

SLTED

2022 VIENNA



Second Language Teacher Education: Challenges and New Horizons

Programme and Abstract Booklet

Correct as of 12 September 2022
Times in CEST (GMT/UTC +2)

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Welcome to SLTED2022

Across the world, children, teenagers and adults learn foreign languages as part of their school curriculum, work commitments or leisure activities with the expectation that this experience will help them grow as global citizens. Their success at language learning hinges on the competences of professional teachers. It is therefore crucial to achieve a research-based understanding of the knowledge base(s) needed by language teachers as well as their processes of becoming and continuously developing as teachers. Our wish to provide a platform for exchanging research and ideas related to these issues led us to organise SLTED2022, and we are delighted that you all decided to answer our call for papers so that we can welcome you today in Vienna!

SLTED2022 brings together researchers into language teacher education from Algeria, Australia, Austria, Brazil, Canada, Chile, China, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Hong Kong, Hungary, Indonesia, Ireland, Israel, Italy, Japan, Kosovo, New Zealand, Norway, Poland, Qatar, Spain, Sweden, Switzerland, Turkey, UK, and the USA to meet in person (after what seems a very long time!) to share their research and engage in lively and fruitful discussions. We are particularly happy to have with us four exciting keynote speakers, 10 invited symposia and a special session for PhD students and recent graduates aiming to get that challenging first paper out. We are looking forward to three days of exciting and stimulating research presentations, discussions, bouncing off ideas and hopefully enjoying ourselves.

Organizing Committee:

CELTER

The conference is organized by a team from [CELTER](#) (the Center for English Language Learning, Teaching and Teacher Education Research) at the University of Vienna.



... as well as [Julia Pittenauer](#) and [Alexandra Schurz](#).

Scientific Advisory Board:

Tanja Angelovska
Tatjana Bacovsky
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General Information

Your Presentation / Poster

- There are computers with internet access in all rooms.
- Please bring your presentation on a memory key and send it to your webmail account.
- Posters: please hang up your poster between 9-14.00 on Thursday. They will remain on display throughout the conference.
- Have a look at our presentation / poster guidelines: <https://slted2022.univie.ac.at/poster-presentation-guidelines/>

Internet Access

Please have your Eduroam ID and password with you. Alternatively, you can pick up a WiFi voucher at the registration desk.

Registration Desk

At the English Department. Open:

- Wed 14 Sept 17.00-19.00
- Thu & Fri 15/16 Sept 8.30-17.30
- Sat 17 Sept 8.30-14.30

Food and Drinks

- Suggestions for places to get **lunch** will be included in the conference folder and are downloadable from the SLTED2022 website.
- There will be one **tea/coffee station** in ENG and two in ROM.
- Vienna has excellent **tap water**. Bring your own bottle for refills to be more environmentally friendly. Paper cups will also be available.

Covid Hygiene

- Hand disinfectant will be available across the premises.
- Wear face masks at your discretion during the conference. Please bring your own masks. They can be purchased at pharmacies and supermarkets. (A limited number of masks will be available free of charge if you forget yours)
- Please note that FFP2 masks are mandatory on Vienna public transport.
- Vienna offers [free PCR tests](#) in case of illness/suspected Covid infection at certain pharmacies.

Warm-Up Reception & Early Registration Desk
Wed 17.00-19.00 at the English Department.

City Walks

We are offering six guided tours of (parts of the city) on Thursday 17.30. Lists to sign up for one of these tours will be posted in the registration area.

NB: PhD students and young researchers have their special session with Norbert Pachler at the same time.

Conference Dinner

Friday 19.30 at [Rathauskeller](#). Bookings are now closed.

Accessibility at SLTED2022

We would love SLTED2022 to be a place where barriers do not prevent people from participating fully in the academic exchange of ideas. Unfortunately, we are still quite far from long-term, sustainable and lasting practices regarding accessibility and apologise for this. What we can offer for deaf / hard of hearing attendees:

- The plenary talk by [Professor Johnson](#) will be made accessible through advanced speech-to-text (human) translations. Please contact the registration desk or slted2022@univie.ac.at if you need access to the online link for the translation.
- The following talk will be translated from Austrian Sign Language (ÖGS) into English (translators on site):
[Barbara Hager](#), [March Höld](#), [Lydia Fenkart](#) (Deaf and hard of hearing children in the German language classroom in Austria: perspectives of inclusive pedagogy), Friday, 11.00 – 11.30, ENG 2
- The following talks will be translated from English into Austrian Sign Language (ÖGS) (translators on site):
[Plenary Friederike Klippel](#) (Educating Language Teachers - Shifting Goals, Concepts and Practices), Friday, 9.00 – 10.00, C1
[Melissa Kennedy](#), [Harald Spann](#) (Reflecting on Narrative in the Austrian EFL Classroom), Friday, 10.30 – 11.00, ENG 1
[Kelly Arispe](#) (Open-Educational Practice: Meeting Critical Resources and Professional Development Needs for L2 Speakers), Friday, 11.30 – 12.00, ENG 2

Please contact us at the registration desk if there is anything we can do to make your conference experience easier.

We thank the [Faculty of Philological and Cultural Studies](#) and the [Center for Teacher Education of the University of Vienna](#) for their financial support for sign language translators. Thanks also go to the graduates of the [Lehrgang Barrierefreie Kommunikation: Schriftdolmetschen](#), who provide the speech-to-text version of Professor Johnson's plenary.

We will be taking a few photos of the event for our website and social media. If you are taking photos of yourselves, we'd love for you to share them - please add our hashtag #SLTED2022 on social media. Follow us on

[SLTED22 \(@slted2022\) / Twitter](#)

[SLTED22 \(@slted22\) • Instagram photos and videos](#)

[SLTED 2022 | Facebook](#)

Where to find ...

Conference Location

The conference takes place at Universitätscampus (a system of courtyards that once were Vienna's first general hospital). The plenary hall C1 is in courtyard 2 - Hörsaalzentrum am Campus. The session rooms are located around courtyard 8 (the one with the Inuit Inukchuk sculpture) in the English Department (rooms ENG1-ENG5) and Romance Department (rooms ROM1-ROM5).

How to get to there

The Universitätscampus area can be entered from various sides. Area maps are available in the passageways between courtyards and will bear SLTED2022 stickers.

If Google maps directs you to "Universitätsstrasse 7", or "Lazarettgasse 19", **DON'T BELIEVE** it. The main street entrances are Spitalgasse 2 or Garnisongasse 13 (nearest to courtyard 8).

On a larger scale: The nearest underground station is U2 Schottentor – Universität; the campus is within walking distance from there.

Below are some maps to help you find us!

Umgebungsplan Area Map



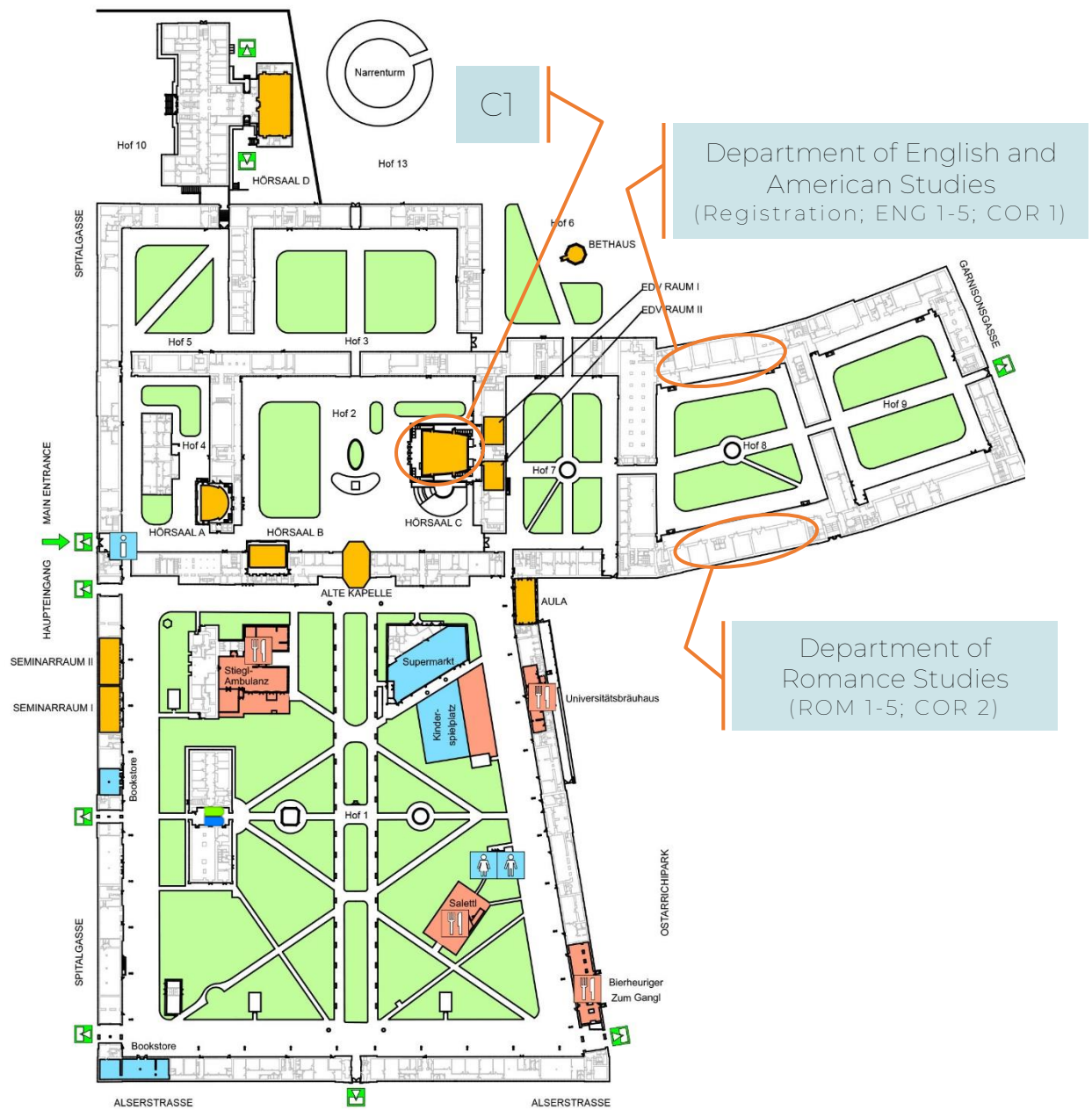
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CAMPUS DER UNIVERSITÄT WIEN

Gebietsplan / area map



universität
wien



0 50 100m



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|--------------------------------------|-------------------------------|---------------------------------|-----------------------|----------------------------|-----------------------------|---------------------------------|
| Ausgang
Exit | Aufzug
Elevator | WC Damen
Ladies | WC Herren
Men | Behinderten-WC
Disabled | Portier
Information Desk | Bankomat
ATM/ Cash Dispenser |
| Veranstaltungsräume
Meeting Rooms | Supporträume
Support Areas | Gastronomie
Food & Beverages | Gänge
Common Areas | | | |

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Programme – Overview

Wednesday, September 14th

05.00-07.00	Pre-Registration and Sparkling Wine (Venue: COR1)
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Thursday, September 15th

09.00-11.00	Registration (Venue: COR1)
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11.00-11.30	CONFERENCE OPENING (Venue: C1)
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11.30-12.30	Plenary paper (Venue: C1) 🗨️ Karen E. Johnson: Praxis-Oriented Pedagogy and the Development of L2 Novice Teacher Expertise
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12.30-02.00	Lunch
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02.00-03.30	Presentation session 1 (click here for full programme)	 Abstracts	SYMPOSIUM (Venue: ENG 4) Susanne Reichl & Ariane Manutscheri Literatures and Literacies: Current Directions in Second Language Teacher Education	SYMPOSIUM (Venue: ROM 1) Carolyn Blume & Sophie Engelen Higher Order Inclusion: Promoting Inclusion in Second Language Teacher Education
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03.30-04.00	Coffee / Tea
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04.00-05.30	Presentation session 2 (click here for full programme)	 Abstracts	SYMPOSIUM (Venue: ENG 4) Susanne Reichl & Ariane Manutscheri Literatures and Literacies: Current Directions in Second Language Teacher Education	SYMPOSIUM (Venue: ROM 1) Josephine Moate Teacher Education for CLIL
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05.45-06.30	🗨️ From PhD to Article Publication: Q&A with Norbert Pachler (Editor Language Learning Journal) (Venue: ENG 2)
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05.40-	Guided Tours (meeting point: COR1 and COR2)
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Friday, September 16th

09.00-10.00	Plenary paper (Venue: C1) ☛ Friederike Klippel: Educating Language Teachers - Shifting Goals, Concepts and Practices				
10.00-10.30	Coffee / Tea				
10.30-12.00	Presentation session 3 (click here for full programme)  Abstracts	SYMPOSIUM (Venue: C1) Emma Dafouz & Davinia Sánchez-García Developing Research-based Teacher Education Programmes and Student Support Structures for English-medium Higher Education: A European Perspective	SYMPOSIUM (Venue: ENG 4) Manuela Schlick & Torben Schmidt Designing Digital Material for Foreign Language Learning	SYMPOSIUM (Venue: ENG 5) Barbara Mehlmauer & Birgit Schädlich Action Research: Enhancing Professional Practice and Knowledge in Pre- and In-service Language Teacher Education	SYMPOSIUM (Venue: ROM 1) Barbara Seidlhofer & Kurt Kohn Lingua Franca Communication and Language Teacher Education: The Challenge of Change
12.00-01.30	Lunch				
01.30-02.30	Plenary paper (Venue: C1) ☛ Laurent Cammarata: Integrating Language and Literacy Teaching into the Disciplines: Implications for Teacher Preparation in Bilingual or Multilingual Contexts				
02.30-03.00	Coffee / Tea				
02.30-04.00	POSTER SESSION (Venue: COR 1 and COR 2) (click here for full programme)	 Abstracts			
04.00-05.30	Presentation session 4 (click here for full programme)  Abstracts	SYMPOSIUM (Venue: ENG 2) Emma Dafouz & Davinia Sánchez-García Developing Research-based Teacher Education Programmes and Student Support Structures for English-medium Higher Education: A European Perspective	SYMPOSIUM (Venue: ENG 4) Manuela Schlick & Torben Schmidt Designing Digital Material for Foreign Language Learning	SYMPOSIUM (Venue: ENG 5) Barbara Mehlmauer & Birgit Schädlich Action Research: Enhancing Professional Practice and Knowledge in Pre- and In-service Language Teacher Education	SYMPOSIUM (Venue: ROM 1) Barbara Seidlhofer & Kurt Kohn Lingua Franca Communication and Language Teacher Education: The Challenge of Change
07.00	CONFERENCE DINNER (Venue: Rathaus)				

Saturday, September 17th

09.00-10.30	Presentation session 5 (click here for full programme) <div>  <div>Abstracts</div> </div>	SYMPOSIUM (Venue: ENG 4) Helen Heaney & Armin Berger Global Principles - Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education	SYMPOSIUM (Venue: ROM 1) Karen Schramm & Nicole Schumacher Using Videos of Classroom Interaction for Professional Development
10.30-10.45	Coffee / Tea		
10.45-12.15	Presentation session 6 (click here for full programme) <div>  <div>Abstracts</div> </div>	SYMPOSIUM (Venue: ENG 4) Helen Heaney & Armin Berger Global Principles - Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education	SYMPOSIUM (Venue: ROM 1) Werner Delanoy Quo Vadis Cultural Learning and Language Education
12.30-01.30	Plenary paper (Venue: C1)  Anja Swennen: Teacher Educators as Leaders Towards New Horizons in (Teacher) Education		
01.30-02.00	CONFERENCE CLOSING (Venue: C1)		

Programme – Complete

Wednesday, September 14th

05.00-07.00	Pre-Registration and Sparkling Wine (Venue: COR1)
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Thursday, September 15th

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

Friday, September 16th

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

¹ This plenary will be translated from English into Austrian Sign Language.² These presentations will be translated from English into Austrian Sign Language.³ This presentation will be translated from Austrian Sign Language into English.

Saturday, September 17 th											
Venue	C 1	ENG 1	ENG 2	ENG 3	ENG 4	ENG 5	ROM 1	ROM 2	ROM 3	ROM 4	ROM 5
Chairs			Julia Pittenauer	Pia Resnik	SYMPOSIUM Helen Heaney & Armin Berger Global Principles - Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education	Isabelle Thaler	SYMPOSIUM Karen Schramm & Nicole Schumacher Using Videos of Classroom Interaction for Professional Development	Harald Spann	Silvia Bauer-Marschallinger		
09.00-09.30			O'Dowd, Robert; Werner, Sina: Virtual Innovation and Support Networks: Connecting student teachers and in-service teachers in virtual collaboration	Langensiepen, Natalie: Implicit and explicit (anti)racist knowledge of English teachers in Germany		Middelanis, Lisa; Blume, Carolyn: Where tasks, technology, and textbooks meet: Intelligent tutoring systems on the task-based language teacher's horizon		Ataş, Ufuk; Daloğlu, Ayşegül: Pre-service teachers' views of ideal teacher educators and their professional development	Lasagabaster, David; Doiz, Aintzane: How can language teachers support content teachers in English-medium instruction? A focus on questioning practices		
09.30-10.00			Will, Leo; Blume, Carolyn: Learning to speak: EFL student teachers and learners in digitally-mediated dialogue	Otepka, Ingrid: How dealing with trauma experiences in the classroom in a responsible way?		Strasser, Thomas; Kemsies, Ronald: Fighting the scroll of death. Applying instructional design in remote pre-service teacher education courses		Sedláčková, Jitka; Fořtová, Nicola Catherine: Mentoring: What's in it For Me?	Lersundi, Amala: How subject teachers scaffold Cognitive Discourse Functions when used by students.		
10.00-10.30			Jelínková, Jaroslava: Students' motives for communication with a teacher	Gümüşok, Fatma: A Qualitative Inquiry into Being a Transformative EFL Teacher: Alienation, Communication, and Transformation		Ó Brocháin, Conchúr: Exploring Minority Language Tensions through Podcasting. A Case Study of supplementary and creative podcasting in developing L2 competence and reflective skills.		Cinaglia, Carlo: "You know nothing about teaching!" Complaints, alignment, and identity positioning during teacher-mentor post-observation meetings	Bitmann, Anna: "Getting what I know across" – Promoting L2 scientific terminology knowledge in CLIL primary school science classes with gestures		
10.30-10.45	Coffee / Tea (COR1 and COR2)										
Chairs			Emma Dafouz	Tom Rankin	SYMPOSIUM Helen Heaney & Armin Berger Global Principles - Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education	Michaela Rückl	SYMPOSIUM Werner Delanoy Quo Vadis Cultural Learning and Language Education	Lucilla Lopriore	Petra Knorr		
10.45-11.15			Amerstorfer, Carmen: Developing 21st century skills through problem-based learning in EFL teacher education	Richter, Karin; Weissenböck, Andreas: Pre-service EFL teachers' choice of a model accent: From "British English" to "American English"?		Soltyska, Anna: Online language support tools in 21st century language classes: ban or embrace?		Inal, Esin; Inal, Ezgi: Investigation of Leadership Self-Efficacy of Who Teaches Turkish as a Foreign/Second Language	Kocaman, Ceren: Identity Work in Initial Teacher Education: What do Teacher Candidates Learn? CANCELLED		
11.15-11.45			Tasdemir, Hanife: Investigating an EFL Classroom Discourse through SETT	Flognfeldt, Mona Evelyn: Facilitating Deep Language Learning in Primary School English?		Papakyriakou, Antroulla: The use of wikis in language teacher education		Csizer, Kata; Albert, Agnes: Individual differences in language learning: How can empirical research inform L2 teacher education?	Sanz-Ferrer, Maria: The impact of the teacher in the co-construction of group identity and sense of belonging in the second language classroom		
11.45-12.15			Marx, Anika; Römhild, Ricardo: Teaching critical discourse literacies – (re-)considering the primary goal of the English language classroom			Spaliviero, Camilla: Teachers' perceptions about using izi.TRAVEL to teach Italian as a Foreign Language in Argentina		Carmel, Rivi: "I need to make sure they understand": Meaning-making and engagement in young EFL learners' classes	Müller, Beatrice: Identities of teachers in a professionalization setting. A reflective work with teachers in a university course to expand skills in language education		
12.30-01.30	Plenary paper (Venue: C1) Anja Swennen: Teacher Educators as Leaders Towards New Horizons in (Teacher) Education										
01.30-02.00	CONFERENCE CLOSING (Venue: C1)										

Keynote 1 – Karen E. Johnson

Praxis-Oriented Pedagogy and the Development of L2 Novice Teacher Expertise

Thursday, September 15th, 11.30 – 12.30

About the Speaker

Karen E. Johnson is Kirby Professor of Language Learning and Applied Linguistics at The Pennsylvania State University, USA. Her research focuses on a sociocultural theoretical perspective on second language teacher education, the dynamics of communication in second language classrooms, and narrative inquiry as professional development. Her research has appeared most recently in *The Modern Language Journal*, *TESOL Quarterly*, *Language Teaching Research*, *Teaching and Teacher Education*, *Teacher Development*, and *Language and Sociocultural Theory*. She is the author of *Understanding Communication in Second Language Classrooms* (Cambridge, 1995), *Understanding Language Teaching: Reasoning in Action* (Heinle & Heinle, 1999) and co-editor of *Teachers' Narrative Inquiry as Professional Development* (Cambridge, 2002). More recently she is the author of *Second Language Teacher Education* (Routledge, 2009), co-editor of *Research on Second Language Teacher Education* (Routledge, 2011), and co-author of *Mindful L2 Teacher Education* (Routledge, 2016). In the MA TESL and the Ph.D. in Applied Linguistics degree programs, she teaches courses in Applied Linguistics, Teaching English as a Second Language, Teaching L2 Writing, Communication in Second Language Classrooms, Theory and Research in Language Teacher Education, and Sociocultural Theory and L2 Learning.



Abstract

While decades of L2 teacher cognition research have critically examined what L2 teachers know, believe, and think (Borg, 2006), limited progress has been made in addressing fundamental questions about the developmental trajectory of L2 teacher/teaching expertise. In their introductory article for *The Modern Language Journal* special issue on L2 teacher cognition, Kubanyiova and Feryok (2015) maintain that “what constitutes the meaningful and worthwhile impact of teacher education is far from resolved” (p. 436). This plenary traces a cohort of three novice ESL teachers over a two-year period as they move through a series of three praxis-oriented courses in an MA TESL program. Praxis-oriented pedagogy, the practices teacher educators create and enact in these courses and with the novice teachers, is systematically and intentionally informed by Vygotskian sociocultural theory, and sociocultural theory informs how the novice teachers’ engagement in these practices is understood. Thus, praxis-oriented pedagogy represents an educational intervention that reflects the dialectical principle that changes in social activities affect cognitive development, or more concretely, how appropriately designed language teacher education practices can change the way language teachers think about and enact language teaching. As Lantolf and Poehner (2014) state succinctly of Vygotsky’s commitment to ‘praxis’: “a theory is no longer an instrument for observing the object of study, it is, instead, the instrument for changing the object of study” (p. 37).

I will present a micro-genetic analysis of the three novice teachers’ engagement in their initial learning-to-teach experience, in their tutoring internship, and in their 15-week practicum. During their first semester, video, audio, and reflective data from an extended team-teaching project capture how the three novice teachers, as a team, planned for, practiced, re-planned, taught, and reflected on teaching an actual 75-minute ESL lesson. The quality and character of the mediation provided by the teacher educator and how that mediation is taken up by the novice teachers is examined. During the second semester, the novice teachers engaged in intensive weekly reflective writing produced in a mentored tutoring internship, capturing both evidence of changes in their understanding (cognition and orientation) and in responsive engagement (practice and affect) in their tutoring activities. During the final semester of the program, the novice teachers participated in a 15-week mentored practicum and wrote weekly reflective journals in which they were asked to recall, reflect, and re-imagine their instructional experiences. Additionally, their teaching activity was video recorded on three occasions and reflected on with the practicum supervisor.

The findings of this longitudinal study illustrate how praxis-oriented teacher education pedagogy contributed to crucial intersections of theory and practice, where professional, intentional, and reasoned activity is modeled, enacted, and explored. The findings also document evidence of shifts in the novice teachers’ instructional stance (i.e., from teacher-centered to student-oriented) and re-imagined identities (i.e., learner vs. teacher) as developing language teachers. The findings empirically document how engagement in these practices facilitated the novice teachers’ emerging abilities to create and enact meaningful learning environments for their L2 students. Overall, this plenary offers language teacher educators rich descriptions of the developmental trajectory of novice L2 teacher/teaching expertise and how it can be informed by engagement in praxis-oriented L2 teacher education.

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Keynote 2 – Friederike Klippel

Educating Language Teachers – Shifting Goals, Concepts and Practices

Friday, September 16th, 09.00 – 10.00

About the Speaker

Friederike Klippel is professor emerita at LMU Munich in Germany. She initially worked as a teacher and has been involved in English language teacher education since the mid-1970s. Her research areas comprise the history of language teaching and learning, language teaching methodology, classroom research, teacher education and professional development. She has published on a wide range of ELT aspects. Her publications include *Keep Talking* (CUP 1984), *Englischlernen im 18. Und 19. Jahrhundert* (1994) and co-authorship of a handbook on foreign language research methods: *Forschungsmethoden in der Fremdsprachendidaktik* (2016). Currently she is collaborating with Richard Smith in researching the Reform Movement in modern language teaching at the end of the 19th century.



Abstract

Languages have been taught for thousands of years. Yet, language teachers were not trained for their job before the 19th century. Taking a bird's eye view of the relatively short history of language teacher education one can discern both the main elements and the shifts in emphasis between them over time. At each point in time the goals of language learning are linked to the concept of what constitutes a "good language teacher", which in turn has some impact on teacher education and development. Knowledge of these shifts can help us understand the constants of language teacher education, e.g. the relationship between academic and experiential learning, a focus on the language or the person to be taught, or the extent of linguistic knowledge versus language competence. On the basis of these constants the issues of language teacher education today may be better understood and desirable future changes mapped out.

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Keynote 3 – Laurent Cammarata

Integrating Language and Literacy Teaching into the Disciplines: Implications for Teacher Preparation in Bilingual or Multilingual Contexts

Friday, September 16th, 01.30 – 02.00



About the Speaker

Laurent Cammarata is Professor in Education at the Faculté Saint-Jean, University of Alberta. He currently works in the preparation and ongoing professional development of K-12 teachers in French immersion and francophone minority settings. Broadly, his research examines teachers' experience of implementing content-based instruction (CBI) in varied educational contexts and on implications for teacher education and professional development. His work on the topic has been published in varied well-respected scientific venues over the years and has received many academic accolades such as the Paul Pimsleur Award for Research in Foreign Language Education. His current research interest focuses on the influence of immersion teachers' knowledge base, experience, and beliefs on their capacity to implement a well-integrated approach effectively. He has been acting as the co-editor-in-chief of the Journal of Immersion and Content-Based Language Education (John Benjamins) since January 2019.

Abstract

To better promote the development of language skills in bilingual or multilingual educational contexts, scholars in the field have been advocating the use of an integrated approach, a dual-focused educational approach dedicated to the integration of language and literacy teaching in all school subjects (e.g., Lyster, 2007; Tedick & Cammarata, 2012; Tedick & Lyster, 2020). Given that the familiarization with and implementation of such an approach is complex (Cammarata & Haley, 2017; Cammarata & Tedick, 2012) and requires teachers to develop specific knowledge and skills (Cammarata & Cavanagh, 2018; Morton, 2016, 2018), it is essential that future K-12 teachers be well prepared if they are to support the development of their students' linguistic repertoire in all disciplines (Cammarata & Ó Ceallaigh, 2020).

As recent studies have revealed, there are important challenges teacher preparation programs face when it comes to pedagogical integration (Cammarata, Blain, & Cavanagh, in press). For instance, in the Canadian context, the preparation of future generations of French immersion teachers varies greatly and is not always well adapted to support their needs. Furthermore, teacher educators working in dedicated teacher education programs do not always possess the experience, knowledge, and level of awareness necessary to effectively support student teachers in the use of an integrated approach (Cammarata & Cavanagh, 2018).

What concrete solutions could be offered for future teacher education reforms? The main objective of this plenary is to provide the beginning of a response to this important question by 1) taking stock of current knowledge concerning the needs of K-12 teachers and teacher educators in bilingual, multilingual or minority contexts, particularly when it comes to the implementation of an integrated approach, and 2) making concrete proposals for enabling dedicated teacher education programs to prepare teachers to support language and literacy development in all the subjects they teach.

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Keynote 4 – Anja Swennen

Teacher Educators as Leaders Towards New Horizons in (Teacher) Education

Saturday, September 17th, 12.30 – 01.30



About the Speaker

Dr. Anja Swennen is a retired teacher educator and researcher from the Vrije Universiteit Amsterdam, the Netherlands. The focus of her research is on the development of the identity and profession of teacher educators as well as the policy and history of teacher education.

With Dutch and international colleagues she publishes academic and professional articles and books such as *Being a Teacher Educator* and *The Struggle for Teacher Education*, both published by Routledge. She has also disseminated her research in presentations at national and international conferences. Anja is an active member of the Association of Teacher Education (ATEE) and currently the co-editor of the *European Journal of Teacher Education*.

Abstract

More than ever, we realize the importance of teacher education as it lays the foundation for the quality of teachers in our own villages, towns, cities and countries. Major developments, such as the increasing diversity of students in our classrooms, and the urgent need to cooperate on a global level to deal with some of the major issues of our time – such as climate change, inequality and the spread of diseases – need to be addressed in education in general and also in teacher education. Education cannot on its own solve these problems, but the scientific, technological and communication challenges that lie ahead of us will undoubtedly influence education and teachers and also teacher education and teacher educators. This is especially true of teacher education that focusses on fostering the learning of languages and the understanding of cultures, which will be key to the current societal transformation.

In my presentation I will not focus directly on these macro-level problems, but I will discuss the changing identities and roles of teacher education and more so of teacher educators. Supporting teachers to actively contribute to transforming educational practices requires more than the traditional preparation and professional development activities. It calls for teachers who are able to critically use the latest insights in their fields and who are passionately engaged with reflection and inquiry to improve their own practice. It also calls for teacher educators who are able to educate such teachers, be models for teachers and show what it takes to contribute to the needed transformation of education. It is not an easy task for teacher educators, but it is inspiring to explore what teacher educators want and need to fulfil their important role in the global educational world of the future.

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From PhD to Article Publication: Q&A with Norbert Pachler

Thursday, September 15th, 05.45-06.30

About the Speaker

Norbert Pachler (FacSS, PFHEA), is Professor of Education at the UCL Institute of Education and Pro-Vice-Provost in the Office of the Vice-Provost: Education and Student Experience at UCL. As Pro-Vice-Provost, Norbert is the academic lead for digital education and quality at UCL. Between 2013 and 2020 he was Pro-director: Teaching, Quality and Learning Innovation at the Institute of Education and as such had strategic oversight of all taught provision at the Faculty. In addition to foreign language education, Norbert's research interests include the application of digital technologies in teaching and learning and teacher education and development. He supervises and has published widely in these fields. Norbert has been Editor-in-Chief of *The Language Learning Journal* for over 20 years.

Abstract

This informal session, led by the Editor-in-Chief of *The Language Learning Journal*, a leading academic, peer-reviewed international journal in the field of language education, which provides a forum for research and scholarly debate on current aspects of foreign language learning and teaching, seeks to provide an opportunity for potential contributors to understand what journal editors and reviewers tend to look for in reviewing for publication and in making quality judgements. There will be ample opportunity for participants to ask questions about the editorial process and to seek general and/or specific advice in relation to getting published in *The LLJ* or other relevant journals.

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Symposia – Overview

Thursday, September 15th

Carolyn Blume and Sophie Engelen:

Higher Order Inclusion: Promoting Inclusion in Second Language Teacher Education

- When: 02.00 – 03.30
- Where: ROM 1
- Click [here](#) for more information

Josephine Moate:

Teacher Education for CLIL

- When: 04.00 – 05.30
- Where: ROM 1
- Click [here](#) for more information

Susanne Reichl and Ariane Manutscheri:

Literatures and Literacies: Current Directions in Second Language Teacher Education

- When: 02.00 – 03.30 & 04.00 – 05.30
- Where: ENG 4
- Click [here](#) for more information

Friday, September 16th

Emma Dafouz and Davinia Sánchez-García:

Developing Research-based Teacher Education Programmes and Student Support Structures for English-medium Higher Education: A European Perspective

- When and where:
C1, 10.30 – 12.00 &
ENG 2, 04.00 – 05.30
- Click [here](#) for more information

Barbara Mehlmauer and Birgit Schädlich:

Action Research: Enhancing Professional Practice and Knowledge in Pre- and In-service Language Teacher Education

- When: 10.30 – 12.00 & 04.00 – 05.30
- Where: ENG 5
- Click [here](#) for more information

Manuela Schlick and Torben Schmidt:

Designing Digital Material for Foreign Language Learning

- When: 10.30 – 12.00 & 04.00 – 05.30
- Where: ENG 4
- Click [here](#) for more information

Barbara Seidlhofer and Kurt Kohn:

Lingua Franca Communication and Language Teacher Education: The Challenge of Change

- When: 10.30 – 12.00 & 04.00 – 05.30
- Where: ROM 1
- Click [here](#) for more information

Saturday, September 17th

Werner Delanoy:

Quo Vadis Cultural Learning and Language Education

- When: 10.45 – 12.15
- Where: ROM 1
- Click [here](#) for more information

Helen Heaney and Armin Berger:

Global Principles – Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education

- When: 09.00 – 10.30 & 10.45 – 12.15
- Where: ENG 4
- Click [here](#) for more information

Karen Schramm and Nicole Schumacher:

Using Videos of Classroom Interaction for Professional Development

- When: 09.00 – 10.30
- Where: ROM 1
- Click [here](#) for more information

Symposia

Higher Order Inclusion: Promoting Inclusion in Second Language Teacher Education

Blume, Carolyn

TU Dortmund, Germany

Engelen, Sophie

Justus-Liebig-Universität Gießen, Germany

ROM 1, 02.00 – 03.30

This symposium for second language teacher educators shifts the attention from the needs of diverse foreign language learners in heterogeneous and inclusive school settings to focus on those of their future teachers. In alignment with advocacy regarding greater socioeconomic and ethnic diversity among the teaching population, we propose that truly inclusive language teaching can only be fostered when the teachers themselves reflect the diversity of the learners, including differences resulting from learning disabilities, handicapping conditions, and neurodiversity. Moreover, the question as to how inclusivity in higher education can benefit all learning institutions requires close examination that has, until recently, been lacking.

In this session, we will begin by establishing the relevance of inclusivity in second language teacher education at the university level and beyond with a short input from the conveners. We will touch on the state of the teaching profession, issues of representation and accessibility of teacher training courses for students with special educational needs, as well as administrative aspects and the role of digitality in this context. Subsequently, participants will work in small groups to analyze one of several case studies of upper-secondary and university-level students' experiences in second language learning and preparing to teach from a variety of perspectives (Attention Deficit (Hyperactivity) Disorder, Autism, Dyslexia, and Vision Impairment). The brief case studies, with some contextualizing information and featuring the learners' perspectives, will serve as an initial opportunity to identify the issues they face from an individual, student perspective and from the point of view of subject-specific teacher education (linguistics, literature, and didactics). Collaboratively, we will discuss the tensions involved in addressing the students' academic, personal, and professionalization needs in subject-specific and didactic preparation courses. Insights from various contexts will highlight emerging "good practices." In a final step, we will generate ideas for continuing the conversation on this topic, prioritizing areas of interest and action for the future. Resources for further reading and research will be provided.

This symposium is intended to be highly interactive, with a co-construction of knowledge and an exchange of ideas laying the groundwork for future collaboration in this area. Given the limited state of existing information on these topics, the experts will function in large part as moderators, anticipating that the participants will be able to share insights derived from the case studies, their own prior experiences, and their professional expertise in second languages and second language teacher education.

Teacher Education for CLIL

Moate, Josephine

University of Jyväskylä, Finland

ROM 1, 04.00 – 05.30

Invited Speakers: Kim Bower (Sheffield Hallam University, UK), Russell Cross (University of Melbourne, Australia),

This symposium brings together international perspectives on CLIL with contributions from Australia, England, and Finland. The aim of this symposium is to explore how CLIL teacher education is shaped by different educational contexts and to address the questions:

- 1) How have teacher educators responded to challenges that have come from the field as CLIL has been introduced more widely?
- 2) How has CLIL teacher education been developed as the theorisation of CLIL as an educational approach has expanded?

CLIL has long been defined as a dual-focused approach with 'non'-language subjects being taught and learnt through a foreign language and an 'umbrella' able to ambitiously incorporate all existing approaches (e.g. Marsh & Langé, 2002). The flexibility written into this definition enabled CLIL to expand in a wide range of educational environments, however, incorporating different approaches in different settings under the same umbrella arguably hides subtle and significant considerations. This situation highlights the need to understand CLIL as the integration of subject and language learning (e.g. Nikula, et al. 2016) and the need to be more sensitive to situated-knowledge that informs CLIL practices and theorisations in different environments.

