InnoConf18

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Book of Abstracts

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Keynote Speaker: Dr Carmen Herrero (Manchester Metropolitan University)

Carmen Herrero is a Principal Lecturer in the Department of Languages, Information and Communication at Manchester Metropolitan University. She is the Director of FLAME (Research Centre for Film, Languages and Media Education) and has co-founded the Film in Language Teaching Association. She has been part of the European project Communication for Mobile and Virtual Work (CoMoViWo).

Her areas of research include contemporary Spanish film and film pedagogy (the use of film and audiovisual media to enhance language learning and teaching and multilingualism). Her current line of research explores the use of transmedia practices in language learning and teaching as part of the AHRC-Funded OWRI programme Cross-Language Dynamics: Reshaping Community.

Keynote title: From new literacies to transmedia literacies: fostering participatory cultures in language

The talk begins by exploring the changes that are taking place in the media taxonomies and their impact on informal and formal education using the framework of competences proposed by Jenkins et al (2009). As students are becoming avid online media consumers and creators, participatory culture has shifted the focus of literacy from one of individual expression to one of community involvement.

It then takes a look at how the complex and rich media landscape of Web 2.0 is shaping informal L2 learning through the production and consumption of cultural texts (i.e. vlogging, fan fiction writing and fansubbing). Finally, this presentation examines the challenges and opportunities derived from the integration in formal settings (HE) of different forms of 'participatory culture'.

Keynote Speaker: Dr Hitomi Masuhara (University of Liverpool)

Hitomi Masuhara is Deputy Director of the MA in Applied Linguistics and the MA in TESOL. She has worked in Japan, Oman, Singapore and the UK and has given conference presentations in over thirty countries. She is Secretary of **MATSDA** (Materials Development Association) and has published many articles and books on materials development and on language acquisition.

Her areas of research and interest are extensive and include: second language acquisition studies; efficacy of methodologies and materials; testing language skills; cross-cultural enquiry into cognitive patterns reflected in language and language use; conversational analysis and ethnomethodological studies; syllabus design, curriculum development and its evaluation; materials development; teacher development.

Keynote title: Paradox 2018: Diversification of learners, contexts and modes of delivery necessitates application of universal learning principles

The rising HE fees and introduction of the Teaching Excellence Framework demand more accountability, employability and effectiveness in our provision and delivery. In my own experience, learners expect high-quality, relevant and meaningful content, highly effective teaching approaches and results (e.g. career enhancement afterwards). They also welcome choices of different kinds of learning involving various modes and time requirements, which may sometimes be described as 'life-wide' learning.

Depending on the learners, contexts and modes, materials and approaches will be different. The question is how we can ensure quality and effectiveness of our provision and satisfy the diverse learner needs and wants?

In this session, Hitomi will argue that paradoxically we should focus on realising fundamental and universal learning principles that reflect studies in second language acquisition and what we understand about how the brain learns.

Literature in language teaching Panel

'Literature in the language class, Litinclass: Cervantes's La española inglesa'
Idoya Puig (Manchester Metropolitan U.)

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There is growing concern about the present challenge to teach literary classic texts at university level. Spain greatest literary authors come from the Golden Age period, during the sixteenth and seventeenth century. The language of these works is more difficult to follow and the context is generally unknown to students. Despite these obstacles, there is general agreement in the need to preserve the classics, which are part of a country's tradition and literary heritage, particularly among university graduates in the language.

At the same time, there are attempts to respond to this challenge by exploring new pedagogical tools to access these texts in the 21st century. There are encouraging examples of good practice, which the paper will mention. One of them is the application of a multiliteracies framework (Paesani, Willis and Dupuy, 2014) to a classic work of Spanish Golden Age literature, Cervantes's short story, *La española inglesa*. Some of the activities and principles used can be applied to other languages.

Putting into practice these new approaches requires the preparation of relevant materials. It is important to find ways to disseminate these materials as teachers and lecturers are not necessarily familiar with these texts and therefore feel often ill-equipped to deliver those classes. However, these same teachers have pedagogical expertise that can be put at the service of these texts. It is essential to share good practice to ensure efforts are effective and generate further developments. For this reason, the *Litinclass* website (litinclass.wordpress.com) continues to work towards gathering some of these materials and research papers, which explore the use of literature in the language class at secondary and higher education level.

'Working with literature in the classroom of Catalan as a foreign language'
Joan Mas Font (U. Liverpool)

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Literary text in a second language classroom helps students to become better language learners, and provides them with skills that are increasingly necessary in the contemporary globalised world.
Having carried out an initial research on the role of literature in textbooks of Catalan as a second language, it is evident that there is a gap that needs to be filled in this concern. The purpose of my research is to look at the presence of literature in textbooks of Catalan for non-Catalan speakers abroad and to analyse the activities derived from them. Therefore, it describes how literature is promoted and used as a pathway to learn a second language.

The presence of the literary text is proportionally low in relation to other types of texts that appear in the analysed materials. I believe there should be more literary texts because they have more value than the usual textbooks topics and its content may be truer to life and more relevant to learners. Moreover, literature presents the student with human relationships, challenges and dilemmas to be explored and analysed. The study of literature in the language class serves many more educational purposes – intellectual, moral and emotional, linguistic and cultural– than the purely aesthetic.

The session will focus on how to work in class works for literature using different approaches with Catalan students in their Final Year, specifically, the *Aplec de rondalles mallorquines d'en Jordi des Racó* (Collection of Majorcan Folktales by Jordi des Racó). Throughout the session I will explain the different steps followed during the semester in order to integrate sociocultural contents related to the language of study, offering historical and literary context.

