.40-12.00) ROOM 1   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Embedding digital pedagogy in the language curriculum

Kate Weir and Heiner Schenke, University of Westminster

The Language App - Presentation on the design of an app to support and generate conversation practice both F2F and online

Academics and students from the University of Westminster have been working on a language app that will support conversation practice both F2F and online. Our project (for which we received a British Academy Talent Development Award in December 2021) represents a collaboration between staff and students in the School of Humanities and the School of Computer Science.

In this session we will share our work to-date and explain what we are hoping to achieve. We will also be looking for volunteers from other institutions who are willing to pilot the app once we have reached that stage in the development.

Theme: Reconceptualising assessment – task authenticity and relevance

Dr Christine Leahy, Nottingham Trent University

Conceptualising Assessment – Key Questions in the Nexus between CEFR Levels and Task Authenticity/Relevance

This paper looks at some of the key considerations which guided the design of assessments in B2 classes of NTU's University Language Programme.
Brexit and the continuing reduction of language degree courses in England creates for language centres an even more pressing mandate than before these developments, to enable their students to demonstrate their level of L2 proficiency in a recognised form to external agencies.

NTU's University Language Programme, like language programmes in many other UK universities, has aligned its language modules to the CEFR levels, and certifies the achieved level of proficiency with UNILANG certificates.
We undertook a mapping exercise of all language modules, a process which led to a) the questioning the existing assessment methods and b) the approach to grading the student work.

The 'can descriptors' of the CEFR levels refer to language functions and e.g. at B2 level, the students' performance in their individual fields of expertise or interest. How can module assessments address the performance in very different fields of interest, especially in highly heterogeneous groups, eg consisting of undergraduate and postgraduate students in varying disciplines and members of the public? How can assessment design reflect authentic tasks and address the differences in the learner groups, and facilitate space for students to express their individual agencies? In other words, how can the relevant module learning outcomes relating to the CEFR descriptors be tested meaningfully in very diverse groups? And how can these assessments be graded, what kind of mark schemes would they require? This paper will explore these questions and their answers.

Theme: Embedding digital pedagogy in the language curriculum

Antonio Martínez-Arboleda (he/him), University of Leeds

Audiovisual Feedback through Screen Capture

Following a number of publications in the field of Audiovisual Feedback using Screen Capture, a more detailed and up-to-date analysis of the uses and advantages of this technology in language learning will be considered, looking at the range of options for feedback provision as well as exploring the benefits of separating of feedback and assessment that this digital tool facilitates.

Audiovisual Feedback as been considered a form of critical practice for language educators (Martínez Arboleda, 2021), as it is reinstates teacher autonomy in a scenario where the design of commercial digital tools for assessment and feedback may be constraining pedagogical innovation and where marketisation of education is contributing to the commodification of assessment results, in detriment of learning through deeper and richer engagement with feedback as an act of personalised teaching.

Martínez Arboleda, A. 2021, "Tecnología, pedagogía y liberación en la enseñanza de lenguas: el feedback audiovisual de videocaptura de pantalla (FAV)" Redefinir la enseñanza-aprendizaje del español LE/L2. Propuestas de cambio e innovación. Octaedro. DOI: 10.36006/16332

Theme: Reconceptualising assessment – task authenticity and relevance

Dr Alex Mangold (he/him), Aberystwyth University

Artistic Research & Creative Assessment in Modern Languages

Together with Sarah Pogoda (Bangor), I have recently been awarded funding from the British Academy Talent Development Awards programme to identify examples of good practice in Artistic Research and Creative Assessment in Modern Languages, to catalogue these examples and to make them publicly available via an open access hub. There are numerous new and exciting examples of creative assessment tied in with artistic research efforts that transcend the narrow reference frame usually associated with language-based learning and teaching in HE. Research and assessment practices presented at our recent 'Artistic Research in Modern Languages' conference (Bangor April 21) highlighted the need to collect these examples of good practice and to make them publicly available to all researchers and teachers working in the field. The project aims to inspire colleagues and students to find new ways of researching and assessing in Modern Languages. It will also lay the groundwork for a more general re-evaluation of less traditional teaching and research methods in our field. Examples will range from video blogs to short films, audio commentaries, theatre productions, installations, graphic designs and creative translation exercises in relation to content modules and language.

Overall, the envisaged database and hub will include artistic research and creative assessment examples from French, German, Spanish, Italian and Welsh that will be freely available to students, researchers and the general public - with an opportunity to expand this selection of languages and material further in the future.

This conference will be an opportunity to present early findings and material in relation to the project. It will also allow for a general presentation of the project aims and methodology and will invite colleagues to participate and suggest additional material they might have come across.

Theme: Embedding digital pedagogy in the language curriculum

Odette Gabaudan and Susanna Nocchi, TU Dublin

Fostering digital capacity in language teaching and learning through experiential learning

Digital competence has become essential to function in a digitised world. As such, it plays a key role in language teaching and learning. Promoting digital competence has been indicated as one of the important aims of education at any level (EDUCAUSE, 2020). Yet studies prior to the onset of Covid19, were still highlighting low levels of digital skills. In 2019, a European Commission survey showed that 70% of language teachers did not consider themselves confident.

This paper presents an experiential learning initiative as part of a final year module entitled Language Learning and Teaching in a digital world. It is offered to final year students of an undergraduate degree in International Business and Languages. The students who opt for this module envisage teaching or educational technologies as one of their career options.

The experiential learning involves student dyads delivering a week of online teaching with a group of secondary school students. The students' brief is to design and deliver a set of enjoyable tasks that integrate digital tools and support teachers who spent the majority of the 2019-2020 academic year teaching online. For most of the students, this teaching experience was one of the highlights of the module as it brought to life various components that had been covered in class, particularly the integration of language teaching methodologies with the online tools in a truly authentic setting.

Interestingly, the benefits of the experience were not limited to developing digital competences in a language task. Our students acted in some ways as role models/experts for their younger peers by demonstrating creative ways of engaging with technologies for language learning, by sharing their positive language learning experiences with them, and hopefully by inspiring them to continue learning languages.

(MONDAY 13.20-13.40) ROOM 1   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Embedding digital pedagogy in the language curriculum

Josef Mueller (he/him) and Silvia Lodi (she/her), Queen Mary University of London

Developing an escape room for language learning

Game-based learning, or the gamification of learning tasks, has attracted much attention recently, and this attention has been reinforced through the move to online learning during the Covid-19 pandemic. Equally, problem-based learning (PBL) has become popular. Both aim to present stimulating and challenging tasks for students, which lead to increased student motivation and engagement, and engagement arguably leads to better learning.

An Escape Room combines both, PBL and game-based elements. It requires a team of individuals to use effective team work and critical thinking skills to solve puzzles in order to reach a goal, usually escaping from the room, within a given timeframe, working against the clock.

Escape rooms have become increasingly popular in education, as team-building exercises, but also for the application of subject-related knowledge, and have been used in disciplines such as nursing studies, pharmacy, maths education, academic skills, and language education.

