



# CONFERENCE BOOKLET





# INTERNATIONAL CONFERENCE

## LOOKING AHEAD: DEVELOPING ACADEMICS' AND STUDENTS' LINGUISTIC AND INTERCULTURAL COMPETENCE FOR A GLOBALISED WORLD

24-26 May 2023

Centre of Languages and Communication  
Poznan University of Technology





## A WORD OF WELCOME

Dear Conference Participants  
Dear Colleagues and Friends,

*It is with great pleasure that I welcome you to the conference **Looking ahead: Developing academics' and students' linguistic and intercultural competence for a globalized world** celebrating the 70<sup>th</sup> anniversary of the Centre of Languages and Communication.*

*This conference aims to bring together **academic teachers, language teachers and administrative staff** working in universities and institutions of continuing education around Europe and beyond, who have an interest in language teaching and intercultural communication education, as well as other **graduate-employment stakeholders**, for a two-day event featuring **themed sessions, keynote speakers, and panel discussions with partners**.*

*This conference will be an opportunity to listen to excellent plenary speakers presenting their research on a range of topics, such as Bilingualism, mind action, testing, intercultural communication, teaching LSP and English Medium Instruction in practice.*

*A range of presentations and workshops will create a common platform for discussion and the exchange of experiences in didactics. Last but not least, I invite all of you to participate in a debate devoted to alliance partnership projects. This will be also a starting point for discussion on implementing changes in the methodology of teaching future students at universities. Finally, the organizers have set up a networking space in which you will have the opportunity to mingle and discuss ideas for new didactic and research projects.*

*I wish you a successful and fruitful conference.*



*PUT Professor Liliana Szczuka-Dorna, PhD  
Director of the Centre of Languages and Communication  
Poznań University of Technology*

## HONORARY PATRONAGE



Professor Teofil Jesionowski  
Rector of Poznań University of Technology, Poland



Professor Tomasz Łodygowski  
Rector of Poznań University of Technology 2012-2020,  
Poland



Professor Katarzyna Dziubalska-Kołaczyk  
Vice-Rector for Research, School of Languages and  
Literatures, Adam Mickiewicz University, Poland

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## POZNAŃ UNIVERSITY OF TECHNOLOGY

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Poznań University of Technology (PUT) is a leading university of technology in Poland and a well-recognized institution of higher education in Europe. It seeks to achieve excellence in education as well as innovative multi-disciplinary research. PUT offers education at 9 faculties, running a total of 31 fields of study. There are over 16,000 first-, second-cycle, doctoral and postgraduate students and over 1,300 academic teachers. PUT has over 460 active bilateral agreements in the Erasmus+ programme, which enable its students and staff to travel abroad and over 190 active agreements with foreign centres from around the world, including joint research and exchange of students and university employees. The University's real pride are students who are successful in international competitions, working in scientific associations and student organizations.

[www.put.poznan.pl](http://www.put.poznan.pl)





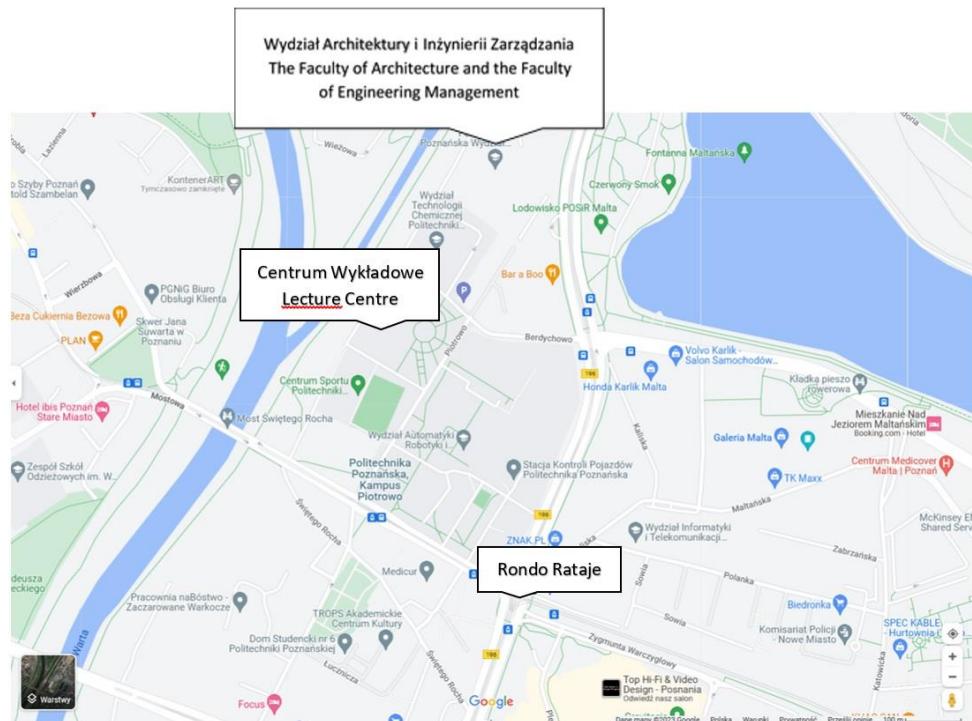
The Centre of Languages and Communication (CLC) of Poznan University of Technology is an inter-faculty unit responsible for teaching foreign languages, teaching Polish as a foreign language to international students and running soft skills courses. The CLC is the originator and organizer of many local, national and international events. Cyclical events and projects organized by the Centre include: academic conferences, Polish Culture Week for foreign students, Foreign Languages Day, lectures by Fulbright Commission scholarship holders, Chinese language courses run by representatives of the Confucius Institute, foreign language courses for PUT teaching and administrative staff, Polish Week and National English Language Olympiad for Technical University Students. The CLC is a member of the Association of Academic Modern Languages Centres SERMO and the European Confederation of Language Centres in Higher Education CercleS.

[www.clc.put.poznan.pl](http://www.clc.put.poznan.pl)



## ON-SITE VENUE

The 2023 International Conference ***Looking ahead: developing academics' and students' linguistic and intercultural competence for a globalised world*** will be technically managed in the Architecture Faculty and the Faculty of Engineering Management, 2 Jacka Rychlewskiego street, 60-965 Poznań



## CONFERENCE ONLINE PLATFORM

The participants who decided to attend the 2023 *International Conference* on-line will receive an individual access link that will enable them to participate in all the plenaries, debates as well as selected presentations. They will also have access to the networking area (breakout rooms) and may attend the concert.



If you require any assistance during the conference, our team will be happy to help you: our email: [conference\\_clc2023@put.poznan.pl](mailto:conference_clc2023@put.poznan.pl)

## MUSICAL TOUCH



Take delight in listening to great music. Throughout the conference, saxophonist Jan Adamczewski and his trio will entertain the participants with dulcet sounds of jazz and popular music.

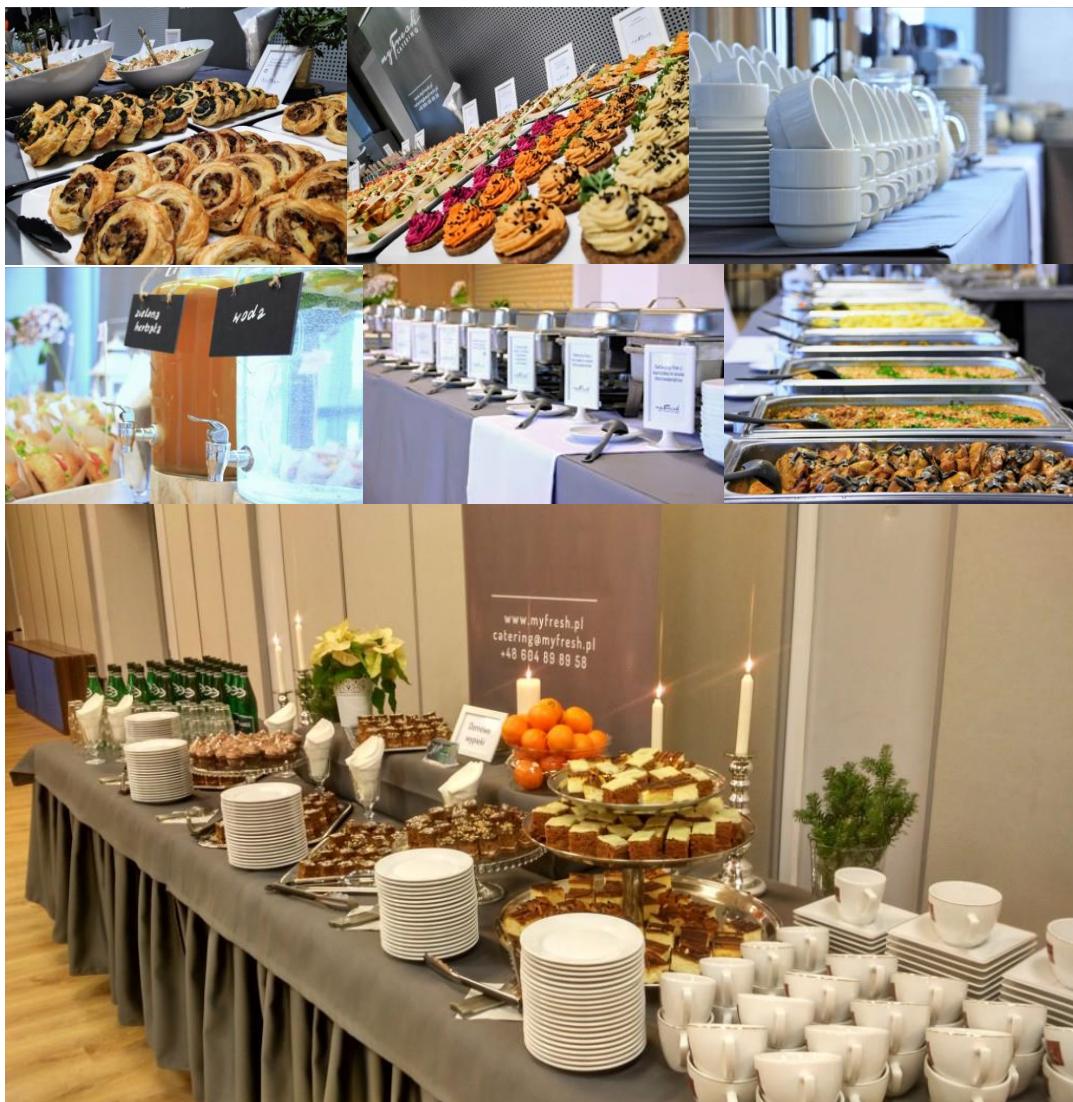
Jan Adamczewski is a Polish saxophonist and educator. He has recorded six solo albums during his musical journey: "Una Escultura", 2019, "Sax Buster", 2016, "Around The Movie" 2015, "Around The World" 2014, "Jan Adamczewski" 2013, "Chopin Profanum" 2011.



