

## Wednesday, September 14<sup>th</sup>

**05.00-07.00** **Pre-Registration and Sparkling Wine (Venue: COR1)**

## Thursday, September 15<sup>th</sup>

Venue	C1	ENG 1	ENG 2	ENG 3	ENG 4	ENG 5	ROM 1	ROM 2	ROM 3	ROM 4	ROM 5
<b>09.00-11.00</b>	<b>Registration (Venue: COR1)</b>										
<b>11.00-11.30</b>	<b>CONFERENCE OPENING (Venue: C1)</b>										
<b>11.30-12.30</b>	Plenary paper (Venue: C1) <b>Karen E. Johnson: Praxis-Oriented Pedagogy and the Development of L2 Novice Teacher Expertise</b>										
<b>12.30-02.00</b>	<b>Lunch</b>										
<b>Chairs</b>	<b>Marcelo Concário</b>	<b>Kathrin Eberharter</b>	<b>Carmen Amerstorfer</b>		<b>Britta Viebrock</b>		<b>Kata Csisér</b>	<b>Leo Will</b>	<b>Karin Richter</b>	<b>Thomas Strasser</b>	
<b>02.00-02.30</b>	<b>Kozlova, Iryna; Choi, Tori:</b> Teachers as learners: Learning how to apply an evidence-based framework by first experiencing it.	<b>Chvala, Lynell:</b> 21st century English language education through the voice of in-service teachers: Discursive gaps at the crossroads of ideology, language pedagogy, and global citizenship	<b>Manalu, Herland Franley:</b> Factors Affecting English Teachers' Professional Development at Indonesian Universities in Rural Area			<b>Azparren Legarre, Mª Paz:</b> CLIL teachers' reflections and beliefs: The challenge of teaching in a FL		<b>Hoare, Lottie; Liu, Yongcan:</b> Teachers as systems conveners in heritage language communities of practice	<b>Fischer, Anna Lisa:</b> Language learner identity and language teacher identity of pre-service teachers of English during teaching placements abroad	<b>Lenzing, Anke; Roos, Jana:</b> Is shining a sun? Insights into language learning processes in the EFL classroom	<b>Giurastante, Flavia:</b> Motivation and Professional Development of Foreign Language Teacher Educators
<b>02.30-03.00</b>	<b>Della Putta, Paolo:</b> Principles and results of a training course dedicated to volunteer teachers of Italian as a second language.	<b>Folkerts, Jens-Folkert:</b> Cultivating an ear attentive to discourse — A design-based research project on the practice of teaching and assessing listening comprehension	<b>Kleckova, Gabriela:</b> Developing a Localized Foreign Language Teacher Competence Framework	<b>SYMPOSIUM Susanne Reichl &amp; Ariane Manutscheri</b> Literatures and Literacies: Current Directions in Second Language Teacher Education		<b>Llinares, Ana; Morton, Tom:</b> What do pre-service secondary EFL teachers need to know (and do) about CLIL?	<b>SYMPOSIUM Carolyn Blume &amp; Sophie Engelen</b> Higher Order Inclusion: Promoting Inclusion in Second Language Teacher Education	<b>Janachowska-Budyh, Marta; Kowalonek-Janczarek, Monika; Lis, Tomasz:</b> Cross-border competence – an undervalued element of teachers' professional competence?	<b>Szabó, Fruzsina; Kovács, Karolina:</b> Teacher Identity in Low Socio-Economic Backgrounds: Difficulties and Challenges	<b>Lüke, Mareen; Gerlach, David:</b> A textbook-defined practice? Language teachers within standards-driven contexts	<b>Erling, Elizabeth J.; Foltz, Anuschka:</b> Getting the balance right: Translanguaging and target language in ELT pre-service education
<b>03.00-03.30</b>	<b>Przybył, Jakub; Bielak, Jakub:</b> Pre-service language teachers' perceptions of the value of linguistic courses: Combining the psychological and language awareness perspectives	<b>Csőreg, Anna-Marie:</b> Fairest of them all? Novice teachers developing assessment identity in Swedish EFL classrooms	<b>Porsch, Raphaela; Wilden, Eva:</b> What motivates English teachers to participate in professional development courses? An empirical investigation of motivational orientations of primary school teachers who differ in their subject-specific qualifications			<b>Vodopija-Krstanović, Irena:</b> CLIL/CEIL Teacher Education: Much Needed and Long Overdue		<b>Roux Sparreskog, Christa:</b> Interdisciplinary Collaboration for Multilingual Support in Swedish Compulsory Schools – Mother Tongue Teachers' and Multilingual Study Guidance Tutors' Perspectives	<b>Leontjev, Dmitri; deBoer, Mark; Clegg-Sasaki, Rebecca:</b> Up against the wall: Praxis and moving forward towards equitable teaching	<b>Aladrović Slovaček, Katarina; Rimac Jurinović, Maša:</b> Teachers' Competences in teaching Croatian as a second language	<b>Knorr, Petra:</b> Navigating and reflecting emotions: Pre-service EFL teachers experiences in virtual exchanges
