

*International Conference on Intercultural Learning in the Digital Age:
Building up Telecollaborative Networks*

BOOK OF ABSTRACTS

International Conference on International Conference on Intercultural Learning in the Digital Age: Building up Telecollaborative Networks



**Faculty of Philology, Translation and Communication,
Universitat de València**

VALENCIA (SPAIN), 7 & 8 NOVEMBER 2019



*International Conference on Intercultural Learning in the Digital Age:
Building up Telecollaborative Networks*

The conference organisers are grateful for the support they have received from:



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KEYNOTE ADDRESSES

Reflections ‘in’/’on’ and ‘for’ action: MOOCs, Telecollaboration and Gamification for a Holistic Approach to Language Teacher Education

Dr. Marina Orsini-Jones
Coventry University, United Kingdom

Despite the fact that many innovations, like mobile phones, have become normalised in our daily life, there is evidence that language teachers in the tertiary sector are still not at ease with the idea of embedding technological innovation in their practice. Some language teachers would also appear to hold strong negative beliefs regarding blended and online learning. This talk explores ways in which language teachers can be supported in adopting a holistic and reflective process-oriented approach to the embedding of technology in their practice.

Examples will be provided of case studies which also aim to counter the marginalisation of technology in the professional development of language teachers. Most key texts used in language teacher education (e.g. Richards & Rodgers, 2014) do not appear to fully address the online dimension, its affordances and how transformative effective engagement with technology can prove to be for teachers’ agency. Moreover, many teacher training textbooks (both theoretical and practical) reinforce language teachers’ scepticism regarding technology and Computer Assisted Language Learning (CALL), by relegating the subject to a separate chapter, so that the embedding of technology is presented as an ‘add on’, an optional extra.

The first case study reported, BMELTET (Blending MOOCs into Language Teacher Education with Telecollaboration) illustrates how reflecting on blended and online learning ‘in action’, ‘on action’ and ‘for action’ helped some postgraduate students involved in teacher education with reconceptualising their understanding of technology and dispelling their fear and/or scepticism regarding its embedding into their practice.

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The second case study presents an innovative way of embedding Augmented Reality (AR) into the teaching of English at B1 level with a manga-style narrative created by a multidisciplinary team of staff and undergraduate students: the British Council SPARK project, also supported by telecollaboration. This example of educational gamification illustrates how powerful a full immersion active learning experience can be for students on a teacher education course and how effective the language learning experience can be for the learners involved.

The talk will conclude with some recommendations on how to support language teachers in their holistic journey of discovery and acquisition of the critical digital competences needed in the 21st century.



Marina Orsini-Jones is Professor in Education Practice (Applied Linguistics) and Associate Head (International) in the School of Humanities, Faculty of Arts and Humanities at Coventry University (UK). She has been involved in CALL since 1985 and has organised many CALL workshops for HE Institutions over the last 25 years, both in the UK and overseas. She has presented at over 100 national and international conferences and is part of the editorial review board of various e-learning journals.

Marina has worked (and is still working) on telecollaboration/Collaborative Online International Learning (COIL) and MOOC blends with many international partners, for example from Mexico, China, Spain, and the Netherlands. Among her most recent publications are Intercultural Communicative Competence for Global Citizenship: Identifying Rules of Engagement in



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Telecollaboration – with her former alumna Fiona Lee; Flipping the Blend through MOOCs, MALL and OIL – New Directions in CALL with her colleague Dr Simon Smith and the report for the English Language Teaching Research Award (ELTRA) B-MELTT: Blending MOOCs for English Language Teacher Training, with her ELTRA research partners Barbara Conde (alumna), Kate Borthwick (University of Southampton) and Bin Zou, Xi'an Jiaotong-Liverpool University.

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**Pedagogical approaches to intercultural learning: Linguistic landscapes in
telecollaboration**

Dr. Margarita Vinagre

Universidad Autónoma de Madrid, Spain

Recent studies have emphasized the importance that the linguistic landscape, understood as the use of language as it appears in the public space, can have for language learning since, in this space, language, culture and identity unequivocally intertwine (Blackwood et al. 2016). This language takes the form of “public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings” (Landry and Bourhis, 1997, p. 25). Other authors describe the linguistic landscape as the ‘word on the street’ (Foust and Fuggle, 2011) or ‘cities as texts’ (Mondada, 2000). From this perspective, cities are dense and feature signs that must be deciphered by the citizens who participate in the dynamic, literary display of the metropolis. These signs structure our interaction with the public space telling us where we are, what to do or how to be. They index our linguistic and social environment and our relationship with the world, thus contributing to the symbolic construction of the public sphere (Shohami 2015). Readers may decipher what the texts intend to communicate, interpret the rapport between the writer and intended reader and consider the social and cultural repercussions of the messages (Colletta et al, 1990). The presence or absence of languages also sends direct and indirect messages with regard to the centrality versus the marginality of certain languages in society (Shohamy, 2006). At the same time, “the signs can be a display of identity by certain language groups and the use of several languages in the linguistic landscape can contribute to its linguistic diversity” (Cenoz and Gorter, 2008, p.268). Together with these aspects, the linguistic landscape can also add information about “societal multilingualism by focusing on language choices, hierarchies of languages, contact-phenomena, regulations, and aspects of literacy” (Gorter, 2013, p.191). In the linguistic landscape, anyone can become a language learner and a learning opportunity may occur anywhere.

This presentation aims to offer a framework that allows for the incorporation of the linguistic landscape to promote intercultural learning, provide examples of language learning activities in and with the linguistic landscape and offer suggestions regarding the integration of the linguistic landscape in virtual exchanges in order to trigger discussions about language status, power, social representation and (cultural) identity, that may encourage students to reconcile their own knowledge and experience with those of their partners.

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Margarita Vinagre is an Associate Professor at Autónoma University of Madrid where she teaches Educational Technologies and English Language and Linguistics. Her main research interests are the integration of technologies in the foreign language classroom, computer-mediated communication, and the implementation of intercultural exchanges for the development of linguistic and generic competences. She has published widely on these topics and is currently the coordinator of the VELCOME project on the integration of virtual exchange for key competence development in higher education, with 20 participating researchers from 5 countries.

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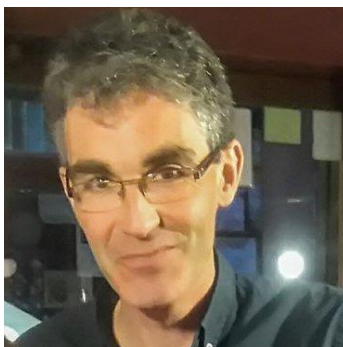
**Upscaling virtual exchange in university education: Moving from innovative classroom
practice to regional
governmental policy**

Dr. Robert O'Dowd
University of León, Spain
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Virtual exchange is an educational practice which involves the engagement of groups of learners in extended periods of online intercultural interaction and collaboration with international peers as an integrated part of their educational programmes and under the guidance of educators and/ or facilitators. Despite over 20 years of research and recent large-scale initiatives such as *Erasmus+ Virtual Exchange*, this approach continues to have a limited impact in higher education.

Based on the qualitative and quantitative data of *EVALUATE* (<http://www.evaluateproject.eu/results/>) an Erasmus+ KA3 European Policy Experiment which brought together practitioners, researchers and ministerial policy makers from five European countries and autonomous regions, this article examines the challenges involved in implanting and upscaling an innovative practice such as virtual exchange in university internationalisation practices. Barriers to take-up and integration at classroom, institutional and policy levels are identified in the data. Following this, a case study from a Spanish regional autonomy is used to illustrate how an international practice such as virtual exchange can gain recognition and support through the coordination of bottom-up and top-down initiatives.

The EVALUATE Group. (2019). *Evaluating the impact of virtual exchange on initial teacher education: a European policy experiment*. Research-publishing.net.
<https://doi.org/10.14705/rpnet.2019.29.9782490057337>





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Dr. Robert O'Dowd comes from Ireland. He is associate professor in English as a Foreign Language and Applied Linguistics at the University of León, Spain. He has taught at universities in Ireland, Germany and Spain and has published widely on the application of Telecollaboration and Virtual Exchange in university education.

His most recent publication is the co-edited volume *Online Intercultural Exchange Policy, Pedagogy, Practice* (2016) for Routledge. He has participated in many international projects and recently coordinated INTENT - a project financed by the European Commission aimed at promoting online intercultural exchange in European Higher Education (www.unicollaboration.eu). He recently coordinated the Erasmus+ Key Action 3 project *Evaluating and Upscaling Telecollaborative Teacher Education* (EVALUATE).

His publications are available here: <http://unileon.academia.edu/RobertODowd> and you can follow him on twitter: @robodowd

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PARALLEL SESSIONS

Thursday, 7 November 2019 (DAY 1)

Liam Murray, Silvia Benini & Marta Giralt

University of Limerick, Ireland

**“How critical are our pedagogies? Exploring agentive digital literacies in the E+VE
Context with Language specialists”**

ABSTRACT

Byram (2019) tells us that “education is political”, yet, in modern times, language education faces challenges with pedagogical models which struggle to integrate essential cultural and intercultural knowledge as part of a ‘political education’. This situation is due to a number of reasons, chief among them, we believe, being the existence of too many unengaging and apolitical elements within our language curricula. The generic language materials studied are too flat, too unenlightening and too clean and politically correct.

FL learners need to become multilingual intercultural citizens to navigate, take responsibility and contribute to a digital and multicultural world. Ergo, learners need to be challenged and ‘politicised’ academically as well as linguistically. To achieve this, we believe that critical pedagogies are required, and going further, critical digital pedagogies that include elements core to language education: critical digital literacies (CDL) (Authors, 2017; Dudeney & Hockly, 2016) and intercultural citizenship (ICz) (Byram, 2008).

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In this paper we will present data from a multicultural virtual exchange (part of the E+VE programme) in a blended learning context within an Applied Language students (n=80) Language Technology module. We discuss the implications and challenges of such practices and argue for the teaching of agentive digital literacies (Authors, Forthcoming) whereby such 'knowledge application' is employed in a socio-political context with virtual exchange activities as the vehicle for creating a critical digital pedagogy. These activities produce: "The agency to know, understand, and therefore the ability to act upon, create, or resist one's reality" (Hauck, 2018). The reality in our context is to enable students to become better self-directed, 'politically' responsible learners as well as digitally literate, multilingual global citizens.

Keywords: critical pedagogies, agentive digital literacies, ERASMUS+ virtual exchanges.

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Bionotes

Dr. Liam Murray is a Senior Lecturer in French and Language Technologies in the School of Modern Languages and Applied Linguistics at the University of Limerick, Ireland and teaches courses on CALL, digital games-based language learning, French civilization and media, cyberculture, e-learning and evaluation at both undergraduate and postgraduate levels. Areas of research interest include CALL, Games-Based Learning and the application of Social Media and blog writing to second language acquisition. He is a reviewer for a number of international research journals. Since 1991, he has contributed many articles and book chapters on these research areas, being published in Journals such as AJET, System, Eludamos, Journal for Computer Game Culture, Classroom Discourse, Educational Media International, ReCall, and Learning, Media and Technology. Academic homepage: <http://www3.ul.ie/llcc/liam-murray/>



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Marta Giralt (MA, M. Phil, PhD) is a Lecturer in Applied Linguistics and Spanish at University of Limerick since 2015. She teaches ICT and Languages, Intercultural communication, Linguistics and Spanish. Her research interests are in Applied Linguistics, in particular, Second Language Acquisition and Oral Language, ICT and Language Learning and Intercultural Communication. In 2007 she was awarded with first prize in the II Premio Cristobal de Villalón for Pedagogic Innovation at Universidad de Valladolid, Spain. She has participated in several projects involving ICT, SLA and FLT and currently is a national representative for the Cost Action EnetCollect (European Network for Combining Language Learning with Crowdsourcing Techniques). A list of recent publications are available here: <https://ulsites.ul.ie/mlal/dr-marta-giralt-0>

Dr Silvia Benini works as a tutor in the School of Modern Languages and Applied Linguistics at the University of Limerick. She also works at the University of Central Lancashire as senior research assistant. She is involved in ICT and language studies and she is a committee member of IRAAL (Irish Association for Applied Linguistics) and member of CALS (Centre for Applied Language Studies).

Linda Gijsen

Fontys University of Applied Sciences, Netherlands

"How to get students engaged in online intercultural communication?"

ABSTRACT

In the context of task-based language teaching, this PhD project explores how foreign language learners engage with tasks during intercultural telecollaborative exchanges in secondary school teaching. In cooperation with the Erasmus+ TeCoLa project (www.tecola.eu), case study pilots have been carried out to study behavioural, cognitive and emotional aspects of learners' task engagement (TE) and the influence of task conditions on the nature and strength of TE.

In this presentation, findings of 3 intercultural TeCoLa exchanges between December 2017 and April 2019 will be addressed. A task-based approach was adopted to design a variety of synchronous and asynchronous collaborative tasks involving the video-communication platform BigBlueButton, learning stations in the TeCoLa Virtual World (TVW), Moodle forum and

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Google Slides. A case study approach was used to collect data on how individual learners engaged with the tasks when working together in pairs and small groups.

Focus is, in particular, on data and insights from virtual pair exchanges in the TVW involving 16 Dutch and German secondary school students (16-18 years, B2/C1) who joined the TeCoLa project together with their teachers. The students accessed the TVW from their home computers outside class hours, and they used English as a pedagogical lingua franca (Kohn, 2018). Following a learning path of multimedia boards about “waste avoidance”, they discussed the information and questions displayed. All participants attended mainstream secondary education and were primarily focussed on the opportunity to communicate with students from a different cultural background and to develop their oral interaction skills and intercultural communicative competence. The findings are relevant for foreign language teachers and teacher-educators who want to engage their learners in online intercultural communication.

Keywords: telecollaboration, task engagement, TBLT, English as a pedagogical lingua franca, online intercultural communication, virtual exchanges.