## BITE TO EAT

Lunch and dinner sets will be prepared and provided for on-site attendees by ***MyFresh*** Catering.

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## MAIN THEMES OF THE CONFERENCE

Education for Sustainable Development (ESD) in language learning and teaching.

Academic teachers' roles and students' needs in a technology-rich environment.

Strategies and methods developed in a hybrid environment.

English Medium Instruction (EMI) at Higher Education Institutions.

Global competences among academic staff and students.

Certification systems and assessment methods in foreign language didactics

Internationalisation at Language Centres

Common standards for the structuring and quality assurance of Language Centres



## PLENARY SPEAKERS

### **WELCOME PLENARY: Contribution of the Centre of Languages and Communication to the activities of Poznan University of Technology** - PUT Prof. Liliana Szczuka-Dorna, PhD

This presentation describes the role of the Centre of Languages and Communication (CLC) at Poznan University of Technology (PUT) in Poland, focusing on its development and changes throughout 70 years. The detailed description of activities at both national and international levels illustrates the role played by any language centre in Europe. The presentation is divided into two parts: the first focuses on national developments including legal regulations in Polish Higher Education, cooperation with the association SERMO, and networking among Polish language centres. The second part presents the development of CLC on an international level providing a discussion and analysis of the many international projects and alliances with European universities. Moreover, the author focuses on some important managerial developments at CLC.

Key words: manager, leader, language centres, projects, internationalization.



**PUT Prof. Liliana Szczuka-Dorna, PhD** is a graduate of the English School at Adam Mickiewicz University in Poznan, and a Doctor in Applied Linguistics.

She has also successfully completed postgraduate studies: Master of Business Administration, Methodology of English Language Teaching, and Public Relations. She is a sworn-in translator at the Ministry of Justice.

She conducts courses in English - *English for Academics, English for Special Purposes, Effective Presentations, and Intercultural Communication* - to Polish and international students at Poznan University of Technology.

She has coordinated and participated in many national and international projects such as Tempus, Phare, Leonardo da Vinci: Magic, Erasmus + Badge, and Nawa.

Her professional interests include: English Medium Instruction, specialized language teaching, interpersonal and intercultural communication, and European educational programmes.

She is the co-author of the book "Introduction to Interpersonal Communication" (with Elżbieta Vendome) published by Poznan University of Technology, Poznan, Poland. She is the Director of the Center of Languages and Communication at PUT. She is also a member of various organizations including:

- ✓ CercleS (the European Confederation of Language Centers in Higher Education) - president 2016-2019;
- ✓ SERMO (the Polish Association of Academic Foreign Languages Centers) - president 2006-2014;
- ✓ ICLHE (Integrating Content & Language in Higher Education).

## PLENARY I: Multilingual competences in a globalized world: challenges and prospects

- prof. UAM dr hab. Magdalena Wrembel

Multilingualism has become a norm rather than exception in a globalized world and there is a growing recognition that it is a default state of human linguistic competence. As present-day Europe becomes increasingly multilingual, more and more people use languages different from their native one(s) in various contexts and for different purposes. Therefore, it is crucial to gain an in-depth understanding of this phenomenon from a broader perspective, including historical, linguistic and cognitive aspects. Multilingual acquisition has been increasing viewed as a dynamic and diversified process, offering new insights into language learning that go beyond those stemming from investigations into the first (L1) and second language (L2) alone (Flynn et al. 2004). Such an approach to the dynamics of multilingualism is in line with newest research outcomes from neuroscience, sociolinguistics or psychology (e.g., Kroll 2020, Sorace 2020). The talk aims to offer a state-of-the-art overview of research exploring psycho- and neurolinguistic aspects of multiple language acquisition in order to increase awareness about the benefits and challenges posed by bi/multilingualism. Further, we will discuss issues related to multilingual identity, varying types of multilingualism, factors involved in multilingual development, and theoretical models of multiple language learning. Language distribution in Europe and beyond will be explored with a view to encouraging policies and practices that promote linguistic diversity and multilingual schooling. This presentation will also advance our understanding of the acquisition of speech from a multilingual perspective by overviewing selected findings from ongoing international research projects at the Faculty of English investigating third language (L3) acquisition. Finally, implications of empirical studies for multilingual schooling policies and language learning strategies will be outlined.



**Magdalena Wrembel** is a professor of English linguistics at the Faculty of English, Adam Mickiewicz University in Poznań, Poland. Her main research areas involve multilingualism, third language acquisition, phonetics and phonology, language awareness as well as innovative trends in L2/L3 pronunciation pedagogy. She has published extensively in edited collections and international journals, she co-edited two special issues of International Journal of Multilingualism as well as a few edited volumes, e.g., Advances in the Investigation of L3 Phonological Acquisition (2018), Achievements and perspectives in SLA of speech (2011). She has co-organised international conferences and workshops, including New Sounds 2010, EuroSLA 2012, SLE 2014 and L3 Workshop 2017 in Poznań. She has been involved in several international projects (as PI), with funding from Polish, Norwegian and German research agencies. She is currently Vice-President of Societas Linguistica Europaea and head of Bilingualism Matters@Poznań.

## PLENARY II: How speaking a second language shapes your mind and brain

- dr Rafał Jończyk

Language is a fascinating and unique cognitive capacity that is often taken for granted. Language allows us to transmit thoughts and feelings to other speakers often effortlessly. It is not until language develops atypically or breaks down in illness that one fully acknowledges its critical role in mentalizing and human interactions. Accumulating evidence shows that language in fact interacts with every other aspect of mental life, allowing one to function despite a language impairment. Language shapes perception, drives attention, modulates cognition, influences decision-making, and regulates emotions. Language impact on cognition becomes even more evident in second language speakers. Indeed, bilingual research demonstrates that the language one operates in may differentially impact low-level visual perception, perception of time, or emotion regulation. In this talk, I will review scientific evidence, including recent work from my lab, showing that the language we choose to communicate in may profoundly impact how our brain perceives, predicts and reacts to stimuli in our environment. I hope to be able to show that learning another language is a truly enriching experience to the mind and brain and that people's choice of language for communication may actually be strategic, depending on the goals one wants to achieve.



**Dr Rafał Jończyk** is an Assistant Professor and the director of the Psychophysiology of Language and Affect (PoLA) laboratory at the Faculty of English, Adam Mickiewicz University in Poznań, Poland. He is passionate about the human mind and brain and how it makes sense of the world. His research primarily focuses the brain dynamics of emotional language processing in bilinguals. Recently, he has also investigated moral decision making as well as neural correlates of creativity in monolingual and bilingual speakers.

### PLENARY III: Aligning NULTE examinations to the concepts of the CEFR Companion Volume: test takers as social agents interacting in realistic contexts of mediation

- dr Barbara Sawicka, dr Johann Fischer, dr Julia Zabala Delgado, prof. Laurent Rouveyrol

The NULTE Memorandum of Cooperation, signed in 2018, presents the common standards in university language testing and assessment across all NULTE members. The publication of the Council of Europe's CEFR Companion Volume in 2020 has initiated a paradigm shift in language teaching and assessment across Europe (and beyond) and also among the testing and assessment community. The Companion Volume has moved the focus from the four language skills towards the four modes of communication. This shift has motivated NULTE members to reconsider their approaches to task development and to design examinations that simulate realistic situations of communication; in these examinations test takers are considered to act as social agents and are invited to mediate ideas and concepts and to co-construct meaning and concepts in situations of communication taking into account their individual personal and academic background. In this paper we will present how individual NULTE members have approached the alignment process from different angles, how the collaboration among the network has inspired fruitful developments, how the VITbox activities have facilitated new test constructs and how the CEFR Companion Volume has impacted on NULTE's common standards. We will also address open issues, e.g. the integration of plurilingual aspects, and invite the audience to discuss their individual ideas and experience with the team.



