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# NEW TRENDS IN FOREIGN LANGUAGE TEACHING INTERNATIONAL CONFERENCE

University of Granada, 28-29 April 2016

Abstracts of  
Papers, Workshops, Poster  
&  
Biographical Notes

Conference offered within the scope of the European Project PETALL (Pan-European Task-based Activities in Language Learning – ref. no. 530863-LLP-1-2012-1-NL-KA2-KA2MP)



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**Parallel Sessions**  
**Thursday, 28 April 2016**

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#### Biodata

Rosa Maria Moreno Moreno has a Master's degree in Teaching Spanish as a Foreign Language from the University of Barcelona and University of Pompeu Fabra. She carried out her research project in intercultural competence education for students and teachers. She has taught in immersion contexts with adults and teenagers in several private schools in Barcelona, as well as in non-immersion contexts in Germany. She has worked as an Academic Manager at Enfocamp summer camps. Moreover, she has worked as a Spanish Teacher for EICA in its language teaching program for Immigration Projects.

#### ***Education needs to apply the Intercultural Approach in language teaching***

The cultural aspects involved in the language learning process should be interpreted from a non-ethnocentric and tolerant point of view, in order to avoid cultural conflicts and to get a social cohesion that allows for intercultural dialogue. All of this could be achieved by means of teacher's intercultural competence development, which depends directly on the intercultural formation. Ideally, this education should adopt also an intercultural approach on its objectives, processes and contents; so that the teacher's intercultural competence is worked transversely. This conference will provide some innovative ideas that make up for the gaps regarding foreign language teacher's intercultural background education, in order to develop the several subcompetences involved in the intercultural competence according to Byram et al. (2002): knowledge, intercultural attitudes, skills of discovery and interaction, skills of interpreting and relating, and critical cultural awareness. The results show that reflection regarding cultural values and beliefs should be favored, and the required academic formation regarding models of interpretation of cultural behavior should be provided. Moreover, interventional training would remove the insecurities that teachers show up to assume a cultural mediator role. On the other hand, the inclusion of the personal development in the syllabus would be highly advantageous to avoid ethnocentrism and to better manage the emotional control in conflictive situations. As a conclusion, it is necessary to reach a common intercultural definition and to broaden the theoretical knowledge regarding intercultural competence development.

Key words: intercultural competence, intercultural approach, personal reflection, critical analysis, mediation.

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Małgorzata Szupica-Pyrzanowska, PhD, is an assistant professor at the Institute of Applied Linguistics, University of Warsaw. She graduated from The City University of New York where she obtained both her M.A and PhD degrees. She taught at Queens College (CUNY), St. John's University and La Guardia Community College. The scope of her research includes language acquisition and teaching, eye tracking studies as well as neurolinguistics of language pedagogy. Currently, she works with prospective translators and teachers of English pursuing their master's degree. Also, she teaches courses in bilingualism and second language acquisition and supervises the pedagogical internship for undergraduate teaching.

Katarzyna Malesa, PhD, is an assistant professor at the Institute of Applied Linguistics, University of Warsaw. She graduated from the Institute of Applied Linguistics, where she studied two languages: German and English. She has been teaching at the Institute for nearly 20 years, her teaching experience includes the following courses: Methodology and Didactics of Foreign Languages (German and English), practical classes in German and English. She also worked for 10 years as an English teacher at a language school. The scope of her research is related to the field of foreign language teaching.

#### ***What language teachers should know about foreign language attrition***

The long-term goal of foreign language learning is reaching (near-native) communicative competence. The objective of language teaching is to assist and support learners in accomplishing this goal. However, the task is difficult, especially, while considering foreign language taught in the context of instructed learning. The advent of new technologies, the emergence of learner-centered teaching and the emphasis on authentic language do not always warrant the desirable outcome. Consequently, learners may reach a plateau and not progress as expected. Loss of nonnative languages in the L1 environment, e.g. loss of foreign languages learned at school, is a fact. Foreign language learners may be prone to attrition due to insufficient input, low frequency of language use or lack of adequate motivation. Therefore, it is imperative to raise teachers' awareness and draw their attention to the problem of language loss. Teachers should not only facilitate language learning but also prevent language forgetting which, if prolonged, may cease development and lead to attrition. The presentation targets a

variety of factors contributing to foreign language attrition (e.g. the strength and quality of learning at the initial stages of the process, the frequency of use, motivation, memory, cognitive style or the way the acquired language is actually used). Likewise, the aim of the presentation is to bridge the gap between linguistic research and language classroom pedagogy. Practical implications are discussed that could not only inform language teaching, but also influence more efficient, attrition-free curriculum design.

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#### Biodata

Klimova Ksenia is Assistant Professor of the Department of Byzantine and Modern Greek Philology of Philological Faculty of Moscow State Lomonosov University. She is teaching the Modern Greek as a foreign language more than 15 years. The main scientific interest are focused in the field of research of Greek folklore, ethnology and Greek literature.

Tresorukova Irina is Associated Professor of the Department of Byzantine and Modern Greek Philology of Philological Faculty of Moscow State Lomonosov University. She is teaching the Modern Greek as a foreign language for about 25 years. The main scientific interest are focused in the field of research of Greek Lexicology, Phraseology and Lexicography from the aspects of Russian Theory of linguistics.

#### ***Teaching of Modern Greek to Russian-speaking students: problems and solutions***

Modern Greek and Russian languages belong to the group of so-called "synthetic language", where grammatical forms are produced by using a variety of flections, while the order of words in a sentence are not fixed. Somebody may say that the teaching of this kind of languages should be more easily, for the structure of teaching language coincides with the structure of native language; but this view is deceptive, because as more complex and self- sufficient native language is, as more problems will arise in the study of any, even the most complex, foreign language.

During the teaching of Greek to Russian speakers problems are noticed at phonetic, grammar, syntax and communicative levels (for, instance, phonetic problems with sounds like [l] – [l'], [d]

– [ð] etc.; grammatical errors with the genre and single/plural concords of nouns (students try to use forms from their native language etc.)

At the level of communication very serious psychological problem is noticed on because of so-called "language barrier". This problem covers the study of all the foreign languages, as the Russian-speaking can be characterized as a communicative "closed" introvert in communication with others, while there is a strong desire to avoid situations that may cause undesired reactions (laughter, mockery, etc.) of others.

All these problems lead to the need of combining different methods in the teaching of Greek (the first and the main is the method of linguo-sociokulturology, as it is widely known that 52% of errors are made under the influence of the native language, while 44% belong to "language-aim" (S.Ter-Minasova etc.), while the second one is the communicative method). The use of these methods helps to overcome a significant portion of the above errors at an early stage, before a deep and comprehensive study of the structure of language.

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#### Biodata

Ton Koet holds an MA in English Language and Literature from the University of Amsterdam, an MA in Anglo-Irish Studies from the National University of Ireland and a PhD from the University of Amsterdam. He is a teacher educator. He works as a researcher for the Graduate School of Child Development and Education of the University of Amsterdam.

He was coordinator of the 'International Modules in Information and Communication Technology and Language Learning' LINGUA project and of the 'European Curricula in New Technologies and Language Teaching' Comenius 2.1-project, which was selected as an example of good practice by the European Commission. He was coordinator of the IGNATIUS and ETALAGE Comenius 2.1 Multilateral projects. He submitted the PETALL project. He is the English editor of *Levende Talen Tijdschrift*, quarterly magazine of the Association of Language Teachers in the Netherlands.

#### ***Language Teachers' ICT skills Past and Present***

Soon after the foundation of EuroCALL two European projects aimed at promoting language teachers' ICT skills were carried out. I will examine the assumptions behind these project and show what ICT skills these projects tried to promote. Then I will show what ICT skills are required



for learners to carry out the language learning tasks designed in two recent European projects. I will admit that there appears to be a considerable gap between the late 20th century ICT teacher skills addressed in the earlier projects and the early 21st century ICT skills (frequently web 2.0 skills) required from the learners by the recent projects. In pondering the implications for pre-service and in-service teacher training I will not suggest that the former skills should be discarded. On the contrary: I will assert that both language teachers and learners will benefit from reawakening skills that may have been dormant for some time.

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#### Biodata

Ivano Celentano was born in Como (Italy) in 1987, he is currently an English language teacher in an Italian middle school. After a bachelor degree in Intercultural Mediation in Como he earned a Master's Degree in English and German at the University of Milan with a specialization in EFL. His final thesis was on the use of language corpora in the classroom. In July 2015 he also successfully completed the Cambridge CELTA (Certificate in Teaching English to Speakers of Other Languages).

Among his research interests: Corpus linguistics, EFL teaching, multiculturalism, discourse analysis and applied linguistics.

#### ***Learning grammar using corpora: a case study***

This work examines the potential of the integration of the data-driven corpus-based methodology for an inductive and learner-centered approach to foreign language teaching.

Aim of the case study conducted in an Italian linguistic high school is that of evaluating the benefit of the direct use of corpora in the form of Data Driven Learning tasks (DDL) in a traditional classroom.

In particular, the activity was all about analyzing features of form, meaning and use in the prepositional verbs consist in and consist of.

The research questions investigated were the strategies and the abilities required by the students in order to benefit the most from the corpus-driven activity and more generally to what extent can Learners' Language Awareness improve through corpus-driven DDL tasks, an important role was also played by the two interviews to the class teacher which supported the data analysis.

Practically, students took a fill the gap task to test their pre-knowledge of the subject matter then a list of concordances were handed out and the students were asked to analyze these data and take notes about all the above-mentioned features they could retrace. Afterwards, a similar test-sheet was given to check learners' enhancement.

The results reveal the high effectiveness of this task as a support to the traditional learning materials, like grammar textbooks. The overall percentage of learners' improvement reached a pick of +50.53%, which opens to promising scenarios for a constant integrated use of DDL activities in language classes in order to improve teaching and learning success. [250 words]

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Prince Sattam Bin Abdulaziz

#### Biodata

Dr Majed Alqahtani joins Prince Sattam Bin Abdulaziz University as an Assistant Professor in the Department of English in the College of Humanities and Sciences. Prior to coming to Prince Sattam, he was an Instructor at the University of Southampton (UK). Majed received his B.A. in English from King Khalid University and his MA from University of Westminster (UK) and Ph.D. from the University of Southampton (UK). Majed's teaching interests include applied linguistics. His primary research interests are in the field of applied linguistics. Specifically, he is interested in New Trends in Foreign Language Teaching. Majed also worked as the Vice-Dean of the Foundation Year at Prince Sattam University for 2 years.

#### ***English in Medicine as a New Dimension of EFL Teaching: Salman bin Abdulaziz University Case Study***

The present paper contemplates the importance and the actual situation of English for Medicine Purposes (EMP) in the Preparatory Year at Salman bin Abdulaziz University the in KSA. This research requires identifying present "teaching-learning" attitudes about EMP and determining implementation of more effective and more efficient teaching-learning strategies.

Accordingly, this systematic investigation adopts an eclectic approach; in the sense that it will be based two approaches, one, quantitative to measure and to retrieve the necessary data about a panoply of attitudes of EMP practitioners and students throughout questionnaires, and the other, qualitative approach based primarily on measurable participant observation, semi-structured interviews, and analysis of questionnaires.

Empirical survey will provide answers to two important questions: 1.To what extent do practitioners assess the learners' needs? 2.To what degree of comfort do practitioners and students find with actual course design and supporting learning materials?

Answers to these question will clarify factual problems challenges that face EMP teaching and learning processes, and may be studied to determine solutions to these challenges how can be solved? The answer to these last two question will serve the initiation and implement of more effective and more suitable EMP course plans and will determine the creation of genuine assessment of learners needs in the Preparatory Year at Salman bin Abdulaziz University in Al Kharij, Kingdom of Saudi Arabia.

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Leopoldo Medina Sánchez es doctorando del Departamento de la Lengua y la Literatura de la Facultad de Ciencias de la Educación de la Universidad de Granada. El título de su tesis es "Metodologías de enseñanza de inglés en el alumnado de Educación Secundaria Obligatoria con discapacidad intelectual leve. Estudio de caso". En cuanto a su formación, es traductor e intérprete, especialidad de francés lengua extranjera, y cuenta con el Máster Universitario en Profesorado de Enseñanza Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas, así como con el Máster Universitario en Investigación e Innovación en Currículum y Formación. Sus principales intereses de investigación van encaminados a ofrecer una respuesta socioeducativa justa en el área de lenguas extranjeras al alumnado que presenta dificultades de aprendizaje.

Cristina Pérez Valverde, es doctora en Filología Inglesa y profesora titular del departamento de Didáctica de la Lengua y la Literatura de la Universidad de Granada. Cristina Pérez es la investigadora principal del proyecto financiado por el Ministerio de Educación y Ciencia, "Estudio del Bienestar Docente del Profesorado de Lenguas ante los Retos del Plurilingüismo y las aulas Multiculturales". Sus intereses de investigación se centran en la formación de profesores de lenguas y en el papel que la literatura y la ficcionalidad ejerce en los futuros docentes.

***Metodologías de enseñanza de inglés en Educación Secundaria Obligatoria para el alumnado con dificultades de aprendizaje. De la teoría a la práctica***

Atender a las necesidades socioeducativas del alumnado que presenta necesidades específicas de apoyo educativo, a menudo, supone un reto para el profesorado de inglés como lengua extranjera. La adaptación curricular constituye una medida de atención educativa inclusiva que, en muchas ocasiones, no es realizada de manera adecuada debido a una escasez general de formación en Educación Especial del profesorado de idiomas. Sin embargo, tanto la ley vigente como los resultados arrojados por diversas investigaciones ponen de manifiesto la urgente necesidad de una práctica docente inclusiva de calidad que responda a los diferentes estilos de aprendizaje de todo el alumnado. Por consiguiente, en la presente comunicación revisamos cuáles han sido las aportaciones de la literatura más relevantes, desde nuestro punto de vista, en lo que se refiere a herramientas y recursos teóricos y prácticos para el profesorado de inglés que faciliten su labor docente en un entorno inclusivo. De modo que llevaremos a cabo un análisis de las principales metodologías, técnicas, estrategias y sugerencias cuyos beneficios han sido demostrados a través de la práctica. Asimismo, haremos especial hincapié en el enfoque multi-sensorial, cuya importancia en la enseñanza de la lengua extranjera ha sido vinculada con los avances de la neurociencia. Finalmente, ponemos de relieve la creciente necesidad de investigaciones que aborden la enseñanza del inglés en el alumnado con dificultades de aprendizaje, así como una mayor documentación y difusión de prácticas de éxito.

Palabras clave: Metodologías de enseñanza de inglés; dificultades de aprendizaje; educación inclusiva.

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El Equipo de Evaluación y Acreditación del Centro de Lenguas Modernas se encarga de la elaboración del eLADE. Está compuesto de varios miembros, entre ellos, los ponentes de esta comunicación: Adolfo Sánchez Cuadrado y Sonia Sánchez Molero. Adolfo Sánchez Cuadrado

Es licenciado en Traducción e Interpretación (U. de Granada), máster en Enseñanza de Idiomas (U. de Delaware, EE. UU.) y doctor en Lingüística Aplicada (U. de Granada). Es profesor de ELE desde 2000 en el Centro de Lenguas Modernas de la U. de Granada, donde también imparte traducción. Formador de profesores en diversas instituciones, es profesor y tutor en varios títulos de máster.

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***eLADE, Examen en Línea de Acreditación de Dominio de Español B1/B2***

La Universidad de Granada ofrece desde hace dos años la posibilidad de acreditar de forma oficial el nivel de dominio de español (B1/B2) mediante el examen en línea eLADE. Este examen se diseña, pilota y administra en el Centro de Lenguas Modernas de esta universidad, siguiendo los más altos estándares en la construcción de exámenes de idiomas y está reconocido por ACLES, CERCLES y la CRUE. El test consta de cuatro pruebas (comprensión auditiva, comprensión lectora, expresión escrita y expresión e interacción orales) y todas ellas se realizan en línea a través de la plataforma creada a este efecto por el equipo de desarrollo informático del CLM, siendo la prueba de expresión e interacción orales también en línea. El test está anclado al MCER, puesto que sus contenidos y las escalas de calificación de las pruebas abiertas proceden de este documento. Esta comunicación describe y explica el proceso de diseño y producción del examen y su proceso de validación mediante pruebas empíricas y psicométricas.

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Sakae Onoda earned an MA in TESOL from Columbia University Teachers College, Japan and an EdD in Applied Linguistics from Temple University, Japan. He is Professor of English Education at Juntendo University, Japan. He has over 17 years of English teacher training experience as well as extensive experience teaching in high schools. He conducted research under the supervision of Professor Paul Nation at Victoria University of Wellington. He is an Oxford Teachers' Academy certified trainer and frequently conducts seminars with secondary school teachers. His research interests include English teacher education, the development of listening and speaking fluency,

and facilitating self-regulated language learning. Dr. Onoda is a frequent presenter at conferences such as JALT, AAAL, and TESOL.

***Exploring teaching techniques for encouraging students to use English in class***

This paper first overviews the advantages and disadvantages of using English as the medium of instruction based on the results of a survey of Japanese university instructors (Onoda, 2013). Results indicate that a majority of respondents agree with the idea of increasing the use of English in class while also claiming that instruction using Japanese is necessary to supplement EMI. The results also indicate that approximately half of the instructors surveyed do not use English most of the time in class because of the misgivings they have about such instruction. In order to solve these problems and to increase the use of English in class, the paper explores possible teaching techniques for EMI. For this approach to be effective, it is essential not only for teachers to use English but also for students to initiate communication in English and to interact with each other using English. Based on this postulation, the chapter focuses on an exploration of teaching ideas that encourage and enable students to use English actively during class based on second language acquisition literature on oral fluency development (Segalowitz, 2010), willingness to communicate (Yashima, 2002), and educational psychology, especially Social Cognitive Theory (Bandura, 1986). The literature indicates that when learners feel intrinsic motivation and confidence in language learning and demonstrate positive attitudes to their interlocutors, they initiate interactions with each other and find them valuable, which in turn promotes their autonomous language learning, eventually enhancing their language skills.

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Davide Capperucci is Professor of Experimental Pedagogy at the Department of Education and Psychology of the University of Florence (Italy). He earned his Doctorate in Quality of Education at the University of Florence where he teaches Experimental Pedagogy and Theories of school planning and assessment methods.

His research focuses on quantitative and qualitative methods of educational research, instructional design, school curriculum, foreign language teaching, testing and alternative assessment, school self-evaluation.

He has participated in several local, national and international research projects funded by the Italian Ministry of Education, Unesco and EU. He is author, co-author and editor of several books

and numerous articles in the field of teaching and learning, teacher training, curriculum theories, students' assessment, and organizational evaluation.

***Assessment and Certification of Foreign Language Learning through Rubrics: a methodological perspective***

This paper presents an exploratory research aimed at building a methodological model for the certification of foreign language achievements in primary and lower secondary schools. This model, called ARCA Model (Assessment, Rubrics, Certification of Achievements Model) is the outcome of an action-research project designed and tested by the University of Florence together with a sample of 25 primary and lower secondary schools of Tuscany.

The theoretical framework that inspired this research is the authentic assessment. As written by McClelland (1994) and Gardner (1992), in this case the task of assessment is not so much to measure the learning outputs, but to provide information on the processes that generate language learning and how the knowledge acquired is put into practice through effective behaviors spendable both inside and outside the school. Rather than on standardization of results, the authentic assessment focuses on how the pupil builds up personal language learning operating actively in different communicative situations (Worthen, 1992; Chase, 1999, Wiggins, 1990).

From a methodological point of view it was chosen to use the rubrics in order to the suitability that these instruments have to describe different levels of mastery (Goodrich, 1996; Danielson & Hansen, 1999; McTighe & Wiggins, 2004). The achievements to certify are those ones described in the student profile of the Italian national core curriculum. Each competence indicator of the student profile is certified using a scale articulated in 4 levels of mastery (A-Excellent; B-Intermediate; C-Elementary; D-Pre-Elementary). For each level is provided a qualitative description of the expected performances.

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**Biodata**

Mathilde Savary currently teaches French language at the University of Manchester. She trained as a French and German teacher in France, gaining the CAPES qualification. She has experience of teaching across all age groups and a range of institutions (University of Salford, Alliance Française, highschoools). She has a particular interest in implementing technology in the learning process.

***Enhanced language learning through online assessment tools***

In recent years, hybrid learning has increased the demand for online assessment tools. The aim of my presentation is to show how online assessment tools such as TurnItin can not only be used to assess students' work but also to enhance the language learning process.

From the teacher's perspective, online tools allow gains in efficiency when designing, collecting and marking assignments. Some online assignment submission tools like TurnItin also provide a function to check plagiarism in submitted essays, which is an important issue in the digital age. Other tools like Quizlet give students the opportunity to create their own online assessment based on content seen in class. Additionally, students can compare their scores with their classmates online or have their work assessed by peers.

Another crucial aspect which will be outlined in the presentation is the possibility of giving individualized and clear feedback to students by explicitly highlighting their errors and giving them the opportunity to re-submit their work after viewing their formative feedback.

In short, I will present the advantages of a range of online assessment tools which offer a large variety of possible assessments: formative, summative, peer- and self-assessments. I will show how language students can benefit from the quality and efficiency of these tools when integrated in the learning process. Concrete examples will be used to illustrate how these tools can be used effectively in languages with task-based activities, sharing best practice.