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Bionote

Linda Gijzen is a teacher educator at the English department of Fontys University of Applied Sciences Tilburg in the Netherlands. In cooperation with the Erasmus+ TeCoLa project, she carries out a PhD project at Utrecht University in which she explores how foreign language learners engage with tasks during intercultural telecollaborative exchanges in secondary school teaching.

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Marta Conejero-López

Universitat Politècnica de València, Spain

"A scheme to improve B1 English vocabulary in UPV Faculty of business through Shakespeare's language and Sustainable Development Goals (SDGs) awareness"

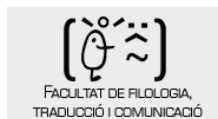
ABSTRACT

Improving English as a Foreign Language (EFL) is a must for 21st century EHEA students and teachers. Integrating SDGs is also fundamental. Most EHEA degrees include compulsory EFL credits and/or subjects taught in English; all of them need SDGs content. In this scenario, a "lack of motivation" factor to learn English in Spanish HE classes increasingly affects students' engagement. Real-life problems, such as SDGs can be motivating and engaging, but need to be boosted. Literature can help.

The following study explains how "Life" and "Nature" matter in today's world and were already fundamental in Shakespeare's Hamlet ("except my life, except my life, except my life" (Hamlet, II). Universitat Politècnica de València (UPV) EFL courses for students of Public Administration and Business management has been this paper's author's responsibility for more than a decade; evident low engagement plus motivation problems have always existed and they required motivating solutions which literature and United Nations SDGs 13: "climate action", 14: "life below water" and 15: "life on land" can provide.

Mixing unexpected "paths" to motivate and engage B1 English students through indirect references to SDGs found in literature has been a priority. In this line, a scheme to improve B1 English vocabulary through Shakespeare's language, critical thinking and SDG awareness has been designed; its key strategy has been to use Hamlet's references to "life", "nature" and some United Nations SDG-related vocabulary items to engage EHEA students of English for Public Administration (EPAdm). As part of a January-June 2019 study, an explanation of how to use Hamlet's words "life", "nature" and UN SDG-related vocabulary elements is developed below.

This paper explains the steps followed to help B1 English Ss a) analyse Hamlet's references to nature in general; more specifically, b) study "nature" as a word Shakespeare uses to create a linguistic seam from Hamlet's first line to the end. This opens a path which can trigger B1



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English vocabulary learning, thanks to a harmonious blend: SDGs, literature and EFL learning. Literature adds motivation and engagement opportunities to help UPV Faculty of Business undergraduates improve EPAdm vocabulary. It has been successfully used with sixty students of EPAdm (CEFR B1) between February and June 2019.

Keywords: engaging, motivating, EFL, ESP, EHEA, SDGs.

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Bionote

Universitat Politècnica de València member since 2007 (applied linguistics dpt.). 1991-2007 experience: Universitat de València; University of Wales-Fundación Bravo Murillo (Gran Canaria); Universidad de Zaragoza.

Research interests: persuasive communication, EFL teaching-learning, ESP, pragmatics, applied linguistics in general; Shakespeare.

Suzi Marques Spatti Cavalari

São Paulo State University – São José do Rio Preto, Brazil

"Autonomous language learning in teletandem: the main features of selfassessment practice"

ABSTRACT

The concept and implementation of telecollaboration involve a blended learning approach in which online group work between students from different countries is integrated into face-to-face lessons (Dooly and O'Dowd, 2018). As a model of telecollaboration, institutional integrated teletandem promotes foreign language learning by using internet-mediating videoconferencing tools (e.g. Skype) and a series of tasks that students should carry out. Its guiding principles are autonomy, reciprocity and separation of languages during synchronous oral interactions.

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According to Cavalari and Aranha (2016), successful integration of teletandem practice entails preparing learners, designing meaningful tasks, and considering different assessment perspectives: the teacher's, the peer's and the learner's. This study focuses on self-assessment as a key aspect of autonomous collaborative learning in teletandem. It is based on a formative framework of assessment and on the premise that self-assessment practice involves learners' being able to establish goals, monitor progress, and make decisions about their own learning. It particularly aims at investigating the self-assessment practice of Brazilian students (learners of English as a foreign language) who, based on the CEFR self-assessment grid, evaluated their own proficiency level as B1. The study is of a qualitative nature and uses data from questionnaires (initial and final), learning diaries, and oral interaction recordings from MulTeC (Multimodal Teletandem Corpus). Data analysis shows that participants tend to establish goals which are related to improving oral production and interaction skills, and/or improvement of specific items of grammar (e.g. verb forms) and vocabulary. As they monitor their own progress, they frequently seek for collaboration and trust their peer's feedback, which shows the inherent relationship between self and peer assessment in teletandem.

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Bionote

Suzi Cavalari is an English as a foreign language teacher at the Department of Modern Languages at São Paulo State University (UNESP). She has an M.A. and a Ph.D. in Applied Linguistics and her research interests include (self)assessment, telecollaborative learning, teletandem integration.

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Liudmila Shafirova & Daniel Cassany

Universitat Pompeu Fabra, Spain

"Transcultural identities and literacies in fan translation projects"

ABSTRACT

This study focuses on the transcultural, digital and multimodal practices and literacies of amateur translators in the context of a fandom. By transcultural literacies, we refer to practices that enable people to communicate across cultural borders while creating a third space in the dichotomy of “us” and “them” (Kostogriz & Tsolidis, 2008; Kim, 2016). Fandom is a relevant object of research to explore transcultural literacies as fans produce and reproduce products of popular culture across different cultural contexts while negotiating their plurilingual and transcultural identities (Kim, 2016; Lam, 2006; Shafirova & Cassany, 2019).

This ethnographic study explores how Russian speaking fan translators produce transcultural mediations while adapting the cultural product for a target audience. It analyses in depth two cases: a collaborative fanfiction (written narratives on pop cultural products) translation from Russian to English, and a fandubbing project (amateur translating and dubbing) of the episodes of the show “My Little Pony: Friendship is magic” (MLP: FiM) from English to Russian. All of the participants identify as bronies, fans of the show MLP: FiM. With the use of digital ethnography six interviews (15,517 words), two observation journals (7,245 words), 92 translators’ comments (6,648 words) and 55 screenshots were gathered. The data were analyzed with a combination of content and discourse analyses.

Data implied that the amateur translators paid specific attention to the transcultural mediation analyzing and negotiating meaning between different cultural contexts. In the case of fandubbing, the transcultural mediation occurs when the participant localizes the translation by appropriating idiosyncratic elements into similar expressions in Russian, conserving the meanings which are valuable in the context of the brony fandom. In the case of fanfiction translation, the participants worked in a group producing fruitful argumentative discussions about novel adaptation for the global audience standards on three levels, such as linguistic, stylistic and storytelling levels. In this case, Russian speaking participants had to position themselves in the discussion of Western and Eastern European literature and philosophy, which

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enabled them to negotiate their transcultural identities of mediators. The discourse of negotiation of these transcultural identities creates an interesting space of reflection and discussion of the dichotomy of “us” and “them”. We suggest that this transcultural dialogue and collaborative work on adaptation could be an important part of the transcultural literacies development.

Keywords: transcultural literacies, transcultural identity, brony fandom, informal learning

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Rino Bosso

University of Vienna, Austria

**"Seriously?! Do we really have such pigs here?!": Exploring Complaints in
ComputerMediated English as a Lingua Franca"**

ABSTRACT

Over the last decades, advances in communication technologies have allowed online intercultural communication to occur increasingly more frequently. The preferred communicative medium often happens to be English as a Lingua Franca, defined as ‘any use of English among speakers

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of different first languages for whom English is the communicative medium of choice, and often the only option' (Seidlhofer, 2011: 7). The observation of Computer-Mediated English as a Lingua Franca (CMELF) interactions can provide interesting insights as to what pragmatic strategies are successfully applied in virtual exchanges between internet users of different linguacultural backgrounds. As I suggested elsewhere (see Bosso, 2018), observing the physical context in which internet users live is important, for the physical place and the virtual space are increasingly interrelated in our everyday lives. A hybrid ethnographic approach therefore aims to explore 'how digital activities are embedded in people's daily lives, be that information seeking, blogging, emailing, or game playing' (Jordan, 2009: 185).

In my longitudinal study, I observed the physical place inhabited by members of a multicultural hybrid community of international students who live in the same student dorm in Vienna and use a Facebook group to communicate with each other online. I carried out some interviews and collected all relevant information which could inform my analysis of their CMELF interactions. Over a period of two years, my 94 informants produced several thousands of computer-mediated communicational acts, which I collected upon informed consent. Among these, complaints figure prominently. In addition to discussing the reasons which gave rise to the high frequency of this communicational act in the data, this paper aims to analyze how CMELF users exploit multimodality and draw on all semiotic resources which are available on Facebook, and on the Internet more generally, to realize the intended pragmatic meaning and manage conflict efficiently in their online intercultural interactions.

Keywords: English as a Lingua Franca; Multimodality; Online Intercultural Communication.

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Bionote



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Rino Bosso, MSc, is a PhD candidate in English linguistics at the Department of English and American Studies, University of Vienna. His research project “Exploring-Computer-Mediated English as a Lingua Franca” investigates the pragmatic strategies adopted by members of a multicultural Hybrid Community to successfully achieve mutual understanding in online intercultural communication.

Veronica O'Regan & Christiane Brand

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University of Applied Sciences Cologne, Germany

“Internationalization and Online Intercultural Exchange in Third-Level Foreign Language Education:

A German-Irish Case Study”

ABSTRACT

Telecollaboration and Online Intercultural Exchange (OIE) have been described as a form of ‘virtual internationalization’ incorporating the concept of global citizenship in broad terms (Thorne, 2016). According to De Wit (2016) it constitutes “a step towards a more inclusive, innovative approach to internationalisation” which has been neglected in the higher education context to date. Against this background, this paper describes an Irish-German intercultural telecollaboration between language students at the University of Limerick and the University of Applied Sciences Cologne introduced in 2018. It evaluates the learning outcomes of this bilingual, cross-cultural project, based on quantitative and qualitative data from online surveys and student reflective portfolios.

In conjunction with the broad goal of virtual internationalization, a further aim of the project was to prepare language students for their Erasmus mobility (or work placement). The potential linguistic and cultural gains during the period abroad are not uniform or inevitable and there is, therefore, a need for closer attention to students’ preparation (Kinging, 2011; Coleman, 1997).

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One of the goals of this project is to address this challenge by integrating virtual exchange in the FLL curriculum.

Drawing on the I-TELL (Intercultural Telecollaboration) model (Giralt & Jeanneau, 2016), students from both universities were paired up as Virtual International Partners (VIPs) to collaborate on specific tasks that were carefully designed to enhance their intercultural, linguistic and digital communication skills.

The findings presented in this paper describe the impact of the OIE on the development of students' linguistic skills, intercultural awareness, digital literacies and on their preparation for mobility. They not only point to the pedagogical value of virtual internationalization and cross-cultural collaboration in practice, but also help in drawing practical conclusions for teaching in an intercultural setting.

Bionotes

Dr. Veronica O'Regan is a lecturer in German in the School of Modern Languages and Applied Linguistics at the University of Limerick, Ireland. She is a member of the Centre for Applied Language Studies. Her research interests include critical discourse analysis, corpus linguistics, Irish-German relations and second language acquisition.

Prof. Dr. Christiane Brand is a Professor of Applied English Linguistics at the Institute of Translation and Multilingual Communication at the University of Applied Sciences, Cologne (TH Köln). Her research interests include EFL, ESP and learner language, corpus linguistics, intercultural communication and translation training and research.



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"Challenges and other feedback: Integrating Intercultural learning in the Digital Age"

ABSTRACT

The purpose of this presentation is to share our experiences in addressing globalization and complex relationships through a telecollaborative project between students from Germany and Colombia in upper intermediate level English classes. We believed by providing a space for online conversation, written collaboration and discussion, students would enhance their plurilingual and pluricultural competence as well as their communicative competences through the medium of English as an international language. This project also promoted social-interactive learner autonomy.

Students engaged in online exchanges, synchronously and asynchronously, for a duration of six weeks, that encouraged participation, adaptation to others, and challenging opinions regarding self, student life, cultural orientation, and cultural dimensions. The aim was also to enable students to investigate cultural complexity and to develop cultural curiosity (Abrams, 2002). We used a task-based approach and the wide range of activities was of varying complexity.

Students self-assessed their written and spoken online interaction as well as their perceived skills in mediating texts and communication based on the new descriptors in the Companion Volume to the CEFR. They also rated their plurilingual and pluricultural competences on a PPC scale at both the beginning and end of the project.

During this presentation, we will provide a detailed overview of the plan, preliminary results of the self-assessment analysis, and discuss challenges and issues from the students' perspective. We will also consider what may lie ahead for intercultural learning in the Digital Age.

Keywords: Telecollaboration, virtual exchanges, pluralingulism, pluricultural competence

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Bionotes

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Dr. Alice Gruber is a lecturer and researcher at the University of Applied Sciences Heilbronn. In her research, she focuses on foreign language pedagogy, language policy and e-learning.

Lorena Bort-Mir

Universitat Jaume I de Castelló, Spain

"Using PenzuTM as academic online diaries to enhance metacognitive skills in Higher Education"

ABSTRACT

Metacognition can be considered as knowledge about one's own cognitive activities and their regulation in learning processes (Flavell, 1979). Students are involved in metacognitive processes when they think about what they have learned, how they have learned it, or how they can relate it to their personal experiences, among other things. Based on this, students who develop these skills should show more appropriate strategies to know what they need to find out

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or do while studying. Therefore, understanding and controlling cognitive processes is one of the most essential skills for students that teachers should encourage at all academic levels (Anderson, 2002)

The Guided Learning Diary (Bort-Mir, 2016) was developed as a learning diary with several aims: (i) defining the general and specific objectives of the content to be taught, (ii) developing the metacognitive skills of students through strategic questions, and (iii) promoting the development of important competences such as self-criticism, independent and autonomous learning, self-evaluation and capacity for improvement. The GLD also offers a self-evaluation process for teachers, thus allowing the supervision and improvement both of the contents of the course and the didactic methodology. This tool was developed and applied within the Theatre in English subject at Universitat Jaume I, embedded in the third course from the English Studies Degree, and the students' results were significantly higher than those of previous years.

