

SLTED

2024



Second Language Teacher Education: Inspiring Creativity, Cultivating Excellence

Programme and Abstract Booklet

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SLTED2024 Conference Programme

Conference Venue: Building B, Faculty of Arts, Masaryk University, Arne Nováka 1, Brno, Czech Republic

Day 1 Wednesday 4 September

from 12:00	Registration - Foyer				
14:00-14:30	Conference Opening and Welcome B2.13				
14:30-15:30	<p>Keynote 1 B2.13 Sarah Mercer <i>The forgotten faces: Moving language teacher educators in from the shadows</i></p>				
15:30-16:00	Coffee Break - Foyer				
16:00-18:00	Room B2.21	Room B2.22	Room B2.41	Room B2.32	Room B2.23
Session 1	<p>Anna Sanczyk-Cruz; Elizabeth R. Miller <i>Transformative English language teaching practices: Insights into one adult ESL instructor's identity and agency negotiation</i></p>	<p>Viktoria Ebner; Kathrin Eberharter; Elisa Guggenbichler; Eva Konrad, Doris Moser-Froetscher, Simone Baumgartinger <i>How do pre-service teachers evaluate and edit reading tasks for classroom-based assessment? A think-aloud study</i></p>	<p>Isabel Zins <i>Fostering academic language in the multilingual classroom through extensive listening</i></p>	<p>Stephen McNamara <i>Like and subscribe: cognitive discourse functions in a soft-CLIL learning unit.</i></p>	
	<p>Lucie Betáková <i>Critical issues in second language teacher education (from the perspective of second language teacher educators)</i></p>	<p>Armin Berger; Helen Heaney <i>Advancing language assessment literacy in second language teacher education: A research-informed approach to course design</i></p>	<p>Julia Pittenauer <i>Are teachers doing their homework? Exploring EFL teachers' beliefs concerning homework practices</i></p>	<p>Jana Kubrická <i>Bridging pedagogies: Developing science pedagogical content knowledge with CLIL methodology</i></p>	
	<p>Natalia Orlova <i>Inspiring reflection during practicum through peer observation.</i></p>	<p>Roberto Arias-Hermoso; Ainara Imaz Agirre; Eneko Antón; Olatz Goitia <i>Assessing disciplinary writing in secondary education: Content and language teachers' voices</i></p>	<p>Elizabeth Erling; Miriam Weidl <i>Udele: Cultivating multilingual potential for English learning in linguistically diverse urban middle schools in Austria</i></p>	<p>Tomáš Kos <i>Enhancing pre-service teacher training in CLIL through project-based learning</i></p>	

17:00 - 18:10
PANEL DISCUSSION
Initial English language teacher training – Time to tinker around the edges or change completely?

	Olga Makinina <i>Comparison of effectiveness of peer review under different conditions</i>	Kathrin Eberharter <i>How do pre-service teachers face the challenges of assessing speaking proficiency? Insights from selected case studies into rater cognition</i>	Eva Skopečková <i>Translation and learners' own language in the 21st century English language classroom: Tolerable, reasonable or optimal?</i>	Meredith Doran; Jacob Rieker What can L2 teacher educators offer EMI faculty? The role of structured imagination in promoting faculty teaching innovation	Judie Hudson, Manana Khvichia, Nikki Fořtová, Linda Nepivodová, Anna Hasper
18:15	Welcome Drinks Reception - Foyer				

Day 2 Thursday 5 September

08:30-09:00	Registration - Foyer				
09:00-10:00	Keynote 2 B2.13 Steve Mann <i>Video as a Reflective Tool for Teacher Development</i>				
10:00-10:30	Coffee Break - Foyer				
10:30-12:30	<i>Room B2.21</i>	<i>Room B2.22</i>	<i>Room B2.23</i>	<i>Room B2.32</i>	<i>Room B2.41</i>
Session 2	Alexandra Kemmerer; Annika Janßen; Jan-Erik Leonhardt; Britta Viebrock <i>Collaborative innovation: networked improvement communities for facilitating EFL teachers' professional development in view of the digital transformation</i>	Darío Luis Banegas; David Gerlach <i>Can intersectionality inspire pedagogical creativity among pre-service second language teachers?</i>	Elizabeth Miller; Christina Gkonou <i>Learning from experienced teachers: How and when belonging matters</i>	Anne-Coleman Webre <i>How deep should we go with linguistics and grammar: Decisions in language teacher education</i>	Raúl Enrique García López; Carolyn Blume; Christina Ringel <i>The reality regarding foreign language teachers' research literacies: Issues and initiatives</i>
	Merve Bozbiyik; Olcay Sert; Annaliina Gynne; Maria Larsson <i>The affordances of viewing annotated videos in post-observation conferences in a Swedish practicum context</i>	Inmaculada Rosal Bustamante <i>Teaching a second language through translation and creativity in the machine era: Training humans to be creative, not machines</i>	Christine Biebricher; Diana Feick; Petra Knorr; Götz Schwab <i>Facilitating virtual exchange: Duoethnographic studies of teacher educators during virtual exchange</i>	Tung Chun Yan; Kook-Hee Gil <i>Textbook input on English articles: a multidimensional analysis from an SLA perspective</i>	Raúl Enrique García López <i>The dynamics of research literacy and identity development in English pre-service teacher education</i>

	Christa Roux Sparreskog; Olcay Sert; Mika Ishino <i>Learning the interactional dynamics of language teaching through telecollaboration: Bringing the future teachers of Japan and Sweden together</i>	Sebastián Luis Villacañas-de-Castro; Darío Luis Banegas <i>Creativity in language teacher action research: Implications for language teacher education</i>	Kristiina Bernhardt <i>Self-reports of L2 teachers for documenting teaching practices</i>	Kateřina Klementová <i>ESP teachers as material designers, their need for guidance and support</i>	Tomáš Kos <i>Mixed-age primary classroom foreign language teaching: Implications for teacher education</i>
	Marlene Aufgebauer <i>Micro-teaching, videography, video analysis and peer-feedback – a cycle for teaching competence development</i>	Boris Vazquez-Calvo <i>“If you don’t do this you will get a Fetzen and then you will durchfielgen”: Meme-based representations of preservice language teachers’ identities</i>	Fruzsina Szabo; Ildikó Csépes <i>How pre-service trainees navigate between idealistic views and classroom-based reality</i>	Ana Llinares; Merve Bozbiyik <i>Knowledge-building practices in an EMI pharmacology course</i>	Gözde Balıkcı; Ufuk Atas <i>Video-based self-reflection in second language teacher education</i>
12:30-13:30	Lunch - Foyer				
13:30-15:30	<i>Room B2.21</i>	<i>Room B2.22</i>	<i>Room B2.23</i>		<i>Room B2.32</i>
Session 3	Claudia Resch; Thomas Wagner <i>Foreign language aptitude, motivational self-determination and enjoyment in digital learning environments. Development of a pilot study in Austrian primary schools</i>	Barbara Mehlmauer-Larcher <i>Developing language teacher research skills: The application of a multidimensional scaffolding system to help student teachers cope with the challenges of action research</i>	<div>14:00 – 15:30</div> <div>Olcay Sert</div> <div>WORKSHOP: Video-tagging for reflection-on-interaction: bridging the research-practice gap in second language teacher development</div> <div>Limited capacity. Sign up at registration.</div>		Robert Godwin-Jones <i>Language teacher preparation for an AI world</i>
	Thomas Stringer <i>Unveiling language teacher learning: professional growth through autoethnography</i>	Jana Kamenická; Yu Kanazawa A new era of brain-based TEFL			Tugba Simsek-Rackelmann <i>Language teachers’ new helpers: AI image generators as material development tools</i>
	Klára Lancová <i>Tactical Uses of Passion: positive affect in SLA practices as exponent of epistemic justice</i>	Harald Spann <i>Developing literary and language competences in the EFL classroom through pop songs: An action research study</i>			Joyce Kling <i>Exploring Bachelor Students’ Attitudes Towards the Integration of Artificial Intelligence in Language Teaching</i>
	Misako Kawasaki <i>Learner emotions in EFL classroom: An investigation into emotion regulation strategies</i>	Jaroslava Jelínková <i>Escape games: a tool for pre-service teachers</i>			Büşra Ulu <i>The use of ChatGPT for material development in preparatory schools</i>
15:30-16:00	Coffee Break - Foyer				

16:00-18:00	<i>Room B2.21</i>	<i>Room B2.22</i>	<i>Room B2.23</i>	<i>Room B2.32</i>
Session 4	Jitka Sedláčková; Tatjana Zaňko; Martina Trombiková <i>Language effect: Exploring language learning biographies of student teachers of English, German and Russian</i>	Şeyma Kökcü; Züleyha Ünlü Carlık <i>Interactional patterns in online L2 Turkish classes</i>	Burcu Turhan <i>Am I present? Unfolding a university instructor's online presence through self-evaluations</i>	Claudio Schekulin <i>Practice meets theory: AI, writing skills, and learning models</i>
	Fruzsina Szabo; Meyly Kheng <i>Investigating intercultural education in the foreign language classroom: A Malaysian-Hungarian university project</i>	Gudrun Keplinger; Harald Spann; Thomas Wagner <i>EFL interaction in face-to-face versus synchronous computer-mediated communication settings – a post-secondary mixed methods study</i>	Gabriela Klečková; Tereza Havráňková; Jiřina Karasová; Eva Skopečková <i>Focus groups: collecting data to inform SLTE curriculum innovations</i>	Carolyn Blume; Evan Campbell Stewart <i>"We don't have those students, so we don't bother with digital tools": EFL Teachers' Conceptualizations of Diversity and Digitallity</i>
	Ulla Fuerstenberg; Judit Dombi <i>Educating student teachers of English in central Europe: The role of English in their lives</i>	Tina Waldman; Gotz Schwab; Rivi Carmel; Efrat Harel <i>Compassion as competency in language teachers' collaborative online international learning</i>	Jennifer Schumm Fauster; Mia Schweighofer <i>The teacher as a reflective practitioner: the impact of teaching a collaboratively redesigned tertiary-level writing course</i>	Elizabeth Erling; Thomas Wagner <i>Developing Uingspråk-Ö as a tool for second language teacher education</i>
	Sebastián Luis Villacañas-de-Castro <i>Multiliteracies in teacher education: from the third space to the educational spiral</i>	Eneritz Garro Larrañaga <i>How do secondary education teachers understand DEFINE and its scaffolding in classroom interaction?</i>	Martina Šindelářová Skupeňová <i>How to fit a week into 3 days: Continuous professional development for language centre teachers</i>	Merav Badash <i>Looking beyond IRF exchanges in English as a foreign language (EFL) classroom discourse</i>

19:00 – 22:00 Conference Dinner at Mendel's Greenhouse in the Augustinian Abbey, Mendlovo náměstí 157/1, Brno

Day 3 Friday 6 September

09:30-10:30	<p>Keynote 3 B2.13 Nayr Correia Ibrahim <i>Mapping multilingual identities in teacher education: from language teachers to activists for multilingualism</i></p>			
10:30-11:00	Coffee Break - Foyer			
11:00-13:00	<i>Room B2.21</i>	<i>Room B2.22</i>	<i>Room B2.23</i>	<i>Room B2.32</i>
Session 5	<p>Karin Richter <i>Investigating the role of pronunciation in second language teacher education</i></p>	<p>Olcay Sert; Teppo Jakonen; David Ryška <i>"I don't really know how to deal with that": The use of lesson videos and visual analytics in collaborative advice-giving sequences during post-observation conferences</i></p>	<p>Viktoria Ebner; Eva Konrad; Kathrin Eberharter; Benjamin Kremmel <i>What do memes tell us about students' perceptions of a high-stakes foreign language exam?</i></p>	<p>Sima Khezlrou; Christiane Dalton-Puffer <i>"Task can be easily confused with activity/ exercises": How trainee EFL teachers learn about and implement TBLT</i></p>
	<p>Pavel Čanecký <i>Computer-assisted pronunciation training for Czech learners of English: A pilot action research on undergraduates</i></p>	<p>Meltem Kaygusuz; Gülden İlin Technological literacy in teacher education: the implementation of TPACK in pre-service preparation programmes CANCELLED</p>	<p>Joel Guttke; Raphaela Porsch; Eva Wilden <i>Competence beliefs and teaching practice of (non-)specialist English teachers at primary level in Germany</i></p>	<p>Per Snoder; Oliver Smith <i>Tasks as a novel approach to learning content</i></p>
	<p>Susan Oguro <i>Teachers' nonverbal communication strategies to scaffold beginner-level foreign language learners' comprehension of classroom target language speech</i></p>	<p>Aykut Kolay Cansu <i>Metadiscourse markers in the Turkish and native English students' argumentative essays: A contrastive interlanguage analysis</i></p>	<p>Petra Langerová <i>Technical students' preferences for learning English: A theory formation based on mixed research in learning styles</i></p>	<p>Iryna Kozlova <i>Training ESL teachers to incorporate virtual space in 3D task design</i></p>
	<p>Amine Bouhzam <i>Beyond the textbook: Unleashing creativity and excellence in second language Teacher Training</i></p>	<p>Melike Eşdur Fatma <i>Mentoring strategies in in-service language teachers' reflective teaching practices: A case study</i></p>	<p>Yu Kanazawa; Jana Kamenická <i>Theoretical and pedagogical prescriptions for better English language education in Japan</i></p>	<p>Tereza Havráňková; Gabriela Klečková <i>Flipped learning in pre-service SLTE: Designing effective tasks</i></p>
13:00	Conference Closing and Farewell B2.13			

Keynote 1 – Sarah Mercer

The forgotten faces: Moving language teacher educators in from the shadows

Wednesday, September 4th, 14.30-15.30, Room B2.13



About the Speaker

Sarah Mercer is a 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 an ambassador for IATEFL.

Abstract

Typically, discussions about language teacher education focus on what we know about student teachers and how they are taught. Perhaps somewhat surprisingly, we know comparatively little about language teacher educators (LTEs) themselves. Yet, their influence is vast. These are the people who often select not only what is taught but also how it is taught. They model the behaviours, attitudes, and values they aim to foster in their students. They filter the content, experiences, and processes of language teacher education. They are the conduit for the whole process. Yet, what do we know about their psychologies, career paths, or motivations for taking on this role?

In this talk, we begin by considering the different types of LTEs. We examine the relatively narrow body of research on LTEs comparing this to parallel developments in respect to language teacher research. We reveal just how vitally important LTEs are for what happens in class, how their student teachers experience their education, and subsequently, what they take into their professional practice. The talk concludes by setting out an agenda for future research and calling for a greater understanding of this specific population who are so critically important to the whole ecology of language teaching.

Keynote 2 – Steve Mann

Video as a Reflective Tool for Teacher Development

Thursday, September 5th, 09.00-10.00, Room B2.13

About the Speaker



Steve Mann (Professor of Applied Linguistics) currently works at the Department of Applied Linguistics at the University of Warwick. He has experience in Hong Kong, Japan and Europe in both English language teaching and teacher development. He has published various books including 'Innovations in Pre-service Teacher Education' (British Council); 'Reflective Practice in English Language Teaching: Research-Based Principles and Practices' (Routledge); The Handbook of Language Teacher Education (Routledge); and The Research Interview (Palgrave). His research covers the areas of reflective practice, the use of technology in teacher development, qualitative research, and spoken interaction. He tries to swim in a pool, a lake, a river or the sea most days.

Abstract

The talk, titled 'Video as a Reflective Tool for Teacher Development,' will be delivered by Professor Steve Mann. It will explore and evaluate innovative approaches to English Language Teaching (ELT) teacher development through the strategic incorporation of video-based methodologies. Grounded in the insights from Baecher, Mann, and Nobre's (2023) book, (Using Video to Support Teacher Reflection and Development in ELT; Continuum), the presentation will consider the practical applications of video observation software, screencasting, and the transformative role of video in both Continuous Professional Development (CPD) and pre-service teaching.

Attendees will gain valuable insights into the dynamic functionalities of video observation software, showcasing its effectiveness in cultivating reflective practices among ELT educators. The discussion will highlight how these tools facilitate scaffolded approaches to teaching observation, offering nuanced insights into classroom dynamics. Additionally, the integration of screencasting in teaching will be demonstrated, emphasizing its potential in crafting instructional materials and enhancing teacher education.

The presentation will further illuminate the impact of video in CPD contexts, exploring its role in self-observation and peer reflection. Practical examples and case studies will underscore the integration of video to foster collaborative learning environments among educators, nurturing a culture of continuous improvement. The proposal will also address the strategic use of video in pre-service teacher education, examining its applications in practical contexts such as the practicum and in-service programs. Through engaging with this session, conference attendees will acquire a deeper understanding of how video, complemented by innovative software tools, can significantly contribute to ELT teacher development. The talk aims to inspire a dynamic and reflective educational landscape, fostering growth and excellence in ELT teaching practices.

