



International Conference: “Bridging Global Citizenship and Multilingual Competences” Book of Abstracts

Conference Schedule

	Friday, June 16	Saturday, June 17
09:00 - 09:30		GCMC Workshops
09:30 - 10:00		
10:00 - 10:30		Parallel Session 4
10:30 - 11:00		Coffee Break
11:00 - 11:30		Parallel Session 5
11:30 - 12:00		Parallel Session 6
12:00 - 12:30		Parallel Session 7
12:30 - 13:00		Lunch Break
13:00 - 13:30		
13:30 - 14:00		Poster Presentations
14:00 - 14:30		Parallel Session 8
14:30 - 15:00		Parallel Session 9
15:00 - 15:30	Opening Ceremony	Coffee Break
15:30 - 16:00	Plenary (Wilma Hauser and Katharina Platzer)	Parallel Session 10
16:00 - 16:30		Parallel Session 11
16:30 - 17:00	Parallel Session 1	Parallel Session 12
17:00 - 17:30	Parallel Session 2	Plenary (Pia Resnik)
17:30 - 18:00	Parallel Session 3	
18:00	Dinner Reception (Sponsored by Stadt Graz)	Closing Ceremony

GCMC Conference: Day 1 / Friday June 16

OPENING CEREMONY / 15:00 – 15:25 (Lecture Room 11.01)

Plenary / 15:25 – 16:25 / Lecture Room 11.01

Wilma Hauser (PH Steiermark, Austria)

"Transformative Bildung und Global Citizenship Education"

Angesicht der großen Herausforderungen des 21. Jahrhunderts die sich in multiplen Krisen (Klimawandel, Krieg, soziale/ökonomische/regionale Ungleichheit, mangelnde Geschlechter-Gerechtigkeit, Verlust an Biodiversität etc.) widerspiegeln, kommt der gesellschaftlichen Transformation hin zu mehr Nachhaltigkeit und Gerechtigkeit zentrale Bedeutung zu. Zur Bewältigung der zahlreichen Herausforderungen erscheint es unabdingbar eine zeitgemäße Art der Bildung – nämlich eine transformative Bildung – zu etablieren und zu forcieren.

Transformative Bildung geht über die Vermittlung von Wissen hinaus und zielt darauf ab, die Perspektiven und Verhaltensweisen der Lernenden zu verändern; sie nimmt Kompetenzen in den Blick, die es den Menschen ermöglichen, an einer verantwortungsbewussten Mitgestaltung der Gesellschaft für ein menschenwürdiges Leben und der Wahrung der natürlichen Lebensgrundlagen für kommende Generationen teilzuhaben. Diesbezüglich existiert bereits eine Reihe von pädagogischen Konzepten mit unterschiedlichen Schwerpunkten, die dazu beitragen können, eine nachhaltige Transformation der Gesellschaft zu befördern. Als transversales pädagogisches Konzept ist Global Citizenship Education (GCE) dazu geeignet, die Verbindung von Wissen, Werten und kritisch-kreativ reflektierenden Kompetenzen für die Bewältigung von komplexen Herausforderungen der globalisierten Weltgesellschaft herzustellen. GCE ist ein international erprobtes pädagogisches Konzept das insbesondere zu einer inklusiven, gleichberechtigten und hochwertigen Bildung für eine Transformation der Weltgesellschaft im Sinne der Sustainable Development Goals (SDG) der Vereinen Nationen (UNO) beiträgt und eine kritische Auseinandersetzung mit globalen Herausforderungen fördert. Gleichzeitig trägt das Konzept GCE zur Sensibilisierung in Hinblick auf Zugehörigkeit und Partizipation bei und setzt sich mit Macht- und Ungleichheitsverhältnissen auseinander. Die Lernenden werden darin unterstützt und motiviert, sich auf Veränderungsprozesse im Weltmaßstab einzulassen und werden überdies auf die dafür notwendigen multivalenten Entscheidungssituationen in Richtung einer gerechten,



inklusiven, nachhaltigen und friedvolle Weltgesellschaft vorbereitet. Insgesamt sind transformative Bildung und GCE bedeutende Bausteine einer zeitgemäßen Bildung, die Lernende dazu befähigen, sich als Mitglieder der Weltgesellschaft zu verstehen und als solche auch gemeinsam Verantwortung für die Entwicklungen in der Weltgesellschaft übernehmen.

Prof. Wilma Hauser, Bakk. MA ist Professorin an der Pädagogischen Hochschule Steiermark. Ihre Arbeitsbereiche sind Politische Bildung und Global Citizenship Education in der Ausbildung und Fortbildung von Pädagog*innen.

Katharina Platzer (MS Gnas and University of Graz, Austria)

"Integrating global skills teaching into regular EFL lessons - walking the talk".

This plenary speech explores transformative education and global skills teaching in the lower secondary English as a Foreign Language (EFL) classroom. It defines key terms and examines the agenda behind transformative education. Tracing its historical roots, the speech highlights the concept of global citizenship education (UNESCO, 2014) and provides practical strategies for integrating global skills teaching into regular EFL lessons. By "walking the talk," educators empower learners to develop global skills and embrace their roles as active global citizens. This speech emphasizes the positive impacts of incorporating global skills education in language learning contexts for both learners and teachers.

I completed my teaching degree in German and English in 2017. Since then, I have been teaching at a middle school in southeast Styria. In 2018, I began pursuing a PhD in English teaching methodology, conducting my research as a teacher-researcher. My academic interests revolve around language learner psychology and the investigation of global skills teaching in the language classroom.

Parallel Session 1 / 16:30 – 17:00

1a /

Presenting: **Rita Divéki** (Eötvös Loránd University Budapest, Hungary)

16:30 – 17:00 / **Seminar Room 11.11**

Author: Rita Divéki (Eötvös Loránd University Budapest, Hungary)

Title: "Global Competence Development in Hungarian EFL Classes: A Mixed-Methods Enquiry"

Keywords: global competence, global citizenship education in ELT, language education, methodology of global competence development, mixed-methods study

In today's world, there are increasing demands towards education systems to empower students to become active and responsible global citizens who are prepared to address the challenges of the 21st century and who have the capabilities to solve local and global issues. Global competence development (GCD) seeks to meet these needs by equipping students with the knowledge, skills, attitudes, and values necessary to understand and address complex global problems. The main aim of this research project was to explore secondary school EFL teachers' views and practices regarding GCD in EFL classes in Hungary. More specifically, the aims were to shed light on what views secondary EFL teachers hold on GCD; to explore the ways they develop the knowledge dimension of global competence in their students and to map how EFL education provides and can provide ways to develop Hungarian students' global competence by revealing teachers' good practices. The talk presents a mixed-methods enquiry with 4 interrelated sub-studies from the secondary school context, including an interview study with 10 EFL teachers, a questionnaire study with 182 EFL teachers, a classroom study in 12 EFL teachers' groups, and a focus group interview study with the same participants. The studies reveal that the participants have a varying degree of understanding of what global competence entails or what GCD means in practice. The participants develop the knowledge dimension of their students' global competence by bringing various global, local, and intercultural issues into their classes. The respondents use a wide range of student-centred techniques to develop their students' global competence, but their good practices rarely include transformative learning activities. The findings imply that global education should figure more markedly in teacher training programmes and EFL teachers should be supported more in their endeavours to implement GCD in their classes.

Rita Divéki is a language teacher and teacher trainer at the Department of English Language Pedagogy at Eötvös Loránd University (ELTE), a temporary lecturer at Budapest Business School in Budapest and a PhD candidate in the Language Pedagogy PhD Programme of ELTE. Her main interests include dealing with controversial issues, global citizenship education, teaching with pop culture and using mobile learning for skills development.

1b /

Presenting: **Angelika Heiling** and **Agnes Grond** (University of Graz, Austria)

16:30 – 17:00 / **Seminar Room 11.12**

Authors: Angelika Heiling and Agnes Grond (University of Graz, Austria)

Title: "From Multilingual Graz to Multilingual Styria"

Keywords: Sociolinguistics, multilingualism, migration, plurality, urban/rural continuum

With over 170 different nationalities living in Graz, there is no doubt that its population represents a multicultural and multilingual society. The Plurilingualism Research Unit of treffpunkt sprachen and the ITAT (University of Graz) are especially interested in the potentials of this linguistic diversity for everyday life and its translational moments. A considerable gap in knowledge about the linguistic composition of the city of Graz as well as the lack of any kind of institutionalized language policy was the starting point for the *Multilingual Graz* research initiative, launched in 2009. Research activities within the framework of *Multilingual Graz* are based on the conviction that sociolinguistic research is vital for understanding the challenges for and needs of individuals living in a multilingual society and should therefore be the basis for the development of a language policy tailored to local needs. Using different methodological approaches and cooperating with plurilingual speakers, their associations, and practitioners from various fields, *Multilingual Graz* describes the plurality of linguistic repertoires and tries to make this urban plurality visible and productive (see, for example, Korb et al. 2018).

Linguistic diversity is, however, not only a feature of urban settings but can also be found in rural and semi-urban contexts. The interdisciplinary project *Multilingual Styria* describes multilingual practices and plurality in the Austrian province of Styria from a diachronic and a synchronic perspective. A focus of the study are the correlations of dominant and dominated languages and varieties in the context of sociolinguistic phenomena resulting from more recent migration dynamics (Blommaert/Backus 2012) as well as to make visible and create awareness for historically grown plurality

as a typical feature of the region. Both historical and contemporary dimensions of the *Styrian Linguistic Ecosphere* were presented in cooperation with *Akademie Graz* at the *Steiermark Schau*.

References:

Blommaert, Jan & Ad Backus. 2012. Superdiverse repertoires and the individual. *Tilburg Papers in Culture Studies* 24.

Korb, Christina, Angelika Heiling & Dieter Halwachs (eds.). 2018. *Repertoiredynamiken in der Migration am Beispiel dreier Sprecher_innengemeinschaften*. Karl-Franzens-Universität Graz: Grazer Plurilingualismus Studien 06.

Angelika Heiling obtained her MAs in the fields of English and American Studies and Gender Studies at the University of Graz and University of Aberdeen. She is currently employed at treffpunkt sprachen – Plurilingualism Research Unit and pursues her PhD on the sociolinguistic situation of a translocal family with a Southern African background. She is co-editor of the forthcoming Multilingual Matters volume *The Power of Voice in Transforming Multilingual Societies*. Her research interests include critical sociolinguistics, urban multilingualism, Southern African multilingualism, as well as various topics from cultural and literature studies.

Agnes Grond is a university assistant at the Department of Translation Studies. Her research on transnational Kurdish languages has a special focus on new methodological approaches to develop a practical framework for an understanding of the relation between environmental input, language policies, and ideologies on language use in multilingual communication. Recent book projects include “Literale Lebenswelten. Sozialisationsprozesse in einer kurdischen Migrantenfamilie” (Mouton de Gruyter) and the volumes „Mountains as Frontier Arenas. A collection of essays on early modern Kurdish history“ and „Central Anatolia. Linguistic and Cultural Diversity“ (both Wien praesens). She is co-editor of the Kurdish studies Yearbook (praesens Verlag).

1c /

Presenting: **Elizabeth J. Erling** (University of Vienna, Austria) and **Anouschka Foltz** (University of Graz, Austria)

16:30 – 17:00 / **Seminar Room 11.13**

Authors: Elizabeth J. Erling (University of Vienna, Austria) and Anouschka Foltz (University of Graz, Austria)

Title: "English, socioeconomic status and citizenship in multilingual middle schools in Austria"

Keywords: Multilingualism, beliefs, socioeconomic status, middle school, educational equity, English

Negative beliefs about multilingualism have been found to be common amongst teachers, even with regards to additional language learning amongst multilinguals (De Angelis, 2011; Haukås, 2016). However, discussions about multilingualism have tended to disregard socioeconomic factors and, in particular, factors related to access to participation in democracy and global systems. This research seeks to address this gap by investigating Austrian English teachers' beliefs about multilingualism and their students' biographies and practices, and how they relate to their students' success and motivation in English. In particular focus will be teachers of English in Austrian middle schools, the vocational track of schooling commonly associated with lower learning outcomes, higher numbers of students with lower socioeconomic status and large numbers of students with German as an additional language. Such students often have restricted access to educational resources that support English learning outside of school, fewer opportunities to travel, and are less likely to have access to be supported by bilingual education initiatives. This study suggests that such social factors – in combination with teachers' beliefs about multilingualism– intersect to perpetuate disadvantages in English education, one of the key areas of the curriculum, having a long-term negative impact on students' education and career development. The presentation closes with suggestions for shifting beliefs and practices and enhancing equity and global citizenship education in language education.

Elizabeth J. Erling, PhD is an educational researcher and teacher educator. She was recently awarded an Elise Richter Senior Postdoctoral Fellowship and is leading a research project on understanding the disparities in English language education in Austria at the University of Vienna. She is particularly interested in using multilingualism as a resource and supporting equity in (English) language education.

Anouschka Foltz is an Associate Professor at the Institute of English Studies at the University of Graz. She received her PhD in Linguistics from The Ohio State University in the US in 2010 and completed her Habilitationsthesis at the University of Graz in 2021. Before joining the University of Graz, she worked as a postdoctoral researcher at Bielefeld University in Germany in the areas of Clinical Linguistics and Language Acquisition and as a Lecturer in Psycholinguistics at Bangor University in Wales. Her research interests include language acquisition, language processing, language education, and multilingualism with a focus on the English language.

Parallel Session 2 / 17:00 – 17:30

2a /

Presenting: **Tina Rozmanič**, and **Mateja Dagarin Fojkar** (University of Ljubljana, Slovenia)

17:00 – 17:30 / **Seminar Room 11.11**

Authors: Tina Rozmanič, Katja Breznikar, and Mateja Dagarin Fojkar (University of Ljubljana, Slovenia)

Title: "Primary teachers' attitudes towards multilingualism"

Keywords: attitudes, early language learning, multilingualism, primary school teachers

Multilingualism is an integral part of our lives. It gains importance when it is recognized, discussed and promoted. Primary school is an institution that should promote it, and raise its level of awareness to a higher level. However, this is only possible if all school staff members, especially teachers, have a positive attitude towards multilingualism. Many factors influence the formation of attitudes towards multilingualism - from the first contact with languages at home, in kindergarten, primary school, secondary school and in tertiary education. This paper focuses on primary school teachers, who should have a positive attitude towards multilingualism if they want to help develop positive attitudes towards multilingualism among their pupils as well.