The present research proposes a technological turn in the application and use of the GLD with the use of the open-source tool Penzu.com. We claim that the creation of academic online diaries with this tool promotes meaningful and self-regulated learning in Higher Education environments.

Keywords: ICT, Higher Education, metacognition, online pedagogic tools

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Anna Nicolaou & Ana Sevilla-Pavón: "Following a three-phase Design-based Research (DBR) methodology in virtual exchange projects"

Cyprus University of Technology, Cyprus

Universitat de València, Spain

ABSTRACT

This paper presents a three-phase Design-based Research (DBR) methodology that was followed within a virtual exchange project between the Cyprus University of Technology (CUT) and the University of Valencia (UV). Design-based Research (Brown, 1992; Collins, 1992) is an emerging paradigm for the study of learning in context through the systematic design and study of instructional strategies and tools. Under such methodology, research is carried out in iterative cycles of design, enactment, reflection, refinement, and redesign. Educational interventions are viewed with a holistic perspective, and interactions between learners, teachers, artefacts, materials, departments, institutions and networks are explored. The present study aimed at establishing an understanding of the possible affordances of virtual exchange projects in developing students' global competences and intercultural learning embedded in content-based English for Specific Purposes (ESP) instruction. The iterative cycles undertaken within this research methods paradigm facilitated the refinement of the research design, as well as the underpinning theory which guided the design and implementation of the virtual exchange project. Each iterative cycle investigated the context and examined practices that were deemed inadequate and required improvement. The systematic collection of empirical data, followed by the reflection phase in each cycle, enabled the recording of evidence of perceived development of global competences and intercultural learning, as well as of content-based learning. Therefore, the multiple iterations contributed to the re-conceptualization of the underlying theory and to the evaluation of the effectiveness of each intervention, by capturing the moments of perceived competence learning. This led to improved versions of the study in an effort to scale the virtual exchanges and maximize the possibilities of competences to emerge and facilitated the gradual evolution towards a critical telecollaborative design aiming at developing students' global competences and intercultural learning within an internationalized ESP curriculum. The DBR methodology also provided a replicable model of a virtual exchange project, the YES (Youth



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Entrepreneurship for Society) virtual exchange project. Finally, the adoption of DBR has resulted in the professional development of the practitioners involved in the virtual exchange projects.

Bionote

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Martin Parsons

Hannan University, Japan

"Podcasts as a Means of Promoting Intercultural Communication: Japan-China"

ABSTRACT

In Japan, almost all pupils and students study English for several years, but have little opportunity to use English in any meaningful way outside the classroom. Indeed, for many the main aim of studying English is to pass entrance examinations to higher levels of education. It is also the case that many Japanese learners of English find themselves in teacher-centred learning environments (Nishino, 2008), often lack motivation, are passive in class, and increasingly unwilling to study (Dujarric & Takenaka, 2014) or work (Sanno Institute of Management, 2017) abroad.

Podcasts, which have become an important form of communicating information in the modern digital era, may represent one way of providing a space for the use of contextualised English for students. However, despite the wide range of topics available and their growing popularity – it is estimated that 44% of the population of the USA alone have listened to a podcast at least once and that 48 million listen to a podcast weekly (Edison Research, 2018) – podcasts remain almost unknown in Japan. As such, they may represent a hitherto untapped educational resource for Japanese students.

This presentation will report on the initial results of a collaborative effort between universities in China and Japan in which podcasts are used as a medium of expression. Rather than merely

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consuming pre-recorded podcasts, students in both countries have designed, written, produced and shared original podcasts with a historical perspective, which are in turn evaluated by their peers. The potential benefits of such a project include improved English language skills, deeper knowledge of historical events, improved communication skills and greater intercultural understanding.

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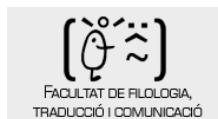
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Keywords:

Podcast, Japan, EFL, Intercultural communication

Bionote

Martin Parsons is an Associate Professor in the Faculty of Business at Hannan University in Osaka, Japan. His research interests include CLIL, English language education in Japan and the intersection between digital literacy and foreign language learning.



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Manuel Rodríguez Peñarroja

Universitat Jaume I de Castelló & Universitat de València, Spain

**"Does audiovisual input play an important role in awareness? A case study in pragmatics'
multiple speech acts teachability to EFL Spanish students"**

ABSTRACT

The shift in the language teaching paradigms from a formal perspective to a more communicative one since the early 80's has given rise to the development of communicative competence models that share the inclusion of pragmatic competence as part of students' overall language proficiency. This research faces the problems related to the provision of pragmatic input to students of English in a foreign language learning context as a part of the requirements described in the Common European Framework of Reference for Languages (CEFR) by fostering reception communicative language activities and strategies through the use of audiovisual input sources. Researchers have identified that some of the drawbacks found in coursebooks include language use misrepresentation, almost non-existent written and oral collaborative practice, and metapragmatic reflection amongst others. As an alternative, the use of audiovisual sources with teaching pragmatics purposes has been suggested as several studies have reported similarities with natural language use and achieved positive outcomes when teaching different pragmatics' aspects.

This paper presents the use of the audiovisual TV genres of sitcom and drama as pragmatic input sources for the teachability of multiple speech acts and its effects in awareness adopting a Focus on Forms approach, an explicit-deductive instructional model which includes presentation-recognition-production, and metapragmatic information provision and discussion. Participants were divided into four groups, the audiovisual group (AG=29) which received complete audiovisual instruction, the transcripts group (TG=32) which only used transcripts, and a control group (CG=30); in addition, we compared results with a native speakers group (NS=20). Instruction included awareness raising tasks such as questionnaires for metapragmatic discussion, multiple choice questionnaires, and identification tasks with both pragmlinguistic and sociopragmatic information. In order to study the differentiating effects of audiovisual input provision, pre and post-test design included rank-ordering tasks in which the description of different scenarios and linguistic production alternatives were administered. Findings from pre

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and post-test comparison seem to reveal improvement in pragmalinguistic and sociopragmatic awareness of both instructional groups when choosing speech acts production taking into account social and contextual constrains.

Keywords: Audiovisual input, Pragmatics, EFL, Awareness, Speech Acts, Interactional patterns.

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Bionote

Manuel Rodríguez Peñarroja holds a PhD from Universitat Jaume I on Discourse analysis: Theory and applications in the use and acquisition of the English language. He is associate professor in the Department of English Studies at University Jaume I, and in the Department of English and German at Universitat de Valencia.

His main research interests include the teachability and acquisition of the pragmatic aspect of the language which includes innovative treatment sessions and tasks design. The combination of already existing teaching approaches and methodologies with the use of audiovisual materials as fulfilling pragmatics' needs in the foreign language context is reflected in his main work up to date. He is also interested in cognitive linguistics field of research and its effects in language acquisition and the applicability of multimodal approaches to the teaching of EFL.



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Francisco Ivorra Pérez

Universitat de València, Spain

" How can Peninsular-Spanish students improve their socio-cultural competence in English? An approach to evaluative language through telecollaboration"

ABSTRACT

It goes without saying that telecollaboration is an environment that provides space for true dialogue (Helm, 2013; O'Dowd, 2016) and is the ideal place to develop both language skills and intercultural communicative competence through structured tasks (Guth & Helm, 2014). The objective of this research is to examine and compare the type of engagement strategies (Martin & White, 2005) used by both Peninsular-Spanish and British-English university students towards controversial topics in the online platform Google+.

The corpus selected for the research consists of 50 Peninsular-Spanish university students doing their degree in English Studies at the University of Valencia and, more particularly, studying the subject English Language 6. Aside from that, 6 British teaching assistants are selected to participate in the forum discussions. The topic for discussion is related to one of the contents included in the subject English Language 6, which is "Superstitions". Both a qualitative and a quantitative methodology are followed. As for the latter, the results are submitted to statistical analysis through the chi-square test of homogeneity in a contingency table by means of SPSS Statistics Software 22.

The findings reveal that both Peninsular-Spanish and British-English students make use of different types of engagement resources to negotiate meaning towards controversial issues. This seems to be due to their different written cultures. Despite this, similar markers between both groups of students are frequently found, which may be linked to the constraints imposed by this online genre.

Drawing on the results drawn from the post-questionnaires carried out among students, we could say that online forums are the best method to help our learners become aware of cultural differences, avoid cultural transfer from Spanish into English and, what is even more important, to reach a good level of socio-cultural competence in English.



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Bionote

Dr Francisco Miguel Ivorra Pérez is currently a lecturer in English language and linguistics in the Department of English and German at the University of Valencia (Spain). His main areas of research are cross-cultural pragmatics (English-Spanish), discourse analysis as well as English for Professional and Academic Purposes.

Kyria Finardi & Carlos Hildeblando Junior

Federal University of Espirito Santo, Brazil

"Teacher Education for Intercultural Learning in the Digital Age"

ABSTRACT

The objective of this paper is to reflect about some challenges for language teacher education for intercultural learning in the digital age. Based on the assumptions that languages play a key role in the access to information and education besides fostering national cohesion and world peace through intercultural communication and that because of the compression of times/spaces afforded by globalization, language teachers have to be prepared to deal with the challenges of teaching languages in the digital age, the present study discusses issues related to language teacher education for intercultural learning in the digital age. With that aim, some pedagogical

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interventions carried out in the teaching practicum course of the English Language Teaching (ELT) program of the Federal University of Espírito Santo (UFES) in Vitoria, Brazil, are discussed. The review of literature includes studies on language teacher education, language teaching in the technology era, interculturality, language policy and effects of globalization/internationalization on education in general, language teaching/learning/use in particular and interculturality. The pedagogical intervention carried out in the English Language Teaching Degree Practicum Course at UFES included the 1) discussion of texts about language teaching, interculturality and the use of technology in education, 2) online meetings in a COIL (Collaborative Online International Learning) format with the pre-service teachers enrolled in the practicum course of the Alberto Hurtado University in Santiago, Chile and at UFES, in Brazil, 3) reflection sessions and 4) interviews with participants in both courses. Data were collected through class observations, participation and interviews with participants. Data analysis aimed at answering the following questions: How are our educational systems changing in our current context of globalisation and massive migratory movements across the globe? How are educators responding to the constant mobility and changes in relationships and identities within our highly complex societies? How can we cross global boundaries while promoting mutual understanding and critical values in the classroom? What will language education and teaching be like once normalisation of ICT has been fully achieved? How will this digital immersion transform the ways and environments in which intercultural communication and learning take place? How can technologies disclose new avenues to enhance intercultural communication and language teaching/learning and use? Overall results of the study suggest that the ELT course analyzed falls short in preparing future teachers to deal with the challenges of teaching languages in the digital age.

Bionotes

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Anu Muhonen & Sanna Teerenhov

University of Toronto, Canada

University of the Arts, Finland

"Citybiking and cricket snacks: Broadcasting cultural windows in a digital era"

ABSTRACT

The use of social media in language and transcultural pedagogy shifts learning from accessing and sharing information to designing communities of inquiry where participants are actively engaged in deep and meaningful learning (Vaughan 2013). Our paper we will bring along pedagogical and transcultural insights from an innovative blended learning project "Vlogging and blogging in Toronto and Helsinki" where two parallel Elementary Finnish classes from University of Toronto (Canada) and University of Arts (Finland) have been engaged in collaborative learning of Finnish language and culture. In addition, the project aims to engage students in different 21st century competences.

Social media applications using the Internet capitalize on its greatest asset: bringing people together in communities where participants can interact and collaborate on meaningful activities. (Vaughan 2013). As newcomers into Finnish culture, international student's in Helsinki have been asked to observe Finnish culture, and further share selected glimpses (i.e., photos with captions, blogs and vlogs) via digital platform. This material has opened interesting and authentic cultural windows to students of Finnish language and culture at the University of Toronto. In this paper we will discuss and reflect some of the findings within the project; our focus will be on student produced cultural representations (cultural windows) and discourse on it.

There is a great deal of earlier research on blogging and collaborating within language pedagogy; making use of digital literacy in experiencing cultural representations will add to the field of learning language and culture in higher education in the digital age (see also Prieto-Arranz, Juan-Garau & Lesley Jacob, 2013; Sevilla-Pávon, 2018; Elola & Oskoz, 2008).

Keywords: blended learning, digital literacy, language and culture, 21st century competence

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Bionotes

Anu Muhonen (PhD, MA) has previously worked at Stockholm University, Sweden (2002-2014) and since 2014 as a Director and Assistant Professor of Finnish Studies Program at the University of Toronto, Canada. Muhonen teaches Finnish language and culture as well as Scandinavian culture courses. Her research interests are multilingualism, language and identity, cultural representations of identity, multilingual and transcultural pedagogy and blended learning.

Sanna Teerenhovi (MA) has previously worked at University of Helsinki Language Services (1999-2015) as a Finnish as a second language teacher and is currently working at University of Arts Helsinki as a Finnish lecturer. She teaches Finnish as a second language courses as well as academic writing.



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Marni Manegre

Universitat Rovira i Virgili, Spain

"Using Knowledge Building Forums in EFL Classrooms"

ABSTRACT

The Knowledge Building International Project (KBIP) is based on the notion that students can learn collectively while working together in computer-assisted learning environments. Participating students collaborate and learn from each other because of their differing perspectives on a topic. While the majority of the research on KBIP focuses on the collective acquisition of knowledge based on the discussion of the topics in the forum, second language acquisition (SLA) has not been extensively studied. This study presents the results of an experiment designed to determine whether knowledge building can facilitate with foreign language acquisition. We examined how groups of Catalan students worked together on collaborative writing tasks in English on the topic of the UN Sustainable Goal, Climate Action. Both method triangulation and data triangulation were used in this study to collect and analyze the data. The students were observed throughout the study, and they were given a pre-questionnaire, which assessed their exposure to English outside the classroom, and a post-questionnaire, to assess their overall satisfaction with this method of learning. The qualitative responses show that the students reported high levels of enjoyment learning in this matter and that they generally feel this method facilitated in improving their foreign language production. In conjunction with the qualitative data, quantitative data was collected through a pre-test and post-test, which were compared using both the t-statistic and Cohen's D. The pre- and post-tests were divided into four sections, which were grammar, vocabulary, long answer, and multiple choice. Both forced-choice and free-answer paradigms were used to eliminate a bias based on test-wiseness. The quantitative results show an increase overall in performance of the foreign language, English. In particular, the analysis determined that the comprehension of the subject matter and writing abilities in the L2 showed an increase at high confidence levels.

