INNOCONF2021 – 17ᵗʰ SEPTEMBER 2021
PROGRAMME

Tips for navigating the programme: Click on the underlined words or paper numbers to access the guest speakers and panellists' biographies and the abstracts. From the biographies and abstracts section, click on the ⊖ icon to return to the programme.

09:00 – 09:30	**Zoom link:** Click here to join **Password: Innoconf21** **Welcome**
09:30 – 10:15	**Zoom link:** Click here to join **Password: Innoconf21** **Keynote** **Teresa MacKinnon** Open Educator Certified Member of the Association for Learning Technology Foundation Fellow of Warwick International Higher Education Academy *Carving a better future from dark matter* **Chair: Enza Siciliano Verruccio** **Moderator: Raúl Marchena Magadán**
10:15 – 10:25	**Break**

10:25 – 11:25	**Parallel sessions 1**		
10:25 – 11:05	**Zoom Link:** Click here to join **Password:** Innoconf21 ***Assessing (online) assessment*** **Chair: Chiara Ciarlo** **Moderator: Marjorie Gehrhardt** **Paper 1:** **Theresa Federici** (Cardiff University) *Assessment, autonomy and L2 identity: creating student-centred, aligned assessments* **Paper 2: Agnès Bastien-Langham, Géraldine Crahay and Anna Johnston** (Durham University) *Moving away from end-of-year oral exams*	**Zoom Link:** Click here to join **Password:** Innoconf21 ***Language-rich environments*** **Chair: Claire Ross** **Moderator: Enza Siciliano Verruccio** **Paper 3:** **Lorraine Ryan** (University of Birmingham) *The Interactive Use of Digital Apps in the Classroom* **Paper 4:** **Karla K. de Lima Guedes** (University of Southampton) *Emergency remote teaching in an online pre-sessional programme: what can we learn from the stakeholders' views and experiences?*	**Zoom Link:** Click here to join **Password:** Innoconf21 **Workshop 1** **Ugo Marsili and Darlene Sherwood** (University of Reading) *Changing perspectives - exploring our students' views on disability and online learning* **Chair: Younis Lahwej** **Moderator: Michael Lyons**
11:05 – 11:25	**Question time**	**Question time**	
11:25 – 11:35	**Break**		

11:35 – 12:50	**Parallel sessions 2**			
11:35 – 12:25	 ***The future of Language Exchanges*** **Chair: Sophie Payne** **Moderator: Claire Ross** **Paper 5: Kaoru Umezawa** (Durham University) *Learning to communicate effectively through a bilingual speech project* **Short paper 1: Marion Joassin and Odile Rimbert** (Royal Holloway, University of London) *Online Debating in a foreign language: Fostering communication and inclusivity in Covid times* **Short paper 2: Congxia LI** (University of Reading) *Opportunities and Challenges of Implementing Virtual Exchange (VE) Programmes - A Case Study* **Short paper 3: Daniela Flint** (University of Central Lancashire) *To see but not to be seen; to hear but not to be heard: What is the impact of the non-use of camera and sound on the online teaching and learning of a foreign language?*	 ***Autonomy and Independence*** **Chair: Raúl Marchena Magadán** **Moderator: Chiara Ciarlo** **Paper 6: María D Iglesias Mora** (University of Central Lancashire) *A collaborative student-led project in ThingLink - Silenced by history: Herstory* **Paper 7: Beatriz Rubio Arribas and Ester Borin Bonillo** (Cardiff University) *A study on the use of digital portfolios as a form of assessment for the year abroad* **Short paper 4:** **Pilar Gray Carlos** *Smartphones and Language Learning in Underdeveloped Areas of the World*	11:35 – 12:35	 **Workshop 2** **Becky Muradás-Taylor** (York St John University) *Language degrees in 'crisis': Can we futureproof through curriculum development?* **Chair: Marine Orain** **Moderator: Enza Siciliano Verruccio**

12:25 – 12:50	Question time	Question time	
12:50 – 13:30	**Zoom Link: Click here to join** **Password: Innoconf21** **Lunchtime** ***In conversation with Gianfranco Conti*** Visiting Fellow (University of Reading) and founder of The Language Gym Co-author of "*The Language Teacher Toolkit*" and "*Breaking the Sound Barrier: teaching learners how to listen*" **Chair: Enza Siciliano Verruccio** **Moderator: Raúl Marchena Magadán**		

13:30 – 14:30	**Parallel sessions 3**		
13:30 – 14:10	**Zoom Link:** [Click here to join](#) **Password:** Innoconf21 *Future of blended and hybrid learning* **Chair: Ugo Marsili** **Moderator: Marine Orain** **Paper 8:** **Sabina Barczyk-Wozniak** (Cardiff University) *Strategies for effective online teaching – experiences from teaching during Covid-19 pandemic* **Paper 9:** **Simona Scanni** (University of Birmingham) *Online Language Learning during the pandemic: regulations, actions, reflections*	**Zoom Link:** [Click here to join](#) **Password:** Innoconf21 *Language Strategies* **Chair: Chiara Cirillo** **Moderator: Enza Siciliano Verruccio** **Paper 10:** **Elena Oncevska Ager** (Saints Cyril and Methodius University) *Learner autonomy in a teacher education setting, Leni Dam-style* **Paper 11:** **Alena Barysevich, Liz Smeets, Enrica Aurora Cominetti, and Pilar Rodriguez Mata** (University of Guelph) *In the Intersection of Linguistics and Language Learning: A New Approach for the Modern Language Classroom*	**Zoom Link:** [Click here to join](#) **Password:** Innoconf21 **Workshop 3** **Claudia François** (University of Liverpool) *Introduction to Class Notebook* **Chair: Marjorie Gehrhardt** **Moderator: Óscar Garcia Gracia**
14:10 - 14:30	**Question time**	**Question time**	
14:30 – 14:40	**Break**		

14:40 – 15:55	**Parallel sessions 4**			
14:40 – 15:30	 **<u>Virtual environments and autonomous learning</u>** **Chair: Raúl Marchena Magadán** **Moderator: Chiara Cirillo** **<u>Paper 12:</u> Ana Carrasco and Ester Borin Bonillo** (Cardiff University) *"El desorden que dejas": Exploring the use of geolocation through a TV series* **<u>Paper 13:</u> Hamid Sahki** (Cardiff University) *How planning can improve independent and autonomous learning for the Year Abroad?* **<u>Short paper 5:</u> Lidija Pasuljevic Shimwell** (University of Reading) *Deployment of Proximity-based Virtual Learning Environment in the Context of Modern Foreign Language Learning for the Purposes of Improving Students' Speaking Skills*	 **<u>Challenges and opportunities for language teaching and learning</u>** **Chair: Óscar Garcia Gracia** **Moderator: Enza Siciliano Verruccio** **<u>Paper 14:</u> Alice Gruber, Eva Matt, and Vera Leier** (Heilbronn University of Applied Sciences, Reutlingen University of Applied Sciences, University of Canterbury) *Professional practices, experiences, and perspectives in foreign language education at tertiary level during the pandemic and beyond* **<u>Paper 15:</u> Francesca Helm** (University of Padova) *Seeking solidarity and collaboration in online language teaching and learning* **<u>Short paper 6:</u> Sophia Bello** (University of Toronto) *Kahooting in the Name of Interactive Learning*	14:40 – 15:40	 **<u>Workshop 4</u>** **Regine Klimpfinger and Elisabeth Königshofer** (University of Reading, Austrian Academy of Science) *Project-based learning and assessment* **Chair: Sophie Payne** **Moderator: Ugo Marsili**
15:30 – 15:55	**Question time**	**Question time**		