Keynote 3 – Nayr Correia Ibrahim

Mapping multilingual identities in teacher education: from language teachers to activists for multilingualism

Friday, September 6th, 09.30-10.30, Room B2.13



About the Speaker

Nayr Correia Ibrahim is an English Subject Pedagogy Associate Professor at Nord University, Norway. She holds an MA in TEFL and a PhD in trilingualism, trilateracy and identity. Nayr participated in various EU projects on multilingualism, including reviewing the Key Competencies for Lifelong Learning (2018). Nayr is a member of the Research Group for Children's Literature in ELT (CLELT) and was the local coordinator for the ICEPELL project. Nayr is on the executive committee for the newly-launched Early Language Learning Research Association (ELLRA). Her publications include the award-winning, *Teaching children how to learn*, Delta Publishing. Her research interests include early language learning, multiliteracies, multilingualism and interculturality, language and identity, learning to learn, children's literature and rights.

Abstract

Twenty-first-century classrooms have experienced an unprecedented influx of children from diverse cultural and linguistic backgrounds with complex language trajectories as a result of transnational mobilities. Making these multi-layered linguistic journeys visible in the classroom contributes to demonolingualising teaching and learning and creates identity-safe, equitable learning spaces. Despite this increased linguistic diversity in society and schools, teachers rarely identify as multilingual due to monolingualizing processes that have structured education systems and ideologies. Also, they are seldom required to reflect on, explore and engage with their own multilingualism, which underpins a subjectively-lived and experiential approach to educating teachers multilingually. Researchers are calling for approaches that give pre- and in-service teachers more opportunities to explore their own perceptions and ideological positionings in relation to translanguaging practices in order to better support multilingual students in the classroom.

In response to this call, I will explore visual approaches in teacher education, such as visual narratives, language maps, language portrait silhouettes, DLC (dominant language constellation) artefacts and linguistic landscapes. The benefits of visibilizing the full language repertoire include unveiling teachers' multilingual identities, raising critical awareness of their translanguaging practices, tracing their language trajectories and confronting their attitudes towards translanguaging practices. These creative processes initiate discussions about linguistically and culturally relevant pedagogy that transforms language teachers, not only into celebrators of named languages but also advocates of and activists for socially just pedagogical practices.

Panel Discussion

Initial English Language Teacher Training – Time to tinker around the edges or change completely?

Wednesday, September 4th, 17.00-18.10, Room B2.23

Abstract

Are current teacher training options in a post-Covid world still relevant?

This panel will provide a short description of their experience with initial English teacher training courses and give their views on potential future directions, taking into consideration recent innovations (e.g., onsite, online, hybrid, and flipped courses). We will attempt to address the complex relationship of initial training, which makes it necessary to consider what kind of changes may be needed to ensure that training remains useful, context-appropriate, and of sufficient quality relevant to the changing demographics and needs of teachers. We will also consider the extent to which training is providing participants with the autonomy and resilience to cope in a professional world where career precarity may be increasing.

Please come along and share your views, as there will be ample opportunity in the workshop part to voice your opinions, ask questions, and debate.

Speakers

Judie Hudson

is a CELTA Tutor and Assessor and works as a consultant at the University of Hawai'i, USA. She holds a CELTA, Delta and a Masters. She started her teaching career in Switzerland in 1976 and has since worked in a variety of countries and contexts. She enjoys challenges and trying out new ideas. Her special interests are helping learner teachers excel in the classroom. She always has Cuisenaire Rods on hand.

Manana Khvichia

based in Tbilisi, Georgia is a CELTA & DELTA Tutor and her degree is in Educational Management. She works as the Director of Studies in a private language school (International House) in Tbilisi. She has trained in-service teachers in different countries and contexts (Online and face to face training courses) since 2010. She is particularly interested in Reflective Practice and its role in Teacher Education and Development.

Nikki Fořtová

is based in Brno, Czechia, working in teacher education at the Department of English and American Studies, Masaryk University. Her research focuses on using technology in language teaching and learning and acquiring a second language. She is a CELTA

trainer, Cambridge examiner, and Oxford Teachers' Academy trainer. In all these roles, she works with pre- and in-service teachers.

Linda Nepivodová

based in Brno, works as an assistant professor at the Department of English and American studies, Masaryk University, Czech Republic. She is a CELTA trainer and a Cambridge examiner team leader for Brno and Jihlava regions for the British Council. Her research interests include testing and assessment, second language acquisition and her overall aim is for teacher education at university to be useful, realistic and meaningful.

Anna Hasper

is a PhD candidate in Applied Linguistics at the University of Auckland. She holds an MA in Public Administration, an MEd in Education, a DELTA and CELTA and a PGCE in Primary teaching. She is a DELTA & CELTA tutor and Cambridge Assessor. Over the last 23 years, she has worked in a range of global teaching and training contexts for Ministries, the British Council and leading educational publishers. Her research interests are teacher educator professional learning and educational psychology.

Workshop – Olcay Sert

Video-tagging for reflection-on-interaction: bridging the research-practice gap in second language teacher development

Thursday, September 5th, 14.00-15.30, Room B2.23

About the Speaker

Olcay Sert is a Professor of (English) language education at Mälardalen University, Sweden. His research deals with (TESOL) classroom discourse, L2 interaction, and language teacher education. He is the editor of Classroom Discourse, an international peer-reviewed journal published by Routledge. His first book 'Social Interaction and L2 Classroom Discourse' (Edinburg University Press) has been shortlisted for BAAL Book Prize 2016 and was a finalist for the AAAL First Book Award 2017. His articles appeared in the Modern Language Journal, System, and Cambridge Journal of Education.

Abstract

This hands-on workshop takes a guided discovery approach to the analysis of classroom interactions using lesson videos and will facilitate “noticing” of and discussions on interactional and pedagogical phenomena in language classrooms.

Abstracts

Wednesday, September 4th, Presentation session 1

Wednesday, September 4th, Presentation session 1.A – 16.00-18.00, Room B2.21

Transformative English language teaching practices: Insights into one adult ESL instructor's identity and agency negotiation

Anna Sanczyk-Cruz

University of Bialystok, Poland

Elizabeth R. Miller

University of North Carolina, US

ROOM B2.21, 16.00-16.30

Recent studies have called for a more transformative approach to Second Language Teacher Education, emphasizing the importance of empowering culturally and linguistically diverse students. This conference presentation aims to explore how language teacher identity and agency influence transformative teaching practices. We will present findings from a research study that investigated the experiences of one Black American adult ESL instructor and the various strategies, experiences, and classroom interactions that he adopted to empower his culturally and linguistically diverse students. The research study collected narrative accounts from interview transcripts and reflection journal entries, which revealed the instructor's successful approach to empowering students and supporting their personal and social transformation. Findings from this study support the need for social change in language education and advocacy for culturally and linguistically diverse students' diverse needs. This presentation will provide an opportunity for language teachers, teacher educators, and researchers to engage in a dialogue about transformative second language teaching practices and how they can empower diverse language learners. We hope that participants will leave the presentation with a deeper understanding of the importance of language teacher identity and agency in transformative language teaching and a renewed commitment to empowering diverse language learners.

Critical issues in second language teacher education (from the perspective of second language teacher educators)

Lucie Betáková

University of South Bohemia, Czech Republic

ROOM B2.21, 16.30-17.00

In this paper, I am going to consider critical issues in training of future second language teachers from the perspective of their language teacher educators. Critical issues are understood as components of educational contents, which are considered difficult, problematic, demanding or even fail for various reasons. In our research all second language teacher education departments in the Czech Republic were contacted to participate in a questionnaire survey. In the first part of the survey, three open questions were offered asking the teacher trainers to identify areas of second language

teacher education that they perceive as critical, i.e. causing severe problems to the teacher trainees. In the second part of the questionnaire survey the educators were to rate in terms of difficulty particular areas of second language teacher courses whose choice was based on competence based models of language teacher education covering pedagogical content knowledge of the language system, literature and culture including the students' own communicative competence in the target language. In the area of language teaching methodology (or didactics) we looked at the teacher trainees' knowledge of curricular documents, the ability to state aims, their lesson planning, creating classroom atmosphere, using appropriate methods, carrying the lesson out in the target language, teaching vocabulary, grammar, pronunciation and teaching both receptive and productive language skills. Apart from that we were interested in providing feedback and error correction, using technology, supporting autonomy, developing learning strategies etc. in the paper the results of the survey together with some implications for second language teacher education will be discussed.

Inspiring reflection during practicum through peer observation

Natalia Orlova

University of Jan Evangelista, Czech Republic

ROOM B2.21, 17.00-17.30

Student teachers' school placement is an essential component of their initial professional education. Observation of a cooperating teacher or mentor is the most common feature across various types of practices adopted at the Faculties of Education. Observation of expert teachers has a long tradition, and its benefits have been reported in many works; e.g. Allwright (1988), Richards and Crookes (1988), Lockhart (1990), Peters and March (1999), etc. as development of professional competences during practice teaching (or practicum) is a social process, it cannot be facilitated without the cooperation of significant others; i.e. university educators, mentors, peers, and learners. However, the cooperation among peer student teachers during practicum does not receive due attention for various reasons, though mutual observation by peers – with a follow-up discussion conducted in a non-judgmental fashion but with the emphasis on creativity and learning – can facilitate pre-service teachers' reflection and ensure a mutually enriching dialogue during the practicum. The presenter will discuss the importance of peer observation during practicum, and explain how the European Portfolio for Student Teachers of Languages (Newby et al., 2007) is used as a principal tool for student teachers' ongoing reflection. She will further discuss student teachers' views on peer observation during the practicum.

Comparison of effectiveness of peer review under different conditions

Olga Makinina

York University, Canada

ROOM B2.21, 17.30-18.00

Although the role of peer review in enhancing English language learners' (ELL) academic writing and critical thinking is significant, research indicates that students' attitudes might vary. While some perceive peer feedback as an opportunity for knowledge exchange and collaboration, others have mixed reactions that largely result from uncertainty about how to engage with their peers' drafts and perceptions of constructive critique as face-threatening (Nguyen & Basturkmen, 2010; Best et al., 2015; Yallop & Leijen, 2018; Zou et al., 2018). This presentation argues that ELLs benefit from experimenting with peer critique in different modes to address multiple learning styles and enhance confidence and participation. For this purpose, the presentation reports on the critical action research-based study that compared ELLs' engagement with and perceptions of peer review under different conditions (e.g., free writing and rubric-based; anonymous, one-on-one, and group-based) and digital modes (e.g., Google Docs, screencast videos, Moodle Workshop, and forum/blog comments). Informed by the pedagogical frameworks of the content- and language-based learning (CLIL) and socially mediated learning in the community of practice, the study was conducted in an academic reading and writing-focused English for Academic Purposes (EAP) course at a Canadian university. ELLs engaged in scaffolded peer review practices while completing sequential course assignments (e.g., blogs, collaborative glossaries, and inquiry-based essay). The data was collected through (1) student questionnaires and interviews and (2) content- and structure-based analysis of pre-/post-peer review drafts. The findings address the conditions of peer review least/most preferred by ELLs pre-/post-instruction and demonstrate that practicing peer critique under diverse conditions and digital modes stimulated students' critical thinking skills, expanded their linguistic repertoire, increased self-efficacy when providing feedback, decreased levels of anxiety, and raised awareness of writing as a social (audience-oriented) activity.

How do pre-service teachers evaluate and edit reading tasks for classroom-based assessment? a think-aloud study

Viktoria Ebner; Kathrin Eberharter; Elisa Guggenbichler; Eva Konrad; Doris Moser-Froetscher; Simone Baumgartinger

University of Innsbruck, Austria

ROOM B2.22, 16.00-16.30

Ready-made assessment materials may not always suit the specific context and goals of foreign language classrooms, putting teachers in the position of having to adapt tasks for classroom-based testing (Author, 2017). Such adaptations can only succeed if teachers draw on knowledge and skills related to item writing. In the context of standardised tests, item writers are trained to produce items based on specifications and principles (Davies et al., 2006), making good item-writing skills essential for test validity (Haladyna, 2015; Rossi, 2021); however, insights into how teachers review and edit items for classroom-based assessments and how such skills develop are scarce (Rossi & Brunfaut, 2019; Shin, 2022). The present study explores processes related to item writing in pre-service teachers by addressing these questions: RQ1: How do pre-service teachers evaluate and edit a reading task for classroom- assessment purposes? RQ2: Which cognitive processes can be observed during task evaluation and editing? RQ3: What knowledge do pre-service teachers activate when editing tasks? For this exploratory study, nine pre-service English-teachers were recruited from a practice-oriented course on language testing and asked to evaluate and improve a reading task. As participants worked on the task, they produced think-alouds and their actions were captured by screen recording. Using MAXQDA 2022 (VERBI Software, 2021), the video data was analysed through multimedia video coding (Kuckartz & Rädiker, 2019) and the think-aloud data was coded both inductively and deductively, based on an extended version of Fulkerson et al.'s (2010, 2011) item-writing processes framework. Results indicate that pre-service teachers displayed idiosyncratic approaches in their activation of strategies (e.g., using external resources) and accessing of knowledge or memory (e.g., exam-taking experience). Evaluation processes were particularly prevalent. The findings reveal the difficulties participants faced, and thus highlight areas in need of further emphasis during teacher training.

Advancing language assessment literacy in second language teacher education: a research-informed approach to course design

Armin Berger; Helen Heaney

University of Vienna, Austria

ROOM B2.22, 16.30-17.00

Over the past two decades, language assessment literacy (LAL) has emerged as an integral component of second language teacher education, reflecting a growing recognition of its pivotal role in shaping effective language instruction. Without adequate education and training in language testing and assessment, teachers may

fail to leverage the close relationship between testing, assessment, teaching, and learning. While earlier studies on LAL focused primarily on the knowledge and skills teachers are thought to require for assessing their students' language competence, recent approaches have shifted towards LAL development, LAL levels, and LAL pedagogies. This paper presents a research-informed approach to revamping a compulsory one-semester assessment course for pre-service teachers of English at the University of Vienna. We conducted a series of studies, both quantitative and qualitative, to inform the new design of the course. Initially, we undertook a survey to elicit pre-service teachers' perceptions of the difficulty of essential abilities, knowledge, and skills in language assessment. Then we replicated this procedure with in-service teachers to take account of the impact of teaching experience. Subsequently, we transformed the items of a LAL test into statements of ability, knowledge and understanding and calibrated them based on performance data. These quantitative studies yielded difficulty scales of salient features, which we utilized to order and combine the topics and stages of practical work in the revised version of the course. Finally, to complement the measurement-driven research, qualitative content analysis was used to explore students' written reflections on their learning outcomes and the anticipated impact on their future classroom practice. After outlining the research, our presentation focuses on how the findings have shaped our LAL practices. On a conceptual level, we argue that evidence-based course design attuned to the varying difficulty levels of LAL components holds promise for LAL development in second language teacher education.

Assessing disciplinary writing in secondary education: Content and language teachers' voices

Roberto Arias-Hermoso, Ainara Imaz Agirre, Eneko Antón, Olatz Goitia

Mondragon University, Spain

ROOM B2.22, 17.00-17.30

The present study focuses on language and on content teachers' assessment of subject-specific writing. Disciplinary literacies are becoming increasingly important in the development of academic language skills and have been proposed as a bridge for the integration of content and language (Morton, 2020). Due to said integration's complexity (Nikula et al., 2016), subject-specific literacy assessment practices still need further research (del Pozo, 2024; deBoer, 2020). The main objective of this study, therefore, is to shed light on the assessment criteria of disciplinary writing by bringing language and content teachers' voices when assessing student writing, and exploring potential differences and similarities across teachers from both disciplines. For this purpose, 51 Secondary Education students composed a scientific text in Basque, the language of instruction of an immersion programme, after having covered the topic of renewable energies in class. Learners were asked to argue about renewable energies and justify their position. The corpus of 51 texts was assessed via comparative judgement (Morton & Nashaat-Sobhy, 2023) by 12 pairs of teachers, half of whom were science teachers, and the other half were language teachers. Each teacher pair was presented with two texts and was asked to discuss and decide on the best out of the two, without specific criteria. These discussions were recorded, and the main criteria that teachers used were identified following a content qualitative analysis.

Preliminary findings show that science teachers tended to focus more on the quality of the data provided by students, while language teachers focused on language-related factors. Still, language-, content- and CDF-related criteria appeared in the discourse of both groups of teachers, indicating similarities in their assessment practices. The results have important implications in identifying criteria for subject-specific writing assessment, which can benefit both content specialists and language teachers.