Feedback Panel

'Learner behaviour and beliefs about giving and receiving feedback within the busuu language learning app'
Fernando Rosell-Aguilar (Open U.)

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The possibility of providing and receiving feedback from fellow language learners has been highlighted as one of the features of language learning social networking sites (LLSNS) and their mobile application versions that differentiate them from from other mobile apps, which only offer automated feedback.

This paper presents the results of learners' engagement with feedback from a large-scale survey (n=4095) into the use of one of the most popular language learning apps in the market: the busuu mobile app (over 60 million registered users). Data were collected through an online questionnaire with 30 items: multiple-choice and open questions. The survey was distributed both in English and in Spanish.

The results provide a profile of busuu app users, show patterns of use, and what app features learners find most valuable for language learning. Most users are at beginner level and learn for personal interest. They find the app has helped them improve their knowledge of the language they're learning, with vocabulary as the main area of improvement. Despite the agreement from most language learning professionals that feedback needs to be meaningful and provide opportunities to reflect on errors, the results from this survey show that over 76% of learners consider automatic feedback - which only provides the learner with whether their answer is correct or incorrect without further explanation - is either good or very good. The results also show that over 40% of learners using the busuu app do not take the opportunity to share their work for native speakers to provide corrections, although the majority of those who do find the feedback useful. During this presentation we will explore the reasons provided for this. Finally, the paper will discuss the challenges and potential of language learning apps as language learning sources. The high expectations from users and the fact that a third of respondents use busuu as their only language learning source suggest that a large proportion of users consider apps a reliable tool for language learning.

'Improving feedback through computer-based language assessment'
Elena A. M. Gandini and Tania Horák (U. Central Lancashire)

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In the last few decades, there has been extensive discussion in the scientific community on the benefits of computer-based language assessment (among others Noijons, 1994; Brown, 1997; Chapelle and Douglas, 2006). The benefits that are generally highlighted in the literature include the ease and economy of delivery and automatic scoring (Winke & Fei Fei, 2008), and the improvements in some aspects related to test security and standardised delivery (Al-Amri, 2007). With all this in mind, the language testing team at UCLan started a project in 2017 aimed at developing a new computer-based format of our exams.

The necessary adaptation of the assessment criteria to the new format of the exam started a reflection on other less investigated opportunities offered by computer-based assessment. Indeed, comparatively little research has been done to ascertain how computer-based testing can benefit in terms of assisting human markers in their rating process, improving the quality of feedback given to test-takers and teachers, and what impact this has in terms of washback (Alderson and Wall, 1993; Bailey, 1996) and washforward (Van Lier, 2011; Macqueen, Pill, Knoch, 2015).

This work-in-progress contribution reports on the progress of this project, focussing on the development of an innovative set of assessment criteria for the writing and speaking sections based on the concept of performance decision trees (Fulcher, 2011) to assist the markers in their rating process and thus improving reliability. Furthermore, it will show how it is possible to give better feedback through the use of data analysis (Whetton & Sainsbury, 2007) and how this can have positive washback and wash forward, by promoting learner involvement and autonomy.

Learning & Teaching Panel

'Empowering language teachers through collaborative action research'
Angela Gallagher-Brett (SOAS, U. London)

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This paper will introduce *Action Research Communities for Language Teachers (ARC),* a project funded by the European Centre for Modern Languages of the Council of Europe. *ARC* aims to contribute to the enhancement of language teaching through action research and to support and empower university and school teachers in using action research as an essential tool for the development of reflective practice in European language classrooms.
The paper will show how the project is making techniques for action research widely available by establishing a community of practice and fostering dialogue between teachers in different sectors. It will also demonstrate how language teachers participating in the project have had opportunities to innovate in their own classrooms while working collaboratively. School and university language teachers and teacher educators have formulated collaborative group proposals and have conducted a set of pilot classroom projects which cross international borders and which cover topics such as critical thinking skills, social media in language teaching, student-centred learning and teachers as co-constructors of knowledge.

The paper will present key results so far and will highlight challenges encountered in the collaborations between university and school teachers. It will conclude by emphasising the capacity for collaborative action research to empower language teachers to develop and improve practice in their own classrooms.

The project team is also designing action research tools and creating European models for peer learning.

'New trends in teaching linguistic varieties of Spanish at University: an exploratory study'
Zsuzsanna Bárkányi and Mara Fuertes Gutiérrez (Open U.)

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The discussions on how linguistic varieties should be taught to non-native students of Spanish have increased in the past few decades. There are several reasons behind this interest: on the one hand, institutions such as the Royal Academies of the Spanish speaking countries have jointly adopted a pluricentric and panhispanic point of view in their works; on the other hand, several authors have recently suggested different ways to teach linguistic varieties to non-native students of Spanish (cf., amongst others, Moreno Fernández 2010; Andión Herrero & Casado Fresnillo 2014). These new perspectives have encouraged debates and new practices.

However, there is little evidence on how the acknowledgement of geographic linguistic varieties have influenced second and foreign language teaching methodologies and, in particular, how linguistic variety is presented to students of Spanish as a foreign language under this new panhispanic and pluricentric umbrella. In this paper, we will analyse and discuss data obtained through the responses from 236 teachers and lecturers of Spanish as a foreign language to an online questionnaire consisting of 30 questions (closed, open and semi-structured) in which they were asked about their everyday practices related to this topic in the Spanish language classroom. Our aim is to identify to what extent these new trends in the description of Spanish language trigger innovative practices in teaching linguistic varieties – mostly dialectal variation – to non-native speakers of Spanish; and to what extent they are reflected in practitioners' beliefs. The attainments and challenges involved in the matter will also be examined.

