

## AULC Conference 2021 - University of Leeds

*[Digital] Practitioners, Pedagogy and Policy*

## Conference Programme

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## Welcome

Welcome to the 2021 AULC Conference, hosted at the University of Leeds. The conference title is *[Digital] Practitioners, Pedagogy and Policy*. The aim of the conference is to enable language centre practitioners, language educators and scholars to present and discuss their practice, pedagogies and scholarship/research around these three broad strands of language education in HE.

The conference will take place over three days – Monday 29<sup>th</sup> March – Wednesday 31<sup>st</sup> March – with live sessions from 9.30am to 3.15pm. We hope that this format will allow delegates to participate in the conference as much as possible. As well as attending live plenary and parallel sessions, delegates will be able to peruse pre-recorded presentations in advance, and post comments and questions.

In the five sets of parallel sessions, presenters will speak about one of our conference themes:

- Overcoming the challenges and relishing the opportunities of digital practice;
- Equality, inclusion and diversity in online teaching;
- Embedding digital pedagogy in the language curriculum;
- Students and student voice in digital language learning;
- Digital language education and approaches to digital practice.

Many presentations will encompass more than one of these themes.

## Practical information

The conference will be held on Microsoft Teams. All presenters and registered delegates will be added to the Team before the conference.

All plenary sessions will take place in the General channel. Parallel sessions for each theme will take place in the channel for that theme.

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Most **presentations will be delivered live**, as shown on the [Daily Programme](#) below. 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 live presentations (at presenters’ discretion).

There will also be a number of **pre-recorded presentations** ([in blue](#) on the Daily Programme), which will be available to watch in advance, with the possibility of posting comments and questions. Most of the presenters will then take part in a Q&A session on Wednesday 31<sup>st</sup> March.

Each day, there will be a **break for lunch** from 13:00 to 14:00. During the first half of the lunch break, there will be the option to visit one of our **exhibitors** in the Exhibition Hall channel. There will also be chance to hear from our exhibitors at 2.15pm on Monday and Tuesday.

Date	Time	Exhibitor
Monday 29 <sup>th</sup> March	1-1.30pm	Televik
	2.45-3.15pm	Chartered Institute of Linguists (CIOL)
Tuesday 30 <sup>th</sup> March	1-1.30pm	Sanako
	2.45-3.15pm	John Murray Learning
Wednesday 31 <sup>st</sup> March	1-1.30pm	Rosetta Stone

During the second half of this break, we will be hosting a **virtual coffee break** using [Wonder](#). If you wish to join the coffee break, you will simply click on a link provided: no account is required. This platform functions best on a computer, rather than tablet or mobile phone, and works with Firefox, Chrome and Edge browsers. There will be different ‘areas’ which you will be able to move between to discuss different themes or topics.

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**Keynote speakers:**

Monday 29<sup>th</sup> March, 9.45-10.35am - Dr Alex Ding

UNIVERSITY OF LEEDS

Dr Alex Ding is Director of Scholarship in the School of Languages, Cultures and Societies and Associate Professor of English for Academic Purposes at the University of Leeds. He has published on practitioner agency and identity and he is the co-author, with Ian Bruce, of 'The English for Academic Purposes Practitioner: Operating on the Edge of Academia'. He is also co-editor of a book series 'New Perspectives on English for Academic Purposes' (Bloomsbury) and is currently writing on Bourdieu and co-editing a volume entitled 'Social Theory for English for Academic Purposes: Foundations and Perspectives'.



**‘A pessimist because of intelligence, but an optimist because of will’\*: A manifesto for collective language education scholarship.**

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Recent events, such as Covid and Brexit, combined with deeper and longer-standing structural and ideological shifts in higher education have magnified the existential threat to the future of teaching and learning of languages in universities. Combined with persistent and opportunistic neoliberal policy discourse, around, for example, the apparent affordances of digital education, practitioners of language education would be – understandably – excused for being pessimistic. Alongside this discourse are strong imperatives to, for example, decolonise practices, strive for greater inclusivity, and co-construct the curriculum.

Beginning with a brief taxonomy of the existential threats to language education in HE (many familiar but some less so) I make a case for principled pessimism. However, this needs to be combined with ‘an optimism of will’: through scholarship which is *‘collegial, collaborative and conversational, but also critical, combative and cautious’* with the belief that *‘scholarship has the potential to enable language educators to actively shape their educational contexts rather than be shaped by circumstance, others and powerful ideologies and structures’*\*\*.

This suggests an enlarged, potent, public, and political form of scholarship that harnesses our collective, cross-language and cross-institutional talents, interests, and concerns to enact change for the benefit of practitioners and students.

The final part of this talk explores ways in which we might achieve greater collective agency through striving for greater (symbolic, social, and epistemic) capital by adopting a reflexive and objective socio-analysis of the field(s) in which we operate: to reposition language(s) as visible and central to a progressive vision of Higher Education.

\* Gramsci

\*\* <https://languagescholar.leeds.ac.uk/manifesto-for-the-scholarship-of-language-teaching-and-learning/>

Tuesday 30th March, 9.45-10.35am – Professor Adelheid Hu

UNIVERSITY OF LUXEMBOURG

Adelheid Hu is Professor of Multilingual Education and Applied Linguistics at the University of Luxembourg. Her main research interests include plurilingual education; intercultural studies (Europe-China); language policy in HE; language, identity and globalization. Before working in Luxembourg (since 2011), she has been Professor for Foreign Language Pedagogy at the University of Hamburg (2001-2011). Her working experience also include a lecturer position at Tunghai University, Taiwan and a visiting appointment at the University of Franche-Comté in Besançon, France. Her last publications include a Special Issue in the European Journal for Applied Linguistics (EuJAL) on “Capitalizing on Linguistic Diversity in Education”:  
<https://www.degruyter.com/view/journals/eujal/8/2/eujal.8.issue-2.xml>



**Navigating between Plurilingualism and (new) Monolingualism:  
University Students’ Perspectives on the Use of their Plurilingual  
Repertoires for Learning and Academic Writing.**

In recent years, the view on the relationship between knowledge and language has received renewed attention with respect to the globalization of science and Higher Education. Many linguists and educationalists emphasize that language is not simply an accumulation of word tags that were attached to language-independent elements of knowledge. Rather, the organization, storage, and transfer of knowledge itself already happens in linguistic form,

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so that language takes on a strong knowledge-constituting function. Thus – to give but one example – central concepts of the Humanities like *education/éducation/Bildung*, *culture/Kultur*, *civilization* or 文化 (wén huà) have different connotations in German, French, English or Chinese, since they developed in different historical-cultural and conceptual contexts. Precisely in these interconnections between multilingualism and the constitution of knowledge seems to lie an enormous potential, not only to facilitate a differentiated understanding of scientific questions but also what are today key competences and attitudes: the ability to communicate and act across borders, respect for different worldviews, the relativizing and decentering of the self.

On the contrary, in the current (and powerful) discourse on the globalization and internationalization of science internationality and multilingualism are only related to each other superficially, for instance in terms of the existence or absence of English-language programs. The diversity of students' linguistic identities and their role in communication and educational processes are rarely addressed. The fact that many students and researchers write in their second or third language is mostly seen under the perspective of their language competence/near-nativeness in the “target language”, and much less of their plurilingualism as a resource for learning and research.

I this talk I will briefly present 3 projects which give voice to post-graduate students and doctoral candidates regarding the use of their plurilingual repertoires. The first study investigates seminar notes of multilingual students in a MA-programme at the trilingual and international University of Luxembourg; the second study (within a larger European Jean-Monnet project) sheds light on the perspectives of doctoral candidates and their supervisors in several countries, again regarding the potential of plurilingualism for their research. The third study also focusses on doctoral researchers but stresses the language ideologies and macro-discourses which impact on language choice and writing practices of early career researchers. The studies show that all the students/doctoral researchers have a rich plurilingual repertoire. At the same time, they navigate between different influential macro-discourses which sometimes foster, but also hinder the use of their full linguistic resources.



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Wednesday 31<sup>st</sup> March, 9.45-10.35am - Dr Robert O'Dowd

UNIVERSITY OF LEÓN, SPAIN

Dr Robert O'Dowd is Associate Professor (*professor titular*) for English as a Foreign Language and Applied Linguistics at the University of León, Spain. He has taught at universities in Ireland, Germany and Spain and has over 40 publications on the application of Virtual Exchange in university and pre-university education settings. He was the founding president of the *UNICollaboration* academic organization for telecollaboration and virtual exchange ([www.unicollaboration.org](http://www.unicollaboration.org)) and has been invited to be plenary speaker at international conferences in the US, Asia and across Europe.

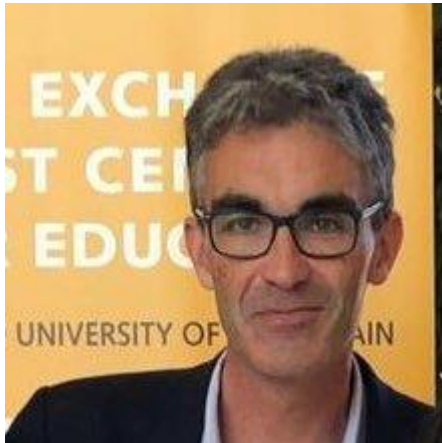
Among recent activities, he was invited in 2019 to be co-editor of a special edition of the prestigious journal *Language Learning & Technology* on the theme of Virtual Exchange in Foreign Language Education. He also coordinated the Erasmus projects *Integrating International Networks in Higher Education* (INTENT) (2011-2014) and the European Policy Experiment *Evaluating and Upscaling Telecollaborative Teacher Education* (EVALUATE) (2017-2019).

He is currently coordinating the Erasmus+ European Policy Experiment *Virtual Innovation and Support Networks for Teachers* (VALIANT) (2021-2024) and collaborates with other experts in the *UNICollaboration* organisation to offer comprehensive evaluation studies of Virtual Exchange programmes. Robert's publications are available here: <http://unileon.academia.edu/RobertODowd> and you can follow him on twitter @robodowd.

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## **The impact of Virtual Exchange in University Foreign Language Education: What we know so far**

In universities around the globe, an increasing number of foreign language educators are engaging their students in intercultural collaborative projects with partners from other countries using digital technologies. This is commonly known as Virtual Exchange (VE) or Collaborative Online International Learning (COIL) or telecollaboration.

This activity has been supported by organisations such as UNICollaboration (<https://www.unicollaboration.org/>) which was launched in 2016 to support the research and practice of Virtual Exchange in university education. In the United States the Stevens Initiative (<https://www.stevensinitiative.org/>) was established to promote Virtual Exchange between young people in the US and the Middle East and North Africa. The European Commission has also promoted Virtual Exchange by establishing the Erasmus+ Virtual Exchange platform (<https://europa.eu/youth/erasmusvirtual>) and also plans to integrate Virtual Exchange into blended mobility initiatives in its new programme in 2021.

But what do we know about the impact of Virtual Exchange? The past three years have also seen the publication of a plethora of impact reports and studies which present the findings or projects, initiatives and organisations who are engaged in promoting large-scale Virtual Exchange initiatives. For the most part, these publications present both qualitative and quantitative data on what students learn from Virtual Exchange and what teachers and

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institutions can do to support this learning. In this presentation I will use these publications to try and answer three questions: What do students learning from Virtual Exchange? How can we support teachers who want to become involved in the activity? And what can we identify as examples of good practice for implementing Virtual Exchange in university classrooms?