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***Biodata***

She completed her BA in English Language Teaching department at Anadolu University in 2006. She has been working at Akdeniz University, in Antalya since then. She was awarded the Fulbright FLTA scholarship in 2010 and lived in the USA for 10 months, working and studying at Idaho States University. She got her TESOL certificate from the same university. In 2015, she took a year off from work to participate in MA TEFL Program at Bilkent University. Her research areas include developing EFL learners' communication skills, pronunciation, phonology, and phonetics.

***Raising Suprasegmental Awareness as an Aid to Interpret Implicatures***

Suprasegmental features, which include intonation, stress, and pitch have a significant role in communication since they help carry the meaning in messages. Implicatures are intended



meanings in a message, which are not actually said but implied. Suprasegmental cues might help to interpret implicatures since they have attitudinal and emotional functions. Studies conducted on suprasegmentals mostly focus on their effects on intelligibility, whereas studies on implicatures mainly focus on their significance in pragmatics. However, there is a need for studies to explore the effects of suprasegmental training to enhance learners' comprehension of implicatures.

In this paper, we will present an ongoing study that examines the effect of providing explicit suprasegmental instruction to EFL learners on their comprehension of implicatures.

A quantitative method with a pretest- posttest design will be applied. The pretest will evaluate learners' overall recognition of suprasegmentals in identifying implucatures. Learners will then receive a treatment for 7 weeks during which they will be provided with a focused training on recognizing and producing stress and pitch in sentences. Explicit teaching will entail attitudinal and emotional functions of suprasegmentals in conveying the messages. Scores from pretest and posttest will be compared using T-test. SPSS will be used to analyze the data.

This study offers implications for EFL teachers to teach implicatures together with suprasegmentals in EFL classes, as well as inspiring them to go beyond the course books in terms of pronunciation instruction. Curriculum designers might design syllabuses that contain an intertwined instruction of implicatures and suprasegmentals.

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Hacer Hande Uysal is currently an associate professor at Gazi University, Ankara, Turkey. She received her master's degree on English Education and her Ph.D. in Foreign Language/ESL Education from The University of Iowa. Her research interests are early language teaching, second language writing, intercultural rhetoric, academic discourse, and language planning and policy.

#### ***New Trends in Early Language Teaching through the SBATEYL project***

Recently, foreign languages have started to be introduced to children at an earlier age all around the world as it is widely believed that the younger the child, the better he/she will learn a language. However, early language teachers are often reported to have difficulties dealing with children because they are generally educated to teach adults. In addition, many primary foreign

language teachers are still unaware of the special needs of younger learners, thus teaching through traditional teaching methods (Haznedar, 2012; Nikolov, 2009; Nikolov & Mihaljevic Djigunovic, 2011). Moreover, in many European countries, about half of the primary foreign language teachers are generalists who have not received any special education in language teaching (Edelenbos, Johnston, & Kubanek, 2006).

Considering these problems, SBATEYL project funded by the European Commission under KA-2 School Partnership category was designed to offer a web and school-based professional development opportunity to teachers of young language learners. The project introduces new trends in early language teaching by bringing together the recent theoretical developments and pedagogical practices and activities collected from primary schools. The present paper aims to provide a descriptive report of these innovative approaches included in the project regarding early language teaching, such as general classroom methodology around CLIL and task-based teaching, child-friendly vocabulary and grammar instruction, ICT based applications, development of interactional skills and intercultural communicative competence in young learners.

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#### **Brave New Teacher!" Professional Development Lessons from The Tesol Practicum**

The TESOL practicum is one of the crucial components of many teacher education programs worldwide due to its intensive and practical structure. In this talk, the presenter will share with the participants the merits of five professional development activities she completed as part of the MA TESOL Practicum course requirements at the American University in Cairo (AUC), Egypt. These are teaching journals, Critical Friendship Circles (CFCs), videotaping as a reflective tool, observations of experienced teachers and selecting and working with mentors. Through reflecting on the professional and personal rewards of engaging in these activities, the presenter aims at providing the participants with insights and practical tips for carrying out these activities in their teaching contexts. The presentation will also briefly highlight the theoretical underpinnings of each activity. The presenter will conclude her talk with providing a list of free online professional development resources which participants can consult at their leisure and a bibliography of suggested readings in the TESOL professional development literature. The presentation is intended for teachers who wish to create a professional development community in their institutions and are looking for opportunities for personal and professional growth on their own and with the help of their peers.

F. Silvia Restoy Maqueda

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#### Biodata

Máster en Tecnologías de la Información y la Comunicación en la Enseñanza y Tratamiento de Lenguas en la Universidad de Educación a Distancia (UNED) con Trabajo Fin de Máster titulado “El modelo flipped classroom en un curso de lengua alemana de nivel A1 para adultos”. Actualmente es profesora de alemán en el Centro de Lenguas Modernas de la Universidad de Granada. Además, es tutora presencial de alemán del Centro Universitario de Idiomas a Distancia (CUID) de la UNED y tutora online y de apoyo en red de algunas asignaturas de alemán de Grado.

#### ***El modelo flipped classroom en la enseñanza de lenguas extranjeras***

Flipped classroom es un modelo pedagógico en el cual los elementos de lo que tradicionalmente se realiza en clase y los deberes se invierten. La instrucción directa la reciben los alumnos a través de vídeos, podcasts o documentos online que tienen que visualizar y/o escuchar antes de la clase presencial, y el tiempo de clase se dedica a interactuar con el alumno reforzando los conocimientos y aplicando lo aprendido. Básicamente, lo más importante en este modelo radica en el hecho de poder aprovechar al máximo los espacios de interacción dentro del aula con la figura del docente presente en los momentos más necesarios, es decir, cuando se trabajan los contenidos de forma más práctica. Esto favorece un aumento en las destrezas de interacción y expresión oral del alumno.

Las Tecnologías de la Información y la Comunicación constituyen un elemento clave en este modelo tanto en la elaboración como en la distribución de contenidos multimedia que apoyen el currículo. Además, estas tecnologías aplicadas a la enseñanza/aprendizaje de lenguas fomentan una mayor interacción y comunicación entre el alumnado y el profesor, facilitando así el proceso de adquisición de lenguas. Se trata de una enseñanza centrada en el estudiante, donde el aprendizaje es más personalizado, ya que el profesor puede dedicar más tiempo dentro del aula a la atención a la diversidad. En este escenario, el rol del profesor pasa de ser de mero transmisor de conocimientos a facilitador o guía en el proceso de aprendizaje.

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#### Biodata

Aurora Biedma: Master en enseñanza del Español como Lengua Extranjera y Doctora en Filología Hispánica. Tiene 25 años de experiencia en la enseñanza de ELE en Alemania y en España. Es profesora del CLM desde 1992 y subdirectora de Estudios Hispánicos desde 2012. Imparte clase en varios Masters de ELE. Ha publicado en revistas y participado en diferentes congresos y jornadas. Sus principales profesionales y de investigación son la enseñanza de la literatura española a extranjeros y la evaluación y acreditación de lenguas

M<sup>a</sup> Ángeles Lamolda: DEA en Didáctica de la Lengua y la Literatura por la Universidad de Granada. Profesora de español como lengua extranjera desde hace más de 20 años. Es profesora del CLM desde 1997 y subdirectora de lengua española desde 2011. Ha participado en diversos encuentros de profesores, congresos y jornadas. Sus intereses profesionales y de investigación son la enseñanza de la lengua oral, la formación y el desarrollo profesional del profesorado de lenguas y la enseñanza de la literatura a extranjeros.

#### ***El impacto de las acreditaciones y estándares de calidad en la enseñanza de idiomas y la internacionalización dentro de la educación superior***

Este trabajo tiene como objetivo hacer un recorrido por la evolución de la cultura de calidad en educación y como se ha desarrollado en los últimos años, especialmente en el ámbito de la enseñanza de idiomas y la internacionalización dentro de educación superior. Se hará un recorrido por los estándares y acreditaciones más importantes en este campo y cómo han influido en la evolución de las prácticas docentes en el aula y en el desarrollo de las instituciones educativas involucradas en la internacionalización en educación superior.

Para ello se analizará el caso de la acreditación de calidad del Instituto Cervantes y de los estándares de buenas prácticas de The Forum on Education Abroad. Además se hará un breve repaso del papel que juegan organizaciones como EAIE (European Organization for International Education), ACLES (Asociación de Centros de Lenguas de Educación Superior), CERCLES (European Confederation of Language Centres in Higher Education) y NAFSA (National Association of International Education).

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#### Biodata

Sławomira Kołsut – PhD student at the Faculty of Applied Linguistics, University of Warsaw. Teacher and educationalist. Author and co-author of numerous course books for teaching and learning German for professional purposes and German course books following the task-based approach. At the Faculty of Applied Linguistics, she conducts classes on foreign language didactics and methods of teaching German.

In her research she focuses on the neurobiological perspective on the task-based approach to teaching foreign languages, as well as competency-based language teaching.

Przemysław Ernest Gębal - Dr hab. (Associate Professor), Jefe del Departamento de la didáctica de lenguas extranjeras en la Universidad de Varsovia, Profesor del Departamento del polaco como lengua extranjera en la Universidad Jagiellónica de Cracovia. Su principal area de trabajo es la didáctica comparada de las lenguas y la formación del profesorado de las lenguas extranjeras, sobre los que ha publicado tres libros y numerosos artículos. Es autor y co-autor de las propuestas curriculares y de los manuales para aprender de idiomas.

#### ***El enfoque por tareas en la teoría y práctica de la enseñanza de las lenguas extranjeras en Polonia / The task-based-approach in theory and practice of foreign languages teaching in Poland***

The reform of the educational system in Poland has resulted in changes in methods and techniques of foreign language teaching. The instruction-based teaching, which used to dominate the school education, has been replaced with constructivist teaching concepts.

The communicative approach in foreign language teaching has just embarked on the path towards the action-oriented approach, which is in line with the educational philosophy presented in the Common European Framework of Reference for Languages.

From the perspective of teaching particular languages, this translates into conducting foreign language classes in accordance with the task-based approach (the Romance languages, Polish as a foreign/second language), as well as the open forms of teaching and project work (English, German, Russian). Being parallel to each other, both the concepts meet the same objectives presented in the programme documentation for the school education system.

This presentation aims at sharing the Polish experience in the transition of the language education system from the communicative to the action-oriented teaching, both in theory and practice. This will be illustrated with research findings that present the grade of teachers' commitment to implementing this teaching innovation, as well as concepts applied in a selection of school course books.

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#### Biodata

This professor has a Degree in Basque Philology from the University of Deusto; she has a master's degree in Psychodidactics at the University of the Basque Country. For the last 10 years she has been working at the University of the Basque Country in the Department of Language and Literature Didactics. She teaches the following subjects in the Childhood and Primary Education degrees: Language and Literature Didactics (in Basque and in Spanish), Foundations of Language Didactics in Multilingual Contexts.

#### ***The development of oral skills through projects in English as a foreign language***

This paper summarizes the efforts made at the Teacher Training Degree at the University of the Basque Country so that teachers-to-be are aware of how they could improve their oral skills through a communicative language approach and cooperative language learning.

University students had to prepare a project on the topic they wanted for their classroom fellows. Students were divided in groups of 3-4 people; they had to prepare a first draft, a second and a final written report and in the last weeks they made an oral presentation. At the end of the semester they reflected on the whole process and the final product of that project acknowledging the benefits of the methodology.

The objectives were:

- to acquire skills and develop good attitudes to improve their oral skills in English.

- to design interesting activities to present the contents of the project to their classmates.
- to use learning materials, activities and strategies on oral skills.

As for the conclusions, students said that making projects instead of focusing on too many grammar activities was very useful to learn English as a foreign language. As prospective teachers they also highlighted the creativity and dynamics established among group members in the oral presentations; they added that working in small groups where there are always different capabilities, rhythms and styles of learning is very enriching experience and thus, they learned better cooperatively (see what other colleagues did).

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#### Biodata

Susana Gomez (MA, PhD) is a lecturer of undergraduate and postgraduate courses and head of the English Department at the University of Valladolid in Soria (Spain). As a member of the Innovation Committee at the University of Valladolid, she has always been involved in teaching innovation, and has coordinated and participated in 21 national and EU research and teaching innovation projects. She is also a regular speaker at ESL conferences and is a frequent contributor to newsletters, books and specialised journals on SLA and EFL methodology. She is a member of Serial Publications Standing Committee at TESOL International, Guest and Production Editor of The Asian EFL Journal, a reviewer for TESOL Journal, The Asian EFL Journal, The International Journal of Innovation in English Language Teaching and Research , English Australia Journal, MEXTESOL Journal and has been the Editor of TESOL-SPAIN Newsletter for the last three years.

#### ***Motivating factors of teachers in English –medium content courses***

What is really happening in the daily reality of CLIL classrooms? What do teachers think and feel about facing this new challenge? Even with the popularity of this curricular innovation, do they share the same enthusiasm despite the extra work implied?

This article summarises part of the results obtained in a three-year longitudinal research project carried out in Spain from 2013 to 2015 which analyses the (de)motivating factors in English-medium content courses. The data presented here is the result of three group discussions carried out with 9 teachers from a public high school in Spain, where CLIL programme has been running over the last 10 years. The results obtained within the Spanish context are very

interesting and revealing, especially in terms of motivation and achievements, although some weaknesses and potential ideas for improvement will also be highlighted

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***Evaluating ESL learners' habits and preferences towards dictionary use and its impact on vocabulary learning at secondary level***

Dictionary consultation and practical knowledge to use dictionary are considered the basic necessities towards vocabulary development during attaining ESL proficiency skills. ESL learners adopt various strategies to cope with difficult lexical words during extensive and intensive reading of text. Most of the time they tend to ignore unknown lexical items or try to infer meanings from the context of the text instead of consulting a dictionary and looking up the proper definition and use of that particular lexical word (Boggard, 1998; De Ridder 2002; Hu & Nation 2002). However, majority of the researches indicate that students who are habitual to use dictionaries in their routine academic life perform better in ESL proficiency skills in general and developing vocabulary and grammatical competence in particular. The study was an attempt to identify ESL learners' habits towards dictionary use while reading text, understanding its meaning and during learning vocabulary. Furthermore it was evaluated whether learners feel the need to consult and use dictionary and to what extent they consider it important and practicable to be given proper instructions in ESL classroom about how to use dictionary effectively. The study was quantitative in nature and questionnaire was used as data collection instrument in this survey based research. 452 students of 10th grade with equal proportion of male and female learners from 40 state-run schools of Multan district comprised the sample of this study, which was selected through stratified random sampling technique. The findings indicated that majority of the students are completely unaware of the use of dictionary and bear a propensity to ignore unknown lexical items during reading. However, they feel the need to get proper training of using dictionaries and develop dictionary consultation habits, which could help them overcoming the difficulties they face during learning new vocabulary items.



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***Assessing Students' Perceptions regarding English Medium Instruction in Higher Education***

The number of 'bilingual programmes' offered by institutions of higher education in Spain has grown exponentially in the last years. With the adaptation to the European Higher Education Area, most Spanish universities have developed bilingual streams in which students have to complete a minimum number of subjects (or ECTS credits) taught through English. By engaging in bilingual education, Spanish universities aim to increase their international visibility, attract foreign students and lecturers and improve their position in international rankings. Besides, English Medium Instruction can contribute to promoting international mobility and improve the language competence of both lecturers and students.

This paper investigates the satisfaction degree of students engaged in English- taught undergraduate programmes in a Spanish university, as this line remains relatively unexplored in our country. In particular, this research is intended to assess the perceptions of students on the implementation of 'bilingual degrees' and the impact these programmes might have on three scopes: the students' language competence in English, the promotion of their international dimension, and the improvement in their career prospects. The research sample is composed of 255 undergraduate students engaged in bilingual streams at the University of Oviedo. The paper relies on quantitative methodology and the data were analysed by using SPSS.

Although the overall satisfaction with English-taught Programmes is rather high, the conclusions of the study allow us to identify lines of optimization and propose improvements for the implementation of bilingual programmes in similar contexts.

Keywords: English Medium Instruction (EMI), CLIL, bilingual programmes, higher education, student satisfaction

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***Exploring Instructors' Perceptions towards the Use of EPOSTL: The Case of Turkey***

"European Portfolio for Student Teachers of Languages" (EPOSTL) is a digital self- assessment tool for student teachers of foreign language teaching programs across Europe. It aims to encourage the student teachers to reflect on their didactic knowledge and skills necessary to teach language during their education and teaching processes. Though it focuses specifically on the students studying at the foreign language teaching programs we should take into consider the other educational stakeholders of this process such as instructors, faculty administrators and employers, parents, funding agencies and etc. Recently, numerous researchers and educational practitioners have focused their attention on the use of EPOSTL, recognizing its use as an effective tool to document and reflect pedagogical development, yet no study so far attempted to deal with instructors' views. Thus, the present study tries to investigate the awareness and perceptions of the instructors working at the foreign languages education departments in Turkey towards the use of EPOSTL. The perceptions of the instructors were explored regarding to their gender, age, teaching experience, educational level, field of interest and etc. Data of the study was collected through interviews. The results identified major concerns that need to be addressed: Firstly, most of the instructors are unaware of the content and cover of EPOSTL. Secondly, the age and teaching experience has an important role on instructors' readiness and willingness to introduce EPOSTL to their students. It is hoped that the results would give insights to the educators of foreign languages education programs to disseminate the use of EPOSTL among the student teachers in Turkish context.

Key words: EPOSTL, foreign languages education, instructors

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Biodata

Cecilia Trevino, works as a Technology Enhanced Learning Advisor at the Modern Language Centre at King's college. Since she joined King's in 2004 she has been actively involved in TEL projects including: Interactive Placement Tests; Spanish for Medics and other health professionals blended version (College Teaching Fund), European Award for Languages (2008)

Highly commended; Spanish for Medics and other health professionals online (MLC eLearning Fund and ITS support); Languages and Communication Skills project (College Teaching Fund, Annual Fund, Roberts' Fund and MLC eLFund). She is currently developing a Spanish Grammar Application for mobile phones and tablets.

Alejandra López Vázquez is a Lecturer in Spanish and the Senior Tutor for the Modern Language Centre. She was awarded a BA in Hispanic & Latin American Studies from King's College London and an MA in Spanish, Portuguese and Latin American Cultural Studies from Birkbeck College with a thesis on the Cinema of Lucrecia Martel. She joined King's College in 2001 as a Lecturer for Spanish.

***Benefits of integrating online interactivity in formative assessment in language learning at beginner level***

This paper will focus on the benefits of using a blended interactive formative assessment (IFA) for students and teachers in language learning. The assessment has evaluated (1) listening, (2) reading comprehension, (3) grammar and vocabulary and (4) writing. The first three sections were made interactive to be marked by an automated online function and to provide students with immediate feedback. A hardcopy of the writing section was handed to the teachers to be manually marked.

More than 170 students and four tutors took part in this case study. The interactive nature of the assessment allowed the students to engage with the technology and to develop ownership of their learning. The benefits also included using the Virtual Learning Environment (VLE) in a more meaningful way and not only as a repository for information. Students were encouraged to complete the interactive assessment within a fixed amount of time to replicate examination conditions in order to foster skills transfer.

Helping teachers to integrate more technology in their teaching was one of the main challenges. The workload demand is a deterrent from the academics' perspective. Once the examination has been set up, it can be used repeatedly over many years and can save the tutors a lot of marking time, which can instead be used for promoting collaborative learning in the classroom. This can be a key factor to encourage other tutors to embrace this practice.

Keywords: Interactivity, Formative Assessment, Technology Enhanced Formative Assessment, Collaborative Learning

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***ICT Tools for Task based Language Teaching – Listening and Speaking competences  
(workshop)***

The value of task-based language teaching and learning (TBLT/L) has been thoroughly discussed by academics, the Common European Framework of Reference for Languages (CEFR) and national curriculum language Programmes such as the Portuguese impel and advise their use as methodological asset. The importance of technologies in our life is evident to the modern world. Everyone is motivated to use a computer, a mobile phone, a camera or any digital gadget. Technologies enable people to do things better and faster. It is therefore mandatory that ICT integrate the learning and teaching circle and become a fulcrum within any classroom. The question is: How to integrate them in the L2 lesson plan/classroom?

The purpose of this workshop is to explore ICT tools to develop listening and speaking competences, implementing task based language teaching. Some of these tools are, Voki, Movie maker, audiobooks, Ilivid, Youtube, Goanimate and text to speech tools. The main objectives of this workshop are:

- To understand TBLT principles;
- To know adequate ICT tools to develop listening and speaking competences;
- To design technology mediated TBLT lesson plans;
- To encourage the use of ICT as a basic element in the process of learning a foreign language.