As illustrated by the examples in this symposium, it is this sensitive, situated knowledge which CLIL educators need to be able to invest in student development as they combine practical know-how with theoretical understanding in a particular policy context. Moreover, it is the responsibility of CLIL teacher education to make this understanding available to pre- and in-service teachers.

The three international cases included in this symposium illustrate the importance of situational knowledge when working in different CLIL environments and the potential of contextual sensitivity to draw attention to key considerations that can contribute to further theorisations of CLIL.

The three cases include: 1) recognising the impact current teacher education policies for languages and CLIL have on pre- and in-service teachers, 3) the challenges busy, experienced teachers face when engaging with and investing time in developing CLIL skills, knowledge and expertise, and 4) tensions between grassroots initiatives and policy development. These cases highlight the need for CLIL teacher education to validate models, frameworks and tools that are useful to teachers and can be sequenced in ways that are developmentally meaningful and available to teachers. Moreover, these cases highlight the need to better understand how the integration of language and subject learning in CLIL is enabled and shaped by bilingual policies, multilingual communities and deep learning that contributes to educational communities and societal development.

This 90 minute symposium will begin with an overview of the three cases which will provide the basis for dialogue between the different presenters. This dialogue will then be opened up for members of the audience to also ask questions and to share their reflections.

Literatures and Literacies: Current Directions in Second Language Teacher Education

Reichl, Susanne

University of Vienna, Austria

Manutscheri, Ariane

University of Vienna, Austria

ENG 4, 02.00 – 03.30 & 04.00 – 05.30

Invited Speakers: Michael Dobstadt (TU Dresden, Germany), Christine Gardemann (University of Bielefeld, Germany), Amos Paran (University of London, UK), Renate Riedner (Stellenbosch University, South Africa), Hannes Schweiger (University of Vienna, Austria)

This symposium will explore a range of perspectives on literacies and the role of literatures in teacher education today. Our starting point is an inquiry into the role of literature and other media, not just within foreign language classrooms but within society at large. What do language teachers have to learn to successfully mediate literature in a multilingual, post-migrant, and post-digital society? In order to empower their future learners for the participation within diverse communities, student teachers need a versatile, interdisciplinary approach to teacher education which takes into account 1) beliefs and attitudes, 2) various areas of teacher knowledge and 3) continuing professionalisation processes.

- 1) Student teachers' beliefs concern the status of certain genres in young people's globalised and mediated lifeworlds and in the fulfilment of potentially competing teaching aims such as individual language skills, intercultural learning or creative engagement. Attitudes about the roles that literature can play in a foreign language context tend to be framed by contextual constraints: schools constantly have to negotiate their daily practices and realities between the often conflicting priorities of individual differentiation and tendencies towards standardisation, and teacher education needs to keep an eye on those realities and conflicts.
- 2) Teacher knowledge concerns an ever-increasing variety of text types ranging from the analogue to the digital, and needs to address the speed at which new text types, especially of the multimodal variety, emerge. However, the requirements of the post-digital era do not end with an understanding of different text types but extend to different literacies and tools. As research into teacher education and teacher professionalisation has shown, beliefs and attitudes sometimes overrule explicit teacher knowledge. Therefore, as teacher educators we have to find ways of scaffolding literature pedagogy for our student teachers, by moving from their beliefs about literatures, their functions and social contexts, towards the principled and evidence-based development of a range of teaching scenarios, making use of a diverse range of text types and tasks. The fact that some of those can be hard for language learners gives our student teachers an opportunity to work with their learners' difficulties and, focussing on language forms, enables them to help foster their learners' literary and linguistic competences.
- 3) Professionalisation in teacher education needs to consider a rapidly evolving media landscape: if our student teachers want to teach their learners how to communicate within global media networks, they will need a skills set which is highly adaptable to a variety of media and a variety of classroom settings, and which they learn to reflect on as part of a life-long process of further education and professionalisation.

The extent of these demands on teacher education and promising ways of meeting them will be the topic of our presentations by and discussions with international experts from the field of literature and literacy education in the contexts of English and German as a foreign language.

Thursday, September 15th, Presentation session 1

Teachers' Competences in teaching Croatian as a second language

Aladrović Slovaček, Katarina
University of Zagreb, Croatia

Rimac Jurinović, Maša

ROM 4, 03.00 – 03.30

Teaching Croatian as a second language has become more present in the last twenty years in the Republic of Croatia and consequently, teaching methodology has also developed, several textbooks and the curriculum of Croatian as a second language has been created as well as descriptions of the levels of language proficiency in accordance with the Common European Framework of Reference for Languages (2005). Developing competences for teaching Croatian as a second language has become necessary in educating future Croatian teachers as well, even more so if we consider the fact that a growing number of people seeking asylum and in need of learning the language, have entered the Republic of Croatia since the migration crisis in 2015. Families have been reunited and settled in the Republic of Croatia and their children have started education in Croatian schools. On the other hand, the coronavirus pandemic has also caused a number of people to look for safer places to live and return from abroad, which in turn led to the increase of the number of students in classes in which Croatian is not the first and dominant language. Teachers are the ones helping children, not only to acquire knowledge and skills, but also to develop their social and emotional competences in order to be able to take their part in society and so it is necessary that future teachers, in the course of their education, acquire knowledge that will enable them to successfully teach students whose first language is not Croatian. The number of Ukrainian refugees entering the Republic of Croatia today, raises the awareness of the importance of teachers' competences in teaching Croatian as a second language. Considering all of the above, it is the goal of this research to examine teachers' attitudes and their self-evaluation of their professional capacity to work with foreign students. It is expected that they do not feel ready and capable to perform this task since they did not acquire the necessary knowledge and skills in the course of their education.

CLIL teachers' reflections and beliefs: The challenge of teaching in a FL

Azparren Legarre, M^a Paz
Public University of Navarra, Spain

ENG 5, 02.00 – 02.30

CLIL effectiveness lies on content and language integration (Coyle et al., 2010), however, CLIL teachers are content specialists who are not used to considering the linguistic element in the teaching process (Halbach, 2014; Pérez-Cañado, 2016), and for whom teaching in a FL usually represents a big challenge (Bonnet et al., 2017; Cammaratta, 2010; Pappa et al., 2017). CLIL teachers are the ultimate responsible of the successful implementation of the approach, therefore, knowing their beliefs as regards using a FL for teaching content subjects, how those beliefs may influence teaching practice, and whether a CLIL teacher training course can contribute to shaping teachers' beliefs and, thus, teaching practice, seems essential.

A qualitative study was conducted with a group of in-service CLIL secondary education teachers during a CLIL teacher training programme in order to investigate teachers' beliefs as regards using a FL as the means of instruction, the teaching practices derived from them, and the effects of a CLIL course. Data was collected before and after the course by means of questionnaires and semi-structured interviews. Results showed that teachers perceived the FL to be an obstacle for content instruction, for the way learners wanted to communicate, and for the teacher-learner relationship. It was also evidenced that teachers suffered from pressure and anxiety due to stressful situations related to the FL, and that they struggled to reinvent their practice. The CLIL course, however, was effective in shaping teachers' beliefs, which evolved into higher self-esteem, security, and an improved sense of self-efficacy.

These findings raise awareness on the cost that teaching through a FL has on CLIL teachers, and have important implications for quality CLIL implementation. Providing CLIL teacher training is the only means for content teachers to transition to good CLIL professionals who will implement the approach in classrooms effectively.

21st century English language education through the voice of in-service teachers: Discursive gaps at the crossroads of ideology, language pedagogy, and global citizenship

Chvala, Lynell
Oslo Metropolitan University, Norway

ENG 2, 02.00 – 02.30

The ability to make informed pedagogical decisions relevant to local contexts and learners is central to the teaching profession. These decisions require a common and locally coherent vision of educational achievement (Darling-Hammond

et al., 2005; Hammerness, 2006, 2013). Ecological perspectives of teaching embed these decisions in a discursive ecosystem (van Lier, 2010). For teacher education to engage in-service teachers, it must address teachers' discursive practices in school.

I will present the findings of a cyclical interview study that investigated the epistemic matrix of pedagogical intentions and English ideologies for 12 teachers of lower secondary school in Norway. Systematic analysis using methods from Grounded Theory (Holton, 2007; Hood, 2007) identified salient patterns of: a) functional competence grounded in foreign language ideology, b) acquisition of cultural knowledge through constructions of second language literacy, and c) the fostering of cultural heritage through historical connections to English. While learning begins to engage learners in imagined communities of humanistic and moral identity, developing English for global participation and citizenship rests on instable ideological constructions of English. This instability questions ownership of the language, speaker identity, the complexity of digital environments, and the diversity of English. English for global citizenship is also described as far from everyday life in school and of relevance for very few learners.

The discussion of findings considers implications for transformative in-service teacher education that can better foster global mindedness (Fang & Baker, 2018), stabilize instable constructions, and better connect ideologies of English in and outside of school to make sound and locally relevant pedagogical decisions (Kumaravadivelu, 2006, 2012). The discussion adopts a transformative stance to in-service teacher education in addressing discursive instability for polycentric English and cultures relevant in local teaching and learning.

Fairest of them all? Novice teachers developing assessment identity in Swedish EFL classrooms

Csöreg, Anna-Marie

Stockholm University, Sweden

ENG 2, 03.00 – 03.30

Despite the fact that assessment and assessment practices have become a more explicitly significant part of teachers' responsibilities, there is a lack of reported research concerning the formation of novice teacher EFL identities, in particular with regard to their role as assessors. Likewise, there seems to be a lack of research regarding if and how these identities change over time. In the Swedish context, where teachers are in a unique position of assessing their own pupils' work, studies on assessment identity development are even more sought after.

This presentation shares some of the insights from a four-year research project investigating the way student and novice teachers think about themselves as assessors of young learners of English (age 10 – 12), and how they experience the balance between accountability demands and making fair assessments.

Focus-group interviews with 16 novice teachers over 2 years, resulting in 39 hours of transcript, were analysed using content analysis (Graneheim & Lundman, 2004). Dialogical Self Theory (Hermans, 2001), is used to explain dialogical positioning and re-positioning within the self. This view is helpful when studying identity development among novices, as the potential for conflicting positions are abundant.

The results illustrate diverse beliefs and assumptions about assessment among the participants. Based on the findings, a four-field model is introduced, where identities are positioned according to their technical or pedagogical approach, and their compliance to the accountability system. Member checks reveal a need to address assessment identity formation during teacher education, before standing face-to-face with all the complexities of assessment. The study helps nuance our understanding of assessment identity formation and accentuates the importance of the immediate context for classroom assessment practices, high- and low-stakes alike.

Principles and results of a training course dedicated to volunteer teachers of Italian as a second language.

Della Putta, Paolo

University of Turin, Italy

ENG 1, 02.30 – 03.00

Access to teacher training courses is one of the main needs of volunteer teachers (VTs), who often operate in complex contexts, e.g. with low-literacy migrants (Naeb & Young-Scholten 2017). Usually, VTs are non-trained individuals whose beliefs about language teaching are exclusively rooted in their school years. In Italy, this means exposition to teacher-centered and form-oriented lessons (Balboni 2008). The lack of training and time to critically reflect on past experiences brings about five critical points in Italian VTs' teaching (Author 2021): 1) the primacy of grammar over communication; 2) the use of a syllabus made up of discrete grammatical entities; 3) the lack of awareness that L2 learning can happen also incidentally; 4) the conviction that learning cannot take place without alphabetization; 5) a strongly directive role of the teacher.

We present the characteristics and outcomes of a 2 years training course that took place in an L2 Italian volunteer school. The course was designed according to a sociocultural and reflective perspective (Johnson & Golombek 2018), and its aims are: 1) help VTs reflect upon their beliefs and past experiences; 2) co-construct with the trainer and colleagues new teaching activities; 3) reflect upon the efficacy and plausibility of the newly-constructed activities, and eventually modify them. The outcomes of the training course were tested on 16 participants, whose psychological disposition towards the new proposals were assessed with an abridged version of Guskey's (2000) Teacher Training Evaluation Questionnaire. Classroom observation conducted via a simplified version of the COLT scheme (Allen, Fröhlich & Spada 1984) allowed to detect and analyze pre- and post- training teaching practice change. Results show improvements in at least 3 out of the 5

critical points summarized above. Furthermore, the school implemented virtuos activities, such as a database of teaching material and regular operational meetings of the VTs.

Eski, Meltem

University of Bath, United Kingdom

ROM 5, 02.30 – 03.00

While there is extensive research on the professional learning and development of pre-service and in-service English language teachers, studies investigating English language teacher educators are rather limited. In this talk, I will propose that to support teacher education practices, it is vital to explore teacher educators' professional learning experiences and the factors that facilitate or hinder these experiences. In an attempt to support this proposition, I will review some studies that examined teacher educators' professional learning. Building on their findings, I will further argue for the need to explore the professional learning and development of teacher educators, linchpins of teacher education. As Smith (2003, 213-214) argues, "professional development of teacher educators is too important not only to teacher education, but also to the educational system as a whole, to be left in a virginal state regarding research and documentation".

This research project on which this talk is based is in progress and has sought to explore the content, processes, and contexts of EFL teacher educators' learning by exploring their cognitions and the social contexts in which their learning occurs. To this end, a qualitative approach has been adopted, and the data collection approach has drawn on organic and ecological approaches to gain a holistic, comprehensive, and contextualised understanding of participants' professional learning experiences. Autobiographical and retrospective interviews were conducted, and weekly learning episodes were collected from the participants. The preliminary analysis indicates that the participant teacher educators have engaged in various forms of formal and informal activities which have challenged them in many ways and offered opportunities for personal and professional learning. Initial findings have also revealed contributing and challenging factors that have had an impact on participants' learning experiences. This study bears implications for English language teacher education practices and teacher educators' professional development, particularly in EFL contexts.

Language learner identity and language teacher identity of pre-service teachers of English during teaching placements abroad

Fischer, Anna Lisa

Bergische Universität Wuppertal, Germany

ROM 3, 02.00 – 02.30

While language learner identity has been a topic of interest for many years, research into language teacher identity (LTI) has gained momentum over the last decade (Kayi-Aydar 2019). Previous studies focussed on native versus non-native speaker identities of language teachers (Varghese et al. 2016), identity development of language teachers in their social environment (Tsui 2007), and more recently on LTI in connection with aspects such as agency (DeCosta & Norton 2017) or emotion (Tao & Gao 2017). When considering the language teacher identity of pre-service teachers, it has been found that 'periods of change', such as first teaching experiences, play an important role in their LTI development (Kalaja, Barcelos, Aro & Ruohotie-Lythy 2016). Similarly, staying abroad has been shown to be an important period of change for personal development of pre-service language teachers (Ehrenreich 2006).

However, little is known about the interplay between language learner identity and language teacher identity, as well as the transition from one to the other in the process of teacher training. The project aims to close this gap by investigating pre-service teachers of English during a period of change, specifically a teaching placement abroad, in which they strive to improve both their language competence and their professional competence. To reconstruct a nuanced image of the participants' narrated identities (Kanno & Stuart 2011), various methods of generating data are employed at different stages of a semester-long placement including individual pre-, while-, and post-interviews with the future language teachers as well as a reflective group discussion on critical incidents. Data from the first cohort, that will have returned from their placements abroad in the summer of 2022, will be presented to discuss possible implications for the design and structure of language teacher training.

Cultivating an ear attentive to discourse — A design-based research project on the practice of teaching and assessing listening comprehension

Folkerts, Jens-Folkert

WWU Münster, Germany

ENG 2, 02.30 – 03.00

Students and teachers report to have mixed feelings when it comes to teaching, learning, and assessing English as a foreign language (EFL) listening comprehension (Folkerts 2021). Particularly classroom-based assessment of EFL listening comprehension proves to be a conflicting area, with competence descriptions in the curricula (KMK 2012: 15) vastly diverging from learners' actual performance and the teachers' struggle to properly test these (Mertes 2019, 307-312). Taking into account demands of 21st Century challenges (Diehr 2021) and relating thereto the importance of enabling learners to participate in global discourse (Gerlach 2020), further gaps between theory and practice are revealed. In recent

years, listening comprehension has gained increased attention and is widely perceived as a crucial competence for EFL teaching and learning (Vandergrift 2007: 191, CEFR 2020). This is also reflected in several international remarks on its proper development (e. g. Field 2009, Vandergrift & Goh 2012, Richards & Burns 2012, Rost 2016). However, most of these ideas have not yet found their ways into German EFL classrooms (Mertes 2019).

Thus, it will be argued that it is necessary for teachers to develop professional competences in teaching and assessing EFL listening comprehension properly to be able to prepare their students in the context of an expanding assessment of this competence in high-stakes exams (such as the Abitur or Matura). The contribution therefore discusses theoretical and practical implications gained from both interviews and workshops with secondary EFL teachers at three schools in North-Rhine Westphalia (winter/spring 2022) conducted within a PhD project. A first taxonomy design for teaching and assessing EFL listening comprehension, which aims at supporting the teachers' professionalism with regards to this competence, will be outlined.

Motivation and Professional Development of Foreign Language Teacher Educators

Giurastante, Flavia

Pädagogische Hochschule Zürich, Switzerland

ROM 5, 02.00 – 02.30

Highly motivated teacher educators are essential to provide high quality teacher education and thus well prepared and motivated future teachers. Teacher educators are considered 'crucial players' for maintaining the quality of the teaching workforce, but they do not always get the necessary support to develop professionally and thus adequately sustain teachers in enhancing student success (European Commission 2013). Investigating teacher educators' motivation and professional development needs provides data that can serve as feedback for both policymakers and the academic community: it may enhance decision making in teacher education and support the work of teacher educators with teachers, research and their own professional development (White & Swennen 2021, Shagrir 2017).

Swiss teacher educators start their careers in higher education with diverse professional backgrounds, due to Swiss legislation that requires them to possess a "dual competence profile": professional field experience and an academic qualification. In the context of Switzerland's efforts to establish and expand foreign language teaching, analyzing the motivation and professional development of lower secondary foreign language teacher educators is particularly relevant. Little is known about their career paths at Swiss universities of teacher education or about their professional development and well-being in these relatively young institutions.

This study analyzes the situation of lower secondary English and French language teacher educators (FLTE) at the Zurich University of Teacher Education (PHZH). By means of qualitative semi-structured interviews with 11 lower secondary English and French teacher educators, the following question is investigated:

What are the driving factors which motivate lower secondary FLTEs to work at the PHZH?

The research project is still ongoing. First findings about the motives which drove lower secondary English and French FLTE to work at the PHZH and their current motivation will be illustrated according to the theoretical framework of Ryan and Deci's Self Determination Theory (2000, 2020).

Teachers as systems conveners in heritage language communities of practice

Hoare, Lottie

University of Cambridge, United Kingdom

Liu, Yongcan

ROM 2, 02.00 – 02.30

This paper asks two questions: what are the purposes of community-heritage language (C-HL) schools for migrant-background children and what roles do teachers play in complementary schooling? The research was carried out in six such schools teaching Arabic, Bulgarian, Chinese, Korean, Polish and Spanish respectively. The data draws primarily on three focus group and five semi-structured individual interviews involving seven teachers and nine parents. Interview data is supported by supplementary observations of lessons carried out during eight separate visits to C-HL schools and two drawing workshops involving 45 pupils from two schools who were asked to make drawings about why they learned their home languages. The findings show that while linguistic, educational and some cultural skills are more explicitly taught, the social and emotional skills and some other subtle elements of how we share diasporic inheritance are implicitly embedded in the C-HL practices within the school. Based on this finding, we propose a multidimensional model encompassing five roles for teachers which aim to support migrant-background children for: Social integration, Emotional wellbeing, Language maintenance, Educational opportunity, and Cultural inheritance (SELEC). Drawing on Wenger-Trayner and Wenger-Trayner's works (2021), we further theorise complementary schooling as cultivating heritage language communities of practice where teachers serve as 'systems convenors' bringing together fragmented resources to create a coherent space to support child development. Implications for policy and practice are also discussed. We suggest that a progressive policy agenda for planning and developing complementary schooling in England and in similar contexts across the world is needed which will benefit not only migrant-background children attending these schools but also society at large.

Cross-border competence – an undervalued element of teachers' professional competence?

Janachowska-Budych, Marta Adam Mickiewicz University Poznań, Poland	Kowalonek-Janczarek, Monika Adam Mickiewicz University Poznań, Poland	Lis, Tomasz Kiel University, Germany
ROM 2, 02.30 – 03.00 In the centre of reflection of the present paper stands preparing pre- and in-service foreign language teachers for working in a specific educational context, i.e. teaching neighbouring languages in the border regions. Border regions are characterized by researchers as privileged places, contexts and settings of foreign languages and culture learning, as well as (inter)cultural laboratories enhancing the development of students' intercultural competence (Halink, Schmitz-Schwamborn & Raasch 2004; Breugnot & Molz 2006; Hiller 2012; Badstübner-Kizik 2016). Nevertheless, foreign language teachers need to be educated to recognize, and fully use the educational potential of the border regions, and be able to develop students' cross-border competence seen as part of the general intercultural competence. Three aims will be followed in the paper. The first one is to discuss the specifics of the two central terms of teaching and learning foreign languages in the border region, i.e. students' and teachers' cross-border competence, which relate to but modify the definition by Raasch (2002). The second one is to deliver empirical data (curricula analysis and interviews) on initial trainings of the pre-service and the practice of the in-service teachers of German as a foreign language on the Polish side of the German-Polish border region in order to find out, whether cross-border competence is a part of their (future) professional activity. The third purpose of the paper is to formulate recommendations for education and professional development of the pre- and in-service teachers of German as a foreign language (which can to a great extent be transferred into educational contexts of other border regions), that would lead to establishing of the cross-border competence as an important and fixed part of their professional development.		

Developing a Localized Foreign Language Teacher Competence Framework Kleckova, Gabriela University of West Bohemia, Czech Republic ENG 3, 02.30 – 03.00 The body of literature on professional standards for teaching is well established. Moreover, in many countries such as Australia or Canada, teacher standards and/or competency frameworks are a wide spread practice. However, there are still contexts where teaching practices are not guided/informed by any official guidelines of quality/standards and no competence models are recognized or implemented. The European country of the presenter used to be one of these contexts. The low foreign language outcomes of students across the education system led the local Ministry of Education to a nationwide initiative to increase the quality of foreign language teaching. Developing a foreign language teacher competence framework was one of the strategies of this initiative. Its purpose was to increase accountability, and support the improvement of foreign language teacher performance, specifically effective foreign language teaching practices with language learners. Although it seemed that adopting an already developed framework from abroad would have been the fastest and natural way to address the issues, the approached experts agreed to build on and work with the local general teacher standards. They consequently developed a localized framework inspired and informed by the local teacher standards products. The presenter informs of the processes, strategies and challenges associated with the development and adoption of the competency framework. The present also discusses the value of the framework for SLTE.

Navigating and reflecting emotions: Pre-service EFL teachers experiences in virtual exchanges Knorr, Petra Universität Leipzig, Germany ROM 5, 03.00 – 03.30 As a result of increasing digitalization and internationalization of education, and recently because of reduced opportunities for physical mobility due to the COVID-19 pandemic, virtual mobility has experienced a massive boost. More than 20 years of virtual exchange (VE) research has revealed a number of potential benefits of VE projects, particularly in the field of foreign language learning and foreign language teacher education. The participation in a VE allows pre-service teachers to the engage in experiential learning. Research has, however, also drawn attention to disorienting, critical experiences like communication and language issues, perceived lack of engagement of partners, difficulties in teamwork, variable orientations to task, and negative emotions that come with these experiences (O'Dowd, 2020). The study we are presenting will focus on the latter by investigating how pre-service EFL teachers experience a VE project from an emotional perspective, and how they deal with dissonant emotions caused by collaborative challenges. These questions were explored using data from three project cycles between 2019 and 2022 with student teachers at a German University, who collaborated with students of German in New Zealand. We analyzed student responses from reflective tasks in a questionnaire and a VE logbook as well as interview data stimulated by an emotiogram. This type of visual data helps to indicate experienced emotions over time. The presentation will show selected findings from three case studies. First findings revealed a raised awareness of the role of emotions being "a valuable resource, rather than a source of incompetence" (Golombek & Doran, 2014, p. 110) helping students to learn from them, even or particularly if they are dissonant, negative, or disorienting.

Teachers as learners: Learning how to apply an evidence-based framework by first experiencing it.	
Kozlova, Iryna University of Pennsylvania, USA	Choi, Tori Northwestern University, USA
ENG 1, 02.00 – 02.30	
<p>This study investigates whether in-service ESL teachers could learn how to effectively apply an evidence-based engagement framework by first experiencing the framework as students in a professional development workshop. Effectiveness is measured by participants' ability to 1) draw on their experience from the workshop's activities to define engagement and 2) apply theoretical concepts from the workshop to create their own evidence-based engagement task. The study is based on two online workshops with a total of 37 ESL teachers in China. Each workshop started with a task in which participants experienced the framework as students. Then participants did a guided analysis of their engagement in the task and were asked to define engagement based on the experience. The framework, then, was presented explicitly. To demonstrate the framework in practice, instructors led participants in a task analysis using the framework in the first workshop; in the second one, participants analyzed a task on their own. Finally, in both workshops, participants created an original task using the framework. The workshop was recorded using the Zoom recording function and the video data was transcribed. Each researcher coded the data separately, and after comparison, the data was merged based on common themes. Analysis shows that when participants were asked to define engagement, they drew on experiences outside of the workshop such as literature or observations of their own classrooms rather than on their workshop experiences as intended. Only 3 out of 9 groups across both workshops were able to explicitly connect and apply all theoretical components of the framework to their task design. The results of the study suggest that despite contextualizing theory through learning experiences in the workshop, most workshop participants still demonstrate a disconnect between the theory, learning experience of workshops, and their teaching practice. The results of the study will be discussed.</p>	

Is shining a sun? Insights into language learning processes in the EFL classroom	
Lenzing, Anke University of Innsbruck, Austria	Roos, Jana
ROM 4, 02.00 – 02.30	
<p>The relationship between research and second language teaching has been the subject of discussion and controversy (e.g. Sato & Loewen 2019) and there is no consensus as to the actual benefits of research in the field of instructed SLA for language practitioners (Medgyes 2017). Taking an interdisciplinary approach and looking at instructed SLA from the perspectives of psycholinguistics and language pedagogy, we argue that insights into the learners' acquisition process gained through research in SLA provide valuable information for teachers in the EFL classroom.</p> <p>In our paper, we engage with the process of instructed L2 acquisition and focus on learners' internal language processing resources, as these play a major role in shaping their developing linguistic repertoire and constrain their abilities to use the target language in the classroom (Lenzing 2013, 2021; Lenzing, Nicholas & Roos 2019). We present data of the oral speech production of 105 German learners of EFL at primary and secondary level who were at different levels of proficiency at the time of data collection. Using examples of how learners solve communicative tasks with the linguistic resources available to them, we show how the learners' internal processing resources that they have acquired at a certain point in their language learning process relate to the scope of their speech production and shape their target language output. We discuss how such insights can shed light on particular aspects of the language learning process, such as a learner's individual developmental stage or the specific errors that a learner produces as part of that learning process. Thus, we aim to show that connecting language pedagogy and research in SLA has the potential to provide insights into internal learning processes, and that these insights can enhance the teachers' professional knowledge base and contribute to their ability to make research-informed decisions in teaching.</p>	

Up against the wall: Praxis and moving forward towards equitable teaching		
Leontjev, Dmitri University of Jyväskylä, Finland	deBoer, Mark Akita International University, Japan	Clegg-Sasaki, Rebecca
ROM 3, 03.00 – 03.30		
<p>Japan's Ministry of Education, Culture, Sports and Technology has been recently striving "to enable teachers to see themselves as transformative intellectuals who can reflect deeply on their practices, and bring creativity and context sensitivity to their practices" (Glasgow & Hale, 2017, p. 2). However, the teaching culture in Japan has traditionally been exam-oriented (Shimojima & Arimoto, 2017). This creates tensions for early-career teachers who are faced with having to make choices on how to operate within institutional structures, taking into account expectations and values—such as equality and equity—on which their practices and those promoted by institutions rest upon. Hence, ample support is needed for early career teachers to establish their pedagogical practices without sacrificing their values (Poehner & Inbar-Lourie, 2020).</p> <p>The dialectical teacher-researcher collaboration—praxis—we report in this presentation, was motivated by a university teacher's (the first author) frustration with assessment practices predominantly informed by reliability, objectivity, and ease of student comparability (Lantolf & Poehner, 2014). Staying true to the teacher's role in praxis as a partner with</p>		

researchers, reflecting on theoretical principles through their lived experiences, and putting these principles to test in practice, we committed to developing equitable teaching practices which the teacher felt would be beyond her capacity to implement.

We will report on the teacher's developmental trajectory guided by our discussions in which academic concepts were reflected on through the prism of her experiences and practices in the classroom. The data come from eight video-recorded discussions through one semester and two semi-structured interviews, one at the end of the semester, one half a year later. The data were analysed using mediated action (Wertsch, 1994) as the unit of analysis. We trace how the teacher was able to align her teaching practices with her values, enabling learner agency and fostering their individual developmental trajectories.

What do pre-service secondary EFL teachers need to know (and do) about CLIL?

Llinares, Ana

Universidad Autónoma de Madrid, Spain

Morton, Tom

ENG 5, 02.30 – 03.00

Many teachers in training for careers as English language teachers will be working in contexts where alongside English lessons, pupils will be receiving instruction in English in other non-language subjects. This is certainly the case in Spain, where regional authorities have opted for a relatively strong form of bilingual education, with up to 40% of the curriculum taught in English. What does this mean for English language teachers? Do they have to change their approach and methodology when many of their pupils are already quite fluent in English after having used this language for a large part of their primary education? What about pupils who did not have exposure to bilingual education in primary school? Does a "CLIL" methodology have any place in English language lessons? Or is this not necessary if students are already getting CLIL in other subjects? This paper addresses these issues by focusing on the reactions to a CLIL module of 22 pre-service English teachers on a master's in teacher education in Madrid, Spain. It traces the development of their thinking about CLIL over four months, which include 12 weeks of the module and 4 weeks of teaching practice. The data consist of responses to a questionnaire administered at the beginning and end of the module, reflective tasks carried out as course assignments, and video recordings and feedback from micro-teaching sessions. The results highlight the processes by which a growing awareness of the implications of CLIL influence the students' general beliefs about the teaching and learning of English and contribute to the formation of their identities as language teachers. The paper ends with reflections about how the role of the English teacher may have to change in contexts where pupils are receiving high exposure to English through CLIL methodology within school bilingual education programmes.

A textbook-defined practice? Language teachers within standards-driven contexts

Lüke, Mareen

Philipps-Universität Marburg, Germany

Gerlach, David

ROM 4, 02.30 – 03.30

As a reaction to Kumaravadivelu's (2006) postmethod pedagogy, proposing a more context- and student-oriented language pedagogy, Akbari (2008) argues "that the concept of method has not been replaced by the concept of postmethod but rather by an era of textbook-defined practice" (p. 647). Despite growing international interest in language teachers' use of textbooks (e.g. Forman, 2016), only few scholars (e.g. Wipperfurth & Will, 2019) have studied this topic with regard to German contexts, although commercially produced textbooks neglecting local contexts still play a dominant role in language teaching (Jordan & Gray, 2019). When looking at language teachers' practices studies emphasize the importance of considering language teachers' identities because they include biographical experiences and normative expectations on good language teaching (e.g. Kayi-Aydar, 2019). Language teachers' identities are socially constructed and significantly influence teaching practice and, therefore, teachers' use of textbooks (DeCosta & Norton, 2017). To combine these strands of research, this study investigates how German teachers of English as a foreign language (EFL) make use of textbooks and how this use depends on their professional identities. Therefore, narrative interviews with 13 German EFL teachers were conducted and analyzed as well as categorized, resulting in three distinct types of language teachers' use cases of textbooks, which will be the core of the presentation. Based on these types, implications for (critical) language teacher education (Gerlach & Fasching-Varner, 2020) will be discussed in order to enhance a more autonomous and context-sensitive way of teaching.

Factors Affecting English Teachers' Professional Development at Indonesian Universities in Rural Area

Manalu, Herland Franley

University of Innsbruck, Austria

ENG 3, 02.00 – 02.30

This study will investigate the factors affecting the Professional Development (PD) of university English teachers in one of Indonesian rural areas in Bangka Belitung Province. This study describes the English teachers' attitude on the PD activities in that rural area by looking from different perspectives and brings out strategies that will enhance the effectiveness of teachers' PD in Indonesia. This research explores teachers' attitudes on how PD activities influence their Competencies. It further investigates the policies that the government has put in place to improve the PD of English teachers in rural area

and find out some possible solutions to mitigate the challenges affecting the PD of university teachers in Indonesian rural area. A qualitative analysis method will be used to analyze the findings and a classified random sampling will be utilized to select the English teachers from 2 rural universities in Bangka Belitung province to participate in filling out the open-ended questionnaires and taking a part in the interview to ensure adequate data representation. To avoid gender bias, one female and one male teacher from each university will be chosen for interviews. In addition, the head of departments will be taken into account for interviews as well. As for the Focus Group Discussions, 6 English teachers will be selected to do the group discussion in each university. From this, all participants will be able to contribute greatly in finding the results of the study.

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

Porsch, Raphaela

University of Magdeburg, Germany

Wilden, Eva

University of Duisburg-Essen, Germany

ENG 3, 03.00 – 03.30

Studies on the participation of teachers in professional development (PD) courses have repeatedly shown that teachers differ in the number of attended courses and explained this by their motivational orientation (e.g. Richter et al., 2019). However, so far none of the studies considered the aspect of different subject-specific qualifications among primary foreign language teachers. In Germany, an extensive number of primary teachers teach English out-of-field. Thus, on the one hand we assume those teachers have a greater need for PD compared to in-field teachers ("compensation hypothesis"). On the other hand, teachers choose their subjects based on profound competencies and interests. According to this idea (Desimone et al., 2009), teachers with a subject-specific qualification would more frequently take part in PD ("interest hypothesis"). The current study focuses on primary EFL (English as a foreign language) teachers from Germany and their motives for taking part in PD. The study surveyed primary teachers (n = 844), who regularly teach EFL but differ in their formal qualifications. Three types of qualifications were identified, i.e. fully trained EFL teachers, teachers who had completed post-qualification courses and teachers who had been trained only in subjects other than English. The study explored potential differences in motives for taking part in PD courses explained by teachers who differ in their subject-specific training. The teachers most frequently stated to attend PD courses due to personal interest and to improve their teaching. A multifactorial analysis of variance points to the significance of taking part in PD depending on the teachers' qualification: Personal interest and the desire for social contacts are more important for primary school teachers who have studied English than for out-of-field teachers. Implications for the design of further training for teachers with different specialist qualifications as well as research desiderata will form the conclusion of the presentation.

Pre-service language teachers' perceptions of the value of linguistic courses: Combining the psychological and language awareness perspectives

Przybył, Jakub

Adam Mickiewicz University, Poland

Bielak, Jakub

Adam Mickiewicz University, Poland

ENG 1, 03.00 – 03.30

Well-equipped language departments with qualified instructors do not guarantee maintaining students' motivation (Loh 2019). When exploring the motivational aspect of university education, it is essential to account for the student-perceived value of specific tasks and courses, as stipulated in expectancy-value theory (Eccles and Wigfield 2020), which sees such beliefs as contributors to learning motivation. In university programmes for applied linguists, many of whom are going to be language educators at least temporarily, numerous courses are linguistic in nature (e.g., English phonetics/phonology and syntax), presenting mostly the structural and semantic details of major/minor languages. This means that language majors' judgements concerning the value of such courses are intertwined with their language awareness, which is explicit language knowledge and linguistic sensitivity (LaFond and Dogancay-Aktuna 2009). To investigate language majors' perceptions of the utility of such courses, an online survey eliciting both quantitative and qualitative data was completed by 123 English and German majors, followed by semi-structured interviews with selected participants (n=15). Participants generally valued their previous linguistic courses for their horizon-broadening properties, their practical utility for their own language learning experience, and their present and future work (mostly language teaching). They also held many favourable opinions concerning the usefulness of specific elements of the curriculum such as sound articulation and sentence structure, along with some reservations concerning the difficulty and abstractness of the course contents and their impracticality. A number of participants displayed a somewhat I view concerning the immediate applicability of the structural linguistic knowledge in language teaching, while others took a more balanced position. Also, several gaps were identified in participants' language awareness, and perhaps also in linguistic course curricula (e.g., prescriptivism, cf. Waniakowa 2019). Meanwhile, the results of the study provide support for linking critical reflection on language awareness with pre-service language teachers' motivation in linguistic courses (Wach 2014).