Parallel talks 2: 11.45-12.40

Independent Learning Panel

'First Year Undergraduates' LInC project (Learning Independently and Collaboratively)'
Géraldine D Enjelvin (U. York)

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Initially named "Autonomous Learning" (AA) in 2012, the guided study strand of the module "Langue et Société 1" has evolved to reflect changing students' needs and thus provide more carefully-scaffolded, timely steps to facilitate their transition from A-level to university.
Recently renamed "LInC" (Learning Independently & Collaboratively), the personalised learning project seeks to foster students' ability to learn how to research, hone a research question, (re)draft and edit so as to produce a text in French (of 1000 words (-/+ 10%), combining sections written both individually and collaboratively) of the required HE standard.

LInC students will:
- familiarise themselves with academic writing norms;
- develop appropriate independent language learning strategies;
- integrate feedback from pair partners and LInC supervisors;
- reflect on their engagement in the learning process;
- increase their confidence in digital literacy.

The LInC journey is organised in 3 phases:
Phase 1, Term 1: preparatory steps
- all students attend a library/IT workshop on reliable resources and Google drive;

- each pair:
  - formulates a research question based on videos posted on the VLE;
  - fills out an online "distribution of workload" form;

Phase 2, terms 1 & 2: (re)drafting

Phase 3, term 2: finalising and self-assessment

- each pair merges individual parts, produces introduction and conclusion then makes final edits.
- every student completes a self-assessment form (containing a section on "Key areas to work on for next year")

Students are assessed on the final product's quality (weighting: 30%- team grade) and their engagement with the process (weighting: 70%- individualised grade). Evidence of collaboration throughout is provided via students' completion of online "Communication logs" and their 3 min. recording of a collaborative response to their tutor's feedback-feedforward.

Although the changes implemented have proved beneficial, tutors know that LInC should remain a "constant work in progress". Hence this presentation will also highlight the issues identified so far.

'Student-led grammar revision project: Empowering Level 1 Spanish beginners' students to facilitate their own learning'
Nadezhda Bonelli (U. Sheffield)

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This paper will present a successful student-led approach to grammar revision and how, within the core curriculum, language students can have the opportunity to experience and develop enterprising capabilities (authentic problem-solving, taking action, true collaboration, risk taking, innovation and creativity). As part of the written language component of the Level 1 Spanish Beginner' course in Hispanic Studies students carry out a non-assessed grammar revision exercise during the course revision period. This exercise requires the students to prepare a presentation on a key aspect of the Spanish language to be presented to their classmates, in the first instance, and then to Y9-Y12 students in local schools also in need of revising their Spanish. To do this students will have to think of effective ways of tackling specific grammar structures, work collaboratively, explore various approaches to specific grammar structures and to reflect on their own learning approach. Through this project you also will see how student-led exercises can enhance student engagement within the course, the university and their community, and lead to a more rewarding and enjoyable teaching experience. The presentation will outline the development of the project, its challenges and its results.

TEL Panel

'Engaging students in in-class vocabulary practicing with the Moodle Glossary activity'
Zhiqiong Chen (U. Warwick)

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In this paper, the author will report her experiment of adapting Moodle Glossary to engage students in vocabulary learning in a Mandarin class. In each lesson, with a list of words, a group of intermediate level Mandarin students were encouraged to create one sentence with each of them using Moodle Glossary. They used their own devices, such as smart phones or laptops, either worked on their own or in pairs. All the sentences they had created were then displayed on the whiteboard synchronously and anonymously, and instant verbal feedback was given for each sentence. Written feedback was

provided after the lesson in the Glossary for students' further reference. All the sentences together with the written feedback, including comments and corrections formed a sentence bank which was used as a revision tool by students.

To investigate student perspective on using Moodle Glossary in classroom engagement and supporting their vocabulary learning, data was collected through multiple sources, including survey, statistics from Moodle and in class observations. Based on the data, the paper will discuss the advantages and disadvantages of using such a tool in a Mandarin class. In general, using Moodle Glossary in class was thought to be an interactive and efficient method and useful in practising Mandarin vocabulary.

'Wespeke as a Tool for Blended Language Learning'

Miguel Ángel Saona-Vallejos (U. Central Lancashire)

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Wespeke (en.wespeke.com) is one of 30 Social Networking Sites for Learning Languages (SNSLLs). It conforms to the eight social aspects every Social Networking Site should have, previously identified by boyd and Ellison (2008) and Duffy (2011).

Two preliminary research questions (RQs) were identified: (1) What is the SLA theory followed by Wespeke? (2) How can SNSLLs be integrated into blended language learning environments?

To answer the first RQ, a pilot study was conducted for four weeks. Using purposive sampling, nine participants were recruited from the database of the Language Centre at the University of Central Lancashire. All the participants had at least a B1 level of Spanish according to the CEFR.
Mixed methods were applied in this research. Qualitative data were collected and analysed through content analysis with the use of NVivo11. The quantitative data were analysed using descriptive statistics with IBM-SPSS-Statistics-23.0. To improve the accuracy of the analysis, both the quantitative and qualitative data were cross-validated and found to be congruent and yield reliable (Jick, 1979).

After applying written and oral pre- and post-tests, preliminary results showed that following four weeks of using the Wespeke platform, out of seven participants who finished the pilot study, there was not such a difference in the outcomes. The reason may be the lack of proper learning contents and guidance about what they should have practised, which confirmed that teachers are needed to drive and support the CALL process (Jones, 2001; Reinders, 2010; Nielson, 2011).

Research Question 2 is focused on the implementation of blended learning, via the design of Task-Based Language Teaching and making use of Wespeke as a complementary tool. Findings from the research on the platform will lead to the identification of guidelines that will be valuable for policymakers, teachers and researchers for the design and evaluation of blended language learning environments utilising SNSLLs.