Keywords: Collaborative writing, computer-assisted language learning, online language learning, knowledge building

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Bionote

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María Dolores Castrillo, Elena Martín-Monje & Timothy Read

Universidad Nacional de Educación a Distancia, Spain

"Targeting displaced people in an inclusive LMOOC. A participant profile and engagement analysis"

ABSTRACT

The ATLAS research group and the GLOBE teaching innovation group at UNED have been working on the design of Language MOOCs (LMOOCs) since the year they started (2012). Since the beginning of the MOOC movement, researchers from both groups continue to pursue the main objective of this natural evolution of open educational resources: their potential for democratizing the educational process. We firmly believe that this potential for massive and open online courses can make a decisive contribution to “ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all” (Sustainable Development Goal 4-Agenda 2030).

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Until now, the socio-demographic analyses of LMOOC participants largely coincided with the prototypical profile of MOOC participants, namely that they were mostly from developed countries with a higher education qualification. However, current research shows that participants from developing countries with lower socio-economic and educational levels make better use of MOOCs than ones from countries with a higher GDP (Zhenghao et al., 2015).

In line with this result, our work in the framework of the ERASMUS+ project MOONLITE (2016-1-ES01-KA203-025731) shows that it is necessary to involve all educational and social agents for success in LMOOC performance rates. After several years of work, we can provide evidence of a high rate of return on LMOOCs for the inclusion of refugees and migrants. All indicators seem to show that the key to success lies in the collaboration between university researchers, foundations, non-governmental organizations and refugee volunteers for the design and development of the LMOOC in question.

In this paper, we present the encouraging results obtained in the Spanish LMOOC “Puertas Abiertas”, designed in the framework of MOONLITE, in terms of the rates of return and participation of the more than 2000 refugees and migrants who have participated in it. Everything seems to show that it is necessary for course designers to focus in a much more precise way on the contents and didactic strategies of LMOOCs according to the needs of the participants in these massive and open language learning scenarios. It is, therefore, necessary to continue exploring opportunities to improve this type of massive training, both in terms of didactic and technical quality parameters, such as those presented here.

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Bionotes

Maria Dolores Castrillo is a Senior Lecturer at UNED in the areas of German Studies and CALL. Her current research interests include MALL, OERs and Language MOOCs. She has won two prizes in Open Learning: Best OCW (2008) and best MOOC (2013), both awarded by the Spanish Ministry of Education.

Elena Martín-Monje is a lecturer in the areas of English for Specific Purposes and CALL (Computer-Assisted Language Learning) at UNED (Spain). Her current area of research is Language MOOCs and she has coordinated the first monographic volume in this field, *Language MOOCs: Providing Learning, Transcending Boundaries* (2014).

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Rosa Giménez Moreno

Universitat de València, Spain

"Developing the pragmatic meaning of everyday lexicon through telecollaboration"

ABSTRACT

Ordinary relational identities (RIs), such as sister, uncle, tutor, boss or colleague, are frequently and spontaneously expressed in today's communication, without noticing the conceptual divergence that may exist between the interlocutors who refer to them (Sluss and Ashforth, 2007). As experts emphasise (Sedikides and Brewer, 2001; Sluss and Ashforth, 2007; van Dijk, 2006, Giménez-Moreno and Ivorra-Pérez, 2017, Giménez-Moreno and Martínez-Sierra, 2017), these interpersonal identities reflect complex mental constructs that are very sensitive to most variables interacting in human communication, particularly cultural variation, inter-generational variation, ideological variation and register variation. The mental constructs that their associated terms connote may differ considerably between interlocutors and this mismatch can cause ambiguity, misunderstandings, discourtesy, disagreement and many other communicative hindrances. With the objective of delving into this line of research, which is primarily based on cognitive pragmatics and semantics (Lehrer and Kittay, 1992; Fillmore and Baker, 2009; Cienki, 2010), a series of staged learning activities called "prag-me" activities have been designed to help English language learners develop the pragmatic meaning of everyday lexicon.

This paper presents the first series of prag-me activities designed, within the iTecla Project, to engage and guide students in the discovery of the pragmatic meaning of ordinary RIs through telecollaborative work (Liaw 2010, Tang 2019). The activities have been carried out by several multicultural teams of university students of English Studies. As the results will show, this staged telecollaborative methodological process allows students from more than 20 different

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cultural backgrounds to develop their knowledge about the complexity of conceptualising, expressing, defining and classifying ordinary RIs in today's communication. Telecollaborative discussion and negotiation processes in multicultural encounters facilitate awareness of (dis)similar cognitive, semantic, linguistic and pragmatic aspects associated with interpersonal relationships. This methodology also enables language speakers from diverse cultural backgrounds to understand and experience the evidenced complexity of this issue from similar but also divergent perspectives, enhancing empathy, conciliation, agreement and many other positive attitudes in communication.

The present investigation contributes to: innovation in telecollaborative learning of modern languages (Chung, 2011; Leone, 2012), improvement of teamwork skills, development of pragmatic semantics associated with interpersonal communication, and particularly, to the learning of intercultural, cognitive and linguistic adjustment processes, necessary for the adequate and effective understanding of these ordinary relational identities within the global diversity in which we all live today.

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Nadia Azzouz Boudadi & Mar Gutiérrez Colón

Universitat d'Andorra, Principality of Andorra

Universitat Rovira i Virgili, Spain

"Using Gamification to motivate second language learners in higher education"

ABSTRACT

In the last decade, Gamification has been increasingly gaining popularity among education practitioners who are keen on bringing motivational strategies into their classes (Kapp, 2016).

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Nevertheless, as a fairly young subject of study in Computer-Assisted Language Learning (CALL), it is still a nascent field in terms of theory and empirical evidence available to firmly support its educational benefits (Su, 2016).

This paper reports a research study conducted at the Universitat d'Andorra (UdA) where improving English proficiency is one of the key strategies to promote multilingual competences. The aim of this work was to explore the motivational potential of gamifying the Moodle platform, which is a prevailing learning management system in higher education (Cornella & Estebanell Minguell, 2018). The study was framed within intermediate English courses taught as compulsory subjects to 1st year undergraduate students.

A gamified course on Moodle taken by an experimental group was compared to a twin course with no gamification. We used pre- and post-tests to measure students' Academic Motivation (AM) (Vallerand et al., 1992). Additionally, semi-structured interviews before and after the course provided interesting qualitative data about student's attitude and perceived learning in the gamified environment.

In general, the results show positive effects on the above-mentioned variables, but we also detected a significant improvement in some aspects of AM which support the motivational effect of Gamification.

Keywords: Gamification, CALL, Academic Motivation, Moodle

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Bionotes

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Miguel Ángel Jordán Enamorado

Universitat de València, Spain

"In-class development of social and working skills through a collaborative methodology"

ABSTRACT

History and Culture of the English Speaking Countries is a first-year subject in the English Studies Degree. Its aim is providing students a historical overview of UK and USA, and helping them to reflect on a variety of cultural aspects of both countries. This basic knowledge leads to a better understanding of later contents of the curriculum, especially in the field of literature, and also results in a wider perspective when facing a range of current affairs in today's world.

The variety and flexibility of its curriculum united to the fact of being addressed mainly to newcomers make this subject a wonderful opportunity to innovate and apply creative methodologies, aimed to awake students' interest, curiosity and critical thinking, and to help

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them to develop social and working skills, which should prove useful both in their daily life and in their future career.

Technologies have accelerated social evolution during the last decades, creating new structures and functionalities in a dynamic and evolving job market. This new scenario has been defined as Industry 4.0 -fourth Industrial Revolution- and it is characterised by automation, data exchange, decentralization, digital communication and adaptability. These social and working changes demand an updating in education that will prepare young learners to fit into the job market. Industry 4.0 demands Learning 4.0.

In this presentation, we will explain a methodology that has been implemented along these last two academic years within the subject History and Culture of the English Speaking Countries in the Universitat de València. This methodology combines teacher's lectures with teamwork, individual tasks, flipped class-room, ICTs (blogs administration, video editing, presentation design, etc.), gamification, debates, and creative writing as tools to acquire knowledge, and promote information analysis and critical thinking. Through this methodology, students have a leading role in their learning, engage with their classmates, face challenges, delve into specific contents, reflect on past and current topics, and develop digital, cooperative, researching, social and cultural skills.

This methodology has been successfully tested and improved along these two years, leading to a rise in students' marks and class attendance. Nevertheless, our intention is to keep it in continuous revision and updating, based on students' evaluation, emerging research and upcoming innovation.

Bionote

Dr. Miguel Ángel Jordán works as a part-time assistant professor in the Department of English and German Studies at the Universitat de València. Since 1999, he has worked as an English teacher in all the stages of Spanish education system, from Primary School to Vocational Training. He is also the author of eight novels for young-adults and of a biographical novel of Jane Austen. Since 2016 he holds the position of Vice-President of Jane Austen Society in Spain.



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Magdalena Jiménez Naharro

Università Roma Tre, Italy

"How to promote Interculturality and critical thinking in SFL through telecollaboration"

ABSTRACT

This paper is a descriptive study based on the teletandem experience among students of Spanish from Università Roma Tre and students of Italian from the ENALLT-UNAM in Mexico City.

In a context of short intensive courses (10 weeks), the author of this communication began to organise online language exchanges in the 2017-2018 academic year, since she considered it essential to activate the personal narrative dimension (Ricœur, 1990) in intensive courses of limited duration. There is no doubt that this strategy helps students learn the language in authentic and meaningful situations and develop intercultural competence and peer collaboration.

This paper reflects on the strategies used to develop intercultural competence and critical thinking from the first stages of learning in intensive courses with students studying for a variety of university degrees who all study Spanish at the Language Centre of Università Roma Tre.

To start with, I consider it appropriate to adapt support materials to the cultural context of reference of students involved in the exchange. In this sense, I chose to substitute Spanish cultural references with Mexican ones.

On the other hand, in the case of short intensive courses, a guided programme for each session was preferred to activate exchange experiences from the beginners' level. In this sense, the communication will review the organisation designed for levels A1, A2, B1 and B2.

In short, the exchange allows not only the integration of formal learning (work in class) with implicit and incidental learning, but it is configured as a human experience that goes further and provides 'new windows' or new eyes to see the world (Steiner, 1975: 369).

Keywords: telecollaboration, critical thinking, oral production, narrative self, procedural memory

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Bionote

I am a plurilingual teacher, translator, and clinical psychologist. Over the years, I have carried out research in: the methodology of teaching Spanish, the psychological aspects of language learning and the process of writing, bilingualism, multilingualism, phraseology and the repercussions of teaching History in bilingual contexts with a CLIL methodology.

María Dolores García-Pastor

Universitat de València, Spain

"Identity and relational conflict in digital texts of identity in EFL"

ABSTRACT

Interest in identity has recently been growing in language education as a consequence of a sociological shift in conceptualizations of language learning (Norton, 2010; Norton & De Costa, 2018; Norton & Toohey, 2011). Along these lines, the present study explores college EFL learners' construction and negotiation of identity in their performance of relational conflict in digital texts of identity (DTIs) produced within a TEFL course. Scrutinising how learners craft and negotiate their L2 identities in these digital stories may a) enhance our understanding of their target language use in digital spaces as well their digital literacies in general, and b) provide teachers with information that might be useful for the design and implementation of technology-mediated tasks that offer students the greatest opportunities for positive L2 identity formation and transformation. More specifically, this study focuses on the linguistic and semiotic resources learners employ to build and negotiate their identities in their instantiations of relational conflict

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within these digital texts. Relational conflict has mainly been viewed here as their antagonistic alignments with “connection-autonomy” according to Relational Dialectics Theory (Baxter & Montgomery, 1996). Face-based notions within the (im)politeness literature, identity-related concepts in language education, and Kress and van Leeuwen’s (2001, 2006) social semiotic framework were employed for data analysis. Special attention was paid to learners’ use of adversative discourse markers, evaluative language with a focus on downgraders and upgraders, metapragmatic verbs, and quotation, as these elements have typically indexed voices and identities in discourse (Baxter & Braithwaite, 2014; Wortham, 2006). Results indicate that learners primarily employed upgraders in self-oriented supportive acts and other-oriented unsupportive acts, direct and indirect quotations, and explicit narrative images to enact relational conflict and craft specific identities for self and other in their DTIs. In particular, they built an identity or face of unauthentic and often insensitive individual for alter, and an identity of authentic and sensitive persona for ego in such relational episodes. In so doing, they constructed powerful identities in and through their discourses in the target language. These findings might help teachers discern which identities enable learners to have a “voice” in L2, so that they can promote pedagogical practices that promote their emergence in their classrooms.

Bionote

María D. García-Pastor is a professor in the Department of teaching languages and literature at the University of Valencia. She has a PhD and M.A. in English linguistics (University of Valencia) and an M.A. in Communication studies (University of Iowa). Her research focuses on identity, foreign language anxiety, and stuttering in EFL teaching and learning.

Rocío Domene Benito & Miguel Ángel Jordán Enamorado

Universitat de València, Spain

"English teaching, Literature and Tourism: Increasing student’s motivation through ESP"

ABSTRACT

English Language studies, under different denominations, is part of the curriculum of a high percentage of University Degrees, either as an optional or compulsory subject. The differences

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between these degrees and the students enrolled in them imply a challenge in both designing the content and developing a methodology for ESP. In addition to this diversity, inequality in the level of prior knowledge of English should also be taken into account.