The proposed paper describes the development of an educational escape room for language learning as a collaborative staff development activity, involving QMUL language tutors across several languages, who together developed a template for a digital escape room and subsequently adapted it for their own language. It considers the practicalities and time investment for this development, and then describes the delivery of the escape room as a classroom activity, blending digital and classroom-based elements.

Finally, it presents the results of feedback from staff on the collaborative activity of developing the escape room, and feedback from students collected after participating in the activity, on the perceived impact the activity had on communication, critical thinking, and teamwork. It ends with a consideration of what learning outcomes can be addressed through a language learning escape room activity.

(MONDAY 13.20-13.40) ROOM 2   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Reconceptualising assessment – task authenticity and relevance

Ms Sujing Xu (she/her) University of Nottingham

A multimodal approach to the assessment: Foreign languages teaching and learning in a post-COVID world

The COVID-19 pandemic has greatly accelerated the application of technology in higher education, especially in regards to online teaching and learning. When it comes to the subject of foreign languages, technology has diversified how a foreign language is taught and learned. For instance, it is getting more common for a language educator to adopt a multimodal approach with 'focuses on the combination of text, audio and image as individual modes and how these can be creatively combined to produce meaning [and] encourage interaction and learning in the classroom' [Marchetti, L., & Cullen, P. (2016)].

In this paper the author argues that assessment methods therefore should also be diversified accordingly. The paper proposes to adopt a multimodal approach to language assessment, in particular the incorporation of different language and employability skills. The author exemplifies by sharing the practice of implementing digital story telling project. The paper consists of a literature review of multimodality studies, followed by a reflection on the author's practice of teaching Mandarin as a foreign language. It concludes with further discussion and suggestions of foreign languages assessment in a post-COVID world.

Marchetti, L., & Cullen, P. (2016). A Multimodal Approach in the Classroom for Creative Learning and Teaching.

(MONDAY 13.20-13.40) ROOM 3   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Embedding digital pedagogy in the language curriculum

Kristina Pla Fernandez, Durham University

How long did you take to mark that?!

Staff's time, energy as well as good wishes and expectations for their students to achieve their potential are poured onto giving feedback. In this paper, I will discuss briefly, why teaching staff are so invested into giving feedback that is useful and meaningful to our students, but also why this is also an exhausting task, which can burn you out quickly, particularly in continuous assessment or in-course assessment settings.

This paper will consider the conflicting expectations around the notions of marking and feedback coming from our HE institutions, our students and our own pedagogical ideals. Some suggestions on how to frame and embed feedback into our syllabus in ways that are professionally fulfilling while also manageable within our workload will be given, alongside practical examples of feedback time-savers.

(MONDAY 13.40-14.00) ROOM 1   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Embedding digital pedagogy in the language curriculum

Manuel Lagares, Sandra Wright, Jordi Garrell, The University of Nottingham

Reflections on a blended approach for teaching Spanish

Last year, we introduced a full blended approach in two of our Spanish language modules. The pandemic, with all teaching moved online, created the opportunity to implement a plan that we had aimed at for longer, in order to facilitate students' learning and engagement. Hence, the design focuses on a face-to-face teaching environment, while it is easily adaptable to online teaching too. In this presentation, we will explain the design of the course, the creative work we have developed, how it fitted in the teaching context one year ago, how it has evolved, its impact on staff and students, the lessons learnt and the next steps.

(MONDAY 13.40-14.00) ROOM 2   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Reconceptualising assessment – task authenticity and relevance

Luisa Perez-Gieb, University of Leeds

Task design and evaluation in foreign language teaching

Tasks and assessments undoubtedly play a key role in placement tests and final exams but they play a decisive role in the everyday classroom where language learning is shaped and defined. Therefore, we will focus in particular on the creation and setting of tasks, and the didactic component of assessment during the Continuous and Comprehensive Evaluation.

Regarding tasks, we will analyse the setting of the task itself (how the task information is presented), the process of the task (its parts, what the task requires and how learners are expected to process that information) without forgetting the importance of instructions and input material which should always be understandable, motivating for the learner, and being realistic as possible.

Respecting the assessments, we will consider the best possibilities to assess such as tasks, especially those of written and oral expression ones, which are classically the most complex and difficult to assess, analysing the pros and cons of the most popular types of scales.

With the above analysis and through the conscious presence of these elements in our daily life in the language classrooms, we hope to encourage student self-learning and Continued Assessment, and in general, the achievement of better learning outcomes between our tutees.

(MONDAY 13.40-14.00) ROOM 3   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Reconceptualising assessment – task authenticity and relevance

Thomas Jochum-Critchley (he/him), University of York

Assessing language proficiency in the digital age: principles, challenges and solutions

Assessing language proficiency is a fundamental aspect of not all, so at least the majority of language education. This presentation aims at reflecting upon the concept of language proficiency and its assessment from a practitioner's point of view in the context of the dramatic changes in teaching and learning of languages over the last decade or so.

The newly emerging approaches to language education - accelerated yet not caused by the COVID pandemic the related pivot to online teaching and learning - has put into question established practices of language assessment, but has also rendered the concept of language proficiency itself problematic. Teaching practitioners, markers and internal and external examiners at many institutions have noted flaws and shortcomings of traditional language assessment practices hastily transferred to the online format, such as reading comprehension questions, gap fills, transformation tasks, or indeed writing tasks.

The reliable and valid assessment of language proficiency becoming problematic, the construct of language proficiency itself re-emerges as a construct that has itself changed over time, along with the emergence of new approaches to language teaching, and assessment, as well as developments in the fields of second language acquisition/applied linguistics.

In this context the following questions will be addressed: What is language proficiency and how is it assessed? What constitutes a valid and reliable assessment of language proficiency? What is the relationship between language proficiency and language use and their assessment? What is the effect of new ways of language uses on language proficiency and its assessment?

(TUESDAY 10.00-10.50) – MAIN ROOM   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]

Keynote: Tammy Gregersen, American University of Sharjah

Exploring Language Learner Agency as a Pathway to Wellbeing

Agentic language learners feel ownership, control, motivation and responsibility for their own learning. They also are more apt to experience wellbeing. Agency is socially constructed and incites active learning that requires a growth mindset. In its multidimensionality, it is comprised of social, cognitive, attitudinal, consciousness and emotional facets. This presentation will focus on this last dimension, the emotional, and will target elements of emotional intelligence (i.e., recognizing and understanding emotion); positive emotion (i.e., keeping negative emotions such as anxiety in check); cooperation and empathy; and resiliency. After exploring the role each of these elements play in nurturing language

learners' agency and wellbeing, we will discuss positive interventions that teachers might want to consider interweaving into their classroom activities--together with their language objectives--to aid learners in their journey to greater confidence, success and dedication to lifelong pursuits of learning.

Larsen-Freeman, D., Driver, P., Gao, X., & Mercer, S. (2021). Learner Agency: Maximizing Learner Potential [PDF]. *Retrieved*, *3/14/2022*.