15:55 – 16:05	**Break**
16:05 – 16:45	**Panel Discussion** **SHAPING FUTURES FOR MODERN LANGUAGES IN HIGHER EDUCATION** **Zoom Link: Click here to join** **Password: Innoconf21** **Chair: Daniela La Penna**, Head of the Department of Languages and Cultures, University of Reading **Panellists** **Emma Cayley** Professor of Medieval French (University of Leeds) and Chair of the University Council of Modern Languages (UCML) **Gianfranco Conti** Visiting Fellow (University of Reading) and founder of The Language Gym **Ana de Medeiros** Director of the Modern language Centre (King's College London) and Vice-Chair of the Association of University Language Communities (AULC) **Federico Faloppa** Professor of Italian Studies and Linguistics and Director of the MA Migration and Intercultural Studies (University of Reading) **Teresa MacKinnon** Open Educator, Certified Member of the Association for Learning Technology and Foundation Fellow of Warwick International Higher Education Academy
16.45- 17.00	**Closing remarks and InnoConf22**

Keynote: Carving a better future from dark matter
& Panel Discussion: Shaping Futures for Modern Languages in Higher Education

Teresa MacKinnon
Open Educator, Certified Member of the Association for Learning Technology (ALT) and Foundation Fellow of Warwick International Higher Education Academy

Keynote: Carving a better future from dark matter

A dramatic turn of events beset our lives in 2020, a global pandemic. Everyone had to face a new and daunting reality that touched every aspect of our lives, both personal and professional. Our working lives faced huge disruption and, in order to continue to function at all, we all became more reliant on technical "solutions" to connect us to each other. For some this was a continuation or extension of familiar territory, for others this was a new endeavour. For all it brought huge challenges, long days and complicated negotiations with students and colleagues. The "pivot online" revealed many areas of university teaching which were unresolved, from "delivery" to assessment. Intensive innovation was the order of the day, and such rapid change is not without pain. As we face an emerging reality in which ongoing disruption is likely, how can we be better prepared for a more positive future in which our processes and pedagogies support learners and staff alike?

In this keynote, I will not shy away from the very real challenges we face. I will however offer hope for a more sustainable future for language educators through collaboration beyond our usual hierarchies and borders.

Biography

Teresa is an open educator, an award-winning language teacher with a wealth of expertise in professional online activity. Experienced in education management and course design in secondary and higher education, Senior Fellow of the Higher Education Academy and Certified Member of the Association for Learning Technology (ALT), Teresa has extensive experience of the integration of computer-mediated communication in learning design. She retired in January 2021 from her post as Associate Professor at the University of Warwick but remains active online as @WarwickLanguage where she enjoys connecting educators internationally across sectors. She advocates open educational practice, leads ALT's Open Education Special Interest Group and is active in the areas of virtual exchange and open badges. ⊝

ORCID profile.
Personal website.

Lunchtime: In conversation with Dr Gianfranco Conti
& Panel Discussion: Shaping Futures for Modern Languages in Higher Education

Dr Gianfranco Conti

Visiting Fellow (University of Reading) and Founder of *The Language Gym*
Co-author of *The Language Teacher Toolkit* and *Breaking the Sound Barrier: teaching learners how to listen*

Biography

Founder, owner, and CEO of the leading language learning website The Language Gym, Gianfranco is an applied linguistics MA and PhD graduate with many years of classroom experience. He has taught Modern Languages for nearly 30 years both at primary, secondary and university levels.

He has researched the impact of metacognitive strategies training and error correction on L2 essay writing under the supervision of Oxford University Professor Ernesto Macaro both during his PhD and a large-scale project in English comprehensive schools documented in Professor Macaro's 2001 book. In his current role as Visiting Fellow at the University of Reading, he has lexicogrammar acquisition, listening instruction, metacognition, error correction and learner autonomy as his main research interests.

Formerly head of languages at various schools in England and abroad where he has developed and implemented his instructional approach (Extensive Processing Instruction), he is currently a renowned and highly sought-after conference speaker and CPD provider very active in the UK, South-East Asia, Middle East and Australia. He delivers keynotes in major international events all year around, conducts over a hundred workshops for language teachers a year and visits many schools, either to provide professional development or to help them improve their curriculum design and delivery.

His mission is to make current Cognitive Science and Applied Linguistics research available to the busy classroom practitioner and to translate it in implementable and impactful instructional strategies which make languages accessible for all.

He is well-known internationally for his teaching resources that have won him the TES Best contributor award and have been downloaded over 4,500,000 times by over 100,000 teachers around the world.

He runs a very influential blog on MFL pedagogy, The Language Gym (gianfrancoconti.com), which has won him several international awards. The professional development group he founded on Facebook, 'Global Innovative Language Teachers' (aka GILT) is one of the largest and fastest-growing communities of its genre.

Gianfranco is also a prolific book writer. In the last five years he has co-authored with Steve Smith the best-selling handbooks for MFL professionals, 'The Language Teacher Toolkit', 'Breaking the sound barrier: teaching learners how to listen' and 'Memory: what every language teacher should know. His most popular book, "Breaking the sound barrier", lays out the principles of the language

teaching method he has created, E.P.I. (aka: Extensive Processing Instruction), a usage-based approach which has been adopted by thousands of language educators worldwide.