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***Teaching the Language of Journalism and Advertising***

My paper will be based on my long teaching experience and will draw ideas from my Cambridge English for the Media. I will be dealing with the issues that arise on teaching the language of journalism and advertising. My work is designed to improve the communication skills and

specialist language knowledge of media studies students and professionals alike, enabling them to work more effectively and confidently. The paper covers topics common to a range of media-related fields, which I will limit to newspapers and advertising. I will create authentic activities based on everyday work scenarios to train the learners to design and develop professional communication projects at an international level. In a sense, the didactic approach that will be proposed is characterized by a double focalization which implies that the main aim of the work is professional and not linguistic, except for the specific lexicon and those structures which are needed to carry out certain activities. If you like, you may call this CLIL, but let's make it clear from the start that the methodology that will be applied involves a variety of approaches: lexical, text- and task-based, cooperative learning. A point in case is represented by the language devices used to create advertising slogans which are often based on rhyming, repetition and alliteration used to attract the readers' attention and help them memorize what they saw. Similarly, the language of journalism, especially when writing headlines, shares various features with slogans as they have a similar function, needing to be eye-catching and as telling as possible. The language devices in question are play on words, cultural references, alliteration emphatic language, and so on. Let alone the fact the language of journalism, literature and culture.

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#### Biodata

Ana María Ramos-García is a lecturer at the Language and Literature Teaching Department (Faculty of Education) University of Granada. Her research interests are EFL, bilingual/multilingual education, EMI, CLIL, and translation studies.

#### ***Is it true that “every teacher is a language teacher” in bi- or plurilingual education?***

Language teaching and teaching through language —no matter what tag has been attached to it: CLIL, EMI, etc.— have undergone a standardization process all over Europe. In the Spanish context, a myriad of programmes has emerged in the last ten years whose main aim is to guarantee a bi- or plurilingual education. That means implementing and consolidating European directives on the matter from the Council of Europe. Universities have joined this trend in their need for internationalisation.

Language teachers have been trained to help their students in the language acquisition (or learning) process, among many other things, how to deal effectively with errors and mistakes in or out class. However, content teachers are specialist in their area and they have a good command of the language which allows them to convey contents in both languages, but they may have not been trained specifically to help their students in linguistic matters.

Experience shows that sometimes content teachers prefer leaving aside any linguistic issue regarding their students' assignments. This attitude may have far-reaching consequences in the students' performance in the long run. At the same time, students usually demand more attention to be paid to their output, mostly written, in order to improve their competence.

Not only students but also teachers may take advantage of ICT to improve (written) production and correction processes.

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#### Biodata

Dr. Teresa Fleta is a teacher, teacher trainer and researcher. Her main specialization is in early years language teaching and has published extensively in the field of teaching English to children. Teresa is currently Honorary Collaborator at the School of Education of Madrid Complutense University.

Dr. M. Luisa García Bermejo is an Associate Professor at the School of Education, Complutense University of Madrid, Spain. She holds a PhD in English, an MA and M.Ed. in Teaching English to Speakers of Other Languages (TESOL) and an MA in Spanish. She conducts seminars in English, didactics and the teaching of literature. Her research focuses on Second language Acquisition (SLA), Information and Communication Technology (ICT) and language and literature teaching

#### ***Creating teaching resources for CLIL through Task-based language teaching***

In today's classrooms more and more the teaching pedagogies move from the teacher to the learner at all educational levels. Skills such as critical thinking, problem solving, communication, collaboration, creativity, ICT literacy as well as the social competencies are of utmost importance for the learning process. In this respect, foreign language teachers can take advantage of their

multilingual, multicultural and multilevel learning contexts to enable the integration of all skills that open up new teaching avenues to prepare students to succeed in the 21st century.

One way in which teachers can integrate all skills in their teaching is by involving students in the creation of teaching resources. This proposal presents teaching methodologies that focus on group work and on the learning process. In this presentation, we will describe a Task-based language teaching project carried out with student teachers at the School of Education which resulted in the generation of resources to teach English to young learners within CLIL contexts. The student teachers's main task was the creation of picturebooks to teach communication skills to Preschool and Primary learners.

Picturebooks and stories are considered by many authors to be excellent vehicles for holistic learning (Ellis & Brewster; 2015; Dunn, 2013; Cameron, 2001; Wright, 2006). The created picturebooks by the student teachers aimed at highlighting different uses of sounds in texts: phonetic, alliteration, rhyming, onomatopoeia, etc. Following a multistaged project, the future teachers were able to work in collaboration, develop creative thinking skills, create their own teaching resources and make use of ICT.

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#### Biodata

Rebekah Rast is Professor of English and Linguistics and Director of the new Teaching and Learning Center at the American University of Paris. She is the author of *Foreign Language Input: Initial Processing (Multilingual Matters)*, as well as numerous book chapters and articles on the initial stages of second/foreign language acquisition. She co-authored with Linda Martz and Fabien Fichaux two TESOL preparation books for French students entitled *Réussir le TOEFL* and *TOEFL: Epreuves d'entraînement*. Her co-edited volume with ZhaoHong Han, *First Exposure to a Second Language: Learners' Initial Input Processing*, was recently published by Cambridge University Press. Dr. Rast holds an MA degree in Applied Linguistics/TESOL from Indiana University and a PhD in Linguistics/Second Language Acquisition from the Université Paris 8.

#### ***The significance of composition symbols for the development of writing in a foreign language***

This paper combines two well-established paradigms in the field of second language acquisition (SLA), the European "learner varieties" approach (Corder 1967; Perdue 1993) and the North American "comprehensible input" approach (Krashen 1985), to examine the effect of instructor

“corrective feedback” on the development of students’ writing in a Content-Based Instruction (CBI) program.

Longitudinal data were collected from four university students (native speakers of French, Spanish and Khmer) over a 15-week intensive writing course at level B2 (CEFR). The instructor used traditional “composition symbols”, a type of “indirect feedback” (Ferris 2010), to draw students’ attention to mechanical errors, giving them the opportunity to correct their work during the revision phase. Following instruction, students were administered two tests asking them to identify the significance of the symbols and to match the symbols with appropriate examples.

It was predicted that this focus on form (Doughty 2003) would help the learners develop mechanical aspects of their writing while not diverting their attention from essential content. Linguistic analyses of collected student writings were conducted using the “learner varieties” conventions (Klein & Perdue 1992). These analyses revealed the students’ ability to effectively use (or not) the correction symbols. The effect of this ability on the overall quality of their writing was also examined. Results of the two tests following instruction provided insights into the learners’ metalinguistic knowledge.

Findings reveal not only individual variability but also unexpected effects of this type of feedback on student writing. Implications for teaching writing will be discussed.

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#### Biodata

Education: 2010 – onward PhD in Applied Linguistics, University of Pécs; 2012-2013 Spanish as a foreign language, Pontifical University of Salamanca 2004-2008 Hungarian as a foreign language teacher, University of Pécs; 2000-2004 Spanish teacher, University of Pécs Teaching activities; 2007 – onward Hungarian as a foreign language teacher, Ain Shams University, Faculty of Al Alsun, Cairo, Egypt; 2004-2009 Spanish Teacher, Spanish-Hungarian Bilingual Section, Kodály Zoltán Secondary Grammar School, 35-37 Dobó István str, 7629, Pécs, Hungary.

#### ***Combining Task-based Language Teaching and Cooperative Learning: A Fortunate Blend to Teach Communicative Skills, Autonomy in Language Acquisition and Social Values?***

Due to the ongoing social phenomena the picture of a 21st century second language learning group varies greatly from that of those the foreign language teachers were used to. Because of



the culturally multicolor composition of the actual language learning groups learners have to face, apart from the habitual difficulties when learning a language, with intercultural challenges not just in but out of the classroom. The changed structure of learners' groups, and additionally the natural need to acquire proper communication skills from grammatical, pragmatical and intercultural point of view (and not to mention the importance of learning autonomy) induce to combine the task-based language teaching method and the cooperative learning. The communication tasks and the necessary linguistic and cultural support are possible to taught by means of the cooperative learning.

On the one hand the task-based language teaching approach is proved to be effective in instructing language learners to acquire the proper communication skills and autonomy in learning, meanwhile the cooperative learning helps to obtain social abilities. The task based language teaching approach and cooperative learning thanks to their common features (focus on work in groups, on negotiation, on common development and the teacher's facilitator role) could result a fruitful combination.

My aim is to show how to apply cooperative learning practices in task-based language teaching method in order to achieve linguistically and culturally enriched language proficiency.

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#### Biodata

Dr. Abdurrahman Kilimci has been working as an assistant professor in the Department of English Language Teaching, Faculty of Education, Çukurova University since 1996, where he teaches linguistics, literature, translation, and vocabulary courses at the undergraduate level and corpus linguistics and educational technology at the graduate level. He has been involved in corpus compilation projects such as *The International Corpus of Learner English* (ICLE) and *The Louvain International Database of Spoken English Interlanguage* (LINDSEI). His main research interests include corpus linguistics, contrastive learner corpus analysis, applied linguistics, discourse analysis and interlanguage pragmatics.

#### ***Teaching vertical prepositions through data-driven learning in the context of elt vocabulary course***

Studies reveal that second language learners have difficulties with prepositions. For instance, Littlemore (2006) refers to prepositions as a nightmare that all learners of English frequently encounter. Similarly, Gilquin and Granger (2011:60) compare prepositions to *bête noire* that both teachers and learners would not often prefer to meet. The two major causes of the preposition errors that L2 learners commit are recognized as lexical confusion within L2 and linguistic interference between L1 and L2 prepositions (Hermet & Désilets, 2009). The vertical prepositions *above/over* and *below/under*, which respectively translate into Turkish as *üstünde/üzerinde* (which are often used interchangeably) and *altında*, are particularly

challenging for learners. Since the Turkish equivalents of these vertical prepositions are highly polysemous and thus used in diverse senses either literally or figuratively, L2 learners are most often confused as to which one of these L2 prepositions to use in a given context. In this respect, the present study aims to specifically teach second-year ELT pre-service teachers in the context of vocabulary course the English vertical prepositions using *data-driven learning approach (DDL)* (Johns, 1994; Boulton, 2009) and assess the efficacy of the approach both quantitatively and qualitatively.

Key Words: vertical prepositions, data-driven learning, ELT

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### ***ICT Tools for Task based Language Teaching – Writing competences***

The value of task-based language teaching and learning (TBLT/L) has been thoroughly discussed by academics, the Common European Framework of Reference for Languages (CEFR) and national curriculum language Programmes such as the Portuguese impel and advise their use as methodological asset. The importance of technologies in our life is evident to the modern world. Everyone is motivated to use a computer, a mobile phone, a camera or any digital gadget. Technologies enable people to do things better and faster. It is therefore mandatory that ICT integrate the learning and teaching circle and become a fulcrum within any classroom. The question is: How to integrate them in the L2 lesson plan/classroom? The purpose of this workshop is to explore ICT tools to develop writing competences, implementing task based language teaching. Some of these tools are, Storybird, Smilebox, Bitstrips, Iivid, Youtube, and Movie maker. The main objectives of this workshop are:

- To understand TBLT principles;
- To know adequate ICT tools to develop writing competences;
- To design technology mediated TBLT lesson plans;
- To encourage the use of ICT as a basic element in the process of learning a foreign language.

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***How to make complex international projects like PETALL effective in the training of student teachers!***

The ROWF is a teacher training school, a partnership of 12 schools for secondary education and 5 universities in teacher training. A substantive part of the training of student teachers actually takes place in the schools. The ROWF has been partner in several international EU projects together with the University of Amsterdam, one of the ROWF partners. Participating in international projects like PETALL for the ROWF always means how to connect with the training of students teachers. In this workshop you will hear how the ROWF connects PETALL activities to the training of student teachers, how that is organised, what the positive effects are of this connection in the training of student teachers, where the connection is made in the curriculum of the university, how the schools and their pupils can profit from projects like this. In this workshop you will actually work on creating activities for student teachers in your school together with other participants, with a focus on task-based learning.

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**Biodata**

Sandra Mardešić was born in 1977 in Zagreb where she graduated in Italian and Ethnology at the University of Zagreb. Working experience include teaching Italian in schools, interpreting and translating. Since 2005 is employed at the Department of Italian Language of the Faculty of Humanities and Social Sciences at the University of Zagreb as a teacher trainer and senior researcher in the field of applied linguistics and foreign language teacher education. In 2011 she discussed her doctoral thesis titled "The Role of the Reflective Approach in the Initial Foreign Language teacher Education". She participated on 16 international conferences and has published 10 scientific papers.

***The Reflective Approach in Pre-Service Foreign Language Teacher Education***

Contemporary research in pre-service teacher education has been employing the reflective approach and experimental learning to develop teaching competences. Croatian universities have adopted a similar competence-developing model, but by introducing more teaching-oriented courses and more hours of teaching practice in schools. We investigate and determine that stimulated reflection in form of reflective essays written before and after teaching practice in schools would stimulate cognitive changes in future foreign language teachers—the hypothesis. In this study, 48 first-year graduate students—future teachers of Italian—were asked to self-examine their strong and weak points, elicit the role of their own learners' experience, and were assisted in reflecting on the competencies gained in their initial level of teacher education. The content analyses of the essays confirmed the hypothesis, but in addition showed that reflective essay stimulated changes in perspectives of their future professional work and clear goal-setting for their further teacher education. Therefore, we conclude that applying this approach to teacher education could significantly contribute to the improved quality of initial teacher training of future foreign language teachers.

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Yiyi López Gándara - BA English, BA Hispanic Studies, MA Comparative Literature, PhD English. I am a fixed-term lecturer at the Faculty of Education of Universidad de Sevilla, where I train prospective primary school English teachers in TEFL methodologies, strategies, tools, resources and research. I am currently researching comparative aspects of the teacher training system in Andalucía. Other areas of interest include the politics of language teaching, gender issues in teaching, critical language awareness and critical pedagogy.

Laura Fernández González - a student at the Faculty of Education of University of Seville and an intern in the Department of Language and Literature Teaching. I am in the final year of the Degree in Primary Education and I specialize in Teaching English as a Foreign Language (TEFL). As a Primary Education student and a future teacher, I am interested in empowering students through language teaching and learning. Also, I have an interest in hostile attitudes towards diversity and, more specifically, in the eradication of homophobic attitudes in the classroom.

***New Trends in TEFL: Empowering Students in the English Language Classroom***

There is no denying that English is one of the most powerful languages in the world. It has become a lingua franca used by large numbers of non-native speakers in daily interactions worldwide (Jenkins 2007; MacKenzie 2013). As a result, governments, educational institutions and teaching professionals are committed to the development of effective tools to make students proficient speakers of English. The underlying idea is that proficiency in English will ensure students' success in meeting the demands of the labour market and intercultural communication in a globalised world (Piller 2016). However, being proficient in a powerful language does not necessarily make you a powerful speaker, as social, economic, cultural and emotional factors also intervene in the process of learner empowerment.

The aim of this paper is to share the experience and results of a project on which we are currently working, designed to be implemented as part of the compulsory training of final year students in the BA Primary Education (English) at Universidad de Sevilla. In this paper, we explore the determinants of powerful language use through an analysis of the relationship between language and power in society and in the English language classroom. Also, we present a series of strategies to empower English language students. These strategies work on learners' affective assets, an aspect rarely taken into account in current communicative approaches in TEFL. For us, in order for communication to take place, interlocutors need to have something to say (where issues of self-worth, confidence and assertiveness come into play) and a genuine interest in what is being said (where empathy, care and understanding partake). Only through the development of these may students become autonomous and active citizens capable of tackling power asymmetries in an increasingly competitive and polarised world.

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Ümit Deniz Turan holds a Ph.D. in linguistics from the University of Pennsylvania, U.S.A. She is currently teaching graduate and under-graduate courses in linguistics, pedagogical grammar, applied linguistics, and Second language acquisition at Anadolu University, Turkey.

***Argumentative essays of advanced EFL learners: Insights and implications for language teaching***

Writing argumentative essays is challenging (Ferris, 1994). This study investigates the strategies used in argumentative essays written by native speakers and EFL learners of English. The participants are 5 native speakers and 20 non-native speakers. The native speaker data is used as baseline data. All of the participants are asked to write an argumentative essay on the same topic. Native and non-native speaker essays are compared in terms of Toulmin's model (1958) of argumentation.

Toulmin proposes that an argument contains six components: Claim (some controversial aspect that forms the basis of an argument), Data (Facts / evidence used to support the Claim), Warrant (the implicit relation that guarantees the relationship between the Claim and the Data), Qualifier (the degree of commitment to what is being claimed), Rebuttal (addressing potential counter-claims), Backing (supporting warrants). An essay that contains these 6 components would be one with robust and complex argumentation. My initial observation indicates that non-native speakers fail to use rebuttals and this tends to weaken persuasive aspect of an argumentative essay.

Toulmin's model of argumentation has been widely studied in pedagogy, especially in science education (e.g. Erduran, Simon & Osborne, 2004). It has been suggested that teaching the explicit rules of argumentation would enhance critical thinking and science forming capacity of students. It is studied relatively less in foreign language teaching contexts with the exception of a few studies, such as Qin & Karaback (2010). Nevertheless, it is crucial to introduce this model in second / foreign language teaching programs in order to raise students' awareness of writing conventions in English, to enhance students' critical thinking, and in order to help them comprehend and evaluate argumentative essays. In this study, implications and suggestions for classroom applications will also be included.

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Latest teacher training courses: INTERAZIONI 2.0 - Actions for migrants & multicultural inclusion (Italy); Testing, Evaluation and Assessment ( NILE-Norwich); Creative Methodology for Teachers (IPC- Exeter); Membership of European LLP project work groups as translator and interpreter; International Conference Presenter and Speaker

Verter Bertoloni: Degree in Computer Science, Univ. of Pisa; ICT teacher and teacher trainer (concerning ICT as a tool to enhance the teaching/learning process) in Italy; Latest teacher training courses: "Interactions 2.0 - Actions for migrants & multicultural inclusion"(Italy); "Principles and Best Practice in CLIL"( NILE-Norwich); MasterTeacher course planner, supervisor and teacher: How to use new teaching methodology through IWB" ; Co-coordination and membership of European LLP project work groups

***CLIL meets Flipped Learning: a successful couple of teaching approaches. An example of effective good teaching practice***

The CLIL (Content and Learning Integrated Learning) approach was supposed to become an institutional practice in Italian schools since 2010 but putting into action an effective CLIL module, namely succeeding in conveying and implementing CLIL theories in good practice still seems to be the main issue to face in the standardised Italian teaching-learning environment. This paper is a faithful description of a real experience in a secondary school, an attempt of introducing the CLIL approach and the presentation of its best outcomes, thanks to the synergy between language and ICT teachers. Taking advantage of technology and of the Flipped Learning approach and activities such as the selection and use of multimedia, thought-provoking materials and contents, available on the Net and ready to be used for the reference pre-activity, the learners (digital natives) benefited from a reliable framework to refer to 'anywhere & anytime' thanks to their Internet devices, helping them understand the contents later dealt with the teacher(s) in the classroom. Personalising material consulting moments, ways and places has proved to be the key strategy to propose accessible tasks to 'every' student. Focusing attention on the students' research, selection and creation of contents to develop autonomously, together with student-friendly face-to-face specific CLIL activities, has resulted in good learning outcomes.

This paper aims to share both the activity timetables and lesson plans the teachers devised to manage time and make the most of the available resources, materials, collaborations and the criteria of the global activity evaluation (Content and Language Integrated Evaluation).

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Sławomira Kołsut – PhD student at the Faculty of Applied Linguistics, University of Warsaw. Teacher and educationalist. Author and co-author of numerous course books for teaching and learning German for professional purposes and German course books following the task-based approach. At the Faculty of Applied Linguistics, she conducts classes on foreign language didactics and methods of teaching German. In her research she focuses on the neurobiological perspective on the task-based approach to teaching foreign languages, as well as competency-based language teaching.

Magdalena Kalita – PhD student at the Faculty of Applied Linguistics, University of Warsaw. German and English Teacher at the Third Age University at the Warsaw School of Economics. Teacher of German for professional purposes and General German in a renowned language school in Warsaw. Author of a teacher's guide to implementing the open forms of teaching and the project method in German classes. Her research interest focuses on teaching foreign languages to the elderly (foreign language geragogics), the task-based approach, as well as implications of neurobiological research for language education.

***The task-based approach to teaching different age groups - neurobiological perspective.  
Presentation of two research concepts***

From the perspective of the school education practice in many European countries (including Poland), learning is still perceived as acquiring knowledge. In addition to the cognitive dimension, the so-called new culture of learning directs our attention to the social and the emotional dimension, too. In the process of language education, the learner acquires not only knowledge, but also social, methodical and emotional competencies.

Neurobiological research that has been conducted in many countries (Germany, South Korea, the USA) over the last years tells us more about how the learning process occurs in the brain and which factors have the strongest impact on learning. According to the brain research, emotions, selective attention, motivation, pre-knowledge and the social component play the most important role in the learning process. In the task-based approach, all the above mentioned factors are visible in and central to the teaching- learning process. Our research aims at finding out to which extent both the emotional and the social dimension are present in task-based foreign language classes for teenagers and older people. Both the age groups have different specifics and dynamics of learning. During our presentation, we would like to introduce two research projects conducted at the Institute of Applied Linguistics, University of Warsaw.