We prepared an online questionnaire which was sent to primary schools (N=272 teachers), and we also conducted 6 interviews. The analysis focused on four areas, namely how age, region of residence, the opportunity to visit a foreign country and the subject of teaching influence primary school teachers' attitudes towards multilingualism. We used a quantitative research approach and a qualitative approach. We found out that primary school teachers generally have a positive attitude towards multilingualism.

Tina Rozmanič is a teaching assistant of FL teaching methodology at the Department of Educational Studies. She is a PhD student and is currently writing her thesis on plurilingualism in Slovenian primary schools. She finished her MA thesis on developing primary pupils FL literacy skills through storytelling. She gives lessons in courses such as Language and Intercultural Awareness and English Phonetics for Primary Teachers of English. Currently, she cooperates in a national project Languages Matter, a project on developing plurilingualism in school context.

Katja Breznikar is an MA student of Primary Education with English. She is interested in multilingualism and young language learners.

Mateja Dagarin Fojkar is an Assistant Professor of English Language Teaching Methodology at the Faculty of Education, University of Ljubljana, Slovenia and holds a PhD in teaching English to young learners. Her main research areas include the development of communicative and literacy skills with primary EFL learners. She was the national coordinator of the Erasmus+ project LIT4CLIL – Developing FL literacy in CLIL contexts.

2b /

Presenting: **Jakob Wiedner** (University of Graz, Austria)

17:00 – 17:30 / **Seminar Room 11.12**

Author: Jakob Wiedner (University of Graz, Austria)

Title: "Der Linguin – Documenting language in public space"

Keywords: linguistic landscape, online tool, language documentation

After working for many years on multilingualism in Styria, the Plurilingualism research unit at treffpunkt sprachen at the University of Graz developed an online tool for documenting language in public space: Der Linguin. It is open for everyone and free of charge. Der Linguin is implemented as a web app with which one can create an instant documentation of language by taking a picture, or making an audio or video recording. The record is stored on our server together with the current position and additional information on the language(s) documented.

The goal of der Linguin is to grasp the linguistic landscape of a place and thus to raise awareness that there is always more than the dominant language—and perhaps English—if one takes a closer look at one's surroundings. The language documentations created are publicly available without limitation and they are meant to be a knowledge base for anybody interested as well as the scientific community. In my presentation I will give an insight into the theoretical and practical considerations that have led to the

development of der Linguin as well as an overview of how to work with it and how it can be integrated into a research project.

Link to der Linguin: <https://derlinguin.uni-graz.at>

Jakob Wiedner works as a researcher at the Plurilingualism Research Unit at treffpunkt sprachen at the University of Graz. His main interests are the analysis of metalinguistic discourses and the analysis of language contact phenomena in the region of what has once been the Habsburg monarchy. Wiedner considers Romani as the most European of all European languages and wants to further knowledge on this language with all its different dialects which have always been in close contact with their neighbour languages. He studied linguistics in Graz, Vienna and Oslo.

2c /

Presenting: **Simona Bartoli Kucher** (University of Graz, Austria) and **Cinzia Zadra** (Free University of Bolzano, Italy)

17:00 – 17:30 / **Seminar Room 11.13**

Authors: Simona Bartoli Kucher (University of Graz, Austria) and Cinzia Zadra (Free University of Bolzano, Italy)

Title: "Cross-cultural Encounters and Global Citizenship Education"

Keywords: student teachers' education; transcultural and cross-cultural learning; Global Citizenship Education; reflective diaries; phenomenological vignettes

This paper focuses on training student teachers and future educators regarding issues of diversity, intercultural encounters and emphasises the importance of the quality of teacher education for rethinking intercultural education practices (EC, 2021).

Culturally sensitive teachers are an essential prerequisite for enabling students from different backgrounds "to become active citizens in an interconnected world" (OECD 2018, 58). In order to develop global competences dealing with diversity and prepare teachers to operate in classrooms characterised by heterogeneity and socio-cultural plurality, we propose an approach that aims for creating dialogic relationships between universities, schools and key players outside educational institutions. We put authentic voices, real stories ("faction" and non-fiction), cross-cultural texts - born in the interstices between languages and cultures - at the centre of cultural learning and language education, to give space to those who have experienced displacement, marginalisation, racism, islamophobia and make them the object of reflection through multimodal texts.

The coordinates of this research paradigm are in the sign of a methodological approach oriented to action and production (Abraham 2013; Hallet, 2020). If learners participate

active through activities aimed at cultivating imagination and empathy (Nussbaum 1997), the proposed texts become a 'field of action' (Bachtin, 2000); hence, the classroom becomes an emerging third space (Kramsch, 1993, 247) where students recognise the Other and face the issues of global citizenship.

Reflections of students who were able to experience the proposed texts and action research paradigm were investigated through the use of reflective diaries and phenomenological vignettes and show already interesting findings for the student teachers' education and professionalisation.

Simona Bartoli Kucher, professor, is teaching didactics and culture of Italian as foreign language at the Department of Romanistics of the Karl Franzens-University of Graz (Austria) with particular interests in didactics of literature and film as well as in contemporary literature.

Cinzia Zadra works as a researcher at the Faculty of Education and teaches social and general pedagogy, qualitative research methodology and comparative education in the study programmes of Social Work and Social and Primary education. Her research interests examine learning and citizenship in the light of place- and community-based education and are focused on informal and non-formal learning experiences. She is interested in the development of social, intercultural and global competences through reflective and self-reflective practices.

Parallel Session 3 / 17:30 – 18:00

3b /

Presenting: **Bochra Kouraichi** (University of Szeged, Hungary)

17:30 – 18:00 / **Seminar Room 11.12**

Author: Bochra Kouraichi (University of Szeged, Hungary)

Title: "'If everything goes well, I'll be a proficient speaker': Estonian Students' LOTE Motivation"

Keywords: LOTE – motivation – multilingual learners – L2MSS – ideal multilingual self

There has been calls to reconceptualize motivation in a multilingual era that is dominated by global English (Busse 2017, Dörnyei and Ushioda 2021, Henry 2017, Ushioda 2017). In this context, the present paper responds to the current urge for motivation studies of languages other than English (LOTE). Following this line of thought, the data for the present paper were collected through a questionnaire followed

by interviews of Estonian learners of French, Finnish, German, Spanish and Italian as a major or minor at university level. Participants were recruited from two universities in Estonia. This study aims to explore the motivation of Estonian university students to learn foreign languages other than English. The data were studied through a qualitative content analysis following Dörnyei's (2005, 2009) second language motivational self-system (L2MSS model). The ideal L2 self as well as the L2 learning experience were the most important in developing and maintaining students' motivation. Students' ultimate goals were mainly study abroad programs and relocation in a foreign country after graduation. In line with previous studies, the ideal L2 self was the prominent theme emerging from the data (Huhtala et al. 2019, 2021). In addition, integration into the target language community and culture was a recurrent theme. The preliminary findings show learners' strong interest in becoming multilingual global citizens through promoting their ideal multilingual self (Henry 2017). This paper addresses both an under researched area of language learning motivation as well as a new research context. It aims to contribute to the field of LOTE motivation with practical ways that teachers could promote learners' ideal multilingual selves.

Bochra Kouraichi got her master's degree in Applied Linguistics in 2014 from the Faculty of Arts and Humanities of Sfax. She was awarded the Fulbright FLTA scholarship for the academic year 2014-2015 at SUNY Binghamton. She taught at the Faculty of Arts and Humanities of Sousse for 2015-2016. She also received an MA in translation and interpreting at the Higher Institute of Humanities of Tunis in 2020. She is a professeure agrégée of English in Tunisia. She is currently doing a PhD in Applied Linguistics at the University of Szeged.

3c /

Presenting: **Ulla Fürstenberg** and **Jennifer Schumm Fauster** (University of Graz, Austria)

17:30 – 18:00 / **Seminar Room 11.13**

Authors: Ulla Fürstenberg and Jennifer Schumm Fauster (University of Graz, Austria)

Title: "Thinking Globally and Acting Locally in ELT"

Keywords: Global ELT - Local ELT - International research - Austrian perspective - Editing an ELT resource book

Our talk will present a practical ELT resource book entitled *English Language Teaching in Austria: From theory to the classroom and beyond*, of which we are the editors. It covers a range of topics in ELT which link a global outlook with an Austrian perspective.



In the first part of this talk, we will introduce the content and structure of the book including information on the rationale behind this book project, the intended audience and the selected topics. Special attention will also be given to the structure of the individual chapters, which were written collaboratively by EFL teachers, second language teacher educators and practitioner researchers working in Austria. Each chapter provides an overview of current international research and outlines its relevance to the local Austrian context.

In the second part of our talk, we will discuss the global nature of contemporary ELT. There is a wealth of material available from academic research to more practical resources such as handbooks, blogs and podcasts aimed at classroom teachers. While this contributes to the progress of the profession overall, it can be daunting for individual teachers, trying to find what is relevant for their specific needs. We will address this point by explaining how our book aims to support teachers in tapping into this global side of ELT while being firmly rooted in the local Austrian context. Finally, we will close by reflecting on our roles as editors, contributors and second language teacher educators at the interface of global and local ELT. Each of these roles comes with a certain responsibility, which requires a level of awareness and understanding of teachers' lives and experiences both in and outside of the classroom.

Ulla Fürstenberg is a senior lecturer in the Department of English Studies at the University of Graz, where she teaches English Language and ELT methodology classes. Her research interests include (teacher) language awareness and the integration of content and language in Higher Education. She has taught professional development courses on teaching in English for lecturers at different universities and seminars on L2 writing at Pädagogische Hochschulen (University Colleges of Teacher Education) and has contributed teaching materials to an Austrian coursebook series.

Jennifer Schumm Fauster is a senior lecturer in the Department of English Studies at the University of Graz, Austria. She teaches English languages and ELT methodology courses. In addition, she is a teacher trainer at Pädagogische Hochschulen (University Colleges of Teacher Education) in Austria. Her main areas of interest are using young adult literature in the language classroom, intercultural communication and writing in the L2 context. She is the academic coordinator of the European Joint Master's Programme in English and American Studies.

Dinner Reception (Sponsored by Stadt Graz)

Institute of English Studies (Heinrichstraße 36 / ground floor)



GCMC CONFERENCE: DAY 2 / JUNE 17

GCMC Workshop* (with the GCMC Team Members who could be present at the GCMC Conference)

*Each workshop will start at 09:00 in the respective seminar rooms.

Group 1 / **Lecture Room 11.01** / 09:00 – 10:00

Sarah Mercer, Johanna Gruber, and Erlis Lacej
(University of Graz, Austria)

"Exploring Interconnectedness and Multilingualism"

Have you ever wondered about how global and local issues are connected, and how our actions may have an effect on a larger scale? In this workshop, participants will have the chance to engage with GCMC materials about interconnectedness and multilingualism and broaden their awareness about and understanding of these topics. The provided materials will allow participants to visualize the journey of food and clothing items, and to take a quiz about interesting language fun facts.

Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT methodology. Her research interests include all aspects of the psychology surrounding the foreign language learning experience. She is the author, co-author and co-editor of several books in this area. She has served as Principal Investigator on several funded research projects, has worked on the editorial board of various journals, was co-editor of *System* for several years, is co-editor of Multilingual Matters' *Psychology of Language Learning and Teaching* book series, is currently vice-president of IAPLL, and is ambassador for IATEFL.

Johanna Gruber is a PhD candidate at the English teaching methodology department at the University of Graz. She also teaches mathematics and English at the Mittelschule Straß. In her PhD research, she focuses on the mindsets of language learners and how teachers can foster a growth mindset among their learners. Her research interests also include learner and teacher psychology as well as global skills.

Erlis Lacej is a PhD candidate at the linguistics department in English and American Studies at the University of Graz, Austria. Her PhD research focuses on the discourse of ageing and old age, multilingualism, and cultural representations in television series. She is currently working as a project assistant for the Erasmus+ Project "Global Citizenship and Multilingual Competences" (2020-2023).

Group 2 / Seminar Room 11.11 / 09:00 – 10:00

Tony Young and Raúl Valdivia
(University of Newcastle, UK)

“The Multiple Languages of Protest”

Have you ever taken part in a street demonstration or watched one on tv or social media? Have you noticed the placards or banners people carry to express their ideas and feelings? Is the text in your local language or in English?

This workshop explores the linguistic dimensions of protests, how messages are created and their role in promoting a sense of global citizenship. You will also get a chance to create your own placard in different languages!

Dr Tony Young is Professor of Applied Linguistics and Communication at Newcastle University in the north of England. He currently teaches *Culture, Interculturality and Identity* and *The Social Psychology of Communication* to cohorts of international postgraduate students, most of whom are studying some aspect of intercultural communication. He also supervises PhD projects across a range of intercultural themes. His research interest in intercultural communication was originally sparked by his work around the world as an English language teacher, teacher educator and curriculum adviser for the British Council and the Bell Educational Trust. His research has, he hopes, a strong social inclusion and social justice focus: it currently encompasses projects investigating global citizenship and multilingual competences; transcultural perspectives on communication and disability, especially dementia; and the ‘international’ student and staff experience in universities worldwide.

(<https://www.ncl.ac.uk/ecls/staff/profile/tonyyoung.html#background>)

Raúl Valdivia-Murgueytio BA, MA, MSc, PhD, CELTA. Raúl is a Research Associate based in the School of Education at Newcastle University, UK. He began his work in global citizenship education back in 2005, training school teachers and youth workers in education for social justice, climate change and human rights. Throughout his career, he has designed multiple workshops and teaching materials for educators in formal and non-formal learning spaces. Raúl is a member of ANGEL, an international network for academics and researchers in global education. His research interests include critical pedagogies, epistemic justice, and decolonial and anti-racist perspectives in education.