Interdisciplinary Collaboration for Multilingual Support in Swedish Compulsory Schools – Mother Tongue Teachers' and Multilingual Study Guidance Tutors' Perspectives

Roux Sparreskog, Christa

Mälardalen University, Sweden
ROM 2, 03.00 – 03.30
<p>The present study illustrates the perspectives of mother tongue teachers and multilingual study guidance tutors on the components of and influences on interdisciplinary collaboration with mainstream and SEN teachers. A purposeful sampling with a maximum variation was chosen to obtain the highest possible representativeness. Thereafter, 13 individual, thematical, open-structured interviews were conducted. To discuss the themes arising from the thematical analysis, Bronstein's (2003) model for interdisciplinary collaboration was used. The study is part of a wider research project which aims to get a more in-depth view of how MT and tutors support multilingual students. In this paper, however, only results concerning interdisciplinary collaboration are presented. The results show that mother tongue teachers have a firm and consistent perception of their professional role, relying on the subject curriculum when planning, implementing, evaluating, and grading. Interdisciplinary collaboration is restricted mainly to solving structural and administrative challenges. When in the role of multilingual study guidance tutors, on the other hand, they struggle with professional identity issues, due to the lack of a uniform perception of the profession's role and tasks. Interdisciplinary collaboration depends strongly on personal and cultural characteristics and on the tutor's flexibility, which leads to arbitrary implementation and organization of this multilingual support. The findings suggest that to increase and improve interdisciplinary collaboration, better structural and administrative support for mother tongue teachers is needed in addition to more uniform educational paths and more clearly-defined role descriptions for multilingual study guidance tutors.</p>

Teacher Identity in Low Socio-Economic Backgrounds: Difficulties and Challenges	
Szabó, Fruzsina University of Debrecen, Hungary	Kovács, Karolina
ROM 3, 02.30 – 03.00	
<p>In our research, we interviewed headmasters and language teachers (N=18) from nine schools in a disadvantaged region of Eastern Hungary. In addition to general questions (introduction, qualifications/experience, brief curriculum vitae), the interviews addressed changes in recent years, difficulties and successes, and explicitly the situation of language teaching in low SES (socio-economic status) region.</p> <p>One of the aims of the research was to map the situation, problems and periodic changes in language teaching in the schools concerned. Language teachers are all women, typically aged around 45-50, and most of them have been working in the same institution since graduation. It was surprising to find that the teachers in almost all schools have been employed by the institution for a long time and are persistent in their profession. The analysis has shown that the number of children is decreasing, but the number of disadvantaged pupils and pupils with special educational needs, who require specialised teachers for their integration, is increasing. There is a low turnover of teachers, which is positive, however it is particularly difficult to replace resigning teachers, which can be solved by reassignment or multi-site replacement. There is also the problem of group segregation: it reinforces segregation and the homogenous groups determine the pace and potential of pupils' progress. In addition, while group segregation is of paramount importance in language teaching, mixed groups can also facilitate the phenomenon of teacher and peer learning. It was found that, as regards the choice of foreign language, pupils typically have a choice between English and German; the most common reasons for this choice are family influence and teacher/head of institution decisions (often to compensate for the number of hours of language teaching). Typically, children are placed in English groups on the basis of their better academic performance.</p>	

CLIL/CEIL Teacher Education: Much Needed and Long Overdue
Vodopija-Krstanović, Irena University of Rijeka, Croatia
Room
<p>Content and Language Integrated Learning (CLIL) / Content and English Integrated Learning (CEIL) (Dalton-Puffer et al., 2010) is a dual-focused educational approach which integrates the learning of both content and an L2. However, most CLIL teachers are trained to teach either content or language, but not necessarily both. In fact, few have gained formal qualifications in bilingual education, and learn how to teach on the job (Housen, 2013).</p> <p>Drawing on data obtained through semi-structured interviews, this qualitative case study investigates the experiences and training needs of six CEIL and two EFL teachers in a Croatian secondary school.</p> <p>The findings show that the CEIL and EFL teachers did not have formal CLIL training in their initial teacher education and have learned to teach through experience, and the occasional training program (cf. Lopriore, 2020). CEIL teachers see themselves as content specialist who lack (meta)linguistic competencies and pedagogical content knowledge. Consequently, they feel ill-equipped to address students' language development and English learning outcomes. EFL teachers have insufficient knowledge of subject content, disciplinary discourse, and CLIL methodology, and are opposed to engaging in CEIL and offering curricular language support.</p> <p>Regarding teachers' needs, CEIL teachers require development in CLIL methodology, pedagogical content knowledge, general and academic English, English for teaching purposes, and disciplinary discourse (cf. Lo 2020). EFL teachers would benefit from training in CLIL methodology, ELT for CLIL, and opportunities to develop specialist disciplinary discourse. They</p>

also maintain that EFL teachers' qualifications and job roles should be reexamined to ensure that they reflect their responsibilities in CEIL.

The teachers are unanimous that initial CLIL/CEIL teacher education programs are long overdue. They also maintain that the introduction of CLIL in Croatian public education mandates specific actions from universities and educational authorities, which include the provision of CLIL teacher certification, continuous professional development, and an explicit language-and-education policy.

Thursday, September 15th, Presentation session 2

The use of self-reports as reflective practice for pre-service ELT teachers: Insights from Turkey

Aykut Kolay, Cansu

Kocaeli University, Turkey

ENG 3, 04.30 – 05.00

Although being a teacher seems to center upon the act of teaching, it is more than that. As a profession, teaching requires a life-long learning process by which teachers can develop their professional skills and be more beneficial to their students. As a basic principle of professional development, both pre-service and in-service teachers need to be open to criticisms, evaluate themselves and reflect on their actions in their classrooms, all of which could be accomplished by reflective practice (Johari, 2006). It acts as a mirror in teaching as teachers can have the chance to see their own strengths and aspects that need improvement through reflective practice (Farrell, 2012; Zahid & Khanam, 2019). In this regard, this study aims to find out the impacts of self-reports as reflective practice for Turkish pre-service ELT teachers. The participants of this study are 20 senior pre-service ELT teachers. As a part of their practicum course, they were asked to write self-reports immediately after they carried out a lesson to state the aspects that they thought positive or negative and make constructive self-criticism when needed. The self-reports were analyzed through thematic analysis with the software Nvivo 12, and recurrent patterns were detected in the participants' reflections. The results reveal that pre-service ELT teachers are going through common challenges during their practicum period. Self-reflections give insights concerning pre-service ELT teachers' awareness of their professional growth. The study highlights several pedagogical implications which can be conducive to the promotion of reflective practice in ELT practicum programs so that pre-service teachers can maximize the benefit that they get from their teaching practice and become more self-aware language teachers. Finally, various suggestions for further studies are also presented.

Being a situated language teacher educator

Blair, Andrew

University of Sussex, United Kingdom

ROM 3, 05.00 – 05.30

"...in teacher education, context is everything." (Freeman, 2002: 11)

The field of language teaching has produced extensive research and debate on teachers, in terms of knowledge, skills, cognition, 'nativeness' and identity; rather less attention has been paid to language teacher educators (LTEs). They can be viewed as mediators between researchers and teachers, between technical and practical knowledge (Ellis, 2009); as agents of change and pedagogical innovation (Wright, 2010); or arguably as gate-keepers and guardians of Standard Language ideology.

Richards (2011) includes contextual knowledge, identity, and membership of communities of practice as key characteristics of teacher competence. Freeman (2016) argues for a social and situated approach to educating second language teachers; Johnson (2016) for 'located' L2 teacher education. Yet there are inherent tensions for LTEs if situated in different contexts from most of the teachers they educate. All were once language teachers, and many still are. So how does their professional identity as a teacher feed into that of teacher educator? How do these roles interplay with other social identities and beliefs about language, teaching and learning? Who educates the educator?

On specific issues relating to teaching English – as a global language or lingua franca in multilingual societies for plurilingual or translingual speakers – how is critical awareness fostered in LTEs without compromising practical aspects of the role (see e.g. Dewey & Pineda, 2020; Matsuda, 2017; Selvi & Yazan, 2021)?

What do these questions and perspectives mean for LTEs, and how do they (and I) respond in context to the challenges involved? As part of a wider study involving reflective reports, interviews and focus group discussions, this paper addresses themes of identity and professional development for LTEs in the UK University context, with participants at different career stages and levels of experience, making proposals for rethinking aspects of our practice.

Test-taking Strategies used in Reading Tests in English

Bumbálková, Eva

Masaryk University, Czech Republic

ENG 2, 04.00 – 04.30

It is important for teachers to understand the processes which enter into answering test items, as they use tests themselves in class or often prepare students for standardized exams. The presented research deals with test-taking strategies (strategies that test-takers use in addition to language use strategies when dealing with a test-items). Cohen (2013) distinguishes two kinds of test-taking strategies: test-management strategies, i.e. “strategies for responding meaningfully to test items and tasks.” (Cohen, 2013, p. 3) and test-wiseness strategies as “using knowledge of testing formats and other peripheral information to obtain responses ... on language tests without engaging the requisite L2 knowledge and performance ability.” (Cohen, 2013, p. 4). This study focuses on both.

The research questions are: What test-taking strategies are used in taking reading tests in English? Do different groups of students use different strategies? Do these strategies have impact on test results?

770 adult respondents of differing characteristics (men and women, university students, adult English exam preparation course graduates, etc.) answered a test-taking strategy questionnaire after taking a standardized exam in English. The answers were statistically analyzed. Preliminary results show that lower-proficiency students use a slightly higher number of strategies, especially test-wiseness strategies. However, the differences in strategy use among students of different proficiency remain minor. Our results contrast sharply with the findings of Ghafournia (2013), where the high proficiency group was the one to use most strategies. Our study confirms the results of Wu, Chen, and Stone (2018), who conclude that lower-proficiency test-takers feel the need to employ more strategies, including test-taking strategies, to arrive at an answer.

In further analysis, multiple linear regression should reveal the possible impact on test-results in detail. The study should yield recommendations for students about which strategies to use and to teachers about what advice to give students preparing for exams.

A review of studies on multilingualism and English teaching

Carlsen, Christian

University Of South-Eastern Norway, Norway

Burner, Tony

University of South-Eastern Norway, Norway

ROM 2, 04.30 – 05.00

This presentation will report from a review study on English teachers’ perspectives and practices concerning multilingualism.

Over the past decade, there has been an increased interest in multilingualism and the practical implications of linguistic diversity in language teaching in general and in second and foreign language teaching in particular. Although the benefits of multilingualism are emphasised in cognitive research (Hirosh & Degani, 2018) and central educational framework documents (e.g. Council of Europe, 2001, 2012), empirical research in different national contexts indicates that this has little effect on how English is taught as a second or foreign language (e.g. Bredthauer & Engfer, 2016; Burner & Carlsen, 2019; Illman & Pietilä, 2018). To date, however, no systematic reviews exist that investigate tendencies in English teachers’ attitudes and practices across national borders. Our presentation will share insights based on a systematic review of 54 articles from the past 10 years focusing specifically on English teachers’ beliefs and practices concerning multilingualism. The reviewed studies are from Europe, the Americas, Asia, and Oceania. Three search methods were used: database search (ERIC, Scopus, Web of Science), manual search in six relevant journals, and citation search. The reviewed studies underline the importance of supporting teachers and student teachers in their work with multilingualism in the English classroom, and acknowledging students’ language backgrounds in second language, third language, and English as an additional language learning.

Raising Multicultural Communicators: from theory to practice

Dunková, Jiřina

University of West Bohemia, Czech Republic

Quinn Novotná, Veronika

University of West Bohemia, Czech Republic

ROM 2, 05.00 – 05.30

While many English as a Lingua Franca (ELF) scholars theorize ELF, translanguaging and intercultural communication (ICC) (Seidlhofer (2000, 2012), Kachru&Smith (2008), Santner-Wolfartsberger (2015), López-Rocha (2016), Aichhorn&Puck (2017), Sifakis, Cavalheiro, Siqueira, Kordia (2018), Leung&Jenkins (2020), Joubert, Rahal (2020), Galloway&Heath (2021)), practical resources for teachers and teacher trainers are still rather rare (teacher manuals: Walker (2011), Kiczowski (2019)). That creates an inevitable gap between theory and practice. Also with respect to the current global geopolitical and digital developments, it is high time to integrate LF communication into pedagogy and teacher training to aid in raising multicultural communicators (MCCs). Therefore, teaching should promote characteristics in learners such as: being multilingual/cultural while also respecting local values; having the ability to code- and culture-switch freely, (trans)language and accommodate (linguistically/culturally) easily; having a view of the complex while fluid world. This presupposes a shift of attitudes and a wider and more flexible knowledge base among language teachers and teacher trainers.

Building on ideas from our most recent theoretical research in Global English literature (Quinn Novotná, Dunková 2021, 2022 (forthcoming)), we have designed and piloted at high schools in the Czech Republic a collection of ten lesson plans (LPs) with ready-made B1-and-above activities and teachers’ notes. Apart from developing traditional language skills and awareness, the proposed activities focus specifically on the goal of developing multi-/transcultural skills. Thus, the LPs are based on authentic source materials, i.e. literary texts written by authors from across all three Kachruvian circles. As such,

they work with a broad definition of the Anglo-phone literary canon. Currently, we are looking for ways of publishing this collection to add both to niche and mainstream body of teaching materials to provide teachers and teacher trainers with one of the bridges over the gap.

Fostering multilingualism – How does a cross-linguistic pre-service teacher education program matter?

Hirzinger-Unterrainer, Eva M.

University of Innsbruck, Austria

Hinger, Barbara

ROM 2, 04.00 – 04.30

The presentation outlines and discusses the principles and theories behind a cross-linguistic and multilingual pre-service teacher education program (Innsbruck Model of Foreign Language Education – ImoF) implemented at Innsbruck University, Austria. In line with current demands for multilingual education and the preparation of teachers to linguistic and cultural diversity in the foreign language classroom (Cenoz 2009; Cenoz/Gorter 2013; De Angelis 2011; Fisher et al. 2020; Heikkola et al. 2022) the program is considered a “milestone” for multilingual teacher education (Krumm/Reich 2013: 35, see also Candelier/Schröder-Sura 2020) and a forerunner in promoting a multilingual habitus for future language teachers (i.a. Hinger 2009, 2016; Hinger et al. 2020; Hirzinger-Unterrainer 2013). Previous studies (i.a. Fliri et al. 2020, Hinger/Schmiderer 2018, Hirzinger-Unterrainer 2013) have shown that students in the aforementioned training program show high interest in multilingual research and teaching principles. Nevertheless, specific teaching concepts and ways of implementing these are still mainly uncertain from the perspective of teachers (Unterluggauer 2019, van den Broek et al. 2022). This sometimes leads to teachers not seeing themselves as responsible and not offering scaffolding for multilingual learners (Heikkola et al. 2022: 1), which underlines even more the importance of multilingual-oriented teaching in teacher education and schools.

This presentation investigates if and how English graduates from ImoF can model their experience in the cross-linguistic education program to adapt their English teaching to linguistically diverse classroom settings. For this purpose, qualitative semi-structured interviews with EFL teachers who underwent ImoF and have been teaching for up to ten years are conducted. The self-reported teacher behavior of novices is compared with the teacher experts’ beliefs on multilingual teaching principles and strategies in the EFL-classroom.

Factors Influencing Algerian Language Learners Attitudes towards their French and English Teachers

Khaled, Hala Yasmine

University of Bath, United Kingdom

ROM 5, 05.00 – 05.30

Learners’ engagement and enjoyment of the language learning experience are influenced by a set of factors, one of which is their attitude towards the language teacher. Although language teachers’ positive and negative impact on their students’ motivation has been well-documented in the literature (Iamb, 2017), there is still a need to closely investigate the factors that shape learners’ attitudes towards language teachers in various international contexts with a view to broadening our understanding and awareness of effective motivational teaching practices. To this end, this paper qualitatively explores the attitudes of Algerian high school language learners (15-18 years old) towards their French and English teachers to gain insights into (1) the extent to which their attitudes towards their French and English teachers affect their investment of efforts and attitude towards the two target languages and (2) the basis upon which learners have formulated their attitudes. Data were collected through semi-structured interviews and were analysed using thematic analysis. The findings revealed that learners’ investment of efforts and attitude towards French and English have changed throughout school years in parallel with their attitude towards their language teachers. Furthermore, the results suggested that receiving praise and positive feedback, exercising patience in response to students’ mistakes and struggles, and employing creative teaching strategies contribute to fostering a positive attitude towards the language teacher and thereafter towards the target language itself. This presentation discusses the interplay between language learners’ attitude towards the teacher, their attitude towards the target language, and their motivated learning behaviour in the Algerian context and offers pedagogical implications.

Language teacher educators’ identities in a cross-linguistic institutional context

Kremmel, Benjamin

University of Innsbruck, Austria

Hirzinger-Unterrainer, Eva M.

University of Innsbruck, Austria

Lenzing, Anke

University of Innsbruck, Austria

ROM 3, 04.30 – 05.00

Research on language teacher identity has grown extensively over the last years and is now a vibrant research area (see e.g., Fairley 2020). However, language teacher educator’s (LTE) identities have received less attention in research to date. Scholars agree that the phenomenon of language teacher identity is a complex one, and there is no reason to assume that LTE identities are not also “multiple, changing, and a site of struggle” (Norton, 2021: 81). Barkhuizen (2021) points out that LTE identities may strongly be influenced by the context in which “language teacher educators are embedded and active” (Barkhuizen 2021: 34). While studies on educators in general higher education seem to support this (van Lankfeld et al., 2017), it remains unclear which contextual factors influence identities of LTEs specifically.

Our paper investigates LTEs' identities in the context of a cross-linguistic pre-service teacher training program for students of English, French, Italian, Russian and Spanish. This program is unique in that it a) brings together teacher educators of various subjects (such as several languages, natural sciences, etc.) in one departmental structure, and b) it takes a multilingual perspective in providing cross-linguistic courses for all future language teachers.

Our study focuses on the following research questions: 1) Are the identities of these LTEs influenced by working in this specific cross-linguistic institutional context? 2) Which factors shape the identity of LTEs working in such a multilingual teacher training program?

We present data from interviews with 14 LTEs of different languages (English, French, Italian, Russian, Spanish) that were transcribed and coded in MAXQDA using thematic analysis (Braun & Clarke, 2006). The findings shed light on the intricate impact of institutional contexts on LTE identity and how such contexts could, in turn, be shaped to facilitate the development of a strong identity among a community of like-minded professionals.

Teacher cognition about oral production and interaction in the foreign language classroom: A research review from Norway and Sweden

Llovet Vilà, Xavier

University of Bergen, Norway

Nyström, Fredrika

Uppsala university, Sweden

ROM 4, 05.00 – 05.30

There is no doubt that the current communicative paradigm in foreign language teaching and learning has an action-oriented approach. This point of departure is, to a greater or lesser extent, present in the recent educational reforms in Norway and Sweden. However, research shows that the implementation of these communicative principles in the development of oral skills in the foreign language (FL) classroom is still challenging. The study of language teacher cognition (LTC) allows us to better understand language teaching regarding what teachers know, how they come to know it, and how they draw on their knowledge.

Research on cognition and practice from educational, geographical, and research perspectives has traits in common. It has mainly focused on English as a foreign language, it has been conducted with native speaker teachers working with small groups of adult learners studying in universities or private institutions, it has been mainly carried out in English speaking countries, and while it is extremely varied topic wise, there is a lack of research in relation to oral skill development. In the present study, a research review from investigations in Norway and Sweden is carried out and identifies similar factors impacting on language teachers' cognitions regarding oral skill development, and thus, suggests the existence of a curricular implementation gap in the teaching of foreign languages.

Teacher education in an ELF aware perspective: investigating teachers' responses through reflective practice

Lopriore, Lucilla

University of Roma Tre, Italy

Sperti, Silvia

ENG 5, 04.30 – 05.00

The emergence of English as a Lingua Franca (ELF) in a growingly multilingual society has raised several issues, among others, challenges to teachers' attitudes and beliefs, as well as the need to revisit English language teacher education. Multilingual classrooms demand for renewed awareness of language, of language in use and for diverse forms of material development, while enhancing authenticity, the use of ICT and mediation. The use of reflective awareness of the current plurality of English in teacher education courses may involve a meaningful shift in the language classroom where non-native teachers' as well as their learners' responses may offer new views and perspectives. The study object of this presentation is based upon a teacher education course – the ENRICH course – devised an Erasmus+ project composed by five countries. The ENRICH course aimed at enhancing participants' own understanding of the role of English as a lingua franca in multilingual classrooms through an innovative ELF-aware professional development course. Teachers' awareness was enhanced through reflective activities and in the course forum – a special community of practice where participants had an opportunity to share views and personal beliefs about English language learning and teaching. In order to monitor, investigate and understand the changes occurring during the course, a specific lens was used to analyze teachers' shift in perspective, this was done through the discourse emerging in their interventions when responding to course activities, specifically those eliciting their ELF awareness. A corpus-based discourse analysis of teachers' language unveiled their positioning in terms of both their agency and their sense-making in a process of change. Findings will be presented and discussed.

A case study of pre-service English teachers' reflective practice in a methods course in Japan

Minematsu, Aiko

Sophia University, Japan

Otsuki, Yukako

University at Buffalo, State University of New York, USA

ENG 3, 05.00 – 05.30

Because of the organization of teacher education in Japan, where teacher certification is an optional attachment to general university degree programs, many pre-service teachers enter the field lacking practical training. Studies show how this can lead to teacher burnout or ineffective teaching (Anzai, 2011; Cook, 2010). Therefore, it is crucial for teachers to actively examine their teaching and teacher selves through reflective practice in preparatory phases so that they can build agency

in their pedagogical choices and teaching practices (Kaufman & Brooks, 1996; Schön, 1987). However, empirical studies on how pre-service teachers learn to engage in reflective practice in a non-Western, English as a foreign language context are lacking (e.g. Bengtsson, 2003; Cornford, 2002; Day, 1993).

This exploratory case study aimed to understand how pre-service English teachers engaged in reflective practice in a teaching methods course offered as part of a university teacher-licensing program in Japan. The research questions centered on how pre-service teachers develop their epistemologies of teaching English through reflecting on micro-teachings and creating visual metaphors of teaching. Participants were pre-service English teachers (N= 13) enrolled in a 14-week teaching methods course offered at a private university in Japan. The study applied an embedded single-case study design (Yin, 2018). The data was participants' 1) written reflections on their micro-teachings, 2) overall class reflections, and 3) visual metaphors of their teaching (Farrell, 2007; Lin et al., 2012; Melo-Pfeifer & Chik, 2020; Ruohotie-Lyhty & Pitkänen-Huhta, 2020; Shaw & Andrei, 2020). Artifacts such as lesson plans, materials and video recordings of micro-teachings were also analyzed for triangulation. Findings provided insight into how pre-service teachers engage in reflective practice and suggested its affordances to support teacher self-efficacy and preparedness. In particular, visual metaphor elicitation was an effective tool for initiating discussion to raise critical awareness of novice teacher identities and beliefs.

Acknowledging foreign language anxiety among student teachers: preparing them for their classrooms

Nilsson, Maria

Uppsala University, Sweden

ROM 5, 04.00 – 04.30

Across educational contexts, foreign language anxiety (FLA) has been found to exert a negative influence on language learning and oral performance. In novice teachers, FLA may result in reduced target language use and an increased focus on accuracy (Horwitz, 1996; Tum, 2015). Therefore, language teacher education must strive to counteract FLA, both for the sake of student teachers, but also their future learners. A deeper understanding of student teachers' own experiences of FLA, and how these compare to those of young learners, may help advance teacher education, and, ultimately, early language instruction. Therefore, the current questionnaire-study investigated the prevalence and triggers FLA among 193 Swedish pre-service generalist teachers of English for primary learners. Results reveal that a third of the participants experienced recurrent FLA. Furthermore, the instrument had previously been used with Swedish primary learners of English, which allowed for a comparison (Author, 2019). Student teachers reported more negative affect than young learners, and also confirmed the same contextual triggers of FLA. In light of these results, challenges and opportunities in relation to generalist language teacher education are discussed. I will argue that addressing FLA in language teacher education may serve dual purposes. It may help student teachers to cope with and renegotiate their assumptions and expectations. But more importantly, it may empower all students, regardless of anxiety levels, to recognize and respond to FLA in their future classrooms. Raising students' awareness about FLA is thus a way of better preparing all pre-service language teachers for their future professional practice in primary school.

Reflective Mentoring or Learning Teaching Together

Orlova, Natalia

University of J. E. Purkyne, Czech Republic

ENG 3, 04.00 – 04.30

Student teachers' school placement in a teacher preparation programme is an essential constituent of initial teacher professional education. The significance of this indispensable component has been extensively analysed in a wide range of publications (Richards & Crookes 1988, Stoyanoff 1999, Crookes 2003, Farrel 2007, Mehlmauer-Larcher 2012, Sayeski & Paulsen 2012).

The benefits of school placements for pre-service teachers are multi-faceted. Practicum is the time when students' evolving philosophy of teaching undergoes its first examination. Teaching in a real classroom context places student teachers in close partnerships with cooperating teachers or mentors, whose guidance may be crucial for emerging teaching identity of pre-service teachers. As learning teaching during teaching practice is a social process, it cannot be facilitated without the cooperation of significant others; i.e. university educators, mentors, peers, and learners. Aiming to intensify teaching practice in accordance with the established use of the European Portfolio for Student Teachers of Languages (Newby et al. 2007) as a principal tool for student teachers' ongoing reflection, the English department at the Faculty of Education at the University of J. E. Purkyne created a preparatory course for student teachers which also includes meetings with potential mentors.

The presenter will discuss the importance of reflective mentoring to optimise teacher education. What should mentors know and do to facilitate student teachers' learning and to ensure a mutually enriching dialogue during the practicum? The presenter will share strategies implemented by the University of J.E. Purkyne to improve cooperation with mentors at partnership schools and to involve them in reflective mentoring. A potential version of a portfolio for mentors will be discussed.

Novel Styles and Standards in SLTE

Quinn, Justin University of West Bohemia, Czech Republic	Kleckova, Gabriela University of West Bohemia, Czech Republic
ENG 5, 04.00 – 04.30	
<p>How can literature and culture be used in SLTE? This presentation shows how contemporary global anglophone literature can be incorporated in a pre-service SLTE English program in a manner that emphasizes issues of ELF, World Englishes, and Intercultural Communication, thus connecting with adjacent courses in applied linguistics. It differs from previous proposals made by applied linguists about how literature might be used (Lazar, Byram, Porto, et al.), as it draws on the interpretive expertise of literary scholars, even as it avoids many traditional literary historical thematics. The course also challenges some of the ideas current in ELF and EIL. As English has become a global lingua franca, a body of novels and poems has emerged which is written in what might be described as a new Standard English, unanchored to any region or center of power. It is often, though not exclusively written by people for English is a second language, e.g., Jhumpa Lahiri, Xiaolu Guo, Aleksandar Hemon, Jana Prikryl, Katie Kitamura, and J. M. Coetzee, among many others. Applied linguists no longer try to ascertain what Standard English might look like in the era of ELF, but literature may well be the exception in which a variety gains currency. The presentation is based based on a course taught in the new MA program at the University of West Bohemia, Czech Republic.</p>	

Differences in the intensity and the nature of tertiary-level students' enjoyment in on-site and emergency remote EFL classes: a mixed-methods study	
Resnik, Pia University College of Teacher Education Vienna/Krems, Austria	Knechtelsdorfer, Eva University of Vienna, Austria
ROM 5, 04.30 – 05.00	
<p>When Covid-19 was declared a pandemic in 2020, universities and schools worldwide were forced to switch to emergency remote teaching (ERT) (Hodges et al. 2020). The pandemic has been challenging for learners and teachers and has had a significant impact on their emotions and well-being (MacIntyre, Gregersen, & Mercer 2020). Previous research into foreign language (FL) classes has evidenced the crucial role of learner emotions in the FL classroom and positive emotions have been described as the fuel of FL learning (Author et al., 2019).</p> <p>This paper explores this avenue further by researching differences in 437 Austrian tertiary-level EFL students' foreign language enjoyment (FLE) in pre-pandemic EFL classes and in ERT to see what could be transferred into post-pandemic FL classes. The chosen mixed-methods approach yielded rich insights: Statistical analysis of quantitative data gathered with a web survey revealed a significant drop in learners' enjoyment in ERT classes. However, the thematic analysis of 20 interviews with pre-service EFL teachers revealed that enjoyable aspects were mentioned as frequently for ERT classes as for brick-and-mortar classes. Yet, the sources of enjoyment differed: while for in-person classes, the typical elements conducive to FLE, such as interaction with teachers and peers, forming a tight group, and the pleasant atmosphere were most frequently mentioned, the convenience and comfort of working from home and an increase in learner autonomy were the most enjoyable aspects linked to ERT. Additionally, learners enjoyed forming a tight group in ERT classes and very much appreciated the support from their teachers. This shows that, on the one hand, unique, ERT-specific aspects were foregrounded in this context but the findings also demonstrate that collaboration needs to be supported in such settings, too, and learners need to be actively encouraged to participate and interact with their peers to allow them to form bonds.</p>	

"What's happening?" Fostering Pre-Service Teachers' Professional Vision	
Ritter, Marius Westfälische Wilhelms-Universität Münster, Germany	Matz, Frauke Westfälische Wilhelms-Universität Münster, Germany
ENG 1, 04.00 – 04.30	
<p>One of the core requirements for the success of early English as a foreign language (EFL) teaching lies in the qualification of its teachers (Porsch & Wilden 2020), particularly in their pre-service education. This PhD project focuses on future EFL teachers' professional vision as a specific aspect of teacher professionalism and how it can be fostered using video-based university courses.</p> <p>In the context of empirical education research, video-based teaching modules have been shown to possess potential for the development of both professional knowledge and situation-specific competences (Kramer et. Al 2017). Such video-based approaches often focus on Teachers' Professional Vision (Seidel & Stürmer 2014), which is highly subject-specific (Gießler, 2018; Elsner et al. 2020). Taking this into account, a class for pre-service EFL teachers was designed at the English Department of WWU Münster to foster this competence. By evaluating this course, this project aims to answer the following research question:</p> <p>To what extent can a video-based course support student EFL teachers in developing their professional vision with regard to fostering young learners' speaking competences?</p> <p>The course was taught over three semesters in two groups, one using authentic classroom video, the other relying on non-video material (transcripts, audio, etc.). Combined with a control group, a total of about 150 student teachers were evaluated using a video-based pre-/post-evaluation (Junker et al. 2020). The study follows a mixed-method approach.</p>	

Final results will be collected in March 2022 and then evaluated using ANOVA to establish the impact of a video-based instruction on students' professional vision. A qualitative content analysis of the open analysis questions will follow to examine possible qualitative differences between individuals. Projected results will give further insight into how video-based modules can be used in primary school EFL teacher education.

Peer feedback on speaking activities of pre-service and in-service teachers: How to turn it into an impetus for professional development

Savukova, Galina

University of Vienna, Austria

Richter, Karin

University of Vienna, Austria

ROM 4, 04.30 – 05.00

Research into various aspects of peer feedback in second language classrooms, including teacher guidance, has proliferated in the recent past, with most investigations focusing on providing feedback on written texts. Oral competence aspects, however, have been largely ignored. Yet high school students could certainly benefit from peer feed-forward on their individual long turns and outcome-based dialogic activities, which are a staple, for example, in the Austrian setting. In order to incorporate peer feedback on speaking activities efficiently, pre-service and in-service language teachers need to practice and reflect on giving and receiving such feedback during their university education, thus developing their professional knowledge base.

Our presentation aims to illustrate how designing feedback prompts can influence the effectiveness and helpfulness of peer feedback on oral performances of others. The insights are based on the results of an anonymous survey completed by 95 Master of Education students enrolled in the course Advanced Speaking Skills for English Teachers at the English department at the University of Vienna during two emergency remote teaching semesters. Pre-service and in-service teachers reflected on the usefulness of provided and received feedback on recorded individual presentations and group interactions. The major purpose of this delayed feed-forward was to assist these university students in developing presentation and interaction skills and in practicing relaying constructive criticism with the help of guided feedback prompts. The results of the survey demonstrate that a substantial majority of the students rated the quality of provided and received feedback as high or very high and that the preferred format of feedback prompts was a combination of a checklist, guiding questions, and space for comments. Based on the results of the survey and current research, this presentation will provide practical tips for designing effective peer feedback prompts in language classrooms.

Assessing oracy in the foreign language classroom: Implications from two design-based research projects for developing teachers' language assessment literacy

Siepmann, Philipp

University of Münster, Germany

Folkerts, Jens-Folkert

WWU Münster, Germany

ENG 2, 05.00 – 05.30

Classroom-based, summative assessment is among the core tasks of teachers. Over the course of the past decade, new obligatory formats of assessment have been introduced in federal states across Germany to put a stronger focus of assessment on competence areas that have thus far been neglected in examinations, including listening and speaking. Explicitly aiming at generating a beneficial backwash of promoting oracy in foreign language education (e.g., MSW NRW 2014: 4), oral communication and listening exams also pose new challenges to teacher education with regard to fostering language assessment literacy.

This presentation will report from two design-based research projects which have been conducted in close cooperation with practitioners and which aim at further developing the design of oral communication (Siepmann) and listening (Folkerts) exams while also expanding the theoretical knowledge about the assessment of speaking and listening in foreign language classrooms. As an important output of each project, workshops for teachers are designed to deepen their assessment literacy with regard to oracy.

As will be shown, teachers' strategies in assessing learners' oral communicative competences are often adopted from the assessment of written exams and give little attention to the characteristics of oral discourse as described by Bygate (1998). This concerns both the design of evaluation tasks as well as the definition and application of grading criteria. It will be argued that the expected beneficial backwash is contingent on valid, and transparent assessment of oral communicative competences.

Yet, as explorative surveys conducted in the context of the research projects reveal, there is little support for teachers in enhancing their assessment literacy and in further developing concepts of oral assessment. This presentation will therefore propose a number of measures to raise (aspiring) teachers' awareness of the characteristics of orality and how to appropriately assess students' oral communicative competences.

Let teachers' voices speak: a qualitative study of language teachers' ideals regarding ICT use

Stickler, Ursula

The Open University, United Kingdom

Emke, Martina

The Open University, United Kingdom

ENG 1, 05.00 – 05.30

Long before the COVID-19 pandemic forced language teachers to take their teaching online, many teachers were using information and communication technology (ICT) in their classroom teaching. Governmental and institutional guidelines were if not forcing, at least encouraging teachers to employ technology. However, as teacher trainers, we experienced that many teachers on the ground had not integrated this necessity into their own understanding, their identity images, or their ideals. In a qualitative study the authors interviewed 30 language teachers across the world about their ideals. They talked freely about their teaching practice, their personal and professional ideals, and how they had developed as a teacher. However, remarkably few mentioned the way they either used or planned to use ICT as part of their ideal teacher images. The current study is motivated by this apparent mismatch and takes a closer look at those teachers who referred to technology use. Voice-Centered Relational Method (VCRM) is being used for the data analysis as it allows a rich presentation of participants' personal views. VCRM is a well-established method in psychology, particularly from a feminist perspective (Brown & Gilligan, 1991; Gilligan, 2015). It has only recently been introduced into language teaching research (Stickler, 2021). The current study will present selected teachers' voices and identify what is needed to make ICT use not only a requirement or an enforced necessity but a genuine part of a language teacher's understanding of his or her identity and ideals in teaching.

Learning to see and seeing to learn – Videotaped lessons as “approximations of practice” to enhance pre-service teachers' professional vision

Thaler, Isabelle Sophie

Oriel College, United Kingdom

ENG 1, 04.30 – 05.00

Professional vision (Goodwin, 1994) encapsulates selective noticing processes and knowledge-based reasoning of teaching situations (Seidel et al., 2011). Pre-service teachers often struggle with the complexity of classrooms (Seidel & Stürmer, 2014), characterised by simultaneity, multidimensionality and immediacy (Sabers et al., 1991). This complexity makes it difficult for them to direct their attention to relevant teaching situations when conducting in-person classroom observations.

The use of digital video technology in the form of videotaped lessons has established itself as a valuable tool for professional learning in pre-service teacher education (Hüttner, 2019). Especially in times of Covid, it can be considered an alternative to in-person classroom observations (O'Leary, 2020). It provides pre-service teachers with “approximations of practice” (Grossman & McDonald, 2008).

For one semester, a class of seven pre-service students at a Bavarian university collaboratively conducted “video clubs” (Sherin & van Es, 2009; van Es & Sherin, 2010), intending to foster their professional vision. They aimed to bridge the gap between theory and practice by first providing incident-related input before directing their classmates' attention to relevant teaching incidents and initiating knowledge-based reasoning. Hence, they were responsible for orchestrating guiding questions to assist their classmates reasoning about those situations and considering alternative interpretations or approaches about learning and teaching interactions. They decided to mainly focus on the four skills and several aspects of teacherese. All participants preferred conducting video clubs over participating in other video clubs since it offered increased engagement with the teaching situations. In addition, each pre-service teacher selected one particular lens through which to learn from an in-person classroom observation at the end of the semester. This real classroom observation was coupled with a feedback session with the teacher conducting the lesson, leading to reciprocal reflection on practice (Schön, 1983) for the pre-service teachers and the in-service teacher.