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**Conference Daily Programme:**

Monday 29 March 2021				
9:15-9:30	General room	Housekeeping		
9:30-9:45		<b>Welcome</b> Welcome address from Yolanda Cerdá (Executive Director, University of Leeds Language Centre) and Mark Critchley (Chair of AULC)		
9:45-10.35		<b>Opening Keynote – <a href="#">Dr Alexander Ding</a></b> , University of Leeds. <i>‘A pessimist because of intelligence, but an optimist because of will’*: A manifesto for collective language education scholarship.</i>		
10:35-10:45	Break			
10.45-11:45	Parallel sessions 1	<b>Overcoming the challenges and relishing the opportunities of digital practice [Room A].</b>	<b>Overcoming the challenges and relishing the opportunities of digital practice [Room B]</b>	<b>Students and student voice in digital language learning.</b>
		10:45-11:05 <a href="#">Kristina Notthoff</a> <i>Wer? Wir? Ich auch! Pronunciation for absolute beginners of German (online)</i>	10:45-11:05 <a href="#">Dr Ruba Khamam</a> <i>Enhancing Arabic Language Learners’ Writing Skills by Means of Digital Technology.</i>	10:45-11:05 <a href="#">Antónia Estrela, Ana Boléo and Vanda Magarreiro</a> <i>Benefits from a mentoring online program in Portuguese as a Foreign Language learning.</i>

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	<p>11:05-11:25</p> <p><a href="#">David Tual, Alexander Bleistein, Katarzyna Lanucha and Laurence Millard</a></p> <p><i>Fostering autonomous and personalised learning by means of a reflective portfolio.</i></p>	<p>11:05-11:25</p> <p><a href="#">Thomas Smith</a></p> <p><i>Migrating Language Learning and teaching completely online, ‘dipping our toes in the water.’</i></p>	
	<p>11:25-11:45</p> <p><a href="#">Ines Gutierrez-Gonzalez</a></p> <p><i>The use of games in online language teaching: old and new challenges to keep students motivated.</i></p>	<p>11:25-11:45</p> <p><a href="#">Dr Cecilia Gorla and Oranna Speicher</a></p> <p><i>Language teaching between the physical and the virtual.</i></p>	
11:45-12:00	Break		
12:00-13:00	<p><b>Overcoming the challenges and relishing the opportunities of digital practice [Room A].</b></p>	<p><b>Overcoming the challenges and relishing the opportunities of digital practice [Room B].</b></p>	<p><b>Embedding digital pedagogy in the language curriculum.</b></p>

	<p>12:00-12:20</p> <p><a href="#">Dr Nebojša Radić</a></p> <p><i>World Universities' Response to the 2020 Pandemic: Language Teaching and Learning.</i></p>	<p>12:00-12:20</p> <p><a href="#">Alison Organ</a></p> <p><i>Online MFL assessment in the age of Google Translate: challenges and solutions.</i></p>	<p>12:00-12:20</p> <p><a href="#">Dr Neil Hughes</a></p> <p><i>Redesigning content and language learning for online delivery: the case of 'Business and Society in Spain' at the University of Nottingham.</i></p>
	<p>12:20-12:40</p> <p><a href="#">Alison Leslie</a></p> <p><i>Is anyone there? Embracing digital tools to foster real communication.</i></p>	<p>12:20-12:40</p> <p><a href="#">John Worne</a></p> <p><i>Going Digital at the Chartered Institute of Linguists.</i></p>	<p>12:20-12:40</p> <p><a href="#">Dr Zhiyan Guo</a></p> <p><i>Sustainability of Online Teaching Practice at the Post-Pandemic Era.</i></p>
		<p>12:40-13:00</p> <p><a href="#">Joe Dale</a></p> <p><i>Sharing Good MFL practice in the New Normal.</i></p>	<p>12:40-13:00</p> <p><a href="#">Dr José Carlos Tenreiro Prego</a></p> <p><i>Confronting the Pandemic through Blended Learning: Using Genial.ly in Asynchronous Language Teaching.</i></p>
13:00-14:00	Lunch break		
	<p><b>Exhibition hall:</b> 13:00-13:30</p> <p>Televik</p>	<p><b>Virtual coffee break:</b> 13:30-14:00</p>	

14:00-14:45 SIGs #1	Special Interest Group: <b>Professional Development</b>	Special Interest Group: <b>Teaching and Learning Support</b>
14:45-15:15 Exhibitors	<b>Exhibition hall:</b> Chartered Institute of Linguists (CIOL)	

Tuesday 30 March 2021			
9:40-9:45	<b>General room</b>	Housekeeping	
09:45-10.35		<b>Keynote 2 – <a href="#">Professor Adelheid Hu</a></b> , University of Luxembourg. <i>Navigating between Plurilingualism and (new) Monolingualism:          University Students’ Perspectives on the Use of their Plurilingual Repertoires for Learning and Academic Writing.</i>	
10:35-10:45	Break		
10.45-11:45 Parallel sessions 3	<b>Overcoming the challenges and relishing the opportunities of digital practice [Room A].</b>	<b>Equality, inclusion and diversity in online teaching</b>	<b>Digital language education and approaches to digital practice.</b>

	<p>10:45-11:05  <a href="#">Weiqun Wang</a>  <i>Chinese Language Teachers in British HE and Adapting to Online Teaching.</i></p>	<p>10:45-11:05  <a href="#">Dr Salwa Mohamed and Fiona Long</a>  A strategy for inclusive assessment for online block teaching.</p>	<p>10:45-11:05  <a href="#">Dr Christine Leahy</a>  <i>Institution-wide approach to the move to online learning and its practical application. Negotiating between theory and practice.</i></p>
	<p>11:05-11:25  <a href="#">Dr Carlos Soler Montes</a>  <i>Digital Linguistic Immersion for Year Abroad students of Spanish at the University of Edinburgh.</i></p>	<p>11:05-11:25  <a href="#">Dr Marion Coderch</a>  <i>Embedding digital equity in assessment practices.</i></p>	<p>11:05-11:25  <a href="#">Marion Sadoux</a>  <i>When feedback has to be online only: approaches, tools, strategies and resilience.</i></p>
	<p>11:25-11:45  <a href="#">Martin Sketchley</a>  <i>Investigating the Challenges of Teaching Pre-Sessional Courses Remotely.</i></p>	<p>11:25-11:45  <a href="#">Dr Mirjam Hauck and Teresa Mackinnon</a>  <i>Meeting the challenge - language and culture learning during the pandemic and beyond.</i></p>	<p>11:25-11:45  <a href="#">Jaeuk Park</a>  VEO (Video Enhanced Observation).</p>



11:45-12:00	Break	
12:00-13:00	<b>General room</b>	<b>AGM</b>
13:00-14:00	Lunch break	
	<b>Exhibition hall: 13:00-13:30</b> Sanako	<b>Virtual coffee break: 13:30-14:00</b>
14:00-14:45 SIGs #2	Special Interest Group: <b>Inter-culturality</b>	Special Interest Group: <b>UNILANG</b>
14:45-15:15	<b>Exhibition hall: John Murray Learning</b>	

Wednesday 31 March 2021			
9:40-9:45	General room	Housekeeping	
09:45-10.35		<b>Keynote 3 – <a href="#">Dr Robert O’Dowd</a></b> , University of León: <i>The impact of Virtual Exchange in University Foreign Language Education: What we know so far.</i>	
10:35-10:45	Break		
10.45-11:45	<b>Overcoming the challenges and relishing the opportunities of digital practice [Room A].</b> Parallel sessions 4	<b>Q&amp;A session: Students and student voice in digital language learning</b>	
10:45-11:05		10:45-11:00	10:45-11:05
11:05-11:25		11:00-11:15	11:05-11:25
	<a href="#">Matthew Busko</a> <i>Microsoft Teams: Advantages and Opportunities for Online Language Teaching and Learning .</i>	<a href="#">Vickie Sala Arslan</a> <i>Eleventh hour learning – making up for lost time with late arriving International Students.</i>	<a href="#">Vanessa Mar-Molinero and Karla De Lima Guedes</a> <i>"I knew virtually nothing!". Developing an engaging environment. Lessons learnt from the University of Southampton 2020 Prepare for Pre-sessional online programme.</i>
	<a href="#">Odile Rimbert and Dr Hilary Potter</a> <i>Where Pedagogy and Disability Studies</i>	<a href="#">Dr Michelle Evans</a> <i>How can the concepts of discourse</i>	<a href="#">Dr Emma Riordan</a> <i>Practitioners, experts and leaders: A draft</i>

	<p><i>meet? Exploring the potential of audio feedback in COVID times.</i></p> <p>11:25-11:45</p> <p><a href="#">Dr Rachel Haworth</a></p> <p><i>Teaching Interpreting in the Online Environment: Challenges and Opportunities.</i></p>	<p><i>community and genre enhance language learning in digital education?</i></p> <p>11:15-11:30</p> <p><a href="#">Dr Catherine Chabert</a></p> <p><i>Students as Partners – Two Pedagogical Examples.</i></p>	<p><i>framework of competences for language educators in higher education.</i></p>
11:45-12:00	Break		
12:00-13:00	<p><b>Overcoming the challenges and relishing the opportunities of digital practice [Room A].</b></p> <p>12:00-12:20</p> <p><a href="#">Mark Critchley and Jocelyn Wyburd</a></p> <p><i>Evolution of Internationalisation in the UK University.</i></p> <p>12:20-12:40</p> <p><a href="#">Valentina Todino</a></p>	<p><b>Q&amp;A Sessions: All themes.</b></p> <p>12:00-12:15</p> <p><a href="#">Carolyn Schneider</a></p> <p><i>(Overcoming the challenges...)</i> <i>Setting up a Language Learning Environment in Microsoft Teams.</i></p> <p>12:15-12:30</p> <p><a href="#">Dr Hanem El-Farahaty</a></p>	<p><b>Digital language education and approaches to digital practice.</b></p> <p>12:00-12:15</p> <p><a href="#">Lowri Mair Jones</a></p> <p><i>The possibilities of recreating classroom interaction for A1 adult Welsh learners (Entry level) , purely online.</i></p> <p>12:15-12:30</p> <p><a href="#">Theresa Federici</a></p>

	<p><i>New connections- Building bridges between students and refugees living on opposite sides of Europe through language learning.</i></p>	<p><i>(Equality, Inclusion and Diversity...)</i>  <i>Student and Staff Voice on Online Learning and Assessment in LCS.</i></p> <p>12:30-12:45  <a href="#">Assistant Professor Geng Zhi</a>  <i>(Embedding digital pedagogy...)</i>  <i>An exploration of task-based online Chinese micro-courses —Taking the QMUL Chinese Courses (2020) as an example.</i></p>	<p><i>Materials and Assessment Design: the PRIME paradigm.</i></p> <p>12:30-12:45  <a href="#">Marion Sadoux</a>  <i>Testing listening competence online: virtual journeys with the CEFR.</i></p> <p>12:45-13:00  <a href="#">Marián Arribas-Tomé</a>  <i>Creative adaptation to digital practice: using translation as a paradigm for digital pedagogies.</i></p>
13:00-14:00	Lunch break		
	<p><b>Exhibition hall:</b> 13:00-13:30  Rosetta Stone</p>	<p><b>Virtual coffee break:</b> 13:30-14:00</p>	



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14:00-14:30	<b>General room</b>	<b>Panel discussion</b> with special guests
14:30-14:45		<b>Closing remarks</b> (Mark Critchley, Chair of AULC)

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## Live parallel sessions:

**Theme:** Overcoming the challenges and relishing the opportunities of digital practice.

### **Room A (jump to [Room B](#))**

Monday 29<sup>th</sup> March, parallel session 1, 10:45-11:05

#### **Kristina Notthoff**

*Kristina Notthoff has been a German language teacher for over 10 years, with experience ranging from beginner to advance levels in degree, language centre and evening courses. Her interests include the application of language learning strategies, the creation of authentic learning situations in the classroom and more recently the use of technology to enhance pronunciation skills.*

*Wer? Wir? Ich auch! Pronunciation for absolute beginners of German (online)*

Teaching pronunciation can be challenging, especially when teaching absolute beginners in a heterogeneous learner group. Doing it over a video-link adds to the complications.