He has also published the best-selling Sentence Builders series of workbooks aimed at classroom and independent learning for beginner to intermediate learners of Spanish, French, German and Italian, based on 'EPI', written with his former colleague Dylan Viñales, which is being currently adapted to Irish, Welsh, Dutch and other languages. He is also currently working on a series of revision books aimed at GCSE Modern Language learners, two of which have already been published, whilst German and Italian are still in the works. ⊝

Twitter: @gianfrancocont9
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Youtube: https://www.youtube.com/channel/UClGY2izfuwi1NfX34zekAXg?
Website: www.language-gym.com

Panel Discussion: Shaping Futures for Modern Languages in Higher Education

Prof Daniela La Penna
Head of the Department of Languages and Cultures, University of Reading

Biography
Daniela La Penna is Professor of Modern Italian Culture, Head of the Department of Languages and Cultures at the University of Reading, and co-founder and co-director of the Centre for Book Cultures and Publishing. From 2008 to 2016, La Penna held the role of elected UCML representative for Italian Studies, and is currently a member of the Society for Italian Studies' executive committee, with responsibility for the Italian Language portfolio and the Choose Italian national campaign. From 2016 to 2021, she has served as Senior Editor of the international journal The Italianist and is a member of several editorial boards of journals and book series in Italy and the UK. Her research has explored issues of multilingualism and translation, with a focus on contemporary Italian poetry and fiction. Since 2012, La Penna's work has shifted to examine how publishing policies shape translation practice. La Penna is the author of 'La promessa d'un semplice linguaggio': Lingua e stile nella poesia di Amelia Rosselli (2013), and the editor of Meneghello: Fiction, Scholarship, Passione civile (2012). With Daniela Caselli, she has co-edited Twentieth-century Poetic Translations: Literary Cultures in English and in Italian (2008). She has co-edited several special issues exploring the intersection between translation, periodical studies, and publishing in the Italian context (Italian Studies, Modern Italian Culture, Modern Italy, Letteratura e Letterature, The Italianist). A member of the Comitato Nazionale per il Centenario di Luigi Meneghello, she has recently completed the edition of Meneghello's La materia di Reading e altri scritti for Biblioteca Universale Rizzoli

(BUR, 2021). Amongst her forthcoming work is the co-editorship of the multi-volume Women in Publishing for Edinburgh University Press and the edition of Luigi Meneghello's Writings in English (both forthcoming at the end of 2022). ⊖

Prof Emma Cayley
University of Leeds and UCML

Biography
Professor Emma Cayley is Chair of the University Council of Modern Languages and Head of the School of Languages, Cultures and Societies at the University of Leeds. She joined Leeds in September 2019 after 16 years teaching at the University of Exeter where she also held the post of Head of Department from 2011-2016. Emma's research covers the period 1300-1500 in France, and she has published extensively in the area of medieval poetry, debate, and society. Her more recent work spans the digital humanities and material culture. Emma is currently on the editorial boards of a number of presses and journals (formerly of *French Studies*), as well as holding the office of President of the International Courtly Literature Society. ⊖

Dr Ana de Medeiros
King's College London and AULC

Bography
Ana de Medeiros is the Director of the Modern Language Centre at KCL. Since 2016, Ana has been a co-investigator working with Language Acts and Worldmaking, a flagship project funded by the AHRC. Working with Hodder and Stoughton she will launch with Professors Catherine Boyle and Debra Kelly a new book series developing on the work undertaken by Language Acts in winter 2021. Ana is also a consultant in Memoirs, a Horizon 2020 funded project, hosted at the Centre for Social Studies, University of Coimbra. Since 2021 Ana represents KCL as strand co-lead in the newly created Circle-U network of universities. She is co-editor of the forthcoming volume Language Debates: Theory and Reality in Language Learning, Teaching and Research. Ana is Vice-Chair of the Association of University Language Communities (AULC). ⊖

Prof Federico Faloppa
University of Reading

Biography
Federico Faloppa is a Professor in Italian Studies and Linguistics in the Department of Languages and Cultures at the University of Reading (UK). For twenty years he has worked on the construction of otherness through language, on language policy and migration, on the representation of minorities and migration phenomena in the media, on racism in language and hate speech. On these topics he has published extensively and written several monographs: *Lessico e alterità. La formulazione del diverso* (2000), *Parole contro. La rappresentazione del diverso in italiano e nei dialetti* (2004), *Razzisti a parole (per tacer dei fatti)* (2011), *Sbiancare un etiope. La pelle cangiante di un tòpos antico* (2013), *Destination Italy. Representing migration in contemporary media and narrative* (co-edited with Emma Bond and Guido Bonsaver, 2015), *Contro il razzismo. Quattro ragionamenti* (with Marco Aime, Guido Barbujani and Clelia Bartoli, 2016), *Brevi lezioni sul linguaggio* (2019), *#Odio. Manuale di resistenza alla violenza delle parole* (2020), *Trovare le parole. Abbecedario per una comunicazione consapevole* (co-authored with Vera Gheno, 2021). Since 2017, together with photographer Luca Prestia he has been working on the interdisciplinary project and exhibition *Beyond the border. Signs of passages across European frontiers*, whose catalogue was published in 2019 by the "Nuto Revelli" Foundation. He is currently co-investigator in the EU-funded ITN *Multimind – The multilingual mind*, in the Erasmus-Plus project *Key-Co System – Key-competences for adult migrant learners*, and has recently coordinated the GCRF-funded project *CHAS-BIH – Conflict and Hate Speech Bosnia-Herzegovina*. He collaborates with the journalist association "Carta di Roma", the NGO Cospe, and the "Alexander Langer" Foundations, of which he is currently the vice-president. Since 2018, he has also been working as a consultant and a researcher on hate speech and language and discrimination for Amnesty International Italy. He is the coordinator of the *Rete nazionale per il contrasto ai discorsi e ai fenomeni d'odio*, and a member of the Committee of Experts for combating Hate Speech of the Council of Europe, which is drafting the new recommendations on hate speech for the 47 state members of CoE. For the Council of Europe he is also a regional expert on monitoring and investigating hate speech in the Western Balkans. In the last ten years, as an intellectual public figure in Italy, he has delivered ca. 200 public speeches and talks, and in 2019 he wrote and co-conducted the radio show *Parole parole* for the Radio Svizzera Italiana (11 episodes on the history of 11 Italian words). In 2018-2021 he was the national rep for linguistics at the University Council for Modern Languages. As a teacher, he has taught at the universities of London (UCL, Royal Holloway), Birmingham, Granada, Catania and Turin, where he was appointed as a Visiting Professor in 2017. For his innovative teaching and assessing methods (student-led publishing projects and radio-shows, student-led plays and newsletters) he was awarded the University of Reading Teaching and Learning small grant four times (2010, 2012, 2016, 2018). At Reading, he is the director of the new MA in Migration and Intercultural Studies, and the Impact Lead for Modern Languages and Linguistics. ⊖

Long talks – 20 minutes + 10 minutes for questions

Paper 1: Assessment, autonomy and L2 identity: creating student-centred, aligned assessments
Theresa Federici
Cardiff University