How do pre-service teachers face the challenges of assessing speaking proficiency? Insights from selected case studies into rater cognition

Kathrin Eberharter

University of Innsbruck, Austria

ROOM B2.22, 17.30-18.00

Rating quality is a fundamental concern in language assessments. As raters interpret and apply a test's criteria, they become the arbiters of the test construct as expressed in the scores they award (McNamara, 1996; Knoch & Chapelle, 2017). Thus, any weakness of the rating process will impact on the meaning of test scores and on the decisions that are made on basis of these scores. As a consequence, raters are usually trained and monitored vigorously in the context of large-scale, standardized exams (Davis, 2015; Lim, 2011). When it comes to classroom-based assessment, however, teachers that have to assess the productive skills of their students are put into a difficult position: on the one hand, they have to assess student learning in light of national standards which often draw on the Common European Framework of Reference (Council of Europe, 2020), but opportunities for specific training may be scarce. This presentation will report on a study which investigated the rating quality (i.e., accuracy and severity) and rating behaviour (i.e., cognition and strategies) of 39 pre-service English-as-a-Foreign-Language teachers when using a rating scale from a national CEFR-linked speaking examination. The participants rated a set of video-recorded speaking performances (N=30) and completed two validated psychological questionnaires and a battery of cognitive tests. Data were analysed using a combination of Rasch statistics, inferential statistics and qualitative analysis. The presentation will focus on four extreme cases (i.e., two very accurate and two inaccurate student teachers) to illustrate the complex interplay between rater characteristics and rating quality. The presentation will underline findings that are of relevance for teacher trainers in that it will highlight novice teacher needs with regard to knowledge about foreign language speaking ability, rating processes and strategies.

Fostering academic language in the multilingual classroom through extensive listening

Isabel Zins

University of Vienna, Austria

ROOM B2.41, 16.00-16.30

The research aims to foster academic language development in the multilingual classroom, with a specific focus on German and another/heritage language, within the framework of action research in a secondary school setting, utilizing the method of extensive listening (Ivone and Renandya, 2019). Over the period from February to June 2024, students from four classes in a vocational secondary school in Vienna listen to approximately one hour of podcasts, audio contributions, etc., per week. Subsequently, the students write entries in their Listening Logs, alternating between German and another/heritage language. The hypothesis posits that, by the end of the intervention, both languages will have developed academically. The formation of academic language is a fundamental requirement for a successful school career and participation in social and working life (Lange 2020). In Austrian schools, this is particularly emphasized for German and English, while heritage languages are often neglected, despite their valuable potential. This research project focuses on simultaneously fostering both German and another language, especially heritage languages, actively challenging the monolingual habitus (Gogolin 2008) and linguisticism (Dirim 2010). The research design is an exploratory action research involving three cycles of intervention, with continuous refinement of the concept in collaboration with students and colleagues (Altrichter et al. 2018). At the beginning and end of the study, participants fill out a self-assessment questionnaire regarding their language skills and motivation. Additionally, a linguistic analysis is conducted on an entry in the Listening Log from the beginning and end of the study (pre- and post-test) to examine linguistic advancements. The results of this study will be a milestone in fostering academic language in multilingual societies. The listening approach is closely aligned with the reality of today's youth, making it highly relevant in practice. In September, the initial results of the study will be available.

Are teachers doing their homework? Exploring EFL teachers' beliefs concerning homework practices

Julia Pittenauer

University of Vienna, Austria

ROOM B2.41, 16.30-17.00

Homework is an integral part of many foreign language classrooms and is generally considered both a tool for learning and assessment. However, teacher education and teacher resource books give little methodological guidance for teachers, and existing research provides only limited findings on the conceptualisation of or the concrete design of homework assignments in EFL (Moorhouse, 2021; North & Pillay, 2002). As research suggest that, especially in the absence of clear guidelines, teachers tend to draw on their own beliefs in their practice (Borg, 2018), it can be assumed that teachers base their homework assignments on subjective theories and personal practical knowledge developed through classroom experience. To gain an understanding of these specific beliefs underlying EFL homework practices in Austrian secondary schools, the theoretical framework of language teacher cognition (Borg, 2003, 2006) was chosen in this research project as it not only covers teachers' beliefs but also the assumptions, knowledge and theories which may influence homework practices when teaching EFL. This research project uses a sequential mixed-methods research design combining quantitative (questionnaire, N=100) and qualitative (interview) data collection. The target population of this study is secondary-school teachers of EFL in the Austrian school system. These were collected through a teacher survey focusing on, for example, the frequency of homework, the focus on specific skills, task types, feedback and homework in teacher education programmes. Selected findings from this survey will then inform individual teacher interviews in the second phase of data collection. Both of these types of data will allow for profound insights into the planning and decision-making processes as part of methodological conceptualisations of homework by EFL teachers. These conceptualisations should provide an impetus for including homework as relevant component of teacher knowledge in language teacher education. In this presentation, preliminary findings will be discussed from the teacher survey and interviews.

Udele: Cultivating multilingual potential for English learning in linguistically diverse urban middle schools in Austria

Elizabeth Erling; Miriam Weidl

University of Vienna & PH Oberösterreich, Austria

ROOM B2.41, 17.00-17.30

Urban middle schools in Austria, often nestled in socially disadvantaged areas, cater to students with diverse backgrounds, encompassing migration experiences and interrupted schooling. English language learning outcomes in these schools notably lag behind national averages. Our project, Udele, seeks to extensively explore students' multilingualism in such contexts, positioning it as a valuable asset for additional language learning. This presentation delineates the ethnographic data collection approach that we have developed within Udele, which includes classroom observations and interviews with teachers, students, and parents. Given the vulnerability of the researched population, this methodology underscores the importance of extensive rapport building and ethical considerations. We share findings that elucidate the spectrum of multilingual resources among students and perspectives on harnessing these for enriched English learning. Furthermore, we spotlight emerging pedagogical practices and materials crafted to bolster language learning in this demanding context. Udele contributes not only to the broader discourse on multilingualism and (English) language learning but also suggests implications for

second language teacher education, urging a reevaluation of programs to respond to the realities of linguistically diverse classrooms. By adapting teaching methods and fostering cultural competence, educators can play a pivotal role in narrowing the gap in English language learning outcomes, especially in socioeconomically disadvantaged, urban settings, fostering a more equitable and inclusive educational landscape.

Translation and learners' own language in the 21st century English language classroom: Tolerable, reasonable or optimal?

Eva Skopečková

University of West Bohemia, Czech Republic

ROOM B2.41, 17.30-18.00

What would a pedagogy based on using translation and learners' home language/s as a complex language-learning phenomenon in the ever-changing realm of ELT look like, and how could it be integrated into teacher education? This presentation reports on the findings and implications of an innovative project realised in the context of English language teacher education in the Czech Republic. The 21st-century English Language classroom must still cope with the almost hundred-year-long monolingual dominance in language teaching and learning (Howatt & Widdowson, 1984/2004; Howatt, 1984/1997; Richards & Rodgers, 1986/2017). Regardless of current debates and concrete efforts to make translation and learners' L1/s part of the language classroom (Butzkamm & Caldwell, 2009; Cook, 2010; Garcia, 2014; Garcia & Lin, 2017), there remains a gap between the language classroom reality marked by continued and somewhat ad hoc own language and translation employment and language teacher education (Hall & Cook, 2012, 2013; Macaro et al., 2020; an & Macaro, 2022; Molway et al., 2022). The present research project responds to this need. It shows how to optimally use translation as a thought-provoking, natural, and communication-oriented phenomenon with great language-learning potential in the language classroom, making that part of teacher education. The proposed didactic model for optimal translation practice in ELT (OTP in ELT model) was included in methodology courses for pre-service English language teachers within the context of a university teacher education program in the Czech Republic and assessed through an action research project over the course of two years (2021-2023). Research findings suggest that it is possible to provide future English language teachers with a relevant theoretical framework, fusing concrete principles from the field of Language Pedagogy and Translation Studies, and reflect the active role of the (student) teacher, making informed and intentional choices according to the actual language learning context (Skopečková, 2024).

Like and subscribe: cognitive discourse functions in a soft-CLIL learning unit

Stephen McNamara

University of Vienna, Austria & Kwansei Gakuin University, Japan

ROOM B2.32, 16.00-16.30

This research describes integration in soft CLIL intercultural studies in the Japanese undergraduate tertiary context. Intercultural studies and language learning are frequently merged in Japanese undergraduate language-learning syllabi, influenced by reforms of the Japanese Education Ministry (MEXT). Delivery of the intercultural content is often the responsibility of foreign language teachers, suggesting a soft content and language integrated learning (CLIL) pedagogy is a useful frame for understanding the courses, whether curricula describe them as CLIL or not. The ideal disciplinary competencies of intercultural studies in these syllabi are unclear: there are very many approaches to how these courses are taught, and description of discourse in this context is rather scarce. Furthermore, existing CLIL literature states a lack of evidence of integration in actual CLIL practice, with teachers more likely to focus on domain-specific lexico-grammar or register rather than the cognitive-linguistic competencies necessary for literacy across various fields. This session presents commentary on 400 minutes of discourse, a four-week learning unit of one class, then analyses their output using the Cognitive Discourse Function construct (CDF), a frame for describing integration in CLIL. The results reveal patterns of realization across the basic categories of the construct, as well as how certain functional moves are more likely to occur in complex or episodic combinations in certain activities. A student-scripted dialogic podcast activity gives examples of how CDFs are embedded in a problem-solution genre, as well as suggesting how students perceive the ideal organisation of discourse in the discipline. This session will be of particular interest to those teaching intercultural studies through CLIL, and those interested in how CLIL is emerging in the Japanese context.

Bridging pedagogies: Developing science pedagogical content knowledge with CLIL methodology

Jana Kubrická

Masaryk University, Czech Republic

ROOM B2.32, 16.30-17.00

The paper presents main findings from a study exploring the effects of CLIL (Content and Language Integrated Learning) methodology on student teachers' pedagogical content knowledge of science subjects. The research was conducted in an English course for undergraduate and graduate teachers of science at a Czech university where they delved into the theory and practice of CLIL methodology, aiming to answer the question "(How) Can CLIL methodology improve instruction in my science subject?". Following a series of microteaching sessions, the students gave their answers to the research question first in short essays and subsequently in group

discussions. The results show that exposure to CLIL methodology has an impact on several levels. First, it helped the students notice and more actively engage with specific genres inherent in the science classroom practices, such as predicting experiment results, classifying phenomena, or describing processes. This newfound insight helps students understand how language intertwines with scientific content. Secondly, the application of a CLIL lens to one's teaching facilitated the development of lesson planning skills, with a greater emphasis on language integration and scaffolding strategies essential to CLIL teaching. Finally, teaching science through a foreign language was described as a powerful motivational instrument, representing a journey beyond the linguistic and cultural boundaries of a typical science class. It challenges both students and teachers, introduces a new power dynamic, and so can help reset and rejuvenate one's teaching and learning. The study underscores the potential of this integrated perspective in shaping pedagogical content knowledge as well as the knowledge of classroom dynamics. Fostering such awareness through CLIL methodology seems to be a powerful tool for equipping student teachers to respond to the challenges of the evolving classroom.

Enhancing pre-service teacher training in CLIL through project-based learning

Tomáš Kos

Humboldt University of Berlin, Germany

ROOM B2.32, 17.00-17.30

This study explored novice language teacher trainees' (N=40) learning in two CLIL seminars conducted in the winter and summer semesters within the primary English teaching program at the University of Halle-Wittenberg. Combining the approaches of direct teaching, inquiry-based learning, and reflective practice in language teacher education, these seminars asked the trainees to plan and conduct two CLIL projects (Storytelling and Gardening) with learners from two primary schools in Halle and reflect on the projects in the form of a term paper in which were the trainees also asked to reflect for future action in their professional career. The primary aim of this research project was to explore the trainees' opportunities for learning in their first CLIL-based projects, the challenges that implementing such projects may pose to them, and to draw implications for pre-service teacher education. The data was collected using analytic-reflective classroom audiography of teaching practices, audio recordings of the classroom discourse and the discourse during the seminars, analysis of the trainees' term papers, and individual questionnaires. Three trainees have been selected for case studies and the respective findings will be presented at the SLTED2024.

What can L2 teacher educators offer EMI faculty? the role of structured imagination in promoting faculty teaching innovation

Meredith Doran; Jacob Rieker

Pennsylvania State University, USA

ROOM B2.32, 17.30-18.00

Defined by the use of English to teach content courses in non-Anglophone contexts (Macaro, 2018), English-Medium Instruction (EMI) has gained prominence in international higher education and garnered significant scholarly attention in applied linguistics and TESOL (Macaro & Rose, 2023). An emerging area of inquiry involves investigating the teaching competencies needed for effective EMI and the forms of faculty support offered to enhance teacher preparedness (Lasagabaster, 2022). However, this line of work offers noticeably few specifics regarding the substance and structure of EMI faculty development initiatives, or their impact (if any) on changing teacher practices and reasoning. Consequently, fundamental questions concerning what exactly EMI faculty need to know and be able to do, and how L2 teacher educators and TESOL professionals can best support faculty in preparing for effective EMI, remain open to debate. Addressing these pressing questions, this study explores the design, implementation, and impact of an EMI faculty professional development program at a STEM-centered university in Taiwan. The program engages the foundations of Vygotskian Sociocultural Theory (Vygotsky, 2012) and perspectives from SLTE, ESP, and STEM education to create faculty development through engendering new forms of teacher reasoning and instructional action. Exemplifying how such development unfolds by means of a genetic-analytical analysis (Filipi et al., 2023), this presentation focuses on one program component, individual instructional coaching, and examines the role of structured opportunities to engage in collaborative, imagination-oriented dialogue within the coaching sessions in enabling EMI faculty to envision, reason, and enact innovations in their teaching. The study foregrounds the value and expertise that L2 teacher educators and TESOL professionals can bring to their collaborations with EMI faculty, and showcases the developmental potential of imagination in creating concrete changes in teaching practices. Recommendations for expanding the knowledge base and practices of L2 teacher education in EMI are offered.

Collaborative Innovation: Networked Improvement Communities for Facilitating EFL Teachers' Professional Development in View of the Digital Transformation

Alexandra Kemmerer; Dr. Annika Janßen; Jan-Erik Leonhardt; Prof. Dr. Britta Viebrock

Goethe-University Frankfurt, Germany

ROOM B2.21, 10.30-11.00

The rapid digital transformation poses unique challenges and opportunities for (English) language education (cf. Stalder 2016): Boundaries between spoken and written language become blurred, AI tools enable new forms of communication, (literary) texts are increasingly multimodal and appear in various media representations. The DigiNICs project (cf. Kompetenzverbund lernen: digital n. s.) addresses these new forms of text and communication by fostering 'digitale Text- und Kommunikationssouveränität' (DiTeKoS), which best translates as 'digital text and communication literacy'. DiTeKoS encompasses the subject-specific, functional, and critical competencies needed to navigate digital texts and communication as well as the pedagogical competencies needed by teachers to foster DiTeKoS in their students (cf. Janßen & Viebrock accepted). To achieve this, the project encourages educators to co-create, share, and implement modules for continuous professional development as well as digital resources in Networked Improvement Communities (NICs). These NICs consist of various professionals involved in language education (teachers, researchers, political stakeholders). Through shared experiences and resources, they develop and implement innovative practices to enhance the development of DiTeKoS. In our presentation, we will share both conceptual and first empirical insights from the DigiNICs project, highlighting how DiTeKoS can be cultivated through collaboration in NICs. Using a design-based research approach, we will explore the processes, challenges, and benefits of initiating and supporting NICs and share examples of modules for continuous professional development created within the project.

The affordances of viewing annotated videos in post-observation conferences in a Swedish practicum context

Merve Bozbiyik; Olcay Sert; Annaliina Gynne; Maria Larsson

Mälardalen University, Sweden

ROOM B2.21, 11.00-11.30

The value of dialogic reflection and evidence-based feedback on classroom interaction in post-observation conferences (POCs) has been underscored in recently developed language teacher education frameworks (e.g., IMDAT, Sert 2019). Although a growing number of studies emphasize the need to use video-based reflections (e.g., Seedhouse & Whelan 2021; Turan & Aptoula 2023), systematic investigations into

interactional fingerprints of video viewing during POCs are still scarce. Based on a 3-year research and development project (Gynne et al. 2022; Sert 2023; Sert et al. 2024), this study explores the affordances of video viewing for reflection and feedback during triadic POCs. The data come from a practicum course in Sweden, and involves video-recorded lesson observations followed by triadic post-observation conferences between university supervisors, school-based mentors and student-teachers studying English and Swedish. The database includes video recordings from 8 English lessons that are annotated by a video-observation tool as well as audio and video recordings of 6 post-observation conferences. Drawing on multimodal Conversation Analysis (Mondada, 2022), we demonstrate that instances of video viewing during POCs (1) demonstrate effective and questionable student-teacher classroom interactional practices, and (2) collaboratively generate self-reflections that involve interactional practices such as mitigation, accounts, references to the videos, and requests for clarification. Our research has interactional and pedagogical implications for the study of classroom interaction as well as technology integration in teacher education.