ESP emerged during the second half of the twentieth century because of the rising of ESL, with the aim of offering students the contents and methodology that would meet more effectively their needs and, therefore, would increase their motivation. As a result of these studies, nowadays we can find a wide range of materials, didactic orientations and research articles related to ESP. However, the rapid evolution of society, the creation of new Degrees, the development of ICTs and socio-cultural differences compel teachers to adapt existing materials and, frequently, to innovate both in the creation of didactic resources and in the design of the methodology to respond with greater success to the needs and interests of their students.

In our presentation, we will offer an approach to the ESP through a didactic experience carried out during the first term of the academic year 2018/19, with students of the second year of Tourism Studies of the Universitat de València. This activity combines English teaching, Tourism studies and Literature, through a project based on Literary Tourism as a form of niche tourism. To contextualize this didactic experience, we will offer a brief historical overview of ESP. Next, we will delve into the subject of English for Tourism Studies, and we will explain the activity carried out. Finally, we will offer our conclusions and propose some research possibilities for the future.

Keywords: English for tourism, Literature and Tourism, ESP, ESL

Barbara Loranc-Paszylk

University of Bielsko-Biala, Poland

"Telecollaboration for the development of 21st century skills - exploring learners' strategies in intercultural online exchanges"

ABSTRACT

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The aim of this presentation is to discuss the results of an intercultural online exchange project which involved Polish and Spanish EFL teacher trainees. The project was established to allow the students opportunities to collaborate with international peers and increase their understanding of EFL teaching in the partner country. As globalization and digitalization have become the world's reality, it is necessary to identify learning environments and teaching methods to advance development of key skills for the socio-economic growth of the 21st century (OECD, 2005; Partnership for 21st Century Skills, 2009). Intercultural online exchanges have been reported to develop competences that can address challenges of the contemporary world (Lewis, O'Rourke, & Dooly, 2016) such as: internalization in education (Chun, 2015), increased foreign language development (Akiyama & Saito, 2016), intercultural learning (O'Dowd, 2018; Sevilla-Pavón, 2018) and digital literacy skills (Helm & Guth, 2010).

As shown by a growing body of empirical research, online learners implement strategies that relate to communication and language use as well as to the self-regulation of mental processes (Hauck & Hampel, 2008; Zhou & Wei, 2018). Because flexibility and adaptability have been classified as 21st century skills (Partnership for 21st Century Skills, 2009), in this study the concept of flexible thinking in learning (FTL), defined by Barak and Levenberg (2016), will be used to assess relationships between participants' scores on the FTL scale and self-reported strategies adopted by the participants in the telecollaborative settings.

A qualitative analysis of students' reports, collaborative writing assignments and recall surveys will be used to investigate how participants experience the exchanges and what strategies they employ to successfully participate in the learning process.

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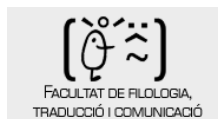
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Keywords: online intercultural exchanges, 21st century skills, learner's strategies, flexibility

Bionote

Barbara Loranc-Paszyk works as Assistant Professor at University of Bielsko-Biała, Poland. She holds a PhD in Applied Linguistics. Her research interests focus on exploring various aspects of content and language integrated learning (CLIL) as well as telecollaboration and innovative uses of digital resources in foreign languages teaching and learning.



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Carmen González Royo & María Teresa Martín Sánchez

Università degli Studi di Salerno, Italy

Universitat d'Alacant, Spain

"Corinéi: una herramienta para la didáctica y la investigación de la competencia intercultural"

En este trabajo, presentamos un proyecto concebido en 2009 entre las universidades italianas Suor Orsola Benincasa (UNISOB) y de Salerno (UNISA) con la universidad de Alicante (UA) llamado Teletándem entre cuyos temas de interés están la telecolaboración o intercambio virtual (comunicación mediada por computadora), la comunicación intercultural y el diálogo transcultural.

El proyecto de telecolaboración Teletándem, desarrollado en el ámbito del Espacio Europeo de Educación Superior (EEES), se enmarca en los programas de Redes de Investigación en Docencia Universitaria, promovido por el I.C.E. de la UA y en otros proyectos de investigación de la universidad de Salerno.

Los principales objetivos del proyecto están orientados a facilitar la interacción N/NN en el aprendizaje del Español y del italiano como Lenguas Extranjeras, creando una situación comunicativa de (mayor) naturalidad, espontaneidad y autonomía de los discentes. Desde el punto de vista pragmático, se favorece además el acceso a las variedades diafásica/registro, diatópica y diastrática y a la lengua en uso, así como el incremento del background cultural del aprendiz en ELE/ILE y sus contrastes.

Las conversaciones tienen lugar a través del sistema de telefonía digital Skype y la herramienta de grabación Pamela for Skype. Se pide a los estudiantes que graben conversaciones, las escuchen y las transcriban (transliteración ortográfica), para facilitar la propia reflexión metalingüística.

Uno de los resultados del proyecto es el corpus CORINÉI (Corpus Oral Interlengua Español Italiano). Se trata de un corpus de interlengua oral español/italiano, bilingüe, comparable, abierto y sincrónico, además, se enmarca en el registro coloquial, con muestras de conversación espontánea, no planificada, producida en tiempo real. Los objetivos derivan claramente hacia la

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docencia y la investigación. Abarcan desde la creación de materiales docentes y actividades de apoyo más eficaces hasta la aplicación de los datos obtenidos y analizados en la mejora del currículo. La retroalimentación permite presentar a los discentes de ELE e ILE información cultural, estructurada por niveles y destrezas, para facilitarles el acceso al bagaje intercultural, fundamental en la competencia lingüística, sociolingüística y pragmática

Palabras clave: Conversación, Telecolaboración, Aprendizaje intercultural, Corpus Coriné

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Bionotas

Carmen Gozález Royo: Profesora Titular de Traducción e Interpretación (italiano). Universidad de Alicante. Doctora por la Universidad de Valencia. Desarrolla una línea de investigación



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centrada en aspectos contrastivos español/italiano sobre cuestiones metodológicas, pragmáticas, fraseológicas o traductológicas. Coordina y colabora en proyectos de innovación docente relacionados con el EEES: Redes de Investigación en Docencia Universitaria (ICE, UA). Ha sido o es miembro de 20 proyectos de investigación,

M^a Teresa Martín Sánchez: Investigadora de Lengua española y traducción, Universidad de Salerno. Doctora por la universidad de Murcia. Se ocupa del estudio de la interlengua en la enseñanza del español a italianos, del análisis de la conversación y el análisis de las secuencias narrativas en la conversación entre HN/HNN, así como de didáctica y evaluación de la narración oral y escrita. Miembro de dos proyectos internacionales de investigación.

Natalia Mora López

Complutense University of Madrid, Spain

“Course and unit design for an English for Optics and Optometry course”

ABSTRACT

The selection of materials for an English for Specific Purposes (ESP) course may be easy to some extent if you can find student books and workbooks on the market that address your specific field. However, every single profession or career is not covered by publishing houses and, sometimes, teachers have to work on their own materials from scratch. This is the case of Optics and Optometry, since it is not even a degree that can be frequently found in Spanish universities' offer.

This paper explains how this course is designed so that it covers the four basic skills (reading, listening, writing and, especially, speaking) as well as including the vocabulary, concepts and communicative needs related to Optics and Optometry that an ESP course requires. Thus, the course is divided into seven topics related to the field. In turn, each topic (or unit) is also divided into sections according to the skill and content practiced: listening, reading, vocabulary, grammar, pronunciation and speaking will be part of every unit, while only some units will additionally include a writing activity (this is due to the fact the same degree offers another course on Scientific/Academic English which largely focuses on writing). It being an on-site



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course, activities are done in the classroom. However, each unit is added an online quiz (via Moodle) that addresses the same sections and contents seen in class. This quiz has the purpose of allowing students review the contents and prepare for the final exam.

Finally, in order to put that special emphasis and practice on speaking, apart from a specific section in each unit, there are two extra speaking activities. On the one hand, each session starts with an activity named The Wall, in which two pairs of students, one pair at a time, are requested to discuss a couple of questions on general issues. These questions are posed by the teacher and presented via a Kahoot survey. While students, sitting next to the blackboard, discuss the questions, the rest of classmates select their preferred option, and they will be later allowed to discuss what they chose aloud. On the other hand, students must prepare a role-played dialogue portraying an optician and a client at the optician's. Students present this dialogue at the end of the term in order to be able to include the contents learnt along the course.

Bionote

Natalia Mora López is an adjunct professor at the Complutense University of Madrid. She obtained her PhD in English Linguistics at the same university. She has been teaching at several Spanish universities as well, including Nebrija University, VIU and UNIR. Her general research interests focus on ICTs and ESP, the expression of opinion and automatic language processing.

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Friday, 8 November 2019 (DAY 2)

Laia Canals

Universitat Oberta de Catalunya, Spain

"Negotiating for meaning in synchronous video-interaction: virtual exchanges versus regular online interactive tasks"

ABSTRACT

Several studies in computer-mediated communication (CMC) have used the interactionist paradigm to prove the role that negotiation of meaning in learner-to-learner interaction activities play in L2 development (Bueno-Alastuey, 2013; Loewen & Isbell, 2017). Specifically, meaning negotiation episodes allow for comprehensible input, corrective feedback and modified output to occur, which along with the ability to direct learners attention to form are beneficial for L2 development. In addition, research on CMC has increasingly focused on the importance of voice-based CMC modalities to develop oral communication skills, specifically in interactive tasks conducted via a video-conferencing tool. The development of oral communication skills is also one of the main learning outcomes of virtual exchanges (VE). It is necessary to establish connections between oral collaborative interactive tasks carried out as part of a VE and those carried out in other online settings.

The present research explores the interactional nature of oral CMC tasks carried out in two types of learner dyads in terms of their likelihood to foster negotiation for meaning during language related episodes (LRE). In particular, qualitative and quantitative data analyses of these conversations will reveal how native speakers (NS) in NS-NS dyads in a virtual exchange oral collaborative interactive task modify their speech using collocations, negotiations, and clarifications to make it comprehensible to their interlocutors during LREs and compare how these differ in non-NS dyads conducting the same tasks online.

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18 NS-NS dyads in a virtual exchange (Canada-Spain) and 18 dyads of Spanish-speakers learning English at the Spanish university carried out three oral communicative tasks following the same procedures. Data was transcribed, LREs were identified and quantified for each dyad and qualitatively analyzed to determine their characteristics in terms of types of triggers and modified output, type of feedback provided, and language(s) used during the episodes.

Preliminary findings point to differences in meaning negotiation occurring during LREs in each group. While the VE participants exhibit more clarifications, modify their speech more often, and provide more feedback in their L1, the outcomes and resolutions of the LREs in non-NS dyads lead to higher amounts of comprehensible and modified output. Results will help us determine the best conditions under which oral collaborative tasks can be carried out in online teaching settings.

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Bionote

Laia Canals is a Lecturer at the Centre for Modern Languages, Universitat Oberta de Catalunya. Ph.D. in Linguistics, Graduate Center of the City University of New York. Her research addresses technology enhanced task-based language learning, L2 development through CMC interactive tasks, the development of intercultural communicative competence and digital skills.



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Marta Panadés & Marta Fernández-Villanueva

Universitat de Barcelona, Spain

**"Learner Collaboration and Gamification in the German for Business classroom:
virtual guides for international outgoing students"**

ABSTRACT

This communication presents a gamification experience in the classroom of the Second Language for Business II subject (German) at the Faculty of Economics and Business of the University of Barcelona. The action has been developed during a semester and has involved 28 students of basic level A1.2 of the Degree in International Business, degree taught entirely in English.

The activity is articulated around two innovative gamification elements: the inclusion of games to reinforce the learning goals and the use of a "story" that frames the gamification and acts as a motivator for students to create the final product. In this case, the proposal is based on an activity connected with the immediate reality of the student, such as the creation of a virtual guide for future students of international mobility in German-speaking countries, both in terms of academic stays and internships.

The design of these guides has multiple purposes such as on the one hand assist future outgoing students in their new international academic stage, invigorate international mobility and complement the generation of information of the International Relations Office, and on the other hand develop simultaneously both complex skills and subject activities and contents.

The previous phase related to the process of planning and designing the action will be introduced, including the selection of reward incentives, both intrinsic and extrinsic. Then we will present the implementation phase and the evaluation of the quality of the guides and finally, in the reflection phase, the potential positive impact on students' learning outcomes will be discussed, comparing them with those of previous years. The student participation and satisfaction will also be analyzed with surveys, in order to evaluate their engagement and

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commitment, since the ultimate goal is to enhance complex skills, learner collaboration, attendance at face-to-face sessions and the promotion of the initiative.

Keywords: gamification, German as a foreign language, international mobility students, virtual guides, learner collaboration, motivation

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Bionotes

Marta Panadés, PhD, is assistant lecturer in the German Section at the University of Barcelona. Her research interests are in learning and teaching strategies in German as a Foreign Language and in applied Linguistics in business field. She is a member of the teaching innovation Project Gamification at the Business and Economics Faculty.

Marta Fernández-Villanueva, PhD, is a senior Lecturer in the German Section at the University of Barcelona. She has coordinated and participated in several research and teaching innovation projects – on the analysis of discourse, relationships grammar and pragmatics and transcultural communication Spanish/Catalan-German.

Jun Iwata

Shimane University, Japan

"Use of Digital Badges for an English Medical Terminology course"

ABSTRACT

‘Digital badges’, often referred to as ‘micro-credentials’, are online representations of earned knowledge and skills and they are expected to function not only as valid indicators of learner’s

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accomplishment, skill and knowledge, but also as effective tools for motivational and reward purposes (Clayton, 2012).

