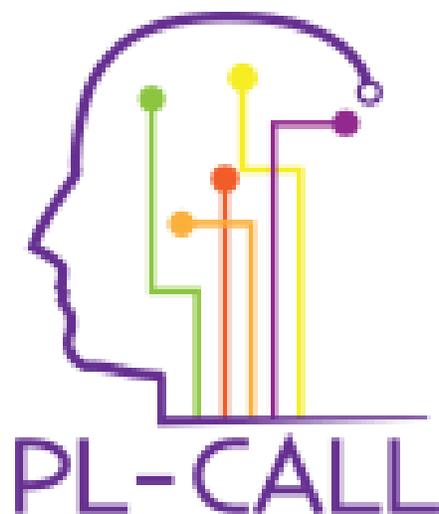


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Kraków, 30-31 May 2019

KEYNOTE SPEAKERS

Author: Cédric Sarré

Institution: Sorbonne Université

Title: Technology-Mediated ESP Learning And Teaching (TESPLAT): from language learning theory to ICT integration principles

Abstract:

If the way Information and Communication Technology (ICT) has been integrated in language teaching and learning has evolved considerably since the 1980s (Leffa 2009), moving from Higgins's 1988 conception of Computer-Assisted Language Learning (CALL) as a metaphor for the *magister* to Bax's 2003 concept of technology "normalization", the slow adoption of ICT by teachers of Languages for Specific Purposes (LSP) (CATAPULT 2019), and of English for Specific Purposes (ESP) in particular (Kumar & Rani 2016) is worth noting. If this can probably be attributed to the lack of specific training received by LSP teachers (Howard 1997, Master 1997, Basturkmen 2014, Braud et al. 2015, Brudermann et al. 2016), it is certainly not due to the fact that LSP/ESP can't benefit from ICT affordances as several authors have noted to what extent LSP teaching can make the most of ICT integration (Delcloque 1997, Mamakou & Grigoriadou 2009, Belcher 2017, Li 2017, Muñoz-Luna & Taillefer 2018).

It is therefore worth examining how ESP can precisely benefit from ICT affordances, the combination of ESP and ICT leading to **Technology-mediated ESP Learning And Teaching (TESPLAT)**, an emerging field of learning/teaching and research. The benefits identified can indeed serve as the basis to determine a set of principles for successful ICT integration in ESP teaching, which is one of the objectives of this presentation. To this end, the characteristics of ESP will first be discussed with special emphasis on the traditional – but outdated – dichotomy between ESP and what has been termed "general English". Language learning theories will then be examined in relation to ESP objectives, before discussing the "special relationship" between ESP and ICT and outlining some key principles to successful ICT integration in ESP learning and teaching, the goal being to match ICT affordances to pedagogical considerations in an attempt to design pedagogy-driven ESP courses rather than technology-driven ones.

Author: Łukasz Olesiak

Institution: Pedagogical University of Cracow

Title: {Automata goto AIEd}

Abstract:

Have we reached the final frontier in the development of language learning methodology?

The field has been in stagnant lethargy since the invention of the language lab. A temporary invigoration came with the emergence of the information and communication technologies, but so far it has not introduced a measurable improvement to the efficiency of the language learning process. The process is costly, time consuming, and even Kahoot cannot help it. Language education needs a disruptive innovation.

In this presentation, I will propose a new approach to language education, based on language acquisition rather than learning and Artificial Intelligence rather than teachers. Join this session, if you would like to take a new perspective on the field of language education, where AI becomes a substantial part of its fabric. I will also discuss the changing role of the educator and explore further directions for research.