Assessment Panel

'Portfolio assessment: the fairest of them all?'
Judy Barker and Tim Silk (U. Worcester)

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To enable students to show off their best and encourage them to become life-long language learners, the Language Centre at the University of Worcester uses both paper-based and e-portfolio assessment. Experience gained on Pre-sessional programmes has benefitted MFL modules and vice versa. We want to make portfolio assessment as fair for students and tutors as we can and therefore regularly ask ourselves whether the validity, reliability and practicality of the system can be improved and if so, how. Over the years we have fine-tuned reflective journal guidelines, standardised marking, reviewed portfolio content and taken account of technological progress. How successful have we been? We decided to ask students, tutors and other stakeholders what they think. By presenting you with a snapshot of where we are now we would like to encourage an exchange of ideas on best practice in portfolio assessment.

'Students' account of using the CEFR: developing better understanding of marking criteria'
María García-Florenciano, Bettina Hermoso-Gomez and Juan Muñoz (U. Leeds)

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Spanish students in Higher Education are expected to graduate with a C1 level in Spanish after their residence abroad in a Spanish speaking country. However, although students are assessed against the CEFR descriptors and they are extensively exposed to criteria to help them familiarize themselves with what this means, most students do not understand the nomenclature, in particular when it refers to speaking skills. In our paper we will present a project where the set of speaking criteria used to assess students was redefined following the new CEFR 2017 descriptors on speaking. The intention of this project was to familiarize students further with these criteria to achieve a better understanding of the competences involved and help them set realistic learning expectations. We will present the reformulation of the criteria as well as students' view on their understanding of it.

Parallel talks 3: 14.00-14.55

Institution Wide Language Programme (IWLP) Panel

'Pedagogical Strategies for mixed-ability University classrooms within the frame of the University Expansion Program in Argentina'
Gabriela Leighton and Marina Paulozzo (U. Morón)

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University classrooms in Argentina have changed considerably during these last years, especially due to the Expansion Program that allowed students from diverse social contexts access to Superior Education with very different learning abilities. In language learning, this change made professors face a challenge that questioned their role as tutors and asked for reconsiderations of many kinds.

Our program is open for all students at the school of humanities and it focuses on academic reading comprehension in foreign languages. It caters for learning a language as well as reading comprehension strategies. Our students come from different academic and social backgrounds so our objective is to include all the students in one-aimed class but at the same time respect the learning

times of our students, respecting their autonomy and fostering individual learning and virtual resources.

Taking into account our context in Argentina, we designed a repository site as a learning tool for these students to access resources online to solve reading tasks at their own pace. The purpose of this talk is to describe this learning tool fully and to provide examples which will highlight the new roles of students and tutors in this experience.

'Challenging, supporting and empowering students in multi-cultural, multi-lingual IWLP beginners' classes: T&L responses to Internationalisation'
Alison Nader (U. Reading)

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Multi-cultural and multi-lingual diversity is not new to UK, Institution Wide Language Programme (IWLP) classrooms, but it has increased in the European language classrooms, with the internationalisation of UK campuses. The specific focus of this study, is on the development and implementation of a new French beginners' modules designed to meet the needs of those International students, who find listening and speaking particularly challenging.
A standard IWLP General French 1 module has been running for many years at the University of Reading. This year for the first time it is being taught in classes, with a new stage 1 module, IWLP French 1 with Listening and Speaking Workshops.   The challenge is that beginner students from certain backgrounds need more support, especially at the beginning of their language learning, in order to have the confidence to continue and succeed. At the same time staff are working on the underlying principle that there are great benefits in teaching students from all backgrounds together.

In this study we examine the motivation and ideas behind the development of the two modules and highlight the approach adopted in relation to the assessments for the modules. There is a review of the practical, small scale financial support given by the school, at the implementation stage, in recognition of the modules' contribution to Internationalisation of T&L at classroom level. We look at the pedagogical reasons for developing the project and compare the solution adopted for French with those already in place for the non-European IWLP languages, this comparison addresses questions of sustainability.

The study concludes with an overview of student evaluations before and after the introduction of the new modules. We analyse the results from an ongoing student led project, supported by university funding, which provides student input into curriculum and assessment design and learning materials for future development of these modules.

Collaborative Learning Panel

'The European University Tandem Project – An integrated online platform to foster intercultural language exchanges across Europe (and beyond)'
Anke Bohm and Veronika Koeper-Saul (U. Liverpool) and Christian Mossmann (U. Exeter)

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Language learning in tandem exchanges offers students a wealth of autonomous learning opportunities that are characterised by collaborative/peer learning settings and authentic intercultural communication encounters. Increasingly, these encounters take place online as demand for tandems tends to exceed available native speakers on campus. While there is a range of providers

of online tandems available, the EU-funded European University Tandem (EUniTa) project, formed by colleagues from seven European partner universities, developed an integrated online platform which is specifically targeted at university students. Based on new Web Real-Time Communications (WebRTC) technology, the platform offers students the chance to find a tandem partner and work with a range of materials designed to support the tandem exchanges. On the one hand, these materials aim to help develop students' Basic Interpersonal Communication Skills (BICS). On the other hand, the platform gives the option for students to be paired with peers from the same subject area and to use materials designed to foster students' Cognitive Academic Language Proficiency (CALP).