In this study, the author created a Basic Medical English Terminology course on Moodle, one of the most popular learning management system (LMS), using the badge function of Moodle, and investigated Japanese medical students' perceptions about the use of badges for their medical terminology study. The course had 13 sections; body parts, symptoms, medical devices, abbreviations and so on, and each section had three types of quizzes; multiple-choice, matching and spelling, to check students' understanding of those medical terms. When students completed all those quizzes in each section successfully, a section badge was issued. When students earned all of the 13 section badges and passed the final test, a course badge was issued. The objectives of issuing digital badges were firstly to give the students a holistic view of their learning achievements via earned 'digital badges' and secondly to help the students with their autonomous study.

Students' perceptions were obtained through post-course survey instruments consisting of selected questions. Through a three-year (2016-2018) survey on students' perceptions of their course of study, a majority of students, 88.2% in 2016, 95.0% in 2017, 86.0% in 2018, found this course helped them improve their medical English vocabulary. With regards to the expected function of digital badges as an indicator of students' achievements, the survey results revealed that most of the students, 67.6%, 74.7% and 74.7% respectively, found the badge assessment system was helpful in checking their achievements. As for a function as a motivator, the results showed that about two-thirds of the students, 63.7%, 68.7%, 60.0% respectively, found the earning digital badges had a positive effect in their learner motivation.

These findings indicate that digital badge system allows learners to create a holistic view of their achievements through a pictorial display of earned badges. They also suggest that while there is still room for improvement as a motivator, the use of digital badges could enhance their learner autonomy for online self-study courses.

Bionote

Jun Iwata is a professor of the Department of Medical English Education, Faculty of Medicine, Shimane University, Japan. His research interests include Computer-Assisted Language Learning and Teaching English for Specific Purposes. He has been seeking ways on how to teach



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Medical and/or Nursing English more effectively by making use of Information Communication Technology.

María Botella & María Soledad Hoyos

Universitat de València, Spain

“Writing and Modeling. Education for Global Citizenship in an International Cooperation Telecollaborative Learning Program between Mali and Spain”

ABSTRACT

This paper describes an action research project which involved the development of a writing telecollaboration project carried out between students in two different schools in Spain and Mali. This experience was designed to enhance students' motivation and engagement to learn and improve literacy, that is, reading and writing skills in French, by establishing links between students with different cultures, backgrounds and socioeconomic environments. The design was focused on the writing of letters about topics ranging from personal to community descriptions and moving in terms of purpose from self-knowledge to discovering the others' culture and lives. The use of technological devices such as computers, scanners and mobile phones was crucial to make this project possible and sustainable. The letters were written using modeling and collaborative strategies to facilitate language learning and language use tasks. As drawn from the results, learners realized that they were able to write in French to successfully communicate with an unknown peer, a foreign student who found interesting what they had to say. Thus, they experienced not only a substantial enhancement in their literacy skills, but pride in their own products, apart from joy during the whole process.

Keywords: Modeling, Education for global citizenship, collaborative learning, cooperation, language learning, literacy, intercultural education



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Alberto Andújar

University of Almería, Spain

"A mixed approach to telecollaboration: videoconferencing and text messaging"

ABSTRACT

The present study explores the use of two different systems to develop a telecollaborative project between a North American and a Spanish university. 60 students, 30 from each university, participated in an online exchange where they had to interact with their peers during two months. A minimum of two interactions in each of the environments, videoconferencing and text-based were required. Task design involved the elaboration of a set of questions for each of the groups that had to be answered during the interaction. These questions were related with the contents of the course in each university and were subsequently debated in class. A mixed methods analysis was used to analyse the information collected during the experiment. Students' engagement and perceptions about the two telecollaboration environments were measured.

Bionote

Alberto Andujar is a Lecturer at the University of Almería (Spain) and received his PhD in Computer-assisted Language Learning. He has carried out research into MALL and CALL and has participated in different international conferences and workshops. He has also published his research in leading international journals.



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M^a Noelia Ruiz Madrid, Beatriz Sedano Cuevas & Mercedes Sanz-Gil

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"Making the most of LMOOCs in a blended learning context: the role of the pedagogical guide"

ABSTRACT

Massive open online courses (MOOCs) are designed to be stand-alone online courses. Yet, their introduction to higher education or other educational contexts has expanded the space of possibilities for blended course designs (Koller, 2012). The incorporation of MOOCs in a face-to-face course requires further reflection for an effective coupling between the online and face-to-face components as well as the cohesion of the hybrid course (Zapata-Ros, 2013).

Thus following the main idea of effective coupling and cohesion of an hybrid course, the group ATLAS within the Erasmus+ project Moonlite (<https://moonliteproject.eu>) proposed the creation of a pedagogical guide based on MOOC contents and how they could be coupled with the face-to-face course. This paper, thus, concentrates on the discussion of the nature of the pedagogical guide designed for the coupling of the Language MOOC Puertas Abiertas: Curso de español para necesidades inmediatas (II) with an on-sitting course. This course is aimed at fulfilling the most immediate needs of refugees and migrants when arriving to our country and it was designed, developed and implemented in collaboration with Refugee Support Groups (RSGs) and NonProfit Organizations (NPOs) (Read et al., 2018). Its structure, contents and methodological approach will be described in detail. The final aim of this paper is to provide a model of a pedagogical guide (i.e., structure, content and methodological aspects) for practitioners who would like to use LMOOCs in a blended context.

Keywords: LMOOCs, blended learning, pedagogical guide

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Bionotes

Dr. M^a Noelia Ruiz Madrid is Senior lecturer in the Department of English Studies at Universitat Jaume I (Castellón, Spain). She teaches both undergraduate and postgraduate courses in the areas of EAP, ESP and EFL methodology. Her research interests are related to multimodal discourse analysis (MDA), genre, ICT and ICLHE. Her more recent publications have appeared in *Ibérica*, *Discourse Studies* and *Peter Lang*.

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Dr. Beatriz Sedano Cuevas completed her Ph.D. on the design and development of MOOCs, as part of the ICT Doctoral program at the Spanish National University of Distance Learning (UNED). Her research focuses on online learning, instructional design and MOOCs. She is

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currently working in the Erasmus+ project MOONLITE, which involves the curation and design of LMOOCs for refugees and migrants.

María del Mar Haro-Soler

University of Granada, Spain

"Multi-agent collaboration through online platforms in translator education: implications for teacher and student education"

ABSTRACT

Translation students' self-efficacy beliefs, that is, their confidence to successfully complete translation projects, have received little attention in translator education, probably due to the difficulty in establishing didactic objectives that allow for the development of realistic self-efficacy beliefs (Way 2009). This scarce attention contrasts with the view of several authors (Fraser 2000; Atkinson and Crezee 2014, among others), who have underlined the need to identify pedagogical approaches and teaching-learning practices that can influence students' self-efficacy beliefs and that allow for the incorporation of this competence in translator education.

Within this framework, the longitudinal action research study presented here was performed in a semester-long compulsory course of the undergraduate degree in Translation and Interpreting of the University of Granada. The following aims were pursued: a) to analyse the impact that the online collaborative learning environment created in this course had (or not) on the participant students' self-efficacy beliefs, b) to identify specific practices influencing the students' self-efficacy beliefs in this collaborative environment (if any), and c) to understand the reasons why the collaborative learning environment adopted and the practices implemented influenced (or not) the students' self-efficacy beliefs, according to their perception.

To achieve these aims a mixed methodological approach was adopted and the following techniques were implemented: interviews with the course teacher before the beginning of the course; classroom observation during the course; the survey, which materialised in a questionnaire that the participant students had to complete at the beginning and at the end of the course; and focus groups, held with students at the end of the semester.

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The results show that online collaboration between the students and between the teacher and the students positively influenced the participants' self-efficacy beliefs to translate. Online platforms and tools, such as GoogleDrive and Prado favoured this development, together with the feedback delivered by the teacher and by peers on both the learning process and on the product of this process. Therefore, this study contributes to shedding light on possible ways to incorporate the development of the students' self-efficacy beliefs into translator education programmes and thus to improving student education. By the same token, this study contributes to (translation) teacher education, as it will allow teachers to become aware of the influence that online collaborative learning can have on their students' self-efficacy beliefs and to discover different practices that they can implement to favour this influence.

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Bionote

María del Mar Haro-Soler holds a PhD in Translation and Interpreting from the University of Granada, where she currently teaches specialised translation from Spanish into English and investigates the students' self-efficacy beliefs in translator education. The book *Creencias de autoeficacia del estudiantado de traducción: ¿cómo favorecer su desarrollo?* constitutes one of the results of her research.



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María Alcantud & Andrea Márquez

Universitat de València, Spain

“The strength of cultural diversity in Second Language Teaching: Proyecto TALIS and Pluricultural Skype tandem”

ABSTRACT

Learning a second language is much more than studying and acquiring a new code, it also means knowing the context and culture in which that language is used. Students should not simply learn a language and ignore the sociocultural reality that underlies each speech act (Álvarez González, 2011). Thus, the present work is part of an educational innovation project carried out in the framework of a research group from the University of València: GIUV Proyecto TALIS (Teaching and Acquisition of Solidarity and Intercultural Competences through Languages and Literature). One of the main objectives of GIUV Proyecto TALIS is the production and use of multilingual stories with a significant intercultural content [Project Tales of the World, Alcantud-Díaz and Sevilla-Pavón (Coords.). 2018; Alcantud-Díaz, Martínez-Usarralde & Lloret-Catalá, 2017; Alcantud-Díaz, 2015A, Alcantud Díaz (Coord), 2015C, 2014A, 2014B, 2012^a, 2012B, 2012C, 2012D, 2012E, 2012F; Haba Osca, Alcantud-Díaz & Peredo Hernández, 2015; Mínguez López, Alcantud-Díaz & Olmos Fontestad, 2017A y 2017B; Reyes Castillo and Alcantud-Díaz (Coords.) 2016]. The underlying intention of this is to create more respectful citizenship in terms of human rights. Thus, the main objective of the Skype tandem project is to improve pre-service teachers' inter(pluri)cultural education, and linguistic and mediation skills, while having fun by meeting new people of their same age and academic context. The project, carried out and improved upon every year of evaluation for five years, has been developed in different stages; (i) students were paired with students who spoke English and Spanish (or only English) belonging to different universities such as Queen Mary University of London (United Kingdom), National and Kapodistrian University of Athens (Greece), Krosno College (Poland), and Bulacan State University (Philippines). In addition, students' pairs were also formed with the Erasmus students who attended the subject Foreign Language II. (ii) They had to use the Seagull Tandem European Project files on 'Language for public areas'. (iii) The first contact was made through email, and thus they organized their first appointment via Skype, Hangouts or Whatsapp Video. (iv) Students were asked to hold at least six sessions, which had to be duly recorded in their

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learner's diary. (v) Finally, they had to write a report that contained a critical reflection on the experience, including their opinion about the linguistic and intercultural improvements obtained, the learning process and the activity in general. As a result, the participants were able to become aware of the fact that all communities can contribute to society with their values and culture without losing their identity. In addition, all participating students had the opportunity to exchange real communication with their peers, each with their respective knowledge of the world, expectations and cultural stereotypes, but with a common goal of learning and accomplishing a task. All students were able to improve their fluency and pronunciation in the target language regardless of whether they have enjoyed - or will enjoy - a stay abroad, privately-funded or through Erasmus, or not. It is a simple and practically cost-free way to promote the learning of a foreign language and the development of the intercultural competences of the students participating in the project.

Keywords: Virtual mobility, Skype tandem, Interculturality, Didactics of English language.

Begoña Bellés-Fortuño & Ana Isabel Martinez

Universitat Jaume I de Castelló/ IULMA, Spain

**"English for Psychology: The use of Wordcloud for vocabulary retention with
psychological pathologies"**

ABSTRACT

Several studies have revealed that computer applications offer a wide potential for teaching and learning and that Open Educational Resources (OERs) can be specially beneficial to generate innovative abilities in the classroom related to new means of communication and collaboration (Conole and Alevizou (2010). As regards the teaching of foreign languages, OERs have been acknowledge to be a useful tool for vocabulary acquisition (Bărbuleț, 2013), for enhancing text reading (Alkahtani, 1999), for writing (Krajka, 2000), and for improving pronunciation (Lee, 2008). Computer-assisted language learning (CALL) programs as a means of learning-by-playing in the classroom have also proven to facilitate the acquisition of English vocabulary and pronunciation through games (Young & Wang, 2014).

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In this line, Higher Education Institutions worldwide have developed new policies to generate OERs for tertiary education. The objective is to offer accessibility of OERs to the vast academic community, although not all members of the community accept its use broadly (Bellés-Fortuño & Bellés-Calvera, 2017, 2018).

The aim of this study is to use an on-line tool such as Wordcloud in the English for Psychology classroom at university to improve vocabulary retention and the overall learning of English in a specific area such as Psychology. The use of computer applications in the ESP classroom is combined here with group work development. Previous research has shown that working collaboratively facilitates learning, specially by means of comparative reflection and peer learning (Angehrn & Maxwell, 2009; Evans & Cuffe, 2009).

Within the English for Psychology classroom, students have to become acquainted and learn different types of psychological disorders to be able to describe them. They should be able to learn, know, use and talk about different psychological disorders in English. Thus, students are provided with a list of texts that include disorders such as ADHD (Adult Attention Hyperactivity Disorder), phobias, dementia, hoarding, OCD (Obsessive Compulsive Disorder) or autism among others. By means of using Wordcloud as a pre-task activity, without giving any content feedback to the students, and also as a post-task, we have observed that vocabulary retention has been positive.

Preliminary results have shown that the exploitation of students' background knowledge through Wordcloud has definitely aided vocabulary retention.

Bionote

Begoña Bellés Fortuño holds a PhD in English Philology by Universitat Jaume I in Castelló. She is a senior lecturer in the Department of English Studies at Universitat Jaume I where she lectures in the degrees of English Studies and Medicine. She is currently the Director of the Interuniversity Institute of Modern Applied Languages (IULMA) at Universitat Jaume I.