Group 3 / **Seminar Room 11.12** / 09:00 – 10:00

Cor van der Meer and Jan Ybema

(Fryske Academy / Mercator European Research Center, The Netherlands)

“Stamping Your Language Passport”

How many languages do you use in daily life? What determines which language you use in which social setting? In this workshop you get the chance to stamp your own language passport. By doing so, you gain insight in your own linguistic repertoire, in the different ways you use different languages and why. The language passports make us reflect upon the social power of languages and help us cross each others linguistic borders.

Drs. C. van der Meer (Cor) is researcher and project manager at the Fryske Akademy in Leeuwarden/Netherlands since 2004. He is head of the Mercator Research Centre on Multilingualism and Language Learning, an NGO which is dedicated to acquire, circulate and apply knowledge which serves linguistic diversity of Europe.

Jan Ybema MA is a research assistant at the Mercator European Research Centre on Multilingualism and Language Learning in Leeuwarden (The Netherlands). He works on the Global Citizenship project, and he is an editor of Regional Dossiers, describing the situation of minority languages in education in European countries.

Group 4 / **Seminar Room 11.13** / 09:00 – 10:00

Ana Beaven and Claudia Borghetti

(University of Bologna, Italy)

“Take Action Against Fake News”

Developing critical skills when dealing with information on the Internet is central to Global Citizenship Education (GCE). Differently from the past, when media outlets were limited and generally easier to distinguish in their reliability, the media which we use in our daily lives today may disseminate fake news. This makes the development of critical reading and reflection particularly important. The workshop “Take action against Fake News” will engage participants in hands-on activities to reflect on ways to identify fake news and consider how fake news are created and disseminated. Participants will be asked to position themselves both as learners and (future) teachers who may wish to use these resources with their future students in the classroom.

Ana Beaven teaches English as a Foreign Language at the University of Bologna Language Centre. She has a PhD in Applied linguistics from the University of Warwick with a research study on the cross-cultural adaptation process of Erasmus students abroad. Her main areas of interest are Intercultural language education, the use of technology in the language classroom, and Virtual Exchange. She has taken part in numerous European projects (WebCEF, CEFCElt, RICH-Ed, GCMC) and was the coordinator of IEREST (*Intercultural Education Resources for Erasmus Students and their Teachers*).

Claudia Borghetti is Research Fellow in Language Learning and Teaching at the University of Bologna. She researches on intercultural language education, plurilingualism, Study Abroad, teaching L2 Italian, and (academic) writing. Between 2012 and 2015, Claudia was the manager of the European project IEREST (*Intercultural Education Resources for Erasmus Students and their Teachers*). She has participated in other projects focusing on intercultural language education (RICH-ED, TICKET, UNICORN) and internationalisation in higher education (ATIAH). Claudia is a member of the management committees of the *International Association for Languages and Intercultural Communication* and the *Società Italiana di Didattica delle Lingue e Linguistica Educativa*.

Parallel Session 4 / 10:00 – 10:30

4a /

Presenting: **Carmelina Maurizio** and **Carmela Giordano** (University of Turin, Italy)

10:00 – 10:30 / **Lecture Room 11.01**

Authors: Carmelina Maurizio and Carmela Giordano (University of Turin, Italy)

Title: "CLIL, Content and Language Integrated Learning: fostering citizenship skills."

Keywords: CLIL, Identity, Citizenship, Language skills

In the multiethnic and multicultural society, the youngest children need references and knowledge, but above all skills. We believe that CLIL - Content and Language Integrated Learning - can play a decisive role in this respect. Let us start from the Italian context, the country we come from and in which we carry out training activities for future and in-service teachers, promoting awareness of the method created in the 1990s by David Marsh. We would like to remind you that the Italian school system is currently the only one and the first in Europe to have formalized the adoption of CLIL in every order and

grade of school. By focusing, as mentioned above on the infant and primary segment so recently regulated by the Italian government, we intend to present a few examples of project works created on the basis of the national guidelines and the planning vision of prospective schools where the centeredness of the student, real language use, interactive and collaborative dynamics, empowerment and reflection will enable the promotion of linguistic and cultural competences, allowing learners, future citizens, the growth of a global identity.

Carmela Giordano: Lecturer in English Language and Didactics at the Department of Primary Education at the University of Turin and also at the Department of Management; author of books on English didactics and CLIL; Trainer for in-service and future teachers in the National Plan for Teacher Training of the Italian Ministry of Education.

Carmelina Maurizio: English language teacher for over 35 years, expert in foreign and second languages teaching and technology. Currently English language teacher in various departments of the University of Turin. Trainer for in-service and future teachers in the National Teacher Training Plan of the Italian Ministry of Education. Author of books on didactics and CLIL. Journalist in various national and international publications specialising in didactics and pedagogy.

4b /

Presenting: **Lisa Horvath** (Independent)

10:00 – 10:30 / **Seminar Room 11.11**

Authors: Andy Smart, Lisa Horvath, Margaret Sinclair, and Susan Iannuzzi (Independent).

Title: "Supporting sustainable education with social emotional learning in language learning textbooks"

Keywords: SEL, SDG 4.7, textbooks, L1, L2, materials development

Most national education policies call for education that promotes social cohesion, responsible citizenship and environmental stewardship as well as preparing students for personal fulfilment and to contribute in the economic sphere. At the international level, governments have endorsed a common vision as set out in SDG Target 4.7.

Materials writers may find it challenging to reflect these world-wide concerns and interpret them in a contextually relevant and pedagogically appropriate way. Frameworks for Target 4.7 and SEL offer pointers for curriculum and materials developers. However, each context faces different economic, social and environmental

challenges. NISSEM recognizes the critical importance of traditional subject knowledge in textbooks in Low- and Middle-Income Countries (LMICs) and seeks to reflect the themes and values of Target 4.7 within these disciplines and to relate the natural, social and societal world to the individual child, and vice versa. NISSEM also recognizes the increasing impact of globalization and the demands that it increasingly makes of children in education systems worldwide.

This has been the focus of a networking initiative (NISSEM) and its Global Briefs series. Volume IV, addresses the practicalities facing writers of L1 and L2 textbooks and educational materials who seek to reflect national policies for educational transformation and to integrate subject matter, SEL and SDG 4.7-type societal priorities into their work. The volume identifies contemporary approaches for transformative changes in L1 and L2 textbooks, particularly for LMICs, noting that language learning provides special opportunities for promoting social and emotional learning and its application to local and global citizenship.

This paper, to be presented at the Bridging Global Citizenship and Multilingual Competences Conference, will summarize key concepts from NISSEM Global Brief volume IV and provide theoretical and practical insights into language learning textbook development for the promotion of social and emotional learning for sustainable education.

A graduate of Art History, **Andy Smart** taught English in Sudan and Egypt before joining Longman in England and later at Longman's Cairo office. With his wife, he formed a children's publishing company in Cairo, which he ran before moving back to England. He is now an education and publishing consultant working in low- and middle-income countries. In 2018, he co-founded NISSEM.org, where he co-edits the Global Briefs series with Margaret Sinclair.

Lisa Horvath is an ELT materials developer and consultant with experience developing materials for several publishers including Oxford University Press, Pearson, Penguin, Macmillan, York Press, and Compass Publishing and ministries of education in Uzbekistan, Kuwait, Egypt, Ghana and The Gambia. Lisa is a member of the Editorial Team for NISSEM Global Briefs, Volume IV.

Margaret Sinclair is a founding co-convenor of NISSEM (Networking to Integrate SDG Target 4.7 and SEL into Education Materials), with expertise in education in emergencies and with a focus on learning to live together. She worked on these issues with UNHCR, UNESCO, and Education Above All Foundation, and in 2022 undertook a review of education for sustainable development and global citizenship for UNESCO Regional Office for Asia and the Pacific. Margaret is a member of the Editorial Team for NISSEM Global Briefs Vol. IV.

Throughout her 25-year consulting career, **Susan Iannuzzi** has worked closely with Ministry of Education professionals in the Middle East, Central Asia, South Asia, Latin America, and Africa on curricula, textbooks, and the training of teachers, supervisors, and textbook authors. She has authored dozens of textbooks for international publishers, including Oxford University Press, Cambridge University Press, McGraw-Hill, and Pearson. Susan is a member of the Editorial Team for NISSEM Global Briefs, Volume IV.

4c /

Presenting: **Effie Kyrikakis** (MetaMathesis Educational Organization, Greece)

10:00 – 10:30 / **Seminar Room 11.12**

Author: Effie Kyrikakis (MetaMathesis Educational Organization, Greece)

Title: "Global citizenship and wellbeing – Investing in happiness in the multilingual classroom"

Keywords: wellbeing, women educators, sustainable development, global citizenship

Until now, teacher lifelong education has been mostly focused on pedagogy and academic upskilling. However, as we are emerging from an enormously stressful pandemic, and with the world around us changing exponentially, socio-emotional competencies and teacher well-being are gradually attracting center-stage attention. Referring to the role of teachers in promoting Sustainable Development Goals (SDGs), the UN proclaimed in 2004 that “educators are powerful change agents who can deliver the educational response needed to achieve the SDGs. Their knowledge and competencies are essential for restructuring educational processes and educational institutions”. As educators, we can only teach the skills we possess. Thus, focusing on our own well-being as teachers is part of our collective responsibility to support the future global citizens towards sustainable development. Women educators – the majority of teachers worldwide - are especially vulnerable and tend to experience more perceived stress in their effort to manage their multiple roles both at home and at the workplace. The statement of UNESCO in the middle of the pandemic is characteristic of the urgent need facing educational systems worldwide: “special consideration will also have to be made to determine how best to retain female teachers, as teaching is frequently a female profession”. What are the distinct coping needs of women educators? Participants in this experiential workshop will explore resilience strategies to empower themselves, maintain equilibrium, and combat exhaustion based on NeuroLearningPower®, the evidence-based structured mentoring framework that helps women educators and their students to thrive.

Effie Kyrikakis, MSc in Applied Psychology (London Metropolitan University) is a seasoned international TESOL educator, CEO of MetaMathesis Educational Organisation, teacher trainer and mentor of educators. In a parallel universe, Effie is also a certified coach, international NLP trainer and first president of HCCMA (Hellenic Coaching, Counselling, Mentoring Association). She collaborates with educational organisations worldwide, has taught numerous coaching courses with the Aegean University, and has organised or served as a scientific advisor in several Conferences on pedagogy, coaching and wellbeing. Her vision is the transformation of education paradigms from success at all costs to happiness at all levels. To support it, she has created NeuroLearningPower®, the structured mentoring framework that supports women educators and their students to thrive.

4d /

Presenting: **Eva Seidl** (University of Graz, Austria)

10:00 – 10:30 / **Seminar Room 11.13**

Author: Eva Seidl (University of Graz, Austria)

Title: "Rollentausch! Studierende als Expert:innen für Legal Literacy, Demokratie- und Nachhaltigkeitsbildung"

Keywords: fachsensible Hochschuldidaktik, translationsorientierte Sprachlehre, Transkulturelle Kommunikation, kritisches Denken, Hochschulbildung

Dieser Beitrag stellt drei Lehr-Lern-Konzepte vor, in denen Studierende in die Rolle von Expert:innen schlüpfen. Den Kontext dafür bildet der Deutsch als Erst- und Fremdspracheunterricht im Bachelorstudiengang Transkulturelle Kommunikation. Da dieses translationswissenschaftlich orientierte BA-Studium auf ein Masterstudium in Übersetzen und Dolmetschen vorbereitet, muss der Sprachunterricht konsequenterweise translationsorientiert sein. Mira Kadrić und Klaus Kaindl (2016, S. 7) betonen die Wichtigkeit einer Translationsausbildung auf universitärer Ebene „für Demokratie, Rechtsstaat und Sozialstaat“. Hochwertige Translationsleistungen sind bei EU-Institutionen genauso wichtig wie im Gesundheitswesen oder beim Polizei- und Gerichtsdolmetschen. Die Translationsqualität kann „den Ausgang eines Asyl- oder Strafverfahrens und damit den weiteren Lebensweg eines Menschen [mitbestimmen]“ (ibid.) bzw. können fehlerhafte Dolmetsch- oder Übersetzungsleistungen dramatische Folgen haben. Mit steigenden gesellschaftlichen Erwartungen geht eine Verantwortung einher, die gesellschaftlich-politische Bildung in der Translationsausbildung ebenso erforderlich macht wie Fach- und Methodenkompetenz, sozial-kommunikative und affektiv-ethische Komponenten.

Die drei zur Diskussion stehenden Lehr-Lern-Konzepte wurden in den vergangenen Studiensemestern in den Lehrveranstaltungen „Deutsch: Sprach-, Text- und Kulturkompetenz“ und „Deutsch: Intralinguale Textarbeit“ am Grazer Institut für Translationswissenschaft durchgeführt. Dabei übernahmen Studierende die Rolle von Expert:innen aus den Bereichen Legal Literacy, Demokratie- und Nachhaltigkeitsbildung. Die Konzepte, die sie dabei entwickelten, spiegeln Barnetts (2018, S. 137) Anspruch an eine Hochschulbildung wider. Diese „takes the student into the zones of experience, cognitive challenge, and action, [...] requires the student as a would-be professional to make judgements in circumstances of limited understanding [and] to accept increasing levels of responsibility for her/his words and acts.“ Aus fachsensibler hochschuldidaktischer Perspektive diskutiert der Beitrag schließlich kritisches Denken (Hadley & Boon, 2023).

Barnett, R. (2018). *The ecological university*. Routledge.

Hadley, G. & Boon, A. (2023). *Critical Thinking*. Routledge.

Kadrić, M., & Kaindl, K. (2016). Translation als zentrale Nebensache in einer globalisierten Welt – eine Einführung. In M. Kadrić & K. Kaindl (Hg.), *Berufsziel Übersetzen und Dolmetschen. Grundlagen, Ausbildung, Arbeitsfelder* (S. 1-15). Francke.