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Pedro Ureña Gómez-Moreno is Assistant professor at the Department of Didactics of Language and Literature at the University of Granada. He has been teaching English for specific purposes since 2005 in the specialties of computer engineering, health sciences, occupational sciences, marketing, and tourism management. His main areas of research are Morphosyntax and Lexicology within the frameworks of Corpus Linguistics and Natural Language Processing, with a special interest in Terminology and Knowledge Engineering. He has authored a number of refereed book chapters in Mouton and John Benjamins, as well as several articles in international journals, including The International Journal of Corpus Linguistics, Onomázein or The LSP Journal. A second line of research concerns the application of new technologies to LT and the development of virtual courses. He has worked in two groups for innovative educational practices, which has resulted in the publication of both scientific and teaching materials in Comares and McGraw Hill publishers.

Dr. Carmen Aguilera-Carnerero is a lecturer of Linguistics from the University of Granada (Spain). Her postgraduate academic education includes research stays in Giessen (Germany) and Stanford (US). She has previously taught at the Department of English Philology at the University of Granada and at the Department of English at the University of Murcia (Spain). Currently, she is teaching English Language Teaching at the Department of Didactics of Language and Literature at the School of Education in the University of Granada. She is also the co-editor of the academic journal GRETA. Her research interests include syntax, corpus linguistics and the syntax-semantics interface, although her post-doctoral research is more focused on the linguistics of social media, critical digital discourse analysis, Cyberlinguistics and, specifically, the discursive realization of hate speech online and the spread of Cyberislamophobia. Her interest on these topics has crystallized in the presentation of her work in more than 15 International conferences as well as in several academic publications.

***Teaching Terminology in secondary education: Towards specialisation through language***

The aim of Terminology is the study of specialised languages in technical and scientific fields. In this regard, terminological studies focus mainly on the management and standardisation of domain-specific terms within the scientific community as well as the training of terminographers, translators and interpreters. Largely as a result of the complexities of expertise knowledge, however, the teaching of Terminology is not generally considered at early stages of language teaching in the L2 classroom. In fact, terminology, as an object of study, is not often included in secondary education beyond the basic acquisition of the specialised vocabulary which is implicit in the subject areas of the curriculum. This paper discusses the main strengths of the terminological framework and proposes a pedagogical re-orientation of Terminology as a discipline to include the FLT class on pre-university courses, particularly in Content and Language Integrated Learning contexts. The main premise of the proposal is that the study of specialised vocabulary fosters the student's scientific knowledge at pre-professional stages of his/her career while, at the same time, it improves his/her foreign language competence. Furthermore, the paper discusses the major guidelines for the adaptation of terminological practice to the L2 classroom based on the sequencing of suitable activities and the use of ad hoc computer tools.

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**Biodata**

Miriam Miriam Tornero Lucas is an English Teacher & Translator. She studied Translation & Interpreting Studies at the University of Granada and after her graduation she started to work in the UK as a Spanish Assistant in a private college in Devon. She has recently left Singapore after working for two years and a half as a Spanish teacher for the Ministry of Education Language Centre. From her valuable experience there she has decided to present the following task she created in 2014 aimed at secondary students. Finally, in Spain she has been working at the Escuela Oficial de Idiomas in Murcia, where she currently works as an English Teacher for adult students. At the same time, she is studying an online Master's in Teaching Spanish as a Foreign Language at Pablo de Olavide University in Sevilla.

***Using ICT to Foster Reading Skills***

General goal: To motivate students to read a book in the Foreign Language (FL);

Specific goal: To integrate literacy strategies to implement reading comprehension strategies as well as students' interest and enjoyment of reading.

Situation: Students were assigned a book to read during June holidays (Mid-Year Holidays in Singapore). The purpose is to develop linguistic competence – by enriching their repertoire (both lexical and grammatical) and discourse competence - by grasping Spanish sentence and texts structure and organization. As an implicit sociocultural objective, students are introduced to the Spanish literature and culture. They borrowed their books from the Centre's library. Since I was aware of the level of my students I decided to assign a different book to each student. Thus, slightly more difficult books were assigned to advanced students and students who were struggling with Spanish had more basic readings. Also, I took into account their preferences and interests, footballers biographies were distributed to my boy students and classic love stories to girls. I finally gave them the chance to swap since above all I wanted them to be initially satisfied with their books.

After their reading, I assigned students the task to sum up the book by adapting the story into a comic version using the digital tool Bitstrips. (<http://www.bitstripsforschools.com/>). Please, find the Task Instructions in the following link: <https://drive.google.com/file/d/0B21tFCLiHGjGdTNZMExBSGR1ekU/view?usp=sharing>

Feedback: Students were willing to read their books -assignment that is traditionally considered boring and difficult, especially at the first stages in learning a language. With the integration of this ICT tool, students were able to summarize the main events of their stories and to create well-done, even creative, comics. Students' understanding of basic Spanish texts improved and thus, their scores increased in their final exam Reading part. Moreover, it is interesting to highlight that all students handed in their assignments. Even weaker students were motivated enough to do the task. This certainly proves that motivation is essential to get students into a subject, regardless their abilities and personal circumstances.

Student's Sample:

<https://drive.google.com/file/d/0B21tFCLiHGjGS3FsZE5rOXBxNGM/view?usp=sharing>

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#### Biodata

Luis is an English teacher, blogger and freelance translator. After graduating in English Teaching (2010) and Physical Education (2011) from the University of Granada, he completed a Master's Degree in Applied Linguistics (2014) from the University of Jaen. Shortly after, while employed full time as an English teacher and translator, he embarked on the two projects he is currently working on: uTandem, an innovative language exchange app; and Keep Smiling English, his own EFL blog, full of resources for teachers and students alike.

***uTandem App: Making the Most of Face-to-Face Language Exchange***

The world of language teaching and learning is constantly changing. However, two features seem to be gaining a dominant position among all the new teaching and learning approaches. Firstly, we must talk about learner independence and how new approaches emphasise the role of the learner at the core of his or her learning process; and secondly, we find the increasingly important role that new technologies are playing in that very same process. This is probably because of the range of possibilities with which ICT provide teachers, enabling them to delegate in the learner most of the responsibilities which used to be inherent to their role.

In this educational scene, mobile apps are moving forward, changing the way people learn languages, broadening the scope and offering unlimited possibilities for teaching or learning a language. This is where uTandem comes in.

uTandem is a free mobile app aimed at language learners who wish to practise their favourite languages by means of face-to-face language exchange. The app connects learners with other people in the same area so that they can meet up and help each other learn a language or improve their fluency. On the other hand, uTandem makes it easy for businesses interested in language exchange or language learning to connect with learners in a truly innovative way.

In a market where most language learning apps have moved towards online exchange or tutoring, uTandem breaks away from the crowd, fostering meaningful, face-to-face communication and learner independence.

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**Biodata**

David Pollard BA PGCE MSc SFHEA - is the learning and teaching support manager in the School of Languages and Social Sciences at Aston University in Birmingham, UK, where he teaches translation technology and supports staff and students in digital fluency and the use of learning technologies. For the past 25 years he has worked as an e-learning researcher, developer or advisor in UK higher education. In the 1990s he researched e-learning in languages in the computer science department at Exeter University and the German department at Bristol University, then provided support for e-learning and developed e-learning materials in the Universities of Aston, Birmingham and University College London, working in departments of education and dentistry. He spent 8 years in Birmingham Medical School as an educationalist before re-joining Aston University.

***Task-based language learning using real-world computer-assisted translation tools***

“The predominant ideologies of language learning can create a sense of guilt associated with the use of translation – it is something teachers and learners do, but they feel they should not be doing – and there may even be a sense of translation as a retrograde pedagogical activity, a remnant of the nineteenth-century grammar translation method” (Pym et al, 2013).

If language teachers can accept translation as a legitimate ingredient in a balanced diet of language learning activity, there is scope for facilitating student language learning through simulated real-world tasks using cloud-based computer-assisted translation (CAT) tools that are free to educational establishments.

CAT tools include editors, translation memories, machine translation engines and termbases. Typical workflows include translation, reviewing and quality assurance. The tools can be used with many file types - not just MS Office documents. Other formats include desktop published work, html or subtitles.

The presenter suggests rich, high-level cognitive engagement in language learning can be fostered through students working – with CAT tools - on assignments for a simulated language service provider.

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Roberta Giordano is a research fellow in Spanish Language and Translation at the University of Tuscia. She is involved in the study of Spanish as a foreign language, focusing on the dynamics and problems that characterize learning Spanish as a foreign language by Italian-speaking students.

***Trabajando con las tareas: cómo enseñar a persuadir***

La ponencia se centra en la construcción de una propuesta didáctica para estudiantes universitarios italófonos de primer año de E/LE, que podría coincidir con una secuencia de dos

o tres lecciones, en el que explotar las potencialidades didácticas de una variedad del Español, el de la publicidad, mediante la realización de tareas.

En nuestra opinión los estudiantes deberían familiarizarse con las lenguas extranjeras mediante su uso concreto, reflexionando sobre las funciones comunicativas y pragmáticas perseguida por el texto. En este caso, se tratará de aprender a emplear la función textual-clave de la publicidad, persuadir, que se fundamenta en unos recursos expresivos específicos, desde los léxicos (superlativos, extranjerismos, neologismos), hasta los macroestructurales (las características estilísticas y gráficas del texto, organización de los contenidos, etc.) hasta los morfosintácticos (la concisión del mensaje, el recurso al imperativo y a unas personas verbales) y los discursivos (modalidades discursivas y funciones textuales).

Tras haber introducido las lenguas de especialidad, la clase debería idear, planificar y redactar el texto de la campaña publicitaria televisiva de un producto (idea o proyecto), explicando, y compartiendo con los colegas sobre todo, las razones de las elecciones expresivas (según el tipo de producto promocionado y los objetivos comunicativo-comerciales).

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Anna Sánchez Rufat es Máster en Enseñanza de ELE por la Universidad de Salamanca (2003) y doctora en ELE por la Universidad de Extremadura. Entre 2002 y 2007 fue Profesora Asociada de Español como Lengua Extranjera en la Universidad de Cambridge (Reino Unido). Entre 2007 y 2010 coordinó e impartió cursos de ELE en la Universidad de Extremadura. Durante los años 2010 a 2015 compaginó su docencia en la Universidad de Córdoba con la impartición de cursos de especialización y másteres de formación de profesores de ELE en otros centros. Ejerce actualmente como profesora de español en el Instituto de Español como Lengua Extranjera de la Universidad de Extremadura. Su investigación está centrada en el ámbito de ELE y especializada en el análisis del léxico (desde una perspectiva teórica y aplicada), y en el estudio de adquisición del español basado en la lingüística de corpus.

Francisco Jiménez Calderón es Doctor en Filología Hispánica por la Universidad de Extremadura (2010), donde ejerce como profesor del Área de Lengua Española (Departamento de Filología Hispánica y Lingüística General) desde 2006. Dos son sus principales líneas de trabajo: el análisis de discursos específicos y géneros discursivos en español, y su aplicación al aprendizaje del español como lengua extranjera; y el estudio de la adquisición del vocabulario en el aprendizaje de español como lengua extranjera. Sobre ambas líneas cuenta con numerosas publicaciones, comunicaciones y ponencias invitadas en eventos científicos. Además, es Secretario Académico del Instituto de Español como Lengua Extranjera de la Universidad de Extremadura, e imparte y

dirige regularmente cursos de formación de profesores de español, dedicados tanto a la formación básica como a áreas específicas.

***Integración de un enfoque léxico en el marco del enfoque por tareas para la enseñanza del español como lengua extranjera***

En este trabajo se presenta un método basado en un enfoque léxico para la enseñanza del español como lengua extranjera integrado en un paradigma procedente del enfoque por tareas. Para su desarrollo, se parte del conocimiento que actualmente se tiene sobre el componente léxico y su adquisición, que procede tanto de estudios teóricos como de investigaciones empíricas. Ese conocimiento se sintetiza en una serie de principios lingüísticos y psicolingüísticos de los que se derivan determinadas implicaciones pedagógicas: el léxico es la base de la comunicación, luego debe ocupar un lugar preeminente en los programas de enseñanza; la amplitud léxica abarca varios tipos de unidades (monoverbales, pluriverbales, secuencias formulaicas), y todas ellas deben ser consideradas en la enseñanza; el conocimiento de una unidad léxica se mide por su profundidad, cuyos elementos deben integrarse progresivamente en las diferentes actividades; etcétera. Todas estas implicaciones pedagógicas constituyen la base de las actividades del método propuesto, que se organizan en torno a una estructura procedente del enfoque por tareas del siguiente modo: 1) presentación contextualizada del vocabulario meta en las diferentes destrezas; 2) observación, reflexión y sistematización del vocabulario presentado anteriormente, de modo que se descubran las formas y usos léxicos, y puedan trazarse caminos desde este componente a otros, como el gramatical; 3) consolidación gradual de formas, significados y usos del vocabulario meta a través de prácticas guiadas; y 4) producción abierta mediante tareas que estimulen la interacción comunicativa y que impliquen diversas destrezas, considerando el vocabulario como elemento imprescindible en el proceso.

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***Elaboración de una prueba de acreditación de lengua árabe conforme al nivel B1 del MCERL: aprendizaje, enseñanza y evaluación***

La contribución que pretendemos presentar aborda las conclusiones más relevantes del proyecto “Elaboración de una prueba de acreditación de lengua árabe conforme al nivel B1 del Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza y evaluación”, desarrollado entre 2013 y 2015 por un grupo de investigadores de varias universidades española.

Para ello presentamos los resultados de las pruebas finales realizadas entre mayo y junio de 2015. A ellas se inscribieron 73 alumnos que cursan actualmente sus estudios en la Universidad de Granada. Finalmente acudieron al primer examen 59 alumnos, y lo concluyeron en su totalidad 39 alumnos. De ellos superó la prueba el 49%. Se profundiza asimismo en el análisis de los resultados de las cuatro pruebas y las encuestas de opinión del alumnado examinado.

Uno de los principales resultados de este proyecto es el examen oficial de árabe B1 “UGranada-Arab”, que ha sido incluido recientemente entre los certificados oficiales aceptadas por las universidades andaluzas, hecho hasta el momento sin precedentes.

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Ilse Bleeker (pupil)

Tara Berkhof (pupil)

Bart Both (pupil)

Marija Dragutinovic, teacher

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Biodata

Ilse, Tara and Bart are pupils an Marija is teacher of the OSG West Friesland, participating school in PETALL

***Task based language learning on school trips abroad; a pupil's perspective!***

In this workshop 3 pupils from the participating school together with one of their teachers will show you the effects of a task-based approach on the pupils learning a foreign language, ie English. The 3 pupils present were involved in designing performing and evaluating PETALL tasks. They will present results of performed tasks (video's) will explain from their perspective what the positive effects were, why they think a task-based approach is useful for pupils, and the will



actually do things with the participants. The focus in this workshop is how the pupils and teachers use tasks in planning, performing and evaluate school trips abroad.

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Vasiliki Gioldasi holds a BA in English Language and Literature from the National, Kapodistrian University of Athens and a M.Ed in TEFL from the Hellenic Open University (HOU). She has been the person responsible for the implementation of European Projects (Leonardo da Vinci, Comenius and Life Long Learning Programmes) as well as Educational School Programmes concerning environmental and cultural issues. She has taught EFL in primary, secondary and vocational education and has also been involved in teacher training. Ms Gioldasi is currently the deputy head of 13th Junior High School of Patras.

Ourania Bekiri is teacher of English as a Foreign language in a Greek Primary education. She holds a BA in English Language and Literature from the National, Kapodistrian University of Athens and a M.Ed in TEFL from the Hellenic Open University (HOU). She is an eTwinning ambassador in Western Greece. One of her main interests is the use of ICT tools in the teaching practice.

Ioannis Karras holds a BA in English and a BA in Linguistics from the University of Calgary, Canada; an M.Ed. in TEFL from the Hellenic Open University (HOU), Greece, an MSc in Intercultural Communication from University of Warwick, the UK and a PhD in Applied Linguistics, University of Athens, Greece. He is currently an Asst. Professor at the Ionian University, Greece and a tutor on the MEd programme at the HOU. In the past he worked as lecturer at the Universities of Thessaly, Patras and Piraeus, the Technological Education Institute of Patras as well as New York College of Athens. The courses he has taught range from EAP/ESP, TEFL, applied linguistics to Culture, Intercultural and Business Communication. He also had the opportunity to take up brief teaching assignments in Finland and Bulgaria within the context of Erasmus staff mobility. Finally, Ioannis Karras has taught in primary and secondary education. He has also been involved

in teacher training and has participated in many Comenius Programmes as a research fellow. He has published articles in the area of teaching methodology, applied linguistics and intercultural communication/education and has delivered numerous talks at national and international conferences.

### ***Language Assessment in a playful way***

This workshop focuses on formative and summative assessment through the use of games in the foreign language classroom. This particular approach to language teaching helps teachers collect data for further individual assessment and also creates a stress-free learning environment. The proposed free game-based learning platforms i.e. kahoot, quizlet, socrative and plickers are entertaining and engaging methods for assessing students' understanding and enhancing their motivation to perform well in the games. Failure is not considered a frustrating experience but just a lost game.

When used on a regular basis, games maintain learners' interest and encourage them to move from a 'passive' approach to a more 'active' as students are called upon to produce materials by creating their own quizzes in groups for their peers. Hence, their creativity, critical thinking, collaboration skills and responsibility are cultivated and enhanced.

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### ***Biodata***

She has been teaching English for eight years at Bülent Ecevit University, Turkey. She has completed her MA in MA TEFL program of Bilkent University, Turkey and is currently a Ph.D student at Hacettepe University, The Department of English Language Teaching, Turkey. Her research interests include pragmatics in applied linguistics and teacher education.

### ***Formulaic Language Use in Different Task Types***

While formulaic language studies from different perspectives have gained increasing interest in recent years with the introduction of communicative language teaching (CLT) and task-based language teaching (TBLT), there has been little concern about the relationship between formulaic language and fluency. Moreover, language proficiency and type of a task are

suggested to be factors leading to variation in the use of formulaic language. Therefore, this paper presents a study which investigates not only the relationship between formulaic language use, fluency and language proficiency, but also the way of formulaic language use in different task types in the form of individual and paired tasks of an oral proficiency exam.

The participants of the study are 190 EFL learners from different proficiency levels at the School of Foreign Languages of a Turkish university. In light of communicative teaching, oral proficiency exams are conducted at the school at regular intervals. Therefore, oral exam recordings of the participants were analyzed by the researcher to examine formulaic language use in individual and paired tasks in addition to considering students' overall proficiency scores. Thus, the collected data were analyzed to see whether there is a connection between the use of formulaic language and variables such as task type, fluency and overall proficiency.

In light of the findings, this study offers implications for instructors, curriculum developers and material designers in terms of formulaic language instruction for different level students, and may provide benefits to future practices by creating a need for both developing materials and reshaping curricula.

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#### Biodata

Showqi Bahumaid is Professor of Linguistics in the Department of English Language and Literature, University of Sharjah (UAE). He serves as Vice Dean of the College of Arts, Humanities and Social sciences in the same university. His qualifications include M.A. (University of Wales, UK), M.Phil. (University of Leeds, UK) and Ph. D. (University of Exeter, UK). Prof. Bahumaid has published several articles in refereed journals on various topics in applied linguistics and TEFL.

#### Communicative Language Teaching in EFL Contexts: The Need for Reappraisal

This paper discusses the current position of communicative language teaching (CLT) with special reference to EFL teaching in public education in the Arab Gulf region. It highlights the enormous impact which the communicative approach has had on various aspects of EFL teaching in the region including syllabi, teaching materials and methodology since its introduction about four decades ago. However, there has been greater awareness among TEFL practitioners in the region in recent years as to the limitations of CLT which does not specifically address the needs and concerns of teaching in EFL situations. The most salient deficiencies relate to cultural inappropriateness of some texts and the great demands CLT places on non-native English

speaking teachers in terms of language fluency and competence in communicative methodology. These pitfalls have been aggravated by the EFL learners' low motivation to learn English and their extremely limited exposure to it in the community. These serious concerns call for a thorough reappraisal of CLT in EFL contexts. In this respect, the writer argues for setting 'realistic' objectives for TEFL in public education based on a thorough analysis of learners' needs, adopting an 'eclectic' approach in the selection of communicative teaching materials and learning tasks and launching intensive teacher training programs in communicative teaching.

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#### Biodata

Borja Manzano Vázquez is a PhD student working at the Department of English and German Philology at the University of Granada (Spain). He holds a degree in English Philology and a Master's degree in English Literature and Linguistics from this university. His main research interests are in the field of the teaching and learning of English as a FL: learner and teacher autonomy in modern language education, bilingual education, and FL teacher education.

#### ***The use of language learning tasks to promote autonomy in the FL classroom***

The concept of learner autonomy is widely acknowledged as one of the most important educational goals in modern language education (see, for example, Benson, 2011; European Commission, 2006; Illés, 2012; Jiménez Raya, Lamb and Vieira, 2007; Lamb and Reinders, 2008; Little, 2007; Vieira, 2009). The constant changes our present-day society is undergoing (e.g. the progressive globalisation, the unstoppable growth of knowledge, the omnipresence of ICT, or the increased need for plurilinguistic competences) have made this notion indispensable in educational rhetoric. Learners must learn to be autonomous, self-directed and capable of developing personal learning strategies that help them improve their competences and abilities in the future as well as taking full responsibility for their personal fulfilment.