WORKSHOPS

Author: Ton Koenraad

Institution: TELLConsult

Title: Resources and strategies developed in selected EU projects to support Teacher Education and Schools in realising innovative and inclusive education with the help of mobile devices

Abstract:

The growing interest in mainstream education to explore the potential of mobile learning also implies a dual challenge for teacher education institutions of keeping current themselves and ensuring pedagogies are in alignment with the needs and practices of schools and societies. After all to provide related technical & pedagogical training and guidance for inservice teachers presupposes experienced staff that have developed the relevant competences and can show model teaching behaviour while incorporating mobile learning in initial teacher education curricula (Naylor & Gibbs, 2015). However, generally teacher education organisations are lagging behind in these endeavours (McClanahan, 2017) since they do not employ innovative or disruptive pedagogies in their preparation of pre-service teachers and so provide insufficient preparation in using innovative mobile pedagogies (Burden & Hopkins, 2016; Burden & Kearney, 2017).

In line with recommendations (UNESCO, 2013) and conclusions (Wishart, 2018; Koenraad, 2016) considering professional development (PD) the key issue for sustainable mlearning-based innovation in teacher education and schools, TELLConsult, as partner in a number of EU projects addressing these issues, contributes to the exploitation of the project results, by offering, ErasmusPlus grant eligible, PD courses.

The selection for this workshop includes the project 'Tablets for classroom inclusion and differentiation' (TABLIO, 2016-2019) which focuses on a specific educational dimension of mobile learning, in casu differentiation. It developed a toolkit containing design principles & templates and evaluation criteria for the use of tablets for differentiated instruction purposes based on a joint literature research study by the project partners (Hustingx et al., 2017). As a strategy to support the implementation process the teacher education project partners collaborated with schools in their regional school networks by participating coaching of teacher design teams. Furthermore the project 'Designing and Evaluating Innovative Mobile Pedagogies' (DEIMP, 2017-2020), an R&D oriented partnerships between university based teacher educators, school teachers and school leaders in order to design, develop, test and refine innovative pedagogies using mobile technologies. In addition to a set of design principles (Burden & Kearney, 2018) and a scoping study focusing on the innovative dimension in the current state of mlearning, key outputs are a MOOC and a related mobile app to support the developing and evaluation of innovative mobile learning scenarios, which are currently being designed and tested between the partners and a network of 24 associated partner schools working as part of a transnational network.

In the workshop presented here we will focus on the Tablio project that researches the potential of mobile technologies to support classroom based differentiation.

Delegates will be briefly presented to its outputs and invited to participate hands on in a simulated PD workshop activity as student / inservice teacher introducing one or two of resources produced by the project.

Finally, a dedicated Padlet page will be introduced to facilitate further individual exploration of resources produced by projects mentioned above and other related projects including the project 'Mobile enhanced tools and approaches for innovative language learning and assessment, (M-Lang, 2014-2016), a professional development initiative to upskill teaching staff on the effective use of learner response systems.

Author: Anna Skowron

Institution: Jan Dlugosz University in Czestochowa

Title: All you need is code

Abstract:

The workshop is targeted at everyone who wishes to teach English in a slightly less conventional way; at everyone who wants to teach creativity, problem-solving, team work, and above all, how to think. All those skills can be taught while coding and you do not need to be an IT specialist! During my workshop, I will share some ideas for English-with-coding lessons, and the participants will have the opportunity to design their own lesson with the elements of coding, leaving the workshop with a handful of ideas on how to teach English with coding. We will be using two robots, one robot or no robots at all.

CONFERENCE PAPERS

Author: Agnieszka Borowiak

Institution: State University of Applied Sciences in Konin; I Liceum Ogólnokształcące im. T. Kościuszki w Koninie

Title: CLIL as an adequate setting for CALL integration into the curriculum. Literature review

Abstract:

Scholars interested in foreign language teaching take the view that the traditional foreign language classes are not efficacious enough for the new generations of students who need different stimuli to get not only the skills but also competences required for their future profession. Thusly, language teachers and researchers analyze the circumstances responsible for language success. A great bulk of studies indicate that there may be enumerated at least a few factors precipitating a learning process. Motivation and autonomy are regarded as those of paramount importance. Despite aforementioned factors being cast in the roles of important language enrichment, the way and the educational setting in which foreign languages are taught seem to play a pivotal role. The way out of the conundrum may be the use of digital technologies for educational purposes in a Content and Language Integrated Learning (CLIL).