<b>03.30-04.00</b>	<b>Coffee / Tea (COR1 and COR2)</b>										
<b>Chairs</b>	<b>Karen Schramm</b>	<b>Mirosław Pawlak</b>	<b>Antroulla Papakyriakou</b>		<b>Ute Smit</b>		<b>Raul García</b>	<b>Ronald Kemsies</b>	<b>Götz Schwab</b>	<b>Irena Vodopija-Krstanović</b>	
<b>04.00-04.30</b>	<b>Ritter, Marius; Matz, Frauke:</b> "What's happening?" Fostering Pre-Service Teachers' Professional Vision	<b>Bumbálková, Eva:</b> Test-taking Strategies used in Reading Tests in English	<b>Orlova, Natalia:</b> Reflective Mentoring or Learning Teaching Together			<b>Quinn, Justin; Kleckova, Gabriela:</b> Novel Styles and Standards in SLTE		<b>Hirzinger-Unterrainer, Eva M.; Hinger, Barbara:</b> Fostering multilingualism - How does a cross-linguistic pre-service teacher education program matter?	<b>Webre, Anne-Coleman:</b> Substantializing: A sociocultural framework for studying language teacher education	<b>Walper, Katherina:</b> Getting our students to speak: multimodal resources to bring about student participation	<b>Nilsson, Maria:</b> Acknowledging foreign language anxiety among student teachers: preparing them for their classrooms
<b>04.30-05.00</b>	<b>Thaler, Isabelle Sophie:</b> Learning to see and seeing to learn – Videotaped lessons as "approximations of practice" to enhance pre-service teachers' professional vision	<b>Wind, Attila Miklós:</b> Effects of dynamic written corrective feedback on EFL university students' writing accuracy: A time-series analysis	<b>Aykut Kolay, Cansu:</b> The use of self-reports as reflective practice for pre-service ELT teachers: Insights from Turkey	<b>SYMPOSIUM Susanne Reichl &amp; Ariane Manutscheri</b> Literatures and Literacies: Current Directions in Second Language Teacher Education		<b>Lopriore, Lucilla; Sperti, Silvia:</b> Teacher education in an ELF aware perspective: investigating teachers' responses through reflective practice	<b>SYMPOSIUM Josephine Moate</b> Teacher Education for CLIL	<b>Carlsen, Christian; Burner, Tony:</b> A review of studies on multilingualism and English teaching	<b>Kremmel, Benjamin; Hirzinger-Unterrainer, Eva M.; Lenzing, Anke:</b> Language teacher educators' identities in a cross-linguistic institutional context	<b>Savukova, Galina; Richter, Karin:</b> Peer feedback on speaking activities of pre-service teachers: How to turn it into an impetus for professional development	<b>Resnik, Pia; Knechtelsdorfer, Eva:</b> Differences in the intensity and the nature of tertiary-level students' enjoyment in on-site and emergency remote EFL classes: a mixed-methods study
<b>05.00-05.30</b>	<b>Stickler, Ursula; Emke, Martina:</b> Let teachers' voices speak: a qualitative study of language teachers' ideals regarding ICT use	<b>Siepmann, Philipp; Folkerts, Jens-Folkert:</b> Assessing oracy in the foreign language classroom: Implications from two design-based research projects for developing teachers' language assessment literacy	<b>Minematsu, Aiko; Otsuki, Yukako:</b> A case study of pre-service English teachers' reflective practice in a methods course in Japan			<b>Tsantila, Natasha:</b> ELF, ELF-awareness, and ELT courseware: Insights from a teacher education course in Greece		<b>Dunková, Jiřina; Quinn Novotná, Veronika:</b> Raising Multicultural Natives: from theory to practice	<b>Blair, Andrew:</b> Being a situated language teacher educator	<b>Llovet Vilà, Xavier; Nyström, Fredrika:</b> Teacher cognition about oral production and interaction in the foreign language classroom: A research review from Norway and Sweden	<b>Khaled, Hala Yasmine:</b> Factors Influencing Algerian Language Learners Attitudes towards their French and English Teachers
<b>5.45-6.30</b>	From PhD to Article Publication: Q&A with <b>Norbert Pachler</b> (Editor Language Learning Journal) (Venue: ENG 2)										
<b>05.40</b>	<b>GUIDED TOURS (meeting points: COR1 and COR2)</b>										