This paper illustrates an innovative and easily adoptable approach to ensuring assessment is constructively aligned to course content and intended learning outcomes. Referring to two small - scale case studies in UK universities, this paper presents the PRIME model of assessment design. This holistic and process-driven approach to assessment, in which the content and format of assessment is developed alongside the content and learning outcomes of the course, guides students towards becoming reflective language learners and creates greater learner autonomy. The approach suggests a number of prompts for assessment designers (Purposeful, Relevant, Integrated, Motivating, Empowering), their rationale, their implementation in online and face-to-face teaching, and the impact on learners and assessors. With the need for assessment design that is adaptable and flexible to fit both face-to-face and online environments, this paper offers an approach to creating meaningful assessment in language degree programmes that retains a student-centred focus, developing students' L2 identity and creating awareness of the cognitive skill-sets students use in order to complete assessment tasks. ⊖

Paper 2: Moving away from end-of-year oral exams
Anna Johnston, Agnes Bastien-Langham, Geraldine Crahay
Durham University

There is evidence that end-of-year exams do not encourage deep learning (Gibbs, 2011). They often lead to superficial approaches to learning favouring 'cramming' and forgetting after the exam; do not lend themselves to engaging with feedback and more often than not do not result in works of academic excellence (Nathan, 2013). To circumvent the issue, the French team at the Centre for Foreign Language Study at Durham University had, prior to 2020-2021, moved to a continuous assessment model across all of its modules, opting for a format of unsupervised assessment for its written component. Making the most of the opportunities provided by the move to online teaching this academic year, the team expanded its use of the continuous assessment principles to its speaking component. We propose to demonstrate through a full-length paper a new embedded speaking assessment format across all levels of the CEFR. The paper will explain the rationale for the switch in format alongside the pragmatics of its delivery, focusing on the pedagogical and linguistic ramifications of such a format and the logistical implications and associated risks of such a move. We will argue that the assessment tasks adopted by the team: - Are inclusive, engaging and reliable;

- Align with all module learning outcomes;
- Are intrinsically embedded to the learning of the modules;
- Are fair, rigorous and credible to students, higher education institutions and external stakeholders;
- Encourage engagement with feedback;
- Encourage personal involvement and ownership from students;
- Link to the real world.
(Carless, 2015) (Sambell, K., McDowell, L., & Montgomery, C., 2012) (Wald & Harland, 2017) To support the discussion, the team will share examples of learning-oriented tasks used at various levels of the CEFR (A1-B2)." ⊖

Paper 3: The Interactive Use of Digital Apps in the Classroom
Lorraine Ryan
University of Birmingham

Blended learning has generally been considered to propitiate student learning. Creating a digital learning environment in higher education is not just about convenience, it is about preparing undergraduates for the future, as digital evolution is the new approach to learning and teaching as reported in the Future of Jobs Report (World Economic Forum, 2018). However, as much as it facilitates learning, we also have to take into account that blended learning can be alienating, impede the development of verbal skills and the cultivation of team-work skills, resulting in a lower-quality learning experience (Nass). It can also lack resonance for learners who are either saturated with technology in their daily lives or do not believe that technology enhances their learning performance. Therefore, it is essential that educators approximate to what I will term "an interpersonal use of blended learning" in the classroom. This interpersonal use involves the combination of key social and cognitive skills with the digital apps in question which converts them into not only into conduits of learning, but also means to enhance communication and improve social skills amongst students. It implies the socialisation of digitalisation, in effect, the conversion of blended learning into an activity with personal resonance for the learner, and in which the learner takes ownership of their own digital experience. Intellectually, it requires an emphasis on the obtainment of solutions that are the outcome of what Martin and Grudziecki (2006) term "digital innovation and creativity", which can be defined as the use of the apps in particularly novels ways. In this talk, I will analyse this concept of "interpersonal use of digital apps" through the prism of my own teaching experience in the University of Birmingham during the pandemic. I will firstly analyse critical views on the use of technology; I will then proceed to relate and analyse my own professional experience in integrating these digital apps in the classroom, while the final part of the paper will convey my recommendations to educators who wish to make blended learning more interpersonal and resonant for their students. ⊖

Paper 4: Emergency remote teaching in an online pre-sessional programme: what can we learn from the stakeholders' views and experiences?

Karla K. de Lima Guedes
University of Southampton

Every year, thousands of students travel from all over the world to study in the United Kingdom and many take a pre-sessional course prior to starting their degrees. For the past year, however, inperson teaching has not been possible due to the COVID-19 pandemic and these courses had to be delivered online. Online teaching in pre-sessional programmes is a recent phenomenon that has happened as a result of this pandemic. Most pre-sessional programmes had to be quickly restructured for students around the world and tutor delivery from around the country, and by many educators who were not familiar with online education. This research looked at the case of one online pre-sessional programme in the UK and investigated the stakeholders' initial views of and experiences with learning and teaching English for Academic Purposes (EAP) online. The stakeholders consisted of 109 students, 47 tutors, and 16 team leaders who answered a questionnaire with open and closed factual and behavioural questions. Initial findings suggest positive associations with online learning and convenience, flexibility, learner-centredness, timesaving, cost-effectiveness, independent learning and digital skills; and concerns regarding the use of technology, tutor-learner interaction, pedagogy, student engagement, and learning environment. There was also a tutor preference for running tutorials, listening, reading, and writing tasks online, whilst group work and speaking tasks were seen as more effective when done in-person. The results reveal several technological, pedagogical, and social challenges, but also suggest language learning areas and activities that could be best developed online. ⊕

Paper 5: Learning to communicate effectively through a bilingual speech project

Kaoru Umezawa
Durham University

The benefit of learning public speaking in language education is widely recognised, not only for improving language skills, but also other skills such as leadership development and employability. Speech contests in foreign languages are held at many educational institutions in the world. Taking part in such extra-curricular activities helps to enhance one's learning experience, especially in an age when the digitalisation in education has made international exchange possible while staying at home. However, it often feels that only a handful of learners with a high level of language skills enter speech contests. Thus, this project aims to make speech contests a student oriented and accessible event to enhance the learning experience. World Speech Day Japan is organized under the motto of "unexpected voices",

considering everyone has a message that is worth sharing regardless of age, life experience, cultural background, education etc. It focuses on the process and the participants' learning experience rather than on competition results. It is an international collaborative bilingual speech event, where learners of Japanese and English from UK and Japanese universities meet online and work together to create speeches in their target languages. Being a native speaker of either Japanese or English helped all participants to actively provide peer feedback about their own language and culture, which helped to enhance a sense of self-efficacy. The results of the reflective discussion and of the questionnaires this year suggest that rather than language skills, empathy with the topic and delivery skills are more deciding factors for good speeches. In addition, the responses showed that, 'sincerity' or 'truthfulness' is deemed a key element in producing effective speeches, and that not all elements that make a good speech were explicitly listed in the prescribed marking criteria. Further work is needed to understand the implication of these findings. ⊕

Paper 6: A collaborative student-led project in ThingLink - Silenced by history: Herstory
María D Iglesias Mora
University of Central Lancashire