The implicit aim of this paper is to present theoretical underpinnings of in question fusion of digital technologies and CLIL. Prior to the discussion of the rationale for the application of modern technology in a CLIL setting, CLIL definitions and notions related to Computer Assisted Language Learning (CALL) will be presented. Some reference will be made to the selected individual differences in second language learning. The final part delineates practical ideas of implementing technology in a CLIL setting.

Author: Anita Buczek-Zawiła

Institution: Pedagogical University of Kraków

Title: Catering to assessment needs of students of English - CALL to the rescue?

Abstract:

Any learning process requires some form of assessing goal attainment. Whether the focus is on performance or mastery goals, the measures applied to assess attainment of these can be diverse and can foster different students' attitudes and self-perceptions. In an attempt to tackle the challenges inherent in reliable and comprehensive assessment of students' success, a small-scale research was conducted among Year 1 students of the English Department at the Pedagogical University of Kraków. They are participants in a 90-hours-a-year pronunciation course, where one of the components involves mastering transcribing skills. The belief behind this this requirement is that those who can record in a visual form certain contrasts of variants practised in class, will also be able to to pronounce them - and vice versa. It is seen as a feeding-breeding relationship. The specific

element of the course evaluated by standard and CALL-related measures in the study were the variants of the -ES ending in English.

Assessing students' success in such matters typically incorporates pen-and-paper tests of transcription, where the task is to apply the IPA characters appropriately. While this offers immediate evidence of success - or lack thereof, it puts heavy demands on students' cognitive, performance and stress-controlling skills. Students focus here on the outcome and what can be done to ensure the positive final score, not on improved understanding, self-monitoring or generating solutions. Certain CALL-related techniques can be used as supplementary ones here. Therefore, even if technically assessing different sub-skills, Kahoot-supported or Moodle quizzes can complement and re-orientate the assessment as well as the learning processes.

Through analysis of scores, coupled with the ideas obtained via semi-structured interviews, the study hopes to verify the claim that matters such as student comfort, instant individual feedback and personal safety are most efficiently handled by the Moodle quizzes. Apart from providing well-balanced scores, they offer the least-threatening, stress-free environments for learning and assessment, thus developing students' self-monitoring their progress.

Author: Beata Bury

Institution: Akademia Techniczno-Humanistyczna w Bielsku-Białej

Title: The use of mobile apps as a supplementary material for revising academic vocabulary

Abstract:

The acquisition of academic vocabulary is a major challenge for university students who wish to become proficient in English. With the increasing use of mobile technologies for educational purposes a new opportunity to enhance academic vocabulary learning has occurred. It is asserted that mobile phones have the potential to impact vocabulary acquisition among English learners. The aim of this paper is to identify and describe vocabulary learning apps which support the acquisition of academic vocabulary. This paper investigates the effectiveness of mobile apps on revising academic vocabulary compared to traditional activities. Research design with pre- and post-test was employed to analyse the differences in the scores of the control and the experimental group. The paper concludes with a statement that mobile apps constitute an innovative and flexible way of revising academic vocabulary in and out of the classroom. It is believed that a theoretical approach discussed in this paper combined with an experimental study in vocabulary acquisition may highlight relevant practices for both teachers and students.

Author: Anna Ciechanowska, Robert Oliwa

Institution: Bronisław Markiewicz State Higher School of Technology and Economics in Jarosław

Title: Teaching to provide competitive translation services in the online economy

Abstract:

The authors wish to contextualise the process of evolution and adaptation of translator training in order to suit the competitive digital economy and align it the possibilities the internet has brought about. The very instruction is founded and developed on the assumption that it should reflect the real world and the tasks it provides so as to enable students to adjust to challenges the work market creates. Students are engaged in a business-like online environment where they provide translation services and where a translated text is a commodity which undergoes various stages students are accountable for. Different tasks are delegated to students in a hybrid model of instruction and they are evaluated on the process of task completion and the very final service they provide. The study of the outcomes will use the mixed method design to evaluate the intervention both qualitatively as well as quantitatively. While the study undoubtedly has limitations, due to the need for longer, larger-scale empirical validation and its focus solely on one group of students, the authors consider it shows great potential to ensure an insight in the translator training and whether or not this approach is pertinent to provide competitive services far beyond the confines of a single discipline.