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Lucía Bellés-Calvera

Universitat Jaume I de Castelló/ IULMA, Spain

“How are digital resources integrated within CLIL practices in higher education”

ABSTRACT

The globalised era we live in has posed many challenges to our society in terms of communication since professionals are expected to be proficient in wide range of foreign languages, especially in English (Lasagabaster, 2008). This is the reason why teaching approaches such as Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) are being implemented in educational institutions (European Commission, 2017). Unlike teacher-centred methodologies, CLIL and EMI are meant to be learner-centred. Within these programmes, students are offered opportunities to interact with each other and develop their critical thinking, thus making the most of their learning experience. At university levels, attempts have been made to promote verbal or written exchanges in the target language by introducing digital resources (Hernandez-Nanclares & Jimenez-Munoz, 2016). This paper focuses on a number of CLIL practices in the fields of Humanities and Health Sciences that were carried out at a Spanish university. The aim of this study is to examine the similarities and differences of these practices in terms of digital and traditional aids.

As for the methodology, the participants in this study were 1st year undergraduate students enrolled in the History, Tourism, Medicine and Psychology degrees. Regarding the materials, an observation rubric and an online test were used as measuring tools. Results have been interpreted quantitatively and qualitatively to describe participants' students' academic experience with the CLIL approach and the integration of ICTs in the content classroom. These findings indicate that the uptake of digital resources remains limited. In fact, teaching similarities involve the use of online platforms, where videos are key to promote interaction in the target language. All in all, these findings may be useful for scholars and educators concerned with the design of their CLIL lectures and seminars in formal education.

Keywords: CLIL, higher education, digital approach, traditional approach

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Bionote

Lucía Bellés Calvera holds an MA in Secondary Education, Vocational Training and Language Teaching. She graduated in English Language and Linguistics in 2016 at Universitat Jaume I in Castelló. In 2015 she was awarded a departmental collaboration grant by the Spanish Ministry of Education, which allowed her to develop her final dissertation project. She is currently a PhD student in the Languages, Literature and Translation programme offered by Universitat Jaume I.



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María Alcantud & Betllem Soler

Universitat de València, Spain

“Communicative English Language Skills Improvement Programme (CELSIP). Innovative multimodal avenues to enhance the professional linguistic development of preservice teachers”

ABSTRACT

The digital revolution of recent years has led to new ways of learning through blended learning models (traditional and innovative). In order to enhance teacher education and the professional development of preservice teachers studying their last years of the Teaching Degree (English) through these methods, we have designed a project entitled the “Communicative English Language Skills Improvement Programme” (CELSIP) so that our learners could be able to achieve a higher level of communication in English through Applied Linguistics and Computer-Assisted Language Learning by means of a wide range of multimedia resources, such as Skype tandem activities, audio-books, learning apps, educational websites, TV series, films, gamification, fan fiction, and music. These multimodal tools are easy-access to students and the vast majority of them are user-friendly. Our duty through this project was to select the most appropriate ones for all kinds of learners to improve a foreign language and to make them visible to our students, indicating each tool's aim and tips for a better progress and thus helping them become better autonomous learners of English. Thus, the objective of this article is threefold; firstly, we shall describe the characteristics of the project named CELSIP; secondly, to describe the wide range of possibilities students will be offered to get engaged in their own learning and in intercultural learning in this digital and global age through the creative and innovative pedagogy shown in this programme; and finally to analyse the likelihood of the CELSIP using the SWOT framework. It is hoped that the SWOT framework will provide: (i) an objective and critical perspective of the Programme's usefulness and effectiveness as a whole; (ii) prompts involved in the analysis of what is effective and less effective in the programme sections and procedures; (iii) new avenues to enhance intercultural communication and learner collaboration.

Bionotes



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María Alcantud-Díaz received her PhD in English Philology from Valencia University. A strong advocate of hands-on, learning-by doing education and 21st Learning. She is currently teaching at the Department of Didactics of Language and Literature, Universitat de València. She is also the Director of the Research Group Proyecto TALIS (UV) www.proyectotalis.com.

Betlem Soler-Pardo received her doctorate in 2011 from the Department of English at the University of Valencia where she currently lectures in the Faculty of Education. The primary subject of her research is translation studies, especially dubbing and subtitling, and didactics. She is a member of the research group GIEL (Grup d'Investigació en Ensenyament de Llengües).

Barry Pennock-Speck & Begoña Clavel-Arroitia

Universitat de València/IULMA, Spain

"Querying intercultural awareness and competence as analytical tools in synchronous telecollaboration"

ABSTRACT

In our talk, we will discuss whether the terms intercultural awareness and intercultural competence serve as useful heuristics in the analysis and practice of language teaching and, in particular, telecollaboration exchanges involving students from different cultural/linguistic backgrounds. Most laypersons, and we would venture that many teachers share the same assumption, take for granted that intercultural competence comes into play exclusively when two or more languages are used or when people from different cultures interact. However, Byram & Stevens (2001: 5) argue that cultural competence is needed even if only one language is present. Regarding intercultural awareness, Baker (2011: 7) suggests that diversity is often manifested within a particular culture through different local and national groupings such as religious or ethnic groups, music or sports fans, urban tribes, etc. Although these authors do not mention differences that arise due to gender, age or individual variations, these also constitute a challenge when communicating in one's own or a different language. In sum, the unique features of a

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particular national or regional culture constitute just one set of differences that learners face when interacting with other people.

We propose that there is no need for a specific competence to deal with cross-cultural differences. What interactants need is a certain amount of encyclopaedic knowledge –especially of a cultural nature, when encountering people from other cultures/languages– coupled with interpersonal skills, which fall under the rubric of “facework” (Goffman, 1967).

To back up our claims, we will provide numerous examples from synchronous telecollaboration interactions gathered during the TILA (531052-LLP-1-2012-1-NL-KA2-KA2MP) and TeCoLa (2016-1-NL01-KA201-022997) European projects.

Keywords: telecollaboration, intercultural awareness, intercultural competence, facework, language learning

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Bionotes

Barry Pennock-Speck is a senior lecturer in the English and German Department at the Universitat de València and a member of the research institute IULMA. Currently, his research focuses on facework in virtual exchanges. He has participated in several European Projects focusing on the use of ICTs in language learning.

Begoña Clavel-Arroitia is a senior lecturer in the English and German Department at the Universitat de València and a member of the research institute IULMA. Her teaching and research focuses on second language acquisition and the use of ICTs. She has participated in two major European projects in this field.



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Alicia Ricart Vayá & Miguel Ángel Jordán Enamorado

Universitat de València/IULMA, Spain

"Developing intercultural communicative competence and soft skills through an ESL collaborative methodology"

ABSTRACT

In this presentation we will explain a collaborative methodology implemented on the first year of English Studies Degree of the Univesitat de València. The aim of this methodology was to create a collaborative environment to promote critical thinking and improve English Language knowledge through a team project. This methodology was implemented in six steps, which leaded students to improve a variety of skills: digital, communicative, reading and writing, analytical, sociological, etc.

During the first steps of this methodology, students had to get familiar with ICTs required to complete their project. Next, they had to interact with their teammates to create a dialogical environment, which would promote the exchange of ideas. In the following steps, students delved into a variety of written and digital materials, and reflected on cultural differences with the help of a Teaching Assistant. They also had to put into practice social and leadership skills, looking for points in common and trying to solve the possible conflicts, due to dissenting perspectives within the group. After all these cooperative tasks, students had to complete their project and prepare a presentation for their class. After finishing and presenting their project, students were asked to reflect on the learning gains by completing a post-intervention questionnaire and participating in focus-group interviews with the Teaching Assistant.

Through this methodology, students acquired an intercultural experience, which widened their social perspective and increased their motivation towards Language learning and intercultural exchanges.



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Ricardo Casañ Pitarch

Universitat Politècnica de València, Spain

**"Enhancing Listening Skills and Acquiring Specific Language Forms and Vocabulary with
Tailor-Made Transcription Activities using Lyrics Training"**

ABSTRACT

The use of digital applications seems to have increasingly become a common practice in educational contexts in the present decade. Their use has enhanced the quality of traditional lessons by incorporating additional tools that did not exist in the past. However, finding suitable electronic material or applications to teach foreign languages is often a difficult task, and this may become even tougher when it comes to a specific field like engineering, medicine, law, business, or education, among others. Fortunately, there are several open online resources nowadays that allow that teachers can create their own activities, which are perfectly adapted to the aims of their lessons and subject. In this case, this research focuses on presenting the open online software Lyrics Training as a pedagogical tool in the foreign language classroom. Although some previous research has previously been made concerning the use of this software (Bellés-Calvera & Bellés-Fortuño, 2018; Diaz-Bravo, 2015; Cowie, 2018), Lyrics Training has recently introduced new functionalities that allow users creating tailor-made activities from videos previously uploaded in Youtube and based on their transcriptions. Besides, it shall also be acknowledged that these tailor made materials do not necessarily need to focus on songs, which was the initial interest of this game, but on usual communication forms such as monologues and dialogues. This new functionality of this 'serious game' offers a wide range of options for teachers since it is possible to subtitle any specific videos and audios and create transcribing exercises for students. The benefits of transcribing in the field of foreign language learning have been previously reported by other researchers such as in Lynch (2001) or Cowie (2018). In addition, this application also introduces some of the principles of video games; and in the educational field it could bring some additional benefits concerning a higher motivation to play and consequently to learn, increasing their time of exposure to the target language forms and providing with the necessary opportunities to process and practice these forms at the learners' own pace (Dondlinger, 2007). In conclusion, this proposal is especially relevant for teachers of

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language for specific purposes who need to create material and activities adapted to particular fields and professions.

Keywords: Lyrics Training; Listening Skills; Language Learning; Video Games

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Bionote

Ricardo Casañ Pitarch is a PhD assistant professor and researcher at Universitat Politècnica de València. His main research interest is in applied linguistics, more concretely in discourse analysis and foreign language teaching and ICT. His latest publications and communications focus on genre analyses of specific discourse forms and the use of videogames in foreign language teaching.

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Beatriz Pastor-García, Ana Sevilla-Pavón & Elia Saneleuterio Temporal

"I will teach you a language: an LMOOC for learning Spanish through world tales"

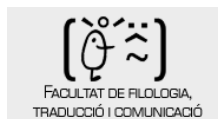
Universitat de València, Spain

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Universitat de València, Spain

ABSTRACT

This presentation revolves around the design process of an LMOOC of Spanish Language and Culture through Tales around the World. It stems from the TALIS project, aimed at fostering language learning through Intercultural Literature as a solidarity and mutual understanding communication tool. The course proposes an innovative way to learn Spanish through a CLIL methodology enriched by the Education for Sustainable Development, Literary Education and Intercultural Communication approaches. The linguistic varieties and cultural aspects of the Spanish-speaking world are approached through their tales which in turn are the result of writing workshops previously carried out in Latin America and Spain. The departure points for the first iterative design cycle are: Article 17 of the UNICEF's Convention on The Rights of the Child, which establishes that producing and disseminating high-quality learning materials for intercultural learning and diversity should be a priority; and the UN's Global Sustainable Development Goals, which include the eradication of poverty, the achievement of universal education and the promotion of gender equality, among others. With these ideas in mind, the TALIS team set out to design the course by: 1) holding creative writing workshops in different locations worldwide 2) selecting and producing the tales, videos and additional teaching and assessment materials to be included 3) distributing the contents along 6 modules (plus an additional introductory module) which correspond to 6 Spanish-speaking countries 4) piloting and assessing the materials prior to launching the course. This LMOOC is the result of a collective effort from the developers and their institution, trying to find new ways of fostering meaningful learning through the use of Internet-based tools. In our current context of globalisation and migratory movements across the globe, the course is hoped to contribute towards enhancing intercultural awareness thanks to the use of Intercultural Literature as a communication tool among cultures which encourages solidarity and mutual understanding.



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Bionote

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Andreea Rosca

Universitat de València/IULMA, Spain

"PBL goes digital: EFL students' beliefs and perceptions about online PBL"

Savin-Baden (2000: 9) stresses that despite the growing popularity of the Problem-Based Learning (PBL) methodology, we know very little about students' 'lived experience' of the curriculum. Also, scholars have tried to adapt PBL to the technological demands of the twenty-first century society by combining traditional PBL with e-learning, especially in the context of ESP (Alamro and Schofield, 2012). Thus, our study emerged from the need to voice students' beliefs and attitudes towards the integration of asynchronous online discussions with the PBL methodology in an EFL classroom from the University of Valencia. The participants for this study were 46 English-language learners enrolled in a second-year English-language class. Out of the 46 participants, 42 were female and 4 male with ages comprised between 19 and 29. These participants belonged to 8 different nationalities: 34 Spanish, 8 Erasmus students and other 4 foreign students living in Spain.

Students worked in groups of four to six to carry out two tasks over the course of 8 weeks. Each group was assigned a different social problem, e.g. consumerism, drug and alcohol abuse, gender violence, gender inequality, among others. The first task consisted of a forum debate on Google + in which each group member discussed and proposed solutions for their corresponding problem. The second task involved the elaboration of a pitch based on the solutions proposed in

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the forum debate. The pitch had to be delivered in the form of a digital story following the structure of a pitch and the video was shared on the Google + community. In this presentation we aim to reveal the benefits and pitfalls of an online PBL methodology as well as put forward several suggestions for improvement for the future implementation of similar projects.

Keywords: Problem-Based Learning, EFL classroom, online forum discussions, pitch, intercultural competence

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Bionote

Andreea Rosca currently works as an Assistant Professor of English at the University of Valencia. She holds a Ph.D. in cognitive linguistics from the University of La Rioja. Her research interests are cognitive semantics, corpus linguistics, construction grammar, language pedagogy and English for Specific Purposes.