This presentation will briefly summarise some particular challenges for ab initio groups and give reasons why pronunciation work should start earlier rather than later.

It will then look at some practical ideas to teach and practise pronunciation and how to create opportunities for ongoing practice outside the classroom. Examples are (video) recordings from tutor and students and the use of voice to text technology.

As pronunciation practice is often seen as a source of embarrassment for learners the (new) digital learning environment offers several opportunities to remove some of the psychological barriers and is a chance to enhance learning and understanding.

Monday 29<sup>th</sup> March, parallel session 1, 11:05:11:25

#### **David Tual, Alexander Bleistein, Katarzyna Lanucha and Laurence Millard**

*David Tual is Director of the Centre for Languages & Inter-Communication (CLIC) at the University of Cambridge Engineering Department where he also teaches French. He has developed an interest in 21st century technologies and pedagogies, as well as Languages for Specific Purposes*

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*(LSP). He is also one of the founders of the Global Engineers Language Skills (GELS) network, which brings together language teachers from engineering schools and technical universities across Europe and beyond.*

*Alexander Bleistein is a DAAD-Lektor and Coordinator of German at the Centre for Languages and Inter-Communication (CLIC) of the Cambridge University Engineering Department. He acquired the first state examination for teaching at secondary schools in Germany, gained work experience at the Goethe Institutes in London and Rotterdam, and is now focussing on foreign language teaching in higher education and on languages for specific purposes.*

*Laurence Millard has been teaching in CLIC (Centre for Languages and Inter-communication) for 12 years. She is also a trainee counsellor. She is fascinated by understanding human behaviour and mental processes related to education and other fields of life. Lately she has been focussing on developing awareness, reflexivity and autonomy in language learning amongst her students.*

*Fostering autonomous and personalised learning by means of a reflective portfolio.*

The Covid crisis acted as a catalyst for change at many language centres by pushing -and sometimes forcing- us to adopt new technologies and modes of delivery that would have met with some reticence or even vehement opposition a few months earlier. The Centre for Languages and Inter-Communication (CLIC) was no exception and, suddenly, some ideas that had previously been voiced only very timidly found a natural place at the forefront of what might be a “new normal”.

In this presentation, we would like to introduce an idea that stemmed from on-going discussions over the years and is being implemented for the first time this academic year (2020/2021). It consisted in revamping the existing assessment regime to remove all written exams under controlled conditions and shifting the emphasis to autonomous and personalised learning. The new assessment takes the form of a reflective portfolio and a viva that we will describe in detail. Much consideration was given to the marking criteria and to the necessary scaffold such a paradigm shift required; we will therefore endeavour to take the audience through the rationale and design process that led to this new scheme, as well as its impact on teachers and students. We will also illustrate our presentation with samples selected from some portfolios to share examples of good practice. Finally, we will be sharing students’ feedback and colleagues’ reflections before exploring potential ways to address some of the flaws of these new assessment methods as well as to build on some

Monday 29<sup>th</sup> March, parallel session 1, 11:25:11:45

**Ines Gutierrez-Gonzalez**

*Ines Gutierrez-Gonzalez is a Lecturer in Spanish at Keele University. Prior to this she has worked in several HE Institutions both in the UK and Spain. Ines is both an enthusiastic teacher and an active researcher. Her research interests focus on the use of literature, films, and games in language learning to spark autonomy and motivation. Ines also has a strong interest in the pragmatics of intercultural communication.*

*The use of games in online language teaching: old and new challenges to keep students motivated.*

Learning a language is a very complex process influenced and modified by many different events and factors. We cannot overstate the importance of emotional factors and affectivity (Arnold, 2011) and the value of creativity, specifically in actively engaging students (Dörnyei 2001). Moreover, the process of learning a language should be conceived, not as an individual achievement, but as a collective attainment result of community work (Melero, 2000). Students learn better from each other, and they learn better if they can enjoy and engage in a meaningful way with the activities that they do. But moving from in-situ to an exclusively digital teaching, has been a challenge for many language teachers. Following these premises, the objective of this presentation will be to reflect on and present a practical experience of the move from in-situ teaching to an exclusively digital framing in the context of language learning. The presentation will focus on the significance of strategies to motivate learners in online teaching and their impact on the learning process, comparing these strategies with the traditional in situ teaching.

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Monday 29<sup>th</sup> March, parallel session 2, 12:00:12:20

### **Dr Nebojša Radić**

*Nebojša Radić is the Director of the University of Cambridge IWLP . He is Chair of the School of Arts and Humanities Online Teaching/Learning/Assessment group, member of the University T/L/A group and Senior Member at Darwin College where he is the convenor of the Humanities research seminars. His research interest ranges from the methodology of teaching in blended and remote learning environments and teacher training to literary self-translation, trans-lingual literature, intercultural communication and creative writing.*

*World Universities' Response to the 2020 Pandemic: Language Teaching and Learning.*

In the emergency situation, in the first months of 2020 most of us had to resort to remote, online teaching. This Project looks at this critical period and brings together 40 language teaching practitioners from 24 different universities, 20 countries and five continents.

The Project:

- Is a peer and externally reviewed collection of case studies;
- It analyses the nature of different educational response to lockdown measures;
- Describes and evaluates the deployment of technology in remote language teaching;
- Discusses methodological issues;
- Evaluates resources, teacher training/support as well as student accessibility issues;
- Discusses the relevant managerial challenges.

And Aims at:

- Establishing a global network of language teaching practitioners;
- Enhancing open communication, collaboration, exchange of resources and staff among partner institutions;
- Promoting innovation in language teaching and sustainability with special

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reference to social-distancing measures and remote, online teaching;

The Project brings together colleagues from:

University of Pavia (Italy), RUDN University, Moscow (Russia), University of Lagos (Nigeria), Chemnitz University of Technology, (Germany), Harvard University (USA), University of Rwanda (Rwanda), University of Yaoundé (Cameroon), Durham University (UK), Vilnius University (Lithuania), Université de Paris (France), Qatar university (Qatar), Kyung Hee University, Seoul (South Korea), Universidade de São Paulo (Brazil), Centro de Idiomas UNL, Santa Fe (Argentina), Shanghai Jiao Tong University (China), University of Isfahan (Iran), Alexandria University (Egypt), University of Auckland (New Zealand), Sun Yat-sen University, Guangzhou, Guangdong Province (China), American University in Cairo (Egypt) and University of Cambridge (UK). External Reviewers on the Project come from 12 different countries. The Project will be completed by April/May 2021 and the collection published by Research-publishing.net

In my presentation, I will introduce the Project and comment on some of the preliminary findings.

Monday 29<sup>th</sup> March, parallel session 2, 12:20:12:40

### **Alison Leslie**

*Alison Leslie is a Lecturer in English for Academic Purposes in the School of Languages, Cultures and Societies at the University of Leeds. She is currently embedded in the School of Sociology and Social Policy where she leads their pre-sessional and in-sessional provision for mainly international PGT students. Her background is in teaching English as a Foreign Language and she has taught in a variety of different cultural contexts. Her interests are in intercultural communication and global education.*

*Is anyone there? Embracing digital tools to foster real communication.*

Adapting to a new teaching environment of designing and delivering online learning comes with its challenges. This has been made increasingly evident through the global impact of the Covid-19 pandemic on education. In addition to the technical challenges

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required to connect and maintain communication are the social aspects of building a community of people in remote and diverse locations. For students learning a foreign language or through the medium of an additional language such as English, this is particularly relevant as a sense of community can foster meaningful communication in the target language across cultures. However, the wealth of digital tools currently available for educational purposes is enabling ways of communicating beyond the scope of traditional means often relied on in face to face teaching environments. This presentation shares the digital challenges and strategies employed on a succession of English for Academic Purposes programmes designed and delivered to students transitioning onto a Masters in Sociology and Social Policy at the University of Leeds. It will focus on those of building and maintaining rapport with the students as they faced a delay in the start of their Masters due to the pandemic as well as building an inclusive and intercultural community in which there was a real purpose for communication. Strategies included offering a range of asynchronous and synchronous activities such as hosting a Student Café for the transition period which developed into a Café Sociologique once the Masters started, with the added aim of developing and valuing the art of discussion in the discipline. Using digital tools made this communicative practice more inclusive and purposeful, allowing students some autonomy in taking control of how and what they communicated. Examples will be shared together with feedback from students.

Tuesday 30<sup>th</sup> March, parallel session 3, 10:45-11:05

### **Weiqun Wang**

*Weiqun Wang is an Assistant Professor at the University of Nottingham, UK. Weiqun obtained her MPhil degree in Corpus Linguistics at the University of Birmingham. She has over 20 years of foreign language teaching experience, teaching both Undergraduate and Postgraduate students. She has led the British Chinese Language Teaching as the Chair of the British Chinese Language Teaching Society (BCLTS). She is also an Honorary Researcher in Beijing Advanced Innovation Centre for Language Resources at Beijing Language and Culture University. She founded the International Forum of the Chinese Language Teachers Top 500, an innovative online Chinese Forum for Global Chinese Teachers, Scholars and Leaders. She has organised more than 50 academic events nationally and internationally, and translated and published books and articles both in China and the UK.*

*Chinese Language Teachers in British HE and Adapting to Online Teaching.*

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When the British lockdown policy was implemented at the end of March 2020 due to COVID-19, the British Chinese Language Teaching Society (BCLTS) organised a series of online teaching and research activities to facilitate the community in transferring to digital teaching and learning. The BCLTS is mainly composed of the Chinese language teachers in British Higher Education (HE). It has more than 100 Chinese teachers from over 44 universities and several Confucius Institutes. According to the most recent survey carried out in 2019, which 80 members participated in, the members are in different departments including Language Centres.

This presentation will cover 3 parts: firstly, a brief introduction of the BCLTS and the background information of its members; secondly, the Chinese language teachers overall academic roles and their academic development needs; thirdly, their adaption to digital learning and teaching environment after the lockdown, including challenges facing year abroad exchange programmes to China.

In addition to giving an overall picture of British Chinese language teaching as a whole in the transitional period, this presentation can help in understanding other language teachers situation as a whole in Britain as well. The data provided could also help the policy makers to support Chinese and other language programmes during the digital age.

Tuesday 30<sup>th</sup> March, parallel session 3, 11:05-11:25

**Dr Carlos Soler Montes**

*Dr Carlos Soler Montes is a Lecturer in Spanish Linguistics at The University of Edinburgh where he is currently serving as the Learning and Teaching Director of the Department of European Languages and Cultures. Carlos is particularly interested in the area of language variation from a pan-Hispanic and pluricentric perspective and how this variation can be dealt by native speakers, as well as learners of Spanish and new speakers of the language.*

*Digital Linguistic Immersion for Year Abroad students of Spanish at the University of Edinburgh.*

Linguistic immersion (either associated to Study Abroad programmes, mobility exchanges

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or content-based language learning) is considered a key aspect within the developmental process and activation of any essential linguistic competences of a language student.

In a new context in which hybrid teaching models and digital learning are becoming the norm, telecollaboration and online exchanges are meant to complement, extend or even replace many of the in-person immersion experiences carried out by students abroad as part of a standard Modern Languages degree.