Author: Dorota Czarska-Andrzejewska

Institution: Uniwersytet Jagielloński

Title: Application of MALL - foreign language teaching and learning at the university level

Abstract:

In contemporary times the didactics of foreign language learning and teaching, especially teaching English as a foreign language, is supported with additional options and possibilities offered by mobile devices. This novel and complex phenomenon called MALL (Mobile Assisted Language Learning), which is also known as m-learning, is the subject of research of many academic centres involved in teaching foreign languages. This paper presents the research conducted on the practical application of m-learning in the academic setting and specifically refers to teaching English for Specific Purposes during obligatory classes at the university level. The research focuses on the ways of application and present status of m-learning in teaching and learning of English as a foreign language.

Author: Anna Dziura

Institution: Uniwersytet Rzeszowski

Title: Social Media in EFL Speaking Classroom

Abstract:

My presentation focuses on using social media to teach speaking skills in the context of English as a foreign language (EFL) in the secondary school. The purposes of this research were: 1) to study benefits (if any) of using social media (Facebook) in EFL classroom in order to improve students' oral presentations skills through writing; 2) to study the learners' attitude towards teaching English speaking using social media. The answers to the questions above were sought in two-part study carried out among 20 students. All of them attended the second year of the same secondary school, were taught English based on the same course book at the B1+/B2 level but by two different teachers. One of the teachers used social media to teach speaking skills while the second one not. In the first part of the study all the participants filled in a survey whose purpose was to discover the learners' attitudes and opinions towards using social media to develop their EFL speaking skills. The answers given by the learners who previously underwent the training were compared with the second group. Subsequently, 6 students' (3 out of each group) oral presentations were recorded and contrasted. The learners were chosen randomly but presented the same topic. The results of both parts of the study give a number of insights on the benefits of using social media to teach EFL speaking and their attitudes towards it. As the result, it is argued that applying social media to teach speaking is advantageous and brings positive results.

Author: Natalia Góralczyk

Institution: The Pedagogical University of Kraków

Title: Teaching foreign languages to older adults using new technologies from a teacher perspective

Abstract:

The purpose of this study was to investigate teachers' attitudes towards using new technologies while teaching older adults foreign languages.

A total of 150 teachers of English as a foreign language participated in the study, which was an online questionnaire posted on the Facebook group „English Teachers” (Polish “Nauczyciele angielskiego”) with both close-ended and open-ended questions.

Results of the study disclosed that most participants perceived teaching foreign languages with the use of new technologies as possible and beneficial. The participants were also asked to choose the Web 2.0 learning technologies based on Bower's typology (2015) with which they either work with older adults or claim that working with might be effective. These results were later compared with the available research on the topic of learning and teaching older adults using new technologies.

The significance of this research lies in the fact that the study not only provides the basis for later research of the recommended by the participants' tools, but also it importantly raises questions in need of further investigation of methods and techniques of learning and teaching older adults foreign languages that can be facilitated by them. This topic is reserved for the author's future work.

Author: Julia Hartinger

Institution: Westsächsische Hochschule Zwickau

Title: Developing Computer-based Self Learning Material for Subject-related German and English Courses

Abstract:

This paper presents the experience that has been gained during the development and usage of digital language learning modules which are geared to the needs of students, current trends and the regional labour market. These computer-based modules are an important supplement for the subject-related language courses at the University of Applied Sciences Zwickau. The need for that derives from the fact that the planned time frame for subject-related language courses at Universities for Applied Sciences in Germany is often very short in view of the heterogeneity of students' previous knowledge. However, international full-time or exchange students have to acquire specialised German language skills in order to meet the requirements of the study programme and the labour market, while professional English skills are indispensable for German students of all subject areas. Therefore, solutions must be found, particularly for self-study, in order to achieve personalised learning conditions for both high and low achievers in view of the group size by providing an individual learning platform. Conventional textbooks cannot cope with the fast-moving changes in business, technology and the media and information industries. It requires materials that can be quickly and easily updated and adapted to the respective region and institution.