**Barbara Sawicka** holds an MA in English philology and a PhD in language assessment from Adam Mickiewicz University, Poznan, Poland. Currently, she is the Deputy Director of the Centre of Languages and Communication at Poznan University of Technology, Poland. She has extensive experience in teaching English for Specific Purposes at a technical university. Areas of interest: innovative teaching methods, educational assessment and multimedia technologies in language



**Johann Fischer** is Director of ZESS (Centre for Languages and Transferable Skills) at Göttingen University and Head of UNICert, the German quality label for language teaching, testing and certification in HE. Former Secretary General and President of CercleS, he is currently a member of the Board of AKS. He is one of the founders of NULTE – the Network of University Language Testers in Europe. His research focuses on the implementation of the CEFR, task-based teaching & assessment, and staff development.



**Julia Zabala Delgado** holds an MA in English from Universitat de València, an MA in Language Testing from Lancaster University and a PhD in language and Technology from the Universitat Politècnica de Valencia. She is the Deputy Director of the Language Centre of the Univrsatat Politècnica de València and coordinates standardised exams, test development and rater training. She is the General Secretary of the Association of Languages Centres in Higher Education in Spain (ACLES). Her research interests include: Language Testing, Development of Assessment Tools, Language Learning, Curricula Design.



**Laurent Rouveyrol** is a Professor of English and applied linguistics at the University Sorbonne Nouvelle in Paris where he is the director of the Resource Language Centre. His current research concerns the link between interactional linguistics and second language acquisition in relation to language testing (CLES). He has also been involved in the CLES (French Higher Education Language Certification) since 2006 and co-funded the NULTE network with J. Fischer (Germany), B. Sawicka (Poland) and J. Zabala (Spain).

## PLENARY IV: Toward teaching EFL for intercultural communication - prof. UAM dr hab. Paweł Sobkowiak

An increasingly networked world and the status of English as a lingua franca have challenged the long-established objectives of EFL teaching. In this talk, premising that language use is a culturally embedded practice in and through which an individual's cultural identity is constructed, I will provide a rationale and argue for the need to adopt an intercultural approach. This enriching students' understanding of difference and allowing for exercising agency framework integrates teaching language and culture, and, except for work on language and the four skills, shifts focus on developing students' intercultural competence (Corbett, 2003; McConachy, 2018; McConachy & Liddicoat, 2022). I will explicate the benefits students can derive from acknowledging complex interrelationships between linguistic and cultural elements deeply intertwined in discourses, while actively engaging with the processes of constructing and interpreting meaning, and negotiating new ways of behaving (Kramsch, 1998; Liddicoat & Scarino, 2013). Resorting to the scholarly reviews, I will demonstrate that intercultural teaching implies transcending the cognition of (a) foreign culture(s) and cultural differences, and entails fostering a set of skills (behaviors), attitudes (affective domains), individual features, such as motivation, mindfulness and empathy, and applying an alternative evaluative lens in judgments (Byram, 2021; Deardorff, 2006; Fantini, 2018). By analyzing samples of EFL materials, I will seek to argue that critical intercultural awareness and understanding can emerge in ethnically homogenous classrooms, provided students do not remain external to cultural contents and are engaged in assignments stimulating constant exploration, questioning and interpretation of the encountered products, practices and perspectives. Furthermore, an intercultural framing necessitates that students activate thought processes in class, such as introspection and self-reflection, and persistently apply critical thinking, an indispensable capability to perform effectively and appropriately in culturally diverse environments (Bennett, 2013; Holmes & O'Neill, 2012).



**Paweł Sobkowiak**, Ph.D. and D. Litt., is associate professor at the Faculty of Law and Administration, Adam Mickiewicz University, in Poznań, where he teaches Business English and Business Communication to students of Management and Law in Business. His main research interests include foreign language acquisition, different aspects of teaching ESP, mainly Business English, determinants of academic success/ failure in the EFL context, as well as the development of learners' intercultural competence and intercultural teaching and learning. He delivered speeches at a range of conferences, both in Poland and abroad. He participated in the Erasmus+ Staff Mobility for Teaching program in Turkey (2015), Spain (2018, 2022), Gran Canaria (2019), Croatia (2021, 2022) and North Macedonia (2022). His recent publications include a monograph Intercultural Language Education (Adam Mickiewicz University Press, 2015) and a few articles in peer-reviewed journals: International Journal of English Studies [Spain], Linguistics & Education [USA], Studia Anglica Posnaniensia: An International Review of English Studies, and Studies in Second Language Learning and Teaching. He is a member of the editorial board of two academic journals: US-China

Foreign Language (ISSN 1539-8080) and Sino-US English Teaching (ISSN 1539-8072) published in the USA. He is also a reviewer of EFL textbooks for the Ministry of Science and Education in Poland.

### **PLENARY V: Issues, options and challenges in (English) language education in a globalised world**

- prof. UAM dr hab. Krystyna Droździał-Szelest

“The field of language teaching is subject to rapid changes, both as the profession responds to new educational paradigms and trends and as institutions face new challenges as a result of changes in curriculum, national tests and student needs” (Richards and Farrell, 2005: vii). Trying to keep up with the changes we tend to forget that language teaching is not only about broadly conceived language proficiency objectives, i.e. developing the students’ intercultural communicative competence, but also that it involves other types of goals such as cognitive, affective, and transfer ones (Stern 1992) which are equally important in a modern world. Hence, the plenary is a modest attempt to contribute to the central theme of the conference by focusing on issues, options and challenges which, undoubtedly, have an impact on effective language education within an international environment. It has to be emphasized that the approaches to teaching that are followed in different countries/parts of the world reflect contextual factors, current understanding of the nature of foreign/second language learning, educational trends and practices, as well as the principles the profession adheres to. In other words, their effectiveness can be considered only with relation to the teaching context and a variety of contextual factors which together have an impact on teachers’ choices as far as language teaching objectives, content options, as well as methodology options are concerned.



**Krystyna Droździał-Szelest** is Professor of Applied Linguistics at the Faculty of English, Adam Mickiewicz University, Poznań, Poland. She teaches MA and PhD courses in broadly conceived ELT methodology, applied linguistics and educational psychology. For many years she has been involved in teacher training and teacher development. Her PhD and Post-PhD degrees, obtained from Adam Mickiewicz University in Poznań, are both in applied linguistics. Her present research interests cover ELT methodology, teacher training and teacher development, foreign language education (including learning strategies and strategic training), language teaching materials and educational/developmental psychology for teachers. She has published one book and a number of research papers, (co) edited publications on applied linguistics and EFL methodology, and served as a reviewer for several academic journals. She has supervised 22 PhD theses.

## PLENARY VI: Harnessing the potential of generative AI in education - Kacper Łodzikowski

We are witnessing the democratisation of access to artificial intelligence (AI) tools. Large language models such as GPT-4 can facilitate the acquisition of linguistic and cultural competencies. The use of such tools is quickly becoming a 21st-century technology literacy skill. After an initial reaction which involved banning such tools from some schools, institutions and governments are now devising longer-term strategies of embracing them. In this talk, we will explore the role of large language models in meeting the evolving needs of academic teachers and students in technology-rich environments, focusing on both the opportunities and risks associated with their use.

First, we will provide a brief explanation of how large language models work, focusing on their inherent strengths and limitations. Second, we will discuss how large language models can facilitate second language acquisition in a digital context. This includes their ability to generate contextually accurate content for personalised learning and to offer tailored feedback on learners' complex cognitive performances. Finally, we will address the risks associated with the use of such tools, especially built-in bias as well as questions of ethics and privacy. Keywords: computer-assisted language learning, natural language processing, learner autonomy, teacher education



**Kacper Łodzikowski** is Vice President of AI Learning Capabilities at Pearson. His group's work focuses on natural language processing, computational psychometrics, human-computer interaction, and ethical AI governance. He's also a researcher & lecturer in AI at Adam Mickiewicz University in Poznan.

## PRESENTATIONS

### Mosammat Faria Afreen, Poznan University of Technology

Mosammat Faria Afreen is a recent graduate from Brandeis University, where she earned dual Bachelor of Science and Master of Science degrees in Biology, a Bachelor of Science in Neuroscience, and a minor in Chemistry.

#### Teaching at CLC as a Fulbright English Teaching Assistant grantee

In Poland, the Fulbright English Teaching Assistant (ETA) program is designed to enhance the English language skills of Polish students and teachers, increase their knowledge of American culture, and promote mutual understanding between the United States (US) and Poland. As an ETA at Poznan University of Technology (PUT), my primary role has been to teach technical English and scientific writing, and provide conversational practice for students. The ETA program is not only about teaching English but also about fostering mutual understanding and building bridges between Poland and the US, which is particularly important in the scientific community. The discussion of science ethics between Polish and American people is of utmost importance in today's globalised world. Science and technology are rapidly advancing, and with that comes the need for ethical considerations and discussions. It is crucial that individuals, including students, involved in the scientific community engage in conversations about ethical principles and the application of technology and science. Thus during my classes with students, I often take time to discuss modern problems in the biomedical field and with AI technology. In conclusion, my experience as an ETA at PUT has been an enriching and transformative experience. As I prepare to return to the United States, I am grateful for the friendships I have made, the cultural experiences I have had in and outside the classroom, and the personal and professional growth I have achieved during my time in Poland. The Fulbright ETA program has been an incredible opportunity to promote mutual understanding and build bridges between people of different nationalities, and I am excited to continue promoting these values in my future endeavours.