In this presentation, we will discuss some key principles of autonomous tandem learning settings, in particular with regards to online tandem exchanges. We will then outline how we were guided by these principles in devising the criteria for the EUniTa platform's matching process and user interface. We will present the main features of the EUniTa platform, such as the audio/video and chat interface as well as the portfolio option that students can complete alongside their tandem exchange. We will also outline some key principles for developing materials for tandem exchanges and give an overview of the BICS and CALP materials that were developed for the project and are accessible to everyone online. Finally, we welcome any feedback from colleagues as to suggestions for future platform developments as well as any interest of institutions who would like to join the EUniTa network.

'Innovative Approaches for Engaging Welsh Language Learners in Secondary Schools: mentoring as beneficial to mentee and mentor'

Lucy Jenkins (U. Cardiff)

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The most recent Language Trends Wales Survey (16/17) reinforced prominent trends of previous years, revealing that fewer than one in four students in most Welsh schools is taking a modern language to GCSE level. Further statistics released by Welsh Government this month reveal that only 18.6% of young Welsh learners took a GCSE in a foreign language in 2017. In a national landscape where numbers continue to fall, mentoring has a significant role to play for promoting language acquisition and increasing intercultural understanding across age ranges. To sustain and reenergise language learning, we need to develop engaging practices and platforms which promote exchanges between institutions across the age ranges. Establishing productive dialogue between digital and creative practices across these boundaries should create impactful engagement.

A cross-institutional venture between Aberystwyth, Bangor, Cardiff and Swansea universities, the MFL Student Mentoring Project looks beyond single language learning to promote a positive shift in attitudes towards languages and intercultural communication by sending UG language students into secondary schools to mentor year 9 pupils. Building on two successful years, in 2018 the project has gone digital to increase its reach to often disadvantaged, more rural areas of Wales, upskilling trained UG language mentors to take their skills online. The online-mentoring platform, Digi-Languages, blends digital learning with mentoring and promotes self-reflexivity around language learning, utilising the undergraduates' experiences to reinforce connectivity between languages and cultures. As National Coordinator of this project, I will explore in this paper how digital and face-to-face mentoring of year 9 pupils has impacted upon undergraduate relationships with their own linguistic profile and learning, offering insight into the benefits of collaborative working, digital technology and peer-to-peer learning for increasing intercultural awareness and influencing teaching practice.

Active Learning Panel

'The use of Process Drama in the Learning of Italian: I promessi sposi di Birmingham - un "romanzo criminale"'
Fabrizio Di Maio (U. Birmingham)

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In my paper, I will focus on the way in which process drama is designed around an Italian literary text that is given to the students at the beginning of the term. The students "process" the text, write the dialogues and actions, and discuss the plot through a google doc that they can share at any time. In process drama, students create and transform the plot week by week. In doing this, they constantly think about their characters and the way in which they fit with the others characters and the plot in general. And of course, they perform the scenes in class. Everything is done in Italian. At the end of the term, they will perform the whole plot they have created in a public space.

Process drama encourages the operation of certain psychological factors in students as it promotes the active and central role of students in the learning experience; improves students' engagement and motivation; develops students' personal and social skills, self-esteem and spontaneity. Teacher's role is to facilitate their work, giving advice on the performance and on the development of the plot.
From the literary text (_I promessi sposi_) of the core module, I will present the creation of _I promessi sposi di Birmingham. Un "romanzo criminale"_ by 1st year advanced students of Italian at the University of Birmingham.

'Implementing collaborative creative writing in foreign education'
Sujing Xu (U. Nottingham)

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Collaborative learning can be understood as a learning approach that "involves groups of learners working together to solve a problem, complete a task, or create a product". As an educational approach to foreign language teaching and learning, it has been emphasised in language classrooms since the late 20th century. In recent years online learning has become an increasingly common practice at universities. Against this backdrop this paper will showcase how collaborative learning can be enhanced with the help of a blended approach which includes both online and offline, face-to-face activities in the classroom.

In the first part of the paper the author reviews the literature about collaborative language learning at the university level. In the empirical part the author reviews the lessons learned from the course Mandarin Chinese for Beginners at the University of Nottingham. The case study will showcase how a playwriting project was implemented with the help of a collaborative approach. The paper concludes with a discussion and reflection of collaborative learning from a teacher and from a learner's perspectives.

Developing soft/hard skills

'Is Communicative Language Teaching developing students' competence in thinking critically?'
Junko Winch (U. Sussex)

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Critical thinking is one of the non-subject related learning goals which students are expected to develop at higher educational institutions. Language teachers are also aware that critical thinking should be developed in teaching languages, but how do they incorporate critical thinking in language teaching? The majority of language teachers use Communicative Language Teaching (CLT) and this study focuses on critical thinking and CLT to investigate if CLT covers the necessary skills to develop students' critical thinking. This study starts with the background information on CLT which is followed by the definition of culture and critical thinking. The definition of culture was used as this study uses culture as a medium to investigate CLT and critical thinking. The study's method involves two stages. Firstly, using the Hofstede *et al.*'s (2010) educational culture as an instrument, the underlying pedagogies were identified for CLT and critical thinking. Secondly, these underlying pedagogies were compared and similarities and differences are discussed. The conclusion is that CLT and critical thinking share the majority of underlying pedagogies and educational culture. In other words, language teachers can teach languages and also develop critical thinking using CLT. However, it was revealed that the underlying pedagogy of independence was not included in CLT. The implication for language teachers is focused on how language teachers can supplement independence during their teaching. It was suggested that teachers should think of the long term benefit for students and give them the opportunity to think for themselves during the class instead of giving students answers.

'Poster awareness campaign + slogan +hashtag' for the development of presentation skills in Spanish'
Elia Lorena López (U. York)

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The objective of this paper is to share good practice on the procedure and evaluation of poster design and presentation as formative assessment.