Learning the interactional dynamics of language teaching through telecollaboration: Bringing the future teachers of Japan and Sweden together

Christa Roux Sparreskog; Olcay Sert; Mika Ishino

Mälardalen University, Sweden

ROOM B2.21, 11.30-12.00

This presentation reports findings from a project that aimed to design and conduct telecollaboration tasks within the context of two pre-service language teacher education courses in two higher education institutions in Sweden and Japan. Both courses, informed by conversation-analytic research findings (Sert 2015; 2019; Ishino, 2023), are aimed at teaching undergraduate student-teachers (STs) the interactional dynamics of classroom-based teaching in English. The participants met online and worked on hands-on video-based tasks using classroom data from two different countries, which encouraged them to discuss classroom interaction and engage in collaborative reflections. 12 STs from both countries were grouped to meet online to conduct video analysis and discussions. 10 of them volunteered to take part in interviews and write reflections on their collaborative learning process. STs answered interview questions regarding classroom interaction and pedagogy, video-based task design, collaboration meetings, and internationalization reflections. The interviews, together with written reflections of STs were analysed using thematic analysis (Braun & Clarke, 2006). The findings indicate that the student-teachers had an overall positive experience with this telecollaboration project. They highlighted differences in classroom interaction cultures between Japan and Europe (e.g., the way teachers elicit student talk) as well as similarities that they had not expected before this project took place (e.g., the use of L1). The STs argued that the nature of the video-based classroom interaction analysis tasks facilitated “learning from each other”, and the combination and sequencing of videos-transcriptions-discussion questions helped them identify aspects of classroom interaction and pedagogy in detail. STs argued that the benefits of the tasks can be improved by including regular online meetings, providing more opportunities for socializing, and balancing the number of participants. They also reported their willingness to get involved in future telecollaboration projects for joint lesson planning and peer observations.

Micro-teaching, videography, video analysis and peer-feedback – a cycle for teaching competence development

Marlene Aufgebauer

University of Vienna, Austria

ROOM B2.21, 12.00-12.30

Micro-teaching, videography, video analysis and peer-feedback – a cycle for teaching competence development. Within the framework of the MA Studies of German as a Foreign and Second Language at the University of Vienna, students receive in two seminars on the one hand theoretical input on didactics and methodic of teaching German as a foreign/second language from the pre A1-level up to a C2 level (CEFR) and on the other hand they have the chance of trying out their planned lesson in a practical approach of micro-teaching. The special feature of the practical trial of the developed teaching concepts is that they are tested as part of lesson simulations using the micro-teaching method. These lesson simulations are videographed and analysed at a later stage with regard to various facets of competent teacher action. In an appreciative atmosphere, selected sequences of the videographies will be used as case studies and analysed in detail in peer feedback discussions. The aim here is to take a closer look at previously defined competences of teachers selected by the students according to their interests from the EPOSA descriptions. Possible alternative courses of action are discussed together and finally, in a written self-reflection, the participants record their own learning development in professional teacher behaviour and become aware of further potential for improvement in the numerous aspects of teaching skills. The planned presentation will focus on the relevance of video analysis, self-reflection and peer-feedback for competence development. Not only will short clips of micro-teaching sessions be shown, but above all the students' feedback discussions and their opinions on the effectiveness of video analysis and joint reflection will be discussed.

Can intersectionality inspire pedagogical creativity among pre-service second language teachers?

Dario Luis Banegas

University of Edinburgh, UK

David Gerlach

University of Wuppertal, Germany

ROOM B2.22, 10.30-11.00

The aim of this presentation is to describe an action research project that examined the ways in which the notion of intersectionality could inspire a group of pre-service English language teachers to create social justice-driven materials and activities for English language teaching. The project was part of a mandatory course embedded in a four-year English language teacher education programme in Argentina. The course had a dual aim: to enhance student-teachers' English language development, and contribute to their pedagogical knowledge from a social justice perspective. With that purpose, the tutor adopted intersectionality as the course's main theme. For the purposes of this presentation, it will suffice to define intersectionality as a holistic approach to identity by problematising the relationships between different key constructs in social dynamics such as age, class, ethnicity, race, gender, physical abilities, qualities, and sexual orientation. The aim of this intersectional view is to raise awareness of identity as a site of struggle and entrenched injustices and engage in courses of civic action guided by equity. Language teacher education could become a potent site to generate sustainable civic engagement as it can prompt student-teachers to become creative in the design of learning events which combine language learning and discussions around social injustice based on intersecting identities. Drawing on the data gathered from the student-teachers' coursework (lesson plans, essays, written and oral forum discussions), we suggest ways in which the practice of language teacher education could become a potent space to enable future teachers to engage in discussing and enacting intersectionality. Implications at the levels of course design, materials development, and curriculum will be discussed.

Teaching a Second Language Through Translation and Creativity in the Machine Era: Training Humans to Be Creative, Not Machines

Inmaculada Rosal Bustamante

University of Seville, Spain

ROOM B2.22, 11.00-11.30

In the last decade, breakthrough advances in technology are aligning with the incorporation of pedagogical innovations, changing the way languages are taught in Higher Education. Students are nowadays immersed in a multimedia environment, which implies constant change in their learning styles and requires an adaptation of methodological strategies to meet their needs and learning practices. The skills that a linguist or translator must learn are no longer limited to knowing how to translate or communicate in a given language, as technology can actually perform these tasks rather successfully. Encouraging creativity and translation skills within the SL classroom now implies new pedagogical practices. The combination of didactic

audiovisual translation (DAT) and hands-on learning has been widely used in the last decades since it enhances motivation as well as meaningful and autonomous learning in the foreign language classroom (Lertola & Talaván, 2022; Couto-Cantero et al., 2023). Besides, integrating exercises focused on advertising translation (commonly referred to as transcreation) in a similar way as DAT, may present an excellent strategy for language learners aiming to develop proficiency in creativity, translation, and digital competencies, essential for their prospective careers. Two activities are proposed: the first addresses subtitling as a didactic tool; the second, the transcreation of a local beer. In the former, students translate and subtitle into English a promotional video from a popular Spanish TV series (Paquita Salas). In the latter, a Cruzcampo advertising campaign for the UK is analysed; students are asked to suggest alternatives referring to the translation and creative process. The aim of this twofold didactic proposal is to highlight the key role of human intervention in the creative translation process, especially in the presence of certain cultural elements. In this sense, transversal competences such as creativity, cultural awareness, and critical thinking are fostered while improving the linguistic and metalinguistic competence of language learners.

Creativity in language teacher action research: Implications for language teacher education

Sebastián Luis Villacañas-de-Castro

University of Valencia, Spain

Darío Louis Banegas

University of Edinburgh, UK

ROOM B2.22, 11.30-12.00

Language teacher action research may be understood as a product of necessity, as teachers need to grapple with issues stemming from the complex and uncertain ecology of a language curriculum. Necessity leads them to engage with processes and products that may assist them in the design and enactment of meaningful teaching opportunities. In this landscape, creativity plays a paramount role. For the purposes of this presentation, creativity will be defined as the situated, context-responsive, and people-oriented process of bringing different elements together to form a new and significant idea/product/etc., that will benefit teaching and learning. Against this background, the aim of this literature review-based presentation is to put forward a Language Action Research Creativity Triptych (LARCT) to account for the variety of manifestations that creativity can embody in action research. We will anchor our general understanding of action research and the LARCT in John Dewey's notion of inquiry, which turned to art and science to open up new affordances for growth within democratic institutions. The triptych seeks to reconcile different layers of AR: (1) creativity on AR (methodological creativity), (2) creativity for AR (pedagogical creativity), and (3) creativity through AR (teachers' professional development with a societal orientation). Each layer will be illustrated with examples of good practices which have taken place in different contexts. Based on the LARCT, we will outline implications for second language teacher education. These implications will be connected to (1) situated curriculum design, (2) formative experiences in teacher preparation and development, and (3) support among teacher educators.

“If you don’t do this you will get a Fetzen and then you will durchfielgen”: Meme-based representations of preservice language teachers’ identities

Boris Vazquez-Calvo

University of Málaga, Spain

ROOM B2.22, 12.00-12.30

Memes, merging text with popular culture images, are effective for identity representation (Yus, 2018). In education, they have been used to enhance L2 engagement (Senguttuvan et al., 2022) and facilitate discipline-specific discussions (Riser et al., 2020). Despite this, their integration in language teacher training remains limited, even though they offer a unique way to connect informal and formal language learning (Thorne & Reinhardt, 2013). To explore this potential, in our “Story by Memes” activity, preservice EFL teachers at undergraduate and graduate levels use digital multimodal composition to reflect on their identities as learners and educators. Analyzing a corpus of 750 memes from 84 participants in 2023, we apply Yus’s (2018) framework to uncover identity traces in meme communication. Our analysis revealed identity themes among preservice language teachers, including L2 and professional anxiety and the tension between ideal and real self-images, depicting a complex picture of self-perception melded with self-deprecating humor. Memes, like S36_Meme3, exhibit the conflict between academic expectations and personal experiences. This particular meme contrasts stern academic warnings from teachers such as “If you don’t do this you will get a Fetzen (reprimand) and then you will durchfielgen (fail),” with a lighter SpongeBob’s nonchalant posture coupled with the student’s humorous “Ight imma head out” self-deprecating tone. Mirroring prior negative German-L2 learning experiences, the meme highlights preservice teachers’ complex identity negotiations and critiques punitive, demotivating pedagogical approaches, resonating with the broader community of language learners and teachers. Overall, the findings highlight how memes serve as tools for preservice language teachers to express and explore their academic and professional identities, bridging everyday discourse with formal learning. This emphasizes the importance of pedagogical approaches that blend cultural relevance, digital literacies, and the bridging of informal and formal learning, benefiting language teacher education while potentially modelling future language teaching practices.

Learning from Experienced Teachers: How and When Belonging Matters

Elizabeth Miller; Christina Gkonou

University of North Carolina at Charlotte, US

ROOM B2.23, 10.30-11.00

Research on language teacher emotions has increased rapidly over the past decade, but we still know relatively little about how these teachers experience the feeling of belonging. Most research on teacher belonging has focused on pre-service teachers and their struggles to feel a sense of belonging as relative outsiders to the field (Trent, 2019; Vallente, 2020; Yazan 2018). A smaller but growing body of research has focused on novice teachers (1-3 years of teaching experience) and how they begin to find ways to belong (Kocabaş-Gedik & Ortaçtepe Hart, 2021; Nazari, De Costa, & Karimpour, 2023). While it is easy to assume that veteran teachers must feel a sense of belonging if they have remained in the profession for long, we still have much to learn about how and when they feel a sense of belonging, where points of tension emerge, and where unbelonging may co-exist with belonging. This study views belonging as the individual feeling of being “respected, valued, accepted, included, and connected to a social group or community” (Karim & Hue, 2022:2) but also understands it to involve a complex “entanglement of multiple and intersecting, affective and material, spatially experienced and socio-politically conditioned relations” (Lähdesmäki et al. 2016: 242). Working from this conception of belonging, this presentation introduces the findings from semi-structured qualitative interviews with 24 experienced language teachers in Germany and Norway. Thematic analysis of the interviews revealed that (un)belonging is entangled in teachers’ decisions to become language teachers, their relationships with colleagues and students, their perceptions of their professional efficacy in contributing to student success, their attachments to their professional identities and roles, and the affective values that they assign to school spaces. The presentation will discuss implications of these findings from experienced teachers for teacher educators and pre-service teachers.

Facilitating virtual exchange: Duoethnographic studies of teacher educators during virtual exchange

**Christine Biebricher;
Diana Feick**

University of Auckland, New Zealand

Petra Knorr

Leipzig University, Germany

Götz Schwab

PH Ludwigsburg, Germany

ROOM B2.23, 11.00-11.30

In the discussion of international student mobility, virtual exchange(s) (VE) have become increasingly important. Similar to on-site exchanges, VE aims to provide students with an international experience and transcend geographical, social, and cultural boundaries. While teacher students’ experiences with VEs and their development of linguistic, intercultural and pedagogical-digital competences have

been investigated repeatedly, this paper focuses on an aspect that features less prominently in the literature: the perceptions of a VE from the perspective of the facilitating team. We will report on a study in which we used the collaborative research approach of duoethnography which allowed us to engage in critical dialogic reflection on our perspectives and experiences with a VE. The project took place between New Zealand and German pre-service language teachers and New Zealand students of German. Our duoethnographic data is based on multiple written reflections across four months and complemented by recordings of our zoom meetings. We will present findings with respect to (1) our interaction and collaboration in the project and our experience of the project (2) how we perceived our participants in their diverse ethnic, cultural and linguistic contexts during the VE and (3) our experience with duoethnography as an approach to research.

Self-Reports of L2 Teachers for Documenting Teaching Practices

Kristiina Bernhardt

Tallinn University, Estonia

ROOM B2.23, 11.30-12.00

In the realm of educational research, the conventional approach has predominantly embraced empirical methods, anchoring its findings in systematic data analysis. This empirical foundation bestows a heightened degree of reliability and practical applicability, particularly in authentic educational contexts. A crucial distinction emerges in the landscape of educational research: the differentiation between classroom research and classroom-oriented research. The latter, though more prevalent, primarily unfolds outside the classroom, often in controlled laboratory or simulated settings. Classroom research, conversely, encompasses empirical investigations conducted directly within the classroom itself. Nonetheless, delving into the dynamics of the classroom presents its own set of challenges. Classroom observations, integral to the practice of classroom research, have the potential to disrupt the natural flow of the learning process. Moreover, the inherent subjectivity of observers' perspectives can introduce an element of bias into the collected data, necessitating careful consideration in the interpretation of results. Our study aimed to employ self-reports from second language teachers as a method for documenting the practices associated with teaching L2. Teachers' role in facilitating positive language learning cannot be underestimated. 17 teachers were instructed to record the activities during their lessons. Additionally, the lessons were video recorded to corroborate the accuracy of the self-reports. The preliminary results showed that the self-reports are a reliable method to document teaching practices. The study additionally scrutinizes the supplementary insights that the self-report data could furnish in contrast to the information provided by the observations. Deeper comparison of teachers' self-reports and videos has revealed that self-reports provide valuable insights into teachers' intentions, thought processes, and decision-making during classroom activities. They can explain the rationale behind their actions and strategies, shedding light on the underlying pedagogical choices. Observations or videos alone may not capture this essential contextual information.

How pre-service trainees navigate between idealistic views and classroom-based reality

Fruzsina Szabo; Ildikó Csépes

Debrecen University, Hungary

ROOM B2.23, 12.00-12.30

The development of language teacher identity (LTI) among pre-service teacher trainees and novice teachers has been the focus of several studies (Barkhuizen 2017, Banegas et al. 2021). Based on a sociocultural view, LTI is shaped by a complex interplay between trainees' prior experiences and the context of their actual practice of teaching (Johnson 2006). To date, however, little is known about how perceptions of LTI evolve during trainees' teaching practice in the Hungarian context, therefore it seems timely to investigate knowledge and skills in terms of addressing the challenges of actual classroom reality. This talk aims to explore these issues by drawing on a small-scale study that highlights pre-service trainees' perceptions of their developing teacher identity as well as how they reflect upon theory and practice. Our qualitative study involved teacher trainees (N=5) and their mentor teachers (N=5), whose views were compared with the help of semi-structured interview questions. In our paper, we will discuss the findings of the study in relation to (1) Digitalisation in the EFL classroom (there seems to be a tension between current expectations and actual classroom practice); (2) Assessment Literacy (some assessment areas pose challenges for trainees despite their training); (3) Perceived gaps in the methodology training (e.g. long-term vs. short term planning, grammar and accuracy particularly); (4) Trainees' evolving teacher identity. The latter includes concerns such as how they can become teachers well respected yet learner-centred; how they can incorporate the acquired theoretical knowledge into their daily classroom practice in order to maintain professional standards.

How deep should we go with linguistics and grammar: Decisions in language teacher education

Anne-Coleman Webre

RWTH Aachen University, Germany

ROOM B2.32, 10.30-11.00

Dilemmas always exist in teaching, as we have limited time in the classroom and must make difficult choices. The same is true in language teacher education, as we consider what aspects of language and pedagogy pre-service teachers most need in their local classroom contexts. This presentation discusses the many different teaching contexts of language teacher education and how those contexts should affect our choices as teacher educators, particularly in the teaching of grammar and linguistic theory. The presentation utilizes course content from two pre-service education settings as examples - training teachers of various content areas in educational linguistics in the United States and training teachers of English in Germany. In both instances, a functional approach to language was taught, but to varying degrees. Examples of similar and different course materials illustrate how pedagogical choices related to grammar can shift based on the future teachers' needs. The presentation discusses the need to ask how much linguistic theory is needed for a given context and adjust our focus on grammar and language accordingly. This topic is relevant for language teacher educators in a variety of global, national, and local settings, asking us to consider what affects our curricular decisions in teaching English grammar to pre-service teachers.