### Susana Amante, Polytechnic Institute of Viseu

Susana Amante holds a degree in Portuguese and English Teaching, a Master's Degree and a PhD in English Philology. She is an Associate Professor at the Polytechnic Institute of Viseu (IPV). She has been teaching several Course Units in the areas of Portuguese and English Studies, at IPV, since 2003. She has also worked at the Polytechnic Institutes of Coimbra, Leiria, Bragança and ESTGA/UA and, also, at the University of Trás-os-Montes and Alto Douro, in Portugal. Her research areas of interest are Literatures and Cultures (especially of English-Speaking countries); Gender Studies; Children's Literature; Didactics of Languages; Languages and Entrepreneurship, and Translation Studies.

#### Going global from home: Insights into a COIL project aiming to develop linguistic and intercultural competence

Recently, education has been going through a drastic transformation, particularly since the pandemic onset. Many have been the challenges and, with the lockdowns all around the world, there was the need to adapt to the changes, namely to synchronous online classes, in which

participation and engagement were crucial, but lacking, and to asynchronous work, in which students were allowed to collaborate remotely to reach shared results. In language classes, students most often turned off their microphones and cameras and teachers felt that communication had been lost. Trying to counter this trend, there were several COIL projects implemented around the world, and we aim at providing an account of one such international learning experience that was meaningful to 101 students at IPV (Portugal), UTH (Radom, Poland) and Ege University (Izmir, Turkey). Departing from a project-based methodology (that is, interdisciplinary and student-centred), students worked together in progressive tasks on a project entitled 'Stepping up to global challenges 2: learning English while fighting the outbreak of covid 19'.

This paper provides a glimpse of the different tasks and tools of a COIL project, developed in times of imposed distancing, which opened doors to the creation of bonds with national and international peers. Through this account, we may conclude that the creation of affective bonds leads to involvement, commitment, intercultural communicative competence and meaningful learning for life.

### Katja Brachmann, Brandenburg Technical University Cottbus-Senftenberg (Germany)

Katja Brachmann is the Director of the Language Centre at BTU Cottbus-Senftenberg. She completed a degree in English and Hispanic Studies, German as a Foreign Language and Business Administration in Germany, in the USA and Spain. Among other professional positions, as a DAAD lecturer, she coordinated the national Young Engineers Program at the University of Talca (Chile). Then, as the Director of the Language Centre there, she was responsible for the development of a language concept and a study program for English Teacher Education.

### Project Profis D - German for Academic and Professional Purposes Online: Fach.Deutsch.Digital

Profis D - "German for Academic and Professional Purposes Online: Fach.Deutsch.Digital" is a joint project of BTU's Language Center and Gesellschaft für Akademische Studien vorbereitung und Testentwicklung e. V. (g.a.s.t.) funded by Stiftung Innovation in der Hochschullehre from 2021 to 2024.

Profis D promotes excellent language teaching and learning at the university through the cooperative development of an action- and demand-oriented German education for international students. The aim is to align the learning opportunities in German as a foreign language with the real content-related and organizational needs of international students, the subjects and potential employers in Germany.

To this end, the partners are initially developing an exemplary digital-supported overall concept for BTU Cottbus-Senftenberg and regional structural change for action-oriented, study-preparatory and study-accompanying German language learning for everyday university life, specialized studies and work, and are making the results available to other universities. Teaching and learning concepts as well as learning materials for flexible use in digitally-supported language teaching are being developed.

In addition to language competence in everyday study, subject and profession, students acquire language learning and study strategies, key competencies and basic digital skills. Teachers can participate in an extensive exchange and networking program and actively contribute to developments. A web portal connects language and subject teachers as well as

professional practitioners, creates synergies for a consistent focus on needs, and lays the foundation for sustainable collaboration in the support of individual learning processes.

### Marianne Broermann, Ph.D., University of Göttingen

Marianne Broermann teaches Swedish at the Centre for Languages and Transferable Skills at the University of Göttingen (Germany). She has a long experience of teaching Swedish in Germany, Finland and Sweden, both in an academic and school environment. Marianne holds a MA in Swedish, German and Teacher Studies from the University of Turku (Finland), a MA in European Studies and a PhD in socio- and contact linguistics, both from the University of Leipzig (Germany).

#### Language learning through the lens of Sustainable Development Goals

The awareness and efforts of the education system to take action to reach the Sustainable Development Goals (SDGs) of the 2030 Agenda have become palpable in mission statements and strategy papers of HE institutions. These documents usually define sustainability as a transversal issue and Education for Sustainable Development (ESD) as a cross-sectional task. In accordance with SDG 4, the education system itself, including the HE institutions, is considered as not only a target, but through its educational task also a key actor in reaching that and other goals. This educational task includes, among others, the development of competences needed in promoting sustainable development and global citizenship.

Language teaching at university language centres offers ideal conditions for training these competences: The fact that students from different disciplines come together provides a multiplicity of perspectives. From the SDGs, a wide range of topics for language teaching can be derived. In addition, a language learning situation offers a natural and realistic setting for training intercultural competences, cooperation, ethical communication, etc.

This paper presents two units from a Swedish B2 course, which were viewed through a "sustainability lens". The first topic was national minorities in Sweden. Here, focus was on the indigenous minority of the Sámi and the conflicting issues between indigenous peoples' culture and rights to land (SDG 11), versus the need for resources for renewable energy (SDG 7). The second topic dealt with representation and inclusion (SDG 5 and 10) and was additionally linked to a cross-language project with a Business English course. The ESD goal in this course included not only a content dimension, but also a skills dimension: ethical (intercultural) interaction, mediation and collaboration for which the CEFR Companion Volume provides a suitable basis.

### Eliza Ciałkowska-Günther, Poznan University of Technology

A lecturer at the Centre of Languages and Communication of the Poznań University of Technology. Her research projects concentrate on applications available on the Internet which make the learning and collaboration process easier and more effective. She teaches English and German.

## A brief comparison of Content Management Systems as a collaboration medium

In times of digitalization and online collaboration on scientific articles or other written forms there is a need for a tool which would make the collaboration easier. One of them is a Content Management System which will be briefly explained in the presentation. The emphasis will be put on the most useful applications which are available on the Internet for free or for a small amount of money which enable users to create, edit, collaborate on, publish and store digital content.

**Magdalena Gałaj M.A. IATEFL Poland, Language Centre - Łódź University of Technology**

A graduate of English Studies at the Faculty of Philology, University of Łódź. She has been working as an academic teacher since 1997 but has teaching experience in other levels of education, from children to seniors. For years, she has been actively involved in European projects related to didactics and engineering, medical and social sciences. Examiner for TELC Technical examinations.

She completed postgraduate studies in Andragogy and coaching and tutoring in education. A graduate of the MEiN Masters of Didactics programme at University College London (UCL) and the Thought Leader Academy training programme. Over the years, she has created her own teaching materials thanks to the skills she acquired during the Developing Materials - Lexical Lab Training London.

## Do Androids Dream of Electric Sheep? Exploring the Impact of Artificial Intelligence on Human Communication

The rapid progress in AI technology has caused significant alterations in our communication methods. This can be seen through the widespread usage of AI-driven apps and tools such as Siri, Alexa, chatbots, and social media algorithms. Moreover, innovative AI technologies such as ChatGPT from Open AI, Google Bard or Microsoft Bing have already established their existence in our current reality. These advancements redefine the way we interact with each other, conduct business, and even learn. Additionally, AI is revolutionizing the way we interact with machines through the application of natural language processing (NLP) and translation technologies that enable a more natural and intuitive conversation. Despite these developments, it is worth scrutinizing how this technology affects us and whether we are aware of the linguistic changes that may ensue in our relationships with one another and our students. It is important to note that AI's impact on human communication does not solely affect the here and now. Its continual advancement has the potential to reshape human communication in ways beyond our imagination. Hence, it is essential to explore both the potential benefits and challenges of AI in education in a responsible and ethical manner. The idea for this presentation stems from the cult movie Blade Runner (1982), featuring Harrison Ford and the science fiction book Do Androids Dream of Electric Sheep by Philip K. Dick.

**Grimm, Alexander, Europa-Universität Viadrina**

Alexander Grimm is the coordinator of the Spanish department at the language center of the European-University Viadrina in Frankfurt/Oder, Germany. He was born and raised in Costa Rica, Latin America. He studied English and Spanish philology as well as applied linguistics in Costa Rica and in Germany. He is also author of different textbooks and learning materials for high schools and for university teaching in Germany.

**Learning digital and being together. Is it possible?**

We live in a world full of digital tools - also in education!