Eva Seidl ist Germanistin und unterrichtet Deutsch als Fremd- und Erstsprache am Institut für Theoretische und Angewandte Translationswissenschaft sowie am Zentrum für Sprache, Plurilingualismus und Fachdidaktik (*treffpunkt sprachen*), beides an der Universität Graz. In der Lehrendenaus- und fortbildung ist sie am Grazer Universitätslehrgang Deutsch als Fremd- und Zweitsprache (bei UNI for LIFE) und bei der modularen Ausbildungsreihe Sprachenlernen mit Erwachsenen bei *treffpunkt sprachen* tätig. Im Rahmen des Bildungsprogramms *Vita activa* des Grazer universitären Zentrums für Weiterbildung leitet sie die Workshops *Fit in Deutsch!* und *Leichte Sprache*. Sie beschäftigt sich in Lehre und Forschung mit Studierendenmobilität, translationsorientierter Sprachlehre und fachsensibler Hochschuldidaktik.

COFFEE BREAK / 10:30 – 11:00



Parallel Session 5 / 11:00 – 11:30

5a /

Presenting: **Edouard Ntakirutimana** (University of Bamberg, Germany)

11:00 – 11:30 / Lecture Room 11.01

Author: Edouard Ntakirutimana (University of Bamberg, Germany)

Title: "Research for life skills: A contribution to global citizenship education in Rwandan Universities"

Keywords: Research, life skills, global education

One of the major aims of education is to equip the youth with life skills enabling them to position their employability to cope with global emerging challenges (DeJaeghere & Murphy-Graham, 2022). Unfortunately, the employers especially from the developing world including Rwanda claim that their employees do not have sufficient research skills which may help them engineer the appropriate responses to the current challenges (Benneworth & Fitjar, 2019, p. 336; Mutamba & Nsavyimana, 2019). The research related skills underdeveloped include problem-solving, critical, innovation, and creativity which are among the life skills required to address the day hindrances (WHO, 1996). During their training at universities, the students are initiated to research and do practice by making a research project at the end of their studies. This study intended to elucidate the contribution of research training in developing life skills for students and its related challenges. It was guided by these research questions: What is the role of research training in student life skills development? And to what extent research transform the students into global citizens? Through qualitative research approach, those questions were answered by collecting data from 20 semi-structured interviews with undergraduate students and analyzed them using qualitative content analysis. The study shows that the students are shaped for both local and global citizenships through different skills developed from research training and practice. The ability of organizing thoughts, problem identification, analysis and solving are developed. However, unethical practice of plagiarism was noticed as barrier to block the acquisition of life skills by inhibiting the student's self-esteem and ability to affront the world complex challenges. As a recommendation, the universities have to reshape the way they train their students in research, especially in reading and writing scientifically.

Edouard Ntakirutimana is graduate from International Master Program of Educational Quality in development countries, University of Bamberg, Germany. He has served as a primary teacher, a secondary school dean of studies, a headteacher, a coordinator of a campus and currently, he is a lecturer at Protestant Institute of Arts and Social Sciences (PIASS/Rwanda) and PhD student at University of Bamberg, Germany.

5b /

Presenting: **Fabiana Fazzi** (Ca' Foscari University of Venice, Italy)

11:00 – 11:30 / **Seminar Room 11.11**

Author: Fabiana Fazzi (Ca' Foscari University of Venice, Italy)

Title: "Analysing the affordances of a Digital Social Reading project aimed at promoting EFL students' mediation skills and reflection about global issues"

Keywords: Global issues, EFL, Digital Social Reading (DST), mediation, Positive Language Education

The aim of this presentation is to explore the affordances of a Digital Social Reading (DSR) project aimed at promoting secondary students' mediation skills and reflection about global issues in the EFL classroom in line with Positive Language Education. DSR can be defined as "the act of sharing one's thoughts about a text with the help of tools such as social media networks and collaborative annotation" (Blyth, 2014: 205). Research has shown that DSR can have a positive impact on students' linguistic and cultural literacy in the target language. However, attention has mainly been paid to the application of DSR at university level. As part of a larger European funded project (Lit up your phones-DigLit), our study sought to fill this gap by engaging students from Italy, Austria and Hungary in a DSR project around four YA novels dealing with themes such as mental health, racism, and gender issues. Students were divided into groups and were engaged in pre-, during-, and post-reading activities on two digital platforms, Moodle and Glose for Education. A Research-by-design approach was implemented, and different types of data were collected from both students (questionnaire, digital activities, impromptu conversations) and teachers (audio diaries, meeting reflections, final interviews) before, during, and after the enactment of the DSR project. Results showed that while both Moodle and Glose for Education supported students' discussion of global issues and expression of personal responses to the YA novels, several issues emerged in relation to students' response rate and social interaction, their reading on a digital device, and teachers' involvement in digital interactions. Starting from these results, some pedagogical implications will be outlined specifically looking at the need

to support DSR with in-class discussion tasks and train both students and teachers on the nature of digital interaction to sustain engagement.

Fabiana Fazzi is a Postdoc Researcher at Ca' Foscari University (Venice). Her research interests lie primarily in the fields of CLIL, translanguaging, learning beyond the classroom, multiliteracies, mental health in ELT, and teacher development. She is currently involved in the Erasmus+ project "Lit up your phones (DigLit)" aimed at promoting students' reading for pleasure and discussion of global issues through the use of Digital Storytelling. She is also the coordinator of several teacher development courses on the integration of CLIL and the teaching of the Sustainable Development Goals.

5c /

Presenting: **Michał B. Paradowski** (University of Warsaw, Poland)

11:00 – 11:30 / **Seminar Room 11.12**

Authors: Michał B. Paradowski (University of Warsaw, Poland); Magdalena Jelinska (University of Warsaw, Poland); Andrzej Jarynowski (Freie Universität Berlin) and Ali H. Al-Hoorie (Saudi TESOL Association)

Title: "Language teachers' and learners' well-being during pandemic-induced school closures: The role of context, personality traits, perceptions, and multilingualism"

Keywords: emergency remote instruction, coping, stress, anxiety, extraversion, L2 grit, multilingualism

The COVID-19 pandemic both exposed and exacerbated existing societal disparities. While these factors affecting health vulnerabilities have been addressed in many reports, much less systematic research is available investigating factors influencing language teachers' and students' well-being during emergency remote instruction. We address this gap with a comprehensive 441-item online survey, administered between April and September 2020 and completed by nearly 4,000 instructors and 2,000+ students from 118 countries. Responding to specific research questions, regression and other inferential analyses reveal that:

- i) teachers coped better when they worked in higher education: $F=9.31, p<.001, \eta_p^2=.02[.01;.04]$ and used synchronous delivery: $t=-6.2, p<.001, d=.33[.22;.43]$;
- ii) educators were *more* engaged in developing than economically developed countries: $t=3.59, p<.05, d=.31[.14;.48]$;
- iii) psychological overload was mediated by perception of student coping;

- iv) instructors' stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of situational impact, course optionality, and perceived effectiveness of virtual delivery;
- v) on average, language teachers felt that remote instruction depressed students' progress by around 64% compared with in-person classes;
- vi) future learning outcomes were the biggest cause for concern in beginner-level classes: $\beta=.09, R^2=.51, p=.026$;
- vii) extraversion influenced anxiety among instructors ($t=6.02, p<.001, d=.28[.16,.42]$), but not students;
- viii) L2 grit was determined by self-directed learning, online learning motivation, and autonomy ($\text{Adj. } R^2=.51; F_{6,203}=82.66, p<.001, \eta_p^2=.52[.47;.55]$), but not L2 mindset. L2 grit was also the *sole* significant direct predictor of satisfaction with online learning ($\text{Adj. } R^2=.18, F=20.86, \eta_p^2=.04[.02;.07]$);
- ix) participants' coping behaviour and attitudes were moderated by multilingualism operationalized as weighted proficiency in languages spoken. Although 'more polyglot' teachers found remote teaching harder than initially expected ($r=.223$), they demonstrated more stability in their lives ($-.278$) and instruction ($-.373$) and were more likely to believe that they would come out unscathed (.252). They felt their students were coping well (.302), and their classes were longer (.271).

The findings have practical implications for post-pandemic online classes as well as possible future emergency teaching.

Michał B. Paradowski is a professor and teacher trainer at the Institute of Applied Linguistics, University of Warsaw and a research and language teaching consultant. His interests include second language acquisition and instruction, English as a *lingua franca*, Study Abroad, social network analysis. He gave over 210 invited lectures, seminars and workshops in Europe, America, Asia, Oceania and Africa. Michał's edited volumes are *Teaching Languages off the Beaten Track* and *Productive Foreign Language Skills for an Intercultural World*; his monograph is titled *M/Other Tongues in Language Acquisition, Instruction, and Use*. He is currently PI in projects

<https://peerlang.ils.uw.edu.pl>, <https://schoolclosure.ils.uw.edu.pl>, and <https://L2grit.ils.uw.edu.pl>.

Magdalena Jelińska is a psychologist, translator, and PhD student at the Institute of Applied Linguistics, University of Warsaw. Her speciality is applied educational psychology. As a practitioner and researcher, she likes to verify theories in practice, currently in the field of second/foreign language learning. Her interests include the psychology of L2 acquisition, personality and individual differences, developmental and cognitive changes, emergency remote teaching, as well as psychosocial aspects of L2 learning processes.



Parallel Session 6 / 11:30 – 12:00

6a /

Presenting: **Anuchaya Montakantiwong** (Mahidol University, Thailand)

11:30 – 12:00 / **Lecture Room 11.01**

Author: Anuchaya Montakantiwong (Mahidol University, Thailand)

Title: "Using design thinking in L2 curriculum design and implementation to promote digital global citizenship among EFL learners"

Keywords: Global citizenship education; design thinking; digital citizenship; Sustainable Development Goals (SDGs)

Globalization as brought about by the rapid development in digital technology has not only accelerated the global flows of ideas but also fundamentally transformed the realities and possibilities of the world, we are living in. As familiar as the digital world has become and for all the opportunities it has to offer, it is a relatively uncharted terrain for which we, students and teachers alike, have little to no preparation. While conversations in higher education often draw attention to the importance of fostering the students' transversal competencies, implementation can be an arduous feat in traditional EFL classrooms where learning is often unidirectional and perfection is touted as the ultimate achievement.

To thrive in these new realities, students need to learn how to be "contributing digital citizens who can positively shape the virtual world and the activities within it" (Culatta, 2021, p. 6), thereby warranting a renewed impetus for innovative pedagogies. Through a case study of 450 Thai university students enrolled in an undergraduate-level general education course, the current proposal strives to illustrate how design thinking can be used as a pedagogical tool to cultivate students' global digital citizenship as well as transversal competencies by leveraging the combined strengths of design mindsets, scaffolded design methods, and digital communication technology. The presentation will discuss the way in which design thinking methodology can boost classroom engagement, highlighting its usefulness in mediating a supportive learning environment where students can adeptly apply communication strategies to navigate various forms of ambiguities while also encouraged to reflect, take ownership of their action, and work as a team to achieve selected SDG goals. We will also be exploring the potentials of design thinking methods in serving as sustainable and democratized opportunities for aligning students' needs and lived experiences with the development of intercultural competence they are expected to achieve in and outside the classroom.

Anuchaya Montakantiwong is an English Language lecturer at Mahidol University, Thailand. She is also a researcher of Global Englishes, focussing on how teachers can capitalize on their agency to optimize both their students' learning experience and their own professional growth. She is currently interested in how to leverage digital technology in designing and implementing globally-informed curricular innovations that encourage growth mindsets and life-long learning.

6b /

Presenting: **Laura Ambrosio** and **Marie-Claude Dansereau** (University of Ottawa, Canada)

11:30 – 12:00 / **Seminar Room 11.11**

Authors: Laura Ambrosio and Marie-Claude Dansereau (University of Ottawa, Canada)

Title: "Languages in education, for work and social integration"

Keywords: Transversal competences - Experiential Learning - Language Teachers' Training.

The fast changing technological and health related issues have recently proved, with the COVID-19 experience for instance, that adaptability and soft skills abilities have become priorities in all the disciplines. This is why an education valorizing transversal competencies (TC) becomes an important asset in the personal profile of learners. Languages are a great vehicle to convey this participatory attitude, allowing collaboration, cooperation and sharing for a more democratic and sustainable world. There is an increased attention on the multiple skills and imagination requested by the communities for coping and responding to essential needs, while striving to stay onboard. Training future generations to more sharing of experiences, skills, and goals in a respectful and open attitude to the other can only be beneficial for all. This paper will look at various definitions of TC linked with the language-learning classroom and the needs of in service or future language teachers. Some challenges need to be addressed especially in the training of future teachers. What guidelines are available and in which documents? What action is recommended? By who? How long would it take and what steps might it include? Stress is to be put on the importance of integrating real and authentic situation - group work - problem solving, tasks-based and project-based approach - with possibilities for experience, discovery, challenges, analysis, comparison, reflection, cooperation, team work, critical thinking. An initiative in place in a Canadian University, fosters the development of TC with the implementation of community service learning (CSL). A reflection will be proposed on how best integrate TC and CSL in different disciplines course planning with adequate and useful resources, assuring coherence within the content taught, formative and summative assessments.

Elements of motivation of the teachers and the students will be presented with data analyzed over more than 10 years' experience.

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Laura Ambrosio, EAO, M.A. Ed. Language Professor (University of Ottawa, Canada). Her current research is in the implementation of community engagement for language learning (CSLL). In 2020-2021, she received a grant from Canadian Heritage to help FLS teachers and learners online. She is part of various academic team projects in Canada and in Europe, and frequently collaborates with the European Center for Modern Languages (ECML). In 2022, she participated in the Think-Thank on Transversal competences, in line with her CSLL initiatives.

Marie-Claude Dansereau, M.A. ARTS Language Professor (University of Ottawa, Canada). Currently teaching languages and content-based courses, Prof. Dansereau is also the coordinator of the Honors B.A. in Second Language Teaching at the University of Ottawa. For the past few years, her main areas of interest in the field of languages have been the training of future teachers, content-based language teaching, and the development of sociolinguistic and intercultural skills.