In this session we will be offering an analysis of our experience coordinating a digital Year Abroad experience for Spanish students at the University of Edinburgh during their third year of Spanish, the time in which they were supposed to undertake a mandatory year of studies abroad, working or studying in a Spanish-speaking country.

We aim to present a number of digital solutions that can be provided by enriching a standard Virtual Learning Environment (Blackboard Learn in this case) driven by hybrid methodological approaches focused in sociolinguistic and intercultural content learning and reflection, student action and authentic interaction, telecollaboration and transmedia language production.

Typical linguistic immersion students are able to solve problems and make decisions, reflecting on their own cultural practices and the ones of the target language. Focusing on aspects related to curriculum design, learning technology and second language teaching, we will be able to show that it is possible to name this type of experiences “digital linguistic immersion” as they succeed in motivating students and taking further their Spanish language skills by improving their applied digital competence at the same time.

Tuesday 30<sup>th</sup> March, parallel session 3, 11:25-11:45

### **Martin Sketchley**

*Martin Sketchley is a Language Tutor for the University of Sussex and has over 15 years teaching experience in South Korea, Romania and the UK. He teaches a variety of remote and face-to-face courses, with over 4 years' experience of teaching online to private students. Martin has a keen interest in Technology, Remote Learning and Teacher Development.*

*Investigating the Challenges of Teaching Pre-Sessional Courses Remotely.*

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The global pandemic left many EAP practitioners having to react to the organising and delivery of lessons remotely, especially for summer pre-session courses during 2020 in the UK. Due to these circumstances, it was personally decided that action research should be undertaken to gain a greater understanding of the unique challenges facing online tutors having to deliver courses remotely. Participation was completely voluntary and those that decided to contribute to this action research were asked to complete a survey over their eight-week pre-session course, documenting their reflections and opinions of teaching remotely. Four open ended questions were included within the survey that attempted to elicit sentiments such as:

- What three challenges did you encounter during the eight-week pre-session course?
- What strategies did you implement to tackle these three challenges?
- What skills are required to be an online EAP tutor post-COVID19?
- What advice would you have given yourself at the beginning of the course?

Tutor insight into the remote teaching of EAP will further deepen our knowledge of language teaching within universities and provide the necessary awareness, and skills should remote teaching gain further prominence.

Wednesday 31<sup>st</sup> March, parallel session 4, 10:45-11:05

### **Matthew Busko**

*Over the last 10 years, Matthew Busko has developed a wide breadth of MFL teaching experience across the education sector, teaching a mixture of mainly German, French (and some Italian) to learners ranging from 4 to 84 years of age. He is currently a teacher of German at the University of Nottingham Language Centre and a teacher of French within the Nottingham Trent ULP. His teaching interests include authentic materials and differentiation for SEND learners.*

*Microsoft Teams: Advantages and Opportunities for Online Language Teaching and Learning.*

The COVID-19 pandemic has led to many rapid changes in the delivery of language instruction in universities around the world. To support the continuation of teaching and learning, language teachers have had to respond to the logistical challenges brought about by the pandemic by exploring different approaches to teaching and learning, while quickly

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getting to grips with unfamiliar technology such as Microsoft Teams, to support remote delivery.

Despite the pitfalls of online teaching and learning reported by some teachers and students, this presentation will examine some of the advantages to teaching and learning modern languages via platforms such as Microsoft Teams, paying particular attention to the functions within Teams which have been particularly useful for enabling opportunities for experimentation and the imbedding of new teaching and learning activities both within and outside of the online classroom. In addition to this, the presentation will seek to explore some of the impact these new functions and activities have had on student's reading and writing skills.

This presentation will also briefly look at the future of Teams within language teaching and learning, in particular which possibilities exist for integrating Teams within the post-COVID classroom to enhance approaches to face-to-face language teaching and learning.

Wednesday 31<sup>st</sup> March, parallel session 4, 11:05-11:25

### **Odile Rimbart and Dr Hilary Potter**

*Dr Hilary Potter is currently a Teaching Fellow in German at Royal Holloway (to June 2021). A specialist in German cultural history and memory, she also works on translation and is interested in online teaching, pedagogy and disability studies. She's authored a monograph, several journal articles and blog posts to date. She's also a contributing editor for YWMLS, and co-chair of the UCML Early-Career-Academic Special Interest Group. For more information go to <http://hilarypotterphd.com/>*

*Where Pedagogy and Disability Studies meet? Exploring the potential of audio feedback in COVID times.*

This paper examines the impact of audio feedback on student learning and satisfaction during the COVID-19 pandemic. Previous studies indicate that students are more receptive to audio over written feedback (Merry & Orsmond 2008, Lunt & Curran 2010, Rhind et al. 2013). This paper examines the use and impact of audio feedback in relation to language learning and pastoral care (Rimbart) and across humanities disciplines notably translation, literature and history (Potter) comparing and contrasting the use of audio feedback, highlighting whether there are language learning specific benefits to audio feedback or

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whether the benefits of audio feedback are consistent across subject areas which in turn impacts on student satisfaction. This paper further notes the motivating factors leading to the introduction of audio feedback – from managing workload during the pandemic (Rimbert) to reasonable adjustments made to mitigate the additional burdens of COVID-19 on staff with noted disabilities, in this case hypermobility (Potter). Whilst the motivations differ, this paper asks whether audio feedback may be promoted as a new feedback norm that is pedagogically advantageous for students but simultaneously renders staff workload more manageable whilst creating an inclusive and enabling environment for staff with disabilities.

Wednesday 31<sup>st</sup> March, parallel session 4, 11:25-11:45

**Dr Rachel Haworth**

*Dr Rachel Haworth is a Course Design Manager in the Digital Education Service at the University of Leeds. She was previously Senior Lecturer in Italian at the University of Hull. She has experience in teaching language and non-language courses in Italian at all undergraduate and postgraduate levels. She is interested in how online environments and technologies can effectively support language-learning activities.*

*Teaching Interpreting in the Online Environment: Challenges and Opportunities.*

The rapid and unexpected transition in UK HE of teaching to online delivery due to the COVID-19 pandemic has seen the reworking and redesign of materials for the online environment. This has been particularly challenging for courses in modern languages: teachers have had to introduce new ways of delivering the opportunities for conversation, role playing, and face-to-face communication that form an intrinsic part of language teaching strategies and learning activities. The situation is even more challenging when we consider that many of these teachers who are redesigning their teaching have little to no experience of online delivery, and what is required in the design, implementation, and delivery of engaging online learning.

In this presentation, I explore some of the challenges of redesigning conversation learning activities for the online environment through the case study of Italian-English interpreting classes which constituted a core part of delivery of a final year Italian language module at the University of Hull. I will outline how these classes were delivered in the face-to-face environment before explaining the strategies employed to move to online delivery and





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assessment during the pandemic and commenting on their effectiveness according to student feedback. To conclude, I will reflect on the lessons learned and the opportunities that the online environment brings to the future design of such teaching and learning activities. In particular, I will explore how the specificities of online learning and the virtual classroom can enhance the teaching of language learning activities like interpreting in two distinct ways: 1) by informing the careful design of supporting materials for the virtual classroom; and 2) by shaping the online space through which resources are shared to ensure effective student engagement.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:00-12:20

**Mark Critchley and Jocelyn Wyburd**

*Mark Critchley is Director of the Centre for Foreign Language Study at Durham University, and current Chair of the Association of University Language Communities in the UK & Ireland (AULC).*

*Jocelyn Wyburd is Director of the Language Centre at the University of Cambridge, and a former Chair of the University Council for Modern Languages (UCML) in the UK.*

*Evolution of Internationalisation in the UK University.*

For UK universities, internationalisation has long centred on: a) the recruitment of students from outside the United Kingdom, and b) the development of international partnerships for research and education. These strategies focus on reputation and the brand of a “global university”, and rarely allow for involvement of language programmes. This presentation will explore how language programmes can influence a broadening of the concept of internationalisation, and in particular how they can and should have a leading role in initiatives to internationalise the university as a space of work and study. The presentation will discuss a proposed manifesto for language programmes in engaging with their own institutions: 1. A global university celebrates the international and intercultural diversity of all its staff and students in an environment that fosters mutual trust and respect. 2. Language centres will foster a multilingual and multicultural environment across the university to support this. 3. A global university will be committed to developing its students into global graduates; its education and international mobility strategies will reflect this commitment, supported through language programmes. 4. A global university’s

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research strategy will reflect the need for language and intercultural skills to allow the university to be a responsible international partner.,. 5. Language programmes support the development of language and intercultural skills amongst staff, so that the global university can adopt a curriculum and a mode of academic discourse that is international and diverse. 6. A global university in the UK will adopt an effective institutional language policy that prioritises English, but recognises the importance of multilingual communication and multicultural experiences, amongst all staff and students.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:20-12:40

### **Valentina Todino**

*Valentina Todino is Honorary Associate Research Fellow at University of Exeter. She is the Community Liaison person for the module/ project ‘Transcultural Devon’ (<http://transculturaldevon.exeter.ac.uk/>). She holds an MA in Applied Translation. Valentina has been teaching in Adult Education and working in the Devon community as a cultural mediator for many years. She is currently teaching Italian as Associate Lecturer for the Italian Department at University of Exeter, in the Undergraduate and Year Abroad Provision programmes.*

*New connections- Building bridges between students and refugees living on opposite sides of Europe through language learning.*

I would like to use as an example of blended and inclusive digital learning the lessons that I have delivered online during the first lockdown due to Covid-19 for University of Exeter returning Year Abroad students of Italian.

As a foreign language lecturer, I was asked to swiftly prepare language provisions by the Department of Italian for the students that were recalled in UK from their placements in Italy. I therefore got in contact with a colleague that teaches Italian in Rome to a group of asylum seekers and refugees, undergoing the process of requesting a residence permit.

We decided to deliver four hours of online learning by joining the two groups in the same virtual room.

During these sessions we invited the students to participate in activities meant to practice

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the language and aimed at knowing each other without focusing on details of their private lives.

Here I would like to demonstrate in particular:

- How this experience of digital learning has encouraged both groups to engage with peers with a completely different primary need of learning a foreign language (choosing to learn L2 /being forced to learn L2)
- How these combined lessons have created connections between two groups of learners who otherwise would have never met. In this safe space, the learners coming from different experiences of life and of learning itself, were able to exchange their points of views concerning their emotional approach to the L2 and to native speakers
- How the digital learning can be an opportunity of exploring new ways of teaching that promote inclusion and equality between diverse students
- How these kinds of learning experiences can improve not only the language learning but also benefit with positive inputs the delicate state of mental health that many students have experienced during lockdown

## **Room B**

Monday 29<sup>th</sup> March, parallel session 1, 10:45-11:05

### **Dr Ruba Khamam**

*Dr Ruba Khamam is a Lecturer of Arabic and Translation in the department of Arabic, Islamic and Middle Eastern Studies at the University of Leeds and a fellow of Advanced Higher Education HEA in the UK. She has recently got the prestigious fellowship of the Leeds Institute for Teaching Excellence for her outstanding teaching enhancement project for 2020-2022 to embed civic partnership and employability in a language curriculum. Dr Khamam worked on different cutting edge research activities. She worked in the main committee of the Linguistics Association of Great Britain LAGB. Ruba has been teaching Arabic to both native and non-native speakers of Arabic for more than 10 years.*

*Enhancing Arabic Language Learners' Writing Skills by Means of Digital Technology.*

This paper investigates ways for developing the writing skills of final year students of

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Arabic in higher Education by means of using digital technology.