Objective
The project 'Poster awareness campaign + slogan +hashtag' was conducted with first and second year students of the Spanish degree programme in the Department of Language and Linguistic Science at the University of York. Its aim was to offer students the opportunity to apply their critical thinking skills in the target language and to develop their digital literacy.

Method
Students were given a list of three popular social issues in the Spanish speaking world (i.e., cat calling, press censorship in Latin America) for them to select, in teams, one, to design an awareness campaign of the chosen issue.

Conveying compact yet powerful information in a poster requires language learners to deepen their understanding of content while being sensitive to the effective use of visual language. Students were responsible of identifying the market and designing the poster for their campaign, which included a message, a slogan and a #hashtag. In the second part of the project students presented and justified

the rationale of the poster campaign in terms of content and design, and finally, the evaluation part of the task included both the tutor's evaluation and peer-evaluation.

Conclusion

The general evaluation of the project showed that over 80% of students felt that the task helped them to gain both knowledge and skills such as summarising information clearly, the responsible use of visual material (i.e., colour code, image rights, photo stories), the development of professional skills such as working collaboratively in groups, and decision making, among others. In terms of language, students felt that designing and presenting a poster increased their vocabulary, which aligns with Brooks and Wilson's (2014) views that oral presentations are a useful tool in second language acquisition. Students also thought that the task helped them to learn how to create eye-catching posters on a computer using new digital tools.

Although there is limited research on language assessment through poster making and presentation, the evidence shows they significantly aid language confidence (Zerin and Khan, 2013), and therefore it is an area worth exploring further.

Year Abroad

'Inter/Cultural learning abroad through ethnography'
Nadine Saupe and Thomas Jochum-Critchley (U. York)
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Cultural learning, intercultural awareness and competencies as well as language acquisition are key learning outcomes of the year abroad. Whereas linguistic gains during the year abroad independent from interventions are widely acknowledged in second language acquisition research, cultural and intercultural learning seem to be more closely linked to an environment informed by pedagogy either before/during or after the year abroad. Following Bennet's (2008) point that "The mere intermingling of individuals in intercultural contexts is not likely to produce in itself intercultural learning", we will argue that the design of ethnographical projects undertaken by students on their year abroad provides a framework for structured and therefore sustainable cultural and intercultural learning. The ethnographic approach offers not only a theoretical and methodological toolbox for students but also leads to authentic intercultural encounters with the local community: collecting and interpreting qualitative data gathered through participant observation, questionnaires and interviews allow for a reflective engagement with cultural differences as well as the development of intercultural awareness.

Our *Development of Intercultural Engagement Project (DIEP)* at the University of York implemented this approach at the University of York from 2016/17 onwards. Analysing engagement and feedback data from the first cohort of students of German who have completed successfully ethnographic projects during their residence abroad in 2016/17 we are able to show positive effects on students' engagement with their social and cultural environments abroad. More detailed data on students' perceptions and experiences collected through a questionnaire and in depth interviews provide further evidence for the benefits of ethnographic projects abroad and the cultural and intercultural learning it can help to foster.

'The Year Abroad Project: Technology at the Service of Interculturalism, Employability and Solidary Independent Learning'
Juan García-Precedo and Jordina Sala-Branchadell (U. Exeter)

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The use of the Internet as a learning resource has influenced teaching practices, and modelled the way in which students access knowledge today. In language learning, the resources available online have fostered a solid sense of autonomy and self-sufficiency in our students, leading to the reconsideration of the role of the tutor. In a similar vein, the current socioeconomic intricacies derived from the consolidation of a self-aware 9k generation have also contributed to reshape the role of the language tutor not just as a classroom practitioner, but also as a guided independent learning facilitator in the digital era. In this context, the massive amount of resources online may become unmanageable at times, and consequently tutors have increasingly adopted a more active role in filtering, or even fostering suitable online tools, yet addressing students' learning autonomy.

ML at Exeter has built up on these aspects by piloting an online initiative called *The Year Abroad Project*. This initiative provides a virtual space for UG students to develop their linguistic competences, acquire relevant employability skills and raise intercultural awareness. In *The Year Abroad Project*, students engage in the elaboration of a series of websites collaboratively, by using their independent learning time more efficiently. In so doing, students remain proactive, and closely engaged with their core modules. Tutors, on the other hand, respond to an increasing request for further guidance on how to develop students' language skills and intercultural awareness online.

In the *Year Abroad Project*, students populate a student-led network of virtual spaces with a repository of self-produced learning materials which can be accessed by their classmates in a solidary aim to share and foster mutual intercultural awareness. With this initiative, students also assimilate and implement valuable transferable competences by working on their ability to develop web-editing skills, and effective language learning tools.

Reading and Writing Panel

"I Don't Like to Reading Books": Sharing Best Practice in Language Teaching Through Literature
Ana Bela Almeida (U. Liverpool)

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In this paper, I will share the results of my scholarship in Literature in the Foreign Language Class (for more info, please check https://litinclass.wordpress.com/). Drawing on my experience as a lecturer of Portuguese language at University level, I will discuss the challenges raised in designing curricula for final year Portuguese modules in accordance with Literature in the Foreign Language Class methodology.
Literary texts are authentic materials that foster language learning and help develop the soft skills - critical awareness and intercultural skills - that are necessary to thrive in a globalized world. However, how do we best engage sometimes reluctant students with literary materials and use them effectively in our classes? This paper will offer a reflection on the various stages of designing a connected language syllabus based on literary texts, with a focus on assessment, and student feedback. We will discuss questions such as choice of text (how to look for literary texts that promote diversity and inclusivity, and that are also suitable for a language class?), class exercises (how to develop students listening and oral skills through literary texts?), or forms of assessment (how to make sure that a "language exam" doesn't turn into a "literature exam"?).