Fidel Çakmak

Alanya Alaaddin Keykubat University, Turkey

"Improving student engagement in an integrated space: In-class and Instagram"

ABSTRACT

This paper presentation illustrates a successful practice of enhancing students' engagement in reconstructing their version of literary work by having them act out the work both in class and sharing it on IG. It demonstrates how IG, as one of Social Network Sites (SNSs) can be integrated into classroom activities and into students' social network site use. In the literature

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review, teaching literary work has been approached with various teaching techniques and theories premised in established teaching methods; however, literature is relatively less integrated into other courses such as contextual grammar or skill-based basic courses in Applied Linguistics, Teaching English as Foreign Language Programs, and in social CALL learning spaces such as IG. While the argument whether learning through SNSs is beneficial or not still dominates the discussion in the field, this study gives a brief framework of how we can integrate literature and social media use when engagement matters utmost. The paper reviews the use of literary work in EFL classes and displays EFL students' engagement (n=84) both in an oral communication task in classroom and on IG, and discusses how this affects their perception of learning through that task. The students' perceptions elicited through a perception scale are analyzed statistically and their engagement is explored through their feedback qualitatively. While the study mainly centers on how students' engagement is enhanced through the use of both classroom and IG as learning spaces, and how this dual prong approach creates a positive integrated learning space, it also provides an example of how practitioners can benefit from creating an integrated learning space for student engagement. The paper presentation concludes with teaching implications and suggestions for language teachers to better integrate the two learning spaces for their teaching.

Keywords: Integrated learning zone, Classroom learning, Social CALL, Student engagement

Bionote

Fidel Çakmak is assistant professor in the Department of Foreign Language Education at Alanya Alaaddin Keykubat University. She is interested in research topics such as learning and teaching EFL in the digital age, mobile assisted language learning, flipped EFL classrooms, learning analytics, and 21st-century teacher education.



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Robert Martínez Carrasco

Universitat Jaume I de Castelló, Spain

"Translation as a tool to foster cross-cultural literacy in L2 education"

ABSTRACT

Interconnectedness in technologically enhanced learning environments has allowed traditional L2 classrooms to empower their students and foster new participatory frameworks based on collaboration, growth, and shared understanding of professional and community practices. In this highly technological scenario, Wikipedia, the online encyclopaedia, stands as one of the best-known and most successful examples of non-professional online collaboration around the world, offering an interesting breeding ground for L2 students to develop self-reflective, critical spaces where they can engage in constant dialogue with other social agents in real scenarios while strengthening their competence in L2.

At the same time, resorting to online collaboration through wikis brings the cultural component closer in L2 education, enriching the overall picture for students when learning a foreign language. This highlights the need for students to develop solid L1/L2 crosscultural skills regarding the meaning negotiation processes and discursive practices of their respective L2 communities, since it is only by acknowledging the referential, semiological nature of language and understanding cultural practices in situated terms that students can be truly socialized in their L2.

The study explores the perception of students regarding wiki-based collaborative writing as a resource in the L2 classroom while paying special attention to the treatment of culture specific elements that may hinder effective cross-cultural communication in their L2. In order to do so, 106 students were divided into groups and asked to draft collaboratively Wikipedia articles in their L2. Once the project finished, two methodological approaches were adopted: on the one hand, students were administered a questionnaire in order to gather their impressions on the usefulness of collaborative writing in the development of their L2 competence. Besides, all texts submitted were analysed in order to reflect on the strategies students had adopted when explaining L1 cultural elements in their L2.

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Ultimately, this paper argues that a platform like Wikipedia may be an effective channel to transform the L2 classroom and turn it into an emancipatory space where diverse knowledges co-exist, thrive, and enrich each other, while students strengthen their linguistic abilities and help democratise knowledge around the globe.

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Anne-Mette Bjøru

UiT – The Arctic University of Norway, Norway

"Digital Competence in Norwegian School Curricula –changes, characteristics and chances"

ABSTRACT

The Norwegian School Curricula has changed over the past years and new alterations are in the making, concerning both the Core- and the Subject Curricula. This poster presentation explores the revisions done to the different parts of the Curricula, with special focus on Digital Competence.

The Norwegian Core Curriculum is restructured. The version from 1997 presents the pupils as “human beings” (The Royal Ministry of Education, research and Church Affairs, 1997, p. 3) consisting of different qualities, and how school should aim to develop these personal features. Digital Competence is not mentioned once. On the other hand, the new Core Curriculum is about activities in school and “principles for the schools’ practice” (The Norwegian Directorate for Education and Training, 2018, Ch. 3, my translation), including Digital Competence as one of five Basic Skills. In short, there is a shift in the Core Curricula from focusing on the pupils’ characters, to the schools’ content and endeavour, including Digital Competence. The new Core Curriculum will be implemented in schools, alongside the new Subject Curriculum, in the fall of 2020.

Furthermore, in the Norwegian Subject Curriculum from 2006, Digital Competence is one of the five Basic Skills overarching all, and included in all, school subjects. In the new 2020 Subject Curriculum, this will continue. However, in addition, specific subjects will have a certain responsibility for developing the students’ Digital Competence. The subjects are in particular languages and social sciences. The poster presentation will focus on how Digital Competence is highlighted in the 2006 English Subject Curriculum, compared to the new 2020 one. The poster will also present an analysis of the new English Subject Curriculum, and suggest some

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possibilities that the document creates for working with the pupils' Digital Competence in the English language-learning classroom.

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Bionote

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Juan Carlos Casañ Núñez

Universitat de València, Spain

"The effect of viewing comprehension questions as video captions on test-takers' performance and visual behavior in a second language test "

ABSTRACT

The complexity of while-viewing activities (listening, viewing, reading and writing simultaneously) has been mostly ignored in the fields of teaching and testing L2 listening. To address this gap, an innovative technique has been proposed: the use of audiovisual comprehension questions imprinted in the video in the form of subtitles and synchronized with

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the relevant fragments (Casañ-Núñez, 2018). This work reports on an approximate replication of Casañ-Núñez's (2017) study on this methodology. The original study researched if imprinted questions had an impact on second language students' audiovisual comprehension test performance and what examinees thought about this technique. The aim of the replication study was twofold. Firstly, it was designed to confirm or not the results of the original study. Secondly, it investigated for the first time whether imprinted questions had an effect on second language learners' viewing behavior with regard to the video image. As in the original study, imprinted questions did not have a statistically significant effect on test performance but participants' attitudes towards this technique were positive. The results also suggest that this technique is an effective way of reducing the conflict of visual attention between watching a video and completing a written task simultaneously. Finally, the limitations of the study are addressed and some possible directions for future research are proposed.

Keywords: audiovisual comprehension, language teaching, language testing, listening comprehension, replication study

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Bionote

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Thom Rawson

Nagasaki International University, Japan

"Virtual Exchange (IVE) Project -Logistics, Effects, and Future Directions"

ABSTRACT

The International Virtual Exchange project (<https://iveproject.org>) began as a single class to a single class second-language virtual exchange between one institution in Japan and one school in Colombia in 2005. Since then, it has grown to span 15 nations and host over 2,500 students biannually from Asia, the Middle East, Europe, North and South America. Students participate in an 8-week cycle exchanging information asynchronously based on a range of specific topics. The students share written messages, audio, and video recordings along with various multimedia in forums. Although the virtual exchange has not been proven to improve intercultural competencies to any significant degree, there is evidence of some improvement in intercultural sensitivity, a necessary trait for developing intercultural competence, and the details of this will be shown. Other analytical data collected during the exchange will also be reported which shows that students with low levels of English ability also increase their interactional confidence, knowledge of their

own culture, gain motivation to learn English and are more interested in other cultures after participating in these simple VE. Additionally, the design, modality, implementation, technical aspects, and future goals of the research of the exchange will be both explained, discussed, and shared.

Bionote

Thom Rawson is an associate professor and has been teaching English as a second language in Japanese universities in southwestern Japan since 2008. His background is in Computer Information Science and he specializes in technology tools for learning. His primary research interests are learning analytics and online learning activities.



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Carolina Girón-García & Antonio-José SilvestreLópez

Universitat Jaume I de Castelló / IULMA, Spain

"Integrating WebQuest-based model activities into the Moodle platform: students' achievement and first impressions in an ESP setting"

ABSTRACT

Technology has become part of the English classroom, but universities still need to perform modifications in their curricula and materials in order to satisfy the learning needs of the new 'e-generation' (Grabe & Grabe, 2007). The use of technological resources in the English for Specific Purposes (ESP) classroom may prove an asset in fostering the students' engagement in their own learning process.

Several studies have reported on the effectiveness of integrating technological tools in the classroom, as in the case of using different resource types integrated into a first-generation WebQuest (Dodge, 2001), second-generation TalenQuests (Koenraad, 2003), and third-generation WebQuest-based model activities, also called 'Cybertasks' (Girón-García, 2013).

No attempt has been made to adapt the structure of WebQuest-based models (Cybertasks) to more recent ICT contexts. This paper presents the first adaptation of the Cybertask model to Moodle through its integration into a 'Lesson Activity', and reports on students' achievement and their overall perception of the task and of the resources used therein.

This adaptation is described in terms of a task designed to introduce the students of an ESP subject for university students of psychology to four types of psychotherapy, and required them to browse a selection of online resources (videos or texts) to answer a series of questions related to each of them. Students' achievement was measured with a pre and post-questionnaire targeting the main notions addressed in the task that was run before and after the students' completion of the Lesson activity. Students' task and resources perception were obtained through a qualitative questionnaire run after the post-test. The paper discusses these findings and addresses the ways the adaptation proposed may be effective.

Keywords: ESP, Psychology, WebQuest, Moodle, Lesson Activity.



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Bionotes

Antonio-José Silvestre-López (European Ph.D. in Applied Linguistics) is a lecturer at Universitat Jaume I (Spain). His research interests concern the analysis of conceptual metaphor at the levels of language, thought and communication in different types of discourse, and their application in specialized areas of expertise and in SL/FL teaching.

Carolina Girón-García (Ph.D. in Applied Linguistics) is a lecturer at Universitat Jaume I (Spain). Her research interests concern autonomy in language learning, language teaching and learning through ICTs, and discourse analysis at different levels (e.g. English in specialised contexts of instruction, SL/FL teaching, and metaphorical language).



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Carolina Girón-García & Sorina Stelea

Universitat Jaume I de Castelló / IULMA, Spain

"The Impact of 'Cybertasks' on students' academic achievement in Linguistics and Legal English"

ABSTRACT

The higher education field is continuously evolving and increasingly facing new challenges to ensure quality apprenticeship, uphold instructional goals and meet students' needs. Information and Communication Technologies (ICTs) have been gaining ground to textbooks and other printed materials that are gradually becoming old-fashioned. Previous research regarding the integration of technological tools such as Webquest-based model activities (Dodge, 2001), TalenQuests (Koenraad, 2003), and WebQuest-based model activities (i.e. 'Cybertasks') (Girón-García, 2013) have proved their effectiveness in the classroom.

This work is based on Content-Based Instruction (CBI) to engage students in developing their thinking skills and improving their knowledge on the subject matter. This methodology fosters students' engagement and interest in the learning process and enhances their comprehension and literacy skills (Lyster, 2018). Accordingly, the main objectives in this study are to (1) examine university students' expected learning outcomes regarding two Cybertasks designed specifically for two content areas of knowledge (i.e. 'Linguistics' and 'Legal English'), (2) explore students' perceptions about the task process and task result after Cybertask completion, and (3) analyze the effects of the use of the two Cybertasks on students' academic achievement. Specifically, this study tries to unveil to what extent their integration in the classroom contributes to encourage active learning and improve students' knowledge of theoretical content in English.

With that purpose, higher-education students taking the subjects 'Linguistics' and 'Legal English' took part in the study. To get relevant results, data was collected from different tools: (1) 'Linguistics Infographic Cybertask' and 'Legal English Cybertask', in order to get information about students' content learning outcomes; (2) 'Self-Assessment Questionnaire' about students' perceptions on their task process and task result after Cybertask completion; and (3) the written exam from both subjects to get information concerning their academic achievement after performing the Cybertasks.

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The overall results demonstrate that engaging students in performing the proposed Cybertasks has an impact on their academic achievement and critical analysis. Therefore, this study makes evident that training students in digital literacy skills is necessary for their academic and professional growth, as well as to enhance their autonomizing abilities in the real world. Therefore, more studies are needed in higher education environments.

Keywords: digital literacy, CBI, active learning, ICTs, Linguistics and Legal English Cybertasks.

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Bionotes

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"The Effects of Digital Learning on Motivation among Students with a 'Multimodal' Learning Style: The Use of 'Wix' in the ESP Classroom"

ABSTRACT

In the Internet era, when knowledge and information flow rapidly, the introduction of various interactive multimedia networks in the English for Specific Purposes (ESP) classroom (Grabe & Grabe, 2007) has resulted in the emergence of new ways of learning (Ming-Hung et al., 2017). As a result, this new learning and multimodal environment has contributed to change individual variables, such as motivation or perceptual learning styles. This study aims to analyse the degree of motivation of ESP learners with a 'Multimodal' learning style in contrast to those with 'Multiple' learning styles. It addresses three research questions: (1) To what extent does the 'Digital' learning increase ESP students' motivation in comparison to the 'Traditional' learning? (2) Has the 'Digital' learning created a recent 'Perceptual' learning style (i.e. 'Multimodal' learning style)? (3) Does the 'Multimodal' learning style heighten the degree of motivation in contrast to the 'Multiple' learning styles? One hundred ESP students taking the subject 'Professional English for Communicators' at Universitat Jaume I (Spain) were selected as the respondents for this study. 'Wix', as the main research tool, and two questionnaires which focused on students' motivation and 'Multimodal' Learning Style were used to get relevant data. It is expected to find results that suggest that the use of digital tools, such as 'Wix', increases students' motivation and fosters a new perceptual learning style (i.e. 'Multimodal' learning style). These findings may help to identify to what extent digital resources affect students' motivation and perceptual learning styles' preferences. The results obtained will be used to derive conclusions on how to approach the 'Multimodal' learning style in further student performances with digital tools that promote the training of digital literacies (Girón-García, 2013).

Keywords: Multimodal learning style, motivation, digital learning, 'Wix', ESP.



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