The current study draws on qualitative analysis of students' writing errors. The data was collected from a corpus of final year students' continuous assessment essays submitted in Advanced Skills in Arabic Language Module taught to final year Arabic language students.

The feedback aims at enhancing writing native-like proficiency that is in line with the Common European Framework of Reference specification at advanced levels. The paper will demonstrate the use of effective systematic feedback provided to students by means of digital technology i.e. desktop capture software as to raise students' awareness of the general patterns of mistakes made, stipulate the underlying rules when applicable so that students can identify what went wrong, and share with them anonymous examples of errors on one hand and variety of outstanding uses of language on the other hand.

Finally, this paper aims to build a theoretical model/ guidelines for learners to improve their writing skills in Arabic and establish teacher training programme for enhancing Arabic language learners' writing skills.

Monday 29<sup>th</sup> March, parallel session 1, 11:05-11:25

### **Thomas Smith**

*Thomas Smith is the Manager of the Language Centre at Queen's University Belfast. Having joined the Language Centre team in 2011 after completing PG study in Translation. Thomas' current role encompasses oversight of the Languages for Non-Specialists programme at Queen's as well as the management of e-learning development to support language learners at all levels, from extra mural ab initio programmes to language degree programmes. Thomas also supports the development and delivery a range of Cultural Awareness training programmes, both generic, as well as discipline specific 'workshop' style training.*

*Migrating Language Learning and teaching completely online, 'dipping our toes in the water.'*

The Language Centre at Queen's has long supported blended language learning with a range of open to all, and discipline specific, language training opportunities available to students, staff and members of the public. The onset of the social distancing restrictions arising from the global pandemic in 2020, however, forced the Language Centre Team at Queen's, as well as colleagues across the globe, to quickly consider how our broader offer,

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largely consisting of face-to-face teaching, could survive these new restrictions.

Unable to migrate our core offer in the third semester of 2019/20, The LC team decided to support free and open online beginner offer in 8 Languages, entitled 'Lockdown Language Learning' (May – August, 2020.) We were then able to move forward with considerable online development to support a fuller online offer in the first semester of 2020/21.

In this session, I would like to, briefly, reflect on this activity, underlining some of the key considerations that were borne out of this work. Key reflections will include questions relating to the actual value in our Language Centre's online offer, against an increasingly crowded online space, tutor reactions to the migration online and learner experience of this approach.

The impact of Covid 19 has changed the way that many professional working practices will look going forward, across all industries. Those of us in the business of facilitating the development of communicative skillsets will likely agree that there is significant importance in developing a social skill-set in a 'face-to-face,' social context. How might we then achieve the 'best of both worlds,' given all that the past year has taught us?

Monday 29<sup>th</sup> March, parallel session 1, 11:25-11:45

### **Dr Cecilia Gorla and Oranna Speicher**

*Dr Cecilia Gorla is an Associate Professor in the Department of Modern Languages and Cultures, University of Nottingham. She holds the role of Director of Digital Learning in the Faculty of Arts and is the Academic Leader of the distance learning Master's Degree in Digital Technologies for Language Teaching. Her research interests are concerned with the design, principles and practice of open learning, active learning, participatory pedagogies in online and blended teaching and learning.*

*Oranna Speicher is Associate Professor at the University of Nottingham, and Senior Fellow of the Higher Education Academy. She has taught German in HE for over 20 years, and her research interests are technology-enhanced language teaching and learning, second language acquisition, and scholarship of teaching and learning. Currently, she is the Director of the Language Centre at the University of Nottingham.*

*Language teaching between the physical and the virtual.*

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In March 2020, teaching at the University of Nottingham, like in many other universities around the world, was moved to the online environment following the governmental health and safety directives imposed by COVID-19. The move from face-to-face to online teaching caught many academics unprepared and models of Emergency Remote Teaching (ERT) (Hodges C. & S. Moore, B. Lockee, T. Trust, A. Bond, 2020), i.e. the unplanned quick response to the pandemic restrictions, were put in place to support this transition. Technology rather than pedagogy took centre stage to ensure that teaching could continue despite the lack of a physical classroom. The next few months saw many educational professionals devising teaching delivery plans for September 2020 that would be able to cope with a second wave of COVID-19. The goal in the new academic year was to move from ERT towards delivery models that would prioritise pedagogical considerations over technological ones.

The purpose of this contribution is to present and reflect on the response model LOAF implemented by our Language Centre. LOAF (Live online, asynchronous, face-to-face teaching) offers a mixed mode teaching replacement to the face-to-face pre-COVID-19 provision that engaged language students with 3 weekly contact hours. LOAF boasts a significant degree of flexibility to cater for students' changing needs during the pandemic, while at the same time providing a solid structure to scaffold their learning. LOAF addresses specifically the needs of language teaching by putting live interaction and communication to the fore.

The presentation will further report on the results of two surveys (one for staff, one for students) that sought to capture the successes and challenges of the LOAF model in order to inform future pedagogical solutions.

Monday 29<sup>th</sup> March, parallel session 2, 12:00:12:20

### **Alison Organ**

*Alison Organ worked as a school teacher and translator before moving into higher education. She is currently Programme Lead for European Languages at York St John University, and also supervises PGCE trainees on a School Direct programme. Her research interests focus on language pedagogy, and she is a Senior Fellow of the HEA.*

*Online MFL assessment in the age of Google Translate: challenges and solutions.*

This paper focuses on the challenges of moving MFL assessments online due to the COVID

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19 pandemic. As a result of previous departmental research into student and staff attitudes to the use of Google Translate for L2 assignments, we had already amended our assessment policy and methods, for example by weighting class language tests and oral assessments more heavily than coursework essays, and evaluating essays more for their content and coherence than their specific use of language. When adapting the class language tests for online submission, we needed to find ways of rendering them more challenging, in the light of the fact that the students would have access to Google Translate when completing them.

The paper will give a brief overview of the above-mentioned research and present our chosen solutions to the challenges of assessing online. The presenter will then invite discussion with other delegates as to how they dealt with the issue in their departments, thereby broadening the debate and presenting the audience with a selection of tried and tested online assessment methods.

Monday 29<sup>th</sup> March, parallel session 2, 12:20:12:40

### **John Worne**

*John Worne is CEO of the Chartered Institute of Linguists, the UK's Royal Charter body for language professionals. Prior to CIOL John spent five years at the Royal College of Art and King's College London and eight years promoting languages and culture at the British Council. Before that he worked in Government at the Cabinet Office and Department of Health and spent the 1990s in international business, including five years living and working in Paris.*

*Going Digital at the Chartered Institute of Linguists.*

Accelerated and intensified by the Covid-19 pandemic, the Chartered Institute of Linguists has embraced the challenges and opportunities of taking membership services and qualifications online. CIOL exists above all to serve and support the community of linguists, especially those experienced language professionals for whom extensive knowledge of one or more foreign languages is a prerequisite for their work. What have we learned and what can we share with language centre practitioners, language educators and scholars in HE?

Innovation is one of CIOL's values, but exceptionally rapid innovation in our core services has been essential in the face of the unprecedented global disruption caused by the Covid-

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19 pandemic. In short our platforms, member services, networking, events, CPD, awards, assessments and qualifications and publications have all had to adapt in real time and to innovate to work remotely, online and to embrace more Digitally-enabled solutions.

Our member services, events, CPD and publications made the transition comparatively painlessly. However our Level 6 and 7 Interpreting and Translation qualifications are regulated, high stakes and are complex in format and in over 50 languages from Arabic to Tigrinya. Changes planned to take years have happened in weeks and the imperative to enable remote working, fully online assessment and support complex online delivery was pressing. So we have embraced online and Digital delivery - it is a huge opportunity for CIOL given our purpose, community, content, services and skills; but we have also had to give ourselves the permission to test, learn, improve in real time and accept some mistakes and missteps along the way.

In this session we are happy to share how we have overcome some of the challenges - and have come to relish some of the opportunities - of Digital practice.

Monday 29<sup>th</sup> March, parallel session 2, 12:40:13:00

### **Joe Dale**

*Joe Dale is an independent languages consultant from the UK who works with a range of organisations such as Network for Languages, ALL, The British Council, the BBC, Skype, Microsoft and The Guardian. He was host of the TES MFL forum for six years, former SSAT Languages Lead Practitioner, a regular conference speaker and recognised expert on technology and language learning.*

### *Sharing Good MFL practice in the New Normal.*

In this webinar, Joe Dale will showcase a variety of examples of good practice in online teaching from practising secondary school languages teachers on Twitter. He will explore the different challenges involved and suggest ways in which teachers have dealt with life during the pandemic. Joe will provide a range of suggestions on how to keep learners motivated while online learning drawn from the language teaching community. He will showcase some free web tools that can be accessed on any device, be used to promote all four skills and provide feedback.

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**Theme:** Equality, inclusion and diversity in online teaching.

Tuesday 30<sup>th</sup> March, parallel session 3, 10:45-11:05

**Dr Salwa Mohamed and Fiona Long**

*Dr Salwa Mohamed is a lector and team leader at the Manchester Metropolitan University. She has MA and PhD in Applied Linguistics, PGCLTHE and is a fellow of the Higher Education Academy. Salwa has extensive experience teaching Arabic in the HE sector and, previously, in mainstream education. Her research interests include aligning Arabic teaching and assessment with the CEFR, culture learning and teaching in foreign language education, and the role of assessment in language teaching.*

*Fiona Long is an EFL and EAP practitioner with over 15 years' experience of university teaching and course coordination. She leads Pre-sessional English courses as well as the university-wide language learning programme. She has been involved in restructuring the assessment patterns of both courses, moving them away from exams and towards continuous assessment to make them more inclusive to students from a range of learning backgrounds while maintaining academic standards.*

*A strategy for inclusive assessment for online block teaching.*

Assessment and feedback are usually found to be the least satisfactory aspects for students in higher education (Orr et al. 2012 and Race: 2014). Assessment practices are inseparable from teaching practices; in fact, changing methods of assessment has the power to improve both teaching (Elton and Johnston 2002 and Gibbs and Simpson 2004-05) and learning (Brown et al. 1997 and Gibbs 1999). A good assessment strategy should allow students to demonstrate that they have achieved the aims of the course. In doing this, assessment and feedback practices should “take into account the entitlements of their students, which may reflect a diversity of protected characteristics and prior educational experience, and promote the development of inclusive practice” (QAA 2016: 6). In other words, an inclusive assessment should seek to maintain fairness in assessing students’ achievement as per the course’s intended learning outcomes and not exclude or disadvantage any category of students based on disability, learning style, previous knowledge or interest.

This presentation will propose an assessment for learning strategy that endorses inclusive assessment practices through the design of assessment tasks and the design of feedback. We will mainly reflect on the implications and challenges of the implementation of such

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practices in an online block teaching context within a university-wide language programme. Then we will discuss further possibilities and opportunities for improving practice, especially in the area of feedback.