6c /

Presenting: **Carmela Giordano** (University of Turin, Italy)

11:30 – 12:00 / **Seminar Room 11.12**

Author: Carmela Giordano (University of Turin, Italy)

Title: "Growing identities through intersecting competing languages"

Keywords: Identity, perception, complexity, interference, stable, Translanguagism.

The analysis and reading of a recent article on how the brains of bilingual/multilingual people work, during an English lesson with nursing students at the University of Turin, triggered a significant debate in the lecture room supported not only by the evidence of the analysed text, but also by the personal experiences and perceptions of the bi/multilingual students from non-Italian-speaking linguistic and cultural backgrounds. The way bi/multilingual people juggle is complex because when they speak or read, in their minds, the languages they know are activated at the same time. This entails the interference, the intrusion into the discourse, unexpectedly, of one language or another, manifesting errors not only in vocabulary, but also in grammar and accent or pronunciation. This complexity is at the basis of a pathway that together with age, gender, social status and timing are crucial factors in the shaping of a multicultural and multilingual identity. Identity not stable, but constantly changing, just as happens with the languages used. The experience mentioned, the focus of this contribution, provided an opportunity to reflect on the widespread, but often ignored, phenomena of translanguaging, between speakers of several languages, in different contexts.

Carmela Giordano: Lecturer in English Language and Didactics at the Department of Primary Education at the University of Turin and also at the Department of Nursing; author of books on English didactics and CLIL; Trainer for inservice and future teachers in the National Plan for Teacher Training of the Italian Ministry of Education.

6d /

Presenting: **Georg Marschnig** (University of Graz, Austria)

11:30 – 12:00 / **Seminar Room 11.13**

Author: Georg Marschnig (University of Graz, Austria)

Title: "Ungleiche Schwestern? Global Citizenship Education und Politische Bildung"

Keywords: Kritisch-emanzipatorische Politische Bildung – Frankfurter Erklärung – Schulfach Politische Bildung – GCE

Während man in der österreichischen Bildungslandschaft seit Jahrzehnten mehr oder weniger erfolglose Bemühungen beobachten kann, die Politische Bildung zu stärken und sichtbar im Schulwesen der Republik zu verankern, scheint das Konzept der Global Citizenship Education schneller und weitaus erfolgreicher im Bildungsdiskurs zu verfangen. Schon wird von vereinzelt Proponenten der Politischen Bildung ein Verdrängungswettbewerb befürchtet, während die Global Citizenship Education, die besonders in der postmigrantischen Gesellschaft sinnvolle pädagogische Zugänge

(Mecheril 2016) zu eröffnen scheint, längst auch in Schulbüchern für Politische Bildung Einzug hält (Marschnig/Lang 2021).

Der eingereichte Vortrag zielt darauf ab, Unterschiede und Gemeinsamkeiten der beiden Denksysteme auszuleuchten und sie hinsichtlich möglicher Berührungspunkte zu befragen. Wie verhalten sich die Grundannahmen einer kritisch-emanzipatorische Politischen Bildung, wie sie etwa in der Frankfurter Erklärung 2015 formuliert wurden, zu den Ideen, Inhalten und Zugängen der Global Citizenship Education? Ja, ist eine kritisch-emanzipatorische Politische Bildung – „ohne Zeigefinger!“ (Hellmuth 2022) – denn im Rahmen von Global Citizenship Education überhaupt umsetzbar? Und kann Politische Bildung (Citizenship Education) heute überhaupt etwas anderes sein, als „global“? Oder handelt es sich bei der Chiffre „GCE“ doch nur um ein neues Etikett?

Diesen Fragen soll zunächst auf einer theoretischen Ebene nachgegangen werden, um im zweiten Schritt anhand eines konkreten Beispiels die teils konträren, teils kongruenten Zugänge deutlich zu machen. Schließlich wird diskutiert werden, ob bzw. wie die normativen Vorgaben des Unterrichtsfaches „Geschichte und Politische Bildung“ mit den normativen Vorgaben der Global Citizenship Education verbunden werden könnten und wie dies zu einer neuen, ebenso globalen, wie kritisch-emanzipativen Citizenship Education führen könnte.

Dr. Georg Marschnig ist Senior Scientist für Geschichtsdidaktik am Institut für Geschichte der Universität Graz. Seine Forschungsschwerpunkte sind Language awareness im historischen Lernen, Geschichtskulturen im schulischen Lernen, Holocaust Education und Memory Studies.

Parallel Session 7 / 12:00 – 12:30

7a /

Presenting: **Shreya Ghosh** (Independent)

12:00 – 12:30 / **Lecture Room 11.01**

Author: Shreya Ghosh (Independent)

Title: "Impact of using UN's Sustainable Development Goals as speaking topics on the reported FLA of high school students"

Keywords: Foreign Language Anxiety, Foreign Language Enjoyment, Specific Learning Disorders, L1, TBLT

Foreign Language Anxiety (FLA) is perceived to be one of the most dominant predictors that negatively impacts Language Acquisition. Substantial research exists on FLA, and most researchers or instructors share the students' L1. There isn't enough research, especially at an Italian high school where pupils are taught by a native English-speaking teacher who also knows uses Italian (L1) during instruction. Monolingual learners with English, Japanese, and Spanish as their L1 have influenced the participant population in FLA research (Arnaiz & Guillén, 2012), however, bilingual speakers acquiring a third language through FLA have not received adequate consideration. There are also sparse studies about the FLA of monolingual, bilingual, multilingual, and SLD students.

In order to assess the situation-specific FLA experienced by students during oral activities with a native English-speaking teacher (NEST), a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS) to collect quantitative data was employed through an online questionnaire. 281 foreign language students from a public high school in Milan, Italy participated in this 27-item study. The students were in their third, fourth, and final year of high school. I co-taught the third and fourth-year students with their Italian English teachers and the final-year students were co-taught with their Italian subject teachers. The analyses revealed that students overall reported low to moderate levels of anxiety. There were no significant differences in the anxiety reported by (a) monolingual, bilingual, and multilingual language users, (b) students with SLDs and those without, (c) the students belonging to different years of study, and (d) if the topic differed in each class. Some of the factors that contributed to such results were the use of Italian (L1), FLE, acknowledging and making accommodations for students with SLDs, and the use of TBLT approach.

I have recently graduated from Lancaster University with a MA in TESOL. I have been an EAL teacher at international schools in India for a decade before moving to Italy last year. I currently work as a freelance language acquisition specialist at public schools in Italy. I am interested in researching on Foreign Language Anxiety and Foreign Language Enjoyment among students with and without Specific Learning Disorders, CLIL approach, and Multilingualism. During my free time, I love spending time with my family which includes two beautiful old labradors and learning languages. I currently speak 6 languages and I am working on improving my Italian.

7b /

Presenting: **Evelina Jaleniauskiene** (Kaunas University of Technology, Lithuania)

12:00 – 12.30 / **Seminar Room 11.11**

Author: Evelina Jaleniauskiene (Kaunas University of Technology, Lithuania)

Title: "Foreign language learning projects based on the action-oriented approach: Elements for their design and examples for higher education"

Keywords: The action-oriented approach, project design, project elements, higher education

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion volume (Council of Europe, 2020) continues marking a methodological paradigm shift to the action-oriented approach (henceforth AoA), which is considered as the most viable approach for learning languages (Piccardo & North, 2019). This approach requires that we as language educators give priority to creating multistep language learning tasks and scenarios, which most commonly are projects (Piccardo & North, 2019). However, despite the fact that the AoA was introduced more than 20 years ago (in the Common European Framework of Reference for Languages (Council of Europe, 2001)), project design based on the action-oriented approach is still an under-researched aspect in EFL research. Therefore, in this presentation, I offer necessary list of elements for project design as well as provide own examples of projects that were practically tested in the context of higher education. The insights provided might be significant due to the fact that the AoA is more advanced than the still popular communicative approach and is predicted to influence language education for a long time to come.

Dr. Evelina Jaleniauskiene is a lecturer of Academic and Professional Communication in English at Kaunas University of Technology in Lithuania. Her PhD research focused on merging the EFL teaching with the development of problem-solving skills. Her current research interests lie in technology-enhanced language teaching, the action-oriented approach, project-based language learning, re-envisioning foreign language education and development of the 21st century skills in higher education.

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7c /

Presenting: **Carmelina Maurizio** (University of Turin, Italy)

12:00 – 12:30 / **Seminar Room 11.12**

Author: Carmelina Maurizio (University of Turin, Italy)

Title: "Promoting language and digital skills in adults"

Keywords: Adult learners, lifelong learning, digital skills, linguistic skills

Italy is one of the few countries in Europe and in the world in which adult education is structured in different types of courses: those for low secondary school leaving certificate, CPIA (Centres for Adult Education) and technical secondary education



courses, to get a diploma. The lifelong learning process unfolds over periods of one to three years, with a detailed organisation that will be the subject of this contribution. In Italy, the adults who attend these courses are almost all from migratory backgrounds, so that the teaching of each discipline, especially those in the linguistic area, is profoundly influenced and interconnected with the presence in the same learning environment of learners with articulated linguistic skills. The need to promote L2 and foreign language skills at the same time, together with that of fostering the development of digital skills, has led to the development of a series of didactic actions that will be the subject of this contribution, which aims to be both practical and theoretical, with the intention to offer exportable good practices.

Language promotion in a highly multilingual environment, in courses where foreign language, L2 and subject languages are interconnected on a daily basis, is a constant challenge for teachers and learners. Technologies definitely support this challenge by providing resources, such as online dictionaries and translators, specific apps, e books, audio-visual materials on the web, which can be easily used through the multi-media interactive whiteboards in every learning room in Italian schools, for pupils of all ages. Another strong point, brought into play in many teaching activities with and for adults, is the use of the CLIL method, effective for promoting both foreign language and L2, again exploiting ICTs, which provide endless resources for scaffolding and lexical reinforcement. Moreover, teaching platforms, which have become familiar in the learning context during and after the pandemic, are virtual places where the sharing of all kinds of teaching/learning material finds endless space. Last but not least, a didactic and monitored use of social media, especially WhatsApp, Facebook and Instagram, which with adults does not create problems of legitimacy or permission, becomes a resource to facilitate linguistic communication in articulated and complex environments.

Born in 1960 in Italy, English language teacher for about 35 years, expert in foreign language teaching and technology education, author of books on English language teaching. Journalist and expert in European projects. Lecturer at the University of Turin and in evening schools for adults. Teachers' trainer and expert about CLIL in primary and nursery schools.

7d /

Presenting: **Eleni Peleki** (Technische Universität Chemnitz, Germany)

12:00 – 12:30 / **Seminar Room 11.13**

Author: Eleni Peleki (Technische Universität Chemnitz, Germany)

Title: "Grammatikwissen und multiple Intelligenzen ein- und mehrsprachiger Kinder - Didaktische Überlegungen für den Deutschunterricht der Grundschule"

Keywords: Grammatikwissen, multiple Intelligenzen, Mehrsprachige Kompetenzen im schulischen Kontext, Sprachstandsdiagnostik, Grundschulunterricht

Im vorliegenden Beitrag werden die multiplen Intelligenzen und das Grammatikverständnis anhand einer Stichprobe von 77 ein- und mehrsprachigen Grundschülerinnen und -schülern der 4. Klassenstufe untersucht.

Ziel der empirischen Studie ist der Frage nachzugehen, ob es ein Zusammenhang zwischen den multiplen Intelligenzen und dem Grammatikverständnis besteht. Ein weiteres Ziel der Untersuchung ist zu überprüfen, ob es einen signifikanten Unterschied zwischen den Geschlechtern der untersuchten Kinder bzw. ihrer sprachlichen Sozialisation hinsichtlich der zwei Variablen gibt.

Zu den Forschungsmethoden gehört zunächst das Multiple Intelligences Profiling Questionnaire VII (MIPQ) von Tirri & Nokelainen (2011) zur Erfassung der multiplen Intelligenzen der untersuchten mono- und polyglotten Kinder. Das Grammatikverständnis der untersuchten Kinder wird anhand des standardisierten Testverfahrens TROG-D überprüft. Es wird dabei das Verständnis der grammatischen Strukturen des Deutschen, die durch Flexion, Funktionswörter und Satzstellung markiert werden. Anhand eines schriftlichen Fragebogens werden darüber hinaus ergänzende Informationen zu familiären Struktur- und Prozessmerkmalen der an der Studie teilnehmenden Schülerschaft erfasst.

Für kategoriale Variablen werden absolute und relative Häufigkeiten angegeben, für kontinuierliche Größen werden Minimum, Median, Maximum, Mittelwert (MW) und Standardabweichung (SD) berechnet.

Der Zusammenhang zweier kategorialer Variablen wird unter Verwendung des Chi-Quadrat-Unabhängigkeits-Tests untersucht. Zum Zweigruppen-Vergleich bei kontinuierlichen Variablen wird zunächst mittels Shapiro-Wilk-Test die Normalverteilungsannahme geprüft, weichen zu viele Gruppen von dieser Annahme ab, wird der non-parametrische Mann-Whitney-U-Test verwendet, andernfalls kann der t-Test für unabhängige Stichproben verwendet werden.

Für die Analyse des Zusammenhangs zweier kontinuierlicher Variablen wird der Korrelationskoeffizient nach Pearson berechnet und eine Regressionsanalyse durchgeführt.

Die Befundlage der deskriptiven Analyse und der inferenzstatistischen Prüfung wird in die Deutschlehrkräfteausbildung transferiert, da die Ergebnisse der untersuchten Stichprobe grundlegende Erkenntnisse für die Praxis erbringen, denn trotz der Relevanz der Konstrukte liegen im deutschsprachigen Raum kaum Studien im schulischen Bereich vor.