ELF, ELF-awareness, and ELT courseware: Insights from a teacher education course in Greece

Tsantila, Natasha

The American College of Greece, Greece

ENG 5, 05.00 – 05.30

English is daily and successfully used (VOICE, 2021) in all socio-cultural and migratory (Guido, 2018) contexts as the purposefully selected (Ehrenreich, 2018) communication medium among speakers of diverse lingua-cultural backgrounds. This reality has affected ELT settings (Sifakis et al, 2020) as ELT practitioners, perceiving it as a positive “stimulus for reflection” (Seidlhofer, 2011, p. 191), can reflect upon their hitherto practices and proceed with the redesign and integration of novel and contextually relevant instructional interventions. This way, they can engage their learners in authentic, multilingual, and intercultural communication. Undoubtedly, ELF-aware pedagogy (Sifakis, 2019; Sifakis & Bayyurt, 2018) can contribute towards English language educators' professional development by assisting them “to develop competences [...] necessary for integrating the current role of English as a lingua franca (ELF) in multilingual classrooms” ((ENRICH, 2018-2021).

This presentation, echoing the above reality, presents a three-phase teacher education course which moved from theory to practice and involved EFL teachers, working in different teaching contexts in Greece. In phase one, teachers were introduced to ELF and ELF-awareness through relevant resources which they read and discussed in weekly meetings with the teacher educator/researcher. In phase two, teachers were familiarised with criteria which, developed within the ELF-awareness perspective, could be used for the analysis and subsequent adaptation of their EFL courseware. Finally, guided by the teacher educator/researcher and taking into consideration their ELF/ELF-awareness teacher education experience

and their multilingual learners' background, teachers designed and taught original ELF-aware lessons. These lessons: a) were based on criteria introduced and discussed in phase two, and b) aimed at promoting ELF and ELF-awareness principles introduced in the teacher education course. In this presentation, the phases of the teacher education course are presented, practitioners' feedback on their ELF/ELF-awareness teacher education experience is reported, and pedagogical implications connected with teacher education-programmes and materials adaptations are offered.

Getting our students to speak: multimodal resources to bring about student participation

Walper, Katherina

Universidad Austral de Chile, Chile

ROM 4, 04.00 – 04.30

One of the main goals we have is getting our students to produce the foreign language – be it written or oral. In Chilean public-schools, speaking is the skill that receives less attention; students are unable to produce the language after finishing school (Agencia, 2019).

This study explores the kinds of multimodal practices (types of turns, gestures, manipulation of materials, body, and gaze movements) that teachers deploy when mobilising and pursuing a response from their students.

Previous research has explored the kinds of initiation turns (questions or designedly-incomplete-utterances, Koshik 2002) and the actions behind the third turn (teachers' evaluation) (Hall 2007; Lee, 2007; Waring 2009; Park 2013). However, the role of embodied practices still needs attention, especially since pre-service teachers are rarely taught how to successfully use their bodies in the classroom. This becomes even more relevant when students display problems and do not answer, or produce an incorrect response and, thus, teachers need to attend to the contingencies to aid students.

Through multimodal conversation analysis (SSJ 1974; Mondada 2016) and Walsh (2013) SETT framework to identify teachers' classroom interactional competence, this presentation will showcase excerpts from five Chilean secondary EFL classrooms. The presentation will focus on the practices teachers deploy to mobilise and pursue answers. Data consists of 5 hours of classroom time recorded through multiple cameras to access participants' embodied displays. Results show that teachers orient to students' troubles and make use of their embodied practices not only for turn-transition, but also to project the relevant student-next action.

This study complements current state of knowledge on multimodal practices in general, and DIUs in particular (Lerner 1993; Koshik 2002; Margutti 2010; Chazal 2015; Hazel and Mortensen 2019; Walper, et. Al. 2021) and sheds light on the need for embodied training.

Substantializing: A sociocultural framework for studying language teacher education

Webre, Anne-Coleman

RWTH Aachen University, Germany

ROM 3, 04.00 – 04.30

With the tremendous amount of knowledge that exists about language and teaching, second language teacher educators must make choices in their practice about what to include as the content teachers need to know. These choices do not exist in a vacuum, however, as they are influenced by sociocultural factors. This presentation discusses a framework that categorizes sociocultural influences into three interconnected domains: the local and national context of teacher education training, the professional and institutional context, and the individual teacher educator's experiences and beliefs. As dilemmas (Berlak & Berlak, 1981) about what content to include are negotiated and resolved in a particular time and place for a specific group of teachers, the teaching and learning of language are transformed into the substance of language teacher education (Freeman, 2016). Using empirical examples from two national contexts (Germany and Australia), this presentation explores how the framework can help researchers understand, name, and study the effects of sociocultural influences on the work of teacher educators. The study in Germany investigates how teacher educators perceived potential changes to support German as a Second Language (DaZ) students in schools after the influx of refugees in 2015-16 and focuses on the local and national influences that affected that change. The Australian study centers the influences of the professional domain on a group of teacher educators who train teachers in different content areas to work with a functional approach to language in their classrooms. While brief findings from each study will be shared, the discussion centers around the utility of the framework in second language teacher education research and why it is important for language teacher educators to reflect on the influences that affect their work.

Effects of dynamic written corrective feedback on EFL university students' writing accuracy: A time-series analysis

Wind, Attila Miklós

Eötvös Loránd University, Hungary

ENG 2, 04.30 – 05.00

The positive effects of dynamic written corrective feedback (DWCF) on linguistic accuracy are well-documented (Evans et al., 2010, 2011; Hartshorn et al., 2010). However, previous studies without exception adopted a pre-test post-test research design; therefore, they were unable to explore the dynamics of linguistic development. However, language development is considered as a nonlinear process characterised by ebbs and flows (Larsen-Freeman, 1997). In this study, the linguistic

development of 48 university undergraduates was traced by applying both pre-test and post-test and time-series analysis research designs. Students (N=23) in the treatment group received DWCF, while students (N=25) in the control group did not receive DWCF during an Advanced Writing course at a large university in Hungary over one semester. Statistically significant differences were found in the linguistic accuracy scores in the treatment group's data between pre-test and post-test, and between the treatment and control group after treatment. However, the time-series analyses detected a predominantly sideways trend for the linguistic accuracy index in the treatment group's essays. The improvement occurred only at the last two measurement points indicating that the effects of DWCF required at least a 10-week period.

Symposia

Developing Research-based Teacher Education Programmes and Student Support Structures for English-medium Higher Education: A European Perspective

Dafouz, Emma

Universidad Complutense de Madrid, Spain

Sánchez-García, Davinia

Universidad Complutense de Madrid, Spain

C1, 10.30 – 12.00 & ENG 2, 04.00 – 05.30

Invited Speakers: Slobodanka Dimova (University of Copenhagen, Denmark), Lesley Graham (Département Langues et Cultures, University of Bordeaux, France), Guzman Mancho-Barés (LIDISELF PROJECT – Universidad de Lleida, Spain), Barbara Schmidt-Unterberger (WU – Vienna University of Economics and Business, Austria)

With the internationalisation of higher education (HE) growing at a fast pace, a large number of HE institutions world-wide offer localised forms of English-medium education (EME) for parts of their study programmes. Despite such growth, pedagogical considerations, together with lecturer education programmes and support structures for student development of disciplinary language have often not been sufficiently provided (Kuteeva & Airey, 2014; Breeze & Dafouz, 2017; Bradford & Brown, 2018).

Against this backdrop, the purpose of this three-hour colloquium is two-fold: 1) to describe some of the English-medium professional development initiatives developed within five European higher education institutions set in four different geopolitical areas (i.e. Spain, France, Austria and Denmark) and their respective research projects, and 2) to discuss the main linguistic and pedagogical differences and similarities identified in lecturer and student English-medium practices across these European universities and provide examples of good practice.

Abstracts of presenters

Topic 1: Research-based teacher education programmes at UCM

- Emma Dafouz and Davinia Sánchez-García (SHIFT PROJECT – Universidad Complutense de Madrid)
- Our presentation will describe the research project known as SHIFT, an international project which stands for “Understanding the Internationalisation of Higher Education from the Student Perspective: A Longitudinal Examination of Disciplinary Literacies in English-medium education”. It brings together collaboration between linguists belonging to five different universities, and aims at exploring in detail students’ understanding and development of the role of disciplinary literacies (DLs) in the specific context of Economics and Business Studies. DLs in that project are defined as the “use of reading, reasoning, investigating, speaking, and writing required to learn and form complex knowledge appropriate to a particular discipline” (McConachie & Petrosky, 2010: 6). The presentation will first provide the rationale and context behind SHIFT, moving afterwards to the thorough description of three teacher education programmes (InterCOM, Mentor-ING, and T-CO) that have been specifically designed for UCM in-service academics to be equipped with strategies and techniques for language-awareness and bilingual learning and teaching.

Topic 2: Supporting EMI instructors to design tools to teach and assess oral and written genres

- Guzman Mancho-Barés, Enric Llurda, Xavier Martín-Rubió (LIDISELF PROJECT – Universidad de Lleida)
- More research on assessment in EMI is needed in order to improve the efficiency of EMI assignments (Lo, 2021). With this objective in mind, the LIDISELF project has collected assessment-related data from EMI subjects (STEM and SHAPE disciplines) at the UdL and at the UPC (Catalonia, Spain). Specifically, for each assignment we have collected written instructions, assessment tools (i.e., rubrics), classroom-based interventions aimed at preparing for the assignment, and supportive tools for students to produce the assignment autonomously. We have identified the genre of the assignments considering the educative purpose, the intended audience, the rhetorical patterning, and their (multilingual) lexico-grammatical features (Nesi & Gardner, 2012; Parkinson, 2018; Swales, 1990; Tardy et al, 2022). In the context of the UdL’s EMI teaching training programme, all the knowledge generated has helped us to plan a sequence of training sessions centred on genre-based pedagogy (GBP; Hyland, 2004, 2007) in EMI. In these sessions, we aim at providing support to content instructors in the process of designing aligned genre-scaffolding tools (e.g. writing frames) and genre-based assessment tools with an English as a lingua franca perspective to help their local plurilingual students manage successfully EMI assessment.

Topic 3: Défi International: a university-wide teacher development programme for English Medium Education (EME) at the University of Bordeaux

- Lesley Graham and Susan Birch-Becaas (Département Langues et Cultures, University of Bordeaux)
- Over the last 10 years, at the University of Bordeaux, English has evolved from being a language primarily used by academic staff for research and publication purposes, to a medium of education. Here we describe the Défi International initiative, set up in 2014 to accompany disciplinary teachers as they transition to teaching certain courses in English. The course is designed to raise awareness not only of the role of language in the international classroom but also the pedagogical adaptations required when teaching and learning in a shared language. We will describe the objectives of the programme, its development over the years, feedback from participants and its impact on academic staff. This example from the French context will enable comparisons to be drawn with other European university contexts.

Topic 4: Supporting teachers in the transition to English-medium education at WU Vienna

- Barbara Schmidt-Unterberger and Miya Komori-Glatz (WU – Vienna University of Economics and Business)
- Teaching in English represents an exciting opportunity for lecturers to expand their teaching portfolio. At the same time, research has shown that the change to EMI brings a range of challenges as well as benefits for students and teachers. High expectations on both sides as well as new course formats require lecturers and programme directors to reflect on whether existing programmes and practices are optimal for the transition to English. In this session, we will present how a tailor-made course designed for instructors at WU Vienna came about and which learnings can be drawn from the first workshops offered as part of WU's internal further education programme.

Topic 5: The role of formative feedback in addressing teacher needs

- Slobodanka Dimova and Joyce Kling (University of Copenhagen)
- In our presentation, we will focus on the central administration mandated development and implementation of the Test of Oral English Proficiency for Academic Staff (TOEPAS) at the University of Copenhagen. In our discussion, we will highlight the formative feedback elements built into the TOEPAS procedure that include extensive written feedback, a subsequent oral feedback and discussion session, as well as offerings for one-to-one coaching sessions. In developing the coaching sessions, each lecturer's TOEPAS performance serves as a baseline needs assessment on which the English language consultant can tailor instruction to meet the lecturer's linguistic needs. In addition, we will outline current course offerings focused on teaching through EMI for the international classroom.

Action Research: Enhancing Professional Practice and Knowledge in Pre- and In-service Language Teacher Education

Mehlmauer, Barbara

University of Vienna, Austria

Schädlich, Birgit

Georg August University Göttingen, Germany

ENG 5, 10.30 – 12.00 & ENG 5, 04.00 – 05.30

Invited Speakers: Marjan Asgari (Free Open University Bozen-Bolzano, Italy), Svenja Dehler (University of Göttingen, Germany), Angela Gallagher-Brett (Queen Mary University of London, UK), Marta García (University of Göttingen, Germany), Franz Rauch (University of Klagenfurt, Austria), Michael Schart (University of Jena, Germany), Luis Sebastian Villacañas de Castro (Universitat de València, Spain), Renata Zanin (Free University of Bozen-Bolzano, Italy)

This symposium will focus on the concept of action research and its potential for language teacher learning and development in settings of pre- and in-service language teacher education. At the heart of becoming and being an expert language teacher is the continuous development of expert knowledge, pedagogical skills and professional practice. Involvement in action research projects can help student and expert teachers develop their professional knowledge base in direct relation to their field of practice as well as initiate and promote reflection on their teaching practice.

Despite its well-documented potential for teacher learning and development, action research as a methodological tool of teacher education poses challenges for teacher educators and for the actual action researchers as its targeted outcomes differ from conventional academic research. The primary aim of educational action research is not to generate scientific knowledge but to find solutions to practical problems situated within the researcher's field of practice. As an approach to teacher education, action research seeks to introduce (student) teachers to research-based thinking and to facilitate systematic inquiry into, critical evaluation of and reflection on their teaching practice. Ultimately, involvement in action research aims at making a research- and inquiry-based habitus an integral part of professional teacher identity.

In our symposium, we will discuss the concept of action research as well as its challenges and potentials for pre- and in-service language teacher learning and development with an international group of language teacher educators who work in the contexts of German, French, English and Spanish as a foreign or second language.

The presenters in this symposium will explore individual and collaborative action research projects in language teaching settings ranging from pre-school to tertiary level foreign and second language classes including a project in a bilingual learning environment. The presented projects range from short- to long-term interventions introducing pre-service student teachers and qualified in-service teachers alike to the concepts of action research and its actual implementation in their language teaching contexts. The research foci of the presented projects are manifold and range from the development of feedback strategies, the increase in linguistic input and output, the teaching of pronunciation, the introduction of a genre-based approach to writing to multimodal and multiliterate orientations to language teaching.

In addition to exploring concrete action research projects, the presenting participants in our symposium will report on research carried out in order to explore the attitudes of student teachers to research in general and to action research in particular. Other presentations will deal with the challenge of educational managerialism, which reduces teacher education to 'mere training' in schools without any university-based education, and how under these circumstances few university-based teacher education programmes strive for the inclusion of a reflective and inquiry-based approach to teacher learning. Finally, interested teacher educators will be informed about a well-established national in-service programme for subject teachers focusing on action research as well as various international action research networks, their aims, services and target groups.

Abstracts of presenters

Feedback strategies during kindergarten activities in German as a second language

- Marjan Asgari and Renata Zanin (Free University of Bozen-Bolzano)
- Linguistic input is crucial for foreign language acquisition (Weitz 2015). Therefore, in cooperation with the South Tyrolean provincial directorate, we observed and filmed the quality of linguistic input of four kindergarten teachers (Asgari, Zanin forthcoming). For each observation round (2021, 2022) and for each kindergarten, two mornings in the German-as-a-second-language room were videotaped and transcribed. Because one's own linguistic input quality is not easy to improve through self-observation our main goal is to give the teachers a safe common space to reflect their own teaching and speaking habits, and to find and try out innovative strategies – based on the theoretical framework of action research (Altrichter et al. 2018: 11). Hence, the Language Input Observation Scheme (LIOS I) was designed specifically for collegial observation and was supplemented by a reference frame with verbal descriptors. The specific focus of this presentation was triggered by a discussion with the teachers. The second language teachers said that they would like to encourage the children to speak more, but that this is quite difficult due to a low input quantity and a low competence level (A0 CEFR, below GK2). This challenge was reflected in the observations with the LIOS I: the categories "encouraging children's output" and "implicit corrective feedback" scored comparatively low during the first observation round (3.36 and 3.32 points on a five-point Likert scale). The goal of our detailed linguistic analysis was to not work deficit-oriented but resource-oriented (Altrichter et al. 2018: 48), i.e., to emphasize and build on the already existing strengths in providing corrective feedback. Together we want to find strategies how to involve all children in German-as-a-second-language activities through output-promoting feedback and how to increase language acquisition through input-providing corrective feedback (Lyster, Ranta 1997). Therefore, the feedback given by the kindergarten teachers was categorized through an inductive-qualitative research method using a semiotic analysis.

A linguistic analysis of the transcripts showed that the kindergarten teachers give a high percentage of input-providing corrective feedback, mainly recasts and extensions. They also provide a higher percentage of feedback focused on content (53%) than on language (43%). Thus, the goal of this research project is to make the educators aware of different corrective feedback strategies so that they can intentionally use a broader repertoire, because corrective feedback is an important means for promoting foreign language acquisition (Nassaji, Kartchava 2021: 5).

The detailed analysis of corrective feedback strategies after the second round of videography and in class observations was conceptualized in three steps:

1. The kindergarten teachers evaluated their own activities with the LIOS I and together we compared the results with the observations of the researchers.
2. The kindergarten teachers analyzed the activities of their colleagues.
3. Based on the transcripts of the activities, the action-researcher team jointly developed further feedback variants. With the tools LIOS I, the frame of reference and the developed feedback strategies, the educators can then continue the research process in a spiral of action and reflection (Lechner, Zanin 2021: 223) through collegial observation.

Action Research in Action: Perspective of In-Service Teachers on an Action Research Project Carried out in their Classroom

- Svenja Dehler (University of Göttingen)
- Action research (AR), a method that seeks transformative change through the simultaneous process of taking action and doing research (Burns 1999; Elliot 1991/1993; van Lier 1988), has become increasingly popular in the last couple of decades in the scientific community, and specifically in the field of educational research and (language) teacher education (Pascual 2017, 89, 90).

This paper aims at providing information on and insights into a current PhD project in the area of Content Language Integrated Learning (CLIL), which is being conducted as an AR project at a high school in Lower Saxony, Germany. The teaching unit, which began in October 2020 and ends in June 2022, has three cycles, each cycle spanning a time period of approximately ten weeks. It stands out due to its unique research environment: Spanish-German bilingual programs are still rare in the German educational system and this school has just started their bilingual Spanish-German program.

While the overall goal of this PhD project is to further explore the effects and consequences of Action Research on the students, in this presentation, however, the focus will be on the three teachers in whose classes the researcher-teacher is conducting the three cycles. What could this project and the AR mean for the professionalization of teachers, specifically during teacher training (Referendariat) and (first) experiences teaching at a school? How do the three teachers the researcher accompanied react towards the CLIL-teaching unit? Are there striking differences and/or similarities in the teachers' behavior during the course of the AR project? In order to answer these research questions, a combination of a research diary, field notes as well as the process of observation allow us to draw some preliminary conclusions on how this kind of AR project actually leads the teachers to reevaluate their own teaching habits.

This research project can thus not only be beneficial for (AR-)researchers but also for educators as the findings can encourage them to reflect on their own classes and competences (Nussbaum 2017) and enable them to develop their own ideas concerning further AR-projects in (the third phase of) language teacher education in Germany.

Proactivity on the one hand, individualisation on the other: Action research in language teaching in the UK

- Angela Gallagher-Brett (Queen Mary, University of London)
- Educational action research has a strong tradition in the UK, which in the context of language teaching, has recently been described as “proactive in creating spaces to examine, understand and celebrate language practitioner research.” (Consoli and Dikilitaş, 2021: 347) This paper examines this proactivity evidenced by the work of seminal thinkers, the establishment of the Classroom Action Research Network (CARN – now Collaborative Action Research Network) and the significant levels of interest in language teacher inquiry, particularly in the fields of English Language Teaching and English for Academic Purposes.

However, proactivity on the one hand clashes with a challenging and individualistic policy background on the other. The UK suffers from a culture of increasing educational managerialism and in England, this has resulted in a reduced role for universities in the pre-service education of schoolteachers meaning many of them are now ‘trained’ directly in schools and few university teacher education programmes include opportunities for reflective inquiry. These policy changes have serious implications for teachers’ contact with and access to research. Where it exists action research in the teaching of languages other than English tends to be small-scale and based on good will. The UK focus on individualisation and going it alone also mitigates against the collaborative nature of action research while the withdrawal from European networks over the last decade has left UK language teachers unable to participate in some action research networks open to others.

The paper will conclude on a more optimistic note by considering the spaces for action research available in university academic practice programmes required for teaching in higher education but not directly influenced by the UK Government, and the opportunities created by those language teacher education programmes still incorporating inquiry despite all the challenges.

“This is not scientific at all!” Student teachers’ conceptualization of and feelings about conducting (action) research in the foreign language classroom

- Marta García (University of Göttingen)
- Calls for the necessity of research-oriented teacher education are not new in educational policy discourse, and in Germany go back at least to the early 2000s (Wissenschaftsrat 2001). Behind these demands is the consideration that the development of a research-oriented stance among (future) teachers is crucial to enable them to deal with the increasingly complex and ever-changing situations of classrooms and schools (Schocker-von Ditfurth 2001, Latorre 2003, Mohr / Scharf 2016, Aßbeck 2016). However, student teachers’ attitudes towards research are ambivalent. On the one hand, they acknowledge the importance of being informed about the latest research and, above all, about its applications for teaching practice. On the other hand, they are often very reluctant to carry out research projects themselves, believing that teacher education should consist of training to teach rather than to research, and viewing the two activities as antithetical (Borg 2013, García García 2021).

In this paper, I present some relevant results from a study conducted in the context of an initial teacher education program – a Master of Education in French and Spanish – in which participating students conduct a small-scale action research (AR) project during their four-week school internship. Based on data from guided interviews (N= 16) – recorded after the completion of the university module – and from the students’ project reports, I will focus on two aspects. First, I examine student teachers’ conceptions of research in general and AR in particular, and second, I address issues related to their teacher identities. Finally, I will discuss the extent to which these views are reinforced, challenged or even changed by student teachers’ experiences in conducting AR themselves.

Action Research and Teacher Education: Concepts and Experiences

- Franz Rauch (University of Klagenfurt)
- Action research aims at empowering teachers to actively advance their classroom practice and to introduce and evaluate innovations in their professional field. Moreover, it is designed as a tool of professional development for practitioners to reflect on their 'practical theories' and their action competence by cycles of reflection and action on practice-related issues. Action research hence has a twofold aim: understanding (as a result of reflection) and development (as a result of action). Criteria for good action research are beneficial practical purposes, collaboration and participation, as well as a responsive and developmental character of practitioner research which aims at bridging the gap between theory and practice.

Against this general background concepts and examples of in-service teacher education from Austria and in the international arena will be presented and reflected upon. The presented Austrian example will focus on a series of in-service university courses for teachers which started in the 1980ies based on studies on the importance of school-based teacher development.

In an innovative approach these programmes, offered by the University of Klagenfurt, introduced action research as a methodological core concept of in-service teacher development. These numerous study courses have developed three content dimensions over time: courses for subject teachers with a focus on improving their teaching practice (Pedagogy and Subject Instruction for Teachers – German: "PFL"); a master level course in school development, and a course in education for sustainable development in education systems.

Furthermore, the international project ARTIST (Action Research to Innovate Science Teaching) will be presented. Partners from 10 countries (Europe and Asia) take part in this project in order to establish a network and to develop course designs and teaching materials for the application of action research in various educational settings.

What does it mean to undertake research imbedded in everyday practice?

- Michael Schart (University of Jena)
- Action research has often been confronted with the question of whether it can be considered research at all. For this reason, teachers' endeavors to explore their everyday classroom practice are continuously face challenges regarding the quality standards of research. The paper deals with this issue from the perspective of teachers. It will seek to determine at what specific moment in the exploratory process reflecting about teaching turns into action research. The crucial factor in the process is the intention that moves teachers to take a more systematic look at their professional environment. Because of its specific nature as a professional and developmental strategy, action research has to meet particular quality standards that differ considerably from those attributed to academic research. It does not have to strive for generalizing knowledge, nor does it have to locate itself precisely in the academic discourse. What counts first and foremost is the ecological validity of the generated local knowledge and the proof in everyday teaching.

In line with this consideration, several low-threshold approaches for action research have been developed. Compared to academic driven models, they are more compatible with the multifaceted demands of the teaching profession. They are intended to initiate and support teachers' research-based thinking and action so that systematic exploration can become a permanent part of their professional identity. The paper will provide some examples of low-threshold approaches that can be integrated into everyday teaching. It will discuss reasons for some of the difficulties that teachers face when they undertake action research. At the same time, a number of solutions will be touched upon, how teachers can come to grips with the challenges entailed. Above all, it will be shown how research imbedded in practice cannot only contribute to improve teaching, but also to broaden the professional self-concept and self-esteem of teachers.

Sustaining Deweyan 'growth' at the heart of English language learning: an action research project (2016-2020)

- Luis Sebastian Villacañas de Castro (University of Valencia)
- This presentation aims to share the progress and findings of an action research project that spiraled through the 2016/2017, 2017/2018, 2018/2019, and 2019/2020 school years. The project developed on a weekly basis as an extra-curricular activity in an underprivileged school in the city of Valencia (Spain). It was organized by a university teacher working at the Language and Literature Education Department at the University of Valencia, together with a changing team of student-teachers and graduates from the Faculty of Education of said university. The action research project responded to the specific context of this underprivileged urban school, whose students belonged to multiple ethnic and racial minorities, predominantly of Roma origin. The project drew on John Dewey's philosophy of education as the key framework to make English language learning part of a significant educational experience for the students. In consonance with the dynamics of Deweyan growth, the team organized project-based learning proposals that were rooted in the children's lives, cultures, and experiences, at the same time as it used art and English to enrich and express those lives, cultures and experiences in more powerful and sophisticated ways. In doing so, the action research project opened itself to culturally sustaining pedagogies and multimodal and multiliterate orientations to teaching. The project generated a widening, educational spiral whereby, through each of the school projects, the students' forms of interaction with the environment expanded alongside the scope of competences they

engaged in. The AR team conducted qualitative analysis of the data through ecological and sustainable methods that privileged student interviews, photographs, and content-analysis of student work.

Designing Digital Material for Foreign Language Learning

Schlick, Manuela

University of Vienna, Austria

Schmidt, Torben

Leuphana University of Lüneburg, Germany

ENG 4, 10.30 – 12.00 & ENG 4, 04.00 – 05.30

Invited Speakers: Fabian Krengel (University of Göttingen, Germany), Michaela Rückl (University of Salzburg, Austria), Stefanie Wössner (Landesmedienzentrum, Baden-Württemberg, Germany)

New objectives, new preconditions and a growing range of media and applications to teach foreign languages call for a reevaluation of teachers' professional knowledge base for teaching foreign languages under the promises and challenges of digitalization. Consequently, teacher education needs to find answers to these new challenges and can itself draw on a growing range of media, applications, and collaborative learning formats.

With this double perspective in mind – of shifting demands and possibilities for both, language education and language teacher education – this symposium will focus on issues of language teacher education that wants to prepare (student) teachers for a conscious, principled, and successful decision-making when selecting, adapting, or designing digital media and digital education formats for language learning inside and outside the classroom.

In five 20-minute presentations, different trialled formats of language teacher education will be presented that all aimed at (student) teachers' language-related digital teaching skills. All formats have in common that (student) teachers were introduced to different digital learning materials or formats for foreign language learning and supported in the design of their own materials or learning scenarios.

In the first session, three presentations will be followed by a short Q&A session between the presenters and the audience. The second session will offer two presentations, which will be followed by a 40-minute moderated discussion between all presenters and the audience. The discussion centers around the question of finding suitable teacher education formats that prepares (student) teachers well for digitally supported and digitally enhanced language classrooms.

We thank the research platform #YouthMediaLife for their financial support for this symposium.

Abstracts of presenters

Training Pre-Service EFL Teachers to Foster Global Education Through Virtual Exchange

- Fabian Krengel (University of Göttingen)
- Complex problems with global implications – ranging from global warming, the COVID-19 pandemic, and the ongoing war in Ukraine, but also practices such as greenwashing – underline the intricate interconnectivity and interdependence of local phenomena and communities. By extension, they underscore the need to equip young learners with the competences required to become responsible 'actors of change' in today's globalized world. A prerequisite for this, however, is that their teachers are specifically trained for this purpose, for example by integrating a 'glocal' dimension into their classrooms.

This presentation reports on a virtual exchange project targeting the development of the 'global teaching competences' of pre-service EFL teachers across the world through a combination of task-based language teaching, telecollaboration, and global education. The talk will elaborate on the theory and rationale behind and the practical implementation of the project and discuss specific student products and preliminary results of ongoing research and evaluation procedures.

Classroom-based e-tandems – more than a virtual exchange project

- Michaela Rückl, University of Salzburg
- This contribution focuses on the question of how future language teachers can be introduced to the potentials of virtual exchange projects. Digital media can connect everyday school life, at least virtually, with the context of the target language and culture. However, the opportunity to bring foreign language learners into direct contact with peers who live abroad and speak the target language is still rarely explored. Using the example of an Austro-Italian e-tandem project in upper secondary schools, student teachers of Italian as a foreign language explored the potential of a social constructivist perspective on this media-based setting. One focus was the question how differences in prior cultural knowledge and language competence can be valorized in peer interaction. Moreover, we drew on the SAMR model in order to analyze the extent to which e-tandems allow for significant task redesign and the creation of new

tasks that enhance communicative reality and authenticity as well as individualization and adaptivity in the foreign language classroom.

Educating the digital educators – student teachers’ beliefs of digital competences and their value in English language education

- Manuela Schlick, University of Vienna
- Whereas many student teachers see the importance and potential of digital education, they simultaneously voice a lack of confidence and competence to properly pursue digital education in their subjects. And, whereas digital education is defined in general curricular goals for Austrian schools, it remains under-defined how to implement it within subject-specific teaching. Within a Master course of ELT methodology, student teachers explored ways of combining subject-specific learning, in that case literary learning, and digital education. Learning and reflection tasks were developed to scaffold students’ methodological learning for digital education in ELT. The learning process and individual development of the students was documented through surveys, written tasks, students’ self-assessment and interviews about their learning process. The analysis was based on theories of teacher education, professional development and teacher knowledge.

Pre-Service Teachers Developing Digital Games for the EFL classroom – Potentials, Procedures, Products

- Torben Schmidt, Leuphana University of Lüneburg
- (Digital) games and the transfer of game mechanics to non-game contexts (like education) have received increasing attention from educators and researchers in recent years for their potential to enhance foreign language learning. However, the systematic integration of (digital) game development processes into the training of foreign language learners to develop job-relevant competencies has been very sporadic so far and represents a research gap. This presentation reports on the structure, goals, activities and products of a Masters level action-research seminar for future EFL teachers. By describing and reflecting on two exemplary game prototypes, typical features and potentials of the development process for the participants will be discussed and research findings of the action-research projects (focusing on learning with the games) will be presented. The overarching question to be addressed is how this teacher training seminar format can contribute to the development of relevant competencies for planning, implementing, and evaluating competency-based, digitally supported, motivational English instruction.

TBLT x problem-solving skills – Future-oriented foreign language learning and teacher education in virtual worlds

- Stephanie Wössner, Albeck-Gymnasium Sulz
- In education, games are usually used to reward or motivate learners. Far less often are they used for learning, e.g. to engage learners in task-based activities or help them enhance their future skills. This presentation offers an introduction to the use of virtual worlds not only as an opportunity for learners of all ages – including teachers – to acquire and practice language skills, e.g. in French as a foreign language, but also future skills. Learners can tackle future-oriented challenges by immersing themselves in a story and by interacting with each other. This is how they create their own world, creatively solve problems together and reflect on their (language) learning process. This virtual environment allows them to acquire and practice the foreign language, their media literacy, and citizenship skills. Virtual worlds can also be used by teachers to collaboratively engage with and discuss teaching-related questions and design learning adventures.

Lingua Franca Communication and Language Teacher Education: The Challenge of Change

Seidlhofer, Barbara

University of Vienna, Austria

Kohn, Kurt

University of Tübingen, Germany

ROM 1, 10.30 – 12.00 & ROM 1, 04.00 – 05.30

Invited Speakers: Beate Clayson-Knollmayr (University of Vienna, Austria), Andy Kirkpatrick (Griffith University, Australia), Eva Knechtelsdorfer (University of Vienna & KPH Vienna/Krems, Austria), Stefania Kordia (Hellenic Open University, Greece), Sandra Radinger (University of Vienna, Austria), Iris Schaller-Schwaner (University of Fribourg, Switzerland)

One consequence of globalisation of particular relevance to the profession of language teaching is that the volume of lingua franca communication using the resources of (particularly) English has vastly increased over recent decades. The development has been further reinforced and enhanced by the availability of online communication and collaboration technologies and the rise and expansion of social media. From leisure to work to education, English as a lingua franca has become pervasive in international communication.

This symposium explores the pedagogical implications of this state of affairs with a focus on English language teaching (ELT) and English language teacher education. Special attention will be given to four complementary and closely intertwined issues:

- the nature of ELF/lingua franca communication with its creatively adaptive use of linguistic and non-linguistic resources for meeting inter-communal communicative needs,
- the kind of communicative capability required for enabling students to communicate successfully under ELF/lingua franca conditions,
- pedagogical materials and interventions for helping students become aware of and develop their communicative capability for coping with the challenges of ELF/lingua franca communication,
- implications for pre- and in-service (second) language/English teacher education.

All contributions and discussions are set against the backdrop of ELT and the discrepancy between its traditional focus on fairly stable, conventional encodings of a communally shared ('native') variety and the changing sociolinguistic and communicative realities of English around the world. The overall aim is to explore possibilities of a pedagogical complementarity between ELT and ELF communication.

The symposium is designed to combine the presentation of some 'best practice' examples of teacher education courses which focus on pedagogy for ILF communication with discussions of these in a constructively critical fashion, initiated by invited comments. The main purpose of the symposium is to engage in a real dialogue of various perspectives.

Invited contributions:

Teaching people or a language?

- Iris Schaller-Schwaner (University of Fribourg, Switzerland) and Andy Kirkpatrick (Griffith University, Australia)
- Research on New Englishes in non-anglophone countries and on English as a lingua franca in non-native settings coexists with resilient beliefs in L1-anglophones as ideal instructors and monolingual Englishes as ideal targets in ELT. This talk illustrates our approach to teaching English for ELF users (in academic settings) and about ELF to students becoming teachers of English to speakers of largely same (and other) language(s). While requiring abstract idealisations and complex handling of language repertoires, its aims are realistic. We focus on the notion of teaching people (to become multilingual users of English) rather than teaching the English language per se.

Teaching outside the box. An example of an ELF CPD course in Austria

- Beate Clayson-Knollmayr (University of Vienna), Eva Knechtelsdorfer (University of Vienna & KPH Vienna/Krems) and Sandra Radinger (University of Vienna)
- Our four-session CPD course invited in-service teachers to share their experiences with regard to questions like, What is the aim of language teaching? and, Whose English are we teaching? In different reflective exercises and engagement with ELF research, participants critically evaluated their own practice, current teaching policy in ELT, and what we had to offer as ELF researchers. The learnings from this course corroborate the importance of adapting ELF-informed CPD courses to local contexts.

Reflective change in ELF-aware teacher education: Insights from the ELF-GATE and the ENRICH Course

- Stefania Kordia (Hellenic Open University)
- This presentation focuses on the lessons learned from two teacher education courses, namely the ELF-GATE and the ENRICH Course, which aimed at empowering in-service teachers of English to integrate ELF in their classrooms. Emphasis is placed on the ways in which reflection on ELF-related issues in relation to one's experience as a user, teacher and prior learner of English was promoted in each of these courses. Indicative data from teachers' reflection and lesson plans they designed for their classrooms are also presented, illustrating the extent to which change in their normative mindsets and teaching practices had been brought about.

MY English – the art of ELF communication and how to get there

- Kurt Kohn (University of Tübingen)
- Against the backdrop of a social constructivist MY English perspective on communication and language learning, this presentation focuses on helping ELT students develop their competence for intercultural ELF communication. Special attention will be given to virtual exchanges in which ELT students of different linguacultural backgrounds communicate with each other using their target language as a pedagogical lingua franca. Case study explorations in secondary school contexts provide insights regarding communicative authentication, the emergence of speaker-learner emancipation, and the need for pedagogical mentoring.

All contributions and discussions are set against the backdrop of ELT and the discrepancy between its traditional focus on fairly stable, conventional encodings of a communally shared ('native') variety and the changing sociolinguistic and communicative realities of English around the world. The overall aim is to explore possibilities of a pedagogical complementarity between ELT and ELF communication.

The symposium is designed to combine the presentation of some ‘best practice’ examples of teacher education courses which focus on pedagogy for ILF communication with discussions of these in a constructively critical fashion, initiated by invited comments. The main purpose of the symposium is to engage in a real dialogue of various perspectives.