We hope this session will be useful for all colleagues who are interested in adapting literary content to the foreign language class.

'Short-fiction writing and gender awareness in Foreign Language Education: Combining arts and Storytelling'
María Victoria Guadamillas-Gómez (U. Castilla-La Mancha)

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Reports published by different educational authorities focus on the poor reading habits among young students and, some authors claim the importance of introducing literature in different formats within higher education. Moreover, gender in general, and particularly women inequalities require a close attention and, they should be addressed from different areas and disciplines. Furthermore, the study of Cohen-Sayag and Fischl (2012) proves the relationship between reflective writing and pre-service teachers' preparation and suggests the importance of using writing with future practitioners as it is a powerful medium which may help pre-service teachers to connect existing and new knowledge, apart from promoting meta-cognitive thinking and self- reflection (Cohen-Sayag and Fischl, 2012: 21).

This contribution reports the results of a classroom experience in which reading, storytelling and, creative writing were combined with the main propose of contributing to women visibility in society. Firstly, a pre-questionnaire was conducted which confirmed the lack of visibility of famous women among university students as well as their poor reading and writing habits. Then, students read a selected group of biographies taken from *Good Night Stories for Rebel Girls* (2017) in the Foreign Language and, later they created their own stories in which language use, drama and arts were combined. In general, the results have showed the benefits of introducing literature in the Foreign Language process of instruction in order to make students aware of gender issues and, to improve their motivation to read and write in the target language.

Workshop 1: 10.30-11.20

'Implementing Pronunciation Skills in our Language Classes: Reflecting on the Materials Available'
Diego Soto Hernando   (U. Exeter)

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Pronunciation usually ends up being a marginalized component of the syllabus, across all foreign languages. This workshop will invite attendees to make a critical reflection on how we teach pronunciation in the language classroom and on the pronunciation activities that textbooks propose, reflecting on what is good in those materials and what can be improved. The workshop will finish by introducing a number of techniques to teach pronunciation more naturally and more interactively.

Workshop 2: 11.45-12.35

'Application of the Case-based approach in language seminars'
Kumi Casey (U. Newcastle) and Nozomi Yamaguchi (U. Manchester)

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The Case-based approach (Kondoh and Kim, 2012) was created in 2010 to improve student readiness to work and uses cases written based on conflicts and challenges that people encountered in a diverse work place. The students are asked to identify the problem of a given case in a team and analyse them from multiple viewpoints through discussion, in order to reach the best solution. This innovative approach not only promotes language learning throughout its process, but also it helps students develop transferrable skills. Many of the students studying foreign languages will be working in a culturally diverse work environment when they graduate. However, we are not always offering language courses that would help them develop skills to survive in such an environment and fulfil their potential. Bitter comments from employers such as "students may have textbook knowledge, but don't have the ability to take that knowledge to think critically, innovatively, solve complex problems and work well in a team" (Assop, 2015) are not unfamiliar to us. Therefore, in order to help the students gain skills more transferrable to the real world, we would like to explore the application of the case-based approach with the participants. During the workshop, the participants will play roles as students and engage in individual work as well as group work.   By taking part in these activities, the students will be able to see things from multiple points of view and work collaboratively. A reflection sheet is given at the end of seminar. By the end of the workshop, the participants will be able to see the huge potential of the application of this teaching approach to their seminars.

Workshop 3: 14.00-14.50

'Creative writing courses in the target language: opportunities and challenges'
Elise Hugueny-Léger and Odile Rimbert (U. St. Andrews)

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Following the creation of a new, co-taught Honours module, 'Creative Writing in French', at the University of St Andrews, this workshop offers an insight into the specific aims and workings of creative writing in a second language – an activity which integrates language and content and which builds in a self-reflexive, critical dimension on the use of language and the writing process. This workshop aims to give participants the chance to reflect on their own practice and positioning regarding the use of creative writing in a language curriculum. Based on concrete examples and hands-

on activities, this workshop will address the opportunities, challenges and potential of including creative writing activities and courses in HE language curricula.

For the successful running of this workshop, we would like to cap it at 20 participants.
This workshop will comprise the following three stages:

1. In the first 10-15 minutes, based on our experience of setting and running 'Creative writing in French', we will reflect on the aims, format, and innovative assessment methods underlying this initiative. This part of the workshop will be interactive, video-based, and will leave room for participants to reflect on their own experience and aims regarding creative writing.

2. In the second part of the workshop, lasting approximately 20 minutes, participants will be offered a creative writing taster session – a brief introduction into the dynamics of the writing workshop, and an insight into one of its crucial components: the feedback that participants give each other and the follow-up activities that arise from a writing workshop.

3. The final part of the workshop (5-10 minutes) will give an opportunity to discuss some of the innovative principles, benefits, and potential challenges, underlying creative writing in a foreign language.

Workshop 4: 15.00-15.50

'Independent reading – bringing together self-directed and collaborative learning'
Theresa Federici (Cardiff U.)

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Language courses are often defined by grammatical and lexical milestones, particularly in topic-based learning. Communicative learning matches linguistic outcomes with cultural, topical, and personal areas of interests that direct students' language acquisition, cultural knowledge, and critical skills.

This paper suggests a way of integrating self-directed reading into a collaborative classroom environment with formative and summative outcomes as well as facilitating integration with the target culture, and familiarity with target language in a variety of settings.

The idea of introducing a reading element into a language course is far from new. Many degree courses include an element of reading a novel into language courses – indeed a reading course is an excellent way of integrating language courses with modules on culture, history, cinema, etc. But we are always in control – the choice of text or texts remains with the course leader. What if we were to remove the element of selected texts and allow students a free choice of novel? With planning and a shift in perspective, this daunting notion can become a fulfilling, vibrant, and social experience.