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Dr. phil. Eleni Peleki ist zurzeit wissenschaftliche Mitarbeiterin (Qualifikationsstelle zur Habilitation) an der Professur für Deutsch als Fremd- und Zweitsprache an der Technischen Universität Chemnitz. Sie hat die Lern- und Forschungswerkstatt für Germanistik an der Europa-Universität Flensburg koordiniert und leitete die DSH-Prüfung. Zudem war sie Mitglied im Senatsausschuss für Europa und Internationales, im Promotionsausschuss sowie im Ausschuss für Forschung und Wissenstransfer. Sie hat Deutsch als Fremdsprache (M.A.) an der Ludwig-Maximilians-Universität München studiert und an derselben Universität im Fach Didaktik der Deutschen Sprache und Literatur/Didaktik des Deutschen als Zweitsprache promoviert. Sie hat mehrere Stipendien erhalten, u.a. auch ein Hochbegabtenstipendium des Bayerischen Staatsministeriums für Wissenschaft und Kunst. Ihre Forschungsschwerpunkte sind vor allem die Mehrsprachigkeitsforschung und -didaktik sowie die empirisch-basierte Didaktik des Deutschen als Erst- und Zweitsprache.

LUNCH BREAK / 12:30 – 13:30

Uni Cafe (Heinrichstraße 36 / ground floor)

Poster Presentations / 13:30 – 14:00

(Heinrichstraße 36, ground floor)

Laura Ferroglia

(Freelance ELT tutor and consultant)

Title: “Exploring English Teachers’ emotions and strategies in online English language teaching”

Keywords: transversal competencies, adaptability, self-awareness, teachers’ emotion management, teachers’ resourcefulness.

Emotion management undoubtedly helps learners learn effectively and enhance their experience in multicultural contexts. Emotion awareness and management strategies are also invaluable tools to empower educators in multicultural backgrounds. As the development of transversal competencies (UNESCO, 2016) supports learners in becoming global citizens and the role of educators is to facilitate this process, disseminating knowledge of how teachers use these skills themselves in different cultural contexts provides an opportunity for professionals to compare the ways they tackle the emotional challenges in their own cultures - for example by using intrapersonal skills such as self-awareness and adaptability or interpersonal skills such as communication and collaboration - with how practitioners from a different context address similar issues. In this poster presentation, findings from the author's MA research project show how seven English teachers in Italy working in different academic and private language teaching contexts have experienced emotions such as anxiety and frustration during online teaching practice. Following the expansion of online learning during the COVID -19 emergency, the project focused on language teaching and emotions from a sociocultural perspective: in particular, the concept of emotional labour as dissonance between felt and displayed emotions helped frame the strategies teachers put in place to deal with difficult emotions such as anxiety. The aim of the study was to discover which emotions occurred most often during teachers' online experience, which factors contributed to their emergence and which strategies participants used to manage emotions. The experiences described in the study show how participants' transversal competencies helped them manage challenges such as sudden change and loss of control, and are potentially useful to discuss whether common strategies can be adapted to different circumstances, or how different strategies could be applied: this discussion may support teachers in transferring skills such as proactivity and adaptability to learners.

Laura Ferroglia has recently graduated with an MA in TESOL (with distinction), and carried out research on teachers' emotions during her studies. She has taught English and Italian for over two decades. Having learned through experience how methodology and technique in language teaching are best complemented by intrapersonal and interpersonal skills, she has devoted increasing attention to emotions and wellbeing as essential teaching and learning tools. A passionate aikido and Tai Chi practitioner, she sees these martial arts as effective ways of transforming challenging emotional states into positive energy. Her current aim is to promote this process with language teachers.

Fatiha Sadouki

(University of Szeged, Hungary)

Title: "Intercultural communication and multilingualism in teaching English as a foreign language"

Keywords: EFL, multilingualism, intercultural communication, language and culture.

This paper outlines how important it is to address intercultural communication in EFL classrooms. It presents previous research on intercultural communication in teaching English as a foreign language. This paper discusses a new way of integrating intercultural communication and multilingualism into EFL classrooms to address both language and culture when teaching English in a multilingual environment, and to direct teachers' attention to this phenomenon by targeting the notions of intercultural communication and multilingualism in English language teaching.

Fatiha Sadouki is a doctoral student in the English Applied Linguistics PhD program, Doctoral School of Linguistics at University of Szeged. Her research interests include third language acquisition (TLA) and multilingualism as well as language contact in general, and language transfer and cross-linguistic influence in third language acquisition in specific. She is also interested in Classroom Technology, online-based language learning, and Psycholinguistics.

Parallel Session 8 / 14:00 – 14:30

8b /

Presenting: **Meltem Kaygusuz** and **Semra Karaali** (Tarsus University, Turkey)

14:00 – 14:30 / **Seminar Room 11.11**

Authors: Meltem Kaygusuz and Semra Karaali (Tarsus University, Turkey), and Hasan Bedir (Çukurova University, Turkey)

Title: "A review of Education for Sustainable Development in Teacher Education"

Keywords: Sustainable Development, teacher education, Education for Sustainable Development

Sustainable Development (SD) and Education for Sustainable Development (ESD) are the cross-curricular subjects that are extensively discussed. In addition to teacher education, recent literature specifies various ESD competencies in several disciplines. ESD is a topic in academic and policy discussions in beginning teacher education programs worldwide. The extent to which ESD is more than a body of knowledge and whether it implies distinct educational practices that may be widespread in most nations is a recurring subject in these arguments. Another point of contention in these discussions is what kind of approaches ESD implies. This paper reviews the studies of ESD in teacher education, the historical development of ESD, and the connection between ESD and culture. Furthermore, cross-cutting issues, values clarification, whole-institution approaches, reorienting teacher education, envisioning change in teacher education, and ESD in the Turkish teacher education context are reviewed.

Meltem Kaygusuz has been employed by Tarsus University as an instructor. She has eleven years of experience as a higher education instructor. She completed her master's degree in the English Language Teaching program at a university, and she is currently pursuing her doctorate in the same program at Çukurova University. Her research interests include motivation, foreign language anxiety, sustainability, education for sustainable development, and positive education.

Semra Karaali has been working as an instructor at Tarsus University. She has been teaching English to groups of different ages. She has been having her PhD in the department of English Language Teaching at Çukurova University. Her research focuses on teacher wellbeing, teacher education, and language identity.

Hasan Bedir is a professor in the department of English Language Teaching and is the head of the department at Çukurova University.

8c /

Presenting: **Michał B. Paradowski** (University of Warsaw, Poland)

14:00 – 14:30 / **Seminar Room 11.12**

Authors: Michał B. Paradowski (University of Warsaw, Poland); Andrzej Jarynowski (Freie Universität Berlin, Germany), and Karolina Czopek (University of Warsaw, Poland).

Title: "Third language acquisition by refugees in high intercomprehension settings: The role of social networks"

Keywords: linguistic proximity, intercomprehension, third language acquisition (TLA), social network analysis (SNA), refugees

Since the beginning of the Russian invasion of Ukraine on 24 February 2022, 8.27m refugees crossed the country's border into Poland. We investigate peer learner networks of 249 participants in an intensive course of the Polish language dedicated to the newcomer population. The participants came mainly from eastern, southern and northern Ukraine (the further east the origins, the higher the proportion of declared use of Russian). Apart from the special situational context, together with the close typological similarity between the languages spoken and being acquired, the students present a unique language constellation profile, with almost all being functionally bilingual in Ukrainian and Russian, but with different degrees of dominance in each language and complicated attitudes to the latter. We apply the tools of computational social network analysis to find out whether and how patterns of out-of-class communication within the cohort (and beyond; notably with family members back in Ukraine, accounting for roughly 30% of interaction time) interacted with the students' linguistic gains.

Interactional data reveal concealment of L1 Russian use: 62% of users of Russian in the private sphere declared Ukrainian as their L1. A reconstruction of the student networks shows higher weighted degree centrality among students declaring Ukrainian as their L1, while L1 Russian speakers are at the network periphery, suggesting linguistic segregation with symptoms of marginalisation. The refugee students are most satisfied with their communication in Polish with neighbours and volunteers (3.48 on a Likert scale), less so in service encounters and the workplace (2.15), and the least in the administrative sphere (1.55). Polish language use was highest in text messages. The students self-rated their progress best in vocabulary (4.8) and lowest in grammar (4.1). Reading in turn demonstrates a visible (though non-significant) trend of positively correlating with the length of stay in Poland and negatively with entry-level competence.

Michał B. Paradowski is a professor and teacher trainer at the Institute of Applied Linguistics, University of Warsaw and a research and language teaching consultant. His interests include second language acquisition and instruction, English as a *lingua franca*, Study Abroad, social network analysis. He gave over 210 invited lectures, seminars and workshops in Europe, America, Asia, Oceania and Africa. Michał's edited volumes are *Teaching Languages off the Beaten Track* and *Productive Foreign Language Skills for an Intercultural World*; his monograph is titled *M/Other Tongues in Language Acquisition, Instruction, and Use*. He is currently PI in projects

<https://peerlang.ils.uw.edu.pl>, <https://schoolclosure.ils.uw.edu.pl>, and <https://L2grit.ils.uw.edu.pl>.

Andrzej Jarynowski is an expert in infectious disease modelling and a specialist in epidemiology. His expertise was solicited by such media outlets as Bloomberg and Reuters. He is interested in the application of social network analysis in various social processes, including that of SLA. Andrzej has also conducted multiple voluntary teaching activities (Polish for foreigners, epidemiological modelling, computational social science, e-health) in Eastern European low-resource settings in Moldova and Ukraine.

Karolina Czopek is a PhD student at the Institute of English Studies and a graduate of the Institute of Ethnology and Cultural Anthropology at the University of Warsaw, Poland. As a language teacher and a linguist, she is primarily interested in language acquisition processes later in life, with a particular emphasis on third age learners. As an ethnographer, she aims at implementing ethnography and other qualitative methodologies in language acquisition research. She is currently working on her PhD project on social interactions and EFL learning in late adulthood.

8d /

Presenting: **Negin Arabi** (Johannes Gutenberg-Universität Mainz, Vytutas Magnus University, Germany)

14:00 – 14:30 / **Seminar Room 11.13**

Author: Negin Arabi (Johannes Gutenberg-Universität Mainz, Vytutas Magnus University, Germany)

Title: “Multilinguals in Bed: Sex Talk Between Partners With Different First Languages”

Keywords: Sex talk, multilingualism, intercultural relationship, multilingual couples, erotic talk.



This study analyzes the conversational exchanges between non-monolingual couples during their sexual intercourse from a sociolinguistics perspective. The study also aims to define sex talk and its perception among the specified partners to put the spotlight on this taboo, uncommon topic in a globalized world where having a different race, ethnicity, background, and mother tongue does not necessarily prevent people from coupling up. Partners who do not share the same first language are the main subject of this research. Their intentional or unintentional use of specific phrases, language preferences, and cultural backgrounds is investigated through sets of narrative interviews with one or both members of a relationship. Due to the novelty of this study, the interviewees do not belong to any specific type of linguistic and cultural background. However, there have been criteria set for choosing the participants based on the length and monogamy of their relationship. The general purpose is to find out if their different languages have different capacities for expressing sexual communication among them and how two parties in a long-term, monogamous relationship view their sexual relationship through their common language(s). Four factors are recognized as influential. The items which back up each factor are introduced and a model is developed based on them. The research concludes that based on the preliminary model, sex talk between partners with different first languages could be interpreted depending on their personal dynamics which partially may have roots in their linguistic and cultural backgrounds. Sexolinguistics is offered as a new term to cover the areas of the topic and encourage similar investigations. The results of this study may not be able to be generalized to all non-monolingual couples. A wide variety of relationships integrating with specific sexual orientations, interracial, and multilingual features are addressed briefly and brought up as a possibility for further inspection.

Negin Arabi is a 23-year-old, Iranian linguistics enthusiast. She is studying her master's degree in Sociolinguistics and Multilingualism as a double degree in Johannes Gutenberg University of Mainz and Vytautas Magnus university in Lithuania during which she has tried learning three different north European languages but have decided to stay committed to her Spanish learning journey. She does volunteer interpretation for refugees from time to time and is hoping to engage more of linguistics into her other areas of interest.

Parallel Session 9 / 14:30 – 15:00

9a /

Presenting: **Elif Kemalglu-Er** (Adana Alparslan Türkeş Science and Technology University, Turkey)

14:30 – 15:00 / **Lecture Room 11.01**

Author: Elif Kemaloglu-Er (Adana Alparslan Türkeş Science and Technology University, Turkey)

Title: “A Real-Life-Focused, Project-Based Language Learning Model Connecting the Local and the Global”

Keywords: Life skills in education, global citizenship education, project-based learning, glocalized learning

In today's globalized world, it is crucial to implement English language learning not only in the routine of in-class practices but also by directly experiencing real life skills. This study aims to develop and implement a real-life-focused, project-based language learning model in a tertiary-level context connecting the powers of local and global resources and investigates the effectiveness of the model through student views. The projects target at students' improvement of main language skills (reading, writing, speaking and listening) and translation skills as well as non-linguistic skills in a learning environment connecting the local and the global. In this context, students have completed the steps of i) research, ii) translation, iii) creativity, and iv) interaction within the scope of their projects and produced meaningful and purposeful outcomes of their own on a wide variety of glocal themes mainly related to art, history, sociology, psychology, architecture, technology, entertainment, and business life. The real-life based skills the projects aimed to improve included research and critical thinking skills, personal expression and creativity skills, team work and problem solving skills, as well as time management, autonomous decision-making and technological skills. The data were collected through a questionnaire, semi-structured interviews, and learner diaries, and analyzed via statistical and thematic analyses. According to the findings, the model was perceived to positively contribute to the development of several linguistic and non-linguistic skills and help learners become competent citizens of the globalized world. Pedagogical implications will also be presented along with suggestions for further research.

Acknowledgement: This work was supported by Adana Alparslan Türkeş Science and Technology University Scientific Research Coordination Unit

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Elif KEMALOGLU-ER is an Assistant Professor in the Department of Translation and Interpreting at Adana Alparslan Türkeş Science and Technology University. She has 20 years of teaching experience as an instructor of English for Academic Purposes at reputable Turkish universities. She received her BA in Translation and Interpreting at Bogazici University. She completed her MA in Teaching English as a Foreign Language

at Bilkent University and she earned her PhD in English Language Education at Bogazici University. Her research interests include English language teaching, English as a lingua franca and Global Englishes, and life skills in education.