Author: Selma Karabınar

Institution: Marmara University

Title: Promoting Learner Autonomy through Project based Course Design: A Case Study with Student Teachers of English Language

Abstract:

21st century brought about changes in education due to developments in technology and the emergence of new forms of literacies. The changing nature of learning and teaching make teachers identify new challenges and try to find solutions by applying new designs combining elements of up-to-date approaches such as 21st century learning, autonomy and digital literacies. As a language teacher educator to make my language teacher candidates more self-directed in their own learning, I redesigned my 'teaching language skills' course on the basis of

3 different projects. Those projects provided them with a more autonomous learning environment in which they can make their own decisions while cooperating and collaborating with their peers. The primary aim was to ensure that they practice as many 21st century skills as possible such as critical reflection, cooperation and collaboration, creativity as well as learning about core content and practicing digital literacy skills. This presentation will include how students made individual choices of learning materials, group decisions, used evaluative tools such as rubrics, came to conclusions as a group, used ICT and made critical reflections on their learning. The data collection included observation, field notes, reflection papers and focus group interviews. The analysis of data was based on Kereluik et al. (2013) 3 different knowledge categories of 21st century learning: to know, to act and to value. The results supported that project based approach to learning was effective and provided opportunities to learners in terms of practicing desired language and digital literacy skills while facing challenges. Suggestions for project based teaching and implications for language classes will be further discussed at the end of presentation.

Author: Patrycja Karpińska

Institution: University of Wrocław

Title: Difficulties in the application of CLIL and blended learning methodologies in teaching seniors

Abstract:

This paper shortly presents the primary outcomes of the international Erasmus+ project "Cultures and Languages for All". The aim of the first project's output was to create an platform-based English-language course for adults (level B1-B2), including seniors and socially excluded persons. The course applies two main methodologies: blended learning (face-to-face and virtual learning) and content and language integrated learning (CLIL). The content of the latter is based on the concept of the national intangible heritage. Firstly, the general outlay and structure of the course is present together with exemplary exercises available to the learners on the platform. Secondly, the difficulties arising during creation of such course are discusses with emphasis placed on the use of technologies in the classroom. Thirdly, the comments of learners who participated in the piloting of the courses are analysed, pointing further obstacles in the classroom implementation with emphasis on the difficulties of having such classes with seniors. These comments are supplemented with the focus conducted with students and experts in andragogy, pedagogy, and language teaching and learning.

Author: Krzysztof Kotuła

Institution: Maria Curie-Skłodowska University in Lublin

Title: Playing video games in the language classroom: a background or a foreground activity?

Abstract:

The usefulness of video games in the language learning context has been recognised by many authors. Games can be motivating, reduce anxiety, focus learners on communicating in the target language rather than on using correct linguistic structures, provide more introverted students with a greater range of opportunities for self-expression and create an informal atmosphere that enhances learner receptiveness. Also, thanks to the use of video games, learners can develop skills and behaviours such as creative problem solving, calculated risk taking, persistence, attention to detail and effective collaboration. However, the question remains whether video games should be a central element of the language learning process (game-based language learning) or a peripheral component of the classroom experience. In our presentation, we will attempt to reflect upon those issues drawing from our experience as a language teacher in high school.

Author: Barbara Loranc-Paszyk; Hsin-Chou Josephine Huang

Institution: University of Bielsko-Biała; National Taiwan Ocean University

Title: When East Meets West: Taiwanese and Polish student teachers' perspectives on a Telecollaborative Project

Abstract:

The main objective of this presentation is to explore perceptions of Polish and Taiwanese student teachers of English who took part in a semester long intercultural online exchange. The project was established to allow the students opportunities to collaborate with international peers and increase understanding of EFL teaching in the partner country.