Different ways of developing learner autonomy have been proposed in the specialised literature, but in our presentation we will focus on the theoretical framework for the development of a pedagogy for autonomy proposed by Jiménez Raya et al. (2007). This framework encompasses nine pedagogical principles and one of them explicitly addresses task-based language teaching as an effective means for the promotion of learner autonomy. Drawing on this framework, the major aim of the talk will be to discuss how the introduction of language learning tasks in the FL

classroom can contribute to helping learners use the target language as a vehicle for authentic, real- world needs and become autonomous learners and users of the language.

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Biodata

Anna Franca Plastina is Hab. Associate Professor of English Language and Linguistics and Hab. Associate Professor of Educational Linguistics at the University of Calabria, Italy.

***Code-switching as a Teaching Strategy: L2 Learners' Assessment of Experimental Practice***

In the current globalised multilingual world, L2 users are expected to be multi-competent speakers (Cook 2002, 2012), rather than deficient monolingual communicators (Belz 2002). Pedagogically, this requires striking a new balance between the traditional practice of monolingual teaching and the use of L1 in the classroom. Recent research highlights the importance of own-language use in the classroom (cf. Hall & Cook 2012) without wanting to discredit monolingual communicative activities and tasks (Butzkamm & Caldwell 2009), or to revitalize ineffective communicative methods. In this new perspective, particular interest has been placed on L1-L2 code-switching although the issue remains contentious (Macaro 2005). This study investigates how L2 learners evaluate teacher code-switching between English- Italian as a pedagogical strategy. Two main research questions are addressed: 1. how do L2 learners assess their teacher's principled use of code-switching? 2. which significant variables are at play in L2 learners' assessment? A group of tertiary L2 learners at the University of Calabria (Italy) was exposed to experimental code-switching practice during their L2 course and immediately after asked to assess its pedagogical functions and learning value using a designed semi-structured tool. Data were analysed using a mixed-methods approach; findings shed light on L2 learners' level of awareness of the adequacy of code choices (Levine 2009) as part of their developing multicompetence, and on their ability "to assess code choice practices and their implications in the classroom", also as a starting-point to help place "code choice in the larger context of L2 use and developing bilingualism" (Levine 2011: xvii).

Parallel Sessions  
Friday, 29 April 2016

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#### **Biodata**

Dr. Teresa Sweeney Geslin has been teaching English in France for nearly 20 years and is a founder member of the research laboratory Didalang for the Institut Mines Télécom. She has a particular interest in Language for Specific Purposes and teaches on-line courses in English for Professionals and manages research courses in civilisation.

Jamie Rinder is a lecturer in Language and Communication at the Royal Institute of Technology (KTH) in Sweden, where he teaches courses in rhetoric, technical communication and English for Academic Purposes.

David Tual is Director of the Language Unit in the Engineering Department at the University of Cambridge, England. He has taught French in the United Kingdom for the last 15 years and has developed a particular interest in 21st century technologies and pedagogies.

#### ***A case for LSP (Language for Specific Purposes)***

Language for Specific Purposes (LSP) has long been perceived as an “add-on” only relevant to vocational courses and/or reserved for learners who had already reached a certain level of proficiency, therefore relegating it to an anecdotal position within any language centre’s provision. Pedagogical and economic considerations have further contributed to hinder the implementation of LSP courses. However, we believe that this is about to change and that the coming years could witness the revival of these courses.

If a compelling case for LSP is to be made, one needs to consider the remit of this provision and to dispel some misconceptions attached to it. Language teachers and their managers also need to design strategies to support such initiatives at local, national and European levels. This is precisely what has led three European institutions (Cambridge University – U.K., the Royal

Institute of Technology (KTH) – Sweden and the research laboratory Institut Mines Télécom-Didalang – France) to join forces and launch the Global Engineers Language Skills (GELS) project.

This presentation will therefore review the nature and role of LSP in the tertiary sector, before delving into theoretical and practical considerations in order to describe and place the GELS project within its wider context. The final part will offer some leads to be explored further, based on first-hand experiences, preliminary research and observations as well as reflexions that emerged prior to and during the data-collection phase of the project.

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#### Biodata

Isabella Stefanutti holds a degree in International Politics and International Business from the University of Trieste and a degree in European Studies from University College Dublin. She worked in tourism management and marketing in Tourism Ireland and lead on marketing campaigns to promote Ireland in Europe. After obtaining a teaching qualification from Queen's University Belfast in 2005, Isabella was offered a lecturing position at the University of Bath and the opportunity to research migration trends in contemporary Italy in the Department of Politics Languages and International Studies. In 2008 she starts working at the Foreign Languages Centre and she is now the Head of the Foreign Languages Centre at the University of Bath.

#### ***Foreign language teaching and adult education: The benefits of intergenerational and transcultural language classrooms***

The Foreign Languages Centre at the University of Bath offers foreign language tuition to everyone interested in learning a foreign language: undergraduate and postgraduate students, members of staff and members of the general public. In the Community Courses programme (evening classes), members of the general public and students at the University study a foreign language in the same classroom.

According to medical and psychological research, many are the cognitive benefits of bilingualism from an early age. Students who begin language study in their adult lives can still achieve the same levels of fluency and enjoy the same mental benefits. Some of these benefits are: better brain functionality (Rafferty and Griffiths, 2010), better multi- tasking skills (Kroll, 2011), improvement on memory, ability to focus on relevant detail (Costa, 2013), better decision making skills and better creative skills.



This paper will discuss, thanks to the analysis of some case studies, how the intergenerational and transcultural encounters that happen in the language class offer further benefits to adult learners. University students benefit from learning from the life experience of the members of the general public. Furthermore, they feel better integrated in the city of Bath thanks to the opportunity they have to meet local people. The integration is of particular benefit to international students. The members of the general public benefit from the interaction with the younger generation. They learn about new skills and trends, they become more open-minded and more confident.

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***“The Image of the Other”-an Etwinning Project - and the European Key Competences: A breeding ground for the application of TBLT using ICT***

The approach to a competence based education is present in the Key competences for Lifelong learning issued by the Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006. The CEFR (Common European Framework for Reference) defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions” and perceives task based activities (TBLL/T- Task Based Language Learning/ Teaching) involving a multitude of skills, as a strategy to achieve those competences. Thus, it is easy to understand that European Projects not only seek but urge teachers to involve in TBLT. Through TBLL, students acquire the communicative competences, involving in activities that are related to the real world and that compel them to acquire the key competences defined by the EU.

The paper presents the task based activities performed by a 7th grade class from Olhão, Portugal, in the Etwinning project “The Image of the other” and the Key Competences it helped the student’s to enhance.

The main purpose of the project is to motivate students to use and develop their English skills (reading, writing and speaking) in a real context. The use of ICT tools has an important role in this kind of project, as the students have to share their final products on the platform.

In this paper we intend to show evidence that the recommendations of the European Commission, its policies and co-financial projects and the Common European Framework (CEFR) naturally lead to the application of TBLT/L using ICT.

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#### **Biodata**

Nathalie van Kampen was born in the Netherlands in 1991. She has been a teacher of English and Fast Lane English (a bilingual programme) at a secondary school in Hoorn since 2014. She did her BA and MA in English literature at the Free University in Amsterdam and studied at the University of Kent in Canterbury for six months. For her MA research she tried to find a way of teaching students World War Two literature through Schindler's List. This study should be continued in the upcoming years. In 2015 she did her MA in teaching, thus obtaining qualified teacher status. For this MA she studied the effects of Task Based Language Teaching on students' motivation and achievements.

Ton Koet holds an MA in English Language and Literature from the University of Amsterdam, an MA in Anglo-Irish Studies from the National University of Ireland and a PhD from the University of Amsterdam. He is a teacher educator. He works as a researcher for the Graduate School of Child Development and Education of the University of Amsterdam. He was coordinator of the 'International Modules in Information and Communication Technology and Language Learning' LINGUA project and of the 'European Curricula in New Technologies and Language Teaching' Comenius 2.1-project, which was selected as an example of good practice by the European Commission. He was coordinator of the IGNATIUS and ETALAGE Comenius 2.1 Multilateral projects. He submitted the PETALL project. He is the English editor of *Levende Talen Tijdschrift*, quarterly magazine of the Association of Language Teachers in the Netherlands.

#### ***The effect of task based language teaching on motivation and achievements***

Does task based language teaching (TBLT) have a more positive effect on students' motivation and on their achievements? In order to answer this question we carried out an experiment involving two secondary school classes. One class was given a number of task based English lessons while the other class followed the regular textbook based curriculum. Results of this intervention will be presented. We will argue that it is advisable to take gender differences into account in the implementation of TBLT.

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Escola EB 2/3 Alberto Iria

***Using a TBLT approach with a 9th grade class***

This paper presents an example of the use of a Task based language teaching and learning approach with a class of 9th grade learners of English, at Escola Alberto Iria in Olhão, Portugal. The work was developed within the framework of the PETALL project, which is dedicated to technology mediated task-based language learning. Task-based language learning has a central role within the principles of language learning and teaching nowadays. ICT adds extra potential to the tasks and makes them very motivating and appealing to the students.

The main purpose of the PETALL project is to design language tasks that “travel well”, which means that they are adequate to several language teaching and cultural contexts. So, in Portugal we have implemented two tasks designed by the Spanish partners and two tasks designed by the Scottish partners. We have also designed tasks to be implemented in Spain and in Scotland.

Our presentation is devoted to explain the process of implementing the tasks: NGO’s a better world is possible, Once Upon a Time, The Best job in the World and Documentary about your school, as well as the evaluation of the experiment.

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Biodata

Licenciada en Filología Hispánica y Teoría de la Literatura por la Universidad de Granada, doctoranda en el área de lingüística aplicada a la enseñanza del español y profesora de Español, Cultura y Literatura del Centro de Lenguas Modernas de Granada. Ha sido formadora de

formadores en talleres del Ministerio de Educación dentro y fuera de España y del máster de ELE organizado por el Centro de Lenguas Modernas, así como directora de memorias. Todo ello aplicado a diversos ámbitos como español, cine, literatura, cultura, etc.

***Jugar a aprender: el contenido lúdico como elemento estrella del aula de le***

La “ludificación” o “gamificación” es un concepto relativamente nuevo que apareció en el año 2010, pero es en sí una actividad que se lleva haciendo mucho tiempo en el contexto del aprendizaje, más aún si hablamos de la enseñanza de una segunda lengua. Dentro del aula es de gran ayuda y sirve para atraer la atención del alumnado hacia actividades que en un principio pueden parecer monótonas o poco lúdicas, además sirve para incentivar y motivar al estudiante que en la actualidad suelen ser niños, jóvenes o adultos muy expuestos a información, tecnología y estimulación por lo que buscan un aprendizaje en el lado opuesto al puramente teórico y magistral.

En mi comunicación explicaré los beneficios del uso del juego en el aula basándome en aspectos teóricos, para después enlazar con ejemplos prácticos de actividades aplicables al aula y que se pueden adaptar a diferentes lenguas.

Con todo ello, pretendo hacer entender que la inclusión de lo lúdico en nuestra clase de LE nos ayudará a tener un alumnado más motivado y, sin duda, a que los estudiantes asimilen conceptos, formas y usos casi sin darse cuenta por lo que es reconfortante para ambas partes.

“Gamification” or “gamification” is a relatively new concept that appeared in 2010, but it is an activity that has been doing for a long time in the context of learning, especially if we talk about teaching a second language . It is very helpful in the classroom and it helps to attract the attention of students to activities that at first may seem monotonous or little playful. It also serves to encourage and motivate students who currently are often children, youth or adult heavily exposed to information, technology and stimulation. Therefore, they look for a learning experience on the opposite side of pure theoretical lessons and lectures.

In my paper, I will explain the benefits of using the game in the classroom based on theoretical aspects, then link with practical examples of activities to use in classroom and that can be adapted to different languages.

With all this, I intend to make it clear that the inclusion of playfulness in our class will help us to have more motivated students and certainly it will help students to assimilate concepts, forms and uses almost without realizing. This is very helpful for both sides.

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#### Biodata

María Asunción Arrufat Pérez de Zafra: Colaboración doctoral en “Immersive narrative and interactivity to battle climate change: exploring the opportunities of online games”; Becaria de Iniciación a la investigación; Desarrollo del Proyecto de Investigación Gamification Challenge; Proyecto de Innovación Docente gamificación en el grado de traducción e interpretación: una nueva perspectiva metodológica en el aula (GAMTRADI)

Luis Morales Ariza: Licenciado en Filología Inglesa y Máster en Estudios Superiores de Lengua Española. Actualmente realizando el Máster de Educación Secundaria con especialidad en lengua extranjera. Actualmente participando como colaborador en [www.zehngames.com](http://www.zehngames.com), plataforma en Internet dedicada al estudio académico del videojuego. Cuatro artículos publicados desde octubre de 2014.

#### ***Desarrollo del caso práctico GBL (Game-Based Learning). Proyecto colaborativo enmarcado en la plataforma eTwinning***

El presente estudio analiza el beneficio del videojuego League of Legends en cuanto a adquisición de inglés como lengua extranjera se refiere. Consideramos este medio video-lúdico como un espacio multicultural donde la interacción entre jugadores promueve una transmisión de información de una manera rápida y eficaz, constituyendo una herramienta potencial para el desarrollo de los contenidos contemplados en el currículo docente del segundo ciclo de educación secundaria obligatoria. Para ello, se ha elaborado un corpus textual complementario que contempla los contenidos didácticos recogidos en el BOE (Real Decreto 1105/2014, de 26 de diciembre), proponiendo así una metodología de aplicación en el aula. Un estudio enmarcado en la plataforma eTwinning de colaboración entre centros educativos europeos.

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#### Biodata

Cristina Pérez Valverde is a Senior Lecturer in the Department of Language and Literature Teaching at the University of Granada. She is main researcher in the research project "The wellbeing of FL teachers in the context of plurilingualism and multicultural classrooms", financed by the Spanish Ministry. She is currently Head of the research group "Language and Literature Teaching", and has widely published on FL methodology, children's literature, and the training of FL teachers.

#### ***The wellbeing of FL teachers: current challenges***

In as much as teaching is an extremely demanding profession, studies have traditionally referred to the phenomenon of teacher burnout. However, in the last years, the burnout paradigm (focused on emotional exhaustion and diminishing of professional outcomes) has started to be replaced in the academic sphere by an alternative line of research centered upon teacher wellbeing. Such line addresses the factors required to ensure the satisfaction and wellbeing of teachers. Nevertheless, despite the upsurge of general studies on teacher wellbeing, there have been no researches to date attempting to investigate the wellbeing of foreign language teachers in particular.

This panel presents the initial findings of a research project focused on the wellbeing of foreign language teachers in the context of plurilingualism and multicultural classrooms. Our study is aimed at diagnosing the current situation of language teachers, as well as to determine ways in which this situation may be improved. The panel will be organized as a number of related contributions dealing with the following aspects: a) current theoretical and empirical research on teacher wellbeing: state of the matter; b) the wellbeing of in-service FL teachers in the light of the unique nature of the very processes of language teaching and learning; c) wellbeing in the training of pre-service FL teachers, and d) the results of a qualitative study based on the narratives of in-service FL teachers.

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IES Luis Bueno Crespo (Granada, Spain)

***ICT-based tasks for Secondary students***

This talk examines the role of ICTs in the design of tasks for foreign language learning. We believe that teaching should be provided with a sense of usefulness in order to kindle students' interest and making the teaching-learning process memorable for years to come. Thus, we will present four tasks which have been designed for learning English across Europe and which have been trialled in different educational settings (i.e. Portugal and Italy).

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**Biodata**

Julijana Vučo, PhD, is a Full Professor of Italian Language, Methodology of Language Teaching and Educational Linguistics at the Faculty of Philology, University of Belgrade and the School of Philosophy, University of Montenegro. Her research interests include Italian linguistics, Sociolinguistics, SLA and Italian language teaching pedagogy. She wrote several books on linguistics and textbooks of Italian as a foreign language. She was a Visiting professor at several universities in Europe and USA. Since 1993, in Montenegro, and since 1995 in Serbia, she has worked as an adviser to the Ministries of Education on curriculum design and implementation, teacher training and evaluation, and textbook evaluation in the area of foreign language instruction in formal primary and secondary education. Julijana Vučo was a JFDP scholar in 2007, at Kansas University in Lawrence, KS, School of Education. She was honored by the President of the Republic of Italy as Cavaliere for her activities in diffusion of Italian in Serbia and in Montenegro.

Danijela Manić is an English teacher in Aviation Academy, teaching GE and ESP for the last 15 years. She has graduated in English language and literature from Faculty of Philology, Belgrade University in 2000. She has done her MA in English linguistics and now she is a PhD student of the same faculty. Her doctoral thesis involves methodology, applied linguistics in the field of CLIL and TBLT. Danijela is certified Aviation English examiner and rater according to ICAO (International Civil Aviation Organisation) standards and scale. She has designed the manual for conducting Aviation English test in her organization. She has held many aviation language

courses for airport personnel (both civil and military). In her school, she is the coordinator of the In-service teacher training Team and lead colleagues on the way of their professional development. Danijela has organized a few meetings (round tables, seminars, conferences) on the topic of bilingual education, CLIL and TBLT.

***Intercultural dimension of tasks in TBLT - PETALL project samples of good practices***

With the aim to improve the teaching of foreign languages, promote plurilingualism, develop awareness of linguistic and cultural diversity but also of mutual understanding, new teaching approaches are promoted. It comprises of the modern principles of language learning based on the application of modern technology, the mutual cooperation between teachers and teacher trainers, application of the TBLT approach, production and implementation of TBLT tasks in line with the Common European Framework of Reference and new methodologies in foreign language learning (TBLT and CLIL). The task, as a part of TBLT procedures, is a work plan that requires students to process the language pragmatically, taking into account the accuracy or appropriateness of content, while each task is based on requirements that include linguistic and ICT dimension. The specificity of the task is its universality intercultural, as it must be culturally adapted and applicable in educational and cultural context of each country participating in the project.

This article presents and gives critical analysis of intercultural characteristics of tasks and details related to achieving intercultural harmony. The results of a survey showing the attitudes of students towards the intercultural features of the tasks are analyzed. This paper explains the problems related to recognition of intercultural differences in different educational contexts identified during the implementation of TBLT tasks.

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Dr Mario Pace

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**Biodata**

Dr Mario Pace is a Resident Senior Lecturer at the Faculty of Education of the University of Malta. He is an expert in the training and formation of teachers of foreign languages. He is coordinator of the Faculty of Education Masters in Education course in Italian Teaching and Learning as well as coordinator of the Post Graduate Certificate of Education (PGCE) course of studies within the same Faculty. Besides language teaching methodology, his main areas of interest include second language acquisition, foreign language teaching and learning, and the teaching of languages for specific purposes. Dr Pace is responsible for the development and implementation of a national



project called Language Proficiency Assessment (LPA) which aims to provide a method of learning, teaching and assessing which applies to all languages. He has recently been appointed Coordinator of a working group responsible for the Learning Outcome Framework implementation on a national scale.

***Changing the way we teach foreign languages. A challenge worth trying!***

Knowledge of foreign languages is today considered a lifelong skill. This explains why the European Commission fosters multilingualism and language learning and its goal is to have a Europe where everyone is taught at least two languages in addition to their own mother tongue from a very early age. Consequently, international trends in education have seen a shift from traditional “teacher centred” approaches to a “student centred” outcome-based approach.

Yet, the number of school leavers in many countries across Europe who have no accredited certification in foreign language skills is on the increase. The paper will analyse the reasons as to why young people quit languages at school and will discuss new initiatives that are being implemented on a national scale in Malta to remedy this situation. One such initiative is the Language Proficiency Assessment (LPA) programme introduced as from September 2014, which renders the teaching & learning process more personal and relevant to the students’ needs with particular attention targeted at the level, motivation and ability of acquisition of the different language skills. It seeks to provide a clear description of what individuals ‘can do’ with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. The programme presents 3 levels of proficiency and describes what an individual can and cannot do with language at each level, regardless of where, when, or how the language is acquired.

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Dr. Ayse Selmin Söylemez Bolu

İzzet Baysal University

***A Search for the Innovative Applications and Teaching modes of Literature and Culture: An Interdisciplinary Case Study based on Flipped Learning***

One of the most recent approaches, the flipped learning, can best be defined as a pedagogical model in which the mainstream and traditional lecture and homework elements of a course are reversed. The materials are generally presented by means of ICT tools to students before the class session to be studied at home, whereas class time is devoted to explanations, exercises, projects, feed-backs and/ or discussions. The flipped classroom is supposed to motivate and improve active learning, student engagement, hybrid course design, and course podcasting, and

the role of the teacher is assumed to be a coach or an advisor, heartening students to get involved in individual inquiry and collaborative effort. Within this perspective, this study covers an interdisciplinary case study conducted with graduate students; the aim of the study is to examine the result of innovative applications and teaching modes in the teaching of literature and culture. In order to evaluate the process, a questionnaire, reflection papers and interviews are used. The results indicate that the use of flipped learning in literature classes highly improves the involvement of the students, makes the lesson more interactive and efficient along with developing self-reliance of the students in participating to the lessons.