## Friday, September 16<sup>th</sup>

Venue	C 1	ENG 1	ENG 2	ENG 3	ENG 4	ENG 5	ROM 1	ROM 2	ROM 3	ROM 4	ROM 5	
<b>09.00-10.00</b>	Plenary paper (Venue: C1) <b>Friederike Klippel:</b> Educating Language Teachers - Shifting Goals, Concepts and Practices <sup>1</sup>											
<b>10.00-10.30</b>	Coffee / Tea (COR1 and COR2)											
<b>Chairs</b>		<b>Ariane Manutscheri</b>	<b>Armin Berger</b>	<b>Ana Soltyska</b>				<b>Josefine Moate</b>	<b>Judit Kormos</b>	<b>Werner Delanoy</b>	<b>Benjamin Kremmel</b>	
<b>10.30-11.00</b>	<b>SYMPOSIUM</b> <b>Emma Dafouz &amp; Davinia Sánchez-García</b> Developing Research-based Teacher Education Programmes and Student Support Structures for English-medium Higher Education: A European Perspective	<b>Kennedy, Melissa; Spann, Harald:</b> Reflecting on Narrative in the Austrian EFL Classroom <sup>2</sup>	<b>Schmidt, Torben; Blume, Carolyn; Gerlach, David; Roters, Bianca:</b> 'Teaching as a journey, not a destination.' Examining the Inclusive Mindsets, Attitudes and Reflective Competence of Pre-Service and Experienced EFL Teachers in Germany	<b>Roiha, Anssi; Heinonen, Pivi:</b> Pre-service language teachers' perceptions of learning and teaching at the outset of their studies: Exploring metaphors and visual narratives	<b>SYMPOSIUM</b> <b>Manuela Schlick &amp; Torben Schmidt</b> Designing Digital Material for Foreign Language Learning	<b>SYMPOSIUM</b> <b>Barbara Mehlmauer &amp; Birgit Schädlich</b> Action Research: Enhancing Professional Practice and Knowledge in Pre- and In-service Language Teacher Education	<b>SYMPOSIUM</b> <b>Barbara Seidlhofer &amp; Kurt Kohn</b> Lingua Franca Communication and Language Teacher Education: The Challenge of Change	<b>Azparren Legarre, M<sup>a</sup> Paz; Bueno-Alastuey, Camino:</b> The Impact of Context in Effective CLIL Implementation	<b>Marx, Anika:</b> Multimodal Mediation – learning to teach for an inclusive, digital and multilingual world	<b>Schwab, Götz; Topaz, Beverley; Waldman, Tina:</b> Inter- and Transcultural Experience among Future Foreign Language Educators: International Virtual Exchange between Teacher Training Institutions	<b>Ryška, David; Červenková, Adéla; Kupčíková, Nikola:</b> Towards understanding one's talk: Student teachers' perceptions of a CA-informed course in classroom interaction	
<b>11.00-11.30</b>		<b>Zhuo, Meifang:</b> 'Getting everyone involved and everyone entertained': a literature journey with Literature Circles for students and teachers in senior high schools in China	<b>Hager, Barbara; Hödl, March; Fenkart, Lydia:</b> Deaf and hard of hearing children in the German language classroom in Austria: perspectives of inclusive pedagogy <sup>3</sup>	<b>Osada, Eri:</b> Pre-service Language Teacher Education using a portfolio				<b>Flaake, Sebastian:</b> CLIL teachers' consideration of secondary-level learners' first language(s)	<b>Suherdi, Didi; Arham, Suharno:</b> Landscaping Lecturers' Pedagogical Knowledge of Online Teaching Presence: The Case of Indonesia	<b>Van der Sanden, Nathalie:</b> Representations of the Target Culture in Foreign Language Courses and intercultural competence: which role in Languages for Specialists of Other Disciplines?	<b>Ramadan, Rezarta; Rakaj, Dorine; Sejdiu, Sejdi:</b> Translation of English Grammatical Items during English Language Teaching in Kosovo	