Tuesday 30<sup>th</sup> March, parallel session 3, 11:05-11:25

**Dr. Marion Coderch**

*Dr. Marion Coderch is assistant professor in Spanish at Durham University. She has taught Spanish and Catalan language and culture in various public and private institutions, in the UK and in Spain. She has a background in medieval literature, a subject that she has been teaching, researching and publishing on for years. Her scholarship interests in the field of language teaching include the development of autonomous learning and the integration of assessment for learning in university curricula.*

*Embedding digital equity in assessment practices.*

Digital equity (“a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy and economy”; Willems et al., 2019) is considered a social justice goal. Its scope is not limited to having access to a computer and an Internet connection, but also encompasses a range of physical, human and social resources and circumstances (Resta and Laferrière, 2008). To embed digital equity in learning and teaching, practitioners need to reflect on how to avoid creating a distinction between students who have access to technology that will comfortably meet all their learning needs and those who do not. This necessity becomes particularly acute in the context of assessment procedures: practitioners should ensure that all students have equal opportunities to achieve success in comparable assessment tasks. The path leading towards this end will involve a review of conventional practices and the appraisal of alternatives that are more inclusive. In light of these arguments, this presentation will explain how practitioners can integrate the principles of digital equity in their assessment procedures. Several aspects of assessment will be considered: suitable types of assessment tasks; evaluation of different language skills in the online environment; planning, scheduling and timing of assessment tasks; and potential implications of pursuing digital equity in the face of current challenges for assessment in higher education.

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Tuesday 30<sup>th</sup> March, parallel session 3, 11:25-11:45

**Dr Mirjam Hauck and Teresa Mackinnon**

*Dr. Mirjam Hauck is Associate Head for Internationalisation, Equality, Diversity and Inclusion in the School of Languages and Applied Linguistics at the Open University/UK and a Senior Fellow of the UK's Higher Education Academy. She has published widely on the use of technologies for the learning and teaching of languages and cultures, in virtual exchange contexts in particular. Her work covers aspects such as learner and teacher autonomy, intercultural communicative competence, and critical digital literacy. She presents regularly at conferences, seminars, and workshops worldwide. She is the President of the European Association for Computer Assisted Language Learning (EUROCALL), serves as Associate Editor of the CALL Journal and is a member of the editorial board of ReCALL and LLT. She is also a founding board member of UNICollaboration.*

*Teresa Mackinnon is an award winning language teacher, now retired, with over 30 years of experience. She is a [Certified Member of the Association for Learning Technology](#) and was awarded an Honorary Life membership of the Association. She was, until December 2020, based at Warwick University, UK. She researches and designs to find solutions supporting student-centred pedagogy and social justice. She innovates through produsage and is a certified Creative Commons educator. She remains active in the Open education community and supports the [#opencovid4ed pledge](#) as an open educational practitioner. She curates professional development resources for language tutors and is resident on twitter as @warwicklanguage. An active advocate of open recognition through the [Open Recognition Alliance](#), her international profile is evident in her involvement in the [EVOLVE](#) project and the [Erasmus Plus Virtual Exchange initiative](#) supporting the mainstreaming of virtual exchange.*

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*Meeting the challenge - language and culture learning during the pandemic and beyond.*

The Open University's Open Centre for Languages and Cultures (OCLC) was launched in October 2020 and is a one-stop shop for studying languages and communication for professional, academic and leisure purposes. Language is key to everything we do. Covid-19 has made this noticeably clear: communicating reliable information has become key to effectively managing public health in the UK and beyond.

As the strategy paper recently published by the British Academy highlights:

Languages are strategically vital for the future of the UK, as we look to recover from the coronavirus pandemic and strengthen our relationships across the world [1].

The OCLC will equip learners with highly relevant communication skills through short, non-accredited accessible courses. These also seek to address disparities in access to languages provision and increase choices for staff, existing and new students, and learners around the globe. Our approach is designed to reach large numbers of people and – in this way – promote equality, inclusion, and social justice.

We have been developing short courses in languages using a recognition system based on Open Badges and our experience of their use in the EU Erasmus Plus Virtual Exchange initiative.

Beyond languages, The OCLC will provide courses in UK government priority areas such as Artificial Intelligence in the workplace, Intercultural Communication in business settings and for health workers, British Sign Language, Pre-sessional online English for overseas students (IELTS).

This is a flagship initiative, both, in terms of the OU's social justice mission and in terms of innovative approaches to producing, delivering, and assessing new learning formats, the possibility of turning non-accredited into accredited learning in particular.

We will present our journey over the past 12 months and first results from the evaluation we are currently carrying out into the production and presentation of the short courses including voices from all stakeholders involved.



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**Theme:** Embedding digital pedagogy in the language curriculum.

Monday 29<sup>th</sup> March, parallel session 2, 12:00:12:20

**Dr Neil Hughes**

*Neil Hughes is Director of Modern Language Teaching in the Department of Modern Languages and Cultures and Digital Learning Director for the Faculty of Arts at the University of Nottingham. He has research interests in Spanish politics and in digitally enhanced teaching and learning. In 2020, he was awarded "Learning Technologist of the Year" by the Association of Learning Technology.*

*Redesigning content and language learning for online delivery: the case of 'Business and Society in Spain' at the University of Nottingham.*

This paper looks at the redesign of a final year content and language learning module: Business and Society in Spain that is delivered through the medium of Spanish at the University of Nottingham. The paper:

- (1) explains how the Module was delivered prior to 20/21 and highlights some of the pedagogical principles and considerations underpinning its previous design;
- (2) sets out how the module was redesigned to take account of the structural constraints brought about by the pandemic. In this regard, it focuses particular attention on the organisational structure of the module, the integration of synchronous and asynchronous modes of teaching delivery, the use of digital tools and resources such as padlets and discussion forums, adjustments to the diet of assessment used to evaluate student performance on the module and the provision of feedback;
- (3) interrogates feedback data from a survey carried out at the end of the Autumn semester to assess students' overall satisfaction with the module as well as with different elements of their pedagogical experience
- (4) concludes by speculating on what elements of the redesign might be retained beyond the end of the pandemic.

Monday 29<sup>th</sup> March, parallel session 2, 12:20:12:40

**Dr Zhiyan Guo**

*Sustainability of Online Teaching Practice at the Post-Pandemic Era.*

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Almost all language teaching practitioners in higher education have changed their delivery methods into either fully online or in the blended modes (using both online and in-person) during the pandemic period. They responded to the situation so fast that they have accommodated a variety of online teaching tools into their teaching and assessment. But how sustainable will the use of these tools be in the teaching and learning at the post-pandemic period. To answer this question, the authors adopted questionnaire and interview among teachers and students of different languages in the School of Modern Languages and Cultures, covering the areas including in-class synchronous teaching, after-class asynchronous practice, assessment and feedback. The study collected a list of teaching tools or platforms being used, with the aim of understanding how effective these remote and digital tools have been and what impact they could have on language teaching and learning after the pandemic situation ends. On the basis of the findings, implications will be drawn on the language teaching and learning in general at the post-pandemic era. More specifically, what changes can be made in the delivery mode of language class, hours of contact, how to build up a more robust VLE environment to assist in-class teaching, how to re-compose valid assessment methods and conduct feedback to students work in digitally enhanced ways. With insights gained through survey and interview, more targeted training will be delivered to staff, rather than wasting time in trying out different tools. A tentative model of language teaching after the pandemic will be mapped out for future delivery.

Monday 29<sup>th</sup> March, parallel session 2, 12:40:13:00

**Dr José Carlos Tenreiro Prego**

*Dr José Carlos Tenreiro Prego received his BA and PGCE from the University of Santiago de Compostela, MA from the University of Kansas, and PhD from the University of Exeter, where he currently coordinates the Spanish modules in the FLC. He has ample experience in teaching Spanish as L2 in the UK, Spain, France and the United States. His areas of interest are varied and include intercultural competence, assessment and feedback, blended learning and digital pedagogy.*

*Confronting the Pandemic through Blended Learning: Using Genial.ly in Asynchronous Language Teaching.*

With the outbreak of Covid-19 in 2020, Universities across the country worked fast to

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develop plans to address the immediate and long-term challenges emerging from the disruption. The closure of most Universities and the shift to online-only teaching sparked concerns, not only about teaching quality and academic performance, but also about social isolation and its impact on students' motivation.

In this context, the Foreign Language Centre at the University of Exeter opted to integrate Genial.ly in all the Spanish modules, a free and innovative software tool which has successfully alleviated the immediate challenges of remote teaching. Blended with synchronous sessions, usually conducted through Teams or Zoom, the software is mainly used in the asynchronous sessions and offers a wide range of options aimed at maximizing students' learning experience, whilst maintaining an optimal level of peer-to-peer and peer-to-tutor interaction in combination with synchronous teaching and office hours. The Genial.ly tools allow tutors to record their voice over slides and guide the students through a series of interactive activities accompanied by immediate feedback, giving a solid sense of progression. Similarly, the software allows tutors to embed other asynchronous tools, such as discussion fora, PPT presentations or videos.

Rather than being a temporary solution, the use of this asynchronous tool, in combination with other delivery methods, should be regarded as an opportunity to enhance the blended learning experience and the benefits deriving from it: new skills acquisition, more contact time, or a wider focus on guided independent study. This presentation will discuss the benefits of Genial.ly as a tool for effective asynchronous teaching, self-study, class preparation and revision, whilst providing examples of sessions which have proved to be engaging and motivating in the current scenario.

### **Theme: Students and student voice in digital language learning.**

Monday 29<sup>th</sup> March, parallel session 1, 10:45-11:05

*Antónia Estrela, Ana Boléo and Vanda Magarreiro*

*Antónia Estrela has a PhD in Linguistics. She is a teacher at the Department of Research and Education on Curriculum and Didactics of the Lisbon Polytechnic Institute and a researcher at NOVA University. She is currently working on topics as language awareness, teacher education, academic writing, grammar, L1 and L2 teaching and learning. Besides research, she has experience in training in these areas.*

*Ana Boléo has a PhD in Education and Interculturality and a master degree in Portuguese language and culture. She teaches at a university level, both portuguese and foreign students. Boléo has been involved in many projects, namely portuguese as foreign language for specific purposes, placement tests, material development, teacher training and international representations. She is the co-author of Por Falar Nisso, a book with tasks to promote speaking and interacting in portuguese language.*

*Vanda Magarreiro has a Master degree in Teaching Portuguese as a Second and Foreign Language. She is a Portuguese (L1) and English (FL) teacher at the Ministry of Education and a Portuguese L2 teacher at CLIC (Centre of Language and Culture) of Lisbon Polytechnic Institute. She is currently involved in projects concerning Portuguese for specific purposes and materials design. Besides research, she has more than twenty-year experience in language teaching.*

*Benefits from a mentoring online program in Portuguese as a Foreign Language learning.*

In this time of huge challenges, practices must be reinvented and adapted to students. Globally, mentoring is a practice that should be valued in foreign language learning, as it is widely recognized the benefits of the interaction between peers. If the experience with face-to-face activities is broad, the challenge is to convert this knowledge to a virtual environment. This study aims at presenting the results of a mentorship experience thought for a Portuguese as a Foreign Language course in higher education, in 2020/21. The mentees are Erasmus students attending online A1 and A2 level courses. The mentors are a group of Portuguese native speakers' students of higher education. This initiative was developed to promote the integration of the foreign students and also to improve their linguistic abilities. Previous to the 5 online sessions of 30 minutes of interaction between both groups, there was a preparation of mentors. After the structured sessions of interaction between mentors and mentees in Zoom Platform, a reflection upon the experienced process was made by the teachers and questionnaires were applied to the participants. There was a content analysis of the answers for open questions and a statistical analysis of all answers. As in the face-to-face previous experiences, preliminary results suggest the existence of positive effects of the mentoring program, at several levels, even if it is online, in a virtual context.

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**Theme:** Digital language education and approaches to digital practice.