Friday, September 16th, Presentation session 3

Open-Educational Practice: Meeting Critical Resources and Professional Development Needs for L2 Teachers

Arispe, Kelly

Boise State University, USA

ENG 2, 11.30 – 12.00 | *This presentation will be translated into Austrian Sign Language.*

This presentation reports data from a mixed-methods pilot study with six in-service world language teachers using an Open Educational Repository (OER), the Pathways Project, to engage in the “5Rs of OER” known as retain, reuse, revise, remix, and redistribute. This process of strategic engagement is Open-Pedagogical Practice (OEP) and fosters professional development through the co-creation of pedagogical materials and providing access to new digital materials that support innovative teaching and meaningful learning. Specifically, the Pathways Project is a repository of more than 700 high-quality, editable digital materials. These materials are ancillary activities that support standards-based pedagogy centered on critical human inquiry for ten world languages and cultures. Activities are task-based and foster interpersonal speaking and intercultural competence. The pilot study included a survey and Think-Aloud Protocol which tasked teacher participants to find two Pathways Project activities to meet their curricular needs and verbalize their experiences, thoughts, actions, and feelings while interacting with the Pathways repository to gain a better understanding of how they use the activities for their own purposes (localization). Survey responses revealed their assumptions about what they found in the repository, identified what makes an activity of value, and evaluated the ease of localization. Exit interviews further helped identify barriers to teachers’ OER implementation. Teachers participants gained expertise in navigating the Pathways repository, familiarity with adopting and customizing the Pathways activities for local needs, and two customized activities to implement immediately. Furthermore, this pilot study serves as a fundamental proof of concept for the next research phase whereby the presenter will carry out a recently awarded National Endowment for the Humanities Digital Humanities grant to evaluate the impact over time of explicitly training K-12 urban and rural language teachers to engage in the 5R’s of OER using the Pathways Project and other digital humanities materials.

The Impact of Context in Effective CLIL Implementation

Azparren Legarre, M^a Paz

Public University of Navarra, Spain

Bueno-Alastuey, Camino

Public University of Navarra, Spain

ROM 2, 10.30 – 11.00

Context plays a relevant role in shaping teachers’ beliefs and practices (Lumple et al., 2000). Furthermore, context can be decisive in achieving the desired educational objectives since it might generate restrictions that can limit the capacity of teachers to put their beliefs into practice (Borg, 2017). Contextual elements in CLIL settings include materials, time, teacher cooperation, CLIL teacher training, and support from educational authorities, and they play an outstanding role in successful CLIL implementation in classrooms (Barrios & Milla-Lara, 2020; Lancaster, 2018; Marsh et al., 2012; Meyer, 2010; Pérez-Cañado, 2017, 2018). However, research has not focused on content teachers’ perceptions of these elements and how those elements affect their teaching practices.

In order to investigate their impact on effective CLIL implementation, a qualitative study was conducted with a group of six in-service CLIL secondary education teachers enrolled in a CLIL teacher training programme. The instruments used to collect the data were individual face-to-face semi-structured interviews enquiring about those elements, and how teachers dealt with the dynamics the context posed.

Results showed that teachers perceived all contextual elements as a drawback for CLIL implementation. However, findings also emphasised that if teachers underwent an individual process of introspections to try to overcome the negative synergies of context, they could become mediators and act as agents of change in order to implement teaching practices congruent with their beliefs.

This research has important implications for effective CLIL implementation as it highlights the importance of taking into consideration context and the thoughts and perceptions of content teachers regarding the contextual elements that support or hinder the implementation of CLIL. These reflections can contribute to recognising weak areas to be improved by educational authorities, who may not be aware of the relevant role that contextual elements play in CLIL quality teaching and contribute to CLIL success.

Second career teachers of English and their socialization into school

Badash, Merav

Kibbutzim College, Israel

Carmel, Rivi

Kibbutzim College, Israel

Leshem, Shosh

Kibbutzim College, Israel

Topaz, Beverley

Kibbutzim College, Israel

ROM 4, 11.30 – 12.00

This study focused on Second Career Teachers (SCTs), socialization into school. SCTs are known as ‘professionals who leave their jobs to become a teacher’ (Tigchelaar et al. 2010, p. 165). The purpose of this study was to examine the views of SCTs of English regarding their socialization process as they begin their professional roles (Cherubini, 2009). The study also aims to identify factors that enhance effective socialization to equip teacher educators with tools which can assist SCTs in their socialization process.

Participants were 15 SCTs who completed a teacher certificate training program in Israel. It is claimed that career changers can bring generic competences to schools such as the capacity to work within an organization and previous life experiences. These skills, if recognized, can be beneficial to schools (Watters & Diezmann, Carmel M., 2013). Furthermore, SCTs need support in order to acquire pedagogical skills and to adapt to the new profession (Antink-Meyer, & Brown, 2017).

Data collected from in-depth interviews was recorded, transcribed and thematically categorized. Interviews focused on the support provided within the school by different position holders, the place of school culture, power relationships and SCTs’ own previous career experiences.

Findings and analysis show that teachers navigated along different transitional modes, where some found it more challenging than others, experiencing an unsettling and confusing state of mind. Three core categories were identified: uncertainty versus determination, agency and recognition, and social relations within the school. Implications of this research reinforce the need for school leaders to ensure a culture of collaboration, provide ongoing assistance and opportunities for professional growth which may lead to a greater commitment to the job. Teacher educators and language education curriculum programs must include opportunities for dialogue on constructing teachers’ professional identity and understanding school culture.

Grammar Lesson Design and Teaching in Swedish GFL Classrooms

Beslagic, Deni

Stockholm University, Sweden

ROM 5, 11.30 – 12.00

Teaching beginner-level German as a foreign language (GFL) in a lower secondary school context can be a challenging undertaking, given the reputation of German as a subject with a complex grammar system (Diehl, 1999) and the many careful considerations that teachers must give the structure of their lesson plans (Tschirner, 1996). In a Swedish context, little classroom-based intervention research has been done on the teaching of foreign languages other than English. Grammatical competence and the teaching of grammar remains a specifically under-researched area and is therefore at the heart of my classroom research project that involves four teachers of GFL in a Swedish lower secondary school context. Applying a design-based approach with a special focus on language teacher cognition and practice (Borg, 2006; Basturkmen, 2012), my present project addresses the research gap of what happens in the classroom when GFL teachers are asked to design and carry out a teaching unit on a specific grammar feature. The teaching object in this case is the inverted verb order typical for both Swedish and German standard language, which nevertheless remains a challenging area to many learners. Over the course of two weeks each, four GFL teachers were in my project observed when applying their designed lesson plans. In addition, the classroom observations are supported by interviews with the teachers involved, as well as post-tests and questionnaires distributed among the pupils who participated in the lessons observed. Using a mixed-methods approach, important insights have been gained into how grammar as a core competence can be taught to young learners in beginner level classrooms. The preliminary findings of my project suggest several fruitful teaching methods and classroom activities, which all add to a common knowledge base of importance to both GFL teachers dealing with lesson and curriculum design and teacher educators alike.

CLIL teachers’ consideration of secondary-level learners’ first language(s)

Flaake, Sebastian

Ruhr University Bochum, Germany

ROM 2, 11.00 – 11.30

In German secondary schools, CLIL teaching usually is conceived from the subject matter and is carried out by teachers who are trained in both the relevant subject and modern foreign language. This means that the relationship between subject matter learning and foreign language learning is rather naturally at the centre of the teachers’ planning and implementation processes. However, less attention is paid to the balance between the foreign language and the learners’ first language(s), which is particularly important when it comes to the development of subject-specific literacy in both languages (“doppelte Fachliterat  t”; Hallet 2002 and Diehr 2016).

In my PhD research project, I investigate German CLIL teachers’ consideration of secondary-level learners’ first language(s). The study examines when, how and why teachers at German grammar and comprehensive schools try to integrate their students’ pre-existing linguistic competences. For this purpose, teachers’ statements during the planning (introspection: think aloud) and the reflecting (retrospection: stimulated recall) of their lessons are triangulated with lesson observations.

The results of this qualitative study may help to design or improve training programmes for future foreign language teachers and could inform current (CLIL) practitioners on how to make better use of their learners' L1(s) in their classroom practices.

Deaf and hard of hearing children in the German language classroom in Austria: perspectives of inclusive pedagogy

Hager, Barbara University of Vienna, Austria	Höld, March University of Vienna, Austria	Fenkart, Lydia KPH Vienna/Krems, Austria
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ENG 2, 11.00 – 11.30

On the way towards inclusive German language teaching for Deaf and hard of hearing (HoH) students in Austria, the co-occurrence of two languages in different modalities – like German and Austrian Sign Language – presents a challenge for many language teachers. By drawing on approaches in the areas of inclusive pedagogy and multilingualism, this presentation aims to raise awareness that second language teaching of deaf and HoH students should focus primarily on acquiring written language and makes suggestions of how this can be achieved.

After introducing the current educational situation of deaf and HoH students in Austria, the acquisition of written language as a second language (Hänel-Faulhaber 2012) for this group will be discussed. The teaching of the five competencies (pronunciation, spelling, grammar, vocabulary, discourse) in the language classroom should always be oriented at the individual child and take into account their personal language experiences. Otherwise, there is the risk of inhibiting learning instead of promoting it. From the perspectives of inclusive pedagogy and bimodal-bilingual education (Becker et al. 2017), language teaching should aim at the maximum of the possibilities achievable by the individual students. Therefore, the teaching of German to Deaf and HoH children should focus mainly on the acquisition of written language competencies. This also requires a different didactic approach, important for the professionalization of teachers. This presentation shows these approaches and challenges, stressing also the need for promoting phonological awareness, both of spoken and sign language. Phonological awareness in sign languages is different from phonological awareness in spoken languages, but it is a relevant resource in the acquisition of written language by Deaf and HoH students (Hager & Paudel 2019). A main focus here will be on fingerspelling, which can lead to a better written language competence. Finally, different assessment options in teaching German will be presented.

Reflecting on Narrative in the Austrian EFL Classroom

Kennedy, Melissa University of Vienna, Austria	Spann, Harald University College of Education Upper Austria, Austria
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ENG 1, 10.30 – 11.00 | *This presentation will be translated into Austrian Sign Language.*

This paper is concerned with the content and methodology of teaching literature in EFL language education. It reflects on our experience over the last five years at the Pädagogische Hochschule Oberösterreich in changing the literary component from a traditional Bachelor programme to the new Bachelor teacher education programme suitable for future EFL teachers. Our research leans on the new guidelines to literature in the CEFR Companion Volume 2018, an action research method of continual course update, four years' of qualitative feedback from B.Ed students, and two continuing education workshops with in-service teachers. Our work with all these groups has identified a number of conceptual and methodological sticking points that require new approaches to EFL literary teaching and learning, both in secondary and tertiary contexts.

This paper addresses the following key issues emerging from qualitative data from pupils, students and teachers: MS and AHS classroom practicalities of time, access to texts, motivation, and assessment; changing understandings of literature to include narrative media forms most used by young people today, such as story apps, online influencer content, and computer games; and working inclusively with diverse toolboxes of literary theories of analysis, reader-response, critical thinking, and creativity.

What a decade of science in CLIL tells us about best teaching practices.

MacDonald, Penelope Universitat Politècnica de València, Spain	Mestre-Mestre, Eva M. Universitat Politècnica de València, Spain	Nashaat-Sobhy Farag, Nashwa
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ROM 2, 11.30 – 12.00

The shift from teaching English as a language subject only to integrating it into other curricular subjects (e.g., science, social science, art) as the language of instruction came about through the adoption of content and language integrated learning (CLIL), a dual-focused approach for teaching and learning content matter through a desired additional language (Coyle et al., 2010).

While CLIL has maximised students' exposure to English, and, in turn, has led to improving their language skills at varying degrees (e.g., Dalton-Puffer, 2011), it is also known that students and their contexts are diverse; for example, depending on their academic achievement, students are streamed in some countries into different programs, where language instructional practices, varying in quality, lead to observed unintended inequalities (see Bauer-Marschallinger et al., 2021; Llinares et al., 2021).

The proposed presentation targets communication-related teaching practices that support learning science subjects through English. Two databases were searched, resulting in 889 records, 118 of which were eligible for inclusion, yet only 22 of these peer-reviewed articles reported findings for teaching practices in CLIL science classes. These were qualitatively analysed and classified into three main strands: factors influencing teacher performance, discourse practices, and assessment practices. We draw on the reported findings to make observations and recommendations which could be beneficially integrated into teacher continuous professional development and education programmes.

Multimodal Mediation – learning to teach for an inclusive, digital and multilingual world

Marxl, Anika

University of Münster, Germany

ROM 3, 10.30 – 11.00

In our multilingual societies, many situations at work, in families or at government agencies require non-professional mediators. Mediators need to be able to transmit messages from one language to another while taking the purpose, the specific situation, and people with their respective cultural backgrounds into account (Reimann 2020). Even though the CEFR promotes mediation as one of the key communicative activities in foreign language learning, mediation still plays a minor role in teacher education (Kolb 2016), which certainly has an influence on how it is taught at schools.

Furthermore, communication which ought to be mediated is often in multimodal form as all digital texts create meaning through a complex combination of modes (Kalantzis et al. 2016). Mediation of multimodal texts from one language to another is very complex but has been given little attention in EFL research. In times of increasingly inclusive, multilingual, and digital societies, fostering students' mediation competence of multimodal text is essential. However, teachers do not appear to be suitably equipped to tackle this challenge.

To address this issue, this presentation will argue that the education of English language teachers should more strongly emphasize mediation, especially in the context multiliteracy pedagogy. Therefore, this presentation will combine the concepts of mediation prevalent in the German EFL context (Kolb 2016, Hallet 2008, Rössler & Schädlich 2019) and Multiliteracies theory (New London Group 1996, Kalantzis et al. 2016) and describe the resulting challenges of mediating multimodal texts. The talk is concluded with ideas on how to integrate mediation of multimodal texts teacher education settings.

Social Justice in Language Education: Understanding the Development of Teacher Knowledge

Menke, Mandy

University of Minnesota, USA

ROM 3, 11.30 – 12.00

Today's language classes strive to develop global citizens, equipped with the linguistic, cognitive, and cultural knowledge and skills to engage with diverse communities. Critical pedagogies, which empower learners to question how language and culture can embody, maintain, and challenge structural inequalities and discrimination, have emerged to meet this priority. Interest in teaching for social justice and scholarship and professional development related to two critical approaches—multiliteracies pedagogy (New London Group, 1996) and social justice education (Hackman, 2005)—have increased in recent years. Although there is a large body of general knowledge about how language instructors learn to teach (e.g., Kubanyiova & Feryok, 2015) and some specific research on how they understand multiliteracies pedagogy (Paesani & Allen, 2020), there is little knowledge about how individuals learn to teach using principles of social justice education (c.f., Reagan et al., 2016; Wassell et al., 2019). This qualitative study begins to fill this gap by investigating how university language teachers conceptualize social justice and its role in language education.

Using a longitudinal case study methodology, this study investigates how four experienced language teachers think about and understand social justice education as they work to create social justice instructional units. Participants are postsecondary curriculum developers in the United States involved in a three-year project whose aim is to create specialized materials—grounded in multiliteracies and social justice pedagogies—that develop students' language proficiency and intercultural competence as they engage with social justice themes. Data sources include questionnaires, semi-structured interviews, and consultation meetings with project leaders. The theoretical framework of sociocultural theory (Vygotsky, 1978), specifically concept development (Johnson, 2009), will be used to interpret findings. Implications of the study's findings, including needed resources, professional development experiences, and reflective teaching practices, will be discussed.

Rethinking language teacher education

Mystkowska-Wiertelak, Anna

University of Wrocław, Poland

Słowik-Krogulec, Agata

University of Wrocław, Poland

ENG 3, 11.30 – 12.00

In many contexts, language teacher education is predicated on content-based conceptualizations that employ transmissive forms of instruction of a large body of knowledge derived from research in linguistics, second/foreign language acquisition, and teaching methodology (Richards, 1990). Courses that consist of lectures, method displays, or teaching demonstrations may lead to the development of a passive stance among teacher trainees, who, following

graduation, also expect to be provided with instruction on effective ways of teaching (Freeman, Katz, Gomez, & Burns, 2015). The alternative is a person-based model (Burns, 2017), transformative in character, that empowers teachers to adopt agentive roles, become autonomous practitioners who can be trusted to tailor their teaching to social, contextual, and cultural features of the learning situation, as well as ensure achieving desired outcomes (Kiely & Davis, 2010, p. 280). The present study, involving three respondent groups: undergraduate (n = 17) and postgraduate students (n = 16) as well as alumni (n = 15) was launched in the search for an optimal model. Data collection involved extensive questionnaires aimed at needs analysis, evaluation of the training programme and its utility, coupled with an ongoing assessment of novel techniques introduced by the researchers in their courses (in progress). Moreover, interviews with representatives of the three groups were conducted. The results confirm the preference for a “one-size-fits-all” approach in all three strata of the sample. Both in-service teachers and teacher trainees largely expect to be provided with ready-made, generally applicable solutions and question their own ability to independently develop requisite skills. Attempts at increasing their autonomy, in few cases, translated into greater self-confidence and self-reliance. The data suggest that deeply ingrained attitudes cannot be immediately changed and self-motivated accountability may not be easily achieved. The likely reasons for such a situation will be addressed in the presentation.

Pre-service Language Teacher Education using a portfolio

Osada, Eri

Kokugakuin University, Japan

ENG 3, 11.00 – 11.30

This presentation will outline a case study in which a teacher educator struggled to help their students gain the knowledge and skills that are necessary for a foreign language teacher. Since 2020, English has been a compulsory subject in Japanese primary schools (MEXT, 2013), where classroom teachers usually teach the full range of subjects. This means that these teachers must also teach English regardless of whether they were trained as foreign language teachers. The MEXT created a core curriculum for university-level pre-service teacher training courses that only requires students to take two courses: one English teaching methodology and the other that imparts more particular knowledge, such as SLA and phonology. In Japan, one semester is 15 weeks long, which means that students have only 22.5 hours for each class. This amount of time is not sufficient for training pre-service teachers. Moreover, the class size is usually too large—with 40–80 students in each class—to provide every student with micro-teaching. As a means of effective training, the researcher used the Japanese Portfolio for Student Teachers of Languages: Elementary School Teachers’ Version (JACET Kyoiku Mondai Kenkyukai, 2021). This portfolio consists of 167 ‘can-do’ self-assessment descriptors (SADs) suitable for elementary school language teachers in the Japanese context, among which 70 SADs are intended for pre-service teachers. This portfolio is useful both for teacher-educators and their students in that it enables teachers to recognize students’ achievements regarding their learning, and the students are able to cultivate a language-teaching mindset through the SADs and reflect on their learning. In addition to this, the researcher often had the students write out their reflections on what they learned, and sometimes gave feedback individually or shared her ideas with class. The details of the teacher’s practice and the students’ reflections will be shared in the presentation.

Emerging assessment literacy in pre-service language teachers: Evaluating a university course on testing and assessment

Moser-Frötscher, Doris

University of Innsbruck, Austria

Konrad, Eva

University of Innsbruck, Austria

Guggenbichler, Elisa

University of Innsbruck, Austria

Ebner, Viktoria

University of Innsbruck, Austria

Eberharter, Kathrin

University of Innsbruck, Austria

ROM 5, 11.00 – 11.30 (moved from ENG 3, 11.45 – 12.15)

Although testing and assessment are an integral part of teaching, practical courses on language testing are rare in teacher training curricula (Bachman & Damböck, 2017). This presentation will report on a project undertaken to evaluate the effectiveness of a university course on testing and assessment for pre-service language teachers. Set within a BA module in teacher training, this course aims at fostering students’ assessment literacy, which is “the knowledge and skills required for performing assessment-related actions” (Inbar-Lourie, 2013, p. 1). The course focuses on practical skills, i.e., the ability to evaluate and design assessment tasks, as this will be one of their key responsibilities in classroom assessment once they enter the teaching profession.

The pre-service teachers’ emerging language assessment literacy was investigated in three studies, employing a multi-method research design. Study 1 tapped into the course participants’ (n = 46) developing test-task design skills. In a quasi-experimental design, the quality of reading test-items developed at the beginning and at the end of the course were compared. The test-item quality was judged using a Likert-type checklist adapted from Frötscher (2018). Study 2 investigated how participants applied theoretical knowledge when revising test-items. Participants (n=10, subsample from Study 1) were asked to think aloud while revising reading test-items (Bowles, 2018). The transcribed data was coded using the course content as a basis. Study 3 explored participants’ (n=46) perceived language assessment literacy gains at the

end of the course through a questionnaire (items adapted from EALTA, 2006; Fulcher, 2012; Kremmel & Harding, 2020; Vogt & Tsagari, 2014).

Triangulating data from three studies, this presentation offers insights into how language assessment literacy and test-task design skills develop in pre-service teacher training, thus contributing to an under-researched area (Rossi, 2021). We discuss ways in which courses can, through practice-oriented approaches, facilitate pre-service teachers' testing and assessment skills.

Translation of English Grammatical Items during English Language Teaching in Kosovo **CANCELLED**

Ramadani, Rezarta
University of Prizren, Kosovo

Rakaj, Dorine
University of Prizren, Kosovo

Sejdiu, Sejdi

ROM 5, 11.00 – 11.30

The usage of mother tongue (L1) during foreign or second language teaching is a controversial matter. Teachers all over the world are in doubt of whether to use it or if so, what is the right amount. The situation is even more appalling when it comes to grammar teaching (Chang, 2011). This research aimed at revealing the usage of L1 during grammar language teaching in primary schools of Kosovo. A qualitative driven mixed-method approach was used and the participants were 760 primary school students from 5th to 9th grade and 37 teachers from Ferizaj, Prishtina, and Prizren. The cluster sampling method was used for recruiting participants based on the most popular top schools in Kosovo. This study was divided into two different time points, 2017 and 2020. The schools in Ferizaj were analyzed in the year 2017 and those in Prishtina and Prizren in the year 2020. Data analysis and gathering consisted of observations during classes, questionnaires for students, and interviews with teachers. The results showed that the Albanian language is used a great amount during the presentation of grammatical items.

Pre-service language teachers' perceptions of learning and teaching at the outset of their studies: Exploring metaphors and visual narratives

Roiha, Anssi
University of Turku, Finland

Heinonen, Pilvi
University of Turku, Finland

ENG 3, 10.30 – 11.00

In this presentation, we report on our ongoing research project in which we examine pre-service language teachers' perceptions of learning and teaching. This presentation focuses on the data collected at the outset of the participants' one-year pedagogical studies. We combined two methods of data collection: visual narratives and metaphors. A total of 65 pre-service teachers (22 Finnish language and literature and 43 foreign languages) participated in the study. In the first session of their studies, the participants were given a task of visualizing "the ideal language learning situation" and complementing a number of school and teaching-related metaphors (e.g. "Teacher is like ...", "Learner is like..."). The students could produce multimodal visual narratives as they were allowed to supplement their visualizations verbally. The data were coded and analyzed thematically by content analysis. The thematic analysis was underpinned by certain theoretical views on language learning, but the analysis was predominantly inductive. We initially analyzed the data separately after which we compared our preliminary findings and formed the main themes of the analysis collaboratively. Overall, both the visual narratives and metaphors provided a fairly polyphonic and multifaceted picture of learning and teaching. On the one hand, the institutionality of learning was strongly present. Many visual narratives depicted textbook-driven learning, the teacher was a central figure in them and students had a fairly passive role. On the other hand, socio-constructivist views of learning and a safe learning environment were prominent in many visualizations. Additionally, some students' visual narratives had elements of functional and action-based views of language. The metaphors mostly reflected the process-like nature of learning and lifelong learning. The results of the study provide valuable information on pre-service language teachers' conceptions of learning at different stages of their pedagogical studies and correspondingly help to develop subject teacher training programs.

Towards understanding one's talk: Student teachers' perceptions of a CA-informed course in classroom interaction

Ryška, David
Masaryk University, Czech Republic

Červenková, Adéla

Kupčíková, Nikola

ROM 5, 10.30 – 11.00

According to the socio-interactionist perspective on language learning, the nature of interaction in the classroom directly influences the quality of learning (e.g. Walsh & Li, 2013). This perspective implies that teachers should be aware of the ways they and their students use language, which, in turn, may shape their decisions and classroom practice. While there has been a growing body of research-informed work exploring the nature of interaction in the classroom, mostly from the conversation-analytic perspective (e.g. Seedhouse, 2004; Sert, 2015), there have been few attempts to transform this knowledge into a core part of language teacher education programmes.

To fill this gap, we conducted a study whose aim was to find out how student teachers perceived a new course focusing on classroom interaction within a two-year Master's programme in ELT. The data comprised questionnaire surveys and

assignments collected from 24 students. The questionnaire data were analysed quantitatively, while the evaluative parts of the assignments were coded using the grounded theory approach. The open coding procedure generated 187 codes, which were then divided into seven categories.

The findings suggest that the students appreciated the awareness raising quality of the course and the concepts with clear practical implications for their professional development, such as repair and giving instructions. They also emphasized benefiting the most from Walsh's (2013) SETT analysis, which allowed them to look back at the lesson and reflect on their own teaching. These findings support the relevance of CA-informed courses for teacher education programmes.

Teaching L2 pragmatics with graphic novels: focus on secondary school EFL learners

Schauer, Gila

Universität Erfurt, Germany

ENG 1, 11.30 – 12.00

While the field of literature in L2 language education is not new (cf. e.g., Carter 2007; Paran 2008), one area that has not received much attention to date within this field is that of L2 pragmatics.

This is regrettable, since studies have shown that although L2 teachers tend to consider the teaching of pragmatics and specific language functions (such as the speech acts of greetings, leave takings, and apologies) to be important, not all teachers feel that they have the necessary background knowledge to teach pragmatics (e.g., Cohen 2018; Savvidou and Economidou-Kogetsidis 2019; Schauer 2022). In addition, studies have revealed that textbooks and other teaching materials frequently do not provide varied and sufficient pragmatic input for L2 learners (e.g., Limberg 2015; Barron 2016; Schauer 2019, 2020; Glaser 2020).

Literature could play an important role in providing pragmatic input if the literary works chosen contained conventional pragmatic routines suited to the L2 learners' proficiency level and context. Graphic novels could be useful in that respect, since they a) tend to be based on direct speech, and b) show the emotions of the interlocutors in pictures and thus provide insights into how utterances are intended and perceived.

The presentation will focus on two recently published graphic novels: 'Allergic' by Lloyd and Nutter (2021) and 'Heartstopper' by Oseman (2018) suitable for secondary school EFL learners.

It will investigate the following research questions:

(2) Which expressions or conventional routines are included in the four graphic novels to perform the four speech acts of greetings, leave takings, apologies, responses to apologies?

(3) Which requests are featured in the two graphic novels that can help prepare learners for communicating in medical institutional contexts (Allergic) and in situations involving bullying (Heartstopper)?

The talk will also include practical recommendations on L2 pragmatics teaching with graphic novels.

'Teaching as a journey, not a destination.' Examining the Inclusive Mindsets, Attitudes and Reflective Competence of Pre-Service and Experienced EFL Teachers in Germany

Schmidt, Torben

Leuphana University Lüneburg, Germany

Blume, Carolyn

TU Dortmund, Germany

Gerlach, David

Roters, Bianca

ENG 2, 10.30 – 11.00

Preparing future EFL teachers to address increasing heterogeneity has led to the need to empirically examine how teacher professionalization develops at different professional stages, given dedicated learning opportunities on the subject. Comparing and contrasting a university seminar and a professional development initiative, this approach reveals insights into the differences and similarities of pre-service teachers' and practitioners' knowledge and attitudes regarding inclusive EFL, and how these can respectively be developed and measured.

First, a blended learning seminar for pre-service EFL teachers was developed within a multiprofessional community of practice (Blume et al., 2019a, 2019b). In addition to offering theoretical and empirical media with comprehension activities, a course management system was utilized to scaffold individual and collaborative reflective opportunities.

In a second project, the same didactic principles and a similar process of adaptation that reflected the perspective of participating stakeholders were incorporated in a blended learning professional development initiative (Blume et al., 2021) and piloted in the 2020/2021 school year with 28 secondary level teachers.

Both learning opportunities were accompanied by exploratory research with comparable instruments, focusing on the participants' attitudes towards inclusion (Schwab et al., 2019), their beliefs towards language learning (Irie et al., 2018), and the development of their reflective competence over the course of the intervention (Gerlach, 2018). Using a pre-/post-intervention questionnaire, descriptive statistics were tabulated and qualitative content analysis was carried out to understand the ways in which attitudes towards inclusive EFL, beliefs about inclusive language learning, and reflective competence changed over time among the two cohorts.

Initial quantitative and qualitative results indicate the ways in which participants' attitudes, mindsets and reflective competence suggest that, while both populations developed in ways considered advantageous for inclusive EFL settings,

they did so in different ways and to different degrees. The presentation will conclude with thoughts on theoretical and methodological reflections.

Inter-and Transcultural Experience among Future Foreign Language Educators: International Virtual Exchange between Teacher Training Institutions

Schwab, Götz

Ludwigsburg University of Education, Germany

Topaz, Beverley

Kibbutzim College, Israel

Waldman, Tina

Kibbutzim College, Israel

ROM 4, 10.30 – 11.00

This presentation will focus on how future foreign language teacher educators can benefit from participating in international online collaboration. Presenters will share experiences of their facilitation of virtual exchanges between pre-service English as foreign language educators in order to increase their inter- and transcultural learning and skills, as well as their digital literacy to develop a more inclusive pedagogy. We consider this method of collaborative online learning as substantial preparation for educators to participate in a globalized world, where language teachers in particular need to develop intercultural competences (e.g. Schwab/Drixler 2020).

Our presentation is the result of collaborations between two teacher training institutions in Israel and Germany during 2020-2021, where future English language educators conducted virtual exchanges on issues such as digitalization, intercultural learning and teaching methodology during the Covid pandemic. Based on a comprehensive set of data comprising students' written reflections, break-out room recordings and collaborative online-products, we provide insights into students' professional identity and beliefs, pedagogical knowledge, intercultural competences and attitudes towards digitalization in the language classroom. In depth data analysis reveals that despite external and internal challenges, students fostered a professional identity and engaged in genuine collaboration. Furthermore, they have adopted a more inclusive pedagogy utilizing digital literacy skills. The findings can contribute to the improvement of models of virtual exchange in foreign language teacher education.

This presentation contributes a comprehensive picture of how international virtual exchange in language teacher education is shaped by its partners and can become an integral part of teaching training programmes and curricula (Waldman et al. 2019, 2015). In addition, we establish potential avenues for development of digital literacy to foster intercultural awareness in prospective teachers' pedagogy.

Landscaping Lecturers' Pedagogical Knowledge of Online Teaching Presence: The Case of Indonesia

Suherdi, Didi

Universitas Pendidikan Indonesia, Indonesia

Arham, Suharno

ROM 3, 11.00 – 11.30

Knowledge of online teaching presence is imperative for students' effective gain in distance instruction. However, there has hardly been significant effort in attempting to evaluate lecturers' understanding of the concept. This mixed method research was aimed at landscaping Indonesian lecturers' pedagogical knowledge of online teaching presence. The research employed Likert-scale questionnaires and virtual interviews with the sample of 63 lecturers from different study programs teaching at 6 Indonesian major cities. Questionnaires and interviews were adapted from Garrison's Community of Inquiry (CoI) Framework (2001). The quantitative data were analyzed with mean and standard deviation, meanwhile the qualitative data were analyzed using Nvivo 12 plus qualitative data analysis software. The research revealed that lecturers' pedagogical knowledge of online teaching presence is not sufficient, and teachers' years of experience is not a determinant factor for the degree of understanding. The result of the research implicates the importance of training of the concept to enhance effectiveness in distance instruction.

Representations of the Target Culture in Foreign Language Courses and intercultural competence: which role in Languages for Specialists of Other Disciplines?

Van der Sanden, Nathalie

Université Grenoble Alpes, France

ROM 4, 11.00 – 11.30

In France, Foreign Language Teaching (FLT) play an important role at school. A large number of students start to learn a new language at the university (Van der Sanden, 2015). Some of them take it as an option during their study (Brudermann, 2015). At the Service "des Langues" from the Grenoble University Alpes (UGA), they can choose between a wide range of languages. Courses are tailored for French and foreign students, who are specialists of other disciplines than languages studies. They have different linguistic and cultural backgrounds. Classrooms therefore are de facto multicultural. It provides the opportunity for the students from different cultures to bring their knowledge, beliefs, experiences and perceptions of the target culture to the classroom. The aim of our study is to analyze the role of students' perceptions and imaginaries, who are specialists of other disciplines than languages studies. What are socio-cultural representations in FLT? Do the perceptions of the target culture impact the motivation and language learning practice of the students? In this study, we will first examine the meaning of socio-cultural representations and imagination in FLT. Secondly, we will talk about our experience as Teacher of Dutch at the UGA. We will analyze the motivations of the students and data that we have collected about what they imagine and think about the target language culture. Finally, we will discuss how to

develop cultural awareness and intercultural competence of the students and which useful resources could be used to achieve this goal.

‘Getting everyone involved and everyone entertained’: a literature journey with Literature Circles for students and teachers in senior high schools in China

Zhuo, Meifang

University of Warwick, United Kingdom

ENG 1, 11.00 – 11.30

Teaching and learning English literary texts have always been a challenge for both L2 teachers and students, especially in the highly exam-centric education systems like senior high schools in China, where attention for language education is more on grammar and vocabulary. Literature circles, originated in the USA as a flexible type of classroom activity for literary learning and teaching in a systematic way, functions with assigning students with distinct roles in a group. This paper will adopt the six roles by Furr (2007): Summarizer, Word master, Literary luminary, Connector, Cultural connector, and Discussion leader. It has been positively received by Chinese students and teachers as an effective way of engaging students in the exploration of literary texts in secondary schools in the USA and senior high schools in China. This paper, following successful action research cases in the classrooms, argues for the possibility of an in-service teacher training course, titled as ‘literature Journey’ for English language teachers in senior high schools in China. This training course will be a combination of essential lecturing sessions and practical teaching and discussion sessions. In turn, the analysis of the context, the justification of the course design, and key features, including the emphasis of reflective practice, the use of online platform for peer and mentor communications and the ideology of ongoing training programs will be presented. This paper will end with the assessment and evaluation of the implementation and discuss implications for a wider application concerning the teaching and learning of literature in other parts of the world.

Friday, September 16th, Presentation session 4

The wellbeing of pre-service EFL and MFL teachers: Challenges and resources

Babic, Sonja

University of Graz, Austria

Sulis, Giulia

ROM 3, 05.00 – 05.30

Teachers across the profession are leaving due to high levels of stress and burnout, and language teaching is not exempt from this worrying trend (Mason, 2017). In particular, novice teacher attrition remains acute due to the many challenges teachers face during this period of their careers (Schlichte et al., 2005) including high levels of stress, anxiety, and a work-life imbalance (Day & Gu, 2009). While interest in teacher wellbeing in language education has been on the rise (e.g., Mercer & Gregersen, 2020; Vesely et al., 2014), research focusing on the wellbeing of pre-service teachers remains scarce (Mairitsch et al., 2021).

In this talk, we report on a study conducted with twenty pre-service language teachers from Austria, the UK, Spain, and the Netherlands. Our aim was to understand the challenges these teachers face as well as the resources they drew on to bolster their wellbeing. Data were generated through in-depth semi-structured interviews before and during the COVID-19 crisis and were analysed using Atlas.ti following principles of Grounded Theory (Charmaz, 2006). The findings revealed that the teachers’ lack of self-efficacy, feelings of uncertainty about the future, and difficulties in managing their work life balance were particularly challenging for the pre-service teachers’ wellbeing. However, the teachers’ social relationships, passion for teaching, sense of agency, and finding purpose and meaning in their work served as resources that supported and nurtured their wellbeing. This talk concludes by offering not only practical suggestions in terms of individual strategies pre-service language teachers can adopt, but also makes suggestions of what teacher education programmes can and should be doing to prepare pre-service teachers to protect themselves against burnout and ensure they are empowered to remain and thrive in their chosen profession.

Developing an ecologically valid, transdisciplinary approach to content and language integration in CLIL history education: The role of researcher-teacher collaboration

Bauer-Marschallinger, Silvia

KPH Vienna/Krems, Austria

ROM 2, 04.30 – 05.00

One recent theme in research on CLIL concerns the content-and-language-integrative nature of this educational approach. Conceptually, several propositions have been made in this regard, yet these do not translate into classroom practice easily. One notion allowing conceptual integration while appearing to be tangible for practitioners is the construct of cognitive discourse functions (CDFs). Thus far, however, this construct has not been operationalized for pedagogical use, and generally more research is needed concerning the nexus of content-and-language-integrative learning, pedagogical practice, and didactic materials, also considering that CLIL teachers urgently lack integrative material and conceptual understanding in this respect.

To address this gap, the PhD project reported on in this presentation is set in a framework of design-based research (DBR), aiming at the identification of ecologically valid design principles for creating integrated materials for upper secondary CLIL history education while gaining insights into the theoretical underpinnings of content and language integration. Thus, I closely collaborated with teachers in order to systematically develop CDF-based history materials. These designs were repeatedly applied by the teachers and fine-tuned on the basis of interviews with students and teacher as well as written learner tasks.