<b>11.30-12.00</b>		<b>Schauer, Gila:</b> Teaching L2 pragmatics with graphic novels: focus on secondary school EFL learners	<b>Arispe, Kelly:</b> Open-Educational Practice: Meeting Critical Resources and Professional Development Needs for L2 Teachers <sup>4</sup>	<b>Mystkowska-Wiertelak, Anna; Slowik-Krogulec, Agata:</b> Rethinking language teacher education				<b>MacDonald, Penelope; Mestre-Mestre, Eva M.; Nashaat-Sobhy Farag, Nashwa:</b> What a decade of science in CLIL tells us about best teaching practices.	<b>Menke, Mandy:</b> Social Justice in Language Education: Understanding the Development of Teacher Knowledge	<b>Badash, Merav; Carmel, Rivi; Leshem, Shosh; Topaz, Beverley:</b> Second career teachers of English and their socialization into school	<b>Beslagic, Deni:</b> Grammar Lesson Design and Teaching in Swedish GFL Classrooms	
<b>12.00-01.30</b>	Lunch											
<b>01.30-02.30</b>	Plenary paper (Venue: C1) <b>Laurent Cammarata:</b> Integrating Language and Literacy Teaching into the Disciplines: Implications for Teacher Preparation in Bilingual or Multilingual Contexts											
<b>02.30-03.00</b>	Coffee / Tea (COR1 and COR2)											
<b>02.30-04.00</b>	<b>POSTER SESSION (Venue: COR1 and COR2)</b> <b>Betáková, Lucie; Klementová, Kateřina:</b> Identifying critical issues in the English as a foreign language curriculum (at Czech lower secondary schools)   <b>Biel, Albert:</b> Small Steps, Big Wins – Incorporating Social Justice into English Language Teacher Education   <b>Bitmann, Anna; Uhl, Oriana:</b> How do you track students' moods in times of distance learning? A song-based approach to social emotional learning in the EFL classroom   <b>Concário, Marcelo:</b> Language matters in a post-graduate course: if not CLIL, what do we call this?   <b>Conselo, Douglas:</b> Experiences of CALL in Distance Pre-service Language Teacher Education   <b>Gruda, Zinaide:</b> Developing Argumentative Writing Skills Through Explicit Instruction: The Case of EFL Students In the University of Prishtina   <b>Holt, Philip:</b> Machine Translation in ELT: Challenges, Opportunities and Regulation   <b>Kleckova, Gabriela; Quinn, Justin:</b> TEIL: Upgrading an English Teacher Education Program   <b>Knežević, Željka; Šenjug Krleža, Ana; Petavić, Ana:</b> Development of students' plurilingual competence in primary education from the perspective of language teachers, professional associates and principals   <b>Lopriore, Lucilla:</b> Investigating knowledge base in CLIL methodology teacher education courses in Italy   <b>Martin-Monje, Elena; Diez-Arcón, Paz:</b> Enhancing collaborative work and peer assessment in language teacher education with Microsoft TEAMS   <b>Reul, Philipp:</b> A Professional Learning Community in a German-Lao tandem learning and teaching programme to professionalize German pre-service English teachers as Global Educators   <b>Thaler, Isabelle Sophie:</b> The Belief-Practice-Quandary: The relationship between pre-service foreign language teachers' beliefs and their practice through a classroom discourse lens   <b>Tishakov, Theres:</b> Language Ideologies of English Teachers in Multilingual Classrooms in Norway   <b>Villacañas-de-Castro, Luis S.; Torres-Ubeda, Frederic A.:</b> From the mind to the blank sheet of paper: scaffolding English writing skills through project-based learning, multimodality, and translanguaging in an underprivileged school in Spain											