Nowadays, we already know many applications that help us improve our foreign language skills. The question now is how we can use these digital tools in face-to-face teaching. Are digital and face-to-face teaching opposites? Or do they complement each other? In my presentation I would like to present useful and practical ideas to introduce digital elements dynamically, quickly and effectively into the classroom.

**Antonio Hermán-Carvajal, University of Granada and Pedro Humánez-Berral, University of Cantabria**

Antonio Hermán-Carvajal is a pre-doctoral research and teaching fellow at the University of Granada (Spain). His thesis focuses on the access of adolescents and young adults to scientific knowledge on mental health through the use of emotions. He is the author of several papers on this topic. During the 2023-2024 academic year, he will be a Fulbright visiting scholar at Rutgers University and the University of Connecticut to learn more about emotions and their role in access to scientific knowledge.

Pedro Humánez-Berral is a pre-doctoral research and teaching fellow at the University of Cantabria (Spain). His doctoral thesis centres on Primary Education students' attitudes towards English pronunciation acquisition in CLIL and EFL contexts. He also teaches undergraduate courses on English Phonetics and Second Language Acquisition at the Education Faculty. His research interests include English pronunciation acquisition and the acquisition of English in CLIL and English as a Medium of Instruction (EMI) contexts.

**Understanding Translation trainees' reticence and willingness to communicate in EMI contexts: An exploratory study**

English as a Medium of Instruction (EMI) has gained great popularity in recent decades due to, among other advantages, the internationalisation opportunities it offers. In addition, instruction in English can be an opportunity to enhance the proficiency level in English as a foreign language. However, degrees in Translation and Interpreting in Spain offer hardly any opportunities to take courses using the EMI approach. To delve into the implementation of EMI in this degree, one of the factors that should be taken into account is students' reticence and willingness to communicate in English. This study aims at identifying the factors that condition Translation trainees' reticence and willingness to communicate in English in EMI-taught courses.

The objectives of this study are: (1) to explore and identify the factors that may condition Translation trainees' willingness to communicate in English and (2) to explore and identify the factors that may affect Translation students' reticence to speak in English in class.

To carry out this study, we held two different focus group sessions with 18 Translation students that were enrolled in an EMI course at the Faculty of Translation and Interpreting of the University of Granada. The sessions were recorded and transcribed for the qualitative analysis of different patterns in their answers and discussions of the topics.

The results show that translation trainees' reticence or willingness to communicate in EMI contexts is influenced by multiple factors, including their language proficiency, speaking anxiety, self-efficacy, motivation, cultural differences, and lecturer-student interactions.

This study contributes to a better understanding of translation trainees' communication behavioural patterns in EMI contexts and provides insights for Translation and Interpreting lecturers to enhance their students' communication skills and confidence in EMI courses. Our findings may also have implications for EMI implementation in Spanish degrees in Translation and Interpreting.

### Ivana Jurković, MA, Bjelovar University of Applied Sciences

Ivana Jurković, MA, Bjelovar University of Applied Sciences is a senior lecturer at the Bjelovar University of Applied Sciences, Croatia. Ivana's main research interests lie in the field of teaching English for Specific Purposes, psycholinguistics and terminology research. She has a particular expertise in teaching ESP to engineering students. Additionally, she has coordinated several international projects in the area of language teaching and intercultural communication.

### Cross-curricular assessment of engineering students' presentation skills in their mother tongue and in the English language

The report discusses the benefits of implementing cross-curricular assessment of undergraduate students' presentation skills in their mother tongue and in the English language. The cross-curricular aspect of the aforementioned assessment method may be achieved by means of interdisciplinary collaboration between communication skills teachers and ESP teachers. The aim of this report is to present a tested method of cross-curricular teaching and assessment of engineering students' presentation skills in their mother tongue and in the English language. This method involves several benefits that may be observed from both the teachers' and the students' standpoints, such as combined longitudinal teacher and peer feedback, which has been developed and continually updated over several years of implementation.

### Alla Kalyta, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" and Larysa Taranenko, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

Alla Kalyta, DSc. in Philology, Professor at the Department of Theory, Practice and Translation of French, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv

Polytechnic Institute". Her research interests include experimental phonetics, cognitive phonetics, phonosemantics, phonostylistics, intonology, emotiology, speech energetics.

Larysa Taranenko, DSc. in Philology, Chair of the Department of Theory, Practice and Translation of English, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Her research interests include experimental phonetics, intonology, pragmatics, text linguistics, speech communication, synergetics, speech energetics

### **Methodological guidelines on how to avoid pronunciation mistakes made by learners of English**

Teaching English pronunciation goes hand in hand with the global need for English to function as a lingua franca. The majority of scholars claim that pronunciation plays a major role in the second language teaching and learning. It is the teachers' duties to inspire the students to work on mastering their pronunciation by way of raising their awareness how to be the conscious learners of English who know how to correct their pronunciation mistakes, primarily those that can impede intelligibility. This can be achieved by applying contrastive analysis of the native language and English phonetic systems into the teaching process to help the learners locate their difficult areas and be able to correct them.

The present paper relies on the authors' experience and the results of teaching Contrastive Phonetics of English and Ukrainian to the Ukrainian students over the last ten years at Linguists Department, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute".

By applying contrastive analysis of Ukrainian and English phonetic systems, i.e. vocalic and consonantal subsystems, the authors summarise typical pronunciation mistakes made by Ukrainian learners of English as well as put forward practical recommendations and helpful methodological guidelines to the learners of English on how to locate their difficult areas and be able to avoid the pronunciation mistakes.

The authors propose four components for pronunciation teaching that can accompany and reinforce other elements of language teaching: segmentals, inflectional morphology, suprasegmentals, and connected speech. Besides, the authors believe that stressing the link between phonetic, lexical and grammatical language levels at practical classes of English can promote an integrated approach to the language matter presentation and thus acquisition of English pronunciation. With such an approach the students will begin to recognise the communicative patterns and the norms of pronunciation and will develop a competence for effective speaking.

### **Cong Xia Li, University of Reading**

Cong Xia Li is a Lecturer in Chinese and the Language Lead for Chinese and Russian in the Department of Languages and Cultures, the University of Reading. She is also a doctoral student of Education at UoR. Her research project is to investigate the development of students' Intercultural Communicative Competence through the Task-Based Language Teaching approach.

## Investigating the development of intermediate language learners' intercultural competence through virtual exchange programmes in Chinese and Japanese

Virtual exchange (VE), through online intercultural interactions and collaborations, is a powerful tool that addresses challenges such as internationalisation, mobility, and develops intercultural communicative competence (ICC) alongside formal foreign language education. However, much literature relating to intercultural communication theories and the design of VE programmes mainly focuses on at a beginners' level and exams in only one language. This exploratory study investigates the development of intercultural competence of IWLP Chinese and Japanese Stage 3 learners (CERF B1/2 level) at the University of Reading, who have taken part in a 5-week-long virtual exchange programme with native language partners in Nanjing University of Information and Technology, China and Ochanomizu University (Tokyo), Japan, respectively. It aims to find out how VE leads to an increase in the intermediate language learners' ICC, and compare the similarities and the differences between L2 Chinese learners and L2 Japanese learners in the development of ICC.

### Daniella Luca

Daniella Luca works at the engineering school of CentraleSupélec, in France. She is an EMI facilitator, language coach and digital learning expert at the Academic Writing Center, where she designs and delivers workshops for faculty members and PhD students. Daniella has a Master's degree in Educational Sciences and Modern Languages from the University of Messina, Italy. She has worked in various professional and academic settings, teaching English to corporate clients, university students and faculty members in France

### Empowering Researchers and PhD Students: The Story of the Academic Writing Center and Addressing the Challenges of Using English as a Medium of Instruction (EMI)

The Academic Writing Center (AWC) is a thriving hub for researchers and PhD students seeking to improve their writing skills and achieve publishing success. The Center was founded in 2019 by Divya Madhavan, who is head of both the AWC and the Language department at the engineering school of CentraleSupélec, in France. The AWC started out as a proofreading and coaching service catering exclusively to the faculty members of the 11 laboratories of the engineering school. In 2021 the AWC obtained funding from the French National Research Agency and was able to expand its remit to serve 4,800 PhD students and researchers from the 17 graduate schools at the prestigious public research University of Paris Saclay.

Here, I will take you through the journey of creating and establishing the Academic Writing Center (AWC) and discuss the challenges in scaling up the services to meet increasing demand and implementing an online booking system. Additionally, I will highlight the personalized one-to-one sessions, training courses, and workshops we offer on writing, public speaking, 3 Minute Thesis, grant writing, and EMI (English as a Medium of Instruction). Finally, we will delve into the critical issues of EMI and teaching in an international, intercultural context. The increasing trend of internationalization means that more programs are being taught in English, and professors require assistance adapting, designing, and delivering their courses using EMI. Therefore, creative solutions are required to address their particular needs.



### Katarzyna Matuszak, PhD, Poznań University of Technology

Katarzyna Matuszak, Ph.D., is an academic teacher at the CLC of PUT. A graduate of Neo-philology Faculty, Faculty of Educational Studies and Faculty of Health Sciences (Adam Mickiewicz University in Poznań). She teaches GE, EAP and ESP at the 1st, 2nd and 3rd cycle studies. She specializes in social and interpersonal communication, especially with reference to the notion of Communicative Competence and Intercultural Communicative Competence. Her teaching experience encompasses such subjects as Public Presentations, Negotiations, Communication in Education, Interpersonal and Social Communication as well as EMI. She is running academic language courses in the Doctoral School. Involved in international Projects (GELS, NAWA, BADGE, EUNICE), enthusiastic participant, speaker and organizer of numerous international and national conferences.