Eighteen student teachers, seven from a national university in Taiwan and eleven from a public university in Poland, were assigned to three cross-cultural groups. Each group had to communicate and complete three tasks using Facebook Groups. The first task on information exchange involved sharing personal backgrounds. The second task on comparison and analysis included discussing topics related to educational issues and analyzing similarities and differences between two cultures. The third task on product creation required students to produce a group video in which they could summarize the findings from the previous tasks.

A qualitative analysis of students' reports, collaborative work assignments, recall surveys and semi structured interviews will be used to investigate how participants experienced the project. Findings from this study will inform educators how technological advances can be used in teacher training, and show prospective teachers how to innovate in future classes designed for the needs of global citizens.

Author & Institution:

Lionel Nicolas, Eurac Research, Italy

Julia Ostanina-Olszewska, Pedagogical University of Cracow, Poland

Špela Arhar Holdt, University of Ljubljana, Slovenia

Claudia Borg, University of Malta, Malta

Jaka Čibej, University of Ljubljana, Slovenia

Title: Introducing crowdsourcing opportunities to teacher training

Abstract:

EnetCollect is a Cost Action aimed at bringing together Language Learning and Crowdsourcing, utilising existing data resources to transfer them into language exercises that can be used also in the class. As part of the action, a survey was conducted among language teachers (N= 1129) including participants from over 30 European countries. While the participating teachers were generally positively inclined towards crowdsourcing as a concept, their familiarity with the actual possibilities to use crowdsourcing activities in the classroom was very limited. The participants reported the need for learning about crowdsourcing as a concept as well as concrete ideas about which specific crowdsourcing activities are suitable for language teaching.

The presentation addresses the results of the survey by proposing a model and a concrete example of how language learning can exploit existing data to develop learner resources, thus shifting into a new era of CrowdLearning. Teachers will be in a position to benefit from more resources and computationally annotated linguistic information in data to extrapolate exercises. Learners, on the other hand, are presented with relevant materials that are not dated and can easily be constructed from temporary or topical texts. In turn, through the answers provided by learners, datasets can be refined, adjusted and improved further using automatic techniques that will continue to strengthen the reliability of the data available to teachers in the first place, thus truly moving towards modern and innovative teaching techniques.

Author: Sabina Nowak

Institution: Pedagogical University of Krakow

Title: The Role of e-Journals in CLIL – a Project-Based Language Learning

Abstract:

In this presentation the results of a one-year study will be presented which dwell on peer-shared online journals perceived as a pedagogical innovation in language teacher training TTD (Teacher Training and Development). The current research was carried out among teacher-to-be-students of English Philology studying Didactics (N=18) and ICT in education (N=20) at the Pedagogical University of Krakow in the academic year 2018/2019. The Project-Based Language Learning

(PjBLL) was introduced to state, whether or not, e-Journals written in Office 365 can enhance instructional approaches to education. The study explores the use of e-Journals and how they are related with students' general performance and whether they can facilitate learning in a CLIL context. Some examples of case studies will be given with evidence of positive influence of online journal entries on students' competences. The findings indicate that regular and systematic journal keeping increases knowledge and skills development, namely the quality of task completion and accumulation of knowledge. Some implications for as well as caveats of using journals in CLIL tertiary education will be outlined.

Author: Anna Pieczka

Institution: Marie Curie-Skłodowska University in Lublin & Università degli Studi di Torino

Title: Polish-Italian Virtual Exchange – the results of a preliminary study

Abstract:

The growing popularity of telecollaboration projects in foreign language learning and teaching can be observed; however, most of them concern students at the intermediate or advanced language level. This paper presents a bilingual, Polish-Italian, virtual exchange project carried out among students with basic foreign language competency.

Two groups of students took part in the exchange: a group of students from Turin – Polish as a foreign language learners – and a group of students from Lublin – Italian as a foreign language learners. The project lasted four weeks in which the students were assigned different tasks, adapted to their basic foreign language competency.

The study focuses on task design adapted to A1 language level, issues of communication breakdown and students' perception of the project and tries to give possible solutions to the problems that arise. The results of this preliminary study will be presented in order to implement necessary changes to the main research project.