<b>Chairs</b>		<b>Nicole Schumacher</b>		<b>Renata Zanin</b>				<b>Tatjana Bacovsky</b>	<b>Simona Bartoli-Kucher</b>	<b>Amos Paran</b>	<b>Alexandra Schurz</b>	
<b>04.00-04.30</b>	<b>Kharlay, Oksana:</b> Terra Incognita: An Insight into Ukrainian Pre-service EFL Teachers' Cognitions	<b>SYMPOSIUM</b> <b>Emma Dafouz &amp; Davinia Sánchez-García</b> Developing Research-based Teacher Education Programmes and Student Support Structures for English-medium Higher Education: A European Perspective	<b>García López, Raúl Enrique:</b> Investigating the Impact of Research Literacy Development in EFL Teachers Identity: Intervention and Study Design	<b>Gümüşok, Fatma; Balıkcı, Gözde; Taner, Gülden:</b> Addressing pre-service teachers' research skills: Implications for SLTEd curriculum	<b>SYMPOSIUM</b> <b>Manuela Schlick &amp; Torben Schmidt</b> Designing Digital Material for Foreign Language Learning	<b>SYMPOSIUM</b> <b>Barbara Mehlmauer &amp; Birgit Schädlich</b> Action Research: Enhancing Professional Practice and Knowledge in Pre- and In-service Language Teacher Education	<b>SYMPOSIUM</b> <b>Barbara Seidlhofer &amp; Kurt Kohn</b> Lingua Franca Communication and Language Teacher Education: The Challenge of Change	<b>Guzmán Alcón, Irene:</b> The impact of methodological approaches on CLIL student's perceptions of learning and outcomes	<b>Tasdemir, Hanife; Seferoğlu, Gölge:</b> Early Career Teaching in the Midst of Challenges with Lofty Goals	<b>Prusse, Michael:</b> Children's and young adult literature as a springboard for multiliteracies	<b>Pawlak, Mirosław:</b> Teaching grammar to future teachers of English in Poland: The need for change	
<b>04.30-05.00</b>			<b>Spellerberg, Katharina:</b> Professional knowledge of (future) English language teachers - a quasi-longitudinal study					<b>Saglam, Aslı Göktürk Lidice; Tsagari, Dina; Dikilitas, Kenan:</b> Developing Research Literacy of Pre-service Language Teachers in Norway	<b>Bauer-Marschallinger, Silvia:</b> Developing an ecologically valid, transdisciplinary approach to content and language integration in CLIL history education: The role of researcher-teacher collaboration	<b>Greenier, Vincent:</b> "I am a language teaching professional . . . now": Visual narratives of Expatriate EFL teachers' identity formation	<b>Wood Borque, Paula:</b> Using audiovisual materials to develop EFL teachers' multiliteracies: design and analysis of a corpus of films and series	<b>Rankin, Tom; Wagner, Thomas:</b> Explicit and implicit grammatical knowledge of Austrian pre-service English teachers
<b>05.00-05.30</b>			<b>Fürstenberg, Ulla; Schumm Fauster, Jennifer:</b> Giving back to the language teaching profession					<b>Soltyska, Anna; Mäkipää, Toni:</b> "We don't know what we don't know" – Teachers' readiness and preparation for assessment practices in remote contexts	<b>Babic, Sonja; Sull, Giulia:</b> The wellbeing of pre-service EFL and MFL teachers: Challenges and resources	<b>Dherbey Chapuis, Nathalie:</b> Teaching for enhancing the development of second language perception	<b>Kaul, Alexander:</b> TBLT implementation in the EFL secondary classroom: A novice EFL teacher's perspective	
<b>07.00</b>	CONFERENCE DINNER (Venue: Rathaus)											