(TUESDAY 11.00-11.20) ROOM 1   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Scholarship and Professionalisation of language teachers

Dr Marion Coderch (she/her) Durham University

The role of scholarship in the professional profile of language teachers in higher education

Scholarship, defined as "a deep and critical understanding of [a] discipline and an extensive knowledge of the wider field in which the discipline is embedded" (Elton, 2005, p. 109), often appears in discussions around the professional profile of language teachers in UK higher education as one of the activities that institutions expect language professionals to engage with. The term is also used to distinguish the academic activity of staff on teaching-only contracts from the work carried out by their research-active colleagues.

The exponential growth in the number of teaching-only appointments in UK universities over the last few years has brought the nature and status of scholarship to the forefront of the debate around the professional development and progression of teaching-only academics.

This presentation will deal with the inconsistencies between the notion of scholarship described in the literature and the practice of using this term in opposition to research. It will also examine the impact of this dichotomy on the professional status of language teachers.

Drawing on the results of a quantitative study carried out during the summer of 2021, the talk will offer an overview of the current state of affairs regarding scholarship in the professional activity of language teachers: its contractual obligatoriness, its recognition, the nature and dissemination of the scholarship activities undertaken, the support available for these, and the barriers to this area of work. The presentation will conclude with a reflection on how scholarship, as it is currently understood, can contribute to the professionalisation of language teachers.

Elton, L. (2005). Scholarship and the research and teaching nexus. In R. Barnett (Ed.), Reshaping the university: new relationships between research, scholarship and teaching. (pp. 108-118). Society for Research in Higher Education and Open University Press.

(TUESDAY 11.00-11.20) ROOM 2   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Reconceptualising assessment – task authenticity and relevance

Laura Dyer, University of Leeds

People, place, compassion, power – an alternative approach to peer feedback

Although there is significant evidence pointing to the efficacy of peer feedback such as opportunity for learners to make evaluative judgements (Carless, 2013 cited in Adachi et al., 2018), active learning and giving learners control of the learning process, it is one that is not widely used by educators (Adachi et al., 2018) or viewed positively by students meaning that in many higher education situations, the traditional teacher to student relationship prevails where the 'expert' assesses (McGarr and Clifford, 2012).

With the move towards students as partners and a more student-centred learning experience, the 'traditional' peer feedback approach can be considered unsuitable for today's HE student needs. Technology can increase student understanding of the usefulness of peer feedback and improve

feedback quality (Wood, 2021). Digital platforms provide opportunities for peer feedback generation through breakout room discussions, and for possible outputs such as verbal feedback through Flipgrid.

Using digital platforms also allows for expression with a level of privacy where students feel more comfortable in producing negative comments (Cornelius and Gordon, 2013; Rosaert et al., 2018) and 'saving face' by not directing the comments in a face-to-face situation (McQuade et al., 2018). This presentation will introduce a novel approach to peer feedback I have devised which demonstrates how pairing students to generate feedback together can lead to more sophisticated and constructive outputs.

The presentation will also show how digital platforms can determine the quality of peer feedback through increased privacy and removal of anxieties of giving and receiving peer feedback face-to-face. Finally, I will propose a matrix of elements to be considered before undertaking peer feedback activities, whether in an online or face-to-face context.

(TUESDAY 11.00-11.20) ROOM 3   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Embedding digital pedagogy in the language curriculum

Kiyo Roddis (she/her), Cardiff University/Hochschule Bremen (Bremen City University of Applied Sciences)

Adapting an existing pedagogical approach to a digital context: taking 'Personalised' writing activities as an example

One of the challenges brought by the global pandemic is adapting existing pedagogical approach to a digital context, while maintaining its nature. Based on a specific education philosophy, in 2016 I began the practice of class-based 'personalised' writing activities at Cardiff University and a variety of benefits have been observed. However, the transition to online format has brought significant challenges to these activities, which are an integral part of my teaching.

This presentation concerns two teaching practices of Japanese, not just at Cardiff, but also at Bremen where regular self-expressive writing activities have already been established prior to my involvement.

Although the course nature, the format and method of the activities are very different between the two institutions (Extra-curricular non-degree modules/Microsoft Class Notebook, part of degree curriculum/Google Jamboard), both practices are underpinned by the same pedagogical concept of 'personalisation' and 'contextualisation', which is designed to promote students autonomic and integrated learning and nurture their self-expressive skills in the target language, while consolidating and developing linguistic skills and knowledge.

The presentation will outline the practice of 'personalised' writing activities (pre-pandemic) and how it has been adapted to a digital context. It will also present challenges encountered and consider benefits and disadvantages of such activities being digitalised.

Through reflection of practices from two institutions with different contexts, potential implications will be envisaged for future practice, as face-to-face mode of delivery is returning. It is believed that this presentation is not confined to a single minority language but relevant to learning and teaching of other languages.

Equally, the overarching aim of this presentation is not to highlight convenience of technology but underlying pedagogical approach (irrespective of mode of delivery), which can be adapted to a digital context, and conversely, these digital methods could enhance students' learning when utilised alongside face-to-face learning and teaching.

Theme: Scholarship and Professionalisation of language teachers

Helena Nic an Fhailí and Dr. T.J. Ó Ceallaigh. Mary Immaculate College, University of Limerick

Translanguaging as a Pegagogical Practice in a Minority Language Context: Critiques and Questions

The term translanguaging, from the Welsh trawsieithu, was first coined by Cen Williams in the 1980s to refer to pedagogical use of languages in Welsh-English bilingual programmes in Wales.

More recently the term has been adopted and its definition expanded by scholars around the world. Translanguaging includes a focus both on instructional initiatives orchestrated by the teacher and processes of learning experienced or/and pursued by the learner. Translanguaging sits uneasily with the principles of total immersion on which immersion education is firmly based. In particular, much is yet to be explored regarding translanguaging as a pedagogical practice in an endangered minority language immersion context.

This paper will review the literature in an attempt to shed light on the following research question: In what ways can educators help immersion students develop cross-linguistic connections while still offering protected spaces and support for the L2/minority language in the classroom and ensuring high levels of L2/minority language development?

Firstly, a brief history of translanguaging from its roots in Wales to its use throughout the world will be presented. Various working definitions and purposes for using translanguaging in the classroom will be examined. The relationship between translanguaging and codeswitching will also be considered in an effort to clarify what exactly a translanguaging pedagogy involves.

Then, the advantages and possibilities of translanguaging as asserted by researchers in the field will be presented.

Finally, the paper will critique the potential of translanguaging as a pedagogical practice in Irish immersion primary schools (Gaelscoileanna), a context in which students are immersed in Irish as a second language but competence is rarely activated outside of the classroom setting. The disadvantages, or indeed the potential dangers of translanguaging in a minority language context will also be considered.