In this presentation I intend to:
• showcase Herstory, a student-led project that encompasses the skills of learners from different subject areas across the School of Humanities, Language and Global Studies at UCLan;
• give a quick overview of the platform we have used, ThingLink;
• show a few examples of the students' entries - included in a virtual exhibition;
• illustrate how this project has supported the students, by enhancing their transferable (employability) skills and how it has also fulfilled their academic potential;
• provide colleagues with a few "take away" examples of how ThingLink could be utilised in their own practice.
During a 3-month period, the students had to identify, research and co-create the often-forgotten tales of ordinary, yet at the same time, extraordinary women from across the Globe. The students gathered information about their chosen woman/women both in English and in the target language. The education technology platform we used made it easier to augment images, videos, and virtual tours with additional information and links. Creating an interactive image in ThingLink required them to plan, share responsibility, make decisions together, conduct background research, build stories, design their images, and select multimedia documentation. Consequently, this project has developed their collaboration and communication skills, together with fostering learners' autonomy and independence. It has also allowed them to use their creativity, by finding new ways to synthesize and present information and to become more confident in using multiple forms of media to express themselves. As ThingLink can be easily extrapolated to all disciplines, and since the interactive images can consolidate understanding, vocabulary and other academic skills, I

believe many colleagues will be interested to learn more about this application and be able to review a successful use of it. ⊝

Paper 7: A study on the use of digital portfolios as a form of assessment for the year abroad.
Beatriz Rubio Arribas and Ester Borin Bonillo
Cardiff University

Can e-portfolios enhance active learning and learner's reflection and responsibility? With the emergence of the pandemic in 2020, all universities were faced with difficult choices with regards to outward international mobility. Cardiff University was one of some universities that, in the summer of 2020, considered mobility exchanges as "essential travel". For that reason, our students were allowed to study abroad at our partner institutions or carry out work placements and traineeships abroad. However, this did not come without challenges due to travel restrictions and Brexit. The School of Modern Languages at Cardiff University changed the assessment for the YA due the reasons stated above. All students were assessed by means of a digital portfolio on Teams, regardless of their experience (or lack of) abroad. This paper aims to analyse, inform, and demonstrate how the School of Modern Languages implemented a digital portfolio as a form of assessment for the year abroad. It will explain the reasons why an e-portfolio was chosen in this case, particularly, as student engagement was a hugely desirable outcome, under these circumstances. "E-portfolios are deliberate, (student chooses what goes in the portfolio) curated collections of work that may provide opportunity for the development and demonstration of complex outcomes (Deneen, Brown& Carless, 2018). The paper will also provide a brief description of the use of Teams as the platform chosen for this digital portfolio and other possible platforms that may also be used. We will also show examples of students' engagement with the portfolio to illustrate the question above and how these portfolios have been perceived by students. Through this, we will be able to analyse positive aspects of e-portfolios, as a form of assessment and certain areas for improvement. ⊝

Paper 8: Strategies for effective online teaching – experiences from teaching during Covid-19 pandemic
Sabina Barczyk-Wozniak
Cardiff University

The lockdown introduced in March 2020 forced all educators to continue deliver of programmes in a safe environment of the Internet. From one day to another, lecturer, teacher and tutors had to start teaching online. This happened often without good training in using available platforms and tolls or theoretical underly. Everyday experience shows that the

delivery of online seminars or classes can be sometimes very challenging. This paper presents own experiences made with online delivery of German language in the last 16 months. It considers three most common in the education platforms: Blackboard Collaborate Ultra, Zoom and Microsoft Teams. The focus of this presentation is in particular on practical aspects of synchronous teaching / learning since is the way of delivery which is the most similar to teaching in traditional classroom. However, it cannot be denied that even synchronous online teaching is different than face to face teaching in classroom and requires understanding of its nature to deliver effective classes. Exemplify, synchronous teaching enables live contact with the students but there is no unity of space for the teacher and students. Intra individual factors such emotions or digital competency as well a series of external factors, e.g., technical requirements need to be reflected at design, preparation, delivery of online sessions, and at setting assessment. This presentation discusses some effective strategies to increase students' engagement and the effectiveness of the lessons. Furthermore, some tools to increase students' participation in the sessions and techniques to include collaborative learning and peer work in online delivery will be considered. It is aimed to show that despite the "online situation" teaching can be effective and successful if the specific teaching / learning situation will be reflected and tackled with appropriate techniques and strategies. ⊖

Paper 9: Online Language Learning during the pandemic: regulations, actions, reflections
Simona Scanni
University of Birmingham

The present paper is extracted from an in-progress research titled "Effectiveness of Online Language Learning: a case study of Italian as a foreign language" which aims at investigating the effectiveness of learning Italian online. In recent years, the use of technology and the Internet have spread rapidly and have made it possible for people to learn foreign languages online. More recently, the unexpected shift from proximate learning to distance education after COVID-19 outbreak, have raised attention on online and distance learning. My research is divided into online learning before COVID-19, and online learning after COVID-19 including a focus on future perspectives. Specifically, current events and circumstances after COVID-19 will be discussed in this paper, covering both a critical assessment of current theoretical approaches on the subject as well as suggestions and possible theoretical developments. The study surely fills a research gap in the online learning of Italian as a Foreign Language, as very little research has been done about the effectiveness of online language learning, particularly in the field of Italian Studies. While before the pandemic remote learning was mainly embraced by students who freely and independently chose to learn online, the pandemic has generated a new category of online students, namely those who had to switch to distance education during the COVID-19 emergency. We are still facing the pandemic worldwide; many countries are elaborating guidelines, and

single universities and institutions are taking action on Distance Education. The discussion is still ongoing. This underlines just how important the debate on Distance Education is, and the need for further improvements remains open for future consideration. ⊖

Paper 10: Learner autonomy in a teacher education setting, Leni Dam-style
Elena Oncevska Ager
Saints Cyril and Methodius University

In this talk I will outline my experience of introducing learner autonomy to an online teacher education module at a university in North Macedonia. The module is entitled Learning Strategies and it prominently features the work of Danish educator Leni Dam (1995). Dam promoted learner autonomy in her teenage settings, however its principles seem to be easily transferable to various educational contexts. It is learner autonomy as practised by Dam that inspired a course design which aimed at developing student investment and, in turn, improving motivation for learning at a time (COVID-19 pandemic) when motivation was particularly vulnerable. To be more specific, I involved my students, pre-service teachers of English as a foreign language, in a number of decisions about what went on the course, ranging from what they did to provide on-going evidence of learning as documented in their portfolios, via how they went about their tasks, to who they collaborated with and how. I provided support in terms of initial suggestions for the above and encouraged the students to contribute their own ideas if they so wished. I will first talk the audience through the (rationale for the) course design. I will then share sample student responses to some of the tasks, as well as student reflections on the module. Finally, I will involve the audience in reflecting on the relevance of the proposed course design for their contexts. We will also discuss ways in which learner autonomy could be developed further in university teacher education and language teaching settings. ⊖