This presentation will zoom in on the teachers' role(s) in creating and advancing the materials and design principles of this study. Close researcher-practitioner cooperation was essential to the development of a successful intervention, allowing learners to improve their subject-specific literacy skills but also their ability to demonstrate historical competences. As such, the findings have shown that CDFs present an ecologically valid and effective approach to integrate content and language learning in upper secondary CLIL history education, provided that tasks are scaffolded in small steps. Moreover, the links between the linguistic support and the subject discipline need to be made explicit. Additionally, the significance of differentiated instruction crystallized throughout the project.

Teaching for enhancing the development of second language perception

Dherbey Chapuis, Nathalie

Fribourg University, Switzerland

ROM 4, 05.00 – 05.30

This contribution presents a study addressing the teaching of second language (L2) perception in which the teaching material was designed, taught and evaluated in a quantitative design. The designed materials and activities work toward enhancing the skills and the representations involved in L2 perception. L2 perception has been shown to depend on the ability to discriminate and to pronounce L2 phonemes (Escudero, Broersma & Simon, 2012), verbal working memory performances (Curtin & Werker, 2007) and orthographic knowledge (Cutler, 2015).

These four skills were taught in a coherent and synergic progression for the learning of two difficult French phonemes, the nasal vowel /ɔ̃/ and the voiced fricative /ʒ/. The teaching of the targeted objectives lasted four hours in total. Each class was divided in two learning settings: either explicit or implicit teaching.

The two teaching approaches were compared and evaluated in a group of Swiss German pupils (n=127; mean age =12;6) learning French as a foreign language at the mandatory school. These low proficiency learners (level A1-A2) were repeatedly evaluated for the four skills in a pre-, immediate and delayed post-test design. Linear mixed models were fitted to the data to evaluate the progression of the performances in tasks targeting the four skills and to compare the two learning settings.

Overall, results indicate that participants made significant progress in all four skills, with no significant difference between the two learning settings. However, differences between the learning settings were observed depending on the interaction between the task and the phoneme at play. For /ɔ̃/, implicit teaching led to a significantly greater improvement in discrimination. For /ʒ/, the explicit teaching led to a significantly greater improvement in discrimination, pronunciation, and orthography. Implications for designing teaching material will be discussed taking into account the influence of the learning settings and teaching objectives.

Giving back to the language teaching profession

Fürstenberg, Ulla

University of Graz, Austria

Schumm Fauster, Jennifer

University of Graz, Austria

ENG 1, 05.00 – 05.30

According to Bailey (2020), "[t]he benefits of giving back to the profession [of language teaching] far exceed the efforts" (p. 239). This has also been our experience with editing a coursebook for pre-service teachers, EFL teachers and language teacher educators in Austria. In this talk, we will present how working on this book has provided us with the opportunity to give back to our profession.

In teacher education, there is often a divide between the research interests of academics and the needs of classroom teachers. An innovative feature of the coursebook is that it involves two authors for each chapter: a classroom teacher and a researcher. In this way, our coursebook contributes to the profession by facilitating a dialogue between teachers and researchers which promotes the kind of "interaction between theoretical knowledge and teachers' personal practical knowledge" described by Tsui (2009, p. 194) as crucial for developing language teaching expertise.

Teaching has long been regarded as "an occupation pursued largely in isolation", but recently, collaborative teacher development can be found "in a wide range of language teaching contexts" (Johnston, 2009, p. 241). Another contribution of the coursebook is that it allows for networking across various institutions and levels of education, thus establishing a type of community of practice (CoP) and modelling collaborative practices for the readers of the coursebook.

While there is no shortage of opportunities to publish, deciding how and where to share their insights can be challenging for classroom teachers whose work does not fit traditional conceptions of academic research (Smith, 2018, p. 30). On a very practical note, therefore, another contribution of this book to the profession is that it provides a platform for experienced practitioners to share their expertise with like-minded people and especially the next generation of language teachers.

Investigating the Impact of Research Literacy Development in EFL Teachers Identity: Intervention and Study Design

García López, Raúl Enrique

TU Dortmund, Germany

ENG 3, 04.00 – 04.30

During the last two decades, the development of research literacy has gained significant ground in the field of EFL teacher education. According to Shank & Brown (2017), research literacy deals with teachers' ability and willingness to '...generate and evaluate appropriate evidence they collect from their everyday practice, and ... make sense of findings from appropriate educational research...'. There is agreement that developing research literacy brings benefits to teachers, such as self-confidence, empowerment, autonomy, ability to innovate and the skills necessary to engage in reflective processes oriented to integrate evidence-informed didactic decisions to their teaching (Borg, 2009).

The literature on the issue of teacher research engagement shows an apparent contradiction: even though participants recognize its value, they rarely engage with research in their daily practice (Crawford-Garret et al, 2015). In his state-of-the-art article, Borg (2010) identifies barriers to teacher research engagement, including school culture, resources, economic matters, leadership attributes, political issues, teachers' awareness, beliefs, skills and knowledge, and demotivators. As we can see, a good number of these barriers are closely linked with teachers' identities (awareness, beliefs, skills, knowledge, and motivation). Unfortunately, even though the literature on teacher identity is vast, little can be found that specifically attempts to understand how EFL teachers integrate research literacy into their professional identity construction processes.

Adopting the Dynamic Systems Model of Role Identity (Kaplan & Garner, 2017), I will use an intervention study to understand this phenomenon. Of primary interest to the study will be the prior perceptions of teachers regarding research and its value, the participants' identity-construction process as evidenced by periodical participant reflections and post-intervention data on how research is integrated in teachers' identities as expressed in written teaching philosophies. In this presentation, I will share the intervention and research study design as well as the theoretical framework adopted for data analysis.

"I am a language teaching professional . . . now": Visual narratives of Expatriate EFL teachers' identity formation

Greenier, Vincent

University of Aberdeen, United Kingdom

ROM 3, 04.30 – 05.00

For decades, many countries have recruited native English-speaking teachers (NESTs) from western countries to work in public and private schools and organizations. The requisite qualifications for NESTs vary, but common entry requirements are a bachelor's degree from an accredited university and a passport from an English-speaking country. This is the case for South Korea which attracts thousands of teachers each year, many with little experience in language education; attrition is high, but some do stay and continue a career in TESOL. This multiple case study explores the career trajectories of long-serving expatriate NESTs in South Korea through a conceptual framework informed by Social Cognitive Career Theory. The study focuses on the career path of nine participants, working in different educational contexts, that have between 10-30 years of language teaching experience. The primary aim was to understand the perspectives and lived experiences of teachers who have committed to the field and see themselves, at least now, as TESOL professionals. Using biographical accounts and photo-narrative frames, the participants share stories and images that compose a collage of challenges, transitions, triumphs, and personal reflections. Findings reveal that a career in TESOL was often unplanned from the outset but came to fruition as the result of perseverance, personal accountability, self-efficacy, enthusiasm for one's work, and self-directed professional development. The social dimension of teaching, such as building rapport with students and colleagues, intercultural awareness, and goal setting within an institution, were also pivotal in professional identity formation. Because of teachers like our participants, the professionalization of teaching English abroad has become increasingly recognized, thus, a final goal of this study is to use their collective knowledge to make suggestions for a more defined and practical path forward for expatriate EFL teachers who wish to make TESOL a lifelong career.

Addressing pre-service teachers' research skills: Implications for second language teacher education curriculum

Gümüşok, Fatma

Bartın University, Turkey

Balıkçı, Gözde

Kahramanmaraş Sütçü İmam University, Turkey

Taner, Gülden

ENG 3, 04.30 – 05.00

This study aimed to investigate student teachers' perceived competence in designing, conducting and reporting educational research, along with teacher educators and graduates' opinions and suggestions regarding enhanced research engagement in an initial English language teacher education context in Turkey. To this end, we employed a mixed-method design in our case study. In order to obtain data from 70 student teachers who studied in the last year of the tertiary level program, nine recent graduates working in different settings and six teacher educators with substantial experience in our context, we used quantitative and qualitative surveys and interviews. Student teachers evaluated themselves on a thirteen-item research competence scale and also completed a qualitative survey. Graduates also participated in a

qualitative survey and semi-structured interviews were conducted with teacher educators. Both quantitative and qualitative analyses revealed that STs perceive themselves to be more competent in 1) reporting, 2) designing, and 3) conducting research in respective order, also acknowledged by teacher educators and graduates. The participants highlighted the importance of research for teachers, however, with some reservations. All participants noted that the context was too academically oriented and that the inherent link between teaching and research seemed to be obscure for the student teachers in our context. To address this, they provided various suggestions to introduce and accommodate integration and development of research skills throughout their teacher education process. We conclude that introducing action research early on is a feasible way to address and embrace all the diverse orientations, interests and motivations in initial teacher education, and a venue to facilitate continuous professional development for teachers as lifelong learners with an inquiry-oriented mindset.

The impact of methodological approaches on CLIL student's perceptions of learning and outcomes

Guzmán Alcón, Irene

University Jaume I, Spain

ROM 2, 04.00 – 04.30

Content and language integrated learning (CLIL) has captured the attention of both teachers and researchers (Dalton-Puffer & Smit, 2013; Llinares 2015; Llinares & Dalton-Puffer, 2015; Dalton-Puffer, 2017). However, while research interests have predominantly focused on the comparison between CLIL and EFL students' competence, there seems to be a need to explore the methodological approaches that best trigger the learning of language and content in CLIL settings. The aim of this paper is to analyze how CLIL lessons using different methodological approaches influence students' perception of learning as well as learning outcomes. Participants were a total of fifty primary-school students from year six (25 in a CLIL classroom where the teacher followed a teacher-directed teaching approach and 25 students in another classroom where the teacher followed a task-based approach). A total of 20 CLIL sessions of Science were observed, and data on students' perceptions on learning were collected by means of students learning diaries and semi-structured interviews. Moreover, to examine students' learning outcomes, students' writing were analyzed using Jacob's et al. (1987) taxonomy. Findings from the study show that students' perception of learning is higher in those CLIL sessions where the teacher follows the traditional approach of presentation, practice and production. However, learning outcomes, measured in students' written production, show that students under the task-based approach outperformed those students following a traditional methodology in content, vocabulary, and textual organization, but not in grammar, spelling and mechanism. In addition, our results show that traditional methodology triggers explicit learning, since students report learning specific language items, while TBLT triggers content learning and implicit language learning. Finally, our findings suggest that teacher training courses should draw attention to the impact of different methodological approaches, and encourage the use of teaching strategies that draw attention to both language and content.

TBLT implementation in the EFL secondary classroom: A novice EFL teacher's perspective

Kaul, Alexander

Ruhr University Bochum, Germany

ROM 5, 05.00 – 05.30

Despite the potential of TBLT for promoting second language learning, many practitioners find it hard to implement TBLT in a real classroom setting (East 2012). Especially the question on how to integrate a focus on form (FoF) within meaningful tasks is a central challenge (Müller-Hartman/Schocker 2018). In the German context, many EFL textbooks are filled with production-based grammar exercises (Summer 2011) and the new curricula of the German state North Rhine-Westphalia provide a list of grammatical structures that are supposed to be acquired by a specific stage. These aspects hinder a consistent implementation of TBLT as they might motivate teachers to teach and test grammar structures as a separate area of language. This presentation based on findings of a PhD project investigates the development of a novice EFL teacher and her perspectives on the implementation of TBLT in an authentic multifactorial classroom setting. The study particularly focuses on how the participant perceives the integration of FoF within tasks as an alternative approach to teaching grammar. By conducting a form of participatory action research (McIntyre 2008) and following different models of backward planning, the researcher planned lessons together with a teacher of a class of the lower secondary level during seven months after a three month-observation period. Semi-structured interviews with the teacher and her students (N=26, aged 12-14) were conducted prior, during and after the implementation of TBLT in order to examine the dynamic relationship between the teacher's beliefs and students' expectations. These data were triangulated with classroom observations. The qualitative data analysis followed the sequential coding system advocated by grounded theory (Strauss/Corbin 1996) in order to derive conditions of how novice L2 teachers can implement TBLT in an institutional setting that is not used to this form of teaching and how teacher education can prepare future teachers for institutional challenges.

Terra Incognita: An Insight into Ukrainian Pre-service EFL Teachers' Cognitions

Kharlay, Oksana

Community College of Qatar, Qatar

ENG 1, 04.00 – 04.30

Although a teacher's knowledge, opinion formation, and conceptual base are often unobservable, teachers ground their classroom practices on these cognitive elements. The teacher cognition concept, which was given a fresh start by Borg (2003), forms an integral part of a language teacher's education, initially defined as "what teachers know, believe, and think" (Borg 2003, p. 81).

In this presentation, we will introduce the preliminary data of the first exploratory research designed to investigate through sociocultural lenses, EFL pre-service teacher cognitions during a four-year pre-service program in Ukraine. Overall, there is little information about pre-service teachers' cognitions in relation to their school language learning experiences, future career choice, university training, and classroom practices through the teaching practicum. A focus on pre-service teachers in their formative years of student teacher cognition (trans)formation is therefore important to improve our understanding of the process of learning to teach a foreign language.

In view of the fast-developing geopolitical evolution in and of the region and the strive to promote alignment with western standards, there is the need for a more comprehensive stock-taking of the current status of the pre-service English language teacher education in Ukraine.

Teaching grammar to future teachers of English in Poland: The need for change

Pawlak, Mirosław

Adam Mickiewicz University, Poland

ROM 5, 04.00 – 04.30

The knowledge of the language they are going to teaching, including its subsystems and skills, is an integral part of the knowledge base of second and foreign language (L2) teachers (Freeman, 2018). In recognition of this fact, L2 teacher education programs typically include an intensive course in the target language (TL), which may take different forms, including integrated language classes or, as is the case with most such programs in Poland, such that are designated to specific areas of the L2 (e.g., pronunciation, speaking). There is little doubt that future L2 teachers also need to have an intimate knowledge of TL grammar. This knowledge, however, cannot be confined to conscious, explicit knowledge of grammar rules and related terminology but also include implicit or automatized knowledge, which allows the use of such rules in spontaneous interactions (DeKeyser, 2017; Ellis, 2009; Pawlak, 2021). Whether both types of grammar knowledge can actually be developed hinges to a large extent on how grammar is taught. The paper reports the results of a qualitative study which aimed to determine the approach to teaching grammar adopted by 20 university teachers in a grammar course constituting an integral part of a three-year BA program. The data were collected by means of questionnaires containing open-ended items and follow-up interviews. The analysis showed that grammar is typically taught and assessed in a traditional way with a focus on the knowledge of rules and their use in controlled exercises while little store is laid by the use of grammar features in a communicative way. The findings serve as a basis for recommendations for how grammar courses for pre-service L2 teachers can be redesigned to strike the right balance between the development of explicit and automatized knowledge.

Children's and young adult literature as a springboard for multiliteracies

Prusse, Michael

Zurich University of Teacher Education, Switzerland

ROM 4, 04.00-04.30

Twenty-first-century English teacher education is confronted with numerous challenges, among them the effects of the digital revolution and the profligacy of media formats available in contemporary societies. Hence, in university classrooms, student teachers must necessarily experience and learn about multiliteracies (New London Group 1996) and acquire strategies to teach them. Only if they are put into a position where they can furnish their future pupils with the resources to succeed within education systems, they will prepare the ground for lifelong learning and launch learners on a path that will permit them to actively participate in society and, if necessary, to transform it (Lütge 2018). In short, multiliteracies must form a relevant part of the curriculum in pre-service teacher education.

Various texts in an extended sense (Anstey & Bull 2006), ranging from printed matter in physical or digital format to "live" media (Burwitz-Melzer 2016), particularly from children's and young adult literature (CYAL), provide the ideal vehicle to implement a conscious and concise focus on multiliteracies. Since fictional texts engage and provide complex questions that cannot be answered simply or clearly (Hall 2018), they have the potential to support both language learning and cognitive development in the ELT classroom (Paran 2008). By drawing on sources such as picture books, graphic novels, television series and movies, student teachers are encouraged to read such texts more closely and more deeply (Bland 2018) while simultaneously developing analytical skills across the media (Prusse 2022).

Resorting to several small-scale projects at the Zurich University of Teacher Education, some preliminary results of research on student teacher learning within a framework of multiliteracies are presented. An additional resource for an analysis of the student teachers' development is provided by means of a blog that permits these pre-service teachers to share their insights with a worldwide audience.

Explicit and implicit grammatical knowledge of Austrian pre-service English teachers

Rankin, Tom Johannes Kepler Universität Linz, Austria	Wagner, Thomas University College of Education Upper Austria, Austria
ROM 5, 04.30 – 05.00	
<p>This study investigates Austrian pre-service teachers' explicit and implicit knowledge of the English existential quantifier any. Any is often addressed explicitly both at school and in tertiary EFL study programmes, typically presenting distributional properties of any versus some. However, such pedagogical rules underdetermine the distributional properties of this quantifier (Berry, 2015).</p> <p>The aim in this study is to explore pre-service teachers' implicit and explicit knowledge of any. Partly replicating Marsden et al. (2018), data were collected from 67 EFL pre-service teachers. Six tasks elicited explicit rule descriptions, while 32 paced acceptability judgment ratings tested awareness of eight grammatical environments. Four of these environments test sentence types that reflect taught vs. untaught properties of any, as in (1) and (2), and are of particular relevance to questions of development of pre-service teacher knowledge.</p> <p>3) The teacher did not set any homework.</p> <p>(b) *Anyone did not follow the instructions. Negation/questions – taught</p> <p>4) I regret that I told anyone about the plans.</p> <p>(b) *I think that the teacher told anyone about this. Verb polarity – untaught</p> <p>Preliminary results indicate that explicit and implicit knowledge correlate only weakly. While participants have sophisticated implicit knowledge of the distributional properties of any, indexed by acceptability judgements, their ability to verbalise such properties is much more variable. Mixed regression modelling, however, found significant effects for some of the eight conditions as well as for explicit knowledge on the acceptability rating scores.</p> <p>We discuss these results in light of how explicit content knowledge interacts with implicit L2 performance, and in how far both types of knowledge can be thought of as instrumental for the development of pedagogical grammar knowledge for pre-service teachers.</p>	

Developing Research Literacy of Pre-service Language Teachers in Norway		
Saglam, Asli Göktürk Lidice University of South Eastern Norway, Norway	Tsagari, Dina Oslo Metropolitan University, Norway	Dikilitas, Kenan
ENG 3, 05.00 – 05.30		
<p>Norway promotes research-based teacher education which fosters critical engagement and life-long professional learning as a means for ensuring high-quality teacher education in an increasingly diverse society. Thus, developing and supporting research literacy gains prominence. This is expected to positively impact pre-service teachers active critical learning as well as future teaching practice and enable them to strengthen their research perspective at their workplace. However, the existing courses are not adequate to help student teachers develop necessary research skills according to the barometer results. To explore this issue further, we conducted a mixed method research by collecting quantitative data from 60 pre-service teachers through the research self-efficacy questionnaire adapted from Wyatt and Dikilitas (2016). In addition, we interviewed 10 students and 8 tutors from these 3 universities to reveal small stories and incidence that could inform the content of a new stand-alone online course that could enhance teachers' research literacy. Each interview lasted averagely 30 minutes. We then transcribed the interviews and analyzed the data inductively by categorizing and thematizing the major issues the participants reported. To increase credibility, we engaged in the analysis collectively as a committee and negotiated the emerging meanings to arrive at certain categories and then themes. The emerging preliminary themes included pre-service teachers' lack of self-image/identity as a researcher, lack of connection between the research courses and teaching as well as low self-efficacy in doing research. The teachers also reported some further needs that helped us shape our new modular course design. Drawing on the analysis we developed new modules that can address the issues reported by the participants. We will also discuss the contextual challenges in teacher education programs regarding the structure, content, and delivery of research courses which need to be inquiry-oriented to be able to help teachers develop practical knowledge and impact their teaching.</p>		

"We don't know what we don't know" – Teachers' readiness and preparation for assessment practices in remote contexts	
Soltyska, Anna Ruhr University Bochum, Germany	Mäkipää, Toni
ROM 2, 05.00 – 05.30	
<p>The recent pandemic has significantly impacted most educational practices, including teaching and assessment of foreign languages in various schooling contexts worldwide. This talk presents the ongoing assessment literacy project which has surveyed English teachers in Finland and Germany and analysed their views on assessment in remote contexts and perceived needs for further professional development in this area.</p> <p>The study addresses practitioners in all educational contexts (primary, secondary, tertiary and vocational) and was conducted between November 2021 and March 2022. The data were collected by means of an online survey and interviews. The survey was designed in line with previous assessment studies (e.g. by Vogt & Tsagari 2014). Structured</p>	

interviews were carried out online via Zoom and transcribed verbatim. The data from the questionnaire will be explored by means of descriptive statistics and one-way analysis of variance. The responses collected via open-ended questions of the survey and via interviews will be studied using (thematic) content analysis.

The aim of the study is to examine how prepared English teachers in Finland and Germany are for designing, performing and evaluating assessment activities particularly in remote teaching contexts. According to the Digital Economy and Society Index 2021, both countries differ considerably in terms of overall digitalisation, which makes comparing teachers' preparedness for online assessment worthwhile, especially in view of the recent pandemic.

Based on participants' actual needs for guidance and support in the area of assessment in view of recent developments in digital education, the study aims to offer practical recommendations for a focus, scope and mode of further training which could be provided to enhance teachers' assessment literacy. At the conference, preliminary findings will be presented and their implications for developing and sustaining assessment literacy discussed.

Professional knowledge of (future) English language teachers – a quasi-longitudinal study

Spellerberg, Katharina

Bergische Universität Wuppertal, Germany

ENG 1, 04.30 – 05.00

In the field of teacher education and teacher knowledge research, there has been a significant leap in the last twenty years especially in German contexts. Empirical studies such as COACTIV (Baumert et al. 2011), TEDS-LT (Blömeke et al. 2013) and FALKO (Krauss et al. 2017) give insights into the previously under-researched field of what teachers know (Shulman 1987). Whereas earlier models take on a more descriptive approach of teachers' professional competences (Baumert/Kunter 2006), a more recent model tries to grasp the complexity and multidimensionality (Blömeke et al. 2015) of the latter. Here, professional competence is envisioned as a continuum of teacher dispositions and performance.

Bridging the gap between both disposition and performance, situational skills play a major role, helping teachers to notice, interpret and react in a given situation in the EFL classroom (König 2020). Even though empirical research tries to measure teachers' professional knowledge, most of the instruments only include isolated test items which are not adequate for capturing teachers' professional knowledge in its reflective and situational intricacy inherent in actual teaching practice.

This project addresses the research gap by examining professional knowledge of English language teachers taking on a more reflective approach. In a quasi-longitudinal study, a range of teachers, from bachelor students to expert teachers, are presented with vignettes and asked to reflect on the vignettes verbally and spontaneously. A quantitative and qualitative analysis of the generated data allows for the reconstruction of not only teacher knowledge, but also the depth of this knowledge and its reflective potential. First findings indicate that the nature of professional knowledge develops from teacher trainees to novice or even expert teachers. Knowledge seems to become more interlinked, allowing expert teachers to adapt their knowledge to changing contexts, whereas the knowledge of teachers in training often remains reproductive and trivial.

Early Career Teaching in the Midst of Challenges with Lofty Goals

Tasdemir, Hanife

University of Warwick, United Kingdom

Seferoğlu, Gölge

California State University San Bernardino, USA

ROM 3, 04.00 – 04.30

This study aims to explore three early career English language teachers' identity construction and negotiation processes at Turkish state schools. Early career teachers continue their teacher learning as identity learning as legitimate peripheral participants (Lave & Wenger, 1991; Wenger, 1998) in the profession. They experience a socialization process (Alhija & Fresko, 2010), struggle to comprehend the nature of the context, the affordances offered, and the limitations posed. Often, they face the reality shock (Le Maistre & Paré, 2010) or take on a "survival mode" (Thomas & Beauchamp, 2011); abandoning ideals and unwillingly abiding by meso and macro norms (Shin, 2012). Through the framework of Figured Worlds (Holland et al., 1998), this study asks the following research questions:

- 1) How do early career teachers view their teacher identities?
- 2) How do early career teachers' identities relate to contextual affordances and constraints?

The data was collected through narrative interviews around 16 hours and analyzed via a multiphase content analysis method. The complicated nature of the contexts and the complexities and subtleties of the work not aligning with the pre-service training urged the teachers to adopt lofty goals as a response to the challenging contexts. The character education, the altruistic motive considering most of the students' disadvantaged socio-economic backgrounds, the transcendental aim to "touch lives" came before the learning of students, their getting a critical perspective, succeeding in future professional life. Teachers were of altruism, devotion, and dedication. Caring for students' emotional wellbeing and trying to increase the students' access to education by compensating for the disadvantaged socio-economic backgrounds functioned as an identity anchor connecting the early career teachers' work and aims in teaching. In a contested space of struggles, the teachers orchestrated their resources to craft a response to serve their transcendental aims with "positively stable" (Hong et al., 2018) teacher identities.

Using audiovisual materials to develop EFL teachers' multiliteracies: design and analysis of a corpus of films and series

Wood Borque, Paula

University of Zaragoza, Spain

ROM 4, 04.30 – 05.00

It is widely acknowledged that using audiovisual materials can bring about several benefits to English as a Foreign Language (EFL) classes and learners (Goldstein & Driver 2015; Herrero & Vanderschelden 2019). These benefits include not only the development of their communicative competence, but also of their multiliteracies. Among these audiovisual materials, films and series stand out as authentic resources that show the language used in real-life contexts (Donaghy 2015). However, for teachers to embrace their use in the classroom they should be able to analyse them to better incorporate and exploit them in their teaching. Therefore, in this paper I will present the corpus "CAMELLS" (Corpus of Audiovisual Materials for English Language Learning in Secondary"), which is envisaged to amount to eighty titles and four hundred scenes chosen by following specific criteria including their alignment with Sustainable Development Goals and the variety of topics and diversity of genres present, among others.

The main aim of this paper is to present how films and series can be analysed in order to develop EFL teachers' multiliteracies (Cope & Kalantzis 2005; Bateman 2017) – their media, multimodal and visual literacies, among others -, as well as their competences and skills so that they can bring about significant innovations into their classrooms. The selection of titles and scenes and the analysis procedure will be illustrated through examples, and the current state of CAMELLS will be presented. The criteria used for the selection of titles and scenes, as well as the tools presented to analyse them verbally and visually, could be used by other EFL teachers for their own purposes, being able to adapt them to different contexts. These materials and how to analyse and exploit them could be implemented into teacher-training programs (both pre-service and in-service) so that students' multiliteracies can be expanded.

Symposia

Quo Vadis Cultural Learning and Language Education

Delanoy, Werner

University of Klagenfurt, Austria

ROM 1, 10.45 – 12.15

Invited speakers: Simona Bartoli-Kucher (University of Graz, Austria), Frauke Matz (University of Münster, Germany), Elisabeth Pölzleitner (University of Graz and University College of Teacher Education Styria, Austria)

In a globalized modernity, where change has become the norm, the question arises how to reframe culture and language learning in teacher education. In this symposium a foundation for a timely concept of cultural learning and (English) language education will be suggested and discussed, the focus being on new challenges for teacher education in this field of study. The suggested approach aims for creating dialogic relationships between universities, schools and key players outside educational institutions. As an emerging third place, such dialogue should encourage mutual transformation in the light of current educational and socio-cultural challenges.

Each of the panelists will present their perspectives and then discuss them with the symposium participants. To ensure a multi-perspective approach, different educational contexts will be included, spanning language education at universities plus at lower and higher secondary levels. In terms of languages, a multilingual approach will be suggested including English and Romance languages. As regards key players, space will be created to include voices from university researchers/teachers, in-service school teachers, student teachers and authors. In all instances, attention will be drawn to building bridges between the players to foster a mutually enriching polylogue.

The contributions of the panelists are as follows:

Cultural Learning and Language Education: Quo Vadis Teacher Education?

- Werner Delanoy (University of Klagenfurt)
 - The central aim of this contribution is to suggest a foundation for a timely concept of cultural learning and (English) language education, which can provide a basis for teacher education in this field. The pillars for such a program are threefold. First, a case is made for a cultural learning perspective addressing topical socio-cultural challenges. The theories included in this part comprise transcultural and cosmopolitan concepts, plus approaches to global citizenship education. Secondly, a notion of language education is presented which is symbolic and multimodal in approach. Such a perspective is informed by Claire Kramsch's (2009) understanding of symbolic competence, identity-focused language acquisition theories and the multiliteracies approach. Thirdly, attention is drawn to transforming conflictual positions into dialogic relationships, with a special focus on mediation practices.
- As regards teacher education research, perspectives will be discussed which aim to interconnect theory building and concrete teaching practices. Building on action research approaches, these perspectives include contributions by school teachers, students, teachers at tertiary levels and professional researchers, each learning from and enriching the others.

Extensive Reading, Cultural Learning and Teacher Education: Challenges and New Horizons

- Elisabeth Pölzleitner (University of Graz and University College of Teacher Education Styria)
 - I have been a language teacher at secondary levels for over 30 years and have taught Fachdidaktik courses at Uni-Graz and PH-Steiermark for about 20 years. One of my main areas of interest has always been to 'infect' my students with the 'reading bug'. To my mind, extensive reading is one of the most efficient ways to improve one's language skills and to explore cultural issues. While my middle school and high school learners have all read lots of children's and young adult books, most of my university students have hardly any experience with these texts. As a complement to the majority of teacher education programs, where the knowledge created at tertiary levels serves as a role model for secondary levels, I will highlight how universities can benefit from existing school practices.
- In my short presentation I am going to focus on the following issues:
- o University students' experiences with reading.
 - o The role of extensive reading in the new curriculum for lower secondary schools.
 - o What do future language teachers need in order to integrate more literature into their classrooms?
 - o What challenges will they meet?

Developing Transcultural Competence: Student Teachers of Italian Meet Cross-cultural Authors and Their Texts

- Simona Bartoli-Kucher (University of Graz)

- Transcultural texts tell stories of multiple belonging, identities in transformation, cultures in conflict, and individual plus collective empowerment in the light of current socio-cultural challenges of global significance. Teaching Italian with these texts draws attention to 'glocal' issues and invites understanding and appreciation of transcultural identity formation. Moreover, an experiential learning approach permits active student engagement with such issues, and it can aid in cultivating the learners' imagination and empathy.

As regards teacher education, I will report on projects where writers of transcultural texts came to Graz to discuss their work with my university students. The students then developed teaching units which they presented to high school learners of Italian. Thus, the student teachers acted as mediators between the texts discussed and school pupils, between school realities and tertiary teacher education. The student projects were evaluated with the help of action research methodologies. The results show that a continuing dialogue could be created resulting from constructive interaction between all the agents involved.

Rethinking Cultural Learning in Teacher Education – Cosmopolitan Citizenship & Human Rights Education

- Frauke Matz
- In the German school context English language education (ELE) plays a crucial role in educating students to become responsible and democratic citizens (cf. KMK 2012: 11). Thus, language teachers are tasked with the responsibility to "provide an education that enables people to develop and strengthen their personality, to shape their own lives in a socially responsible manner and to participate in a democratic society" (KMK 2012: 5, translation F.M.). But in the face of recent and intensifying global crises and the growing complexity of the digital and global world, this poses an immense challenge for both pre-and in-service teacher education.

Educators and curriculum designers need to reconsider the ways in which cultures and languages are taught, so that not only learners can move beyond the simplistic self/other divide, but also their teachers, to more holistically reflect on both their individual and collective responsibilities in the globalised world. Set in this context, this proposed contribution argues for a shift from intercultural learning to cosmopolitan citizenship education not just in the context of school education, but also as part of pre-service teacher education. It will report on how the ELE curriculum at the University of Münster has implemented this shift towards cosmopolitan citizenship education. In line with Osler and Starkey, we aim at enabling pre-service teachers to "be confident in their own identities and (will) work to achieve peace, human rights and democracy" (2003: 246). Thus, this talk aims to show in how far cosmopolitan citizenship education, as a versatile approach combining various global and digital perspectives on the contemporary world, might help to become the very foundation of developing concrete ideas for an innovative, future-oriented concept of cultural learning for English language (teacher) education.

Global Principles – Local Practices: Developing Language Assessment Literacy in Second Language Teacher Education

Heaney, Helen

University of Vienna, Austria

Berger, Armin

University of Vienna, Austria

ENG 4, 09.00 – 10.30 & ENG 4, 10.45 – 12.15

Invited Speakers: Henrik Bøhn (University of South-Eastern Norway), Kathrin Eberharter (University of Innsbruck, Austria), Ulla Fürstenberg (University of Graz, Austria), Benjamin Kremmel (University of Innsbruck, Austria), Guenther Sigott (University of Klagenfurt, Austria), Dina Tsagari (Oslo Metropolitan University, Norway), Karin Vogt (University of Education Heidelberg, Germany), Thomas Wagner (University of Education Upper Austria, Austria)

With teachers spending a considerable amount of their time assessing students' achievement, progress, and proficiency, assessment is an essential field of teacher activity. It is well proven both empirically and experientially that assessment and feedback are crucial factors in student learning. Professional competence in the field of language testing and assessment, commonly referred to as Language Assessment Literacy (LAL), is therefore an essential requisite for all language teachers. However, although language testing and assessment is increasingly being anchored in second language teacher education, pre-service teachers often lack an adequate degree of LAL for their future careers. It is in this context, between the poles of increasing importance and insufficient levels of LAL, that meta-reflection on what constitutes professional competence in the field of language testing and assessment has gained momentum internationally. What do language teachers need to know about assessment? What skills do they require? What principles should they apply? While there is still much debate about what precisely constitutes LAL, the focus of attention has recently shifted from the knowledge and skills teachers are thought to require for assessing their students' language competence to levels of LAL and learning trajectories. At the same time, there is a growing understanding that within a possible global canon of LAL components, local language assessment literacies may be more appropriate in specific contexts. Our two sessions explore some of the interfaces between global principles and local practices.

Local practices

First, representatives of the four clusters of secondary teacher education programmes in Austria outline the main features of testing and/or assessment courses offered by English departments at both Bed and Med level. What courses in all four clusters have in common is a combination of discussions on theoretical input (e.g., test purpose, usefulness, and formats, etc.) with practical applications relating to classroom testing/assessment, the standardized school leaving examination, a selection of skills/language systems, and the CEFR. Local differences will be revealed during the 15-minute presentations, followed by 30 minutes of Q&A.

Presenters:

- Armin Berger, University of Vienna (Verbund Nord-Ost)
- Kathrin Eberharter, University of Innsbruck (Verbund West)
- Guenther Sigott, University of Klagenfurt, and Ulla Fürstenberg, University of Graz (Verbund Süd-Ost)
- Thomas Wagner, University of Education Upper Austria (Verbund Mitte)

Global principles

Then a distinguished panel of international experts consisting of Dina Tsagari (Oslo Metropolitan University), Karin Vogt (University of Education Heidelberg), and Henrik Bøhn (University of South-Eastern Norway) explore a range of topics such as present and future developments in LAL, the changing knowledge and skills base, the role of context and experience in LAL development, and the relationship between LAL and language pedagogy. Acting as discussant, Benjamin Kremmel (University of Innsbruck) synthesises the contributions and provides a perspective for discussion.

Individual abstracts

Language pedagogy in teacher LAL

- Henrik Bøhn (University of South-Eastern Norway)
- Language pedagogy is sometimes mentioned as a component, or dimension, of teachers' LAL (e.g., Baker & Riches, 2018; Bøhn & Tsagari, 2021; Kremmel & Harding, 2019; Taylor, 2013). The term is used somewhat differently in the research literature, however, having been referred to as "the enactment of language pedagogy" (Baker & Riches, 2018), "assessment used to promote learning" (Bøhn & Tsagari, 2021), and "how to use assessments to motivate student learning" (Kremmel & Harding, 2019). In this presentation I will examine some uses of the term "language pedagogy" in the LAL literature and discuss to what extent they share a common theoretical basis, as well as what kind of practical implications the different meanings may have for language teachers.

Language Assessment Literacy: what, why, and how have we done things so far?

- Dina Tsagari (Oslo Metropolitan University)
- Assessment constitutes an important aspect of teachers' daily practice in educational programmes worldwide. New developments in language teaching as well as educational policies on language learning require new competencies of teachers, e.g., self- and peer-assessment while the recent emergency remote teaching and assessment period has also been added to the pedagogic agenda of the innovative language teacher. These assessment developments call for new skills to be acquired. Nevertheless, research shows that in many educational systems around the globe, teachers are made accountable, experience anxiety or do not feel ready to create quality assessment materials and procedures. There is, therefore, an urgent need to develop efficient, relevant and sustainable levels of teachers' LAL (Inbar-Lourie, 2008; Taylor, 2013). The goal of this presentation is to discuss the assessment challenges faced by teachers in language education, problematize existing understanding and research in LAL and share propositions and suggestions for the development of robust trajectories of LAL as well as future research suggestions. The presentation will also share various resources that can help teachers improve their LAL competency as part of their continuous professional development.

Context- and experience-sensitive LAL professional development for language teachers

- Karin Vogt (University of Education Heidelberg)
- LAL has become a highly regarded and much researched field of testing and assessment in recent decades. One of the main focuses of research has been findings on teachers' competence levels in relation to LAL. Based on empirical studies of teachers' LAL competence levels conducted in several contexts, the presentation will provide an overview of LAL development opportunities for the stakeholder group of teachers. From the research findings on professional development on LAL, criteria for training measures for teachers will be derived which take, in particular, the notions of context and experience into account.