9b /

Presenting: **Anabela V. Simões** (University of Aveiro, Portugal)

14:30 – 15:00 / **Seminar Room 11.11**

Author: Anabela V. Simões (University of Aveiro, Portugal)

Title: "Developing global and intercultural competence through community-school engagement projects"

Keywords: Collaborative learning; global skills development; intercultural communication competence; language pedagogy; learner-centred learning

The *OECD Learning Compass 2030* sets out an aspirational vision for the future of education and identifies the need for the articulation of knowledge, skills, attitudes and values in our classrooms. Empathy and mutual respect, curiosity, collaboration, awareness (of oneself, of others and the world) and openness to experience are some of the skills associated with academic success and better preparation for the challenges of an ever more global and interconnected world. As global skills grow in importance, educators are challenged to consider new pedagogical approaches that foster the development of these skills; this work aims to present two activities conducted with Business Communication undergraduate students that aspire to contribute to that goal: Project 1, *Building Cultural Bridges in the Classroom*, involved 2nd year students and was developed in collaboration with the local Youth Centre and the European Solidarity Corps (first implemented in academic year 2019/2020 and resumed in 2022/2023). Project 2, *Global Skills for the 21st Century* (2021/2022), involved 3rd year students from two different departments and professionals working across multiple types of industries.

Students' perceptions of these activities shall also be presented.

Anabela Simões is Assistant Professor at the University of Aveiro, in Portugal. She holds a PhD in Culture and is a full member of the Research Centre for Languages, Literatures and Cultures. Her research interests include FL teaching and learning, intercultural communication and transferable skills development.

9c /

Presenting: **Julia Gspandl** (University of Graz, Austria)

14:30 – 15:00 / **Seminar Room 11.12**

Author: Julia Gspandl (University of Graz, Austria)

Title: "Cross-signing as a transversal competence of multilingual deaf signers"

Keywords: sign language, transversal competences, multilingualism, multimodality, additional language learning

Due to their everyday contact with non-signers, deaf individuals have extensive experience with challenging communicative situations (Branson & Miller, 2007). Deaf migrants in particular are exposed to several spoken and signed languages during the course of their lives. These diverse communicative experiences may lead to particularly multifaceted semiotic repertoires (Kusters et al., 2017). This study explores sign communication across languages as a transversal competence exhibited by deaf migrants. 12 semi-structured interviews with deaf migrants in Graz/Austria were recorded and analyzed using ELAN and MaxQDA. Additionally, two deaf native Austrian Sign Language (ÖGS) signers rated the signing skills exhibited by the participants during the interviews using a version of the Sign Language Proficiency Interview (Caccamise and Newell, 1995). For these ratings, they examined not only competence in formalized ÖGS, but also functional signing skills that facilitate communication across and beyond bounded languages. This includes competent use of cross-signing resources (Zeshan, 2015), such as visually descriptive *depicting constructions*, fingerspelling, mouthing based on various written languages and interactions with the environment. These resources enable comprehension despite participants' use of some non-ÖGS signs and grammatical structures. Exhibited cross-signing resources and differences between participants are discussed. Cross-signing is considered as a transversal languaging competence defined as the ability to "rapidly call upon alternative structures from a larger, ready at hand tool kit of diverse semiotic resources" (Goodwin, 2000, p. 1504) and discussed as a facilitator for the participants' acquisition of formalized ÖGS based on an analysis of participants' individual language backgrounds and rating results.

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Goodwin, Charles. 2000. Action and embodiment within situated human interaction. *Journal of Pragmatics* 32(10). 1489–1522.

Julia Gspandl is a sign language sociolinguist at the Plurilingualism Research Unit of the University of Graz. She studied at the University of Graz and the University of Vermont for her BA and MA and was part of the scientific team of the UNESCO World Atlas of Languages. She was recently awarded the Theodor-Körner-Preis 2022 for her PhD project focused on deaf migrants and their unique semiotic repertoires and languaging capacity. Her research interests include sign language acquisition, the intersection of sign language and gesture as well as sociolinguistics with a focus on minority languages.

9d /

*Presenting: **Claudia Piller** (Oxford Brookes University, UK)

14:30 – 15:00 / Seminar Room 11.13

**Since she had to cancel her trip to Graz very last minute, we will show a recording of her talk, in the same seminar room and at the same time slot.*

Author: Claudia Piller (Oxford Brookes University, UK)

Title: ““Every Teacher should be a Language Teacher for Multilingual Learners”: A quantitative study about beliefs, knowledge and teaching methods of in-service content teachers in German Secondary Schools”.

Keywords: Multilingualism; Teacher Training; Migration Background; German Schools; Academic Language; German as a Second Language; Social Inequality; Educational Gap.

An overrepresentation of students with migration background in Germany leaves secondary school with lower or no qualifications and the indication of educational success is the proficiency in the academic language. However, content teachers whose subjects make up 80% of the curriculum do not seem to believe that they have an active role in linguistically sensitive teaching and if they have a positive belief about their multilingual learners, they do not possess the knowledge or training to teach linguistically inclusive.

This study wanted to understand the triad of beliefs, knowledge and teaching methods by conducting a quantitative internet-mediated survey using Social Media channels with a non-probability sampling method. The research questions investigated the correlation between length of service and positive belief, positive belief and linguistically inclusive teaching and whether believing in having a language teaching role translates into inclusive teaching. The collected data were analysed using the Spearman's rho correlational programme and the results showed that in contrary, 80% of the 26 participants indeed believed that they had a role in language teaching. A high relationship was shown between a teacher's belief of having that role and them teaching linguistically inclusive and the study confirmed that 77% of teachers had not had training in the last three years. More than three quarter of participants felt under-prepared to teach multilingual learners and more than half of participants had expressed their need for specialised training in teaching multilingual learners. As a next step, a larger-scale quantitative study was proposed to gain representative data and to develop an in-service teacher training programme. Enabling all teachers to be language teachers would start to level up the educational and societal opportunities of multilingual learners in German secondary schools.

MA in Education from Oxford Brookes University, thesis: 'Every teacher should be a language teacher for multilingual learners', a quantitative study into the beliefs, knowledge and teaching methods of in-service content teachers in German secondary schools. Awarded with a distinction, study presented at the Bilingualism Matters Research Symposium 2022 in October in Edinburgh. Multilingual speaker, native German with English, Dutch, French and Italian, teacher for German and French as a Foreign Language, worked and lived in the Netherlands and the UK and currently applying for a PhD. Passionate about inclusion of people with a disability in society, education and work.

Parallel Session 10 / 15:00-15:30

10a /

Presenting: **Iryna Menke-Bazhutkina** and **Niklas Abel** (University of Groningen, The Netherlands)

15:00 – 15:30 / **Lecture Room 11.01**

Authors: Iryna Menke-Bazhutkina (University of Groningen, The Netherlands), Sarah Olthoff (University of Oldenburg / Bremen, The Netherlands), Niklas Abel (University of Groningen, The Netherlands), and Marije Michel (University of Groningen, The Netherlands).

Title: "International virtual exchange and its effects on the development of global citizenship"

Keywords: global citizenship, CLIL, intercultural competence, virtual exchange, SLA

Developing intercultural competence (IC) and fostering global citizenship is an important educational goal (Byram et al, 2016) as they are key competences for students and teachers alike (Council of Europe, 2018a; Council of Europe, 2018b). In second language (L2) learning, combining virtual exchange (VE) with the Content and Language Integrated Learning (CLIL) approach can provide a fruitful context to reach these goals (O'Dowd, 2018). We investigate the effects of a brief VE-CLIL project on developing IC and global citizenship of Netherlands-based L2 learners of German and teacher trainees in Germany. During three VE meetings, twenty pairs (N=40) of cross-border Dutch-German bachelor students worked together on assignments on societal and political topics such as Erinnerungskultur (commemorative culture), Federalism or European Union. Video recordings of the meetings were transcribed and coded for the development of IC and competences related to global citizenship, such as "knowledge and understanding of how people's cultural affiliations shape their world views, preconceptions, perceptions, beliefs, values, behaviours and interactions with others" (Council of Europe 2018b, p. 53) labelled in this project as cultural multiperspectivity. Participants also completed a survey on perceived growth of IC (Deardorff, 2006). While survey results did not show significant changes of perceived IC, detailed analyses of the video recordings display a number of critical incidents (Ward et al., 2020) relevant for the development of IC and global citizenship suggesting that students developed these competences without being aware of them. We discuss how our findings call for explicitly stating IC and global citizenship as goals in language education and VE in order to raise students' awareness of these concepts.

Literature:

Byram, M., Golubeva, I., Hui, H., & Wagner, M. (2016). Introduction. In M. Byram, I. Golubeva, H. Hui, & M. Wagner (Eds.), From principles to practice in education for intercultural citizenship (pp. xvii-xxxiv). Multilingual Matters.

<https://doi.org/10.21832/9781783096565>

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Deardorff, D. K. (2006). Identification and assessment of intercultural communicative competence as a student outcome of internationalization. Journal of Studies in International Education, 10(3), 241-266. <https://doi.org/10.1177/1028315306287002>

O'Dowd, R. (2018). Innovations and challenges in using online communication technologies in CLIL. Theory Into Practice, 57(3), 232-240. <https://doi.org/10.1080/00405841.2018.1484039>

Iryna Menke-Bazhutkina is a German teacher at the Department of European Languages and Cultures at the University of Groningen. In her teaching and research, she is especially interested in the effects of different teaching methods on second language acquisition, Content and Language Integrated Learning and the development of intercultural citizenship through language learning.

Sarah Olthoff is a lecturer of German didactics and German as a second language for teacher trainees at the University of Bremen. Her focus in teaching and research is on language sensitive subject-teaching, Content and Language Integrated Learning and subject teaching in language classrooms.

Niklas Abel is a lecturer of German at the Department of European Languages and Cultures at the University of Groningen. His teaching and research focus is on usage-based approaches to language teaching, language teaching in the multilingual classroom and the effect of implicit attention raising methods on the lexical development of a foreign language.

Marije Michel, professor/chair of Language Learning at Groningen University (PhD in Applied Linguistics, University of Amsterdam) focuses in her research and teaching on multilingualism in education, socio-cognitive processes of second language (L2) acquisition and task-based language pedagogy. In her recent work she applies eye-tracking and key-stroke logging to investigate L2 writing processes and alignment in digitally mediated communication.

10c /

Presenting: **Katarina Mentzelopoulos** (University of Nottingham, UK)

15:00 – 15:30 / **Seminar Room 11.12**

Author: Katarina Mentzelopoulos (University of Nottingham, UK)

Title: "In the words of the learner: Capturing the complexity of multilingual motivation through narrative"

Keywords: multilingualism, motivation, LOTE learning, learner identity, narrative inquiry

By 2016, the EU population was almost 30% multilingual, and the proportion of students speaking/learning multiple languages continues to increase (Eurostat, 2019). However, unlike single-language learning motivation, multilingual motivation remains relatively understudied (Boo et al., 2015). Fortunately, this area has begun to develop (Thompson, 2019). Thus far, studies have been conducted regarding multilingual learners' single-language motivation(s) (e.g. Mayumi & Zheng, 2021), multilingual motivation (e.g. Henry, 2017; Huang et al., 2021), and the complexity of their multilingualism-related identities (e.g. Haukås et al., 2021). Yet few have explored the relationship between all three of these three factors together. Those that have taken more complex approaches focused on learners of English (e.g. Takahashi, 2022), which, due to the nature of Global English, may well have obscured the underlying mechanisms at play. This study thus sought to investigate the complex interactions of multilingual learning, identity, and motivation for non-English-language learners. Eleven L1-English-speaking participants with substantial experience formally learning 2+ languages were recruited from language-related tertiary-level British university programmes. The study took a narrative, life story interview approach (Hiver 2019, 2020; McAdams, 2007) in order to delve into how multilingual learners conceptualise their own multilingualism, multilingual competences, and learning experiences and motivation. Interviews were transcribed and analysed using an inductive and deductive paradigmatic analysis of narratives approach in NVivo12 (Polkinghorne, 1995; Sharp et al., 2019).

Findings include participants' divergent self-representations as mono-/multilinguals, temporary suspension of motivation for one language in favour of another (rather than *a/de*-motivation), and the varying role of the enhanced metalinguistic knowledge associated with bi-/multilingualism. The results serve to promote the use of narrative to represent complex, multilingual experiences. Insights gained can be used as a basis for further research, and to better support both already-multilingual students as well as mono-/bilingual students taking on more languages in the classroom.

Katarina Mentzelopoulos is an ESRC-funded PhD candidate at the University of Nottingham. Her doctoral work concerns the motivation to learn multiple languages, and her related research interests include the learning of languages other than English (LOTes), multilingualism, and exceptional language learners. Her recent publications include Dörnyei & Mentzelopoulos (2022) *Lessons from Exceptional Language Learners Who Have Achieved Nativelike Proficiency* and Mentzelopoulos & Dörnyei (2022) *Stories from Exceptional Language Learners Who Have Achieved Nativelike Proficiency* (Multilingual Matters). You can contact her at katarina.m@nottingham.ac.uk or on Twitter @KatarinaMentz

10d /

Presenting: **Katarzyna Budzińska** (Lodz University of Technology, Poland)

15:00 – 15:30 / **Seminar Room 11.13**

Author: Katarzyna Budzińska (Lodz University of Technology, Poland)

Title: “Out-of-Class Target Language Peer Interactions in a multilingual Study Abroad Context”

Keywords: Language study abroad, international summer school, social peer interactions, institution features, multilingual context

Summer international language courses in target language countries are a popular way to study a foreign language (FL), as they are thought to provide favourable conditions for advancing FL development. Study abroad institutions run formal, intensive language courses. Nevertheless, owing to a multilingual nature of such institutions, learning takes place not only in the classroom but also out of class, during social interactions with both peers and staff members. Those informal, social interactions have been found to enhance learners’ oral FL proficiency thanks to increased opportunities for FL use in the multilingual context. However, how the importance of social interactions is perceived by study-abroad learners has not been sufficiently explored. Furthermore, the extent to which study abroad institutions promote FL social interactions is not well-understood. This qualitative study fills this gap by exploring an international summer school of English in Malta, where students from across the globe come to study English as a foreign language in a multilingual environment. The data gathered through semi-structured, in-depth interviews with 10 learners and 6 instructors identified several aspects of the institution promoting, as well as hindering student FL social interactions with peers. Social interactions have been found to stem mostly from mealtimes and living in accommodation shared with different L1 learners. The factors hindering FL social interactions are an insufficient social programme, cliques of L1 students and an

inadequate effort of the institution to mix nationalities. The presentation will outline details of the study results as well as practical implications for enhancing international social interactions. The author hopes that the study contributes to a greater effort of study abroad institutions to instil out-of-class interactions among learners and, consequently, will lead to increased effectiveness of language education in the multilingual SA context.