#### **EMI as educational breathing and thinking at the same time**

In today's interconnected world, English as a lingua franca takes on an unprecedented role as a tool of communication. In recent decades English is not only provided as a foreign language (EFL), but is adopted as a medium of instruction (EMI) in higher education. The push on both of these objectives, however, means a greater demand for an instructional workforce that can deliver the expected outcomes.

EMI as educational breathing, thinking and teaching at the same time will be the core of the speech.

Can EMI give a double advantage to teachers and students? Does it encompass both knowledge and the improvement of English proficiency. Teachers' and students' perspectives of EMI are the core essence of this lecture.

The presentation discusses the concept of EMI at PUT. It presents feedback from academics and focuses on data from a questionnaire in which teachers presented their needs, expectations, skills and requirements concerning EMI implementation at PUT. It will describe one of the NAWA activities (2018-2021) i.e., EMI course for academics. EMI guides for academics and administrative staff elaborated within BADGE project (2019-2022) will be also presented. Finally, the sample of the course elaborated for academic staff within the EUNICE project (2021-2023) will be presented.

### Tetiana Maslova, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”

Tetiana Maslova is a senior lecturer at the Faculty of Linguistics in Igor Sikorsky KPI. As a coordinator of foreign language training of engineering students, she is responsible for ESP syllabus design and methodological support. She holds the qualifications of CELTA, FTBE, and IH Certificate in Online Tutoring. Her areas of professional interest include the best practices of teaching English for Specific Purposes, Business English, and Academic English.

## Student interaction and collaboration in the online language classes

Interaction is the act of communicating that involves expression and comprehension. In the interaction, people listen and talk to each other, negotiating meaning in a shared context. In other words, interaction is the heart of communication, and thus it is essential for learning a language. The online synchronous language classroom environment is distinctly different from the traditional classroom. Teachers and students are in different physical locations, and they cannot easily “see” each other, as computer or device screens are often too small. There can be a myriad of distractors, making it harder for students to engage, and some technical issues may limit the teacher’s ability to maintain online group work dynamics that is favourable for language learning and engagement in meaningful interaction.

The researchers argue that learning space designs that enhance student-student interactions are necessary to foster positive online learning experiences. The objective of the present report is to discuss the video conferencing affordances and digital collaborative tools that can help transfer the variety of interactions found within a traditional language classroom to the virtual setting. In particular, we will consider the benefits and challenges of using breakout rooms for arranging small group activities in the online language classes.

### Elaine Millar & Julia T. Williams Camus Universidad de Cantabria, Spain

Julia T. Williams Camus is a lecturer at the University of Cantabria (Spain), where she teaches English phonetics and phonology at undergraduate level and Discourse Analysis, Speaking and Listening Skills and English for Specific Purposes at postgraduate level. She also teaches a number of courses on English for Publication Purposes for lecturers and PhD students. Her research interests centre on (critical) discourse analysis, corpus-based analysis, metaphor studies, English for Specific and Academic Purposes, and translation studies. She has published extensively and attended numerous conferences in these areas.

Elaine Millar is a teaching assistant and PhD candidate in English Philology at the University of Cantabria (Spain), where she teaches subjects related to language teacher education and English for specific purposes. Her research interests lie in the didactic applications of usage-based linguistics to language instruction and the development of language teacher education. Her doctoral thesis examines current didactic approaches to multi-word verbs in instructed second language acquisition contexts for adults.

### International Virtual exchange in language teacher training: A case study assessing speaking performance of young learners of English

Speaking assessment poses a significant challenge to EFL teachers at all educational levels (Thornbury & Slade, 2006; Goh & Burns, 2012). In particular, owing to the early developmental stage of their L1-L2 communicative competence, young learners can be especially difficult to assess (Hasselgreen, 2005). The *Common European Framework of Reference for Languages* (CEFR) (Council of Europe 2001, 2018) has partly ameliorated this situation with the recent publication of collated reference level descriptors for 7-10 and 11-15 year-olds (Goodier & Szabo, 2018a, 2018b). However, it is still often the case that pre-service teachers receive very little guidance on speaking assessment (Knight, 1992). The present paper explores this issue in detail. We present the outcomes of a virtual exchange project involving pre-service teachers from two postgraduate programmes in Norway and Spain. Specifically, we analyse how the

participants evaluate young learners' spoken English language production using the collated CEFR young learner descriptors (Goodier & Szabo, 2018a, 2018b). The exchange project consisted of three stages: 1) an interactive webinar to familiarise participants with the assessment descriptors, criteria and tasks; 2) an individual task with participants evaluating a young learners' spoken performance in a pre-recorded exam; 3) a videoconference in pairs to discuss the evaluation with participants from the two institutions. Data was collected from an online feedback questionnaire designed to help participants compare the degree of confluence between their evaluations and to reflect upon the assessment process. Encouraging findings emerged from both the participant feedback and data analysis, with highly relevant implications for language teacher education. The students responded positively to the intervention, reporting that the exchange had been an enriching experience and that they would use the collated descriptors in their future profession. Moreover, the degree of similarity between their evaluations suggests that the descriptors are a reliable resource for speaking assessment.

### Edyta Olejarczuk, PhD, Poznan University of Technology

Edyta Olejarczuk obtained her PhD in linguistics from the School of English of Adam Mickiewicz University, Poznań, Poland. She successfully completed a soft skills and entrepreneurship two-week programme at the University of Alberta in Edmonton, Canada within a scholarship received from the Ministry of Science and Higher Education in Poland. She is a lecturer in the Center of Languages and Communication of Poznań University of Technology (Poznań, Poland). Her interests include individual learner differences in foreign language learning and teaching as well as soft skills training. She has authored several articles in edited volumes and journals and took part in a number of international conferences. She taught students at the University of Leon, Spain and University of Valencia, Spain within the Erasmus+ programme. She acted as an assistant to the editor of the *Studies in Second Language Learning and Teaching* journal.

### How gritty are you? Exploring technical university students' level of grit using a mixed methods study.

Individual differences (IDs), or characteristics in respect of which learners differ have generated interest among researchers for decades. Some of the variables, e. g. motivation, aptitude, learning styles or learning strategies have been explored extensively, whereas others have only recently attracted the attention of scholars. One of such underexplored IDs is grit, defined as "the perseverance and passion for long term goals" (Duckworth et al. 2007). Given the crucial role that this individual learner variable might play in the L2 classroom, the current presentation reports a mixed-methods study which aimed at finding answers to the following research questions (RQs): (1) What is the level of grit experienced by 158 technical university students? (2) What are the dynamics of grit in learning English as a foreign language and how is it manifested by the subjects of the study? The instruments used in the current research project were as follows: (1) a Learner Profile comprising items related to the participants' demographic information, (2) a Polish version of Teimouri et al.'s (2020) language-specific grit scale and (3) semi-structured interviews (Zawodniak et al. 2021). Surprisingly, the results demonstrated a relatively low level of grit among all the respondents. When it comes to the data gathered by means of the interviews, it turned out that L2 grit is not



a permanent construct and its level might fluctuate over time. What is more, it may be mediated by other IDs such as learning strategies.

### Katarzyna Radke and Katarzyna Turska, Adam Mickiewicz University, Poznań, Poland

Katarzyna Turska, PhD, senior lecturer is a long-time TEFL practitioner. For two years the Director of the Foreign Language Teaching Center at AMU in Poznań. Previously, worked as a lecturer teaching EAP and ESP at the same university, also preparing students for international exams. Experienced in international cooperation and international exchange. Participant of IVEC Conference in 2022.

Katarzyna Radke is an internationalization coordinator and senior lecturer of English at the Foreign Language Teaching Center, Adam Mickiewicz University (AMU), Poznań, Poland. Her interests lie in Virtual Exchange (VE) COIL as a form of *Internationalization at Home*. In 2018-2020 she participated in international training for Erasmus+ Transnational VE Project Design and Dialogue Facilitation offered to educators by EVOLVE, UNICollaboration and Soliya.

### Developing Students' Intercultural and Employability Skills Through Collaborative Online International Learning Projects (COIL)

The presentation summarizes the International Virtual Exchange conducted in the Foreign Language Teaching Centre of Adam Mickiewicz University.

The work in Virtual Exchange teams is primarily learner-led: students share their skills and talents and knowledge, comparing different aspects of life or solutions available in their cultural areas. The role of the teacher is that of a consultant or facilitator, and is essential for international projects to achieve their intended effect. Virtual exchange also differs from virtual mobility in that it focuses on student interaction and group collaboration, rather than e-learning or distance learning as a method of knowledge transfer.

VE can be conducted in many ways and in different dimensions. The presentation discusses some examples of virtual exchange in foreign language courses, the role of the teacher and the benefits for participants. It also provides some guidelines on how such projects can be implemented.