Using Videos of Classroom Interaction for Professional Development

Schramm, Karen
University of Vienna, Austria

Schumacher, Nicole
Humboldt University Berlin, Germany

ROM 1, 09.00 – 10.30

Invited Speakers: Mark Bechtel (Osnabrück University, Germany), Heike Niesen (Universität Paderborn, Germany), Kristina Peuschel (University of Augsburg, Germany), Britta Viebrock (Goethe-Universität Frankfurt, Germany)

Video-based interaction analysis has played a major role in research on second language acquisition and foreign language teaching for half a century, but it has only recently become the focus of empirical research on the professional development of L2 educators. In our symposium, we will therefore discuss research reports on using videos and/or transcripts in seminars designed for student teachers of various foreign or second languages (English, German, French and Spanish) in real and virtual classrooms. In particular, we will inquire into analysis tasks based on classroom video segments from experienced teachers and designed to increase student teachers' professional vision and to promote their self-reflection.

Speakers in this symposium will address key topics in the current debate on using videos of classroom interaction for professional development such as L2 teachers' competences and knowledge, their attitudes and beliefs, and their professional development. Specifically, they will present studies on interventions which aim to raise students' awareness of and foster their analytic skills with respect to ...

- ... heterogeneity in the classroom, particularly concerning multilingual and culturally heterogeneous learning groups (in migration contexts),
- ... didactic strategies to promote receptive and productive skills as well as
- ... interactional topics such as corrective feedback, micro-scaffolding and the use of multiple L1-resources in classroom interaction.

Also reflecting on methodological approaches and challenges in this currently growing field of research, our speakers will address different modes of raising awareness on teaching elements relevant for L2 learning as well as teachers' self-concepts emerging in discussions and reflections on videos of classroom interaction. Their empirical research designs offer examples on the range of...

- ... real, virtual and blended formats of learning,
- ... asynchronous and synchronous virtual modes,
- ... written and oral reflections and analyses of video data as well as
- ... emic and etic research perspectives.

Based on the empirical reports of these three current sample studies, we will open the debate to other languages and to teachers of other target groups and with higher degrees of experience. This way, we hope to discuss new conceptual horizons for the professional development of L2 teachers using videos of classroom interaction in teacher education.

Abstracts of presenters:

Using videos in different task settings in a seminar for student teachers of French and Spanish

- Mark Bechtel (Osnabrück University)
- Videos are used in university-based teacher education, among other things, to promote professional vision and self-reflection (Schramm/Bechtel 2019, Bechtel/Mayer 2019). As part of the "U-Vid" project at the University of Osnabrück, videos of French and Spanish lessons were shot and video vignettes created from them. These were used in a foreign language didactics seminar in the summer semester of 2021, where the focus was on vocabulary work, pronunciation, listening comprehension, reading comprehension, writing, speaking, and language use in classroom. The aim was for students to become aware of teaching elements relevant to learning and to be able to analyze them on the basis of foreign language didactic theory knowledge (cf. Gießler 2018). At the same time, working with the videos was intended to make them aware of their personal attitudes and beliefs towards these subject areas of teaching and learning a foreign language (Abendroth-Timmer 2017). The video vignettes were connected to different task settings (with versus without theory input, written reports versus oral discussion). In the presentation, the seminar design and the task settings will be introduced and an overview of the collected data will be given. The results of a questionnaire study in which students were asked to evaluate the different task settings will be presented for discussion.

Professional vision(s) on GSL-classroom interaction (German as a Second Language)

- Kristina Peuschel (University of Augsburg)
- Developing professional competencies for teaching German as a Second Language (GSL) using videos and transcripts of classroom interaction in teacher education has recently become a focus of empirical research also in the field of German as Second Language in migrant contexts. In my contribution I will present a corpus of videos and transcripts from GSL-classes in primary and secondary schools in Germany from 2015 to 2019. The corpus ViKo_sprache (vgl. Stahl & Peuschel, i.p.) is now used to professionalize teacher students on classic GLS-teaching interactional topics as

corrective feedback, micro-scaffolding strategies or the use of multiple L1-resources in the classroom. Research findings on teachers' recordings and teachers' paraphrases of student utterances are presented (Peuschel & Stahl, 2021). On the theoretical basis of a subject specific professional vision students develop professional knowledge about GSL-classroom interaction, and reflect on the impact that intentional modifications of interactional teaching patterns may have. Future developments of video-based teacher-professionalization go beyond the analysis of authentic classroom interaction and develop staged and scripted videos for subject specific didactic problem-solving and theoretical reflection on topics like gender, race, forced migration, dealing with trauma or participation outside classrooms etc. With this broader perspective on the development, production and use of videos in teacher training a plurality of professional vision(s) might become the basis of future research in video-based professionalization in GLS teaching and learning.

The use of teaching videos in digital learning contexts – lessons learned from an in-service EFL teacher training programme

- Heike Niesen (Universität Paderborn) and Britta Viebrock (Goethe-Universität Frankfurt)
- Our contribution offers a critical review of a certified teacher training programme conducted at Goethe University Frankfurt in the context of the project "The Next LEVEL" funded by the Federal Ministry of Education and Research in the course of the QLB.

The programme aimed at enabling in-service EFL teachers to become aware of – and deal with – multilingual and culturally heterogeneous learning groups. The competence dimensions that were addressed covered knowledge about, attitudes towards, as well as skills for implementing multilingual and transcultural-sensitive teaching approaches. Methodologically, the programme was designed as a blended learning format, but due to the pandemic it was transformed to an online format. Drawing on insights into the design of effective teacher training (Lipowsky & Rzejak 2019), each of the five multimodal and interactive modules included a cycle of input-, reflection, implementation and feedback (Kemmerer et al. 2021). Based on the promising findings on the use of teaching videos for language teachers' professional development (e.g. Bechtel & Mayer 2019, Gießler 2018, Wipperfurth 2019), we employed teaching videos in the modules as a measure to foster the teachers' professional vision (Goodwin 1994) and professional competences. Concerning the technical realisation, asynchronous and synchronous elements were combined using the moodle-based VIGOR platform, where teachers could work on the content, upload, share, and comment on each other's assignments. Synchronous discussions about conceptual texts, teaching materials and assignments took place via Zoom, and the entire process of professionalisation was accompanied by a digital portfolio. In our presentation, we will elaborate on the findings from the evaluative research of our programme (in particular, the extent teachers' competences developed throughout the programme, and which measures were perceived as helpful). While we can see a positive development of teachers' competences in the pre-/post assessment and module-specific self-evaluation items, teachers' remarks on the teaching videos employed and the digital communicative formats hint a relatively low impact of these elements, which came somewhat as a surprise to us. We take these insights as a springboard to critically reflect on the following questions:

- o How can the alignment of competence development and respective teaching videos be made transparent to teachers?
- o Which alternative forms of scaffolding may support teachers in analysing different kinds of videos?
- o How can the potential of videos for professional development be explored more profoundly in digital learning settings?
- o Which measures may help to initiate and maintain collaborative processes of negotiating meaning in digital communicative formats?

In answering these questions, we will offer alternative versions of both our video analyses tasks and our design of communicative formats. Based on our retrospective considerations and additional research (Elsner 2019, Niesen & Elsner 2020, Niesen et al. 2021, Viebrock 2019), we propose and put to discussion our vision of video-based, virtual communities of practice within which teachers can develop their competence in what McCullagh (2021) calls a "Video Supported Zone of Proximal Development" (ibid.: 75ff.).

Saturday, September 17th, Presentation session 5

Pre-service teachers' views of ideal teacher educators and their professional development

Ataş, Ufuk

Artvin Çoruh University, Turkey

Daloğlu, Ayşegül

ROM 2, 09.00 – 09.30

The work of teacher educators has received increased attention in teacher education research over the last couple of decades, following the understanding that teacher educators are "crucial players for maintaining – and improving – the high quality of the teaching workforce" (European Commission, 2004, p.4). Many studies have tried to answer who they are, how they understand their roles (Russel & Flores, 2021) and what they do as part of professional development (e.g., Bates et al., 2011; Loughran, 2014; Lunenberg et al., 2014; Smith, 2003; Vanderlinde et al., 2021; among many others). Rooted in Schön's (1983) notion of the reflective practitioner, teacher educators' experiences with their pre-service

teachers have also been documented to have a substantial impact on developing their professional identity and development (e.g., Cook-Sather, 2016, 2020; Cook-Sather et al., 2014; Flores et al., 2014; Jyrkiäinen et al., 2021; Shagrir, 2015; Shagrir & Bar-Tal, 2021; Swennen & White, 2021; White, 2014). However, among such a plethora of studies, few have looked into the professional development of teacher educators from the perspectives of their pre-service teachers, and the literature is even scarcer, in Turkey and elsewhere, for language teacher educators. Within this perspective, and as part of a broader project, this qualitative case study brings about the voices of 193 fourth-year pre-service EFL teachers across Turkey regarding their definitions of ideal language teacher educators and teacher educators' professional development based on their experiences in teaching practicum in university and practice school contexts. Data were collected through open-ended surveys and analysed qualitatively. The findings provide implications for language teacher educators' ways of teaching, collaborations with their pre-service teachers, and fostering professional identity and development.

“Getting what I know across” – Promoting L2 scientific terminology knowledge in CLIL primary school science classes with gestures

Bitmann, Anna

Potsdam Universität, Germany

ROM 3, 10.00 – 10.30

Gestures serve many roles in learning and understanding language as well as subject matter, and are especially effective when they represent the underlying knowledge. A characteristic of which learners take advantage if they lack the linguistic competences to express themselves. This talk examines the role of conceptually congruent (iconic) gestures in deepening the understanding of scientific terms (subject matter) and promoting the use of academic discourse functions (language competences) in CLIL primary school science classes.

Drawing on convergent evidence which indicates that concepts are better understood and longer retained when they are learned with iconic gestures, the talk presents an intervention study conducted in Grade 4 bilingual science classes (N = 85; n = 48). In the classroom-based project (quasi-experimental), effects of learning L2 scientific terms coupled with iconic gestures vs. animated reading clips were analyzed in two thematically different units (Space and Healthy Foods).

For the gesture group, the results show that students with L1 English can recall the scientific terms better than students with L1 German after appx. 12 weeks. The analysis shows that both language groups slow down the decaying process of the learned terms and promote long-term retainment with the help of iconic gestures. Concerning the discourse functions, the results demonstrate that the iconic gesture group used the discourse function describing/defining and explaining more often than the reading group. Furthermore, iconic gestures helped students retain term-specific facts (narrative, nominal, and committed facts) significantly better in the Space unit. The Healthy Foods unit revealed no significant differences concerning the interventions and the language groups.

The talk concludes by translating the findings into the larger context of improving students' use of academic foreign language in CLIL science classes and the ensuing implications for gesture-based strategies in EFL learning. Remaining issues for desirable future research are explored and stated.

“You know nothing about teaching!” Complaints, alignment, and identity positioning during teacher-mentor post-observation meetings

Cinaglia, Carlo

Michigan State University, USA

ROM 2, 10.00 – 10.30

Within the field of language teacher education, language teacher identity (LTI) development has become a central focus and pedagogical goal (Varghese et al., 2016). In light of the Douglas Fir Group's (2016) transdisciplinary framework for SLA, De Costa and Norton (2017) suggest investigating LTI development ecologically, i.e., in relation to different social factors at the macro level (e.g., ideologies about TESOL best practices), meso level (e.g., institutional roles and responsibilities), and micro level (e.g., post-observation meeting discourse). Research examining post-observation meetings in particular has observed teachers negotiating identities as both developing novices and knowledgeable experts (Donaghue, 2016) through narrating difficult experiences and discussing thought processes (Riordan & Farr, 2015), articulating their pedagogical rationale (Lewis, 2018), contesting other teachers' decisions (Wagner & Lewis, 2021), and imagining future selves (Urzúa & Vásquez, 2008). This study responds to calls for further research investigating identity negotiation in post-observation meeting discourse (Copland & Donaghue, 2019). Participants for this study were Laura and Tracy, two graduate TESOL student teachers co-teaching an ESL class while mentoring other TESOL graduate students. Data sources include five video-recorded post-observation meetings with a teacher mentor (the researcher). Content and discourse analysis explored how Laura and Tracy understood and constructed their identities in relation to co-teaching and mentoring roles and relationships, revealing two themes: (1) Mentoring others helped Laura and Tracy reflect backward to remember their own learning and reflect forward to consider their continued growth, positioning themselves as both relative experts and developing teachers. (2) Through collaborative complaining, Laura and Tracy critiqued their mentees and aligned with each other, positioning themselves as more knowledgeable teachers while also adopting a

stance of understanding toward their mentees. Findings are discussed in light of LTI and narrative reflection research, with implications for supporting novice language teachers through mentoring and collaborative reflection.

Getting the balance right: Translanguaging and target language in ELT pre-service education

Erling, Elizabeth J.

University of Vienna, Austria

Foltz, Anouschka

ENG 1, 09.00 – 09.30

Research has shown that while language teachers may hold positive beliefs about multilingualism in principle, these beliefs shift when they encounter multilingual practice – particularly with regard to additional language learning (De Angelis 2011). Long-held beliefs about the value of ‘target language use only’ dominantly shape English language teachers’ practice, and can prevent teachers from adopting translanguaging pedagogies in the English language classroom (Tian et al. 2020). Topics related to multilingualism are starting to become more prevalent in language teacher education systems in response to the shifting needs of teachers (Purkarthofer 2016; Wernicke et al. 2021). Moreover, as young, pre-service teachers are more likely to have grown up in contexts of diversity and to come from multilingual, migration backgrounds themselves (Melo-Pfeifer 2021), the tide may be changing. To date, however, we know little about what the new generation of language teachers believe about multilingualism and translanguaging, and its value in the English language classroom. In this study, we explore the extent to which pre-service English teachers have taken on a ‘translanguaging stance’ in Austrian and German teacher education. We undertook a questionnaire study with students in two teacher education programs at the University of Vienna, Austria, and Karlsruhe University of Education, Germany. The findings suggest that it is beginning to be more common-place to embrace a translanguaging stance and that these future teachers will be willing and capable of valuing and welcoming students’ linguistic diversity in the classroom. However, they still do not feel prepared for classroom realities. The presentation closes by considering how English language teacher education can continue to be developed so that future teachers can put their stance into action in the classroom – getting the balance right between using students’ language repertoires as a resource and providing quality access and exposure to English.

A Qualitative Inquiry into Being a Transformative EFL Teacher: Alienation, Communication, and Transformation

Gümüşok, Fatma

Bartın University, Turkey

ENG 3, 10.00 – 10.30

Becoming and being a teacher and thriving as one becomes much more challenging each day in the increasingly standardized educational world. Teachers’ opportunities to make their voices heard, take autonomy in their classes, and respond to their students’ needs slowly diminish (Giroux, 2002; McLaren, 2007). In such restricting times, many teacher education programs aim to raise teachers as transformative intellectuals (Giroux, 1988) so that they could resourcefully address the constraints in teaching contexts (Abednia, 2012; Abednia & Izadinia, 2012). To this end, the narratives of successful caring teachers should be spread as one form of existence to inform, encourage and inspire the teaching community. Therefore, this narrative case study tried to examine the professional identity of one transformative English as a Foreign Language (EFL) teacher in a secondary school in Turkey. The participant of this study was recognized as a successful teacher in her school environment due to her dedication to the further education of female students and her awareness-raising practices in environmental issues. In order to collect her life story, I carried out three semi-structured interviews with her following Seidman’s (2006) interview protocol. The thematic analysis (Patton, 2015) of the transcribed interviews indicated that the teacher developed her transformative teacher identity 1) making use of her challenging upbringing story, 2) raising a strong sense of work ethics which sometimes put her at odds with her colleagues, and 3) utilizing dialogue as a means for transformation at personal, classroom, school, and society levels. The study suggests that although being a transformative teacher is a grueling task, it is inherently and substantially satisfactory. The findings could edify prospective teachers about the realities of teaching and the significance of perseverance to become a successful, caring, and transformative teacher.

Students’ motives for communication with a teacher

Jelínková, Jaroslava

Masaryk University, Czech Republic

ENG 2, 10.00 – 10.30

In a foreign language teaching communication is both a means of communication and the content of teaching (Swain & Lapkin, 1995; Swain, 2005) therefore quality communication between a teacher and a student or students contributes profoundly to the process of learning. Factors negatively influencing L2 communication e.g., foreign language classroom anxiety, self-evaluation (Yashima, 2002), the fear of negative evaluation (Tum, 2015; Yan & Horwitz, 2008), teacher’s teaching style (Ballester, 2015), classroom atmosphere (Yashima et al., 2016) or learning styles (Yan & Horwitz, 2008) has been a subject to research. By contrast, a teacher-student interaction ranks among the most significant predictors of students’ participation (Weaver & Qi, 2005) besides the teacher’s attitude and evaluation (Goodboy & Myers, 2008). Students’ motives for communicating with a teacher depend both on the student’s communication style and on how

students perceive the teacher's communication style and classroom atmosphere (Myers, Martin & Mottet, 2002). Presented study aimed at mapping students' motives for communicating with an English language teacher and the sample consisted of non-major undergraduate students (n=350) of J. E. Purkyně University (Czechia). A mix-methods design was employed using the Interpersonal communication motives scale (Martin, Myers, & Mottet, 1999), and Willingness to communicate inside the classroom (MacIntyre, Clément, Baker & Conrod, 2001) scale. Further detailed information was gathered during a semi-structured interview with selected students. Based on the quantitative data, seeking support from a teacher ranked as the most significant motive for students' communication with a teacher. On the contrary explaining themselves, making excuses or the need for creating a relationship with the teacher were the least possible motives for their communication with a teacher. During interviews, students stated that what makes them participate in the classroom communication is the teacher's teaching style, student's self-evaluation and his/her attitude towards English and classroom atmosphere.

Implicit and explicit (anti)racist knowledge of English teachers in Germany

Langensiepen, Natalie

Bergische Universität Wuppertal, Germany

ENG 3, 09.00 – 09.30

Racism is still omnipresent in Germany – also in schools, which claim to reduce or even prevent it through educational processes. However, a critical antiracist perspective (Kubota 2021) is to be adopted by the actors involved, especially teachers. Empirical studies show that Students and Teachers of Color experience racism in Germany (Fereidooni 2016, Karabulut 2020) and that racist content can be found across all (English) textbooks (Alter/König/Merse 2021, Bönkost 2020, Marmer 2013). Through its topics, traditions, and curricular guidelines, the EFL classroom runs the risk of perpetuating racist and culturalist narratives. Yet little is known about the racist knowledge (Terkessidis 2010) EFL teachers have internalized and may be reproducing through their teaching practice.

The dissertation project addresses this research gap by investigating which implicit (and explicit) racist and/or antiracist knowledge English teachers verbalize when they talk about EFL teaching. For this purpose, narrative interviews with English teachers were conducted and analyzed using the Documentary Method (Nohl 2010). This qualitative method allows the reconstruction of implicit knowledge, which is considered to have a stronger influence on the teaching practice than explicit knowledge.

Initial findings suggest that racist or culturalist narratives and a white gaze shape the way teachers talk about their teaching practice and their students. Not all teachers have yet developed a critical antiracist awareness in the process of their professional development. Considering the responsibilities that come with the profession, language teacher education needs to enable teachers to deconstruct their racist knowledge and to develop critical antiracist competence in order to have a sustainable, positive influence on learners as well as to reduce violence towards students affected by racism.

How can language teachers support content teachers in English-medium instruction? A focus on questioning practices

Lasagabaster, David

University of the Basque Country, Spain

Doiz, Aintzane

ROM 3, 09.00 – 09.30

Questioning practices are very important because they affect the nature of students' reasoning while they determine the quality and level of their participation in class. Since teachers' questions help to scaffold students' learning, the analysis of questioning practices is of the utmost importance in English-medium instruction (EMI), because this is an educational context in which both teachers and students have to face the added challenge of using a foreign language in the teaching/learning process. Although research abounds on the impact of asking students questions in L1 and L2 learning contexts, little has been carried out regarding its impact in the field of EMI at tertiary level. With this in mind, in this presentation we aim to examine (i) what type of questions EMI history lecturers ask and (ii) whether their questioning practices are subject to individual differences. In order to analyse these two questions, our presentation will be based on a study in which 12 two-hour lectures delivered by four teachers were transcribed and later on analysed by three researchers. The questions were categorised into one of the eleven categories proposed by Sánchez García (2020). The results showed that instructional question types (related to content) were much more commonplace than regulative questions (related to classroom procedures). However, confirmation check, display and referential questions, which belong in the instructional category, were not posed to fulfil their intended pedagogic goals, while students tended to provide short answers or no answer at all. Similarly, the results reveal that lecturers would benefit from receiving some linguistic training, in particular in association with the formulation of retrospective and repetition questions. These findings bring to light the need to design teacher training courses aimed at developing teachers' interactional competences, as well as the need to contemplate customized training sessions.

How subject teachers scaffold Cognitive Discourse Functions when used by students.

Lersundi, Amaia

Mondragon Unibertsitatea, Spain

ROM 3, 09.30 – 10.00

Cognitive Discourse Functions (CDFs) (Dalton-Puffer, 2013) play a fundamental role in the learning process, as they serve as a bridge between content, literacy and learning (Morton, 2020). In recent years, several studies have been carried out on the role of CDFs in the classroom (Kröss, 2014; Hofmann and Hopf, 2015; Brückl, 2016; Bauer-Marschallinger, 2016; Lechner 2016), and they highlight that students need to master certain CDFs in each subject in order to achieve Deeper Learning (Meyer et al., 2018). These studies reveal that, in general, students are not able to produce complete and complex CDFs on their own (Dalton-Puffer et al., 2018). Although, for some time, the scaffolding strategies teachers use to help students make progress in learning have been researched (Mortimer and Scott, 2003; Walqui 2006; Howe et al., 2019; Tang, 2019), there is still little research on how to scaffold CDFs. The present study aims at exploring how CDFs are scaffolded in different subjects (English, Mathematics, Economics, Basque Language, Physical Education and History) and examines the different practices of six teachers who work together on a multidisciplinary project in post-secondary education. Our study shows that both linguistic and non-linguistic subject teachers use scaffolding strategies which may be valid to scaffold CDFs. Evidence was found of teachers scaffolding both knowledge construction and knowledge verbalisation, whilst not all the CDFs performed by the students are scaffolded. However, in the case of the six teachers in our study, less attention is paid to the scaffolding of form, and more attention to the scaffolding of meaning. It can be concluded that all subject teachers need to pay attention both to meaning and form in equal parts, irrespective of the subject taught, as both are indispensable for the verbalisation of cognitive processes (Dalton-Puffer, 2013).

Where tasks, technology, and textbooks meet: Intelligent tutoring systems on the task-based language teacher's horizon

Middelanis, Lisa
TU Dortmund, Germany

Blume, Carolyn
TU Dortmund, Germany

ENG 5, 09.00 – 09.30

While task-based language teaching (TBLT) enjoys wide popularity as a means of implementing communicative language teaching, it often poses a challenge to teachers to balance communicative elements of TBLT with form-focused instruction (Müller-Hartmann & Schocker 2018). This leads to a disjuncture between TBLT and form-focused teaching, with practice being conceived of as distinct from the task and only minimally informing the task. The result in many situations is a rejection of either TBLT or form-focused practice entirely, or reduced opportunities to learn because of the lack of perceived relevance between the two.

Intelligent CALL (ICALL) applications can be utilized to strengthen form-focused practice in TBLT settings. The initial construction of a purpose-built ICALL tool, called Feedbook, focused on the development of an application aligned with the seventh-grade curriculum in German schools, with pre- and post-intervention measures demonstrating its efficacy regarding the acquisition of targeted grammatical constructs (Meurers et al. 2019). In the current project, Feedbook has been re-designed to not just align with the grammatical aims of the curriculum, but to embed these within a comprehensive TBLT setting (<https://interact4school.de/>). Using backwards design procedures and incorporating the expertise of consulting teachers as well as university didactics, the exercises in the browser-based platform were especially constructed to align lexis and grammar with the identified task demands.

This presentation will describe the design process leading to the instantiation of practice driven by task demands. The implementation in real-world classrooms will be discussed and the related research studies will be introduced (Parrisius et al. 2021). Initial results focusing on qualitative data illustrate how teachers integrate Feedbook in a TBLT approach and the affordances they verbalize. This data will contribute to identifying technological and pedagogical implications necessary for further developments with regard to teaching digital competence in language teachers' education.

Exploring Minority Language Tensions through Podcasting. A Case Study of supplementary and creative podcasting in developing L2 competence and reflective skills.

Ó Brolcháin, Conchúr
Mary Immaculate College, University of Limerick, Ireland

ENG 5, 10.00 – 10.30

This presentation will outline one educator's use of minority language podcasting with a cohort of a 1st year ITE students (n=100). These students, primarily from English L1 backgrounds, participate in two modules through the medium of an L2 (Irish Language Pedagogy and also Professional Irish) on their B.Ed. degree, in order to prepare them to teaching Irish on their first professional teaching placement.

This educator had begun to use of podcasting in a 'substitutional' or 'supplementary' capacity (McGarr, 2009), as a means of developing a more inclusive learning environment during his university's pivot to online teaching. When invited to participate in a Graduate Diploma in Academic Practice, his podcasting endeavours evolved towards a more collaborative or 'creative' approach (McGarr 2009), in which students were asked to create and record their own podcasts through the target language, based upon personal and group reflections relating to professional placement.

The research was located within a pragmatic paradigm (Mertens, 2015) and incorporated peer-observations of tutorials, feedback from student surveys and the researcher's own reflections in order to shed light upon podcasting as a means of improving L2 proficiency.

Results of the study reveal that students greatly valued all three podcasting approaches: substitutional, supplementary and creative. Furthermore, students revealed that the process of writing, re-drafting and recording podcasts based upon school placement reflections enabled them to develop confidence and competence in using the L2 and also to reflect more deeply upon on their own L2 teaching and learning journey.

One tension to be explored further revolves around the extent to which students' L1 could be leveraged through a process of translanguaging (Baker & Wright 2017) in order to enable even deeper reflections upon their language teaching experiences, whilst being cognizant of the L2 language acquisition goals within the university's deeply embedded language immersion approach.

Virtual Innovation and Support Networks: Connecting student teachers and in-service teachers in virtual collaboration

O'Dowd, Robert

Universidad de León, Spain

Werner, Sina

Ruhr University Bochum, Germany

ENG 2, 09.00 – 09.30

Virtual Exchange, online collaborative projects between groups of learners, has recently gained popularity in the context of foreign language teacher education as researchers investigate the impact of telecollaborative learning on student teachers' didactic, linguistic, and intercultural competences (EVALUATE group, 2019 Odowd, 2021).

However, to date there has been little exploration of how Virtual Exchange can be employed to connect student teachers with in-service teachers and how this can contribute to both groups' professional and intercultural development (Johnson, 2009). This is the focus of the VALIANT project (2021), an Erasmus+ KA3 European Policy Experiment which brings together teachers, student teachers and experts in facilitated online collaboration around real-world educational issues.

This presentation reports on one of the project's case studies in which students of teacher education in Spain and Germany collaborated with in-service teachers from around Europe on the theme of FL materials development.

Our presentation will focus on the intercultural and didactic learning outcomes which emerged from the collaborations. Our research questions are: 1) To what extent does engagement in this model of virtual exchange contribute to student teachers' and in-service teachers' intercultural and didactic competence development? 2) How do students' perspectives on teaching foreign languages and their future profession change through collaboration with in-service teachers?

The study is based on a qualitative analysis of interviews, learning portfolios, recordings of online meetings and questionnaires with open-ended questions. We use the findings of our study to make recommendations on how this model of Virtual Exchange can be used in the classroom by other teacher trainers.

How dealing with trauma experiences in the classroom in a responsible way?

Otepka, Ingrid

MARA o Achtsam Leben Erfahren, Austria

ENG 3, 09.30 – 10.00

In my work with refugees as a German teacher, I regularly encountered the topic of trauma, which was a major reason to deal with it more closely and to exchange ideas with colleagues. During our work, we made the following observation: German teachers in adult education are increasingly working with people who have experienced war, violence, or flight, which is often associated with traumatic consequences. The consequences of trauma affect at least 30% of all refugees. This often poses a challenge in class, which makes it clear that there is a need for changed methodological and thematic approaches.

There is the question, of how participants' extreme experiences, if they appear in the classroom, can be dealt with. Experience has shown that dealing sensitively with the consequences of trauma in the classroom in combination with well thought-out, preventive methods promotes the development of language acquisition.

In an oral presentation, I would like to share theory-based principles and practical experiences in dealing with trauma experiences in the classroom, show prerequisites that teachers need for being able to deal with trauma experiences in a responsible way and point out limits.

The theoretical basis is formed by studies from trauma research, trauma pedagogy, and (trauma-sensitive) mindfulness.

Mentoring: What's in it For Me?

Sedláčková, Jitka

Masaryk University, Czech Republic

Fořtová, Nicola Catherine

Masaryk University, Czech Republic

ROM 2, 09.30 – 10.00

In recent years, there has been a shift in teacher education in the Czech Republic towards increasing the number of hours student teachers spend completing practice in schools. At the same time, however, the role of the mentors, the experienced teachers who guide the student teachers, has not been clearly defined. Furthermore, no formal training is provided. Due to a lack of formalization, the relationship between the mentors, the universities and the teacher educators varies enormously ranging from scarce to close contact.

As mentors play an increasingly important role in the teachers' education, we, in our study, set out to learn more about their motives, objectives and needs as well as their beliefs regarding mentoring of student teachers. As an initial step in

our investigation, and to map the situation, the study adopted a qualitative approach using semi-structured interviews. The participants were teachers of English language at secondary schools with varying degrees of experience from those with some experience to those who are mentoring for the first time.

The results of the study suggest that mentors see the role as one way of developing themselves professionally, and hope to get new impetus for their work. In mentoring they largely follow their intuition drawing partly on their own experience as students. Through gaining a better understanding of the position of the mentors we hope to positively influence the cooperation of the major players in teacher education – the students, the mentors and the university educators.

Fighting the scroll of death. Applying instructional design in remote pre-service teacher education courses

Strasser, Thomas

Pädagogische Hochschule Wien, Austria

Kemsies, Ronald

Pädagogische Hochschule Wien, Austria

ENG 5, 09.30 – 10.00

Recent studies (see Herm, 2020; Richter & Dunkhase, 2020; Schober et al., 2020) suggest that the design of online courses in a tertiary context are in need of improvement. Frequently, virtual learning environments (VLEs) are predominantly used as data repositories (Dörnyei & Scott, 1997; Strasser, 2011) which contain a seemingly never-ending list of files for students to download (Horvat et al., 2015; Wollersheim et al., 2021). The resulting “scroll of death” (Duque, 2017) is neither user-friendly nor motivational and, more often than not, defeats the original purpose of VLEs, which offer manifold activity types promoting a socio-constructivist view of learning (Kirschner, 2017).

This presentation will focus on how instructional design principles can be applied in a Moodle course which has been used in the elective subject Technology Enhanced Language Learning. Our aim is to point out how aspects of corresponding models can be translated into a coherent course design. In so doing, motivational features have been created to foster digital competences (e.g. curation of information, handling various edu-apps, using digital artefacts) and to stimulate peer collaboration online. We draw on conceptual models such as Keller’s ARCS (Keller, 2010, 2016) or Puentedura’s SAMR taxonomy (Hilton, 2016; Hamilton et al., 2016; Puentedura, 2013), which are conducive to creating coherent online courses in a teacher training context. The ARCS model’s domains Attention, Relevance, Confidence and Satisfaction assist in creating specific online tasks, layout features as well as a versatile UIX (user interface experience). Furthermore, the SAMR model (Substitution – Augmentation – Modification – Redefinition) was used to extend the substitution stage by giving way to the modification and redefinition of digital artefacts. Both models assist students with modifying digital resources and facilitating learners’ competences based on a coherent digital methodology with suitable educational applications for ELT teacher training (Redecker et al. 2017).

Learning to speak: EFL student teachers and learners in digitally-mediated dialogue

Will, Leo

University of Giessen, Germany

Blume, Carolyn

TU Dortmund, Germany

ENG 2, 09.30 – 10.00

TEFL courses at university face the conundrum of having to foster theoretical knowledge that, to students, often feels removed from the practical implications for the learning and teaching of English. What is more, even if practical considerations are incorporated, declarative knowledge about good teaching in EFL does not organically morph into what Legutke et al. have termed “Könnerschaft” (2022; Neuweg 2014). In order to facilitate the development of professional competence in actual teaching settings, student teachers should periodically engage in sheltered practice, i.e. teach in settings of reduced complexity.

This presentation describes a virtual community of practice (CoP) among EFL students, university experts, and classroom teachers that enables the implementation of digitally-mediated sheltered teaching practice. The university students work together in small groups to foster digitally-mediated synchronous and asynchronous speaking opportunities for individual EFL learners to whom they are assigned for the course of a semester. In addition to generating opportunities for spontaneous and planned dialogic and monologic speaking for classroom learners, the project facilitates multiple processes of teacher professionalization in the following ways: (1) The student teachers are introduced to theoretical concepts relevant for the oral assignments. (2) The university students collaborate in the development of their oral assignments, engaging in discursive and socio-constructivist knowledge creation (Shabani, 2016). (3) The students enter into a virtual community of practice (Wipperfurth, 2015; Vangrieken et al., 2017) that includes peers, university experts in TEFL, as well as the learners’ classroom English teacher.

We will describe the complex setting in detail before presenting qualitative data gathered from the learning log entries written by the student teachers. These reflections reveal the ways in which this foray into digitally-mediated teaching and learning contribute to the development of professional competence regarding learners’ speaking competence.