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#### Biodata

Ph. D. Pilar Couto-Cantero is a Faculty Member and full-time professor at UDC (North-Western Spain). She teaches English as Foreign Language in the Teaching and Learning Modern Languages Department. At present, she is Head of Department and Principal Researcher DILEC Research Group. Code nº: G000697. <http://investigacion.udc.es/en/Research/Details/G000697>

She is now professor of TEFL for Primary School and Secondary School Pre-teachers at this University <http://www.udc.gal/>. She is also working as an External Examiner and/or Co-supervisor in different doctoral thesis at the Dublin Institute of Technology (DIT) in Dublin, Ireland and at UDC University.

Her research fields are: Teaching and Learning Main Languages and Literature (Spanish), and Teaching and Learning Foreign Languages and Cultures (English). She is also carrying out her research on Comparative Studies about fictional texts and their teaching and learning possibilities, teaching and learning foreign and main languages through fictional texts: Novels, Short-stories, Picture books, Drama, Poetry, Music, Films).

She is the Modern Languages Coordinator in the Postgraduate and Professional Graduate Certificate in Education (PGCE).

She has been mentor of a great amount of oral and written Final Assignments and Dissertations presented by students and supervised to completion out of both Postgraduate Programmes above mentioned, and also member of the Jury in a number of Examining Boards: Doctoral Thesis, Master's Assignments and Dissertations, Erasmus Mundus Programme, etc.

She has served and is still contributing as a member of the Editorial Board of some prestigious peer-reviewed Journals as: *Designis*, *Lenguaje y Textos*, *Revista internacional de investigación e innovación en didáctica de las humanidades y las ciencias* and recently she has been named member of the Editorial Board of the *Anglisticum. International Journal of Literature, Linguistics & Interdisciplinary Studies*, she co-directs the journal *La Tribuna. Cuadernos de Estudio de la Casa-Museo Emilia Pardo Bazán* and she is editor-in- chief of the *International Journal Digilec*.

María Bobadilla-Pérez es Doctora en Lengua y Literatura por la Universidad Complutense y por la Universidad Estatal de Nueva York. Ha sido profesora en la Universidad Stony Brook en Nueva York, en la Universidad del Sur de California en Los Ángeles y en la Universidad de Santiago de Compostela. En la actualidad es profesora en la Facultad de Ciencias de la Educación en la Universidad de La Coruña donde imparte materias del área Didáctica de la Lengua Extranjera en Educación Infantil, Primaria y Secundaria. En el ámbito de la investigación didáctica, entre sus intereses destacan el uso de la literatura como recurso docente, el análisis y diseño de proyectos educativos que favorezcan el desarrollo de una competencia plurilingüe e intercultural, el estudio de metodologías para la enseñanza de lengua extranjera y para el aprendizaje integrado de Lengua y Contenidos.

***Teaching CLIL in a Post-Graduate Program: syllabus design, implementation of the course and preliminary conclusions of the evaluation survey***

This communication discusses the design and implementation of a “Content and Language Integrated Learning subject” in the Master’s Degree of Specific Didactics at the University of A Coruña. One of the main academic aims of this program is to present future educators with models for the interdisciplinary teaching promoted by current legislations. Since the encouragement of Plurilingualism has, for the last decade, also become one of the main objectives of our educational policies, this CLIL course was planned within the program as a key element in providing our students with the essential tools to incorporate the Foreign Language to that integrative teaching model.

With that in mind, and taking into account the profile of the students -all of them, but one, with a degree either in Pre-School or Primary Education- we established the objectives, contents and nature of the actives proposed. Once the course was over, a course evaluation survey was developed for considerations in future editions of the Master. The data collected in the survey, which was quantitative in nature, covered different evaluation criteria about the previous knowledge they had regarding the topic of the course, the contents presented and their perceptions of the applicability of such methodology. We present here the analysis of such data and the preliminary conclusions that we arrived to, which triggered questions about the need to already incorporate such course in our Graduate Degrees and the need for more CLIL Teacher Training programs in our multilingual community.

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Andreea Rosca currently works as a Lecturer at the Centro Universitario de la Defensa (Zaragoza). She holds a Ph.D. in English Construction Grammar and its computational implementations from the University of La Rioja for which she was granted a four-year scholarship. Her research interests are Cognitive Semantics, Lexicography, Corpus linguistics and Construction Grammar. She has published several articles in national and European journals, four of which are listed in JCR. She has also delivered 20 talks in international conferences. She was a Visiting Scholar at the University of California (USA) and a Visiting Scholar at the University of Pavia (Italy).

Yvonne Baker de Altamirano currently works as a Lecturer at the Centro Universitario de la Defensa (Zaragoza), having also taught at the Spanish Infantry School in Toledo, and been involved in training courses for language teaching staff from various military academies in Spain. She holds two Master's degrees: an M.Ed. in English from the University of Sheffield (UK), and a Master's in European Communities and European Union from the Real Instituto de Estudios Europeos in Zaragoza (Spain). She is co-author of the English course, written specifically for Spanish officer trainees, entitled *Getting Down to the Basics*, and also of *Campaign*, published by Macmillan for military personnel and winner of the 2004 Duke of Edinburgh ESU English Language Award and the 2004 British Council Innovation Award.

#### ***Captivating Cadets through Film in the EFL Classroom***

Nowadays, it is widely accepted that most EFL teachers strive to motivate their students by providing significant learning opportunities to aid them in their language acquisition. By so doing, this ought to encourage the students to improve not only their academic performance but also to implement the knowledge constructed in the classroom and associated skills in their future career. This particular study focuses on how the use, over one semester, of cooperative learning and war movies impacts on the interest and linguistic performance of a group of cadets, who can be expected to be instrumentally-motivated to learn English as members of the Armed Forces. Cooperative learning seeks to foment the same values firmly rooted in the training of Spanish Army Officers, such as team spirit, solidarity, and commitment to get the job done. Furthermore, the use of war movies, which are intrinsically-motivating for such students, will

enable them to retain and assimilate the linguistic information more efficiently in their own schemata of knowledge. Linguistic achievement was measured through two baseline tests on grammar and vocabulary, plus an oral interview focusing on a theme from one of the movies viewed. These three tests were re-administered at the end of the course, along with an anonymous survey combining open and closed questions to evaluate their motivation.

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#### Biodata

Cristina España teaches English at EOI Collado Villalba in Madrid, although she has also been a primary and secondary teacher in bilingual and monolingual classes in the US. She is currently the online instructor of two professional development courses for teachers in the Autonomous Community of Madrid: Drama and Storytelling: Resources for English Teachers and Aprendizaje basado en proyectos. She holds two MA's in Applied Linguistics and is currently a doctoral student of Education Sciences at UGR.

#### ***Blending Storytelling and Project-based Learning to Engage Language Learners***

Innovative practices benefit from blending different approaches to learning that will broaden the success rate of foreign language teachers' lessons.

Adult students in Spain, who have experienced traditional methodological approaches to English learning in compulsory education, are sometimes reluctant to embrace alternative, innovative, learning methods in the classroom. This presentation aims at showing a successful, motivating classroom experience based on learning English as a foreign language, by developing storytelling techniques and implementing technology-oriented project-based learning.

Blending storytelling and technology-oriented, project-based learning beyond the classroom walls to contextualize learning seems to boost student motivation, hence improving language learning.

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#### Biodata

Dr Carmen Aguilera-Carnerero is a lecturer of Linguistics from the University of Granada (Spain). Her postgraduate academic education includes research stays in Giessen (Germany) and Stanford (US). She has previously taught at the Department of English Philology at the University of Granada and at the Department of English at the University of Murcia (Spain). Currently, she is teaching English Language Teaching at the Department of Didactics of Language and Literature at the School of Education in the University of Granada. She is also the co-editor of the academic journal GRETA. Her research interests include syntax, corpus linguistics and the syntax-semantics interface, although her post-doctoral research is more focused on the linguistics of social media, critical digital discourse analysis, Cyberlinguistics and, specifically, the discursive realization of hate speech online and the spread of Cyberislamophobia. Her interest on these topics has crystallized in the presentation of her work in more than 15 International conferences as well as in several academic publications.

Pedro Ureña Gómez-Moreno is Assistant professor at the Department of Didactics of Language and Literature at the University of Granada. He has been teaching English for specific purposes since 2005 in the specialties of computer engineering, health sciences, occupational sciences, marketing, and tourism management. His main areas of research are Morphosyntax and Lexicology within the frameworks of Corpus Linguistics and Natural Language Processing, with a special interest in Terminology and Knowledge Engineering. He has authored a number of refereed book chapters in Mouton and John Benjamins, as well as several articles in international journals, including The International Journal of Corpus Linguistics, Onomázein or The LSP Journal. A second line of research concerns the application of new technologies to LT and the development of virtual courses. He has worked in two groups for innovative educational practices, which has resulted in the publication of both scientific and teaching materials in Comares and McGraw Hill publishers.

#### ***Optimizing learning in new socio-educational contexts: on the use of Instagram in a task-based approach***

Task-based learning has been a milestone in the last decades in the ESL methodology and it has been approached from many angles and in many different pedagogical contexts which range

from studies about their implementation in different countries to their use in very heterogeneous school settings (e.g. Ellis 2003; Nunan, 1989; Skehan 1996). In the last decade, there has even been some outstanding research on the use of technological devices from a task-based approach (González-Lloret, 2003; Greenfield, 2003; Kiernan and Aizawa, 2004).

However, little research has been carried out with regard to the pedagogical use of social networks from a task-based approach despite they are widely used by university students mainly as tools of social interaction both via their cell phones or desktop computers. One of the most popular social media platforms is Instagram, a free online photo sharing and social network that had more than 300 million users in December 2014.

This paper proposes the design of a university course on English Grammar (mainly focusing on morphology, discourse analysis and pragmatics) from a task-based approach through the use of Instagram. What makes Instagram different from either more text-based social media (such as Facebook and Twitter) or more image- oriented platforms (such as Flickr or Pinterest) is the special convergence of both the textual and the visual discourse hosting assorted types of discourse in which both elements establish a symbiotic relationship which makes it very suitable for a task-based oriented course on English Grammar.

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#### Biodata

Sakae Onoda earned an MA in TESOL from Columbia University Teachers College, Japan and an EdD in Applied Linguistics from Temple University, Japan. He is Professor of English Education at Juntendo University, Japan. He has over 17 years of English teacher training experience as well as extensive experience teaching in high schools. He conducted research under the supervision of Professor Paul Nation at Victoria University of Wellington. He is an Oxford Teachers' Academy certified trainer and frequently conducts seminars with secondary school teachers. His research interests include English teacher education, the development of listening and speaking fluency, and facilitating self-regulated language learning. Dr. Onoda is a frequent presenter at conferences such as JALT, AAAL, and TESOL.

#### ***Effects of expanded 10-minute writing on L2 speaking and writing fluency development.***

This paper presents the results of an investigation into the effects of expanded 10-minute writing on L2 writing and speaking fluency in Japanese university classrooms. In 10-minute writing (Nation, 2013), students are given a newspaper article, asked to read it (5 minutes) and

then summarize the main points and write their opinion of the content (10 minutes), form pairs, and report the story and their reaction to it to their partners, repeating the process with three different partners. It has been argued that expanded 10-minute writing can enhance L2 speaking as well as writing fluency in learners (Nation, 2013) because it includes essential fluency-enhancing elements such as formulaic language units (Wray, 2000), automatization (Segalowitz, 2010; Wood, 2001), repetition, message focus, deep processing (Nation, 2013), and practice (DeKeyser, 2007). Participants were second-year English majors at a Japanese university. The expanded 10-minute writing task was implemented in classes that met twice a week over an entire academic year. L2 speaking and writing fluency were measured using a story-telling task that assessed rate of speech after deletion of reformulations, repetitions, and self-corrections (Bei, 2010) and short essay writing tests that accessed the number of words and of T-units. The tests were administered at the beginning and end of the academic year. Results showed that L2 writing and speaking fluency thus measured improved significantly, lending support to the use of the expanded 10-minute writing in L2 classrooms.

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Susana Gómez Martínez

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#### Biodata

Susana Gomez (MA, PhD) is a lecturer of undergraduate and postgraduate courses and head of the English Department at the University of Valladolid in Soria (Spain). As a member of the Innovation Committee at the University of Valladolid, she has always been involved in teaching innovation, and has coordinated and participated in 21 national and EU research and teaching innovation projects. She is also a regular speaker at ESL conferences and is a frequent contributor to newsletters, books and specialised journals on SLA and EFL methodology. She is a member of Serial Publications Standing Committee at TESOL International, Guest and Production Editor of The Asian EFL Journal, a reviewer for TESOL Journal, The Asian EFL Journal, The International Journal of Innovation in English Language Teaching and Research , English Australia Journal, MEXTESOL Journal and and has been the Editor of TESOL-SPAIN Newsletter for the last three years.

#### ***A powerful framework for improving creativity and cooperative work in language learning***

The goal of this poster is to present a fruitful teaching and learning experience implemented with students of English as a L2 over the last four years in which music, translation and technologies are merged to create a collaborative learning environment.



This activity is part of a European innovation project aimed at promoting creativity, authentic use of foreign languages and translation by using music and ICT.

This is an innovative and multidisciplinary project which goes beyond music, languages, translation or ICT training, as there are several other relevant skills and competences which are developed and which will be very relevant for the students' everyday lives, for lifelong learning and also for their professional future.

Three are the main aims of this poster: (i) to summarise the key ideas of the project: participants, benefits, steps, methodology, competences developed, skills practised, necessary material to implement it, etc. (ii) show real examples from language students all around Europe participating in this project (iii) support the success of the project in the light of the results obtained from an empirical research study carried out with a

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Dr Ziani Melouka

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Biodata

PHD in TEFL and Educational Psychology.

### ***Which Learning Strategy for which Learning Style? Raising Awareness***

Recently language learning strategies have been the core to various studies. This interest is due to the fact that leaning strategies play a significant role in the learning outcomes, making learning successful or not. Successful learning, then relates to the learner's ability in using the appropriate learning strategy. Closely related to strategies, autonomy in learning implies that learners be aware of their learning styles and strategies which facilitate acquisition and successful learning. But are all learners aware of their learning styles and consequently are they aware of the appropriate strategies that help them achieve success? The present paper tries to unveil this issue in order to demonstrate that learners' awareness of their learning style helps them use the right strategies in order to avoid failure.

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#### **Biodata**

Helen Mayer and Inés Alonso García are Teaching and Learning Facilitators at the LSE Language Centre. They organise the Improvisation workshops and develop its integration into the LC course offer. The programme, so far for non-native English speakers at the LSE, is now expanding to all levels of Spanish. Inés and Helen, together with the Spanish team, are currently working to incorporate improvisation techniques into the beginner's syllabus.

Steve Bond is a learning technologist and improviser. He performs in the improvised murder-mystery "CSI: Crime Scene Improvisation" and has taught improv to LSE students for over 6 years.

Together, Steve and Angelina have pioneered Language Improv at the LSE.

Angelina Castellini is an LSE alumna and (applied) improvisation teacher. With over 5 years teaching experience, she is an associate at Paul Jackson Associates and the Improvisation Academy. She is co-organising the annual Applied Improvisation Network Conference 2016.

#### ***Improvisation for Language Learning Workshop***

We often use games or role-play in language classes as a way of teaching and practising oral skills. In this workshop, we go further and use theatre improvisation games in a language learning context.

Improvisation ('improv') is the art of creating a live theatrical performance with no script or rehearsal. Improvisers make use of techniques that lead to the spontaneous creation of characters, relationships and stories. Such techniques are learned and refined through the use of improv games, which develop the improviser's ability to accept the ideas of others and build upon them to jointly create an original piece of theatre.

Some of these games can also be put to use with language learners, to develop the skills that are needed to converse in a second language: spontaneity, confidence in speaking, clarity of expression, engagement with an audience, careful listening and truthful reaction. By encouraging spontaneity and intuition, and discouraging thinking and planning, the games prepare the students for real-life interactions. Feedback from our students confirms that they are able to transfer these skills into everyday life.

In this workshop we will play a selection of improv games with you, share our experiences as workshop leaders, and explain how we have successfully implemented improv at LSE. We use improv both with non-native English students, and with students of Spanish at different levels. If there is interest, we would be happy to run two parallel sessions: one in Spanish and one in English; or two in English.

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Caligrama Libros S.L. y en el Instituto Europeo de Formación Campus Stellae; socia fundadora de la Asociación italiana Multiker. Le molte creatività.

#### Biodata

Nace en Turín y reside en Compostela, donde colabora en Caligrama Libros y es co- autora de "Ricette grammatetrali" a la vez que imparte cursos entre Italia y España que integran la Pedagogía creativa para el Aprendizaje de Idiomas, la Expresión artística y la Comunicación eficaz para el self-empowerment.

Doctora (mención europea) en CIENCIAS DE LA EDUCACIÓN y en SCIENZE DELLA FORMAZIONE, por la Universidad de A Coruña en co-tutela con la Università di Torino en el Programa doctoral: "Teatro, Expresión corporal y sociedad: la investigación didáctica". Licenciada en SCIENZE DE LA FORMAZIONE, en la Facultad de Discipline de Arte, Música e Spettacolo por la Università di Torino, en la especialidad "Teatro de Animación". Por la misma obtiene en el 2011, el Máster en Teatro Sociale e di Comunità. En España homologa su Laurea con la Licenciatura en Humanidades. En el 2015, en la Universidad de Compostela recibe el DIPLOMA de EXPERTA en "COACHING EDUCATIVO. Función Docente".

***Recetas gramateatrales: metodología creativa y didáctica activa para saborear, aprender y enamorarse de nuevos idiomas***

Las Recetas gramateatrales son una realidad proyectual bajo formato de libros, editados en Italia (Turín), por la Casa Editorial "Didattica Attiva" que experimentan ideas de pedagogía /andragogía creativa, escritas por Liana Vella y Giovana Corni.

Se trata de una metodología activa que trabajamos desde el 2009, sobre todo en las Escuelas Oficiales de Idioma de España. Se basan en la Antropología del teatro, en el Teatro de Inclusión y en la psicopedagogía. El método grammateatral cruza el formato de laboratorio de lengua, de cocina y un juego teatral: una ocasión para construir relaciones positivas dentro de un grupo que comparte un viaje: el aprendizaje de nuevos contenidos, la investigación de nuevas lenguas, la memorización de nuevas palabras de un idioma y la experiencia cultural que lo representa.

Los alumnos del curso se transforman en vivos ingredientes teatrales y gracias al expediente de la receta-guion elegida, viven una sabrosa experiencia gramatical, en un campo de fuerzas relacionales interculturales. El proceso experiencial finaliza con una "performance-producto" sea un plato de comer, detrás del cual se construye un interesante proceso de "team building" y de "self-empowerment".

El objetivo principal se basa en la experiencia del proceso, sin limitarse al resultado del producto. Aunque se acabe creando y compartiendo realmente un tiramisù -al tratarse del idioma italiano-, o de una sangría -en el caso del castellano-, de un sándwich -para el inglés - de una niçoise para el francés – o del Pan grammateatralen con el propósito de tocar lo universal, explorando todos lenguajes expresivos y artísticos.

"El descubrimiento de un nuevo plato es de más provecho para la humanidad que el descubrimiento de una estrella" (Brillant- Savarin)

Palabras claves: Pedagogía creativa- comida, gramática, juego, ludus, teatro y vida- team building- self-empowerment - experiencia lúdico-comunicativa- relaciones positivas- aprendizaje- lenguaje expresivos y artísticos.

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She is now professor of TEFL for Primary School and Secondary School Pre-teachers at this University <http://www.udc.es/>. She is also working as an External Examiner and/or Co-

supervisor in different doctoral thesis at the Dublin Institute of Technology (DIT) in Dublin, Ireland and at UDC University.

Her research fields are: Teaching and Learning Main Languages and Literature (Spanish), and Teaching and Learning Foreign Languages and Cultures (English). She is also carrying out her research on Comparative Studies about fictional texts and their teaching and learning possibilities, teaching and learning foreign and main languages through fictional texts: Novels, Short-stories, Picture books, Drama, Poetry, Music, Films.

She has been advisor of a great amount of oral and written Final Assignments and Dissertations supervised to completion out of both Postgraduate Programmes above mentioned, and also member of the Jury in a number of Examining Boards: Doctoral Thesis, Master's Assignments and Dissertations, Erasmus Mundus Programme, etc.

She has served and is still contributing as a member of the Editorial Board of some prestigious peer-reviewed Journals as: *Designis*, *Lenguaje y Textos*, *Revista Internacional de Investigación e Innovación en Didáctica de las Humanidades y las Ciencias* and recently she has been named member of the Editorial Board of the *Anglisticum. International Journal of Literature, Linguistics & Interdisciplinary Studies*. She co-directs the journal *La Tribuna. Cuadernos de Estudio de la Casa-Museo Emilia Pardo Bazán* and she is editor-in- chief of the *International Journal Digilec*. <http://digilec.es/>

María Bobadilla-Pérez es Doctora en Lengua y Literatura por la Universidad Complutense y por la Universidad Estatal de Nueva York. Ha sido profesora en la Universidad Stony Brook en Nueva York, en la Universidad del Sur de California en Los Ángeles y en la Universidad de Santiago de Compostela. En la actualidad es profesora en la Facultad de Ciencias de la Educación en la Universidad de La Coruña donde imparte materias del área Didáctica de la Lengua Extranjera en Educación Infantil, Primaria y Secundaria. En el ámbito de la investigación didáctica, entre sus intereses destacan el uso de la literatura como recurso docente, el análisis y diseño de proyectos educativos que favorezcan el desarrollo de una competencia plurilingüe e intercultural, el estudio de metodologías para la enseñanza de lengua extranjera y para el aprendizaje integrado de Lengua y Contenidos.