This paper will provide concrete examples that form a 10-week course plan (10 contact hours). Activities and approaches for monitoring progress and for developing a range of skills will be introduced. Student outcomes will be illustrated and student perspectives towards interacting with target language in a variety of settings will be discussed with reference to Enquiry-Based Learning and learner motivation.

Poster presenters

'Reading between the lines'
Madalena Bizarro (U. Glasgow)

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Learning a new language involves understanding that merely translating a word may not be enough to know what it actually means to the person with whom you are talking. E.g., *heating / aquecimento*: for the British, the word brings to mind indoors central heating; in Portugal, one thinks of an electric heater. The same applies to whole sentences that do not fall under the category of idiomatic expressions, but which have a subtext that only an informed listener will understand. For example, the English expression *How very interesting!* makes it clear to the receiver of this message that what s/he said may not have been at all interesting and that maybe s/he should now stop talking.

Aware of the importance of preparing UK students for their Year Abroad in Portugal, I pondered on how I could expand their understanding of this type of subtext. I analyzed often-used sentences and reflected on what their subtext was. E.g., *Havemos de tomar um café um dia destes* that can be translated as *We will have a cup of coffee one of these days.* Contrary to the English version, the construction in Portuguese, *havemos de tomar*, makes it clear that having a cup of coffee together is very unlikely. One can go as far as saying that the speaker may not have the slightest intention of ever meeting up. To conclude, I set about collecting these sentences and showing them to students. I explained the subtext whilst also trying to have students infer it through context. A set of activities followed to engage students and to help them spot other such subtext-filled sentences. I propose to present a poster showing how I approached this and the activities I developed in the classroom with university students in the UK.

'Use of Digital resources through Task-based Approach'
Mikiko Kurose (U. Nottingham)

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At the Language Centre of the University of Nottingham, I have been exploring different ways of utilising technologies and digital tools to enhance students' learning experience and encourage independent learning through a task-based approach.

The use of online materials as well as technologies and digital tools are beneficial for those languages that struggle to find well-designed teaching resources especially after post-beginner's level such as Japanese. By introducing mini projects, students are encouraged to use real life materials and I encourage students to take initiative to foster their language learning autonomy.

Through the task-based approach, students learn contents and language elements to express themselves in Japanese. The pre-learned knowledge of grammatical structures and vocabulary are integrated well to communicate each other and students are engaged and motivated to improve further as they are using languages for real purpose. In this way, the teacher can shift its role to a facilitator and students can fully take initiative of their learning. By adapting a task-based approach, the outcome can be stretched even farther according to individual students' ability.

In my presentation, I will introduce a number of examples of implementing a task-based approach in projects and the use of audio visual technologies in foreign language teaching and learning such as creating videos by students and Fakebook. I also demonstrate how to create opportunities for peers to see other students' work to improve themselves and reflect upon their own work using Padlet. The level of students is between A2 to B2.

'Incorporating Google Doc in Language Teaching'
Miao Li (U. Calgary)

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As a French instructor teaching in a multicultural university, challenges arise in teaching beginner-intermediate languages courses: the relatively large size of the class (an average of 34 students), the different language competences of students (of which some are second language learners, and the rest are heritage learners), and the students of various background preferring different ways of instruction. There is thus an urge to find efficient strategies to increase student participation, to develop a tailored learning experience, to gauge students' knowledge retention, and to find fair and efficient ways of assessment. In this paper, we will discuss how the incorporation of digital tools and technology-enhanced learning (TEL), especially the use of shared google doc, help to achieve these goals.

Firstly, this online tool saves substantially the time collecting students' answers and feedbacks in class. Instructor can adjust the content and pace in accordance with immediate feedbacks from students. Secondly, it can assist traditional pedagogical activities in language or other disciplines, such as pre-class guided-research, team-teaching, concept maps, storytelling and "vocalized reading" exercise, allowing students to contribute, exchange and share their input, and maximizing their participation. Thirdly, the form of "typing" in google doc offers an alternative way of oral participation in class. It meets the need of students with various learning preferences due to personality, cultural or learning background. Finally, it offers students the possibility to learn at their own pace. In class, instructor can propose differentiated activities on the google doc, allowing students to choose based on their preferences and competences. After class, students can complete on their own the rest activities, either as a review or a gradual learning progression.

'Enhancing graduate employability through short, intensive academic placements overseas'
Ali Nicholson (U. Reading)

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More and more employers are wanting graduates to have a 'global mindset', according to Stephen Isherwood, Chief Executive of the Institute of Student Employers. Could the IWLP possibly help to achieve this for our students?

By our very nature as an Institution-Wide Language Programme, we offer elective modules to a very diverse group of students from right across the University, all studying different languages at different stages on different degree Programmes. Would it be possible to develop a placement overseas for a short period of time for such a range of students, and would they really gain from it?
This paper will describe an initiative developed by the IWLP at the University of Reading, setting up a two-week academic placement with a French university to provide opportunities for a group of students to build their confidence and independence, working in an overseas environment. It will show how this helped them gain some key attributes for the world of employment, the ability to reflect on their experience, including an increased intercultural awareness and greater independence. The placement is now linked to a series of credit-bearing modules, increasing its importance in a student's degree programme.

I will share some of the hurdles faced along the way, including funding issues, and how to improve the inclusivity of the mobility experience. I will indicate the way forward for this project, which is now

perceived by many departments as an excellent way of achieving one aspect of the University of Reading's Global Engagement strategy, and a global mindset to boot.

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