Surveys conducted among teachers and students after the conclusion of the projects show that VE COIL is highly valued and is worth implementing in the future. This symposium demonstrates how efforts made in various university centers can meet in time, and, thanks to online collaboration, can bring to fruition dreams of individual drivers of change.

### Valeria Russo Ph.D., University of Calabria (Italy)

Valeria Russo holds a Ph.D. in English Language from the University of Calabria (Italy) and was a visiting Ph.D. student at the University of Westminster (UK). She is currently an English Language Instructor at CLA UniCal and has been teaching Computer Linguistics for the course of Foreign Languages at the Department of Humanities of the same institution for two years. She has taken part in many international conferences and her contributions have been published in the proceedings. Her latest research focuses on how to teach English through *realia*.

## Developing learners' autonomy through *Youglish*: a corpus-based approach to promoting patterns noticing

This proposal will provide an introduction to the tool *Youglish* to shed light on how such tools can be used by language instructors in their lesson plans, and how learners can use them autonomously in their self-study. In particular, *Youglish* allows users to search keywords and expressions in its database of *Youtube* transcribed videos. These requests are in fact corpus-based interrogations that lead to the videos and their subtitles containing the enhanced words in context. A series of tasks will be presented to show how activities involving this free tool can be beneficial not only to improve listening skills through sound discrimination but also to promote the noticing of linguistic patterns and the exploration of chunks. These suggestions of possible activities will be especially argued through references to the framework of the *Lexical Approach* by Michael Lewis (1993).

A final part will be devoted to investigating how *Youglish* can foster intercultural competence thanks to the varieties of English it contains and how they can be used to stimulate critical thinking.

### Stephanie Schwerter, Université Polytechnique Hauts-de-France

Stephanie Schwerter is Professor of Anglophone literature and Translation Studies at the Université Polytechnique Hauts-de-France.

## Generating Intercultural Competence through the Teaching of Translation. The Case of Migration Literature

The teaching of translation is a useful tool in order to develop intercultural competence among students. Cultural differences are particularly crucial to Migration literature. Situated at the crossroads of two or more cultures, this literary genre presents a challenge for translators. This paper shall explore the different ways in which Migration literature can be employed to make students aware of the consequences of cultural misunderstandings.

Writings by migrant authors are often marked by an uncommon use of syntax, unusual word plays, and neologisms, as well as structural transformations and rhythmical imitations inspired by their first language. In certain cases, authors render foreign accents through phonetic distortions of their language of writing or humorously imitate the faulty langue of non-native speakers. Through the integration of foreign vocabulary, code switching as well as direct translations of phrases and sayings from their home culture, migrant writers generate a hybrid language through which they express their own cultural hybridity.

Frequently, migrants import elements of their home culture into their new cultural environment and thus contribute to the creation of subcultures. While these subcultures may become known in the country which has received a specific group of migrants, in another country, they might be entirely

non-existent. Taking the novel Black Bazar as an example, we shall discuss its translation into French and German. Written by the French-Congolese writer Alain Mabanckou, the book deals with different sub-Saharan migrant communities, who have generated a kind of "African Paris" in the north of the French capital. We shall explore how translators manage to communicate the spirit of the book to a German- and English-speaking readership, which

might not necessarily be able to decode the cultural references to this particular African community in France.

### Aniela Staszewska, M.A., Białystok University of Technology

Aniela Staszewska from the Foreign Language Studies, Białystok University of Technology in a Polish-American ESL teacher based in Białystok, Poland. She did her Bachelor's of Arts in Environmental Studies in the United States before moving to Poland and getting her masters in English Philology and working in the Foreign Language Center of Białystok University of Technology. Her current interests include the process of decarbonization of Poland's energy system and ethical and environmental issues concerning the advancement of artificial intelligence.

#### **Education for Sustainable Development (ESD) in language and teaching**

The BUP network of 90 universities from around the Baltic Sea Region has been active for thirty years, encouraging dialogue among teachers and students from western and eastern Europe after the fall of the iron curtain. The network encourages teachers and students to come together and discuss various issues affecting their environment in order to protect and improve common resources. BUP organizes trainings around the concepts of democracy and sustainable regional development.

Sustainable Development is a concept that has caught on in many universities as a buzz word. But how do we do sustainable development? In Poland, the term is just another fancy import from the west, loaded with meaning and expectation, asking poor countries to pay for the sins of the rich. How do we as language teachers bring this foreign value system and translate it into the Polish context to help students understand the concepts behind the buzz word? Creating a safe space and encouraging students to discuss subjects concerning climate change, water management, electrification, decarbonization, sustainable production and consumption, etc. that can be controversial at times can help them process the changes happening around them.

Having them look at problems in their neighborhoods brings the issue of SD down from a global problem to one that needs to be addressed in their back yards on a local level. By raising awareness of the problems and solutions occurring in their local environment, this foreign concept can become something they can learn about and understand on a local level.

### Marta E. Strukowska, Ph.D., Poznań University of Technology

Marta E. Strukowska is the lecturer at the Center of Languages and Communication at Poznań University of Technology. She got her PhD (summa cum laude) in Linguistics at Wrocław University in 2022. Her research interests include political discourse and organisational culture in anthropological linguistics perspective. Her research projects are interdisciplinary and lie at the intersection of pragmatic linguistics, rhetoric, text linguistics, political discourse and ethnography of communication. She is also very interested in how political identity is contextualised in the media and how the 'unconventional' language of politics creates language ideologies about identity and leadership style.

## I could stand in the middle of Fifth Avenue and shoot somebody and I wouldn't lose any voters - decoding president Donald Trump's leadership style

President-elect Donald Trump's presidential campaign has been a tough power struggle, and its course has been fraught with turbulent circumstances caused by the launch of impeachment proceedings against the presidential candidate himself, the raging COVID-19 pandemic, media disinformation, and the spread of alleged conspiracy theories affecting the election results. Unfavourable events of the socio-cultural background created conditions for equally unusual and extreme behaviour of the presidential candidate himself. Hence, it is worth looking at and examining patterns of language practices of the presidential campaign, which showed how Donald Trump tried to establish and maintain power. Thus, the results of the study provide interesting conclusions about the leadership style represented by the former president.

### Julie Walaszczyk and Bénédicte Bouchet, University of MONS (UMONS)

Julie Walaszczyk is a Language Project Coordinator and CLIL Adviser for the Language and Internationalisation Unit at the Faculty of Translation and Interpretation of the University of Mons in Belgium. She has had extensive teacher training experience in ICLHE, implementation of CLIL activities across the faculties, online course design and COIL projects, more specifically with Japan and Brazil. She is a Board Member of the ICLHE association.

Bénédicte Bouchet is an English teacher at Umons. She did research on Intercultural competence in Translation training (Tandem Traduction)

Main interests: intercultural competence – teaching practices and multiculturalism – language decolonisation.

### Internationalisation and Language Education: Where is the Missing Link?

In recent years, internationalisation has been increasingly discussed, debated and/or embraced in Higher Education Institutions worldwide. However, the full transformational potential of internationalisation for teaching and learning practices has yet to be unlocked. Language education alone could bring about significant institutional changes and be the driving force behind the implementation of sustainable efforts towards the internationalisation of the curriculum. When it comes to language teaching and learning practices, the following questions arise:

- *Which language use(s) do we use, and to which ends?*
- *Which cultures and discourses do we promote and why?*

This presentation draws on our recent participation in the EUNICE project. As part of an ongoing reflective process, we believe that European alliances can provide a quality leap in language teaching and learning. Indeed, we think that a few key changes could harness EUNICE's proposed potential to "develop academics and students' linguistic and intercultural competence for a globalised world" and bring internationalisation into the classroom.

The topics we would like to discuss are (1) moving beyond an approach to internationalisation which is focused on, or limited to, international student mobility or academic research visibility, (2) creating more flexible learning spaces promoting multiculturalism and multilingualism, thus

better preparing students for meaningful interactions in our mutating communities, and, maybe even more importantly, (3) finding ways to implement the concept of internationalisation in teachers' practices, integrating language decolonisation, cultural humility, and critical thinking in foreign languages into the course contents and resources.

Finally, we would like to investigate how partnerships with European Alliances could contribute to a desirably "intentional integration of international, intercultural or global dimensions into the purpose, functions and delivery of higher education" (De Wit and Hunter, 2015).

**Julie Walaszczyk, University of Mons (UMONS), Belgium and Ana Luiza Pires de Freitas, Universidade Federal de Ciências da Saúde de Porto Alegre (UFCSPA), Brazil**

Julie Walaszczyk is a Language Project Coordinator and CLIL Adviser for the Language and Internationalisation Unit at the Faculty of Translation and Interpretation of the University of Mons in Belgium. She has had extensive teacher training experience in ICLHE, implementation of CLIL activities across the faculties, online course design and COIL projects, more specifically with Japan and Brazil. She is a Board Member of the ICLHE association.

Ana Luiza Pires de Freitas holds a PhD in language studies and is an English for Academic Purposes teacher and teacher educator in EME at the Federal University of Health Sciences of Porto Alegre/Brazil. She holds extensive experience in course development, academic writing and teacher education project-design and implementation.