Theme: Reconceptualising assessment – task authenticity and relevance

Dr Sabrina Link (she/her), Universita degli Studi di Urbino Carlo Bo

Creative forms of assessment in foreign language acquisition: advantages and challenges

While rather traditional assessment methods, such as fill-in-the-gap tasks to assess grammar, have their raison d'être, both in literature (Bachelor 2017; Nguyet Diep et al. 2019) as well as in the classroom alternative ways of assessing language are becoming increasingly more important – especially when it comes to authenticity and relevance. But how well does assessing language work when it comes to creative tasks, and should creative tasks really be assessed? And if so, can creative assessment also be used in a virtual classroom?

As a lecturer for German, I tested different types of creative assessment, from video assignments and podcasts to bigger projects such as the organisation of a poetry slam and a German university newspaper.

During my presentation I will briefly outline the different tasks the students had to do and then discuss their advantages and challenges, especially when it comes to the quality criteria such as objectivity, reliability, and validity. Since some of the assessment took place during the pandemic, I will also briefly outline to what extent these creative assessment tasks are suitable for an online environment and how they might even allow to create a sense of community amongst the students.

In the conclusion, the presentation will also give the students a voice by including some of the students' feedback collected after the different creative assessment tasks.

Nguyet Diep, Anh; Chang Zhu; Minh Hien Vo. 2019. "The use of alternative assessment in language teaching context: A review of portfolio assessment in L2/EFL writing courses". In: Using Alternative Assessment to Improve EFL Learners' Learning Achievement: From Theory to Practice. Nova Science Publishers.

Robin Barnard. 2017. "Alternative Assessment and Student Perceptions in the World Language Classroom". TFLTA Journal. 6, 30-44

(TUESDAY 11.40-12.00) ROOM 1   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Embedding digital pedagogy in the language curriculum

Marion Sadoux and Luisa Coelho, University of Oxford Language Centre

Teachers as learners: learning a language to teach another language in extraordinary times

During the past two years, language teachers have had to reinvent their practice, learn to be themselves otherwise. Our proximal zone of development, our reliance on and need of peer support, have helped us reshape our practice and have been the greatest source of our resilience. If teachers often say they learn best from and with their colleagues, this learning is often hard to capture, share or disseminate.

This presentation aims to explore the value of schemes facilitating language learning for language tutors within their own institution to enable them to develop a learner perspective on their own teaching- from a cross centre peer learning activity to a PDR embedded longer term learning scheme and in this case one where a manager develops a learner experience of a mode of delivery she partly imposed on colleagues. This presentation will be in the form of a dialogue.

(TUESDAY 11.40-12.00) ROOM 2   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Reconceptualising assessment – task authenticity and relevance

Dr Chiara Cirillo (she/her), University of Reading

Assessing authentically, inclusively and equitably: language portfolios in HE the blended learning environment

The collective experience of online learning brought about by the recent COVID pandemic, has enabled the language teaching community to discover resources and opportunities previously not fully utilised. The sudden closure of campuses and the move to digital has demanded an intense pedagogic attention on the 'what' and 'how', at the expenses of the 'why', the purpose, meaning and value of learning, teaching and assessing, which some scholars and practitioners have claimed requires returning to, as compelling and urgent, at a time of existential risk to the human race (Bai, Cohen & Scott, 2014; Palmer & Zajonc, 2010).

This paper aims at re-appraising the concept of authenticity in language assessment through a variety of perspectives that include, but are not limited ,to task relevance in relation to real-world problems (Ockey & Wagner, 2018). By extending the idea of authenticity to the curriculum and the class context,

this inquiry focuses on students and teachers, through the theoretical framework of contemplative pedagogy (Barbezat & Bush, 2013).

Can language assessment foster student self-awareness and agency, deepening student authenticity and ultimately a more engaged and meaningful learning? How about teachers' authenticity? Can language assessment enable teachers' alignment with their educational values and goals, improving not only the learning environment for the benefit of students, but also the teachers' own wellbeing?

In this paper I describe how a language portfolio designed as summative assignment for an CEFR A1-A2 elective module has proven to be a flexible and equitable tool, suitable for the current higher education blended learning environment and for an increasingly felt move towards a more humanistic education.

(TUESDAY 13.00-13.20) ROOM 1   **[LINK TO ROOM]**   **[BACK TO PROGRAMME SUMMARY]**
Theme: Reimagining in-person teaching and the shape of the future classroom

Ms Licínia Pereira (she/her), Cardiff University - School of Modern Languages

Small group teaching: strategies for a blended learning environment

Tutoring small groups of students has been the norm for educators of community languages in the United Kingdom. When it works well, students learn how to negotiate meanings, express themselves confidently in the target language, be flexible and independent and establish a closer contact with academic staff when approaching challenges in their own learning process. In this context, group discussion and collaboration play a valuable role in the development of instrumental skills and are integral to learning (Mills and Alexander 2013 p. 4) However, educators often mention difficulties in adapting the activities to a wide range of levels in a small group, giving productive feedback, and motivating all participants in group discussion and independent work. By focusing on the multiple resources of a blended learning environment, I would like to reflect on some strategies used to promote effective dialogue in small group learning in a foreign language classroom.

(TUESDAY 13.00-13.20) ROOM 2   **[LINK TO ROOM]**   **[BACK TO PROGRAMME SUMMARY]**
Theme: Reconceptualising assessment – task authenticity and relevance

Caroline Campbell (she/her), University of Leeds

Should we be concerned about the availability of translation software for assessment purposes?

The focus of this presentation is to feed back on the mini AULC survey conducted in July 2021 which asked whether institutions had a policy on students' use of translation software with assessed work, to share how we are addressing this, and to discuss ways forward.

The availability of translation software and the increasing sophistication of these tools is a welcome development in many ways but presents a challenge when it comes to assessing students' work, particularly with online assessment and an extended timeframe. In the context of academic integrity, when the marker has suspicions about the student's use of language, it can be very time-consuming and quite difficult to identify the source(s) used and evidence the apparent malpractice.

At the follow up meeting that I arranged in September 2021, we discussed our attempts to cope with this challenge. This ranged from changing the design of the task, clarifying the assessment rubric, amending the assessment criteria and deciding what it is we are assessing. We shared the wording of our institutional/departmental policies which clarify what is/is not considered acceptable for assessment purposes. We also discussed how we can embrace these tools and encourage students to make effective use of them, especially for translation modules.

The presentation will consider ways forward and the questions that we should be asking so that we are well prepared and ahead of the game.

Theme: Reimagining in-person teaching and the shape of the future classroom

Leah Wang, University of Leeds

Mixed Delivery: Reimagining in-person teaching and the shape of the future classroom

Since March 2020, the Covid-19 hits most of the world, including the UK. With the pandemic situation, most of the universities in the HE chose to adapt to online teaching. In 2021, while the pandemic situation improves over the summer, a mixed delivery method, including online teaching and in-person teaching is used at many universities. In 2022, with the pandemic situation continuing and both the students and teachers getting much more used to online teaching, it is necessary to think and re-image the in-person teaching for the future classroom, with the experiences drawn from 2020 to the present.