Paper 11: In the Intersection of Linguistics and Language Learning: A New Approach for the Modern Language Classroom
Alena Barysevich, Liz Smeets, Enrica Aurora Cominetti, Pilar Rodriguez Mata
University of Guelph

This talk presents a new departmental series of modules on Fundamentals in Language and Language Learning for all first-year Modern Languages students at School of Languages and Literatures (University of Guelph, Canada). The online modules are designed for foreign language learners (and instructors) with the goal to acquire transferable core skills and foundational knowledge essential for the Modern Language Learner. We opted for a cross -subject approach

combining research-based evidence from General Linguistics and Second Language Acquisition science and experience-based input from foreign language instructors. The four online asynchronous modules strengthen student's essential foundational knowledge in how languages are structured, function and learned. The content is presented in an easily digestible, practical, and non-technical way for both first-year students and language teachers who are not specialists in linguistics. The pedagogy applied targets a cross-language approach (English, German, French, Spanish, Italian), critical thinking, learner autonomy, and plurilingual competence. Through a combination of short engaging videos and interactive activities with scaffolded feedback, students learn to use a range of fundamental linguistic concepts at the level of sentence structure, word formation, pronunciation systems and language variation. Crucially, students also gain transversal skills to link different concepts and navigate across languages. Following the BOPPPS learning model, the modules focus on activating prior knowledge from the mother tongue (English) and personal experiences in combination with properties of the target language and facilitate memory retention by engaging learners in interleaved and spaced practices. Each of four modules, which takes 2-4 hours to complete, introduces concepts using examples from English followed by inclusive and uniform academic content in the target language (French, Italian, etc.). Using this structure, students learn tools to notice, make comparative analyses, apply, and focus on what is common as well as different across languages. The module represents, according to students and teacher evaluations, an accessible, effective, and strategic tool to learn and navigate across languages. ⊖

Paper 12: *"El desorden que dejas"*: Exploring the use of geolocation through a TV series
Ana Carrasco and Ester Borin Bonillo
Cardiff University

The beginning of the pandemic in 2020 forced us to leave the classroom. We have moved to a completely digital environment and have had to come up with ideas to promote students' independence in their learning process. The ever-changing situation of this academic year meant that we had to learn to manage, in a record time, various platforms to provide hybrid teaching and learning. One of the constant challenges we face as teachers is presenting authentic and challenging materials to our learners. In our continuous search of meaningful activities for the classroom, we have introduced the use of geolocators in the Spanish Foreign Language (SFL) classroom. Little (1991) defined learner autonomy as "a capacity for detachment, critical reflection, decision making and independent action". With the use of geolocators, students become an active part of the learning process and create materials with their own devices. This practice fosters learner's autonomy and independence. Students can enhance their learning experience with different contextualized materials:
• Geolocate news
• Geolocate audio-guides

- Geolocate Spanish accent varieties
- Geolocate reading and audio - visual materials that we bring to the classroom

These types of activities can move away from the teacher-centred education and shift towards a learner-centred one, "with opportunities to discover their strengths and weaknesses and to solve any problem they face during the learning process" (Kashefian-Naeeini and Kouhpeyma, 2020). Geolocations have been used in disciplines like history and geography for pedagogical purposes. We think that the use of this tool can bring a new dimension to language learning not only on a digital environment but also in the classroom. The series *El desorden que dejas* is our first example of didactic use of geolocations in the SFL classroom. ⊖

Paper 13: How planning can improve independent and autonomous learning for the Year Abroad?
Hamid Sahki
Cardiff University

Planning their learning is one of the keys to be independent when students are in their Year Abroad. In fact, students face different challenges which can test their independence and autonomy: move to another country, be immersed in a second language that they learn for some years…These 8 challenges can be exciting but also worrying. How can we support and foster students in a crucial year? I will look at format and refection in the student Year Abroad Portfolio that I supervised this year in the French Department. Through some sections of their Portfolio, I will ask if students put in place priorities in their learning journey and if they try to maximize their learning. These criteria, priorities, and maximization could measure autonomy and independence. Also, I carry an assessment with students to know how they measure themselves the autonomy and the independence that they feel the benefice of the Year Abroad. Fostering students in this extraordinary experience to learn language Abroad could lead to a narrow approach with tasks to do. I will enhance the benefits if we give students an opportunity not to complete only tasks but to make with these tasks in the portfolio an open work where they can reach, by allowing creation and future development, independence, and autonomy. Students could build a professional future. ⊖

Paper 14: Professional practices, experiences, and perspectives in foreign language education at tertiary level during the pandemic and beyond.

Alice Gruber, Eva Matt, Vera Leier
Heilbronn University of Applied Sciences, Reutlingen University of Applied Sciences, University of Canterbury

The pandemic has changed how we teach and has influenced how we think about teaching and learning in the modern foreign language education context. For this study, we investigated modern foreign language teachers' perception, practices, and experiences of (emergency) online teaching, their satisfaction with support and their switch to remote emergency teaching, including factors like teaching principles, tools, framework, policies, infrastructure, and pay. We also aimed to identify teachers' ideas and perspectives of future language teaching and teacher education and their expectations regarding practice and policy after the pandemic, including assessment and change of assessment practices. A total of 119 teachers from Germany, the United States, New Zealand, the United Kingdom, and Sweden, who were teachers of German as a Foreign Language or English as a Foreign Language in Higher Education, completed an online survey. The survey included closed and open-ended questions and 6-point Likert-scale items. The paper will report on the results of the quantitative part of the study and will present major themes from the qualitative part that emerged, for example regarding assessment and foreign language teaching and learning in the future. It will include recommendations for higher education institutions on how to support modern foreign language educators in pandemic and post-pandemic times. ⊖

Paper 15: Seeking solidarity and collaboration in online language teaching and learning

Francesca Helm
University of Padova

One of the many global realities that the pandemic has highlighted is the interdependence of our societies, as well as unprecedented challenges and deepened inequalities. While the pandemic may have accelerated technological innovation, in the pivot to emergency remote education we saw global and local inequities in access to education (Bozkurt et al. 2020), an increase in the use of technology for the surveillance of students (Silverman et al. 2021), encroachments of commercial publishers and software providers in public education (Williamson & Hogan, 2020), limitations on academic freedom (Scholars at Risk, 2021), student isolation and despair as well as challenges for students in studying abroad. The social justice turn which has been emerging on the horizon of language teaching and the uses of technology in language education (Ortega, 2017) has become more pressing, as has the need for critical approaches, attention to cognitive and epistemic justice (Santos 2007; Souza 2019) and a pedagogy of care (Bali, 2020). In this talk, taking inspiration and learning from transnational, translocal and translingual practices and networks

of solidarity and collaboration I consider how and what we might learn from them as we seek to effect change through blended and online language teaching and learning. ⊝