Textbook input on English articles: a multidimensional analysis from an SLA perspective

Tung Chun Yan; Kook-Hee Gil

University of Sheffield, UK

ROOM B2.32, 11.00-11.30

Background: It is widely acknowledged that the use of English articles are challenging to L2 English learners of article-less L1s, especially in four different contexts of different semantic features (+/-definiteness and +/-specificity) (Ionin et al., 2004). The overuse of the definite article in [-def/+spec] context is shown to be most problematic (Ionin et al., 2004). Aims: Following calls to explore pedagogical implications in SLA studies (Whong et al., 2013), we investigate to what extent current textbook instruction is empirically informed and present a novel framework to analyse textbook input qualitatively and quantitatively. Methodology: We selected three student textbooks used in primary or secondary schools in one Asian country targeting three different proficiency levels. We analysed relevant definitions, examples and exercises qualitatively to examine the compatibility between their coverage and attested acquisitional difficulties and also quantitatively to examine the frequency of article use across different semantic contexts within relevant sections in the textbooks.

Main findings: The key concepts underpinning the use of articles are not clearly presented and that accompanying examples are not always compatible with given instructions, which impedes understanding of given rules. Our data reveal that examples do not sufficiently demonstrate the full use of articles across all semantic contexts: the [+def/+spec] context occurs most frequently, followed by the [-def/+spec] context, while the [+def/-spec] context are not present. Thus, the input does not provide full evidence for helping learners map different articles to different contexts. Implications: Our main findings suggest that current textbook instructions are less than comprehensive. We propose that textbooks could benefit from modifications informed by SLA research findings, especially in the area of well attested learner difficulties. The current study also offers an analytical model of how textbook analyses can be approached to fill the gap between research and practice.

ESP teachers as material designers, their need for guidance and support

Kateřina Klementová

University of South Bohemia in České Budějovice, Czech Republic

ROOM B2.32, 11.30-12.00

This paper focuses on English for specific purposes (ESP) teachers' materials design processes and their perceived need for guidance and support in these processes. It reports statements made by ESP teachers in Czech vocational secondary schools (SOŠ) who participated in a survey mapping their practice of teaching ESP (N=240). When asked to identify the most challenging aspects of their experience as ESP teachers, 25% of the respondents mentioned the lack of or unavailability of relevant study materials they could use in their lessons. Out of the 25%, more than half admit designing and developing their own study materials. The processes of material design, as described by the survey participants, apply one of the following strategies: a) evaluation of available textbooks, b) study materials design by an individual teacher, c) study materials design in cooperation between English teachers and content specialists. Simultaneously, the teachers' statements articulate a strong need for guidance and support they lack while acting as material designers. As trained General English (GE) teachers, they can apply their knowledge of principles for materials development as suggested, e.g. by Tomlinson (2011) and Green (2023). As ESP teachers, though, they feel they would benefit from guidance on how to evaluate and choose authentic materials (Harding, 2007; Basturkmen, 2010) or such teaching aids that meet the requirements of the preparation for the final exam in English the students of Czech SOŠ intend to pass. Apart from presenting the testimonies of ESP teachers, this paper aims to raise the question of how much can be done in teacher training on the front of material design for ESP lessons.

Knowledge-building practices in an EMI pharmacology course

Ana Llinares; Merve Bozbiyik

Universidad Autónoma de Madrid, Spain

ROOM B2.32, 12.00-12.30

Internalization has led to increasing implementations of English as a Medium of Instruction (EMI) in higher education institutions, and extensive research has investigated EMI policies and practices in various contexts. However, there are very few studies focusing on knowledge-building practices in EMI university classrooms, using Legitimation Code Theory (LCT) as a sociological framework (but see, for example, Argüelles-Álvarez & Morton, 2023). Against this backdrop, this study aims to investigate how an EMI lecturer uses language and other multimodal resources to unpack and repack abstract knowledge in an EMI postgraduate molecular pharmacology course at a Spanish university. For this purpose, we recorded three sessions of classroom interaction at the beginning of the course. for the analysis of knowledge-building in the classroom sessions, we combined Maton's (2014) semantic dimension within LCT with multimodal interaction analysis. The preliminary findings of this study reveal that the lecturer used both dense and unpacked concepts, but in both cases, mostly accompanied by contextualization. Visuals and gestures were used to help with this contextualization, when the conceptual density was not linguistically unpacked. Interestingly, the lecturer mainly used academic L2 when the density of concepts remained high, and combined the use of L1 and L2 when dealing with less dense and academic concepts. In addition, the same lecturer's knowledge-building practices on the same subject and same lessons will be compared with her performance a year after, following a video-stimulated recall session. The presentation will show the effects of this training session on the resources for knowledge-building in her EMI course and the effects of this awareness-raising session on her performance.

The reality regarding foreign language teachers' research literacies: Issues and initiatives

Raúl Enrique García López; Carolyn Blume; Christina Ringel

Technical University of Dortmund, Germany

ROOM B2.41, 10.30-11.00

Participating in data-driven practices – considering existing research findings and conducting research-like activities in their classrooms – can foster teachers' reflection, strengthen teaching practices, and contribute to a nuanced understanding of language teaching in diverse contexts. These practices and attitudes, or research literacies, reflect teachers' willingness and ability to find, read, evaluate, and draw on the results of existing literature to their practice, as well as their motivation and capacity to carry out different kinds of classroom-related research. However, while positive effects of teachers' research literacies have been widely documented in foreign language teacher education (Kostoulas et al. 2019; Wyatt & Dikilitas 2016; Eginli & Dikilitas 2022), data indicates that many teachers engage only minimally with research after their initial education (Kostoulas et al. 2019; Marsden & Kasprovicz 2017). Among other factors, both teachers' attitudes and their competences in relation to research are thought to play an important role in these behaviors. The ERASMUS+ project ReaLiTea (Research Literacy for Teachers) seeks to address this disjuncture, by pursuing initiatives to understand and promote the research literacies of foreign language teachers. In addition to validating a model for (self-)assessment of subject-specific research literacies and materials for self-study and for use within formal educational contexts, we will facilitate authentic opportunities to engage in teacher-driven research. In this presentation, we will share the rationale, purposes, activities, and outputs of ReaLiTea, which is designed to further foreign language teachers' research literacies. Concomitant research will provide insights into the factors and conditions that facilitate the development of these literacies.

The dynamics of research literacy and identity development in English pre-service teacher education

Raúl Enrique García López

Technical University of Dortmund, Germany

ROOM B2.41, 11.00-11.30

Engagement with research as a form of teacher professional development offers numerous benefits, such as promoting collaboration, autonomy, and innovation; enhanced professional self-esteem; and a deeper awareness of self-practices (Borg & Sanchez, 2015, p. 189). Despite these advantages, research engagement faces a plethora of systemic, professional, and personal barriers (see Borg, 2010). A less explored barrier is how research literacy development affects pre-service English teachers' beliefs and attitudes toward research. Beliefs are pivotal to teachers' identities (Kalaja et al., 2016) and essential to research engagement (Kostoulas et al., 2019). Exploring how research literacy can foster positive beliefs and attitudes toward

research and, consequently, the formation of research-oriented teacher identities, merits exploration to enhance the research-practice nexus in ELT. The study employs Complex Dynamic System theory (CDS; Larsen-Freeman, 2023) to explore the interaction between research literacy and identity development in pre-service English teacher education. Using the Dynamic Systems Model of Role Identity (DSMRI; Kaplan & Garner, 2017), I will illustrate the affordances of addressing beliefs as part of teachers' identity systems, and discuss how developing research literacy can be viewed from the lens of identity change. The case selected for this presentation will evidence attractor states characterized by negative beliefs toward research; how the seminar design allowed for perturbations of these states by addressing epistemological, and ontological beliefs; and how these perturbations triggered movements in the student's identity system, which caused a reconfiguration of the student's imagined role identity (Norton & Toohey, 2011). The presentation will provide attendees, especially teacher educators, with theoretical and practical implications of adopting an identity focus in the teaching of research and ideas for the design of research seminars in teacher education.

Mixed-age primary classroom foreign language teaching: Implications for teacher education

Tomáš Kos

Humboldt University of Berlin, Germany

ROOM B2.41, 11.30-12.00

Mixed-age (M-A) classrooms have been implemented in private and public schools in Europe and worldwide (Smit, & Engeli, 2015). What is more, because of the importance placed on differentiated and individualized instruction, many policymakers and educators believe that M-A teaching is the answer to the current challenges of school education in dealing with student heterogeneity and supporting students' individual needs (Thoren & Brunner, 2019). For example, in Germany, there has been an increase in schools adopting M-A teaching with about 20 percent of all primary school classes being taught in an M-A format (Susemihl, 2021). Usually, an M-A classroom is comprised of students of widely differing language abilities including students with learning disabilities and/or students of diverse social or cultural backgrounds whose home languages may be different (Thurn, 2011). M-A foreign language teaching programs at schools do not seem to be carefully designed and schools have limited curricular materials to meet the needs of each child in the class and language teachers appear to be untrained and thus unprepared for the challenges of such a classroom (Thurn, 2011). This poses great demands on both pre-service and in-service language education. Nevertheless, the focus of teacher education; both in general as well as in language education appears to be solely on mono-grade teaching (Susemihl, 2021). Drawing on existing research, and available models of M-A foreign language teaching in primary school classrooms, this chapter discusses some important methodological, social, and philosophical aspects that need to be taken into consideration by teacher educators to support current and future teachers' endeavors in these classrooms. First, a systematic literature review of existing research literature written in English and German and conducted in mainstream and foreign language primary school M-A classrooms was undertaken to capture a more comprehensive view of research in this field. Later, the review of research findings was complemented

by the analysis of available models of M-A teaching and insights from the researcher's own teaching experience and observation. Finally, implications for pre-service and in-service teacher education were drawn.

Video-based self-reflection in second language teacher education

Gözde Balikci

Baskent University, Turkey

Ufuk Ataş

Artvin Coruh University, Turkey

ROOM B2.41, 12.00-12.30

The integration of video-based observation practices is gaining prominence in second language teacher education (SLTE), reflecting a growing interest in utilizing technological tools to enhance teacher educators' (TE) pedagogical practices and teacher candidates' (TCs) reflection skills. Video-based self-reflection provides easy access to specific classroom instances (Mann et al., 2019) with unique opportunities for TCs to reflect on their teaching practices (Mann & Walsh, 2017), and fosters noticing skills (Kleinknecht & Gröschner, 2016), develops self-efficacy (Gröschner et al., 2018), contribute to the professional development of TCs (Eröz-Tuğa, 2013). Therefore, different methodological approaches and frameworks have emerged to promote self-reflection for TCs, mainly in practicum at traditional teacher education programs (e.g., Sert, 2019; Seedhouse, 2022; Yuan et al., 2022). Considering that the practicum course might be too late to promote video-based self-reflection, we aim to integrate this practice into a methodology course where TCs learn to teach specific language skills through microteaching. With this in mind, this paper presents the initial stage of our study, where we, as two teacher educators from different settings (one in a traditional teacher education program and the other in an alternative program), incorporate video-based self-reflection into our courses. Drawing on data from video-stimulated recalls of twelve TCs' two micro teachings on specific language skills, we aim to investigate how TCs engage in such a self-reflection practice. Our overarching goal is to explore whether video-based self-reflection enhances TCs' self-awareness and self-perception of themselves as future teachers. Our preliminary findings suggest that the integration of video-based self-reflection not only serves to scaffold TCs' professional development by offering timely instructional support but also encourages autonomy as they identify their strengths and weaknesses through video-based self-reflection. As the study progresses, further insights are anticipated, providing a deeper understanding of how video-based self-reflection can be effectively implemented in diverse SLTE settings.

Foreign language aptitude, motivational self-determination and enjoyment in digital learning environments. Development of a pilot study in Austrian primary schools

Claudia Resch

University of Education Salzburg, Austria

Thomas Wagner

PH Oberösterreich, Austria

ROOM B2.21, 13.30-14.00

This presentation details the development and architecture of a computerised game-based intervention study on foreign language aptitude, enjoyment and self-regulated motivation (Deci & Ryan, 2002) in EFL primary school learners. the study is guided by the question in how far specially designed tasks and learning environments are beneficial for the motivation of young EFL learners with high foreign language aptitude, thus supporting teachers in promoting EFL learners' creativity and academic excellence in primary school contexts. the study was piloted in two steps. First, a small-scale experiment, using real-life specialised gifted education materials, traced potential aptitude-treatment-interactions (Vatz et al., 2013) between intervention and degree of foreign language aptitude (Meara & Rogers, 2019) through motivation questionnaires (SRQ-A, Müller et al., 2007), videography, and guided interviews. A second experiment, also based on real materials, varied measurements and procedures. Statistical analyses showed an approximation of classical aptitude-treatment-interaction effects but also revealed substantial problems relating to measurements and experimental design (Resch et al., 2024). Therefore, a computerised intervention was designed in order to control the experimental parameters more closely and allow for an age-group appropriate game-based incorporation of outcome variables such as enjoyment, anxiety, or boredom (Dewaele et al., 2023). At the heart of this intervention is a web-based game-like app. On the one hand, this app exposes EFL learners to pre-selected and systematically manipulated materials and tasks. On the other, it records both the outcome variables and various aspects of the learners' engagement with the materials, including time markers, decisions, and explicit feedback. Such data are instrumental in exploring a potential match between material and aptitude. Acknowledging and utilising such a match as a foundation of individualised language teaching will in turn significantly enrich pre- and in-service teacher education.

Unveiling language teacher learning: professional growth through autoethnography

Thomas Stringer

Kwansei Gakuin University, Japan

ROOM B2.21, 14.00-14.30

This presentation explores the potential of autoethnography for continuing professional learning for language teachers through a detailed case study. Autoethnography, a qualitative research method combining autobiographical and ethnographic elements, offers a lens for deeply understanding culturally situated professional experiences. This approach may be particularly relevant for in-service second language teacher education, where personal narratives and intersecting translingual, transnational, and transcultural identities shape teaching philosophy and approach. The case study centres on the presenter's own 15 year language teaching journey in Japan, offering vignettes, cultural explorations, and critical analysis to navigate the complex interplay between personal experiences, professional identity and learning, and impacts on classroom practice. By adopting a reflective stance towards personal data, including an interview by a critical friend, the presentation also highlights the power of autoethnography to uncover how positionality, belief, and assumptions impact relations with diverse learning communities and continuing professional development. This also enables an exploration of the role of the 'threshold concept' in continuing language teacher learning—key ideas that, once understood, transform professional perspectives and approaches. In particular, the case study illuminates how Trafford and Lesham's (2009) threshold concept of 'doctorateness' offers insights into the mechanisms of the presenter's professional identity formation that intersect with ongoing professional learning and teaching practice. Extending beyond the individual case, the presenter will argue for a broader application of autoethnographic methods to in-service language teacher education. The presentation will be relevant to second language teachers, teacher educators, and researchers interested in embracing creativity and reflection by pushing the boundaries of traditional methodologies, cultivating excellence in the field, and ultimately enhancing the quality and impact of continuing language teacher learning.

Tactical Uses of Passion: positive affect in SLA practices as exponent of epistemic justice

Klára Lancová

University of West Bohemia, Czech Republic

ROOM B2.21, 14.30-15.00

While knowledge might often be a privilege, emotions are universally accessible. In the proposed paper, an interdisciplinary perspective on the limits of conventional education is adopted. It is intended as a modest answer to the call to engage in a process of intellectual decolonisation that the higher education has been facing (Rattray 2023). While I understand the field of SLA as the anchoring framework, I draw on varied theoretical resources encompassing phenomenology, social anthropology, and educational philosophy. Fundamentally, I base my contribution on the view that often the more we know, the less we see and, in consequence, what we encounter is our knowledge and not the phenomenon itself (Greig 2010). Thus, we should prioritise educating attention over educating the mind (Ingold 2016). I propose an experimental framework that focuses on assisting students in consciously creating and documenting a rich linguistic landscape throughout the process of second language acquisition. Compiling a systemised narrative of a personal journey through this landscape should serve to induce a potential ontological transformation from an ESL learner to an ESL teacher. Offering examples from my teaching practice,

I attempt to illustrate how the conventional rich methodology of instilling knowledge can potentially be superseded by poor pedagogy allowing for the wisdom of experience (Masschelein 2010). Furthermore, I argue that such educational approach is not only desirable but perhaps the only sustainable one given the challenges of the current era.