In the presentation, I am about to share the experiences and examples of the advantages and difficulties encountered in online teaching and the mixed delivery of online and in-person teaching. While online teaching is safer in the pandemic situation, it also saves time for students to travel from one classroom to the others.

However, it also creates certain difficulties in the interaction in class, especially for language teaching. With the in-person teaching in the mixed delivery method, the students enjoy the opportunities to meet their peers and teachers in the classroom, for discussion and interaction. However, at the pandemic time, in-person teaching may only apply to small-sized classes for a better interaction effect.

By taking examples of the pros and cons of different delivery methods, the presentation offers the values and experiences of in-person and online teaching from different institutions, to help colleagues for inspiration of ideas of shaping the future classroom.

 It engages with the conference theme by inviting discussions about post-pandemic teaching and classroom from 2022 onwards.

Theme: Reconceptualising assessment – task authenticity and relevance

Mr. Jordi Sánchez Carrión University of Liverpool

Embracing technology-enhanced language assessment: a GT project.

This session will revolve about two main aspects concerning the use of technology for language teaching purposes and the use of technology-enhanced language assessment.

The session will be divided in two parts. The first will discuss how GT is used in a Language Awareness to analyse on the advantages and disadvantages of using machine translation, more specifically Google Translate (GT) as a teaching tool to develop the sensitivity towards and knowledge about language (Language Awareness) of first year language students. It will introduce how GT is used in a summative assessment and will explain how this is introduced and explained to students. Then it will be followed up by an explanation of the data gathered throughout the last three years since the project was started and will show relevant examples of the work produced by students, commenting the biggest pitfalls made by GT, classified in different linguistic categories: word level, syntax, grammar aspects to put some examples. The main bulk of examples will come from the Spanish group, although a few examples of French, German and Italian also will be given.

The second part will reflect on the importance of integrating and embracing technology to facilitate the implementation of formative and summative assessment strategies identifying the pros and cons of using technology bearing in mind the University of Liverpool's hallmarks: Digital Fluency, Confidence, Global Citizenship, Research Connected, Teaching and Active Learning. GT project will serve as an example of the above and will provide the basis for the of integrating and embracing technology in the field of modern languages.

(TUESDAY 13.40-14.00) ROOM 1   **[LINK TO ROOM]**   **[BACK TO PROGRAMME SUMMARY]**
Theme: Scholarship and Professionalisation of language teachers

Dr. Salwa Mohamed (she/her), Manchester Metropolitan University

Critical assessment of input reading texts: raising language teachers' awareness

Most language teachers use teaching materials that claim to be one level or another; however, there is little research that investigates the consistency and appropriacy of input text gradation in language textbooks. Text gradation is of paramount importance to increase the efficacy of teaching, motivate students and facilitate their progression (Hong et al. 2020; Graesser et al. 2011).

In the field of Arabic as a Foreign Language (AFL), no systematic frameworks are used in grading teaching materials and so textbooks claiming the same generic proficiency level (e.g. Beginner, Intermediate, etc.) can vary considerably in their textual and linguistic characteristics. Nevertheless, even in resource-rich languages with systematically graded materials, texts that are claimed to be at the same proficiency level can show significantly varied linguistic features and difficulty levels (Hong et al. 2020).

The Dutch CEFR Grid (Alderson et al. 2004, 2006) provides some generic textual characteristics that are based on the CEFR proficiency scale. However, the Grid and the CEFR lack specificity in terms of linguistic features. Language specific features or Reference Level Descriptions (RLDs) are the subject of profiling studies (e.g. Hawkins & Filipovic 2012). There is a lack in AFL of such studies to guide teachers/educators, curriculum designers and material developers to the suitable diet of linguistic features that learners should be exposed to in order to understand and perform competently at a given proficiency level.

In this presentation, I will share my experience of using an adapted version of The Dutch CEFR Grid supplemented with collated textual characteristics from the CEFR and self-identified salient linguistic features to analyse the gradation of texts in widely used Arabic textbook series.

The presentation aims to raise teachers' awareness of the importance of critically assessing input texts and modifying/supplementing them to suit their students' target level regardless of what textbooks claim.

Alderson, J. C., Figueras, N., Kuijper, H., Nold, G., Takala, S., & Tardieu, C. (2004). The Development of Specifications for Item Development and Classification within The Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Final Report of The Dutch CEF Construct Project [Paper presentation]. Workshop on Research into and with the CEFR, University of Amsterdam.

Alderson, J. C., Figueras, N., Kuijper, H., Nold, G., Takala, S., & Tardieu, C. (2006). Analysing tests of reading and listening in relation to the Common European Framework of Reference: The experience of the Dutch CEFR Construct Project. Language Assessment Quarterly 3(1), 3-30.

Graesser, A., McNamara, D., & Kulikowich, J. (2011). Coh-Metrix: Providing Multilevel Analyses of Text Characteristics. Educational Researcher 40(5), 223-234.

Hawkins, John A. & Luna Filipović. (2012). Criterial Features in L2 English: Specifying the Reference Levels of the Common European Framework. English Profile Studies, Vol 1. Cambridge: Cambridge University Press.

Hong, J., Peng, C., Tseng, H., & Sung, Y. (2020). Linguistic Feature Analysis of CEFR Labeling Reliability and Validity in Language Textbooks. Journal of Technology and Chinese Language Teaching 11(1), 57-83.

(TUESDAY 13.40-14.00) ROOM 2   [**LINK TO ROOM**]   [**BACK TO PROGRAMME SUMMARY**]
Theme: Reconceptualising assessment – task authenticity and relevance

Judith Eberharter, University of Leeds

Leeking - an international blog project

This talk will explore how an international blog can be used as an authentic teaching method (Herrington & Kervin, 2007) that reaches beyond the classroom by outlining a project established in 2016 that was designed to build connections between continents – Leeking, an international project between the University of Leeds and the Peking University in China.

The project created a platform for German students based in each institution to submit German language blog posts that shared ideas, experiences and interests. The initiative encouraged students to comment on the entries of their peers, and the students in both institutions were assessed on their entries. Feedback was generally positive, with students appreciating the format, the freedom to choose the topic they wrote about, and the international character of the blog.

During this talk I will present example blog posts to show the kinds of topics that students chose to write about, and discuss some of the benefits and disadvantages in hosting an international blog between China and the UK.

Ultimately, I argue that blogs open new and relevant possibilities for developing applied language skills and help creating a feeling of an international German studies community, which is especially relevant in the current context of the Covid-19 outbreak, and the increasing digitisation of the classroom.

https://leekingblog.wordpress.com

Herrington, J & Kervin, L 2007, 'Authentic learning supported by technology: 10 suggestions and cases of integration in classrooms', Educational Media International, 44(3), 219-236.