Tuesday 30<sup>th</sup> March, parallel session 3, 10:45-11:05

**Dr Christine Leahy**

*Dr Christine Leahy is the programme manager for the University Language Programme at Nottingham Trent University. Her research interests include computer-assisted language learning, especially in the context of advanced language learners, task design, and CALL evaluation. Another area of research interest lies in the year abroad experience of language students. Christine is a member of the Review Board of the JALT CALL Journal and occasional reviewer for CALICO and CALL.*

*Institution-wide approach to the move to online learning and its practical application.  
Negotiating between theory and practice.*

This paper reflects on the institutional approach to online learning which was introduced across Nottingham Trent University (NTU) after the first lockdown was announced in 2020. It outlines the main features of the approach, the support for staff and students, and the implementation for the start of the academic year 2020-21. The paper reflects on this implementation in the context of the institution-wide language programme which highlights the tensions between theory and practice, pedagogical considerations vs technology applications, specific challenges relating to the delivery of language classes online at various levels, staff knowhow and staff anxiety, as well as student motivation, needs, and anxiety.

The paper outlines a promising approach introduced at neck-breaking speed which (perhaps inevitably) had to be adapted in the process of implementation.

Tuesday 30<sup>th</sup> March, parallel session 3, 11:05-11:25

**Marion Sadoux**

*When feedback has to be online only: approaches, tools, strategies and resilience.*

Feedback is a notoriously resistant area in HE - despite numerous projects, much investment and good will, it remains the one area of the NSS which indicates a dip in learner satisfaction. Teaching in the pandemic and having had to transition to online

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teaching, feedback to learners in a virtual environment may have understandably not had the attention it deserves.

At the University of Oxford Language Centre, as we have transitioned to a model of hybrid delivery that we plan to maintain beyond this period of crisis, concerns over the importance of feedback to learners as much as the opportunities for enhancing the quality of personalised feedback online, have helped us recognise it as a key component of learning design. Closing the feedback loop presents us with a problematic paradox: the better we design our courses, the more the learners engage online, the less we are able to cope with the sheer volume of feedback that is required. The question of what feedback is both effective for learning and sustainable as a practice has never been so important to address.

This session will be a workshop where participants will map out the different types of feedback that are good for learning languages in our repetitive contexts and will co-construct a map of the different ways in which they may cope with the additional pressure of having to feedback online only at a time when resilience is of the essence.

Tuesday 30<sup>th</sup> March, parallel session 3, 11:25-11:45

### **Jaeuk Park**

*Jaeuk Park is a Lecturer of Korean and English for Academic Purposes (EAP) at the University of Leeds. His research interests include Second Language Acquisition (SLA), Computer-Assisted Language Learning (CALL), Multimodality, interactional competence and intercultural competence.*

*VEO (Video Enhanced Observation).*

The VEO (Video Enhanced Observation) is an innovative iPad app and this project aims to improve the quality of teaching and learning in higher education by using innovative video technology for classroom observation. The project seeks to promote and apply VEO with language practitioners in contexts such as language teaching and learning, and teacher training. Using this latest technology, this study attempts to expand the applicability to the field in which technology is rarely used – providing feedback on oral proficiency

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VEO is able to serve as a visual medium for learning individualisation, but also could “provide the innovative edge that can help students engage more effectively with their feedback” (Crook et al. 2012, p. 387). The app can be downloaded into iPad devices for free and has customizable embedded tags that can be used to identify classroom interaction. Additionally, recordings taken with VEO and existing videos can be tagged and saved into the VEO online portal for feedback sessions. Teachers can also view statistical data and share their videos with students and colleagues to build up an online community of practice. VEO can also help teachers to tag their learners’ performance in, for example, group work or presentations.

The project’s data will allow educators and researchers to suggest strategies and guidelines regarding the incorporation of video enhanced technology in the field of practices in providing feedback for oral proficiency assessment. Its implementation in language education will maximize the scope of VEO’s applicability.

Wednesday 31<sup>st</sup> March, parallel session 4, 10:45-11:05

**Vanessa Mar-Molinero and Karla De Lima Guedes**

*Vanessa Mar-Molinero is a Senior Teaching Fellow and coordinator of the Online Pre-sessional English Programme at the University of Southampton School of Humanities. Over the last 14 years she has specialised in innovation in digital literacies for education and learner autonomy. She is particularly interested in the interaction between cultural theories and the advancement of learner autonomy pedagogy having studied an MA in transnational studies. She has published and given many conference papers and training sessions on these topics.*

*Karla K. de Lima Guedes has been a Senior Teaching Fellow in the Academic Centre for International Students for the last ten years and is a PhD researcher in the Web Science Institute, both at the University of Southampton. Her research looks at Pre-sessional stakeholders’ experiences with and attitudes towards online language education. Amongst other things, she holds a BA Linguistics and Phonetics, an MA Applied Linguistics for Language Teaching, and an MSc Web Science.*

*"I knew virtually nothing!". Developing an engaging environment. Lessons learnt from the University of Southampton 2020 Prepare for Pre-sessional online programme.*

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In recent years, student satisfaction in their learning experience has been strongly linked to student engagement (Bryson & Hand 2007; Dymont, Stone & Milthorpe 2020; Kember, Lee, & Li 2001; Kuh 2013; Muir et al 2019; Moore 2005; Zepke, Leach & Butler 2010). Research highlights that amongst some of the significant contributors to student satisfaction in an online learning environment, are: active learning (Khan 2017), self-efficacy (online learning) (Alqurashi 2016; Gunawardena et al 2010; Shen et al 2013), learner content interaction (LCI) (Kuo et al. 2013; Kuo et al. 2014; Moore 1989), and learner instruction interaction (LII) (Alqurashi 2019; Moore 1989; Moore 2014). This has demonstrated a correlation between engagement and an enhanced student experience. It is also recognised (Bender, Wood, & Vredevoogd, 2004; Spector, 2005; Tomei, 2006; Worley & Tesdell, 2009) that developing bespoke online learning courses to a high standard takes time, effort and planning. Nonetheless, during this unusual current period we have all had to adapt our module design and delivery in a short space of time to online methods and practices, or blended practices, and at the same time deliver satisfactory learning experience for our cohorts of students.

In this presentation we will discuss the methods and techniques related to active learning, self-efficacy (online learning), LCI, and LII, that were used and implemented over a very short period from the end of April 2020, to develop and deliver the Online Prepare for Pre-session courses (ACIS, Faculty of Humanities). This will be presented alongside student data and feedback related to the student experience on the course. We would like to demonstrate that by implementing various simple techniques and methods, through examples taken from the Online Prepare for Pre-session courses, that even those with very little or no experience of online teaching can provide an engaging learning experience for their students.

Wednesday 31<sup>st</sup> March, parallel session 4, 11:05-11:25

**Dr Emma Riordan**

*Practitioners, experts and leaders: A draft framework of competences for language educators in higher education.*

Educator competences have garnered much interest in recent years in terms of higher education (HE) teaching skills (see for example: <https://www.teachingandlearning.ie/our-priorities/professional-development/the-national-professional-development-framework->

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pdf-for-all-staff-who-teach-in-higher-education/), language teachers

(<https://www.ecml.at/TrainingConsultancy/Teachercompetences/tabid/4354/language/en-GB/Default.aspx>) and in digital education (<https://ec.europa.eu/jrc/en/digcompedu>).

In this paper, we argue for the need for an empirically-based, HE-specific framework of competences for teachers of modern languages which includes the fundamental competences of language teaching and incorporates the digital skills that have become so vital since the COVID-19 crisis began. We describe the research conducted during the academic year 2019/2020 where stakeholders including management, language educators and language students were consulted. Based on this review of available frameworks and analysis of interview, focus group and questionnaire data, the HELECs team has developed a draft framework for HE language educators in Ireland. With this framework, we aim to support the professional development (PD) of language educators in HE by providing a comprehensive reference tool to guide their PD activities and to enable them to better identify and articulate their own competences. With this framework, the HELECs project aims to contribute to the professionalisation of language education in HE.

The HELECs project is funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education in Ireland.

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**Pre-recorded sessions:**

**Theme:** Overcoming the challenges and relishing the opportunities of digital practice.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:00-12:15

**Carolyn Schneider**

*Carolyn Schneider is a chartered librarian who manages the self-access centre, the Language Zone, at the University of Leeds. She has a background in academic and public libraries, and a keen interest in how librarians and libraries can help people achieve what they need and want, both in physical and online spaces. Her other current research interests include community building, social networking, and independent language learning.*

*Setting up a Language Learning Environment in Microsoft Teams.*

The Language Zone is well established as a hub for language learners across the University of Leeds campus, both those on language courses and those studying languages independently for a variety of reasons. It has been operating entirely online since March 2020 and will do so until the campus fully re-opens.

In addition to showing how services were maintained when the campus was closed at short notice and teaching was moved online, we will reflect on how we created a sense of belonging through our synchronous sessions in Microsoft Teams. For example, we created an Arts and Crafts channel that serves as a space to run synchronous sessions led by colleagues and students as well as a space to share asynchronous elements, such as short, instructional videos or students' work. This combination allows students to co-create a space that engages them and allows them explore language, arts and craft skills.

Benefits reported by students and colleagues since March include increased confidence, improved language skills and wellbeing, having widened their circle of contacts and combated loneliness during lockdown and during their online studies.

This session will allow me to share our reflections and share tips with colleagues.

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**Theme:** Equality, inclusion and diversity in online teaching.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:15-12:30

**Dr Hanem El-Farahaty**

*Hanem El-Farahaty is a Lecturer in Arabic, Arabic/English Translation and Interpreting at the Centre for Translation Studies (CTS) and Arabic, Islamic & Middle Eastern Studies (AIMES) at the University of Leeds. She is AIMES Research Leader and PGR Director. She is the School of Languages, Cultures and Societies Academic Lead for Inclusive Practice. Hanem is the author of Arabic-English-Arabic Legal Translation published with Routledge (2015) and the Co-editor of the Routledge Handbook of Arabic Translation (2019)*

*Student and Staff Voice on Online Learning and Assessment in LCS.*

My role as the Academic Lead for Inclusive Practice (known as SALIP) in the School of Languages, Cultures and Societies (LCS) is raising awareness about inclusive learning and teaching (L&T), supporting colleagues and students and mapping the LCS L&T inclusive practice. With the move to online/hybrid L&T, the diverse number of languages and large suite of programmes taught in the school posed unprecedented inclusivity issues. It was more important than ever to hear from colleagues and students about their experiences and highlight the pros and cons of this new experience. In this presentation, I will discuss the student and staff reflections on their experience with online learning, digital accessibility and online assessment. Data for student voice has been obtained from the school STSEC meetings, subject areas/ school SSPFs and meetings with the course and school reps. Data for staff voice has been obtained from an online survey, drop-in sessions and by email. I aim to shed light on the positive aspects of their experience and identify areas for improvement.

**Theme:** Embedding digital pedagogy in the language curriculum.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:30-12:45

**Assistant Professor Geng Zhi**

*Associate Prof. Geng Zhi obtained a PhD degree in Linguistics and Applied Linguistics from Peking University in 2012, and had been teaching in Shanghai University of Finance and*

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*Economics before joining in Confucius Institute, Language Centre, Queen Mary University of London in 2019. Geng Zhi's main research interests include Chinese grammar, teaching materials development and modern teaching technologies. He is author of four academic books and textbooks and has published more than 30 academic papers.*

*An exploration of task-based online Chinese micro-courses —Taking the QMUL Chinese Courses (2020) as an example.*

During the past decade, the task-based language learning approach has been generally acknowledged by Chinese second language educators. Existing studies mainly focus on how to embed tasks in traditional form-centered Chinese teaching practices. However, how to develop online Chinese micro-courses has not yet been fully studied. In this study, I reviewed the researches and practices of international Chinese language micro-courses and the challenges it faces during the Covid-19 pandemic. And then, taking the Chinese courses in the Confucius Institute at Queen Mary University of London (2020 fall) as an example, I introduced its Chinese micro-courses design driven by multiple tasks. This study finds that, although Chinese teaching in oversea settings has been held back by the problems of differentiation teaching to diversified learner and insufficient class hours for a long time, the Chinese "micro-course" teaching model is conducive to solving these problems, while tasks are crucial to applying this model successfully. We have adopted this teaching model during the pandemic, and have obtained some preliminary experiences which can be concluded as three principles: splitting teaching contents into micro-units, learning by doing practices, giving formative assessments and timely feedback. Some reflections on the construction of future international Chinese "micro-courses" are also raised based on our practice.