### ***Top Ten Key Words to Become an Impact Teacher. A TBL Approach***

Despite nowadays approaches are devoted to promote Student-Centred Curriculum and Self-Learning Strategies, this paper is aimed to two main different purposes. 1. It tries to upgrade the role of the teacher in the Teaching and Learning process, and 2. It is aimed to provide a list of top ten key words to encourage our pre-teachers to become an Impact Teacher. Data have been collected by means of a research put into practice thanks to a Task-Based Learning approach (TBL onwards) and preservice teachers/students' suggestions applying for the: "Master universitario en profesorado de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de idiomas" Postgraduate Programme at UDC University (Years 2009-10 to 2015-16). The TBL approach has been implemented to motivate students and make them be willing to actively cooperate. Regarding professional development, participants' information

seems to be highly relevant from a qualitative point of view, because while they are acting as students, they will soon play the role of a teacher in a not far away future.

Thanks to the obtained results we are ready to ascertain that our initial hypothesis has been accomplished and the role of the teacher seems to be still more important in the T- L process than expected. The top ten key words obtained out of this research will help our future teachers and serve as a guide for them to reach a Master Teacher Qualification. This research focused on PGCE students at our Teacher Training Faculty offers a big amount of possibilities to be implemented at any other levels of education, and in other Faculties at national or international level. It also offers the possibility to widen the top ten key words out in order to explore and re-define what the ideal Impact Teacher should be.

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Francisco José Muñoz Ruiz es licenciado en Filología Inglesa por la Universidad de Almería, máster en Estudios Ingleses y máster en Español como Lengua Extranjera (ELE) por la misma Universidad. Ha sido docente en el Centro de Lenguas de la Universidad de Almería y, en la actualidad, desarrolla sus estudios de doctorado en la UAL, además de ser preparador en un centro educativo para los exámenes de Cambridge en los niveles B1, B2 y C1. Además colabora como profesor en cursos de enseñanza virtual sobre didáctica de la comunicación y, particularmente, sobre ELE.

#### ***Motivation and textbooks within the foreign language classroom: analysis of a case study***

Being a key element in foreign languages teaching and learning processes, motivation has been deeply studied and analyzed throughout the years, including how it can be influenced by internal and external factors. Although there is not as much literature about it as there are about other factors, textbooks and reading books can also become challenges for the students and their motivation. A deep study of this matter may offer teachers new approaches to the figure of a book as a tool within a classroom, which would be positive for their students. This research work aims to analyze the motivation of a given group of students from various educational contexts, to establish whether if there is a connection between how the students value their text books and recommended reading books and their extrinsic motivation within an English as a Second Language Classroom, and to analyze if those students would be motivated by the perspective of lessons structured around a literary book of their choice.

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Elisa Bosticardo is an Italian university student about to graduate in Modern Languages and Literatures at Università degli Studi di Torino, where she carried out a thesis in Didactics of Foreign. She studied in New Zealand, then in London and she participated in the Erasmus program, studying 10 months at Universidade Nova de Lisboa. She has an experience in teenager education thanks to the years spent volunteering. She is a dance teacher and an artist too, and she likes to merge those passions to her research in teaching.

Elisabetta Mauro is an English teacher working at the High School, since she got her teaching licence in 1987. She has been working for more than 25 years at Liceo Scientifico, Linguistico, Scienze Umane "Charles Darwin" in Rivoli, where she could start a wide variety of intercultural programs such as welcoming foreign students, language courses, study trips, exchange projects with various nations.

#### ***Heroes have no identity: an analysis of the trial in an EFL high school classroom***

The presentation is based on the bachelor's thesis carried out by Elisa Bosticardo in collaboration with English Professor Elisabetta Mauro. The work intended to explore the use of Task-Based Learning (TBL) and Information and Communication Technologies (ICT) in foreign language teaching.

This research is part of a wider European project on language teaching PETALL (Pan European Tasks for Language Learning); in particular, it results from the trial of the activity "Heroes have no identity" proposed by the Greek team. The trial occurred in 4B class of Liceo Scientifico "Charles Darwin", a high school based in Rivoli, Turin. The investigation included five lessons during September 2015; the student's level of English was set at B1 CEFR level.

The presentation will be divided into three parts. Firstly, a short overview of the activity "Heroes have no identity" as proposed by the Greek team will be presented. Then the focus will shift to the activity as crafted to the needs of the class, with an in-depth examination of the single activities chosen and of the rationale behind those choices; thirdly a detailed analysis of the

results will be reported, focusing on the positive points together with some proposals for implementation.

Some of the programs and tools proposed in class will be used to support the presentation.

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#### Biodata

Ton Koenraad, former secondary school teacher, worked for twenty years as teacher educator & e-project manager at the Faculty of Education, Hogeschool Utrecht, University of Applied Sciences in the Netherlands. He has initiated, coordinated and participated in international projects in the fields of computer supported innovation in education and for modern languages and teacher education in particular. On behalf of TELLConsult he coordinates courses mainly based on the results of EU projects he was/is involved in and his special interest topics including Computer Assisted Language Learning (CALL), Instructional Design, Telecollaboration, Mobile & Classroom Technologies and 3D Virtual Worlds. <http://www.koenraad.info/content/current-courses> His publications and contributions to conferences are available from his personal pages. HomePage: <http://www.koenraad.info/publications>

#### ***The iTILT projects: promoting the implementation of task-based approaches supported by mobile and interactive classroom technologies in language education***

iTILT, Interactive Teaching in Languages with Technology (2014-2017), is a professional development project to support interactive approaches to language teaching with classroom technologies.

The project builds on a previous project entitled 'Interactive Technologies In Language Teaching' (2011-2013), with the same acronym 'iTILT', focusing on the use of interactive whiteboards (IWB) for teaching foreign languages. An open educational web resource was developed which includes over 250 video clips of IWB-mediated language teaching practices in 7 EU countries (<http://itilt.eu>). Other related results include a collective volume with case studies of IWB use in language education (Cutrim Schmid & Whyte, 2014) and a research monograph focusing on collaborative action research in a task-based framework (Whyte, 2015).

iTILT 2, the second edition of the project, moves beyond the IWB to focus on developing effective teaching and learning of modern languages with a wider range of new and emerging interactive technologies (such as tablets, smartphones and video). It involves supporting teachers in task-supported approaches to technology integration through observation, reflection and sharing via an online community of practice.



We will briefly present ways to exploit iTILT's currently available resources in teacher education and continuing professional development (Koenraad et al., 2015) and demonstrate and discuss some task-based scenarios using mobile devices and interactive classroom technologies included in the current version of the training resources.

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Ana Andúgar es profesora de la Facultad de Educación de la Universidad Católica de Murcia en la especialidad de inglés como lengua extranjera, donde imparte su docencia en el Grado de Educación Infantil. Su investigación se centra en la enseñanza temprana de lenguas extranjeras, principalmente en la etapa de Educación Infantil.

Beatriz Cortina-Pérez es profesora contratada doctora del departamento de Didáctica de la Lengua y la Literatura de la Universidad de Granada. Imparte su docencia en la Facultad de Educación y Humanidades del campus de Melilla. Su investigación se centra en la innovación en la enseñanza de lenguas, la metodología AICLE y la enseñanza de idiomas en Ed. Infantil.

### ***Diversidad en la introducción temprana de la lengua extranjera en el sistema educativo español***

El sistema educativo español promueve la introducción temprana de la lengua extranjera en la etapa de Educación Infantil (3-6 años). Sin embargo, son las distintas comunidades autónomas las que tienen la potestad de regular en qué consiste esta primera aproximación. La presente comunicación presenta una investigación cualitativa utilizando el análisis documental de 89 textos legislativos y 19 páginas web, así como 19 entrevistas semiestructuradas a expertos en la materia de distintas comunidades autónomas para conocer el grado de implantación de la lengua extranjera en Educación Infantil en cada región española. A través de una matriz de análisis hemos llegado a la conclusión de que existe una gran heterogeneidad entre las actuaciones que se están llevando a cabo en una u otra comunidad autónoma, repercutiendo

ello en una marcada desigualdad de la oferta educativa en materia de aprendizaje precoz de una lengua extranjera en el territorio español.

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Profesora Titular de Filología Francesa. Experta en pragmática, análisis del discurso y aplicaciones de estas disciplinas a la adquisición de lenguas extranjeras. Numerosos libros y artículos. Directora de Proyectos de Investigación Etc.

***Una propuesta novedosa para abordar eficazmente las diferencias interculturales en la enseñanza/aprendizaje de una lengua extranjera.***

Un aspecto nuclear al abordar el aprendizaje de una lengua extranjera (LE) son las diferencias interculturales entre las distintas lenguas, que generalmente suelen constituir uno de los escollos principales para el logro de una competencia comunicativa en LE eficaz por parte del aprendiz. En la era de la globalización, en la que se ha producido un crecimiento espectacular de las relaciones entre individuos de todo tipo de lenguas y culturas, esta competencia se revela más necesaria que nunca. Es necesario más que nunca no sólo saber la lengua extranjera, sino saber hacer, saber comportarse y saber ser en esa lengua extranjera (MCERL), y prepararse para evitar tantos problemas generados por una comunicación incompetente (malos entendidos, interpretaciones equivocadas, impresiones de mala educación, brusquedad, etc.). Así pues, es necesario contemplar prácticas docentes específicas de esta materia, que preparen a los alumnos particularmente a una eficacia en las comunicaciones internacionales.

Proponemos un modelo específico para el desarrollo de esa competencia comunicativa en LE fundado en la comparación intercultural de los actos de comunicación, elemento central de la competencia comunicativa. Este modelo se desarrolla en tres etapas : a) consciencia intercultural, cuyo objetivo es crear esa consciencia en los actos sociales y culturales de distintas lenguas-culturas 2) docencia de esos actos a través de su identificación y explicaciones metacomunicativas sobre algunas fórmulas y su empleo, y 3) comparación intercultural, en el que se aprenden las similitudes y diferencias de los actos en varias lenguas-culturas, y a prevenir los errores comunicativos, nefastos en la comunicación intercultural.

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Juan Pedro Rica Peromingo is an English-Spanish Translation and English Language and Linguistics teacher at the Universidad Complutense de Madrid (Spain). His recent research focuses on phraseology and corpus linguistics, together with academic writing, oral register and the didactics of the English language. His academic interests also include audiovisual translation, specifically on the field of subtitling, both for hearer and deaf and hard-of-hearing population, and the use of corpus linguistics for teaching and learning audiovisual translation in its different modes. He is also currently teaching in the Master's degree on Audiovisual Translation (METAV) at the Universitat Autònoma de Barcelona and in the Master's degree on English Language and Linguistics at the Universidad Complutense de Madrid, where he is also the Director and Academic Coordinator.

Ángela Sáenz Herrero was awarded a degree in English Philology at Valladolid University (Spain). She has worked for many years as a freelance translator and is currently working as an English lecturer, teaching Specialized English in Cinema and Media Degrees at Camilo José Cela University, Madrid (Spain). She is also working in her PhD on the adaptation of mockumentaries at Universidad Complutense de Madrid.

#### ***Teaching Linguistic Accessibility in the university programs for audio-visual translation (AVT) training***

The important change taking place with respect to the media and the audiovisual world in Europe needs to benefit all population, in particular those with special needs, such as deaf and hard-of-hearing population (SDH) and blind and partially-sighted population (AD) (Orero, 2007; Jiménez Hurtado, 2007; Díaz Cintas et al., 2007; Rica, 2016). This recent interest in the field of AVT can be observed with the inclusion of the teaching and learning of the different modes of AVT in the degree and post degree courses at Spanish universities (Rica & Sáenz, in press 2016) which expand the interest and practice of AVT linguistic accessibility.

We present a research project led at the UCM which consists on the compilation of AVT activities for teaching purposes and tries to analyze the creation and reception of SDH and AD: the AVLA Project (Audiovisual Learning Archive) includes audiovisual materials carried out by university students on different AVT modes. In this study we present the materials created by the students (<https://avlearningarchive.wordpress.com/>). A group of deaf and blind population has been in charge of testing the students SDH and AD corpus through some questionnaires used to evaluate the students' production. Preliminary results will be presented with respect to those aspects, difficulties and deficiencies in the SDH and AD included in the corpus. Some changes and improvements in the quality of the SDH and AD analyzed will also be suggested, as a demand for the teaching and learning of linguistic accessibility at a university level.

## Posters

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#### **Biodata**

Merve Şanal completed her BA in ELT at Gazi University, Turkey in 2010. She has been working as an English Instructor at Bilkent University School of English Language since 2011. She has received Certificate in Teaching English to Speakers of Other Languages (CELTA) in 2011 and Diploma in Teaching English to Speakers of Other Languages (DELTA) in 2013. She is currently studying in the MA TEFL program at Bilkent University. Her research interests are sociolinguistics, intercultural pragmatics and task-based learning.

#### ***A Cross-cultural Study on Request Speech Acts***

Being a competent language learner requires to develop not only morphological, syntactic or lexical knowledge in that language but also pragmatic competence to interact with others appropriately in social contexts. Speech acts (i.e. requests, refusals etc.) have been researched a lot to find out whether they differ in various languages and how language learners realize speech acts in the target language. However, there has been limited research on Turkish EFL learners' knowledge and use of speech acts.

This paper presents a study in progress to analyze how Turkish EFL learners differ from native speakers in their realization of request speech acts in semi-controlled and free practice activities in terms of formality, politeness, directness and appropriateness. The data will be collected from 20-25 Turkish EFL learners and native speakers of English through role-plays and 10-item written discourse completion task on requests both in Turkish and English. Native speakers' responses will be used as a baseline and the learners' responses will be rated in terms of formality, politeness, directness and appropriateness. Descriptive analysis of findings will be done for the participants' responses to examine the features of two languages and determine how learners realize request speech acts in English in semi-controlled and free production exercises.

The results of the research can benefit both teachers and learners by giving insight into teaching of speech acts. Course books and curriculum design might address the sociocultural differences, especially through task-based activities and raise learners' awareness so that they can communicate easily in the target language.

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***Learning of pragmatic competence by Saudi English learners and the implication of Critical Period Hypothesis***

It is generally accepted that age plays a very important role in the learning of first and second languages. Since the propagation of the Critical Period Hypothesis, there has been a debate about the existence and role of the critical period in the learning of second languages. Today, there are many studies which support the view that child learners are the better learners, whether with their first language or second language. Many empirical studies support the view that child learners have advantages over adults in phonology, grammar and vocabulary. However, the present study investigates the role of age in the learning of pragmatic competence with special emphasis on the use of request strategies. The data was collected from adult Saudi L2 English learners. They were divided into two groups, according to their exposure to English language. Group A was based on those participants who have been exposed to English as a second language during the critical period. Group B is based on those participants who have been exposed to English as a second language after the critical period. The data was collected through questionnaires based on BlumeKulka's (1989) 'Discourse Completion Test' (DCT). The results showed that the Pre-Critical Period Hypothesis group used more indirect request strategies, which is closer to English native speakers' use, while the Post-Critical Period Hypothesis group used more direct request strategies. The findings show that during the critical period, second language learners not only acquire the syntactic structure of any language but also pragmatic competence. Therefore, age also plays a role in the learning of pragmatic competence.

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***Integrating TBLT with critical thinking; a qualitative study***

The purpose of this research is to validate the use of TBLT in enhancing the brainstorming skills and critical thinking abilities of the students in ESL classroom. Critical thinking not only provides

various linguistic and academic benefits to the students but it sharpens their social and mental intellect in order to make them successful citizens in real life. According to Facione (1998), critical thinkers may have both necessary affective dispositions that include honesty, open-mindedness and flexibility, and a set of cognitive skills such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. Task based language activities on one hand, provide students to know, interpret, synthesize, evaluate and finally use any linguistic content in real life scenario, while on the other hand increase productivity, foster teamwork, breed loyalty, create congenial atmosphere, and finally make for pleasing personality. The present study is descriptive in nature and gives a theoretical frame work of relatively new teaching strategy (Task oriented critical thinking TOCT) while making critical thinking part of syllabus and task based classroom activities. It investigates the effects of integrating TBLT with critical thinking on the performance of ESL students in English language class by adopting qualitative methodology. Task based teaching can be used as a vital tool to reduce stress and increase output of ESL learners while enhancing their abilities to brainstorm, think critically and adopt problem solving aptitude.

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Ivana Fratter received her MA degree in Language and German Literature from the University of Trieste, her MA in Computational Linguistics from the University Ca' Foscari of Venezia and a PhD degree in Applied Linguistics at the University of Verona. She teaches Italian as a Foreign Language (IFL) at the University Language Centre at the University of Padova. She has extensive experience in designing and developing testing: she collaborates at the CERCLU project (Certificazione Linguistica per i Centri Linguistici Universitari) promoted by AICLU (Associazione Italiana dei Centri Linguistici) to design Italian certifications for the level B1 and B2. Her research interests include Language Learning, Language Testing, Assessment and E-learning. She is author of scientific publication in Italian Language Teaching. She also published materials and manuals for the study of Italian, in both paper and electronic format.

Luisa Marigo received her BA degree in Language and English Literature from the University of Padua, the MA in "Studi Interculturali" from the University of Padua and the MA in "Insegnamento della lingua e cultura italiana a stranieri" from the University of Venezia. She



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She has extensive experience in designing and developing testing: she collaborates at the CERCLU project (Certificazione Linguistica per i Centri Linguistici Universitari) promoted by AICLU (Associazione Italiana dei Centri Linguistici) to design Italian certifications for the level B1 and B2; she was also trained in language testing at the University of Lancaster with Professor Richard Alderson and his équipe. Her research interests include Language Learning, Language Testing and Assessment. She is author of scientific publications in Italian Language Teaching.

***Integrated forms of self-evaluation and evaluation for incoming foreign students at the University of Padova Language Centre , results and data analysis***

The project aims at presenting the results of an experimental research study conducted during the academic year 2015-2016 at the University of Padova Language Centre (CLA). The aims of this study are to examine the results of the proposal to integrate self evaluation and entrance evaluation aimed at foreign incoming students enrolled at our University. According to certain studies (Argondizzo 2009) University students consider “learning a second language based almost exclusively on the knowledge of “the grammar of a language” (Gori, 2009: 27); hence the need for language tools able to provide a proper evaluation of the language skills of incoming foreign students at our Language Centre. The main objective is therefore to evaluate the degree of reliability of a number of self evaluation tools in assigning the correct level of competence to students.

A self-evaluation tool based on the grid of descriptors of the European Language Portfolio and a syllabus structured around each of the six levels (Lo Duca 2006) is being used at our Language Centre from a student sample. A semi-adaptive entrance test has been administered for several years with the aim of discriminating between the six levels of language competence (A1-C2) prior to designing learning materials for our Italian classes. After using both evaluation and self evaluation tools the students sample has been interviewed to discuss critical aspects. The interviews have outlined some weaknesses in the use of self evaluation tools and in some cases they also spotlighted incongruities between the outcomes of evaluation and self evaluation. The results of this experimental research will be presented in the poster.

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**Biodata**

Afaf Messamah is a young PhD candidate as well as an English language teacher at the Algerian University of Batna -2-. She is interested in issues related to language and gender, culture and identity, TEFL, and evaluating teaching materials.

***Textbook Analysis with Reference to Gender and Power Relations***

Instructional textbooks are still of prevailing importance today as the school's basic framework of learning and as the emblematic reflection of their societies' values and cultures. Likewise, they tend unwittingly to embody a substratum of patriarchal agendas that are discriminatory against females. By reviewing previous research that examined textbooks and by looking at gender prejudice in the Algerian society, this research paper examines gender and power relations manifested in the Algerian EFL textbook *At the Crossroads*. The target textbook was selected to be inspected as it is used to teach high school teenagers who are adolescents aged between 15 and 16 years old. Accordingly, the researcher went through a theoretical review of the concept gender and its related ideologies. Then, she carried out a discourse analysis to the mixed-gender conversations found in the textbook in order to expose the implied power relations. The analysis was held using the Sinclair and Coulthard's model IRF which was initially made for classroom interactions. The results revealed that males spoke more than females did, and they controlled the conversations. Also, female participants were often passive receivers and were supposed to answer questions more than asking them. Hence, the researcher assumes that the target textbook discursively transmits relations of asymmetry and dominance in favour of males.

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Başak Erol Güçlü completed her BA degree (in ELT) at Hacettepe University, Turkey. Since 2004, she has been teaching English to preparatory school students at different levels of proficiency at Anadolu University School of Foreign Languages. She completed a CELTA course in 2012, and DELTA Modules 2 and 3 in 2013. Currently, she is a student in the MA TEFL program at Bilkent University. Her main interest areas are material development, and integrating technology into teaching.