Katarzyna Budzińska has a PhD in applied linguistics from the University of Lodz and a Cambridge Diploma in Teaching English to Speakers of Other Languages. She teaches at the Language Centre of Lodz University of Technology, where she is involved in teacher training. Katarzyna's main areas of interest are emotions accompanying language learning and positive psychology. She is a pioneer researcher of the third positive psychology pillar - positive institutions. Katarzyna has written several papers on positive psychology as well as co-edited a recently published volume, "Positive Psychology in Second and Foreign Language Education."

COFFEE BREAK / 15:30 – 16:00

PARALLEL SESSION 11 / 16:00 – 16:30

11a /

Presenting: **Adcharawan Buripakdi** (Suranaree University of Technology, Thailand)

16:00 – 16:30 / **Seminar Room 11.11**

Authors: Adcharawan Buripakdi and Tingting Sun (Suranaree University of Technology, Thailand)

Title: "Global citizenship and metrolingualism in ELT textbooks and curriculum for primary education in China"

Keywords: Global citizenship, metrolingualism, ELT textbooks and curriculum analysis, Chinese primary education, teachers' perceptions

Global Covid 19 pandemic requires global solutions, and the educational system that goes beyond the confines of national borders. This presentation addresses the importance of inclusivity education through Global Citizenship Education (GCE) and the concept of metrolingualism. The presentation's aim is to highlight the gap of ways Chinese elementary school English textbooks and curriculum reflect the notions of GCE

and metrolingualism. It shows how ideologies of GCE and metrolingualism are embedded in English language teaching (ELT) textbooks and curriculum for primary education in China. Besides, insights from teachers regarding Chinese GCE and metrolingualism in primary ELT textbooks and curriculum will be also included. Grounded in a qualitative study, data were drawn from two series of textbooks of People's Education Press (PEP) and Yilin Press, the English Curriculum Standards for Compulsory Education (ECSCE) and teachers' interviews. Data analysis was grounded in qualitative content analysis and critical discourse analysis.

The findings revealed five major themes of GCE and metrolingualism embedded in ELT textbooks and curriculum to varying degrees and with unbalanced distribution. Some elements do not comply with the proposition of GCE and metrolingualism. These might impede the full realization of global citizenship values. Ideologies of GCE and metrolingualism in textbooks and curriculum are dominated with soft GCE, nationalism, and native speakerism, while ideologies of critical GCE, cosmopolitanism, and metrolingualism are still striving to gain a position. The interview results are consistent with those of the textbooks and curriculum analysis, which indicates the dominance of soft GCE in teaching practice, and teachers' low awareness toward critical GCE and metrolingualism may impede the inclusiveness of GCE in ELT. Theoretical and pedagogical implications for inclusivity education and metrolingualism development in Chinese ELT are provided at the end of the presentation.

Adcharawan Buripakdi is an Assistant Professor at the Graduate School of English Language Studies Program, Suranaree University of Technology, Thailand. Her research lies in English as an international language, language ideology, L2 writing and identity. Her recent research interest involves exploration into tranlanguaging, linguistic landscape and critical discourse analysis.

Tingting Sun, an English teacher in China, holds a PhD degree from Graduate School of English Language Studies Program, Suranaree University of Technology, Thailand. Her research interests include Global Englishes, language culture and identity, and English language teaching (ELT), etc.

11b /

Presenting: **Soyoung Lee** (College of Liberal Arts, KonKuk University, Seoul, Korea)

16:00 – 16:30 / **Seminar Room 11.12**

Author: Soyoung Lee (KonKuk University, Seoul, Korea)

Title: "Building language learner confidence in a Korean College English course"

Keywords: English as a Foreign Language, College English, Learner Identity, Language Learner Confidence, English as Lingua Franca

I teach College English courses in a large private university in Seoul, Korea and every year, I have a number of students who quietly approach me and confess that they have English trauma, a term that I was not familiar with until I started teaching in Korea. English trauma, as defined by my students, refers to a feeling of anxiety and a lack of confidence in learning and using English. Anxiety and other negative feelings about themselves as English language learners and speakers have kept many Korean students from participating in global communities and international networks where English is the language of communication. It has also kept them from seeing themselves as multilingual or having the potential to become multilingual. As one student put it, he sees “no connection to the word multilingual in any way”. Such confessions are troublesome considering the fact that English is a part of the Korean national curriculum from 3rd grade until students graduate from high school for 10 years. There is also national data, year after year, referring to English as the subject parents spend the most amount of money on paying for private tutors, afterschool programs, and costly summer camps. I also learned that such feelings of self-doubt and dissatisfaction are common among a large number of college students not only in my institution but all around Korea and I felt a strong sense of responsibility to make changes to my curriculum to address this issue. In this presentation, I will share my work on building students' confidence as English language learners in a Korean College English course. I use Vygotsky's (1969) concept of tools – conceptual tools and methodological tools – to explain the changes I made to my curriculum and the students' perspectives on the changes.

Borrowing from the concept of English as Lingua Franca (ELF) and Mercer's (2012) work on language learner identity, I redefine what it means to be confident as an EFL speaker in the Korean context and I introduce a listening activity (Focused Listening) that incorporates proven strategies for building confidence. In closing, I stress that to build language learner confidence, it is essential for language instructors to position language learners as capable and competent communicators in their own right. In the Korean context, such work goes beyond language teaching and learning. It is an act of justice to explore students' affective spaces of tension and actively implement the changes deemed necessary.

Soyoung Lee is an Associate Professor in the College of Liberal Arts at KonKuk University located in Seoul, Korea where she teaches College English and other related courses. Her areas of expertise include second language acquisition, language and literacy development among multilingual populations, and teacher reflection. Prior to her appointment at KonKuk University, she served as a faculty member in Education Studies at Skidmore College in upstate New York, U.S.A.

PARALLEL SESSION 12 / 16:30 – 17:00

12a /

Presenting: **Karmen Pižorn** (University of Ljubljana, Slovenia)

16:30 – 17:00 / **Seminar Room 11.11**

Authors: Žan Korošec, Ana Kogovšek, Edwin Harris, and Karmen Pižorn (University of Ljubljana, Slovenia)

Title: "Slovene Primary Students' Perceptions of Their Plurilingual Competencies"

Keywords: Multilingual skills, primary school pupils, perception of competencies, early language learning

By referring to the supranational *Common European Framework of Reference for Languages (2011)* it becomes evident that in education multilingual skills ought to be emphasised and resolutely addressed in order to facilitate individual's continuous development. The paramount aspect in ensuring this even eventuates is to establish a stimulating environment which would provide, if not expedite, that learning different languages is executed in a manner engaging all pupils. However, research regarding the scope of multilingualism are scarce in Slovenian academic milieu, especially what transpires at the primary level. For this reason, the article concentrates on determining the level and quality of knowledge possessed by primary school pupils concerning languages and their affiliated cultures, which skills are being cultivated, whilst identifying pupils' opinions, perceptions and motivational factors. In order to ascertain the situation, data was gathered on a purposive sample of 1.763 pupils from Years 4 to 9 (ISCED levels 1 and 2) who attended class in the 2019–2020 school year. Descriptive and causal non-experimental methods of pedagogical research were utilised, whilst relating to data-gathering techniques, we have employed an online survey combining a questionnaire and Likert-scales. Results indicate that pupils are inclined towards learning language, perceive the importance of plurilingual competence, express confidence about speaking in foreign languages, although assess their metalinguistic knowledge as deficient.

Žan Korošec is a teaching assistant for pedagogical methodology, statistics and English in education at the Faculty of Education, University of Ljubljana. Concurrently being a PhD student, he is interested in research ethics, the role of triangulation in research, mixed-methods design models and how these can be incorporated in developing language competence.

Ana Kogovšek is an MA student of Primary Education with English. She is interested in multilingualism and young language learners.

Edwin Harris, Master's in TESOL/Applied Linguistics from Columbia University Teachers College, USA. He is currently employed at the "English Language Fellow Programme" at the Faculty of Education and Faculty of Arts, University of Ljubljana. The programme is funded by the "United States Department of State".

Karmen Pižorn is Professor of English in Education at the Faculty of Education, University of Ljubljana. Her research interests lie in second language acquisition, language learners with special needs, language assessment, and plurilingualism. She has run a 6-year-long national ESF project which has resulted in a number of findings and the most comprehensive plurilingual portal in Slovenia LANGUAGES MATTER - <https://jeziki-stejejo.si/en/>

12b /

Presenting: **Tae Youn Ahn** (Korea National Sport University, South Korea) and **Su Yon Yim** (University of Graz, Austria and Chinju National University of Education, South Korea)

16:30 – 17:00 / **Seminar Room 11.12**

Authors: Tae Youn Ahn (Korea National Sport University, South Korea) and Su Yon Yim (University of Graz, Austria and Chinju National University of Education, South Korea)

Title: "Dancing in a tiny room: Incorporating thinking skills into English lessons in South Korea"

Keywords: Thinking skills, meaningful communication, EFL classroom, primary school teachers, curriculum development

English education and globalization are closely related to each other. In Korea, English was introduced to primary school students as a school subject in 1997 as an effort for globalization. This study examines how English education is realized in South Korea with a particular focus on thinking skills as part of global citizenship. Purposive sampling was used in the study. Five teachers were addressed among leading English teachers working at the primary school level. First, they participated in a six-month project which aimed at designing and implementing English lessons to enhance thinking skills among Korean primary school students. Each participant was encouraged to develop sixth-period English lessons for thinking skills based on English textbooks and execute their lessons for fifth or sixth graders. Later, semi-structured

interviews were conducted to investigate their perceptions on their experience and their English teaching practices. Although all the participants acknowledged the possibility of incorporating thinking skills into their own English classrooms and valued its educational benefits for the students, they shed a negative view on its actual application in primary English classrooms in general. They reported that English lessons in practice do not require thinking skills. The activities in English textbooks are mainly based on mechanical repetitions and decontextualized language use. There are few opportunities for students to engage in meaningful communication in English and develop thinking skills to better interact with people from different countries in a globalized society. The national English curriculum and textbooks were identified as the biggest constraint preventing English teachers from adopting thinking skills in the classrooms. Students are likely to be demotivated in learning English after they constantly engage in cognitively unchallenging activities. Pedagogical implications are discussed based on the findings.

Tae youn Ahn has a PhD in English from the University of Washington and is currently working as an associate professor at Korea National Sport University in South Korea. Her research interests are sociocultural theory, discourse analysis and qualitative research methods.

Su Yon Yim has a PhD in TESOL for young learners from the University of Leeds and is working as an associate professor at Chinju National University of Education in South Korea. She is currently working as a guest researcher at the University of Graz. Her research interests are teacher identity, emotional labour and language policy.

Sarah Mercer (University of Graz, Austria)

16:30 – 17:00 / **Seminar Room 11.13**

Roundtable Discussion on Psychology of Language Learning and Teaching

Plenary / 17:00 – 18:00 / Lecture Room 11.01

Pia Resnik (KPH Vienna/Krems and University of Vienna, Austria)

“GCE and Multilingualism in Teacher Education”

Within the 2030 Agenda for Sustainable Development (UN General Assembly 2015), global citizenship education (GCE) offers a new perspective on education, which transcends the local and aims to empower learners to become proactive global citizens (Bourn 2016; Oxfam 2015). In this talk, I will show that multilingualism is an important dimension of global citizenship and needs to be considered more in education when

aiming to transform our world for the better and pursuing global justice. Linguistic diversity and multi-competence (Cook 1991, 2016) are a reality in schools these days; while some schools have adopted multilingual approaches (Cenoz & Gorter 2019), multilingualism is still often not adequately supported, let alone encouraged in this context and many schools tend to hold on to predominantly monolingual norms and a monolingual habitus (Filko 2021; Gogolin 2008). If we want education to be equitable and inclusive for all, education needs to be transformed on the linguistic level, too, to, e.g. avoid discrimination and opportunity gaps (Filko 2021; Oberwimmer et al. 2018) as well as unattainable and unnecessary linguistic goals (Dewaele & Saito 2022). In these processes, teacher education plays a crucial role in developing a sense of responsibility among future teachers (Knechtelsdorfer et al. 2022) and in providing them with a deeper understanding of how to support multilingual students. By discussing opportunities and challenges in promoting a multilingual pedagogy among future teachers, the hope is to harness the vast potential of linguistic diversity which should not merely be seen as a challenge in educational contexts but rather as an often-untapped resource with vast potential for enrichment. My hope is that this talk will highlight just how important a multilingual awareness is for all teachers to enact GCE and empower their learners as global citizens by demonstrating how GCE values would be fostered through a stronger focus on multilingualism and embracing linguistic diversity in schools.

Pia Resnik is Professor of ELT Research and Methodology at the University College of Teacher Education Vienna|Krems and teaches courses in applied linguistics at the Department of English and American Studies of the University of Vienna. Her research interests include emotions in multilingual contexts and the psychology of language learning. She is the author of the book *Multilinguals' Verbalisation and Perception of Emotions* and published her research in international journals, such as *TESOL Quarterly*, *Applied Linguistics Review*, *Studies in Second Language Learning and Teaching*, *System*, and *International Journal of Bilingual Education and Bilingualism*. Together with Professor Jean-Marc Dewaele (Birkbeck, University of London), Dr. Elouise Botes (University of Vienna) and Professor Chengchen Li (Huazhong University, China and UCL, London) she is co-coordinator of the Emotion SIG of the International Association for the Psychology of Language Learning.

Closing Ceremony / 18:00 / Lecture Room 11.01