**Theme:** Students and student voice in digital language learning.

Tuesday 30<sup>th</sup> March, parallel session 3, 10:45-11:00

**Vickie Sala Arslan**

*Vickie Sala Arslan has worked in EAP/EFL for over 20 years and is Centre Coordinator at the MFL Centre, University of Huddersfield. Her past experience allows her to help individuals overcome the challenges that they may face when immersed in another culture, using another language and encountering different styles of learning. Her areas of interest include learner self-*

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*Eleventh hour learning – making up for lost time with late arriving International Students.*

When it comes to International Students and UK HE we often expect them to hit the ground running. We expect them to have a solid grounding in EAP. We expect them to know Subject Specific terminology. That's a lot of expectations... So what happens when students don't have this linguistic background upon arrival and when, to make matters worse, they start their modules (very) late with group work having already been allocated and everyone now only available online? In this sudden online era such students can be left behind, at risk of not knowing how to catch up and of not accessing the support available. Further factors such as lack of confidence, communicative competency and cultural barriers may also be a hindrance.

I would like to share with you an emergency plan devised to help support some of our late arriving International Students so that they could cope with their academic assignments, they could overcome a sense of shock regarding subject-specific knowledge, they could communicate more confidently with peers and staff and they could minimise the feelings of isolation that online learning can bring about. This plan brought together students from different subject areas working on a collaborative project and drew on knowledge and resources from EAP lecturers, Academic Skills Tutors, Graduate Teaching Assistants and Subject Lecturers.

Tuesday 30<sup>th</sup> March, parallel session 3, 11:00-11:15

**Dr Michelle Evans**

*Michelle Evans is a lecturer of English for Academic Purposes at the University of Leeds. She has an academic background in the social sciences, with a particular interest in the philosophy of social science and the sociology of Education. As part of her PhD research in Vietnam she explored university genres across disciplines alongside postgraduate students' L2 writing strategies. Having advocated for a genre sensitivity in EMI university contexts (Evans, 2019), she continues to explore the role of social theory in genre traditions in EAP.*

*How can the concepts of discourse community and genre enhance language learning in digital education?*

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Academic discourse community and genre are fundamental concepts in the teaching of English for Academic Purposes. A part of the EAP practitioner role is to help students to understand ways in which people communicate in their discipline and the reasons for the language and rhetorical choices made within texts that occur within particular contexts. This type of genre-sensitive pedagogy is well established in the Swalesian, the Sydney School and New Rhetoric traditions. Important distinctions exist between academic discourse communities and student discourse communities and it is now worthwhile considering how the shift to digital platforms for networking academics (for example, 'flipped' online conferences) might further facilitate student access to academic discourse communities while maintaining the autonomy of student discourse communities within the University.

Tuesday 30<sup>th</sup> March, parallel session 3, 11:15-11:30

**Dr Catherine Chabert**

*Dr Catherine Chabert is a reader in French at Cardiff University. She works on both IWLP and degree programmes, and has an extensive experience of working with the CEFR. She is regularly invited to conduct programme reviews in other universities and she has been external examiner in the UK and in Ireland since 2013. Her extensive knowledge of the shape and content of university language programmes is complemented by her scholarship activity.*

*Students as Partners – Two Pedagogical Examples.*

It is too early to be able to conduct a reflected and theorised analysis of the impact of Covid-19 on language teaching and learning in higher education. However, we are now at a crucial point of the pandemic, still fully engaged in adapting to the immediate pressures it has brought to both students and staff. Recording how this has been taking place is important and will provide essential data for future research. In this perspective, this presentation is a reflection on how I have progressively, week by week, re-designed my own teaching of French to final year undergraduates and how I have made the conscious decision of working with my students as partners towards developing my practice. To illustrate this reflection, I will present two examples of the collaborative reciprocal process my students and I have experienced. The first one relates to a particular element of the

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institution-wide digital framework which staff were asked to implement in my institution. It quickly became obvious that it did not work in the context of this module and, through an interactional process with students, I adapted it to our needs. This in turn has contributed to a stronger mutual engagement between my students and me. The second example is specific to language learning and concerns the summative assessment of aural skills. In addition to briefly presenting how I adapted its format to asynchronous teaching, I will look at whether, in the context of assessment, the partnership between students and staff might be more limited. Here I will consider the work of colleagues from the HE Academy in this field.

*Please note that there will not be a Q&A session for the below presentation. We encourage you to post questions and comments by responding to the relevant post on Microsoft Teams, however.*

**Simona Scanni**

*Simona Scanni is a FL teacher and, currently, a PhD student at the University of Birmingham. Her research focuses on online language learning. She started her career as a qualified teacher of Italian as a FL/L2, specialised in teaching online to English speakers around the world, using English as a vehicular language. She subsequently obtained Qualified Teacher Status (QTS) to teach both in Italy and England.*

*Effectiveness of Online Language Learning: a case study of Italian as a foreign language.*

This study intends to investigate the effectiveness of learning Italian online, particularly by analysing individual factors which contribute to the success of online language learning.

This study is grounded on the premise that online learning, particularly in the foreign language arena, makes education more accessible for learners around the world. In fact, an increasing number of universities and institutions are turning to blended and distance learning to increase participation, (and recently correlated to the sudden COVID-19 emergency). Moreover, the study fills a research gap in the online learning of Italian as a Foreign Language. The literature review examines some crucial factors in online L2/FL learning. Considering an online environment, where learners are essentially alone and independent in their learning, the process of acquiring a foreign language is influenced by individual and internal variables, such as motivation, personality, identity and autonomy in learning. The study itself covers both a critical assessment of historical and current

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theoretical approaches on the subject as well as my own suggestions and possible theoretical developments. This study uses a mixed-method approach that combines qualitative and quantitative techniques, in order to understand the research problem more completely. Hence, the research includes open-ended questions that will help to better explain and interpret the data and their validity and reliability. Because of the use of the Internet as a means of interaction and communication, and the need to reach a national and varied sample, the questionnaire was administered through an online survey software.

### **Theme:** Digital language education and approaches to digital practice.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:00-12:15

#### **Lowri Mair Jones**

*Lowri works at Bangor University for the learning Welsh department. In her role she is responsible for e-Learning, training and quality within the department. Starting her career in secondary education, she subsequently moved into the Welsh for Adults sector where she has been working for over 10 years. Her professional interests include training, adult language learning and e-Learning. In her spare time she enjoys music and sports.*

*The possibilities of recreating classroom interaction for A1 adult Welsh learners (Entry level), purely online.*

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

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

Cymraeg i Oedolion (CiO) The Welsh for Adults programme has a pivotal role in

contributing to this target.

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

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

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

Wednesday 31<sup>st</sup> March, parallel session 5, 12:15-12:30

### **Theresa Federici**

*Theresa Federici is a Lecturer in Italian at Cardiff University and Italian, German, and Japanese Languages for All Programme Director. Her research focusses on language pedagogy, particularly on how understanding student motivation and identity can shape language teaching curricula.*

#### *Materials and Assessment Design: the PRIME paradigm.*

The centrality of effective planning for materials and assessment design is brought into sharp focus in digital learning. Compensating for the spontaneity and community environment of a language classroom necessitates greater emphasis on the process of materials design to ensure variety, interest, and empowerment, and outcomes that are motivating and purposeful. The 'PRIME' paradigm comes from my background in

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language teaching and materials designing and in the psychology of language learning. Drawing on these fields, I compiled my PRIME paradigm (Purposeful, Relevant, Integrated, Motivating, Empowering). This paradigm underpins materials design and provides a coherent guide for language teachers who are having to redesign their curricula for digital learning. The paper will also discuss the impact of the digital learning environment on each of the elements suggests some ways in which a process-led, enquiry-based curriculum can enrich the digital learning environment.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:30-12:45

**Marion Sadoux**

*Marion Sadoux is the Head of Modern Language Programmes for the University of Oxford Language Centre which she joined in 2017. Marion has been teaching languages in Higher Education for over 30 years and is a keen language learner herself. Her areas of research are related to the link (or lack of?) between theories of second language acquisition and language teaching - particularly through technology enhanced language learning.*

*Testing listening competence online: virtual journeys with the CEFR.*

The aim of this presentation is to discuss experiences with colleagues in different institutions around ways in which the shift to online / digital forms of assessments can support new ways of approaching the testing of listening skills from a "CEFR" informed competences basis.

Listening and the development of listening competence is arguably one of the most loaded nexus for language learners who seek to acquire language skills for pragmatic purposes - it plays an enormous role in theories of second language acquisition and has a make or break potential for learners' confidence as they find themselves faced with having to tolerate high levels of ambiguity.

Listening is core to learning a language and yet it is probably the one area of language learning where in truth most teachers are operating in darker shades of opacity: how do we teach listening? Are the materials we use fit for purpose? How do we evaluate competence? How do we test it? Can the CEFR help? How do we do this across the spectrum of languages we teach - each of them coming with its own set of problems which are then multiplied by the multiple and complex linguistic backgrounds of our learners?

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This presentation will seek to bring some answers to these questions from conversations with practitioners across the sector who are attempting to construct answers.

Wednesday 31<sup>st</sup> March, parallel session 5, 12:45-13:00

### **Marián Arribas-Tomé**

*Marián Arribas-Tomé is a lecturer in Translation Studies, Language and Politics and Spanish at the University of East Anglia. Also a Fellow of the Higher Education Academy since 2013, a HUM Digital Champion and an official examiner for the Instituto Cervantes. Her work for 6 British universities has taken her to Glasgow, London and Norwich. She has been developing projects that support diversity and inclusion, including the websites Spanish Bytes and Lingua Bytes. [www.spanishbytes.com](http://www.spanishbytes.com) <https://linguabytes.blogspot.com/>*

*Creative adaptation to digital practice: using translation as a paradigm for digital pedagogies.*

Our rapid adaptation to diverse forms of digital teaching has already led to an array of views on the degree of transformation required. Discrepancies and lack of understanding of what we need to do in practice to achieve functional digital teaching and learning have emerged at ground level.

I propose to describe the processes that we have undergone and actioned as forms of translatorial practice. In looking at our shifting from face-to-face teaching to digital practices through the lens of translation, we acquire tools that help us articulate our new forms of teaching. It also provides us with paradigms and perspectives from which to assess the success of our search for valid and equivalent approaches to face-to-face pedagogies in a digital space.

Concepts such as source culture and source text, applied to our former teaching contexts, and target culture and target audience, used to refer to the new teaching environments we have moved to, are illuminating the practical considerations we need to engage with.

Likewise, to conceive our teaching as a mediating activity that negotiates losses and gains as translation does, will help us to conceptualise what our digital teaching needs to be considered as effective in communication.

I contend that we are dealing with a transfer of content and form in an analogous way that that translation does. My talk will explore this analogy in order to suggest a sustainable and

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creative approach to digital teaching practice. Like with translation, this includes creativity, omission, addition, compensation, modification and many other procedures that can shed light into this unwritten path we are expected to integrate fast and well.

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