***EFL Teachers' Use of Web 2.0 Tools***

Web 2.0 tools have taken their place in ESL/EFL teaching settings. These tools have been used in a myriad of contexts for a variety of purposes. However, using these tools is not always easy for teachers, particularly those who are digital immigrants. The researcher will present the procedure of an ongoing research where she organizes workshops on how to effectively use

Web 2.0 Tools for 8 weeks for EFL teachers who teach English to young-adult and adult learners at a public university. The workshop will cover audio, collaborative- productivity, presentation, animation, blogging, concept mapping, and assessment tools as well as virtual boards to ensure variety.

The purpose of this poster presentation is to show to what extent EFL teachers find these workshops valuable for their teaching practices. A pretest will be conducted to see if and how teachers use Web 2.0 tools followed by an eight-week workshop program. A questionnaire will be completed at the end of each workshop. Interviews with randomly chosen participants will be conducted 2 months after the workshops. SPSS will be used to compare pre and post tests, and the thematic analysis of the interviews will be used. Potentially, all ESL/EFL teachers can benefit from the findings of the study. If workshops prove influential in teachers' attitudes or perceptions, more and various workshops could be made use of. It can help teachers in a number of contexts in helping them to seek out opportunities to pursue ways of informing themselves about the use Web 2.0 Tools.

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#### **Biodata**

Lola Portero Pedraza es estudiante del Máster Oficial en Enseñanza de ELE: Lengua, Cultura y Metodología. Graduada en Estudios Ingleses por la Universidad de Granada, obtuvo matrícula de honor en su trabajo de fin de grado; 'A Corpus-based Approach to Grammaticalization Processes'. Gracias a su expediente académico, fue becada por el Ministerio de Educación para cursar una estancia formativa en Canadá. En Septiembre de 2016 participó en la conferencia SELIM donde expuso su artículo 'A French Feminist Approach to Julian of Norwich's Revelations of Divine Love'. Su principal interés personal es el aprendizaje de idiomas habiendo obtenido el HSK II de chino y el TOEFL internet-based 103 de inglés.

#### ***Errores de producción escrita del pretérito perfecto simple en aprendices de español sino-hablantes***

El objetivo de este trabajo es aclarar las posibles causas de error en la producción escrita del pretérito simple a través del estudio de las muestras disponibles en el Corpus de Aprendices de Español (CAES). En primer lugar, se ha llevado a cabo un análisis comparativo de los sistemas verbales de ambas lenguas para predecir posibles errores de transferencia. Después, las muestras de producción escrita por sino- hablantes de nivel A2 han sido analizadas en el contexto de uso y clasificadas según la tipología de error. Finalmente, el estudio de estas muestras conduce a una propuesta didáctica del pretérito perfecto simple que parte de la experiencia real del aprendiz.

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#### Biodata

After teaching Spanish as a foreign language for 20 years in secondary contexts, Stephanie is now in her 3rd year of a PhD program at the University of Minnesota. She both instructs teacher candidates and serves as a Clinical Supervisor and Instructor. Her interests include dual language and immersion pedagogy, critical pedagogy, culturally relevant pedagogy, dynamic performance assessments and content based, form attentive instruction using the 'counterbalanced' approach.

#### ***Critical Media Analysis, Funds of Knowledge and the Counterbalanced approach to form***

Spanish foreign language classes in the United States no longer serve only the English monolingual. Increasingly, home English students coming from K-6 immersion programs are blended with those learning Spanish as a heritage language and their needs are different. Home-English, Spanish immersion students use limited vocabulary and overuse of simple, frequently covered verbs at the expense of more complex verbs and structures (Harley, 1992). Home Spanish students' may use complex structures in oral discourse but display very low written proficiency. With grammar driven units void of linguistically complex and cognitively compelling content, along with essentialized representations of Latino cultural identity, teachers feel ill equipped and attrition of Secondary programs is high.

The analysis of this mixed methods study aims to uncover how one teacher infused critical media analysis of Spanish language song lyrics and videos into prescribed foreign language curriculum in order to meet the needs of these diverse groups.

Students apply a critical media analysis of the hip hop song *Latinoamérica* by Calle 13 including artists' representation of identity through literary devices personification, metaphor and intertextuality. Students shift attention between meaning and form (conjunctions + subjunctive or indicative) through noticing, awareness and practice tasks (Lyster, 2007). Following the critical media analysis template, students then conduct an analysis of a Spanish language song and video of choice.

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#### **Biodata**

Juan Ramón Guijarro-Ojeda holds a PhD in Applied Linguistics, a MA in English Philology and a BA in TEFL for Primary Education (University of Granada). He was an exchange student at Birmingham University (UK) and lector of Spanish language and culture at Université de Montréal (Canada). Since 2004 he teaches English language and literature at the University of Granada. He has been visiting researcher at Harvard University (2008) and University of California at Berkeley (2007). His research interests revolve around cultural and sexual identity issues in ELT, existential competence, and ELT teacher training. He has been full-time researcher in teacher training projects of the European Commission and the Spanish Ministry of Science and Innovation.

#### ***Gender as a Global Issue in Foreign Language Teacher Training***

In this paper we report on the outcomes of a study conducted with pre-service foreign language teachers at the Faculty of Educational Sciences of the University of Granada, Spain. The main objective of this research is to make teacher trainees aware of the importance of gender as a global education issue in intercultural perspective and how CDA (Critical Discourse Analysis) can be a fruitful pedagogical tool to critically address it.

Within the general framework of the implications of intercultural communication competence for global learning, we place the importance of gender as an extremely relevant issue across the world. Our experience as foreign language teacher trainers tell us that gender is of paramount importance in education and that is always an issue when it is considered in intercultural or anthropological perspective. The general heading of gender in this work encompasses such relevant and global topics as: feminine and masculine identities, gender roles, homosexuality, violence against women, concretion of Human Rights, bullying against homosexuals, work relations, educational policies, the role of religion, patriarchy, homophobia, heterocentrism, etc.

There has been a growing body of research in the last decades following the methodology known as Critical Discourse Analysis (CDA). It is through it, that we are able to analyze how matters of identity (gender), power, and culture are discourse-bound. Questions such as lexical use, turn taking, kinesics, suprasegmental aspects of language (intonation, rhythm, attitudes, etc.) give account of many similarities and differences between different cultures when it comes to gender and more aspects of identity too.

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Pelin Çoban completed her BA in American Culture and Literature Department at Hacettepe University in 2009. She started to work as an English instructor at The School of Foreign Languages at Dokuz Eylül University in 2010. With the aim of improving her teaching skills, she attended to Celta Course in 2012. A year later, she continued her teaching practices at The School of Foreign Languages at Bülent Ecevit University and she is still one of the instructors of the same institution. In 2015, she took a year off from work to participate in MA TEFL Program at Bilkent University. Her research areas are EFL learners' oral skills development, the relationship between drama and foreign language teaching.

Julie Mathews Aydinli completed her B.A. in Russian and Slavic Studies (1985) and M.A. and Ph.D. in Second Language Education (Dean's Honor List, 1999, 2003) at McGill University, Montreal. She came to Turkey in 2000 on a Fulbright research scholarship, and subsequently joined the Bilkent MA TEFL program in 2001. After two years leave during which she conducted research at the Center for Applied Linguistics in Washington DC, she returned to the MA TEFL program in fall 2006 and assumed the position of program director. Her professional and research interests include academic literacy development, qualitative research methods, curriculum development and design, and analysis of academic disciplinary discourse, in particular that of International Relations.

#### ***Process Drama and EFL Learners' Communication Strategies***

This study aims to investigate the effect of Process Drama on EFL learners' use of communication strategies. The situations based on Process Drama approach are integrated in speaking courses for six weeks in a Turkish state university. An observation scheme including two main and eleven subcategories of communication strategies is used to identify the mostly used and recent strategies learnt by the learners.

#### **Summary**

Nonnative speakers' strategic competence in English conversations mainly depends on their effective use of communication strategies. In order to improve English as Foreign Language (EFL) learners' use of communication strategies, Process Drama can be used as an effective tool to analyse the mostly used strategies by learners and teach the others explicitly.

The purpose of the study is to determine whether Process Drama help students use communication strategies more effectively in English. Before Process Drama sessions, learner's performance in speaking courses will be recorded at a state university in Turkey. In six-week period, ten Process Drama sessions of forty minutes will be integrated into the speaking courses. The sessions will also be recorded and an observation scheme containing the taxonomy of communication strategies will be used to identify the adopted strategies afterwards through the records. The previous and post recordings will be compared. Questionnaires and interviews will be conducted to explore learners' and teachers' perceptions. This study offers implications for EFL teachers and administrators about integrating Process Drama into yearly curriculum to develop learners' strategic competence.

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Öznur Alver Yücel completed her BA degree (in ELT) at Middle East Technical University (METU), Turkey. While working as an instructor at BUSEL (Bilkent University School of English Language), she received the certificate of ICELT. Since 2010, she has been teaching at the Department of Basic English at METU, where she has taught students at different levels of proficiency. Currently, she is a student in the MA TEFL program at Bilkent University. Her main interest areas are teaching pragmatics, material development, and integrating technology into teaching.

#### ***The Effects of Pre-Selected Video Clips on Low-level Turkish EFL Learners' Competence in Speech Acts***

Learners of a language need to improve their pragmatic competence which refers to being able to use the language appropriately in different contexts. Therefore, L2 learners should be explicitly taught how to use speech acts accurately considering the relationships between the interlocutors. However, the research on coursebooks has revealed that speech acts are not covered adequately in most of the analysed coursebooks, so teachers need to adapt them or design their own materials. Using video clips can help teachers provide contextualized input for L2 learners.

In this paper, a study in which the researchers observe the effectiveness of using video clips in low-level EFL classes to teach speech acts will be presented. The participants, EFL learners in a state university in Turkey, will be administered a pre-test in the format of a DCT to determine the speech acts which they have difficulty in using appropriately. Intervention sessions which

will expose the participants to various video clips providing sufficient conceptualized input will also have them improve their metapragmatic knowledge. The sessions will include some tasks requiring the participants to use the speech acts in real-life like situations to get feedback. After the administration of a post and a delayed test, and the evaluations of the perception questionnaire given to the participants, some conclusions will be drawn to help teachers who need to supplement their coursebooks to teach those speech acts to low-level EFL learners.

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Francisco J. Rodríguez Muñoz es doctor en Lingüística Aplicada y profesor del área de Didáctica de la Lengua y la Literatura de la Universidad de Almería. Entre sus líneas principales de investigación, se encuentran la didáctica de la comunicación, la pragmática, el análisis del discurso y la enseñanza-aprendizaje del español como lengua segunda y extranjera. Ha sido docente del Máster Internacional de Español como Lengua Extranjera de la Universidad de Almería en sus distintas ediciones, así como ponente en foros nacionales e internacionales sobre el mismo tema. Cuenta con un centenar de publicaciones; algunos de sus artículos han aparecido en revistas de reconocido prestigio como *Pragmatics (IPra)*, *Revista Española de Lingüística Aplicada (RESLA)*, *Revista de Lingüística Teórica y Aplicada (RLA)*, *Signos. Estudios de Lingüística*, entre otras.

Víctor M. Madrid Navarro es licenciado en Historia por la Universidad de Granada, máster en Español como Lengua Extranjera (ELE) por la Universidad de Almería y miembro del CALA (Círculo Andaluz de Lingüística Aplicada) (HUM-963). Ha sido docente en el West Suffolk College de Thetford (Reino Unido) y, en la actualidad, desarrolla un proyecto investigador sobre realidad virtual inmersiva para la enseñanza de ELE. Asimismo, colabora como profesor en cursos de enseñanza virtual sobre didáctica de la comunicación y, particularmente, sobre ELE.



***Análisis exploratorio de un cuestionario sobre las habilidades comunicativas del profesorado de ELE***

Con el objetivo de conocer cuál es la opinión del alumnado extranjero sobre el comportamiento comunicativo del profesorado de ELE en el aula, se reelaboró y adaptó un cuestionario pragmático (a partir de Rodríguez Muñoz, 2010), que, en la fase de pilotaje, completaron 52 alumnas estadounidenses de ELE. El cuestionario participa de una concepción de la pragmática en sentido amplio, ya que incluye indirectamente categorías por medio de las cuales son evaluados componentes gramaticales que pueden afectar a las habilidades comunicativas del docente. A fin de estudiar la dimensionalidad de nuestro instrumento, el primer paso consistió en la aplicación de un análisis factorial exploratorio (AFE) mediante el método de extracción de componentes principales. Los resultados, aparte de validar la fiabilidad del instrumento, sugieren una estructura tripartita, que coincide, desde una perspectiva teórica, con el modelo que propone Gallardo (2005, 2007), en el que se distinguen tres planos pragmáticos; a saber, enunciativo, textual e interactivo, que desde un ángulo perceptivo, realzan el papel del emisor, del mensaje y del receptor, respectivamente, en el acto comunicativo.

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Francisco José Muñoz Ruiz es licenciado en Filología Inglesa por la Universidad de Almería, máster en Estudios Ingleses y máster en Español como Lengua Extranjera (ELE) por la misma Universidad. Ha sido docente en el Centro de Lenguas de la Universidad de Almería y, en la actualidad, desarrolla sus estudios de doctorado en la UAL, además de ser preparador en un centro educativo para los exámenes de Cambridge en los niveles B1, B2 y C1. Además colabora como profesor en cursos de enseñanza virtual sobre didáctica de la comunicación y, particularmente, sobre ELE.

***Dados para el refuerzo: una propuesta para la enseñanza de ELE para personas mayores***

Siendo un campo sobre el que todavía hay mucho que decir, la enseñanza de Español como Lengua Extranjera a personas mayores no solamente recoge los desafíos usuales que se encuentran en la enseñanza a otras franjas de edad, sino que además se enfrenta a desafíos adicionales consecuencia de las limitaciones que pueden estar presentes en el alumnado. Como consecuencia de una paulatina pérdida de capacidades físicas, una persona mayor no tiene la

misma capacidad de aprendizaje o de memorización, y puede requerir actividades de refuerzo con una frecuencia mucho mayor que otros alumnos. A través de esta propuesta se quiere responder a dos posibles necesidades: establecer una dinámica de repaso de diversas actividades realizadas en las sesiones, e intentar simular una situación de necesidad aleatoria como las que el alumnado puede encontrarse fuera de la clase en cuanto a entorno controlado. Mediante la confección de un dado de gran tamaño, pensado para favorecer la actividad psicomotriz, cada alumno/alumna tendrá que enfrentarse a una tarea escogida aleatoriamente por el dado, de entre seis previamente definidas por el/la docente, y que ya han sido realizadas en clase.

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Başak Erol Güçlü completed her BA degree (in ELT) at Hacettepe University, Turkey. Since 2004, she has been teaching English to preparatory school students at different levels of proficiency at Anadolu University School of Foreign Languages. She completed a CELTA course in 2012, and DELTA Modules 2 and 3 in 2013. Currently, she is a student in the MA TEFL program at Bilkent University. Her main interest areas are material development, and integrating technology into teaching.

#### ***Teacher-researchers' Identity (Re)Construction Through Action Research***

Teacher identity has been a topic of interest and it is affected by many factors including professional development activities. With the growing interest in reflective teaching and continuing professional development (CPD), more and more EFL teachers are turning to action research (AR) on their journey of professional development. The purpose of this study is to examine how engagement of AR affects the multi-layered identity (re)construction of teacher-researchers.

In this study, EFL teachers will be given a questionnaire to find out about their engagements in professional development activities. After the analysis, the frequency and percentages of the extent to which they engage in AR and other CPD activities will be looked at, and the top ten teachers who engage in AR will be interviewed. The data from the interviews will be analysed in order to relate the themes to sensitizing concepts: teachers' beliefs, investment, and audibility. The results of the study may shed light on the ways EFL teachers' engagement in AR contributes to their identity construction as teacher-researchers.

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Lenka Bírová is a PhD student in the Department of Didactics of Language and Literature at Faculty of Educational Sciences, at University of Granada, Spain. She completed her master's and bachelor's degrees in Teaching History and English Language and Literature at Comenius University in Bratislava, Slovakia.

Lenka's research interests in educational science belong to the area of innovative teaching approaches. They include the Content and Language Integrated Learning and the bilingual education, Skill Based Teaching, Communicative Language Teaching, and the use of Information and Communication Technologies for educational purposes, culminating in her ongoing research of the Flipped Classroom model of teaching.

Previously, Lenka was a teacher of History and English Language at C.S.Lewis Bilingual High School in Bratislava, Slovakia, and volunteered with Civic Association Supertrieda/Superclass, co-authoring and assisting with projects focused on innovative teaching, and team-building and bullying prevention at schools.

#### ***Flipped Classroom and its use in Teaching English as a Foreign Language (TEFL)***

Following the modern educational trends, Flipped Classroom is an innovative model of education in which the contents of the theoretical part of the lesson and the homework are exchanged. Despite the fact that the research into its implications is still at the beginning, it has been successfully utilised by a number of teachers from a variety of educational backgrounds, across all core subjects, with the learner-age levels ranging from early education to university.

The advantages of the model include greater learner autonomy, freeing up time for in-class skill training, allowing for more personalised learning, higher teacher-pupil interaction rates, allowing for more complex skill-based evaluation, and use of modern technology to assist learning, among others.

Additionally, in foreign language education, the Flipped Classroom model also implies a greater space for the use of current language teaching trends, allowing for more communication to take place, increasing the student-talking time, simplifying the content and language integration and

the integration of four core skills, and allowing the teacher a greater use of assessment techniques focused on the use of language rather than the theoretical knowledge of its rules.

Hypothetically, Flipped Classroom should improve the learners' communicative ability in the focus language, aid improving their use of grammar, vocabulary and pronunciation, increase motivation, and decrease the learning gap between the average and those with poorest performance.

Apart from the general implications, my current research focuses on the means of overcoming the most critical issues interfering with the model's success, as identified during my previous research.

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#### Biodata

I hold a B.A. in Spanish and a B.A. in English from the University of Rochester (2007). After graduation I worked at the same institution as a Lecturer. In 2011 I was promoted to Senior Lecturer. In 2009 I graduated with a M.S in Education from the University of Rochester's Warner School of Education with specializations on Teaching English to Speakers of Other Languages and Spanish. From 2009 to 2011, I worked as ESOL teacher at an elementary bilingual school at the Rochester City School District.

In August 2012 I joined the MLLI Department at UMBC as a Lecturer and Language Teaching Coordinator for the Spanish area, position I currently hold. I work on updating the curriculum and objectives for the elementary and intermediate levels, supervise the practice of adjunct instructors and Graduate Assistants and develop training sessions to promote innovative and effective language and culture teaching practices and curriculum.

#### ***Integrating language learning and intercultural awareness goals in curricular design***

This presentation will focus on a case study of curriculum design for first and second semester Spanish courses at the University level, aimed to help students understand the intrinsic connection between learning to communicate in a foreign language and developing intercultural competence. The presenter will share the experience of designing and implementing specific tasks and assessments in order to achieve simultaneously, intercultural awareness and communicative language goals. Results of a qualitative analysis of students' learning outcomes will be presented to evaluate its effectiveness to engage adult students through lessons and

tasks that are culturally and cognitively appropriate. The audience will explore the theoretical frameworks and research that informed the design of this model, analyze student work, assessment instruments and qualitative data used to assess its efficiency to address language and culture curricular goals. Participants will also have the opportunity to identify when and how students worked on the three modes of communication (presentational, interpretive and interpersonal) and engaged with different cultural dimensions (products, practices and perspectives).

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Aurora Biedma: Master en enseñanza del Español como Lengua Extranjera y Doctora en Filología Hispánica. Tiene 25 años de experiencia en la enseñanza de ELE en Alemania y en España. Es profesora del CLM desde 1992 y subdirectora de Estudios Hispánicos desde 2012. Imparte clase en varios Masters de ELE. Ha publicado en revistas y participado en diferentes congresos y jornadas. Sus principales profesionales y de investigación son la enseñanza de la literatura española a extranjeros y la evaluación y acreditación de lenguas.

M<sup>a</sup> Ángeles Lamolda: DEA en Didáctica de la Lengua y la Literatura por la Universidad de Granada. Profesora de español como lengua extranjera desde hace más de 20 años. Es profesora del CLM desde 1997 y subdirectora de lengua española desde 2011. Ha participado en diversos encuentros de profesores, congresos y jornadas. Sus intereses profesionales y de investigación son la enseñanza de la lengua oral, la formación y el desarrollo profesional del profesorado de lenguas y la enseñanza de la literatura a extranjeros.

#### ***AGnovel: aplicación para tablets diseñada para la enseñanza de idiomas a través de comics***

En este póster se presenta el resultado final de un proyecto internacional financiado por la Unión Europea. A lo largo de dos años un equipo de 8 instituciones de 7 países han desarrollado una aplicación para tablets diseñada para utilizarla como herramienta de apoyo en la enseñanza de lenguas extranjera a estudiantes de los niveles B1 y B2. La aplicación se ha implementado con una novela gráfica disponible en seis lenguas (español, inglés, alemán, italiano, griego y lituano)

con textos en escritos y audios. Además se ha puesto a disposición de profesores y estudiantes material de apoyo para utilizar la aplicación tanto de manera autónoma por parte del alumno, como dentro de cursos por parte del profesor.