<sup>1</sup> This plenary will be translated from English into Austrian Sign Language.

<sup>2</sup> These presentations will be translated from English into Austrian Sign Language.

<sup>3</sup> This presentation will be translated from Austrian Sign Language into English.

Saturday, September 17<sup>th</sup>

Venue	C 1	ENG 1	ENG 2	ENG 3	ENG 4	ENG 5	ROM 1	ROM 2	ROM 3	ROM 4	ROM 5
<b>Chairs</b>			<b>Julia Pittenauer</b>	<b>Pia Resnik</b>		<b>Isabelle Thaler</b>		<b>Harald Spann</b>	<b>Silvia Bauer-Marschallinger</b>		
<b>09.00-09.30</b>			<b>O'Dowd, Robert; Werner, Sina:</b> Virtual Innovation and Support Networks: Connecting student teachers and in-service teachers in virtual collaboration	<b>Langensiepen, Natalie:</b> Implicit and explicit (anti)racist knowledge of English teachers in Germany	<b>SYMPOSIUM Helen Heaney &amp; Armin Berger</b> Global Principles - Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education	<b>Middelani, Lisa; Blume, Carolyn:</b> Where tasks, technology, and textbooks meet: Intelligent tutoring systems on the task-based language teacher's horizon	<b>SYMPOSIUM Karen Schramm &amp; Nicole Schumacher</b> Using Videos of Classroom Interaction for Professional Development	<b>Ataş, Ufuk; Daloğlu, Aysegül:</b> Pre-service teachers' views of ideal teacher educators and their professional development	<b>Lasagabaster, David; Doiz, Aintzane:</b> How can language teachers support content teachers in English-medium instruction? A focus on questioning practices		
<b>09.30-10.00</b>			<b>Will, Leo; Blume, Carolyn:</b> Learning to speak: EFL student teachers and learners in digitally-mediated dialogue	<b>Otepka, Ingrid:</b> How dealing with trauma experiences in the classroom in a responsible way?		<b>Strasser, Thomas; Kemsies, Ronald:</b> Fighting the scroll of death. Applying instructional design in remote pre-service teacher education courses		<b>Sedláčková, Jitka; Fořtová, Nicola Catherine:</b> Mentoring: What's in it For Me?	<b>Lersundi, Amaia:</b> How subject teachers scaffold Cognitive Discourse Functions when used by students.		
<b>10.00-10.30</b>			<b>Jelínková, Jaroslava:</b> Students' motives for communication with a teacher	<b>Gümüşok, Fatma:</b> A Qualitative Inquiry into Being a Transformative EFL Teacher: Alienation, Communication, and Transformation		<b>Ó Brocháin, Conchúr:</b> Exploring Minority Language Tensions through Podcasting. A Case Study of supplementary and creative podcasting in developing L2 competence and reflective skills.		<b>Cinaglia, Carlo:</b> "You know nothing about teaching!" Complaints, alignment, and identity positioning during teacher-mentor post-observation meetings	<b>Bitmann, Anna:</b> "Getting what I know across" – Promoting L2 scientific terminology knowledge in CLIL primary school science classes with gestures		
<b>10.30-10.45</b>	<b>Coffee / Tea (COR1 and COR2)</b>										
<b>Chairs</b>			<b>Emma Dafouz</b>	<b>Tom Rankin</b>		<b>Michaela Rückl</b>		<b>Lucilla Lopriore</b>	<b>Petra Knorr</b>		
<b>10.45-11.15</b>			<b>Amerstorfer, Carmen:</b> Developing 21st century skills through problem-based learning in EFL teacher education	<b>Richter, Karin; Weissenböck, Andreas:</b> Pre-service EFL teachers' choice of a model accent: From "British English" to "American English"?	<b>SYMPOSIUM Helen Heaney &amp; Armin Berger</b> Global Principles - Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education	<b>Sołtyska, Anna:</b> Online language support tools in 21st century language classes: ban or embrace?	<b>SYMPOSIUM Werner Delanoy</b> Quo Vadis Cultural Learning and Language Education	<b>Inal, Esin; Inal, Ezgi:</b> Investigation of Leadership Self-Efficacy of Who Teaches Turkish as a Foreign/Second Language	<b>Kocaman, Ceren:</b> Identity Work in Initial Teacher Education: What do Teacher Candidates Learn?		
<b>11.15-11.45</b>			<b>Tasdemir, Hanife:</b> Investigating an EFL Classroom Discourse through SETT	<b>Flognfeldt, Mona Evelyn:</b> Teacher Discourse: Facilitating Deep Language Learning in Primary School English?		<b>Papakyriakou, Antroulla:</b> The use of wikis in language teacher education		<b>Csizér, Kata; Albert, Agnes:</b> Individual differences in language learning: How can empirical research inform L2 teacher education?	<b>Sanz-Ferrer, Maria:</b> The impact of the teacher in the co-construction of group identity and sense of belonging in the second language classroom		
<b>11.45-12.15</b>			<b>Marx, Anika; Römhild, Ricardo:</b> Teaching critical discourse literacies - (re-)considering the primary goal of the English language classroom	<b>Moser-Frötscher, Doris; Konrad, Eva; Guggenbichler, Elisa; Ebner, Viktoria; Eberharter, Kathrin:</b> Emerging assessment literacy in pre-service language teachers: Evaluating a university course on testing and assessment		<b>Spaliviero, Camilla:</b> Teachers' perceptions about using izi.TRAVEL to teach Italian as a Foreign Language in Argentina		<b>Carmel, Rivi:</b> "I need to make sure they understand": Meaning-making and engagement in young EFL learners' classes	<b>Müller, Beatrice:</b> Identities of teachers in a professionalization setting. A reflective work with teachers in a university course to expand skills in language education		
<b>12.30-01.30</b>	Plenary paper (Venue: C1) <b>Anja Swennen:</b> Teacher Educators as Leaders Towards New Horizons in (Teacher) Education										
<b>01.30-02.00</b>	<b>CONFERENCE CLOSING (Venue: C1)</b>										