(TUESDAY 14.10-14.30) ROOM 1   [**LINK TO ROOM**]   [**BACK TO PROGRAMME SUMMARY**]
Theme: Embedding digital pedagogy in the language curriculum (policy/pedagogy/practice)

Mrs Weiqun Wang, University of Nottingham

Virtual Exchange in Real Context—Online Immersive Task-Based Innovative Teaching in a Chinese Summer Intensive Course

The COVID pandemic and the lock downs in both China and many countries made our Chinese students be impossible to do exchange year/term study. It is a great loss if students could not experience the study and living in the foreign language they are studying. To help students experience Chinese culture, feel China and the use Chinese language in the real context, I have designed a two-week online Chinese Summer Intensive Course the summer of 2021(28th June—9th July 2021) together with colleagues in the East China Normal University, Shanghai, China (ECNU).

Students were recruited from 4 different British universities and teachers are from the ECNU. I supervised and guided the teachers to adapt the Immersive Task-based approach, i.e we live streamed the language teaching in the real context in Shanghai, such as in the street, campus, restaurant, shopping centres etc. It brings China to our students while taking our students to China online. It also created a three-dimensional classroom.

The course received a great success according to both the students' and teachers feedback. It opens a new way for future virtual exchange for global Chinese learners to China. Later that summer, ECNU use the same approach taught students online from other countries and all received very good feedback.

In this report, I will explain the background and the aim of the project design, how the teaching was designed and organised, what problems we came across and how we solved them, as well as presenting the feedback from the teachers and students. I will analyse the feedback so that this pattern of teaching can be done in a wider range and be more helpful to others globally in all foreign language learning and teaching.

(TUESDAY 14.30-14.50) ROOM 1   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]
Theme: Scholarship and Professionalisation of language teachers

Hiroe Kaji & Dr Emine Cakir, The Oriental Institute, The University of Oxford

Creating a platform for Continuous Professional Development of language teachers in a diverse context through collegial collaboration

Language teaching is a very important part of degrees at UK universities. The Faculty of Oriental Studies at the University of Oxford is one of the world's leading centres for research and teaching on the languages, history, and cultures of North Africa, Asia, and the Middle East. It covers a wide range of topics including history, literature, linguistics, material culture, and religion, and in all cases, they are built around the teaching of languages (including Korean, Turkish, Tibetan, Hebrew besides other languages) and students are expected not only to master the language but also to carry out research using original materials; which means that language teacher within the Faculty are central to all its teaching activities.

In this presentation, we will briefly tell the story of our teacher-led LTC (Language Teachers' Committee) workshops that started 8 years ago as a simple space for the language teachers at the Faculty to find out more about how they teach their specific target language but later developed into a platform to share best practice and scholarship.

During these workshops we discovered resources we have already had while reflecting on, appreciating, and embracing them which later had positive impacts on future actions and decisions. This platform was not only important to overcome or ease challenging times like the Covid pandemic when we had to switch to online teaching in one night but also to more sustainable impacts such as raising awareness to the fundamental rights of language teachers.

(WEDNESDAY 10.00-10.50) – MAIN ROOM   [LINK TO ROOM]   [BACK TO PROGRAMME SUMMARY]

Peppi Taalas, University of Jyväskylä

Language pedagogy after the pandemic: a way forward

To create something new, you need to go back to basics and take a brief glimpse in the rear-view mirror and then take a long look ahead. What has the pandemic taught us? About ourselves, about our students and about teaching and learning?

In this presentation I will talk about the factors we should consider and re-consider for our teaching and look at how we can be co-designers of the future instead of bystanders. What should we do to

expand and enrich the learning experience for our students? How do we think about assessment in a more holistic way where the learners gain skills that go beyond exams while also being part of the learning outcome?

I will show some examples of re-designs we have done in our context to integrate the language and communication element more into the disciplinary structure of the degree programs.

To close I will be emphasizing the fact that the post-pandemic time is an opportunity which we need to capture."

Theme: Student agency; ownership of learning; student wellbeing

Dr. Elena Borelli (she/her), King's College London

Students as teachers: the use of the CLIL methodology in teaching Italian to doctoral students

For many learners, Italian is the language of art, culture, and music. Indeed, many students in Ph.D. programmes in the Humanities require knowledge of Italian to support their research. Specifically, they need to develop reading skills to understand the primary sources and secondary literature involved in their projects, as well as speaking skills to discuss and present their research. A number of Higher Education institutions in London have created a partnership called Doctoral Training Programme (DTP), which sponsors language classes aimed at supporting the students' research projects.

In this paper I discuss the methodology I have implemented in the design of DTP courses in Italian. The delivery of the Italian classes for postgraduate students is inspired by the CLIL methodology (Content and Language Integrated Learning) and is informed by a Task-Based Approach. In this course, students suggest and present content, so that the class becomes mostly student centred. The language is introduced mostly through tasks, and accuracy is achieved through post-task activities which analyse the language use with a focus on form. One important difference with an orthodox CLIL approach is that the instructor does not assess content but only language production, as students in this course are the content experts.

The CLIL approach has been successful insofar as, compared to students in a regular course, students seem to have developed a more spontaneous oral production, as well as acquiring a larger receptive lexicon and a greater ability to read texts to extract meaning. These courses also allow students to continue learning about their research subject by approaching material in the original language.

In this talk, I will present a few activities that fostered not only speaking and reading skills, but also a sense of ownership on the part of the students, who effectively become agents of their own learning process.

Theme: Embedding digital pedagogy in the language curriculum

Ms. Cristina Rodriguez Oitaven, The University of Oxford, Language Centre

Online Foreign Language teaching through a plurilingual lens

In the world of globalisation and education "sans frontiers", heterogeneous foreign language (FL) classes are the norm rather than the exception in many teaching institutions in the UK. However, the historical prevalence of FL teaching through a monolingual framework or in the "monolingual habitus" (Gogolin, 2002) shows a teaching scenario where languages are seen as disconnected entities, used in isolation from each other (Canagarajah, 2011).

On that note, learners' plurilingual repertoires are reduced to the simple sum of their linguistic parts (e.g. vocabulary in two languages). This workshop aims to provide an example of an action-oriented "learning pathway" through a plurilingual lens designed for a multilingual group of Spanish as a Foreign Language (SFL) students with a C1 level of the CEFR, attending an online non-credit-bearing course.

This paradigm shift makes space for all languages and cultures present in the classroom in combination with the target language and helps learners deepen and diversify their linguistic and cultural competences in several target languages. Keywords: plurilingual, multilingual, monolingual, action-oriented, repertoire, competences

Student agency; ownership of learning; student wellbeing

Zsuzsanna Bárkányi (she/her), Bärbel Brash (she/her), Susan Kotschi (she/her), The Open University

Students' strategies to mitigate Foreign Language Speaking Anxiety in distance learning and online contexts

Decades of research bear witness to the importance of affective variables in language learning such as anxiety, self-esteem and motivation (e.g. Gardner & Lambert, 1972; Dörnyei, 1990; Jung & McCrosky, 2004). A significant number of studies focus on Foreign Language Anxiety in the classroom and its implications on the willingness to speak. There are considerably less studies examining Foreign Language Speaking Anxiety (FLSA) in distance learning and in online contexts.