Learner Emotions in EFL classroom: an Investigation into Emotion Regulation Strategies

Misako Kawasaki

Waseda University, Japan

ROOM B2.21, 15.00-15.30

The current proposed study is a classroom-based case study on learner emotion and emotion regulation (ER) within an English as a foreign language classroom. Previous research has indicated that foreign language learners experience both negative and positive emotions (Dewaele & MacIntyre, 2014). Positive emotions do not always ensure L2 achievement, nor do negative emotions necessarily impede L2 development or demotivate L2 learners (Pavlenko, 2013). It is important for teachers not only to attempt to reduce learners' negative emotions and increase their positive emotions but also to support learners in regulating their emotions according to the situation. ER refers to processes that impact one's emotional experiences, as well as the types of emotions and the situation in which one has them. It attempts to regulate one's emotions or another's emotions using ER strategies in order to decrease or increase negative or positive emotions (Gross, 2015). ER self-regulation strategies help L2 learners foster positive emotions, attitudes, and beliefs as well as maintain motivation (Oxford, 2016), and ER is necessary for enhancing L2 learner autonomy (Tassinari, 2016). This study aimed to investigate three things: (1) the types of emotions that students experience in the English classroom, (2) the situations that cause these emotions, and (3) the types of ER strategies that students use. The participants were 96 non-English major first-year Japanese university students who attended the author's English course in 2022 and 2023. The data was collected through open-ended questionnaires, and the results were analyzed quantitatively and qualitatively. The study found that the students used various ER strategies in order to regulate a range of emotions in different situations. This study can shed light on how learners regulate their emotions in the classroom, which will help teachers better support learners' learning in ways that are both appropriate and sensitive to their emotions.

Developing language teacher research skills: the application of a multidimensional scaffolding system to help student teachers cope with the challenges of action research

Barbara Mehlmauer-Larcher

University of Vienna, Austria

ROOM B2.22, 13.30-14.00

At the heart of becoming and being an expert language teacher is the continuous development of expert knowledge, beliefs, pedagogical skills and professional practice. The introduction to action research projects can help student teachers develop basic research literacy in direct relation to their field of practice, initiating and promoting reflection on their teaching practice (Burns 2010; Mertler 2019). Action research seeks to introduce (student) teachers to research-based thinking as well as to a systematic inquiry into and critical evaluation and reflection of their teaching practice. Ultimately, the involvement in action research aims at making a research-based habitus an integral part of their teacher identity (Burns et al. 2022; Dikilitas 2023). Action research poses challenges and difficulties for both, teacher educators who want to introduce student teachers to action research, and for their student teachers when carrying out an action research project for the first time. Researchers have reported that language (student) teachers frequently express a lack of confidence in or knowledge about carrying out empirical research (Borg 2013; Edwards 2018). Due to this challenge, a university-based course at master level was developed based on the concept of instructional scaffolding derived from a socio-cultural theory of learning (Vygotsky 1978), which aims at providing the teacher students with a multidimensional support system (Wilson & Devereux 2014) while carrying out their action research project. With the purpose of learning more about the actual challenges EFL student teachers experience when acting as researchers and to identify which elements of the scaffolding system provided are perceived as most helpful, a research project was set up. Quantitative data from a survey (N=52) and qualitative data derived from 8 interviews will be presented including a discussion of the possible implications the results have for language teacher educators when trying to initiate student teacher research and to support their students' action research projects.

A New Era of Brain-based TEFL

Jana Kamenická

Jan Evangelista Purkyně University, Czech Republic

Yu Kanazawa

University of Osaka, Japan

ROOM B2.22, 14.00-14.30

Since the formulation of the 12 brain-based learning principles in 1990 by R. N. Caine and G. Caine, neuroscientific and psychological research and knowledge expanded dramatically. Nowadays, more and more attention is paid to neurodidactic and psychodidactic factors affecting foreign language learning. To design a truly brain-friendly FL learning environment, one must consider both neuroscientific and

psychological factors - as they affect learners in such a way that learning is not possible if they negate one another. Especially the last 10 years brought several ground-breaking theories and findings in the field of neuropedagogy and psychopedagogy of foreign languages in the international context. The creation of the Emotion-Involved Processing Hypothesis by Y. Kanazawa (2021) reflects the flourishing of neuroscientific and positive psychological concepts that are a fundamental part of foreign language learning and have been the centre of attention of scholars for the past decade. However, the question is to what extent they have been reflected in the pre-service teacher training at the universities. Therefore, we decided to diagnose the knowledge of future EFL teachers at a chosen university in Slovakia in the field of brain-based aspects that affect EFL learning and learning as such. We also implemented a content analysis of study plans aimed at these students to find out to what extent the courses offered by the chosen university include topics aimed at modern brain-based learning concepts. The research outcomes suggest that the knowledge of future EFL teachers in this field is satisfactory in certain areas, but, very poor in others at the same time. The content analysis revealed possible reasons for these outcomes as well as promising plans for the training of future EFL teachers.

Developing literary and language competences in the EFL classroom through pop songs: an action research study

Harald Spann

Pädagogische Hochschule Oberösterreich, Austria

ROOM B2.22, 14.30-15.00

Pop songs can be considered as creative texts of cultural, social, and literary significance that can enrich EFL classrooms, not least because of the positive motivational and affective factors commonly attributed to them in language learning contexts (see, for example, Thaler, 2018). This paper reports an action research study that explored this potential. It first presents a methodological framework which, drawing on current competence models of working with literary texts in EFL contexts (e.g., Alter & Ratheiser, 2019; Meyer et al., 2022; Thaler, 2016), aims to provide a balanced approach to pop music that builds on the learners' personal response to songs, their creativity, and also includes phases of analytical work and explicit language-focused learning. It then outlines a two-year action research project which was carried out to investigate this framework in practice. Here, the author designed two song teaching units and taught them to learners (N=113) in seven lower secondary schools in Austria in order to find out how they rated the songs and how they experienced the different learning phases of the teaching units. The results of the study were mixed. While in general the song lessons received a high level of acceptance from the learners, with particularly high scores for the creative work phases, their assessments of the language-focused learning phases were less conclusive.

Escape games: a tool for pre-service teachers

Jaroslava Jelínková

Jan Evangelista Purkyně University, Czech Republic

ROOM B2.22, 15.00-15.30

The potential of escape games as educational tools has been recognized not only for EFL lessons. They require teamwork, critical thinking, problem-solving skills, and effective communication among participants to successfully complete the task. When tailored to a university course for pre-service teachers it may offer engaging learning experience that can promote active learning, teamwork, and critical thinking skills among students. During the process of Escape game development, the participants of Creating teaching materials course learned necessary steps how to design effective teaching materials, e. g. identifying learning objectives, understanding the needs of specific groups of learners, designing the content and activities, providing support materials. At the end of the course they reflected on their individual contributions to the team, identified their strengths and areas for improvement, and provided feedback to their peers. This reflective process promotes metacognition and enhances students' ability to assess their own performance critically. The presentation describes the content of the Creating teaching materials course, presents examples of escape game ideas and suggests possible changes based on students' self-evaluation reports and peer-feedback.

Language teacher preparation for an AI world

Robert Godwin-Jones

Virginia Commonwealth University, US

ROOM B2.32, 13.30-14.00

With the wave of generative AI that began in 2022, systems like ChatGPT, built on large language models, have begun to bring significant change to many aspects of our lives, including education. Educators will need to accept that we are increasingly living in a pervasive AI world and find means to integrate AI tools and services in a purposeful way into instruction. Teachers and teacher training programs will need to consider a variety of revised practices. A start is to have teachers themselves explore the capabilities of such systems. As informed consumers, teachers will be able to share their knowledge with students in ways that fit the instructional context. That will likely involve both demonstrating what such systems can do, as well as discussing their limitations, developing through that process critical AI literacy (Darvin, 2023). Aspiring teachers will need to understand that AI systems built on large language models have a statistical understanding of human language, rather than being socialized into language acquisition, as are humans. That fact severely limits AI's pragmatic competence, i.e., the ability to use language in socially and culturally nuanced ways. Thoughtful classroom integration of AI can follow examples of successful use of machine translation in second language acquisition (Godwin-Jones, 2022). That could include tasks which mandate the use of an AI tool for ideation and revisioning. In addition to rethinking assignments, teachers may want to assign tasks such as post-editing or creative, media-enhanced projects. Collaborative tasks can be beneficial in encouraging peer interactions and discussion around the use of AI. Examples of those assignments will be demonstrated and discussed in the presentation, along with instructive case histories of teacher trainee use of AI tools.

Language Teachers' New Helpers: AI Image Generators as Material Development Tools

Tugba Simsek-Rackelmann

Gendarmerie and Coast Guard Academy, Turkey

ROOM B2.32, 14.00-14.30

Using pictures in language teaching has been common for decades. The human brain can process images faster than it processes texts, and images are more likely to remain in our long-term memory compared to the texts we read. In addition, using images in classrooms boosts creativity developing teaching materials appealing to visual learners, and lets learners interact with the content meaningfully instead of memorising certain structures. However, finding images that suit the teachers' purposes perfectly and reaching those images quickly has always become a problem for language teachers. Suggesting useful tools, the developments in artificial intelligence (AI) have recently been playing an important role in solving those

problems. One of these tools is AI image generators which can create images according to the text you type in the prompt box. This qualitative study aims to investigate the effectiveness of AI-generated images as creative language teaching materials. The materials developed using generated images were used in language classrooms and students' feedback was received through minute papers using open-ended questions. Additionally, the preciseness of the results of a teacher's searches for specific images on Google Images as a traditional image search engine and on Google Gemini as an AI image generator were compared. The effectiveness and the flaws of the tools regarding the purpose of the teacher were recorded through teacher logs. The results imply that teachers can benefit from AI image generators greatly and the AI tools meet the teachers' needs much better than traditional tools. Yet, it is also seen that AI tools have not reached their full potential in terms of accuracy and capacity. It can be recommended that as teachers and teacher educators, we should follow these updates in the field as digital-native students are very keen on using these tools in learning.

Exploring Bachelor Students' Attitudes Towards the Integration of Artificial Intelligence in Language Teaching

Joyce Kling

Lund University, Sweden

ROOM B2.32, 14.30-15.00

The rapid advancement of Artificial Intelligence (AI) technologies has ushered in a new era of possibilities in various enhancing the efficacy and engagement of language learning processes. However, the success of these AI-driven tools in educational settings largely hinges on the acceptance and attitudes of not only the learners, but the also the language teachers themselves. This presentation reports on the attitudes of bachelor students studying to be English teachers towards the integration of AI in language learning with a focus on gauging their perceptions, readiness, and potential concerns. Drawing from qualitative data collected in spring 2024, I will present from pre-service teachers currently enrolled in a teacher education program in Scandinavia. Reflective journal entries from approximately 50 bachelor degree students were analyzed for comment or reflections related to prompts about AI for the language teaching and learning. Addition data from focus groups was also used to delve deeper into students' experiences, apprehensions, and expectations. Findings indicate a generally positive attitude towards AI in language teaching, underscored by the appreciation for personalized learning experiences, immediate feedback, and the novelty of interacting with intelligent systems. However, concerns were raised about the lack of human interaction, potential dependency on technology, and issues related to privacy and data security, as well as a decline in critical thinking skills and innovation. This research contributes to the ongoing discourse on educational technology by highlighting the nuanced perspectives of future language teachers (who are simultaneously undergraduate students) and offers insights for teacher trainers and policymakers aiming to integrate AI into language teaching frameworks more effectively. Moreover, it emphasizes the importance of preparing students for a future where AI plays a central role in education, advocating for the integration of digital literacy and ethics into the curriculum.

The Use of ChatGPT for Material Development in Preparatory Schools

Ulu Büşra

Hacettepe University, Turkey

ROOM B2.32, 15.00-15.30

AI-driven chatbots, especially ChatGPT have drawn a lot of attention and aroused interest among teachers and learners. This study intended to focus on this specific tool and to investigate its use for material development by preparatory school instructors. It aimed to find out the purposes of utilizing the tool, its benefits and drawbacks, and lastly teachers' overall experiences along with some suggestions. Employing qualitative research method, the data was gathered with semi-structured interviews, and analyzed with content analysis. The findings revealed that teachers exploited ChatGPT for various purposes, and the most common one was for the preparation of materials for different language skills. The results also showed some possible benefits and drawbacks when used for language education. There were some unfavorable experiences of instructors, and drawing on their personal experiences they highlighted the significance of training for teachers.

Language effect: Exploring language learning biographies of student teachers of English, German and Russian

Jitka Sedláčková; Tatjana Zaňko; Martina Trombiková

Masaryk University, Czech Republic

ROOM B2.21, 16.00-16.30

Self-reported narratives of learning history have been used increasingly in recent years as tools for developing learner autonomy and strengthening the learner- and also respondent-centred approach to teaching and research (Pavlenko, 2007). Language learning biographies are a valuable source of information for learners, teachers and researchers (Mercer, 2013). In our paper, we present language learning biographies as sources of information also for student teachers and teacher educators, which can be employed in the construction of teacher identity and clarification of the language learning beliefs and teaching perspectives of the student teachers. Language learning biographies in visual as well as spoken form were collected from 40 student teachers of three different language specialisations - English, German and Russian. Qualitative analysis of biographies and their representation revealed interesting differences and similarities in teacher representation, key moments and influences in language learning and motifs to become teachers in the various language groups. The results present valuable implications for teacher education facilitating a better understanding of student teachers' language learning beliefs and finding ways of transferring student teachers' learner experiences into the development of their teaching perspectives and teacher identity. The findings are also informative from the point of view of the instruction of the individual languages and their position in the Czech educational system.

Investigating intercultural education in the foreign language classroom: a Malaysian-Hungarian university project

Fruzsina Szabo; Meyly Kheng

Debrecen University, Hungary

ROOM B2.21, 16.30-17.00

This talk tackles a unique intercultural experience and experiment involving Hungarian students of English and Malaysian students of Communication studies, as we present a Malaysian-Hungarian university video exchange project, where participants were asked to create a short video in groups of three to introduce one specific sub/cultural

aspect of their own country. The project findings indicate that language teachers need to reconsider their approach to teaching intercultural communicative competence in the classroom, in relation to 21st century skills and learning goals, which involves teacher training as well as intercultural awareness in the foreign language classroom. In the course of the project, students had to re-consider how to communicate about their culture both in terms of concepts and language for someone who is not familiar with it could understand them, applying forms of translanguaging and multimodality. The talk introduces the findings of qualitative research based on content analysis (N=160). What makes this project and the findings specifically intriguing is the fact that one participant university is located in a multicultural/lingual country, while the other in an Eastern-European particularly monolingual environment. The findings suggest that students in the two participating countries, one multicultural and the other mainly monocultural, conceptualize culture(s) differently. Student feedback indicates the importance of incorporating intercultural awareness in the language classroom and the need to communicate across cultural boundaries. In this talk we aim to highlight the challenges of organizing a multilingual project, its implications and impact on the foreign language classroom, as well as the need to re-visit the framework for expanding multicultural (virtual) educational settings.

Educating student teachers of English in central Europe: the role of English in their lives

Ulla Fuerstenberg

Graz University, Austria

Judit Dombi

University of Pécs, Hungary

ROOM B2.21, 17.00-17.30

The role of English as a global language has led to calls for “a paradigm shift in the field of English language teaching (ELT)” (Rose, McKinley & Galloway, 2021, p. 157). This also places new demands on teacher education programmes to equip student teachers with “a working understanding of current realities regarding the use of English internationally” (Sifakis, 2014, p. 323). While the changing role of English is a global phenomenon, it manifests in different ways in different countries, which means that teacher educators need to be aware of their local context and adjust their practices to it. In our talk, we will present the results of a study which focused on the role of English in the lives of student teachers in Austria and Hungary respectively, with a particular focus on informal language learning. We will also discuss student teachers’ responses concerning how they plan to integrate informal language learning into their teaching once they enter the profession. Altogether, 78 students enrolled in programmes preparing them to teach English in public secondary schools (48 Austrian, 30 Hungarian) participated in the study. All students completed a questionnaire on the role of English in their lives, and semi-structured interviews were carried out with 10 volunteers (5 Austrian and 5 Hungarian) to gain a deeper insight into the students’ attitudes towards English as a global language, their use of English outside class and their personal language development strategies. Our study found many similarities in student teachers’ language use in both countries. Significant differences were found, however, in the value ascribed to native speaker (NS) teachers compared to non-native speaker (NNS) teachers and NS teachers’

perceived ability to provide an authentic model of English. We will conclude our talk by suggesting new directions and opportunities for international collaboration in English language teacher education.