Saturday, September 17th, Presentation session 6

Developing 21st century skills through problem-based learning in EFL teacher education

Amerstorfer, Carmen

University of Klagenfurt, Austria
ENG 2, 10.45 – 11.15
<p>Rapid developments in digital technologies, growing economic competition, and increased mobility characterize the world today (Oxford University Press, n.d.). To prepare young people for life in the 21st century, teachers are expected to teach a range of competencies in addition to their specific areas of expertise, for instance, intercultural competence, digital literacies, collaboration skills, and critical thinking. The mastery of these and other “global skills” (Oxford University Press, n.d.) or “life competencies” (Cambridge University Press, n.d.) is taken for granted in many professions and generally expected of job applicants today. The development of 21st century skills has hence become a central aim in education and, due to its natural suitability, particularly in foreign language instruction. However, pre-service teacher education does not adequately prepare foreign language teachers to cultivate in their learners the required competencies.</p> <p>Problem-based learning (PBL) provides appropriate conditions for pre-service teachers to learn and practice 21st century skills. Rooted in real-life classroom situations, authentic problem scenarios are the basis for critical analyses, group discussions, literature research, syntheses of findings, and, eventually, collaborative problem solving. This paper argues that PBL benefits the instruction of 21st century skills and presents an example of how PBL fosters the global skills of pre-service teachers of English as a foreign language (EFL). It further describes how EFL teacher education students develop certain attributes that characterize global skills teachers.</p>

“I need to make sure they understand”: Meaning-making and engagement in young EFL learners’ classes	
Carmel, Rivi	
Kibbutzim College, Israel	
ROM 2, 11.45 – 12.15	
<p>This exploratory study aimed to find out why a ‘drip feed’ approach (Olshtain, 2008) to teaching young learners (Yls) English was ineffective despite Israeli parents’ enthusiasm (Author 1, 2009, 2019) towards an early start. Following Ushioda’s (2016) advice, we zoomed in on children’s motivation and engagement in various activities and how their teachers offered them comprehensible input, opportunities to interact and to use their minimal English. This paper reports on observations in ten English classes of 238 young learners (Yls) in second and third grades at Israeli primary schools. The observations and the teachers’ reflections on their classes were expected to shed light on classroom practices and children’s performances in relation to discouraging national test result and an early start.</p> <p>The paper presents findings on what tasks were used and how, how the teachers used English and Hebrew to scaffold comprehension in meaning-making, how motivated and engaged the Yls were, what challenges the teachers and their Yls faced, and how they managed to cope with them. We compared the results of the observations with the teachers’ reflections to offer insights into their emic perspectives.</p> <p>Three findings emerged: (1) The teachers’ meaning-making practices reflected their fixed mindset (Dweck, 2006), as they used immediate translation and sandwiching to ensure that the children understood them. (2) Many of the Yls were not engaged in learning English, and (3) the teachers did not seem to be aware that these findings are not conducive to language learning. Their teaching did not offer Yls enough learning opportunities, which may explain why gains in early EFL programs tend to be minimal (Nikolov & Mihajević Djigunović, J., 2019). Implications for teacher educators point to the need for both quality and quantity of input (Muñoz & Spada, 2019), critical for good practice and sustaining Yls’ engagement and motivation.</p>	

Individual differences in language learning: How can empirical research inform L2 teacher education?	
Csizér, Kata	Albert, Agnes
Eötvös Loránd University, Hungary	Eötvös Loránd University, Hungary
ROM 2, 11.15 – 11.45	
<p>The aims of our presentation are to provide a short overview about the results of a mixed-methods investigation that mapped the role of individual differences in English language learning in Hungary and to discuss how our results can inform teacher education in Hungary and beyond. As part of our study, we surveyed English language learners in 11 secondary schools across the country (n=1.127) and collected data on these students’ motivation (Dörnyei & Ushioda, 2021), emotions (Pekrun, 2014), autonomy (Benson, 2011) and self-efficacy (Bandura, 1997; Piniel & Csizér, 2013, 2015). In parallel we interviewed their teachers (n=32) about their views of these individual difference variables. First, we briefly summarize our main results concerning the similarities and differences between student and teacher data: while teachers discussed the role of ID variables as important and their role in shaping them unquestionable, students’ data indicated that it is mostly self-efficacy beliefs that are defining the learning processes for them. Next, we will elaborate on possible points of intervention in teacher education. Most importantly, based on our results, it seems that the following issues need to be emphasized: 1) the complex role of emotions; 2) how self-efficacy beliefs can be shaped; 3) what motivational theories can inform classroom teaching and how students’ motivation can be exploited to integrate out-of-classroom activities into classroom work; and 4) what ways second language learning autonomy can increase students’ activity in the classrooms. Our final argument is that educating teachers concerning the theoretical underpinning of learning processes will help them to make informed decisions in their day-to-day classroom work.</p>	

Teacher Discourse: Facilitating Deep Language Learning in Primary School English?	
Flognfeldt, Mona Evelyn Oslo Metropolitan University, Norway	
ENG 3, 11.15 – 11.45	
<p>A motivating factor behind the renewal in 2020 of the national curriculum in Norwegian basic education was to secure “deep” or “in-depth” learning for students. What constitutes deep learning in a language subject like English is not precisely defined in current education policy documents. Teacher discourse in the English classroom will necessarily have a central role to play, modelling and encouraging language use and the development of language awareness. In order to facilitate deep language learning, teachers can introduce meaningful tasks and pose questions that give learners an opportunity to think, draw inferences, notice connections, linking new content with what they already know and can do (Alexander, 2004; Chappell, 2014; Dysthe, 2001). Previous studies have largely been concerned with secondary or adult ESL contexts. This study explores interactional modification in teacher discourse in early primary school, notably the extent to which teachers make use of simplification and/or elaborative strategies with the aim to build interpersonal relations and enhance language development for all learners in the classroom. The study provides a discourse-pragmatic analysis of teacher-learner interactions in three Year 4 and two Year 2 EAL classrooms in three Norwegian primary schools. Three experienced and two novice teachers were observed at work in their classrooms, and data were collected in the form of field notes during classroom observations. A functional-linguistic coding procedure was used in the analysis of the teachers’ initiatives and learner responses into functional categories, followed by a pedagogic-pragmatic description of the teachers’ follow-up moves (Bourne, 2003; Leung, 2012; Oh, 2001). An operational definition of what characterises deep learning in English as a school subject is proposed. The results support the suggestion that awareness of and use of elaborative interactional modification needs to be included in teacher education as an important aspect of language teacher professionalism.</p>	
Investigation of Leadership Self-Efficacy of Who Teaches Turkish as a Foreign/Second Language	
Inal, Esin Ufuk University, Turkey	Inal, Ezgi
ROM 2, 10.45 – 11.15	
<p>Leadership comes into the prominence as an important issue in educational settings, as it is in many fields today. In general, system makers at all stages of educational systems, other stakeholders such as school administrators, in particular, the leadership of instructors in foreign /second language teaching, which our study focuses on, is very important. Because the instructors are at the intersection of both the target culture and the source culture in the classroom, they should have extra qualifications, such as the use of technology to material design, and intercultural sensitivity to leadership beyond the standard teaching qualifications. It is mentioned in the literature that instructors with advanced leadership self-efficacy have a high potential to create a positive classroom environment and a sense of trust, which is one of the basic needs of foreign/second language learners. The aim of this study is to determine the leadership self-efficacy of those who teach Turkish as a foreign/second language. This study was conducted in a qualitative research pattern to determine the self-efficacy of Turkish as foreign/second language instructors; A version of the 7-point likert-type leadership self-efficacy scale developed by Bobbio and Manganeli (2009) adapted to Turkish culture was used by Cansoy and Polatcan (2018). The scale was applied to 150 instructors who were determined by random sampling method. As a result of the study, it was found that leadership self-efficacy differs significantly in terms of gender, educational status, age, and professional seniority variables.</p>	
Identity Work in Initial Teacher Education: What do Teacher Candidates Learn? CANCELLED	
Kocaman, Ceren University of Potsdam, Germany	
ROM 3, 10.45 – 11.15	
<p>Language Teacher Identity (LTI) has gained traction in Second Language Teacher Education (SLTE) research in the past decades. LTI has been used as an analytic lens in research to draw attention to the complex, dynamic and situated nature of the teacher as well as a pedagogical tool (Olsen, 2011). As such, LTI research has established identity as integral to teachers’ professional learning (Tsui, 2011). At the crux of teacher education practices that are decontextualized, depersonalized, hence, ineffective (Burns, 2017), the question of whether LTI as a pedagogical tool could respond to the local needs of teacher education programs (TEPs) emerges.</p> <p>In response to the observation that there is dearth of research in how the rapidly changing conceptualization and theoretical foundations of SLTE is reflected in TEPs (Wright, 2010), this talk follows a research project in the pipeline that aims to explore how ‘identity as a pedagogical tool’ can be utilized in a TEP in Germany to support teacher learning in university coursework. The context of the study is an M.Ed. seminar with a focus on materials development, in which teacher candidates engaged in identity work by writing Critical Autoethnographic Narratives (Yazan, 2019), analyzing their emerging identities as language teachers and material developers. After outlining the structure of the seminar and the respective teacher learning activities, the talk will elaborate on voices from the seminar participants and a preliminary analysis of their work. The narratives that the course participants engage in give insights into how teacher candidates</p>	

incorporate seminar content into their knowledge system through storytelling, apply their knowledge into materials development, and how they make sense of their professional identities as language teachers. The talk concludes by discussing the implications of doing identity work in contributing to the knowledge base of teacher candidates in initial teacher education settings.

Teaching critical discourse literacies - (re-)considering the primary goal of the English language classroom

Marxl, Anika

University of Münster, Germany

Römhild, Ricardo

University of Münster, Germany

ENG 2, 11.45 – 12.15

The main goal of English language education is for students to be able to communicate and participate in discourses, which is expressed through concepts such as „Diskursfähigkeit“ (transl: the ability to participate in discourses, Hallet 2008), „communicative competences“ (Hymes 1972) or „multiliteracies pedagogy“ (New London Group 1996). However, looking at discriminatory statements, such as „I don't want to be treated by an Asian doctor, what if they give me the virus?“ these concepts seem to reach their limits with regards to practicality and morality. Such statements can be considered successful communication in English on a functional level but, arguably, they do not reflect the goal of English language education. Due to ubiquitous and overwhelming availability of information and opinions, it seems to have become more complicated to critically participate in (global) discourses, which includes an ability to differentiate between facts, opinions, fake news, and instances of discrimination. Accordingly, so have the requirements for future teachers to be able to foster their learners' discourse literacy. There are concepts in (English language) education which consider „the critical“ in the ability to participate in discourses such as symbolic competence (Kramsch 2011) or critical literacy (Luke 2014), however, none of these solve the dilemma of functionally valid yet discriminatory statements described above. Therefore, this presentation argues for a concept of critical discourse literacies (kritische Diskursfähigkeit) which consists of two main elements: discourse awareness and a value basis. Discussing possible links to related concepts such as critical pedagogy (Freire 2018/1970), communicative action (Habermas 1971) symbolic competence (Kramsch 2011), a central suggestion of this talk is to consider human rights as a foundation of critical discourse literacy. The presentation concludes with implications that arise for teacher education from this concept of critical discourse ability.

Identities of teachers in a professionalization setting. A reflective work with teachers in a university course to expand skills in language education

Müller, Beatrice

KPH Vienna/Krems, Austria

ROM 3, 11.45 – 12.15

Linguistic diversity is a reality that teachers inevitably need to respond to best support their students' learning. They need numerous skills to do this. Nevertheless, it turns out that these skills alone are not enough. The identities of the teachers, especially their beliefs towards language, language learning processes, multilingualism and other aspects of a migration society, their self-image as a person and as a teacher, their experiences are decisive for the promotion and support of the students. Since 2021/22, the KPH Vienna (University College of Teacher Education of Christian Churches) has been offering a university course for the primary level and a modular series for the secondary level. The presentation shows results of the scientific monitoring of the professionalization training of teachers in dealing with linguistic diversity in school. In addition to expanding the required skills, one goal of the course is to perceive the perspective of the teachers on themselves, their role, their identity together with them and to reflect on the language education of the students. The research project is examined the beliefs, the self-image as a teacher, the experiences before and during the university course with the help of questionnaires, reflection questions, and focus groups. The presentation presents the work in the university course and the results for the reflection of the teachers and discusses which role, which developments and which potentials the question of identity can have in the professionalization setting for teachers in language education context.

The use of wikis in language teacher education

Papakyriakou, Antroulla

University of Nicosia, Cyprus

ENG 5, 11.15 – 12.15

The aim of the presentation is to explore adequate means to develop digital competences in language teachers for collaborating in language teaching. Collaboration between the lecturer and the learners, and above all collaboration among learners, is one of the most important features of qualitative remote teaching. At the same time, it is a big challenge, especially for language teachers. The presentation will focus on the use of wikis as a collaborative tool that can be used in remote teaching in teacher education. More specifically, we will analyse the findings of a related research that was conducted with language teachers

in the context of a postgraduate programme in Cyprus. The data were collected through questionnaires (50 participants) and through the platform analytics on participant interaction. The following research questions will be addressed:

What is the added value of the use of wikis?

Which are the most important parameters for a successful application/ for an effective use of wikis? How can we guarantee that language educators will be successful?

Which problems are users facing during their collaboration and how could we overcome these problems?

Pre-service EFL teachers' choice of a model accent: From "British English" to "American English"?

Richter, Karin

University of Vienna, Austria

Weissenböck, Andreas

University College of Teacher Education Vienna/Krems, Austria

ENG 3, 10.45 – 11.15

Without doubt, pronunciation plays a pivotal role in the development of an EFL teacher's language competence. For pre-service EFL teachers, the decision which model accent to choose for their pronunciation class is particularly crucial since it is likely to affect their future teaching practices in various ways. These may range from lesson planning to coursebook usage, materials development, and language assessment. For a long time, the most favoured model accent in many European classrooms has been "British English". In this talk, the findings of the first phase of a research project investigating EFL pronunciation teaching and learning in Austria will be presented. Two groups of BEd students - enrolled at the University of Vienna - participated in an online survey exploring their perceptions regarding model accents: one group took "American English" as their pronunciation model and the second group opted for "British English". The findings show that the overwhelming majority of the respondents found the decision on their reference accent easy and straightforward. Similarly, the students have a very clear idea what their model accent should be, namely a native-speaker variety (i.e. "British English" or "American English"). For those learners who are undecided, the default option is American English. These results are in line with recent studies conducted in the European context, as well as with informal observations made at the English department. Accordingly, the role of "British English" as the most popular model accent in Europe is currently being challenged by a media-related surge in "American English". This trend may lead to a marked discrepancy between the model accent young EFL learners often experience in class (e.g. through coursebooks and the teacher's accent) and their language socialisation outside class. It is likely that the gravitation towards "American English" will have implications for EFL pedagogy on a larger scale.

The impact of the teacher in the co-construction of group identity and sense of belonging in the second language classroom

Sanz-Ferrer, Maria

Pompeu Fabra University, Spain

ROM 3, 11.15 – 11.45

This paper examines the role the teacher plays in the co-construction of group-class identity and the sense of belonging in the context of a Spanish as a second language classroom. In particular, the beliefs of a group of CEFR level A1 Spanish learners are analyzed in order to understand how they perceive the teacher and what kind of impact they think the teacher has in their group class. From the analysis of the data –which is part of a broader piece of research (doctoral thesis)– it can be seen that the participants in this study highlight the importance of the teacher in the socio-affective processes that take place in the classroom (such as group identity and sense of belonging). The data sheds light on the fact that the rules, the dynamics, the activities, and the materials the teacher brings into the class are key, but so are the avenues for jokes and the anecdotes that the teachers and the students share. From this perspective, the teacher can contribute to the development of socio-affective processes in the classroom. All this results in a pleasant, relaxed and safe class environment; hence, an optimal environment for learning an L2.

Online language support tools in 21st century language classes: ban or embrace?

Soltyska, Anna

Ruhr University Bochum, Germany

ENG 5, 10.45 – 11.15

The emergence of highly capable online language support tools such as machine translators (e.g. Google Translate, DeepL), multilingual online dictionaries (e.g. Linguee, Leo) and thesauri as well as automated writing correction and feedback tools (e.g. Grammarly, Write and Improve) has significantly increased the availability and scope of non-human support that language learners can rely on both in and outside of class. However, this recent trend has not yet been fully embraced by language teachers and assessment practitioners who are still debating whether such tools should be allowed or prohibited in formalised contexts such as classroom education and assessment-related submissions.

The presentation is based on a classroom intervention designed to take place in an EFL course at a German university. The target group is highly heterogeneous with approx. 25 learners at proficiency levels ranging from B2 to C1, some of whom aim to take an external test and/or study abroad in English. As a part of the course the participants are familiarised with affordances of several online tools and encouraged to apply them in the process of improving their writing skills. The aim

of the professional inquiry is to analyse to what extent students in tertiary education are familiar with online language support tools, what tools they use and how, and whether using these tools is beneficial and depends on students' initial language proficiency.

The findings are hoped to shed light on learners and teachers' attitudes towards a conscious application of online support tools in language development processes. Furthermore, the study aims to raise the awareness of possible implications of welcoming or banning these tools in 21st century language classrooms and stress the need for continuous professional education in this field.

Teachers' perceptions about using izi.TRAVEL to teach Italian as a Foreign Language in Argentina

Spaliviero, Camilla

Ca' Foscari University of Venice, Italy

ENG 5, 11.45 – 12.15

The linguistic, technological, and intercultural benefits of Digital Storytelling for Second Language Acquisition have been widely investigated (Robin 2016; Jamissen 2017; Lambert, Hessler 2018). Several studies have also explored the experimentation of digital tools combined with urban spaces and literature in the Foreign and Second Language (FL/L2) classroom to promote the development of students' environmental awareness and literary competence (Bataller Catalá 2013; Maddin 2014; Malinowski 2015). Nevertheless, research in this field is only partially developed for the teaching of Italian as a FL through the izi.TRAVEL platform and from in-service teachers' perspectives. On this basis, the presentation aims to examine a case study focused on the use of izi.TRAVEL to teach Italian language and culture, and involving a group of teachers of Italian as a LS working in different Dante Alighieri Societies in Argentina. Argentina is the sixth country in the world by number of students of Italian as a FL and the first among South American territories (MAECI 2019). After exploring teachers' beliefs, practices, and needs regarding the use of digital tools in the FL classroom, the presentation will analyse the impact that the participation in a training programme regarding the teaching of Italian as a FL through izi.TRAVEL had on teachers' professional development. Data were collected through questionnaires, teachers' diaries and teaching materials. The purpose of the research is to contribute to developing didactic practices aimed at raising and fostering students' linguistic and digital skills starting from teacher training on digital media.

Investigating an EFL Classroom Discourse through SETT

Tasdemir, Hanife

University of Warwick, United Kingdom

ENG 2, 11.15 – 11.45

With the shift in understanding the nature of the classroom; and classroom research alike, moving from information transfer settings to meaningful interactive communities, teacher talk (TT) has been discussed around the distinctive features of it, and in which ways it serves as an aid to language learning (Chaudron, 1993; Allwright & Bailey, 1994; Cullen, 1998). TT might facilitate learning opportunities by direct error correction, content feedback, checking for confirmation, extended wait-time, and scaffolding. Whereas it may also obstruct learner involvement by turn completion, teacher echo, and teacher interruption (Walsh, 2001; 2002; 2003). Building on Walsh's (2006) framework of SETT (Self Evaluation of Teacher Talk), this study asks the following research questions:

What are the distinguishing characteristics of classroom discourse with respect to the four modes according to the SETT framework?

What distinctive characteristics of classroom interactional competence (CIC) display in the four modes of classroom discourse and transitions between them?

The data was collected through seven class hours of observation, approximately 280 minutes, classroom materials, observation notes and a follow-up interview with the participant teacher after the analysis of the classroom observation data. The findings showed that the teacher's talk run mainly in the classroom context mode and to some extent in mode side sequences in the form of "materials – skills and systems – materials" modes. TT and the classroom context complied with each other. The teacher demonstrated CIC as she was able to use learner and mode convergent language and skillfully managed switching between modes according to the type of the class and task (Walsh, 2006), but encouraging learners to ask questions. As continuous professional development should utilize data-led and dialogic reflective practice through various tools (Walsh & Mann, 2015; Mann & Walsh, 2017), this study argues that one way to achieve such practice would be studying TT thoroughly to evaluate its appropriacy for the context and facilitative function for language learning and learners.

Identifying critical issues in the English as a foreign language curriculum (at Czech lower secondary schools)

Betáková, Lucie

University of South Bohemia, Czech Republic

Klementová, Kateřina

University of South Bohemia, Czech Republic

COR 1 and COR 2, 02.30 – 04.00

This paper is based on a larger scale research into critical issues of curricula in basic subjects taught at lower secondary school level, i.e. to pupils aged 11-15. The survey was carried out by a team of teacher trainers at the Faculty of Education of the University of South Bohemia in Ceske Budejovice. This particular paper will deal with critical issues in the curriculum of the English language taught as a foreign language.

First the concept of critical issues is described. A critical issue is a component of the educational content that can be considered difficult, problematic, demanding, or even failing, for a variety of reasons. It is known from practice that critical issues can be identified in every field of education. In some subjects, though, they have been paid extra attention. In the Czech context, it is especially the case of mathematics and geography. In foreign languages, on the other hand, where the language taught represents the main educational goal and at the same time the means of instruction, the critical issues do not have to concern the content as such. In our action research in which a questionnaire survey was used teachers of lower secondary schools were asked to identify critical issues from the point of view of the teacher, the pupil and the objectives of ELT and at the same time to reflect on the importance of those particular areas from the point of view of teachers and learners. Last but not least, they were to consider how to overcome the problems.

The critical issues finally identified are connected with the interference between Czech and English but also with the inability of some teachers to state reasonable goals and to teach global language skills effectively.

How do you track students' moods in times of distance learning? A song-based approach to social emotional learning in the EFL classroom

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Uhl, Oriana

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COR 1 and COR 2, 02.30 – 04.00

The emotional well-being of learners is a crucial component of learning, yet it is often neglected in busy school life. Since young learners frequently struggle with expressing their emotional state in the context of foreign language learning, the authors developed and analyzed a music-based instructional approach (MBIA) for the EFL classroom. The MBIA allowed students to verbalize reflections as well as enhance their repertoire of emotional regulation strategies (Jazaieri et al., 2020).

The study was carried out using a one-group pre-post-test design (quasi-experimental) in Grade 5 and 6 and adopted a song journal that serves as a tool for teachers to monitor the emotional well-being of students and promote the use of productive language skills. Furthermore, the project aimed at determining how students perceive their ability to deal with challenging emotional situations before and after the investigation. For this purpose, a standardized pre-post-test on students' abilities in regulating their emotions was administered (Difficulties in Emotion Regulation Scale; Gutzweiler, R., & In-Albon, T., 2018).

Research has shown that there is a strong link between a person's emotional state and their choice of music (Juslin et al., 2011; Saarikallio et al., 2013). Our study presents results of a content analysis of the students' song journals which include evidence suggesting a song journal is an apt tool for tracking students' moods in the EFL classroom.

Additionally, the study aimed at finding out whether cognitively dealing with regulatory strategies contributes to the students' ability to deal with emotional situations. The results give insights into how the MBIA influences the students' ability to apply emotional regulation strategies to concrete situations.

The talk presents the development of the MBIA and focuses on results regarding the students' well-being as well as whether the MBIA helps students in dealing with difficult situations that potentially lead to emotional problems.

Language matters in a post-graduate course: if not CLIL, what do we call this?

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COR 1 and COR 2, 02.30 – 04.00

In this presentation I report on the experience gathered in different editions of a course titled "Language Matters in Science Education", which has been taught to graduate students in the Education for Science program in my institution. The course has been introduced in response to a demand for advanced, content-specific teaching in English to help promote internalization at home, help students improve their skills in academic communication in the target language, and generate data about the challenges related to implementing courses like this one. So far, a number of issues have been identified that can be best explored through interdisciplinary and interprofessional collaboration: (a) notions of language and the implications for learning; (b) the relationships between communicative skills and specialized content; (c) disciplinary literacy, language competence, and teacher education; (d) academic English and discourse communities.

Different acronyms could be used to describe the nature of this course: ESP, EAP, EMI(?), ELF(?), CBI(?), ICLHE, CLIL; however, experience has shown that Content and Language Integrated Learning may be the most effective terminology to underscore the importance of interdisciplinary and interprofessional collaboration. In order to continue to stress this importance, it is argued that principles and practices in CLIL should be revisited to focus on language and schooling; language in professional/academic life; language teacher professionalism and policies in education; non-formal and informal learning spaces and language use; higher (including postgraduate) education and language learning. In all these instances of the term "language", there should be no reason to delimit reference to "(English as) an additional language".

Experiences of CALL in Distance Pre-service Language Teacher Education

Consolo, Douglas

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COR 1 and COR 2, 02.30 – 04.00

Educational practices involving computer-assisted language learning (CALL) have been a reality in various contexts. The restrictions imposed by the COVID-19 pandemic on face-to-face academic activities have strongly motivated the use of computers for remote work and distance education. In this qualitative study, I draw on the literature on CALL and on teacher education, on data collected with undergraduate students in teacher education courses, and on my experiences of teaching online courses over a period of three academic terms. I also reflect on my experiences as a supervisor for teachers of Portuguese as a foreign language, which has happened in a remote fashion for two years. I discuss data from two questionnaires, one answered by my students and the other answered by my supervisees. The experiences about online English language lessons reported here were conducted by the same teacher at a public state university in the state of Sao Paulo, Brazil. Part of these lessons, originally planned to be in a face-to-face fashion, were offered online due to the COVID-19 pandemic. The classes and the students are described, as well as the didactic activities and the assessment procedures in the online courses. Google Meet and its resources were used in lessons and in supervision meetings. According to what was stated by the students in the questionnaires and in the last synchronous encounters of the aforementioned courses, the lessons and the use of technology represented a satisfactory experience for the majority of students involved in the study. The experiences of using CALL in language teacher education seem to have been important as teacher development for the students involved, since they experienced alternative and sometimes new ways of profiting from technology in pre-service teacher courses, and for the enrichment of the professional profile of their teacher.

Developing Argumentative Writing Skills Through Explicit Instruction: The Case of EFL Students In the University of Prishtina

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University of Prishtina, Kosovo

COR 1 and COR 2, 02.30 – 04.00

Argumentative writing is a prominent meta-genre in tertiary level education, both in writing courses and in the disciplines. The structure of argumentative writing reflects the skills of a critical thinker to organize information with the aim of constructing a piece of writing by providing arguments with data to support them in a logical way. Although argumentative writing is important to achieve success in academia and life in general, to argue a case is quite challenging. When shifting from secondary education to tertiary level, many students are expected to be able to write good arguments. However, not all of them have been exposed to argumentative writing in pre-university education. In the education system in Kosovo, students are rarely exposed to any formal knowledge in argumentative writing in the pre-university education system. The writing practice in their native tongue is mainly related to creative writing or narration. Similar practices apply in English classes, in which teachers predominantly focus on short descriptive or narrative writing assignments, thus failing to develop any argumentative skills among students. The aim of this study was to investigate the effect of the instructional intervention on the development of argumentative writing skills among EFL students by employing explicit and direct instruction. The pre-test and post-test design was applied with experimental and control groups of first year students of English Department at the University of Prishtina. The experimental group received explicit instruction in argumentative writing in addition to the existing syllabus, whereas the control one did the equivalent amount of writing practice other than explicit instruction on writing argumentatively. Preliminary results suggest that students' writing skills improved after the intervention. Hence, it is proposed that explicit instruction be included as a method to teach argumentative writing skills to tertiary students.

Machine Translation in ELT: Challenges, Opportunities and Regulation

Holt, Philip

University of Vienna, Austria

COR 1 and COR 2, 02.30 – 04.00

Technology has radically altered how English is studied and taught, and resources such as on-line dictionaries and databases, podcasts, spell and grammar checks, and proofreading software are ubiquitous. The recent pandemic has highlighted the value of such technology and heralded the rise of Zoom, MS Teams, and similar video conferencing

software. Another rapidly developing technological phenomenon is Machine Translation. Previously derided for a lack of quality, research by Groves and Mundt (2015) has highlighted that this is no longer the case. This presents educators with issues, most obviously in terms of the ethics of Machine Translation being used in language learning (Groves & Mundt, 2020). It also provides opportunities in terms of how it can be utilized by learners and teachers. Finally, it requires urgent action on the part of educational policy makers to recognize its existence and to regulate its usage - action which so far appears to have been lacking (Mundt & Groves, 2016). This poster will therefore examine the issue of Machine Translation in ELT in terms of these three categories - challenges, opportunities, and regulation.

TEIL: Upgrading an English Teacher Education Program

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Quinn, Justin

University of West Bohemia, Czech Republic

COR 1 and COR 2, 02.30 – 04.00

The focus and needs of the ELT world have rapidly changed in the last three decades and the notion of the traditional approach to EFL teaching contexts/models is being replaced with English as an International Language (EIL) principles and practices. Many in the field of TESOL recognize this new reality of English yet (e.g. Rose & Galloway, 2019); however, in many contexts, including the country of the presenter, the traditional models of English and its pedagogy may still be in place. For example, Modiano (2009) mentions in his discussion of EIL in the European ELT that although we understand the global role of English, we struggle “to devise methods and curricula that can act as a basis for teaching to reflect the reality of English being “global” (p. 59).

Based on the body of literature on teacher education for EIL, the presenters inform of the processes, strategies and challenges associated with the transformation of a traditional EFL language teacher education program built around British and American linguistic, literary, and cultural studies and with focus on native speakerism (term by Modiano, 2009) to one that reflects the realities of English as a global language and prepares teachers for teaching English as a language of international communication.

Development of students' plurilingual competence in primary education from the perspective of language teachers, professional associates and principals

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University of Zagreb, Croatia

Šenjug Krleža, Ana

University of Zagreb, Croatia

Petravić, Ana

COR 1 and COR 2, 02.30 – 04.00

A holistic pedagogical approach that enables synergy of language learning and teaching is necessary for the successful development of students' plurilingual competence (PC). The concept of a comprehensive language curriculum (CLC) (ger. Gesamtsprachencurriculum) (Hufeisen, 2011) provides a basis for PC by ensuring the inclusion of all students' language skills in language teaching, the creation of cross-linguistic connections, and the development of language awareness and awareness of language learning. The implementation of the CLC requires an appropriate school climate (Gehrmann & Petravić, 2021) and cooperation, primarily among language teachers, but also among other school staff (Hufeisen, 2020). Given that the beliefs of educational staff are one of the most important determinants of the learning and teaching process (Peklaj, 2015; Mady & Messon, 2018), the proposed study examined the beliefs of educators in four primary schools in Zagreb on the development of students' PC to determine possible implementation of CLC in the Croatian education system. Data were collected during discussions in focus groups of Croatian language teachers, classroom teachers, English language teachers, German language teachers, professional associates, and individual interviews with principals. The research covered following thematic areas: conceptualization of PC, factors influencing the development of PC, and forms of teacher cooperation. Data analysis conducted using the program NVivo12 shows that all respondents consider it important to know a variety of languages, but only a few respondents understand PC as the ability to connect language skills. Also, a very small proportion of respondents mention cross-linguistic connectivity as a relevant factor influencing the development of PC. When it comes to cooperation, respondents predominantly state that it is most often realized within project days and events in schools, while systematic cooperation in the planning and implementation of language education is almost completely absent.

Investigating knowledge base in CLIL methodology teacher education courses in Italy

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University of Roma Tre, Italy

COR 1 and COR 2, 02.30 – 04.00

This contribution is meant to present and discuss some issues related to the intrinsic effectiveness and value of CLIL in language teacher education as well as its validity as a classroom approach when English is the medium of instruction, particularly in multilingual contexts. This has been observed emerging in the implementation of the CLIL methodology courses established since 2012 by the Italian Ministry of education to prepare subject matter teachers to teach their subjects through the adoption of CLIL in the Italian educational high school system in English, the most used language chosen. It mainly focuses on the relevance of this type of approach in terms of language education and of the role of

English, a language that has modified its status as a global language. Content and Language Integrated Learning (CLIL) has recently overturned traditional assumptions in language as well as in content education.

Both the benefits of language education and of English as a lingua franca in CLIL environments, were investigated in a research study carried out in five methodological courses organised at the presenter's university, between 2015 and 2019, and the findings are here presented and discussed. The study analysed the effectiveness of the CLIL approach, the role of language use and of English during the sessions, through the use of reflective practices within the training course in the on-line discussions and in the practicum lessons.

Participants' voices have been collected and analysed and findings about their attitudes and beliefs on the value of language for learning are presented and discussed.

Enhancing collaborative work and peer assessment in language teacher education with Microsoft TEAMS

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COR 1 and COR 2, 02.30 – 04.00

This paper presents an innovative proposal to use Microsoft TEAMS in an educational context, with the aim of enhancing collaborative work and peer assessment in English Language Teaching (ELT). TEAMS is included in the Microsoft Office 365 suite and enables a workspace for real-time collaboration and communication. Besides, it is freely available to all students and staff at Universidad Nacional de Educación a Distancia (UNED), the main distance learning university in Spain, with around 200,000 students.

The subject in which TEAMS has been implemented is “Teaching English as a Foreign Language” an optional subject in the Degree in English studies at UNED which introduces students into ELT, subsequently offered as a whole master’s programme at the university. The subject has a hands-on approach, providing an overview of the main methodological principles for ELT and their practical application.

As part of their formative assessment, students have to work in groups and design a task plan for ELT. In this academic year, it was decided to create a collaborative space in TEAMS and explore the potential of this application in helping students complete their formative assessment task. The following MS Office 365 functionalities have been used: a wiki to practise the theoretical content of the subject, channels for group work, MS Stream to upload the video-presentation of their task, and MS Forms to complete peer-assessment, since they had to evaluate their course-mates' work.

Data have been collected through pre- and post- questionnaires and tracking of student activity in TEAMS. Results show the perceived usefulness of TEAMS to foster collaboration, increase motivation, facilitate peer-assessment, engage students actively in the distinctive distance learning methodology of UNED, and to allow them to experience first-hand, as future ELT professionals, how technology can enhance English teaching and learning.

A Professional Learning Community in a German-Lao tandem learning and teaching programme to professionalize German pre-service English teachers as Global Educators

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COR 1 and COR 2, 02.30 – 04.00

The quality of teaching has been recognized as the most important factor in improving student learning. University education of teachers, teacher training and professional development of teachers is therefore of paramount importance. Within the educational programs of universities, study abroad programs for German pre-service English teachers (GPSETs) are commonly installed to offer experiences abroad. A special case for such an objective is the German-Lao tandem-learning-and- teaching programme offered by the University of Education Karlsruhe and several schools and colleges in Laos.

This proposed submission identifies two research areas within German-Lao tandem-learning-and teaching programme. Firstly, teacher collaboration is widely agreed to be particularly effective in teacher learning and within this paradigm the concept of professional learning Communities (PLCs) is recognized to be exceptionally powerful. The German-Lao tandem-learning-and teaching programme is unique as it is a PLC including GPSETs, Laotian teachers, university staff and former participants. Thus, it offers a promising research opportunity to further describe the construct & conditions & contexts of PLCs and the learning opportunities it generates for GPSETs.

Secondly, this particular collaborative learning opportunity offered by the program is the moment for GPSETs to take a step towards becoming globally competent as future educators.

Consequently, this qualitative research project I would like to present focuses on the relationship between participating in a PLC within the German-Lao tandem-learning-and teaching programme and thereby becoming a globally competent English teacher.

The Belief-Practice-Quandary: The relationship between pre-service foreign language teachers’ beliefs and their practice through a classroom discourse lens

Thaler, Isabelle Sophie

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COR 1 and COR 2, 02.30 – 04.00

A focus on classroom discourse enables a thorough understanding of the multidimensional interplay of “what teachers say they believe with what they actually do while teaching” (Li & Walsh, 2011, p. 41, original emphasis). This small-scale case study accompanies a non-native speaker (NNS) pre-service English as a foreign language (EFL) teacher at a German university throughout her school placement. So far, research has neglected NNS teachers’ beliefs (Li & Walsh, 2011), and the German context seems under-represented in recent studies of foreign language teachers’ beliefs (Borg, 2015).

This study explores the following research questions through a contextual approach (Barcelos, 2006), which considers the context of where teaching occurs, teachers’ and learners’ interactions with each other and their personal interpretations of their experiences within the classroom (Peng, 2011):

What are pre-service EFL teachers’ beliefs about language, language learning and language teaching?

What is the relationship between those beliefs and practice as observed through a classroom discourse lens? What factors influence this belief enactment?

The “Belief-Practice-Quandary” (Skott, 2015, p. 21) has led to a proliferation of how scholars conceive the connection between beliefs and practice. Borg (2018) concludes that a reciprocal relationship encapsulates the complex interaction of beliefs and practice in the most appropriate manner, contrary to other relatively linear, one-directional alternatives.

The findings, gathered through different data collection instruments such as qualitative lesson observation or semi-structured interviews, are analysed according to the interrelated approach, design and procedure model by EFL scholars Richards & Rodgers (1982, 2001). A collaborative reflection on my participant’s action (Schön, 1983) led to reflection on and for my action (Thomson, 2020) as a teacher educator. This study has highlighted valuable implications for teacher education: “[s]elf-reflection and belief exploration should be a focal point of teacher education” (Pajares, 1993, p. 48).

Language Ideologies of English Teachers in Multilingual Classrooms in Norway

Tishakov, Therese

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COR 1 and COR 2, 02.30 – 04.00

In the evolving multilingual spaces in Europe, multilingual competencies are often systematically developed through the teaching of additional languages during basic schooling. In Norway, English is taught as a compulsory subject from first grade followed by a second foreign language for a few years. English is positioned as a multilingual and multicultural means of communication in Norwegian educational policies and learners are tasked with gaining skills to use English with people worldwide, “both locally and globally, regardless of cultural or linguistic background” (Utdanningsdirektoratet, 2020, p. 2). Such policies align with views on English as a multilingual lingua franca, an essentially multilingual means of communication (Jenkins, 2015; Mauraanen, 2018). However previous research indicates that while English teachers in Norway generally express positive attitudes towards multilingualism and linguistic and cultural diversity, their teaching practices typically reflect monolingual language ideologies (Burner & Carlsen, 2019; Flognfeldt, 2018; Flognfeldt et al., 2020; Krulatz & Dahl, 2016).

This research attempts to further explore the inconsistencies found between the linguistic diversity in schools and society, the space given in educational policy to promoting multilingualism, and teachers’ beliefs and practices about language and language teaching. The study aims to identify the language ideologies (Kroskrity, 2010; Woolard, 2020) held by English teachers in multilingual classrooms in Norway and the factors that influence these ideologies. Initial findings will be presented from an explanatory sequential mixed methods study with survey and interview data. Most notable is a complexity found in English teachers’ beliefs and practices in the diverse contexts they work in. Valuable insight from the research may aid teacher educators, especially in planning pre- and in-service teacher education programs; policy makers in considering how educational policies may be met and enacted by teachers; and researchers in planning further work about language ideologies and their interplay with teaching and learning.

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

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Universitat de València, Spain

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COR 1 and COR 2, 02.30 – 04.00

This presentation aims to describe and analyze a range of strategies adopted to scaffold English writing skills among a group of twelve, ten-year-old children who took part in an extracurricular workshop carried out in an underprivileged school in Valencia (Spain). The workshop developed every Friday on a weekly basis from November 2021 to June 2022, and was focused on English language learning. The teacher-researchers—most of whom were student-teachers—had to address the fact that most of these children found it extremely hard to complete the full arc of the operation enabling them to write their thoughts down. This difficulty manifested itself in their native language (Spanish) but intensified when English was the language used. The team drew on a range of strategies to contextualize and scaffold these children’s English writing practices. First, the team adopted project-based learning as a pedagogical framework ensuring richer

contextualization of English language learning and writing, by rooting them in the students' interests, cultures, and environment (especially their school and neighborhood). Second, the team embraced multimodality through drawing, mapping, collage, photography, and other artistic channels that were designed to accompany, scaffold, and complement the English writing process. And finally, the team resorted to multilingualism and translingualism by engaging students in spontaneous or digital, individual or collective, forms of translation and bilingual writing. Interviews, focus groups, and qualitative analysis of learners' work ascertained that, after eight months, all of the students had naturalized and automatized writing in English. They were able to complete the many phases of a project focused on learning outside classroom walls. The students' multimodal and multilingual artifacts were shared and displayed in the town library in an exhibition to which the students' families were invited.