Short Talks – 10 minutes + 5 mins for questions

Short paper 1: Online Debating in a foreign language: Fostering communication and inclusivity in Covid times
Marion Joassin and Odile Rimbert
Royal Holloway University of London

This lightening talk will examine the impact of the COVID-19 pandemic on language teaching and debate teams. It will present the success story of an innovative project started up in September 2020 with a group of final year students in French. Online debates were initiated and run by teachers (M. Joassin and O. Rimbert), progressively fostering learners' autonomy and independence. During this talk, we will develop on the specific focus on inclusivity and on the beneficial effects on students' learning. We will also showcase inspirational resources used for the project, and the online event which was organised at the end of the academic year. Finally, we will present our plans for future development. What about body-language? How can we engage the others while facing them through a screen? This talk will ask whether teaching rhetorical and theatrical skills, practicing French and debating in a foreign language is possible online and may create a sense of community beyond the screen. ⊝

Short paper 2: Opportunities and Challenges of Implementing Virtual Exchange (VE) Programmes - A Case Study
Congxia LI
University of Reading

Virtual exchange (also known as Telecollaboration or Etandem) refers to the practice that focuses on utilising online collaborative tasks and project work to 'bring together classes of learners located in geographically distant locations' to achieve pedagogical objectives (O'Dowd, 2017 p8). This paper will review the experience of carrying out the virtual exchange programme in 20/21 in response to the Covid-19 outbreak, between 46 learners of Chinese language at the University of Reading in the UK and 20 students of Teaching Chinese as Foreign Language from NUIST in China. Based on the data gathered from students' reflections and interviews, as well as the tutors' own observations, it provides the positive findings that VE is an effective way to develop student's foreign language skills, digital competence, and

intercultural competence. The paper also will share practical insight of the challenges involved in organising a successful VE programme. ⊖

Short paper 3: To see but not to be seen; to hear but not to hear: How the non-use of camera and sound affects online teaching and learning of a foreign language in small and large groups.
Daniela Flint
University of Central Lancashire

Since the onset of the COVID 19 pandemic most teachers, lecturers and students across Britain have been catapulted into transferring their language learning settings into online forums. Only a few of them had prior knowledge and experience and most had to adjust quickly to the challenges and recognised soon the opportunities in teaching and learning. One aspect many came across, given a choice, many students did not switch their cameras and sound on whilst in the online lesson. This paper analyses the reasons for this 'online learning behaviour' and the potential impact on the learner and the teacher. Are these personal choices limiting or widening the student's learning and attainments? 10 And is there a difference in small and large teaching settings? Is there an effect on the student/teacher relationship, emotions, motivation, and autonomy of the student? Although all four skills in language learning, such as reading, writing, listening, and speaking are crucial to achieve competency, the speaking and listening skills are often highlighted in the communicative approach in language teaching and learning. Communicative Language Teaching (CLT) is widely practised today and seeing and hearing a student is an integral part of it. CLT emphases interaction as both the means and ultimate goal of learning. Does the non-use of cameras and sound only provide passive learning or is there another way of engaging the student? Quantitative and qualitative data collected in one university offering various foreign languages and group sizes is evaluated and discussed in this paper. Conclusions can be drawn, and recommendations are given to Modern Foreign Languages practitioners in the 'online teaching arena'. ⊖

Short paper 4: Smartphones and Language Learning in Underdeveloped Areas of the World
Pilar Gray Carlos

The coronavirus pandemic has forced students and educators across all levels of education to rapidly adapt to online teaching and learning. The challenges and opportunities in accessing areas of the world where there is poor connectivity due to infrastructure or economic difficulties have become even more pressing.

This project intends to look at how smartphones are used to teach and learn Spanish language online in areas of the world with poor internet connectivity. It will explore the impact of the medium of delivery on the methodology and content of teaching. For that reason, it is as important to look at the circumstances and ways in which students use their smart phones, as it is to look at the constraints they pose.

Looking at how teaching foreign languages to students in these areas requires both theoretical and empirical investigation. From the onset, we may be looking at one symptom of what has been labelled digital divide. Under the impact of the COVID-19 pandemic much emphasis needs to be allocated to infrastructural changes in general and digitalization specifically in world development.

This project will start with a general grounding on ethnographic research, either through participant observation fieldwork, or netnography depending on world circumstances. The research undertaken will be qualitative in nature guided by interviews, focus groups, and questionnaires and an element of quantitative data collection via attendance and platform usage analytics when relevant and possible, always respecting participant anonymity. Students' use of smartphones is also explored to understand the relationship adult students have with smartphones and language learning.

The results of the study can contribute to influence and orient a processes of design thinking that may be applied to ideate new creative solutions to ensure true user-centered design, where participants can be involved in a process of co-creation. ⊖

Short paper 5: Deployment of Proximity-based Virtual Learning Environment in the Context of Modern Foreign Language Learning for the Purposes of Improving Students' Speaking Skills
Lidija Pasuljevic Shimwell
University of Reading

Virtual environments (VEs) are increasingly important in the face of remote teaching and learning. Gather Town is one of the recently developed VEs. This is a proximity-based audio/video-calling online platform, which mimics the real-life environment by permitting people to move around different spaces on a 2-D map and interact with one another when they stand close to each other in the virtual world. Gather Town was used for promoting French language learning among IWLP French 1 students at the University of Reading. IWLP French 1 is the module intended for students who will have achieved CEFRL (Common European Framework of Reference for Languages) level A1/A1+ upon successful completion of the module. One of the module's intended learning outcomes (ILOs) is to communicate in French by speaking at a simple survival level about a selection of defined everyday topics. Therefore, learning activities,

constructively aligned with this ILO, have been designed and delivered via Gather Town to simulate real-life situations and allow students to improve their speaking skills ahead of the oral examination. For example, students practised giving/receiving directions or using services of hospitality and retail industries. The novel aspect of Gather Town is the proximity-based communication, allowing students to engage in parallel role play type conversations, in a variety of scenarios across the VE, relevant to their location in the virtual world. The platform also permits easy supervision and feedback from the teacher since they can move between groups as they would in a classroom. These activities resulted in a positive learning experience for students, who rated Gather Town as excellent or very good, and stated that it helped them improve speaking skills. Therefore, in this presentation, we shall share ideas for the oral practice conducted via Gather Town applicable in any modern foreign language learning. ⊖

Short paper 6: Kahooting in the Name of Interactive Learning
Sophia Bello
University of Toronto