Multiliteracies in teacher education: from the third space to the educational spiral

Sebastián Luis Villacañas-de-Castro

University of Valencia, Spain

ROOM B2.21, 17.30-18.00

“Education is by its nature an endless circle or spiral,” Dewey (1929, pp. 76-77) wrote in the *Sources of a Science of Education*, a short essay published in 1929. As the title of his work conveys, for Dewey science was one of the two key axes – the other was art – around which teachers could maximize learners’ growth. Inspired by Dewey’s proposal, this presentation describes the process and the outcomes of my attempt to realize an educational spiral in a teacher education context at the University of Valencia, by embedding art at the heart of the curriculum of the course. Rather than blindly following in Dewey’s footsteps, however, I considerably expanded his model in dialogue with contemporary educational thought, especially in relation to two significant contributions. First is Paris and Alim’s (2014) critique of asset pedagogies and their claim that educators should move beyond third space representations of education to culturally sustaining ones. Second is the argument that multiliteracies and multimodality must form part of any educational endeavor that wishes to fulfill a democratic goal (Street, 2012; Pahl & Rowsell, 2012). Thus enriched, Dewey’s educational spiral was applied in a teacher education university course through three artistic, multiliteracies, and multimodal projects, involving the creation of a photovoice, an educational autobiography, and a podcast. The projects were aimed at setting off spiraling trajectories of professional development, although the focus of my inquiry was placed on the role of multiteracies in supporting this spiraling dynamic.

Interactional patterns in online L2 Turkish classes

Şeyma Kökcü; Züleyha Ünlü Carlık

Tokat Gaziosmanpaşa University, Turkey

ROOM B2.22, 16.00-16.30

The COVID-19 pandemic has accelerated the shift towards online learning, making it crucial to understand how to optimize interactions in virtual educational settings. This presentation aims to present a study on online classroom interactions for potential implications for the teacher training within a less researched language, Turkish as a second language. Focusing on the online recordings of the teacher-student interactions in 300 minutes of data sets belonging to one teacher, the study presents how the dialog develops between the teacher and the students during the online sessions and what interactional patterns exist. The study also synthesizes various research and delve into the patterns of online classroom interactions, the impact of engaging online interactions on student learning outcomes, and the challenges and opportunities associated with virtual classrooms. Recommendations for improving classroom interactivity across online settings, student engagement in the post-pandemic era as well as implications of these for teacher training will also be discussed.

EFL interaction in face-to-face versus synchronous computer-mediated communication settings – a post-secondary mixed methods study

Gudrun Keplinger

Private Pädagogische Hochschule
der Diözese Linz, Austria

Harald Spann

PH Oberösterreich, Austria

Thomas Wagner

PH Oberösterreich, Austria

ROOM B2.22, 16.30-17.00

Interaction, a central construct in EFL teaching (Huth, 2021), has gained momentum in post-COVID online interactional contexts, in particular for face-to-face (FTF) versus synchronous computer mediated communication (SCMC, Aubrey & Philpott, 2023; Berglund, 2009; Kim, 2014; Loewen & Sato, 2018; Ziegler, 2016; Zou & Jin, 2021). The present exploratory study investigated these two contexts with regard to the interactional components willingness to communicate (WTC), communicative self-confidence (CSC), and frequency of language use (FE) in Austrian student teachers, partly replicating Darasawang and Reinders (2021). In a parallel convergent mixed-methods study (Creswell & Plano Clark, 2010), quantitative and qualitative data were collected from 58 student teachers after exposure to both contexts in two CLIL-based courses. an online survey with 21 items explored in how far interactional context affected WTC, CSC, and FE quantitatively. The qualitative study, using two open questions for each component, explored students' perception and explanation of potential interactional differences. Quantitative data were analysed using cumulative link mixed models, qualitative data underwent computer-assisted (MAXQDA) content analysis with intercoder reliability. Data triangulation revealed partly inconsistent results. on the one hand, there were overall negative effects for the SCMC context,

with explanations including contextual and linguistic factors for CSC and pedagogical reasons for FE. Likewise, students reported higher WTC in FTF, and argued for this with interactional and technology-related reasons. on the other hand, CSC remained inconclusive as to its anxiety component. We interpreted these results with regard to current challenges of post-COVID EFL teacher education in Austria.

Compassion as competency in language teachers' collaborative online international learning

Tina Waldman; Gotz Schwab; Rivi Carmel; Efrat Harel

Kibbutzim College of Education, Technology and the Arts, Izrael

ROOM B2.22, 17.00-17.30

Collaborative online international learning (COIL) has become a popular experiential learning platform in language teacher education because it enables the participants to explore the affordances it can bring to language teaching while experiencing authentic linguistic and cultural diversity. Hence, two of the educational objectives of COIL are to ameliorate participants' sensitivity to cultural differences, and to develop their intercultural communicative competence (ICC), (Byram, 2017, O'Dowd, 2021). Yet, the COIL research reveals participants report communicative barriers exist, blocking their access to multiple perspectives and undermining collective intelligence building (Glimäng, 2022; Spector-Cohen et al.2023). This presentation reports on an international collaboration in which the language teacher educators (LTEs) sought to tackle communicative barriers by implementing a cognitive model of compassion: the Compassionate Mind Model (CMM), (Gilbert, 2016). Student participants received training in the model's micro-skills for noticing distress and/or disadvantage to self or others, and for taking actions to reduce it. They were taught the CMM strategies and encouraged to practice them while collaborating with their partners. Adopting an action research approach, the aim of this study was to evaluate the impact of CMM training on ICC among language teacher students during the online international collaboration. 38 students (16 in Israel and 22 in Germany) were observed and assessed during six synchronous online meetings by four independent viewers. Additional qualitative data included the students' own post-meeting self-assessments, and their written reflections which were analyzed using thematic analysis methodology (Braun and Clarke, 2006). Findings indicate that the CMM training resulted in motivating students for 'norms' of compassion, an actualization of compassionate micro-skills by many students, and a reduction of barriers in intercultural communication.

How do secondary education teachers understand DEFINE and its scaffolding in classroom interaction?

Eneritz Garro Larrañaga

Mondragon University, Spain

ROOM B2.22, 17.30-18.00

All subjects require language to construct subject-specific knowledge (Beacco et al., 2016), especially in L2 contexts such as the Basque Country, where most students learn through an immersion model with a minority L2 language (Cenoz, 2023). Consequently, both content and language teachers have the responsibility for developing language in their subject context. The Cognitive Discourse Function (CDF) construct (Dalton-Puffer, 2013) has been proposed as a way to integrate language, content and disciplinary literacies, which need to be translated into practical tools for teachers (Morton, 2020). The main objective of this study, therefore, is to understand how teachers conceptualise definitions, and what scaffolding strategies might be used in classroom interaction to overcome potential challenges. For this purpose, a reflective training seminar was conducted with 7 teachers from different disciplines and 2 researchers, following a Collaborative Action Research (CAR) methodology (Burns et al., 2022). Teachers' conceptualisations of definitions and their analyses of videotaped classroom interaction were explored with a content analysis, based on researcher field notes and transcripts. Results suggest that teachers conceptualise definitions in their canonical form, without considering other possibilities (Nashaat-Sobhy & Llinares, 2023). The analyses showed that teachers identified both conceptual and language challenges faced by students when producing definitions. The use of videotaped practice helped teachers to reflect and propose scaffolding strategies to improve students' definitions, such as multimodality, using closed questions, giving clarifications and examples, or conceptual and linguistic modelling. These are in line with scaffolding strategies found in previous research (Lersundi, 2022). The present research contributes to operationalising defining from a teacher-accessible perspective, which could facilitate both the design and classroom interventions. Furthermore, the process sheds light on the usefulness of CAR for the development and collaboration between teachers and researchers, thus improving teaching-learning processes and teacher training (Banegas & Mearns, 2023).

Am I present? Unfolding a university instructor's online presence through self-evaluations

Burcu Turhan

Hatay Mustafa Kemal University, Turkey

ROOM B2.23, 16.00-16.30

This self-study explores a university instructor's self-evaluations on her behaviors displayed in an attempt to maintain presence in online teaching settings, thereby contributing to her professional growth and online teacher identity. To this end, the online teacher education courses that the instructor delivered during an academic semester are within the scope of the study. Those courses were designed and implemented in a way that both theoretical and practical knowledge base of students majoring in English language teaching could be enhanced. Out of 96 class hours, each of which lasted for approximately 45 minutes, 32 class hours were randomly selected as the data source. The instructor viewed the video-recordings of her online courses and produced video-aided reflection reports through a critical lens. Considered as a two-fold concept, online presence was interpreted from a holistic stance during the content analyses that specifically focused on the behaviors associated with both teaching presence and social presence. The findings revealed that the instructor made efforts to show teaching presence through the diversifications of course materials as a way to better direct the instruction. Besides, her usual strategy of ensuring social presence was to create ample opportunities for open communication. On the other hand, she perceived herself as being less capable of facilitating classroom discourse and utilizing affective expressions.

Focus groups: collecting data to inform SLTE curriculum innovations

Gabriela Klečková; Tereza Havráňková; Jiřina Karasová; Eva Skopečková

University of West Bohemia, Czech Republic

ROOM B2.23, 16.30-17.00

The focus and needs of the ELT world and the English language learners have rapidly changed in the last three decades. The traditional approach to EFL teaching contexts/models is being replaced with English as an International Language (EIL) principles and practices. Indeed, there is a need for a change in how English is portrayed, valued, and taught, as research of many in the field suggests (e.g., Rose, McKinley, & Galloway, 2021). However, this paradigm shift in the field of ELT can only be successful when informed and qualified teachers of English become the agents of change (McKay, 2012; Rose et al., 2020). As such, SLTE programs need to be redesigned to address these new realities. The presenters are innovating their Second language teacher education (SLTE) program to align more closely with the needs and challenges of 21st-century English language classrooms. Their approach, among others, includes engaging with ELT professionals through focus groups to gather detailed insights into practices. In this presentation, they describe a current focus

group study designed to evaluate an existing SLTE program and collect information for its improvement. Then, they share the results of three focus groups: SLTE program graduates, teachers in their first five years of teaching experience, and experienced teachers. The presenters highlight the study's key findings to inform their program innovations. They conclude the talk with recommendations for using focus groups in program evaluation and redesign.

The teacher as a reflective practitioner: the impact of teaching a collaboratively redesigned tertiary-level writing course

Jennifer Schumm Fauster; Mia Schweighofer

University of Graz, Austria

ROOM B2.23, 17.00-17.30

Reflection is crucial for teaching and teachers' professional development. It requires teachers to consider the beliefs, values and attitudes underlying their teaching practice. Reflection can also help raise teachers' awareness of areas for improvement and possible changes they can make in their teaching. In this talk, we will begin by discussing reasons we decided to redesign an advanced EFL writing course for C1 language learners at the tertiary level, which we (the presenters) teach together with a colleague. The course redesign was based on numerous semesters of our team comparing their reflections on the course content and assessment as well as student feedback from course evaluations. Redesigning the course included collaboratively reviewing the course, reassessing its content and assessment in terms of learning outcomes and clarifying what changes should be implemented. We will then present the impact of teaching the redesigned advanced EFL writing course on the instructors. In order to examine this, data were collected through weekly class reflections written by the three teachers. In addition, a focus group discussion amongst all three teachers was recorded at the end of the semester after the final exam. Thematic analysis was used to identify common themes in the data. A number of themes were discerned, including: (1) effects on teaching practice (2) emotional impact, (3) learning outcomes and (4) areas for further improvement. The findings highlight the value of reflection to improve teaching and the positive effects of redesigning a course. The findings also underscore the importance of teacher collaboration. These insights have implications for future course design. They show that the effect of redesigning a course does matter as it provides teachers with the opportunity to maintain a high level of teaching quality.

How to fit a week into 3 days: Continuous professional development for language centre teachers

Martina Šindelářová Skupeňová

Masaryk University, Czech Republic

ROOM B2.23, 17.30-18.00

Time constraints seem to be a challenge for almost every language teacher in balancing their teaching responsibilities and personal development. This presentation discusses strategies for offering professional development opportunities with respect to teachers' limited timeframe. As an institution employing more than 60 internal teachers of various languages, Masaryk University Language Centre (CJV in Czech) organizes a range of professional development activities. The core practices include workshops, sharing sessions, peer observations, exchange programs with international partners, and an internal conference known as the "CJV week". Aligned with the concept of community of practice (Wenger, 1998), most of the professional development activities emphasize collaboration, sharing of best practices and interaction among teachers. Based on the data from teacher surveys and focus group interviews, the presentation examines teachers' evaluation of the existing professional development opportunities. It focuses on their perception of efficiency and effectiveness in utilizing time for professional growth. The aim of the presentation is to reflect on the perceived barriers that hinder teachers in accessing the available resources for professional growth. Through examining teachers' perspectives, the presentation seeks to provide insights into how organizing professional development can be optimized and identify successful strategies to address existing challenges, such as "how to fit a week into 3 days".

Practice meets theory: AI, writing skills, and learning models

Claudio Schekulin

University of Applied Sciences Kufstein Tirol, Austria

ROOM B2.32, 16.00-16.30

It is by no means an understatement to say that recent developments in AI, most prominently the release of ChatGPT, have revolutionized the way texts are written. While these changes pose a distinct challenge to the way students' text production is assessed, it is equally true that these developments offer enormous potential and cannot be ignored by language teachers, particularly those tasked with teaching writing skills for the business world, a professional context where efficiency is a prime consideration. This presentation explores what a meaningful integration of AI tools could look like based on (a) approx. a year's worth of real-world experimentation in the Business English classroom and (b) a triangulation of students' and teachers' experiences with Kolb's (1984) seminal four-stage learning model. It is argued that if they are employed in a meaningful way, AI tools can be used by learners and teachers in their joint effort to develop and expand students' ESP writing skills. Meaningful integration of AI tools needs to meet the following criteria: it needs to enhance learners' competence rather than tempt them to rely on shortcuts and an unreflected reliance on these tools. It needs to support the refinement of meta-level skills that allow students to integrate AI tools in a way that either genuinely augments their own communicative competence or creates efficiencies without qualitative loss. Finally, a meaningful integration should refine students' analytical skills concerning textual structure and create an increased awareness of nuances in register and style.

"We don't have those students, so we don't bother with digital tools": EFL Teachers' Conceptualizations of Diversity and Digitality

Carolyn Blume; Evan Campbell Stewart

Technische Universität Dortmund, Germany

ROOM B2.32, 16.30-17.00

While issues of digitality and diversity pervade professionalization discourses, research into English as a foreign language (EFL) teachers' beliefs focuses largely on the analysis of these issues independently from one another (Gerlach & Schmidt, 2021; Rubach & Lazarides, 2020). This approach, relying largely on questionnaires and individual interviews, is limited in its ability to address beliefs about the role digitality can play with regard inclusive foreign language teaching and learning (see Zorn et al., 2019). As a result, how teachers think about the potential for both inclusionary and exclusionary consequences of digital mediation in diverse settings is unclear. This talk will present emerging research findings from "DigiDiv: Digital diversity in (foreign) language subjects to foster digital sovereignty" (BMBF). Relying on questionnaires, individual interviews, and focus group discussions with EFL teachers and teacher trainers conducted within the context of a needs analysis

(N = 30), the results presented here examine how these practitioners identify their professional development needs in relation to these topics. In so doing, they reveal their conceptualizations of diversity and digitality and the relationships between the two. Although the data set is small a, it suggests that there are disjunctures informing their beliefs and practices. Early analysis indicates that there is, for example, a discrepancy between educators' global understanding of diversity and how they assess its relevance for their own teaching practice. Likewise, despite knowledge regarding a range of digital tools, the informants focus on the role of digital media as a largely compensatory one, leaving unexplored other ways in which digitality can foster inclusivity. the implications of these early findings for professional development will be addressed.

Developing Ungspråk-Ö as a tool for second language teacher education

Elizabeth Erling

University of Vienna & PH Oberösterreich,
Austria

Thomas Wagner

PH Oberösterreich, Austria

ROOM B2.32, 17.00-17.30

This presentation introduces our ongoing project, Ungspråk-Ö, an extension of the pioneering Norwegian Ungspråk project (Haukås et al., 2022; 2021a; 2021b; Storto et al., 2023). This research delves into multilingualism among secondary school learners of English, examining its implications for English language education and educational policy. Our project focuses on lower secondary school students, particularly those from lower socioeconomic backgrounds, aiming to explore their language repertoires and beliefs about multilingualism (BAM). Motivated by the recognition of a critical gap in understanding language learning dynamics among this demographic in the Austrian educational landscape, our research is in its initial stages, and we do not have any data yet. We describe the early phases of the project, involving the translation, adaptation, and validation of the Norwegian questionnaire for use in the Austrian context. Additionally, we discuss various predictors of multilingual identities, such as language habits, migration background, extracurricular activities, and stays abroad. We also investigate potential differences in multilingual identities between students attending vocationally oriented middle schools (MS) and academically oriented general academic secondary schools (AHS). To achieve this, we employ an exploratory mixed-methods methodology, integrating both quantitative and qualitative data collection and analysis. This approach provides a comprehensive understanding of language learning dynamics. As our project progresses, the anticipated results hold valuable implications for second language teacher education. The insights gained from exploring the language repertoires and beliefs about multilingualism among lower secondary school students will contribute to the development of more informed and effective strategies for second language teachers, enhancing their ability to address the diverse linguistic needs and multilingual resources of students, particularly those from marginalized backgrounds.