In the present contribution we will explore the perceived levels of FLSA of students on distance learning language courses and the reasons behind the fear to speak in online tutorials. We also investigate how age, and mental health conditions impact FLSA in this context. Data is gathered from 308 language students at The Open University, the largest distance education provider in Europe. Most of our respondents (90.2%) worry when they speak in their target language. Their fears partly replicate those attested in the literature: like the fear of making mistakes (12.4% third most important cause); fear of negative evaluation (11.8% forth cause). The leading cause, however, is the fear that "I cannot remember the vocabulary although I know it" (19.9%) followed by "I cannot express complex ideas." (12.7%). This does not correlate with age as we initially hypothesised.

Our preliminary data suggests that some mental health conditions do impact on FLSA. We will also present strategies students applied to mitigate FLSA in the virtual classroom and thus increase their wellbeing and agency.

Embedding digital pedagogy in the language curriculum

Dr Leticia Villamediana González (she/her), University of Warwick

Reading and Writing Twitter Threads: A Multimodal Approach to Language Teaching

Multimodal approaches examine communication beyond language and focus on the full inventory of communication forms that people use (e.g. text, image, sound, etc.) and how these are interrelated (Malamatidou 2020). These forms can be creatively combined to produce meaning and to encourage interaction and authentic learning in the classroom, as different studies have shown.

This paper seeks to analyse the pedagogical value of twitter threads in the language classroom as multimodal texts. While the use of twitter as a pedagogical tool across educational settings has already received prominent critical attention, the potential of twitter threads as a new textual genre and as an example of multimodal communication has been overlooked.

Therefore, we will explore ways in which twitter threads may be used to develop digital reading and writing skills in the language classroom, while equipping our students with other social and professional competences.

Student agency; ownership of learning; student wellbeing

Dr Yvonne Cornejo (she/her), Loughborough University

Filtered performances: embracing risk and failure in the hybrid classroom

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One aspect of student agency is their decision-making regarding how to prepare for language production and live participation in the classroom. Students continuously make decisions around risk and performance: when to use digital tools to support them in class, or how to prepare an oral task. Many of these strategies aim to avoid perceived negative outcomes and stress, by reducing the chance of getting things wrong or taking too long to answer a question.

Options available to students changed during the pandemic, as we moved to a context where digital devices formed an integral part of the learning space. Online, students became both more exposed (on camera, invited by name to participate), and better placed to filter their performance: digital tools can be accessed quickly and non-visibly.

On the one hand, the greater freedom of speech afforded by assisted participation increases confidence and motivation to engage. However, these mitigation strategies reduce the long-term opportunities offered by risk and 'failure', for example: • Data collection: what is not known? What is known, but inaccessible under pressure? • The brain likes a challenge: memorisation, adaptation, anti-fragility • Learning to experience tension, and work through it to the other side • Developing shared ownership of difficulties and issue resolution in the group.

My presentation will explore these benefits, and the ways in which students can be supported in discovering the value of error and "failure" for the individual and the group. I will also consider the extent to which future hybrid learning spaces should retain access to digital tools during live classes, and whether this decision is ours to make – or whether the students should be left free to choose for themselves.

(WEDNESDAY 11.40-14.00) ROOM 2   **[LINK TO ROOM]**   **[BACK TO PROGRAMME SUMMARY]**
Theme: Embedding digital pedagogy in the language curriculum

Catherine Jeanneau (she/her), School of Modern Languages and Applied Linguistics, University of Limerick, Ireland

Teaching and learning languages using real-world digital tasks

Recent studies (CAVILAM, 2018; Caws et al., 2020) show that, in the usual (face-to-face) context, digital technologies are mainly used for course preparation or as teaching and learning supports, but less so for the implementation of learning activities. Other studies show that language teachers still struggle to fully integrate digital technologies in their teaching and feel the need for concrete pedagogical training rather than tools presentation (Croze, 2021).

The proposed presentation will draw on the work of two currently running projects. The first one, e-lang citizen (Digital citizenship through language education), is an initiative of the European Centre of Modern Languages the Council of Europe (ECML) seeking to help learners become digital citizens and develop their capacity to use digital media critically, creatively and autonomously in their native language and other languages. The second, Lingu@num, is an Erasmus+ Strategic Partnership in the field of Higher Education which aims at promoting innovative practices for language teaching and learning through the relevant use of digital technology, as well as supporting learners and teachers in developing their digital literacy.

Both projects are based on the socio-interactional approach - as an extension to the action-oriented approach (Council of Europe, 2001) - and the use of real-world tasks (Ollivier & e-lang project team, 2018), which complement the typology established by the CEFR and applied linguists (Council of Europe, 2001; Nunan, 2006). These tasks are carried out on participative sites (e.g.: TripAdvisor) and allow learners to develop their language and (inter)cultural competences as well as their critical digital literacy/citizenship.

In the presentation, we will (1) present the pedagogical (socio-interactional) approach that is grounding both projects, and (2) provide some concrete examples of real-world tasks that are specifically designed to allow language learners to experience authentic communication and participation in the "digital wilds" (Sauro & Zourou, 2019).

(WEDNESDAY 13.00-13.20) ROOM 1   **[LINK TO ROOM]**   **[BACK TO PROGRAMME SUMMARY]**
Theme: Student agency; ownership of learning; student wellbeing

Tanya Linaker MLC, KCL

Reducing attainment gap between BAME and non BAME students studying Modern Foreign Languages - students leading the project of EDI engagement.

The students-run MLC project on engaging a wider college community in foreign language learning (2020/21) contributed to developing students' agency and empowerment. The student ambassadors involved in the project gained valuable work experience through international event organization, they also set an inspirational example to others students in promoting diversity and inclusion in language learning.

The main outcome of the project was the reduction of attainment gap between BAME and non-BAME students learning foreign languages at the MLC – according to Power BI data it fell from %1,6 to %0,8 in 2020/21 assessment. Student ambassadors recruited for the project have produced the newsletter, which displays a variety of activities to celebrate the diversity of cultures with the emphasis on students of colour learning modern foreign languages at the MLC. The newsletter included art works, cooking recipes, linguistic facts and students' testimonials.

(WEDNESDAY 13.00-13.20) ROOM 2   **[LINK TO ROOM]**   **[BACK TO PROGRAMME SUMMARY]**
Theme: Equality, Diversity, Inclusion

Ms Marián Arribas-Tomé (she/her), University of East Anglia

Translating Crises for Language Teaching and Learning

I would like to propose language teachers as translators and interpreters, as citizens aspiring to communicate social and environmental crises integrated with language learning, with responsibility and skill. Language teaching textbooks are not able to do the translating very well. There is too much erasure, substitution and silencing. Textbooks belong to the "political economy of culture" (Apple, 1985). With hooks (1994), it is 'necessary to remind everyone that no education is politically neutral', and what goes into a textbook, or what is missing, is very political indeed.