For many educators like myself, finding a "one-size-fits-all" innovative design for instruction requires trial and error. As online learning grew extensively during the pandemic, it was important to incorporate time efficient digital tools that align with course objectives and find interactive teaching strategies that work effectively. The question remains as to how we can truly captivate students' attention while maximizing learning and retention. During the past two years, we implemented Student Engagement Techniques (SETs) and teacher-student communication in the mix (O'Hair & Wright, 1990; Barkley 2010). This talk will demonstrate how one SET was incorporated into language learning undergraduate courses, pre- and during the pandemic era. Kahoot! is a multidisciplinary learning platform that engages students through various visual cues (Inclusive Design, 2010). This type of formative assessment provides learners with a cost-effective real-time feedback application that is extremely interactive, and most importantly, has been shown to decrease student anxiety (cf. Wang & Tahir 2020). For academic purposes, the tool was used on a weekly basis to promote student interaction, to support formative and summative assessments, and most importantly, to encourage attentiveness and information retention during in-person and online lectures. Each SET facilitated student learning by allowing us to observe progress in real-time and maintain a direct connection to our students. The goal of promoting tools like Kahoot! was to encompass learning objectives acquired throughout language-based courses. To ensure effectiveness, credibility, and inclusion of student voice, multiple student surveys were administered (Peregrina-Kretz, 2019). The general consensus was to increase SETs in the second half of the course and implement some justifiable changes that would benefit all students. At the click of a button, we will navigate through the benefits of using Kahoot! to enhance student participation and learner attendance in an in person, online or hybrid course. ⊖

Workshops - 50 minutes + 10 minutes for questions

Workshop 1: Changing perspectives - exploring our students' views on disability and online learning
Ugo Marsili and Darlene Sherwood
University of Reading

Last year we were all asked to adapt our teaching to the new online delivery mode as a consequence of the Covid-19 pandemic. Were we ready? Was the University ready? The word "engage" took a completely different meaning and we, as language teachers, had to rethink our students' needs, interaction patterns and class management at the expense of inclusivity. We had to shape a new learning environment and, at the same time, keep the same strong sense of belonging to a university community. We had to allow our students to contribute at their best in a safe environment made, most of the time, of "invisible" faces. We had to support them and teach them how to support each other in their groups. We have been working on the "how" rather than on the "who". We decided to join forces and present this workshop as the result of an ongoing conversation with students on the topic of inclusivity in language learning. The main aim of this workshop is to open a dialogue on how to best support our students in their learning journey going beyond recommendations and exam arrangements. In the first part of the workshop, we will explore the concept of intersectionality and what are called invisible disabilities using the four A's: 1) assumption 2) awareness 3) acceptance 4) adaptation. We will analyse together different scenarios and find out ways to address specific feedback by sharing ideas and examples of best practice. In the second part we will focus on the learner and share the results of the interviews carried out over the summer with students of four different languages (Italian, Spanish, Russian and BSL) to help us understanding what students' perception of disability is when engaging with online learning for both spoken and visual languages. We believe that awareness is the right starting point for innovation. ⊖

Workshop 2: Language degrees in 'crisis': Can we futureproof through curriculum development?
Becky Muradás-Taylor
York St John University

People who value the arts and humanities were alarmed when Gavin Williamson, Secretary of State for Education, said recently, "The record number of people taking up science and engineering demonstrates that many are already starting to pivot away from dead-end courses that leave young people with nothing but debt." If this attitude leads to cuts in tuition fees, as is rumoured, it would threaten the viability of arts and humanities teaching and research in the UK. For languages, the education 'crisis' is of concern to academics, politicians, and journalists, particularly in England.

Fewer people are studying languages at GCSE, A-level and university and many language departments have closed. This is a social justice issue, disproportionately affecting young people from less-privileged socio-economic backgrounds. And it matters: speaking English is vital but speaking only English causes economic and social harm. Frequent reports of language department 13 closures may give the impression that they are inevitable: a consequence of education policy leading to fewer people studying languages at school and global English making other language study redundant. However, some universities are bucking this trend, recruiting large or growing numbers of students. In this talk I will present research which: (i) quantifies how tariff point scores, polar quintile (a measure of socioeconomic status) and geographic location affect access to language degree programmes in England; (ii) identifies universities that are widening access to language degrees. I will then present the curriculum development work that we carried out in languages at York St John University, showing how it resulted in more students, more staff, and less onerous admin processes. In the interactive part of this workshop, participants will be invited to discuss local contexts, exploring different pressures and opportunities, and exploring whether and how future - proofing of our language degree provision might be achieved through curriculum development. ⊕

Workshop 3: Introduction to Class Notebook
Claudia François
University of Liverpool

Class Notebook is an interactive notebook/platform students and teachers can use to work independently and in collaboration. It is part of OneNote and can easily be set up by teachers for each student or pupil as part of a class for example. Each Class Notebook comes with a common library and collaborative space where students can create content together. This content is then displayed in the collaboration for the whole class to see. This workshop aims to demonstrate the potential of this platform to help teachers deliver the activities and tasks they would normally set, but in a more interactive and flexible way, letting student take ownership of their own notebook to enhance their learning. This platform facilitates any kind of guided independent work such as portfolios (summative or formative), collaboration work (peer learning) but also helps the teacher provide fast and individual feedback (oral or written) Attendees will be able to explore this tool and will be asked to try and imagine what they would do if they created one. ⊕

Workshop 4: Project-based learning and assessment
Regine Klimpfinger, Elisabeth Königshofer
University of Reading and Austrian Academy of Science

In response to the global pandemic and the shift to online teaching, we developed a new project-based learning and assessment format for our final year German studies students. Our museum project involved the creation of a prototype quiz app for the Museum of English Rural Life's (MERL) virtual exhibitions. It involved translating, editing, creating personae, quiz questions, a prototype, and a project presentation via MS Teams. Students learned the basics of UX design and worked with authentic resources from the MERL. As both an inspiration and an exemplar for our students, we chose the education app MuseumStars by Fluxguide, an app developer of interactive museum experiences. Students were free to choose their topics and had to organise themselves independently. They worked on their group projects over several weeks, training their collaborative skills, time management, and fostering their sense of a learner community in an online setting. By working on the project, students gained transferrable and highly sought-after skills such as collaborating and presenting in virtual environments, insights into UX design and empathy for different user groups. In addition, the assessment combined vital language skills like translation, writing, listening, reading, speaking, and presenting, and expanded the students' specialist vocabulary in fields that are specific to the MERL. In our workshop, we aim to provide participants with the tools they need to set up similar projects. Furthermore, they will experience the students' perspective through hands-on exercises. We will introduce some student output, and participants 6 engage in translating and simplifying content, persona creation, develop appropriate quiz questions, and discuss different approaches to prototyping and UX design. By the end of our workshop, participants will have a clear understanding of how this holistic type of project-based learning can be implemented in the language classroom. ⊖