Author: Joanna Pitura, Daniel Renat, Adrian Równiatka

Institution: Pedagogical University of Cracow

Title: Migrant L2 education, technology and accessibility

Abstract:

Migration has become a common occurrence in the world of today and tertiary level institutions across the world have migrant students among the recipients of their educational offer. These migrant students need to develop the competencies enabling them active participation in the labour market and civic society, oftentimes not only in the host country. Foreign language mastery, the English language in particular, plays an important role in this participation and deficits in this respect

can decrease the chances for individual professional and social success. For this reason, higher education language teaching needs to ensure that all students, including migrant students, achieve adequate language proficiency in order to function in the modern world.

Practice shows, however, that higher education language instruction is typically designed and implemented for an “average” local learner, neglecting the issue of accessibility and participation in the learning process for migrant students. Notably, these are important concerns, as, on the one hand, by their having limited access to instructional materials migrant students may be provided with insufficient language input and, on the other hand, they may have fewer opportunities for generating output, interaction and receiving feedback on language production by restricted participation in the language learning community (group). Consequently, migrant students may not profit from language education as much as they could, were they provided with appropriate instruction (cf. Pitura, 2017; Pitura, in review). The application of technology can support language learners by providing them with better access to input (instructional materials), more opportunities for producing language, as well as interaction and feedback on language production (cf. Golonka, Bowles, Frank, Richardson & Freynik, 2014). Yet, as migrant language learning in a non-target-language country remains unexplored, little is known about how to provide technology-enhanced language instruction for such learners.

Accordingly, this paper sets out to present part of a larger on-going research study undertaken to explore the factors which hinder and/or stimulate migrant student language learning in the courses offered by a Polish higher education institution. By adopting the Activity Theory (Engeström 1987; Lantolf & Thorne 2006) as an analytical lens, the focus will be on “Instruments”, i.e. digital and physical tools that are utilised by the instructors in the groups in which migrant students are learning. It is hoped that the findings will provide background information that will help course organisers and language instructors make decisions concerning the choice of technology in the attempts to create accessible and effective language learning environment, conducive to all students’ learning, accommodating migrant students’ needs.

Author: Anna Turula

Institution: Pedagogical University of Krakow, Poland

Title: Civic education in a telecollaborative project

Abstract:

The paper looks at how civic education can be effectively integrated into a virtual exchange (VE). The questions asked in the process are: *What socially important problems make it into virtual exchanges carried out on different schooling levels? What does it mean to successfully integrate language and content in such a VE? What are – if any – the tendencies in such task design?* For the purpose of answering these questions, several eTwinning tasks are analysed for their design,

links (seamless or not) between language and content as well as the themes that the authors see as worth propagating. The paper presents the results of such an analysis, conclusions and teaching implications for the integration of citizen issues in VEs.

Author: Julie Walaszczyk

Institution: UMONS

Title: Podcasting in a CLIL context : Voicing Teachers' Concerns.

Abstract:

Within the framework of internationalisation at home, the university's centre for modern languages has been providing pedagogical assistance and language support to teaching staff members across the faculties for the past two years. Many efforts have been made to raise awareness among academics. Workshops and seminars have been provided, individual coaching has been offered, and online modules have been designed to better prepare content teachers for the international classroom. Although some individual initiatives and joint projects have been successfully implemented, resistance to CLIL is still strongly felt. The main reasons include, among others, the fear of losing face, rejection of internationalisation as a threat to more local languages and cultures, and the questioning of traditional teaching practices. Recently, the centre for modern languages has decided to launch an audio podcast programme to give language and content teachers the opportunity to voice their concerns. The episodes cover a wide array of topics, ranging from lecturing to internationalisation, from assessment to the gender gap in STEM subjects.

In this presentation, we will first introduce the project and discuss the local setting in which it was initiated. We will then have a closer look at the benefits and disadvantages of the podcast in a CLIL context and reflect on the aspects that need improving, or the lessons to be learned. On the basis of recording extracts, we will provide some discourse analysis, in terms of language performance, together with some teachers' takes on EMI-related subjects.