If with Reed and Alexander (2021), and with other authors and scientists, we accept the full gravity of the human predicament, as a consequence of limitless economic growth on a finite planet, and the fact that industrialisation is linked to climate change, which is a driver of inequality and insecurity, we need to ask ourselves what role we play as educators on the face of that crisis. It matters how we use the agency, power and voice we have in our classrooms and communities. It matters that we become comfortable with the political dimension of language and culture teaching (Byram, 1997).

I propose to consider the language teacher as a key figure in expanding the concept of 'communication is aid' (Federici and O'Brien, 2019), to mean that making those in the margins visible helps them to be cared for. Making their voices and plights heard and seen is also part of the aid they should receive. Anti-racist and diversity-supportive pedagogies require inclusive, creative and adaptive approaches and platforms, and a wide-ranging collection of regularly updated material.

I will argue that language teaching contexts should be able to capture day-to-day social, political, scientific and environmental rapid-changing discussions and events, and go beyond conventional boundaries. I will suggest ways in which this can be done.

Theme: Student agency; ownership of learning; student wellbeing

Alexandra (Alex) Holloway (she/her), University of Leeds

Yes and… a model for scaffolding accessible group discussions

Having a rich, inclusive discussion in any language can be tricky for many learners (and teachers). Making sure everyone is involved can be a challenge but once that is achieved, how do we ensure that ideas are deepened and expanded upon?

In this presentation, I will show how 'moves' and activities from spontaneous improvisation and Theatre Sports can become a set of shared tools for discussion skills in any language. They shift learners' perception of effective participation from the elusive 'skill' of confidence to the ability to use clear discursive mechanisms. What's more, the key concepts of 'offering', 'accepting', 'expanding/extending' and 'advancing' are useful for providing clear (peer or educator) feedback as well as paragraph structuring. Linguistic cues can be mapped onto the moves for language learners and the model allows for multilingual interaction.

This session will be based on a short blog which I wrote for the University of Leeds Student Education Development site (link below). Having used these methods with a range of students in language teaching and, originally, drama teaching, I will share some experience and analysis of the former. The main aim of this session, though, will be to share a tool which has increased the level of depth and accessibility in group discussions or seminars.

Holloway, A (2020) "Yes, and…": encouraging interaction & engagement in collaborative spaces [Online] University of Leeds. Accessible at: https://studenteddev.leeds.ac.uk/news/yes-and-encouraging-interaction-engagement-in-collaborative-spaces/

Theme: Equality, Diversity, Inclusion

Dr Zrinka Mendas, Language Centre, The University of Cambridge

The British Sign Language through the lenses of augmented reality and visual storytelling

Demand for British Sign Language learning has never been higher yet the majority of the educational institutions follow a traditional classroom-based approach to teaching and learning. A disruptive event like the COVID pandemic has created educational challenges while the demand for hybrid teaching and learning has also grown due to the advance in digital technologies like G5, mobile devices and changing work practices. We explore this with the project that engages the BSL learners through augmented reality and visual storytelling. Arguably, AR has a useful role in developing the digital teaching and learning tools for the BSL. Sign language uses a complex combination of facial expressions, hand and body movement to convey information and represent concepts of an idea and visual storytelling is useful for capturing the learner's signs and stories. In the process of addressing the barriers like cost, connectivity and ease of use, an integrated model of work with stakeholders has emerged. With the deaf individuals being supported by a wide range of professionals who feel the need to learn the BSL, the project will benefit many, not a few. Adapting the teaching and learning practices in challenging circumstances while making them inclusive and innovative is a way forward and learning the BSL using the AR and visual storytelling can also be replicated to other sign languages.

Theme: Student agency; ownership of learning; student wellbeing

Chuyi Wang (she/her), Durham University, Centre for Foreign Language Study

Implementation and outcomes of the tandem language programme in Chinese classes in university language centre: A UK case study

This study describes an in-class collaborative tandem language programme designed to encourage meaningful and authentic interactions between university Chinese as a Foreign Language (CFL) students and native speakers of Chinese in the same university in the UK. The program uses pair or group learning activities to bridge the gap between the need of CFL students' practising with native speakers and Chinese students' English proficiency in an engaging language learning in and out of class, in order to raise the student agency and the ownership of learning, also to reduce the learning anxiety, especially in communication skill practices. As classroom-based research, this study collects both CFL and native Chinese students' opinions and views about this programme through the learner survey sent at the end of the term.

The study's objective is to shed light on the factors that facilitate and hinders tandem design, implementation, and sustainability. Participant feedback is interpreted and contextualised by the researcher to provide descriptions of how this learning programme was optimised and how it impacts student language learning and inter-culture communication.

The findings suggest that the tandem programme is an innovative, low-cost, high-impact language learning activity with vast pedagogical implications. As a lab supplement to traditional instruction, it enables students at both sites to accelerate foreign language development through authentic immersion as well as social and emotional connections. In addition, the results show that the tandem programme heightens intercultural awareness, boosted confidence in the foreign language, and strengthened fluency skills while rendering a transformational learning experience.

Theme: Language Centre sustainability

Dr Emanuela Ponti (she/her), University of Glasgow

From Language Centre to MFL Unit within SMLC - the Story so far

Back in 2014, the Language Centre of the University of Glasgow was incorporated into the School of Modern Languages and Cultures and became its Modern Foreign Languages Unit. It was decided that the MFL team focus on credit-bearing courses for undergraduate students and on a small range of LSP modules; a working group which included MFL, Short Courses and Confucius Institute staff members devised a university-wide Language Strategy, with the aim of increasing foreign language uptake among all undergraduates. Nearly 8 years on, what achievements and challenges has the MFL Unit met? Have we become 'more sustainable' and can therefore feel optimistic about the future?

Workshop for the SIG on Teaching and Learning support

Marion Sadoux, Oxford University Language Centre

The aim of this workshop is to discuss ways in which Language centres have and are coping with the transition, permanent or temporary to remote and online forms of teaching and how support for this has been provided. In many institutions Language Centres have lost their dedicated teaching and learning support staff, often relocated to central support - others have managed to secure or even

expand on those posts. At a time of crisis how have we managed to survive, how have we been able to support staff with wide ranging levels of digital literacy, how are we supporting hybrid teaching ?

Workshop: Student Agency

Ms María Blanco (she/her), University of Westminster

Developing student agency and ownership of learning through strategy training

The session is an interactive workshop for teachers of any foreign language. We will start by discussing the rationale for language learning strategy training to develop student agency and ownership of learning. After that, we will discuss what language learning strategies to teach and how to teach them using a simple and effective four-step approach that has been used successfully in higher education and adult education settings. At the end of the session, we will look at samples of typical feedback from students who have undertaken the training. The training approach presented is informed by over 25 years of language teaching experience as well as current research into applied linguistics, cognitive psychology, and educational neuroscience. María Blanco is a Senior Lecturer in Spanish at the University of Westminster and a language learning strategies coach. She is the author of "How to Learn Spanish: A guide to powerful principles and strategies for successful learning and self-empowerment" (Hikari Press, 2021) and "How to Teach Language Learning Strategies: 4 simple steps for successful independent language learning" (Lightwork Press, 2021).

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