### **Taking a Critical Stand Towards English as a Medium of Education Teaching Practices: A Call for Balanced and Horizontal Internationalisation**

As part of efforts to internationalise teaching practices through English as a Medium of Education (EME), two universities, one located in Brazil and the other in Belgium, joined forces to promote Continuous Professional Development and sustainable teacher education for their respective academic communities. This Global South/North partnership resulted in the design of a flipped online course aimed at academics and lecturers from different disciplines and with varying levels of teaching experience, more specifically through English. Inspired by Dafouz' and Smit's Roadmap for EMEMUS and recent research in critical internationalisation studies (Andreotti and Stein), seven signposts were identified to guide the participants through the modules and encourage them to adopt a more reflective approach to EME teaching practices:

- Balanced and Horizontal Internationalisation (as suggested by Luciane Stallivieri)
- Sustainable Education
- Interculturality and Identity-ies
- Language and Discourse as Resources
- Interdisciplinary Teaching, Learning and Thinking
- Active Methodologies
- EMI Online

In this interactive presentation, we will invite participants to navigate the roadmap by taking a critical stand towards current EME practices and identifying emerging trends for researchers and practitioners. Through discourse and narrative analysis, we will have a closer look at overarching patterns that dominated in participant interactions and reflections on the course materials. Finally, we will draw some first conclusions on future directions to



take in Global South/North EME settings, especially with regard to intercultural awareness in CPD and EME teacher education.

### **Tomasz Włodarski, PhD, Wrocław University of Technology**

Currently working at Politechnika Wrocławska [Wrocław University of Science and Technology] in the Department of Foreign Languages, Tomasz Włodarski teaches both English and Polish to foreign students as well as to participants of intensive language and culture preparatory courses. He is a graduate of Wrocław University, where he successfully finished his PhD studies in linguistics as well as postgraduate studies in teaching Polish language and culture to foreigners. His scholarly interests embrace: cognitive linguistics, axiological semantics, foreign languages as well as broadly understood cultural studies.

#### **An open sphere of Polish culture. Selected cognitive tools applied in teaching Polish culture, history and language to foreigners.**

The presentation is to address the issue of conceptual imagery and visualisation of Polish culture, including also history and language, applied in teaching foreign university students and/or other adult learners of Polish culture and language. The presentation shall be of both theoretical as well as practical character as it is to draw upon terminology of cognitive semantics, axiological semantics, broadly understood cultural studies and applied linguistics as well as a personal didactic experience of the author as a teacher of Polish and English as foreign languages. The author of the presentation will address in particular cognitive phenomena such as conceptual profiling and metaphors and their possible applications in teaching Polish culture and language which are foreign to students. The presentation shall contribute to developing effective and attractive methods of teaching and learning culture and language through mediation of English and/or Polish. Hence, the proposal falls within the following realms of the conference: Internationalisation at Language Centres as well as English Medium Instruction (EMI) at Higher Education Institutions.

## WORKSHOPS

### WORKSHOP 1: In Your Own Backyard - An Ecolinguistics Research Project - Josh Skjold

Josh Skjold is an English as an Additional Language facilitator at the American School of Warsaw and an Academic Teacher in the Pedagogy Department (GPTE) at the University of Warsaw (Poland) with degrees in literature, linguistics, and applied linguistics (TESOL). For over 20 years he has been teaching English language, literature, theory of knowledge, vocal emissions, public speaking, academic discourse, and second language teaching methodology to high school and tertiary students. In addition, he has taken part in various European Union teacher exchanges and projects. Bike Friendly Youngsters, an EU sustainable transport project between Italy, Poland, Romania, and Turkey, initiated his course of ecolinguistics. It openly showed young people's attitudes towards the power of sustainable practice and the beauty of language that reveals deeper connections to the natural ecology. He continues his work in promoting sustainable discourse through his actions, writing, film documentation, course design, and research.

The intent of the "In Your Own Backyard" Ecolinguistics research project is to determine, through the use of writing diagnostics and production tasks integrating the natural environment as a learning ecology, a learner's attitudes towards the natural world when considering the ecosophy of "Diversity and Harmony, Interaction and Co-existence" (Zhang and He 2020). This attitudinal dimension will be differentiated into three categories: eco-beneficial, eco-benevolent and eco-destructive. Distinguishing properties from the texts and images that will be used for this work will be whether the natural ecologies appear in the foreground or backgrounds of texts, appearance or non-appearance in of the natural world in metaphors, similes, analogies and framing in general. In addition, practices discussed will be looked at with a sustainability lens (transport, diet, energy usage, etc.). Finally, explicit qualitative data will be analyzed as collected by initial project questionnaires, and post-project questionnaires. This project is currently being carried out with high school students in Poland and beyond in preparation for learners' matriculation exam.

### WORKSHOP 2: Technology - mediated TBLT - Kristina Klug

Kristina Klug has been a teacher of German and English for about 20 years. She holds an MEd (Applied Linguistics) and has taught in Higher Education and the tertiary sector in private language schools in Slovakia, Algeria, Vietnam and Germany. She was a Visiting Lecturer for the German Academic Exchange Service at the Pedagogical University in Mozambique.

This workshop is aimed at teachers of any language who are interested in an introduction to task-based language teaching, its benefits for language learners and how this approach is supported by research into second-language acquisition. We will also consider the role of technology in completing tasks.

According to Long, 2015, tasks are the real-world activities people think of when planning, conducting or recalling their day.

In this workshop, we will collaboratively look at basic concepts of task-based language teaching including aspects of needs analysis, pedagogic tasks and focus on form (i.e. aspects

of grammar teaching). We will see how those are in line with research into second-language acquisition, e.g. implicit learning as default mechanism and elements of explicit learning for fragile features (features of language which are late or never learned) or non-salient features (which are not easily noticed) and interlanguage development.

We will transfer theoretical knowledge into practical applications for our everyday lessons by performing a sample task. We will then explore how the task can be mediated through technology online or in a hybrid environment and which advantages or challenges might arise. Here, the focus will be the various needs of our learners.

Finally, there will be a chance to discuss aspects of our sample task and TBLT in general, e.g. in comparison to other teaching methodologies and we can consider which other language-related tasks students do through technology and how TBLT can support them better than a grammar-based approach.

### **WORKSHOP 3: Time to REFLECT!**

#### **How to develop critical reflection skills and why are they indispensable for 21<sup>st</sup> century learners? - Marta Nowak**

Marta Nowak is an Academic Writing lecturer at the University of Warsaw and a coordinator of EAP pre-session courses at Durham University. She is also an EAP teacher trainer at National Geographic Learning and an examiner for IELTS and Cambridge exams.

She graduated in Applied Linguistics (Adam Mickiewicz University), completed Cambridge CELTA and Delta, as well as professional coaching studies at Koźmiński University. Marta has been teaching English since 2003, including a decade in the U.K. and Spain.

Reflective practice used to be associated with disciplines such as teaching, medicine or social work as a way to learn from real life experiences. For instance, writing a post-observation reflection has been a standard element of professional development for language teachers. Over time many other areas have adopted the principles of reflective practice due to its considerable benefits and practical applications in a range of scenarios. One of the keys to developing critical reflection skills among learners is providing them with opportunities to evaluate their progress, identify strengths and weaknesses in their work, and revise accordingly. Incorporating reflective learning and formative assessment practices into English for Academic Purposes classrooms can facilitate the development of critical reflection skills and enhance student confidence, leading to improved academic performance and lifelong learning. In this workshop, we are going to share practical ideas for engaging students in the process of critical reflection during Academic English classes. We are going to use examples from the new course “**Reflect**” from National Geographic Learning.

## DEBATE

The Conference will close with a Debate on Thursday, 25 May 2023 in the evening. Our guest panelists and audience will discuss the following issues:

*Language teaching and work & life competences:*

1. One of the so-called Competences 4.0 in the age of Industry 4.0 is proper communication of complex ideas to ensure effective work. To what extent do linguistic competences need to evolve in response to the demands of the 4th Industrial Revolution and how can linguists contribute to shaping these competences?
2. As university teachers we work with future creators. How do you see the role of language classes in boosting students' creativity and openness to change?
3. The topic of our conference involves intercultural education. Indeed, many of our students will choose to work abroad or in a multi-cultural environment. Social issues resonating with people in many western countries are often quite controversial or political in nature, especially for conservative students. How can we raise students' intercultural awareness in an accessible and non-antagonizing way?
4. In view of our current debate, what new courses could language centres such as ours introduce to help educate engineers of the future?
5. In view of our current debate, how do you see career development for language teachers? What courses should we look for to better ourselves as language and communication teachers?

*International co-operation, EUNICE and alliance partnerships:*

1. Poznan University of Technology is a leader in the consortium of 7 partners of the international EUNICE project. What areas could be further developed when it comes to our co-operation with partners?
2. Could all EUNICE universities offer common certification or common ESP / EAP programmes?
3. Could all EUNICE universities work on the uniformization of language teaching methods by e.g. providing opportunities for teachers to meet and exchange their methods and ideas?
4. How could EUNICE serve as an opportunity for our students to learn about each other's cultures?

**Join us! We are looking forward to your opinions!**



## NETWORKING AREA



**Wednesday, 24 May 2023, 18:25, room 227**



The Association of Academic  
Foreign Language Centres,  
Poland

**Thursday, 25 May 2023, 14:35, room 227**



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## EXHIBITORS



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