Looking beyond IRF exchanges in English as a Foreign Language (EFL) Classroom discourse

Merav Badash

Kibbutzim College of Education, Israel

ROOM B2.32, 17.30-18.00

Classroom discourse is an essential component of instruction in the English as a Foreign Language classroom, as it plays a crucial role in promoting speaking and developing students' communicative skills (Mathieu et al., 2021). A common exchange structure, used extensively to examine classroom discourse is the Initiation, Response, Feedback (IRF) exchange (Sinclair and Coulthard, 1975, 1995). IRF exchanges include the teacher's initiation (I) through questioning students; student response (R) to the question; and a follow-up (F) by the teacher. The aims of this study are to (1) identify occurrences of IRF exchanges in classroom interaction, and deviations from such exchanges, and (2) to examine whether the use of English is maintained within IRF exchanges. A qualitative case study approach was adopted for this study (Creswell, 2022). Twenty-seven EFL high school lessons were observed. Each lesson was led by a different EFL teacher, lasted 45-minutes and included around 30 students. Observations were transcribed and IRF instances were marked; field notes were taken following the observations. Additionally, six semi-structured interviews were conducted with teachers to collect information about spoken exchanges in the classroom and about the use of L1 in lessons. Thematic analysis was used to analyze the information in the interviews and common themes were identified and categorized. Initial findings show that teachers use predictable and alternative IRF exchanges to organize talk, follow basic turn taking rules, and guide students toward dialogic learning (Nassaji & Wells 2000, Jiang, 2014). Nevertheless, extensive use of IRF revealed (1) imbalance between teacher-talk time and student-talk time; (2) excessive use of L1 in IRF exchanges; and (3) limited flow of communication and authentic language. Practical implications for teacher educators regarding strategies and skills to develop classroom interaction and attain teachers' full potential are discussed.

Investigating the Role of Pronunciation in Second Language Teacher Education

Karin Richter

University of Vienna, Austria

ROOM B2.21, 11.00-11.30

In the last decade, a great number of researchers and educators have advocated for a revived focus on EFL pronunciation teaching, a domain previously referred to as the “the orphan” (Deng et al., 2009) or “the poor relation” (Barrera Pardo, 2004). Despite this new-found scholarly interest, recent studies have confirmed that pronunciation still remains a challenging area for numerous EFL teachers (Kirkova-Naskova et al, 2021). Commonly cited among the core reasons for this conspicuous neglect is the scarcity of pronunciation pedagogy courses in teacher education programmes (Baran-Lucarz, 2022; Yokomoto, 2016). This presentation reports on the findings derived from a research project investigating pronunciation learning and teaching in the Austrian context. Grounded in the premise that student teachers' views and experiences can have a significant impact on their prospective pedagogical practices, this inquiry aims to uncover the perspectives of 80 EFL student teachers enrolled in the Master of Education programme at the Department of English and American Studies at the University of Vienna. The study adopts a mixed-methods approach, utilizing a survey instrument designed to capture the multifaceted dimensions of student teachers' beliefs about their own pronunciation proficiency on the one hand and their competence to teach pronunciation on the other hand. The findings show that despite having encountered minimal explicit pronunciation instruction in various capacities—whether as learners, student teachers, or observers in Austrian classrooms— the overwhelming majority of the respondents demonstrate a prevailing satisfaction with their own pronunciation skills. However, approximately one-third express a discernible lack of confidence in their ability to effectively teach pronunciation. These findings urge teacher educators to incorporate explicit pronunciation teaching courses in their EFL teacher training programmes in order to ensure that aspiring EFL educators are prepared to teach pronunciation.

Computer-assisted Pronunciation Training for Czech Learners of English: a Pilot Action Research on Undergraduates

Pavel Čanecký

Masaryk University, Czech Republic

ROOM B2.21, 11.30-12.00

This pilot action research explores the pronunciation challenges faced by Czech undergraduates studying English at an Education Faculty. The study primarily aims to identify recurrent problematic pronunciation features and fossilized errors in student

speech, and subsequently assesses the effectiveness of systematic computer-assisted pronunciation training (CAPT) in mitigating these issues.

The study's rationale is grounded in the necessity for prospective English Foreign Language (EFL) teachers to develop an acute awareness of their own pronunciation errors and those typical of Czech speakers. Through targeted CAPT training, the research seeks to improve students' speech intelligibility in selected pronunciation features, thereby preparing them to serve as exemplary pronunciation models for future EFL learners.

Additionally, the study addresses the gap in available pronunciation resources by developing practical electronic exercises tailored for Czech EFL teachers and students, moving beyond traditional "listen and repeat" methods.

Teachers' nonverbal communication strategies to scaffold beginner-level foreign language learners' comprehension of classroom Target Language speech

Susan Oguro

University of Technology Sydney, Australia

ROOM B2.21, 12.00-12.30

In languages education, there is widespread agreement among teachers and researchers about the value of maximising classroom target language (TL) use, not only for linguistic input but to demonstrate the TL as an authentic tool for communication. However, this can be particularly challenging when teaching beginners (level A1 on the CEFR) given teachers' diverse interactions beyond communicating curriculum content, such as managing classroom activities, building rapport, or talking with learners about cultures. Teachers may sometimes utilise a shared language (often the learners' L1), or when communicating in the TL, use strategies to modify and adapt their speech to support learners' comprehension. This paper draws on findings from a project investigating how teachers can maximise their classroom TL speech with learners. Survey, interview and observational data were collected from 42 pre- and in-service high school and university teachers of beginner-level English, French, German, Italian, Japanese, and Spanish as a foreign language. Taking a sociocultural theoretical approach, one scaffolding strategy identified in teachers' practice was their enhanced use of nonverbal communication. In beginner-level classes where learners are highly dependent on nonverbal cues when listening to the TL, these represent a key resource for teachers to scaffold learners' comprehension. This paper highlights teachers' creative uses of gesture and mime as well as their use of materials, visuals, texts, and cultural objects to enhance and clarify the TL message. While not all were aware of their own nonverbal communication strategies, many demonstrated deliberate considerations of how they could enhance their verbal TL message for learners. As a significant proportion of communication in all aspects of life is nonverbal, this paper challenges teacher educators to consider how we support our pre-service teachers to harness this tool, particularly with beginner-level learners.

Beyond the Textbook: Unleashing Creativity and Excellence in Second Language Teacher Training

Amine Bouhzam

Universal Academy, US

ROOM B2.21, 12.30-13.00

In the dynamic landscape of Second Language Teacher Education (SLTED), the traditional approaches centered around textbooks must be revised to prepare educators for the diverse challenges of the 21st century (Schlam et al., 2023; Waciewicz et al., 2023). This presentation delves into the transformative power of innovative strategies that transcend conventional instructional materials, focusing on the crucial link between creativity and excellence in second-language teacher training. We explore how stepping "Beyond the Textbook" opens up possibilities for educators to engage in pedagogical practices that inspire creativity and excellence (Kilag et al., 2023). Through case studies, research findings, and practical examples (Chamcharatsri & Iida, 2022), we investigate integrating experiential learning, technology, and real-world applications to enrich SLTED programs (Yiu & Cheung, 2023). Attendees will gain insights into cultivating a teaching environment that encourages educators to move beyond the confines of routine, fostering a culture of continuous improvement. The presentation emphasizes the three key pillars underpinning this paradigm shift: collaboration, adaptability, and reflective practice (Reinders & Sundqvist, 2022). Attendees will discover how collaborative initiatives among educators, institutions, and industry partners can create a vibrant ecosystem for exchanging ideas and best practices (McClung, 2023). Additionally, the importance of cultivating adaptability in language educators is explored, showcasing how embracing change can enhance teaching methodologies and student outcomes (Schlam et al., 2023). Central to this discussion is the role of reflective practice as a cornerstone for professional development (Schlam et al., 2023). The presentation outlines a framework for ongoing improvement and excellence in SLTED by encouraging educators to examine their methods and outcomes critically. Join us on this exploration "Beyond the Textbook" as we unravel the untapped potential within second language teacher education, providing a roadmap for inspiring creativity and cultivating excellence in the next generation of language educators.

“I don’t really know how to deal with that”: the use of lesson videos and visual analytics in collaborative advice-giving sequences during post-observation conferences

Olcay Sert

Mälardalen University, Sweden

Teppo Jakonen

Mälardalen University, Sweden

David Ryška

Masaryk University, Czech Republic

ROOM B2.22, 11.00-11.30

Post-observation feedback sessions (Copland and Donaghue 2019) and data-led reflection (Walsh and Mann 2015) have been central to recently emerging language teacher education frameworks that focus on classroom interaction skills of student-teachers (STs) (FAB Framework, Waring and Creider 2021; IMDAT, Sert 2019). Using discursive data from post-observation meetings and linking them to micro-analyses of interactions during language lessons, recent studies on language teacher education and development focused on how, for instance, teachers change the ways they respond to learners (Sert et. al. 2024), ask questions (Bozbiyik et al. 2022), and correct errors (Seedhouse and Whelan 2021). Considering both the practical advantages and disadvantages of video-mediated settings, more research, however, is needed into the interactional dynamics of video-mediated post-observation meetings to document the intricate details of the ways trainers and trainees delicately manage the practices of feedback giving and reflection. In this study, we draw on data from a unique teacher education context, a practicum setting in Sweden, where university-based supervisors meet school-based mentors and student-teachers in triadic, video-mediated post-observation conferences and use a video-annotation tool to facilitate/organise feedback and reflection. Drawing on a larger database of lesson (video)recordings of student-teachers, audio and video recordings of post observation conferences, and ethnographic interviews that involve 18 student-teachers, 15 mentor teachers and 6 university teachers, we conduct a multimodal CA case study to investigate practices of technology-enhanced post-observation feedback. We focus on collaborative advice-giving sequences which are facilitated by participants’ orientations to aspects of classroom interaction through annotated moments in the lesson as well as visual analytics generated by the technological tool used. Our study will document affordances of the technological tools used in facilitating collaborative advice giving sequences and student-teacher reflections. Implications for teacher education and development will be given.

Metadiscourse Markers in the Turkish and Native English Students’ Argumentative Essays: a Contrastive Interlanguage Analysis

Aykut Kolay Cansu

Kocaeli University, Turkey

ROOM B2.22, 12.00-12.30

Metadiscourse markers (MDMs) play a key role in terms of organization of written texts and reader's text comprehension as writers can guide their readers with the help of those markers. Therefore, it is important for L2 learners of English to learn and use MDMs in their writing processes. Although some international studies exist in the literature, there are not many studies focusing on the Turkish context. With respect to this, the current study aims to compare Turkish EFL learners and native English speakers' use of metadiscourse markers in their argumentative essays. For the Turkish corpus, 10 Turkish English Language Teaching (ELT) Department students' argumentative essays have been collected. For the native English corpus, the essays have been reached through the Louvain Corpus of Native English Essays (LOCNESS). Both Turkish and native students' essays topics are similar to each other in order to ensure the reliability of the study. Metadiscourse markers found in both groups of essays have been coded in line with the metadiscourse framework suggested by Hyland (2005). Within the framework of contrastive interlanguage analysis (CIA) (Granger, 1996; 2015), the collected corpus has been analyzed through a corpus linguistic approach (CL) (Sinclair, 1991) to seek i) the type of MDMs used by Turkish EFL learners, ii) the type of MDMs used by native English students and iii) similar or different patterns between Turkish and native English students in terms of the use of MDMs.

Mentoring Strategies in in-service Language Teachers' Reflective Teaching Practices: a Case Study

Melike Eşdur Fatma

Turkish Education Association University (TED University), Turkey

ROOM B2.22, 12.30-13.00

Since Dewey introduced reflection as a part of effective teaching and learning in 1933, reflective teaching has been topic to investigate and benefit from in language learning and teaching contexts. The literature holds a large range of studies with regards to pre-service teachers' reflective practices from these teachers' and their mentors' perspectives. Studies exploring in-service teachers' reflective practices from their perspectives are also common; however, there is a limitation regarding studies on the strategies that mentors in stimulated recall based dialogic reflection practices follow facilitating their mentees' reflection process. This qualitative study aims to explore the strategies that a mentor employs to facilitate reflective teaching process for her two mentees and the differences in the frequencies of these strategies for the mentioned two cases. This is a data-led study which is based on sociocultural theory, and it employs video-recordings of reflective teaching meetings to collect the data and thematic content analysis to analyze the data. The results reveal that the mentor utilizes four main mentoring strategies which are building rapport, coaching, descriptive critique, and initiating reflection. These strategies involve several sub-strategies, and the frequency that the mentor implements these strategies show a variance in two different cases.

What do memes tell us about students' perceptions of a high-stakes foreign language exam?

Viktoria Ebner; Eva Konrad; Kathrin Eberharter; Benjamin Kremmel

University of Innsbruck, Austria

ROOM B2.23, 11.00-11.30

Analysing student reactions to high-stakes exams provides insights into learner beliefs, emotions and perceptions of a test (McMillan, 2016) and thus help teachers in developing exams and preparing students for them. However, only few studies systematically investigate test-taker perspectives (Jin, 2023; Brown, 2022). The present study analysed Instagram memes to access test-taker experiences of sitting the Austrian Matura, a standardised high-stakes school-leaving exam. Unlike previous studies, which elicited test-taker opinions, this study explores unprompted, real-life and creative expressions of test-taker perceptions. While memes have been used to enhance the language learning experience (Höfler, 2021; Hansen & Wilson 2023), analysing them constitutes a novel approach to researching language assessments. The project focussed on image macro memes ("a test-image discourse made up of one or two lines of text at the top and/or bottom of the meme and an image in the middle", Yus, 2023, p. 246) and addressed the following questions: RQ1: What aspects of the Matura tasks do student-generated memes comment on? RQ2: What kind of insights into test-taker perceptions of a high-stakes exam can memes provide? After systematically building a corpus of Instagram memes in relation to the English part of the Matura (2019-2023, N=417), we used MAXQDA 2022 (VERBI Software, 2021) for a qualitative analysis. Semi-structured interviews were then conducted with account holders of selected Instagram channels to learn more about their motivation behind generating and posting memes and the function (e.g., stress release) these memes might hold for the test takers.

Competence beliefs and teaching practice of (non-)specialist English teachers at primary level in Germany

Joel Guttke

Duisburg-Essen University,
Germany

Raphaela Porsch

Magdeburg University,
Germany

Eva Wilden

Duisburg-Essen University,
Germany

ROOM B2.23, 11.30-12.00

According to models of professional competence and the expectancy-value theory, teachers' knowledge, skills, and competence beliefs determine their performance in class. The acquisition of professional knowledge and skills is an integral part of teacher education. Due to structural reasons and a lack of qualified teachers, the qualification of English language teachers at primary level varies significantly in Germany: Teachers either (1) obtained a degree in English as a foreign language (EFL) education as part of their teacher training, (2) participated in post-graduate

in-service training because they completed their teacher training in subjects other than English, or (3) teach English out-of-field. Studies have shown that the degree of subject specialization is related to EFL teachers' subject-specific enthusiasm and their use of the target language in class. Consequently, subject specialization may be related to instructional quality. This study investigates in how far differences in competence beliefs among EFL teachers with varying degrees of subject-specific training are related to their teaching practice: (1) To what extent do EFL teachers with varying degrees of subject-specific training differ regarding their competence beliefs (i.e., content knowledge and pedagogical content knowledge in literary studies, linguistics, cultural studies, and teaching methodology)? (2) To what extent do EFL teachers with varying degrees of subject-specific training differ regarding their self-reported teaching practice? To discuss this, findings from an online survey among (non-)specialist EFL teachers at primary level in Germany (n = 717) are presented. Inferential statistics (MANOVA) indicate significant differences in the group means of professional competence beliefs among participants with different teaching qualifications. Teachers with a degree in EFL education show the highest self-reported competence beliefs, followed teachers who attended post-graduate in-service training and out-of-field teachers. The findings may provide evidence for the potential of professional development activities tailored to the individual needs of (non-)specialist EFL teachers.

Technical students' preferences for learning English: a theory formation based on a mixed research in learning styles

Petra Langerová

Masaryk University, Czech Republic

ROOM B2.23, 12.00-12.30

The paper presents the results of a qualitative part of a mixed research in learning styles of English conducted at the Faculty of Electrical Engineering and Communication of the Brno University of Technology. The aim of the research is to explore students' preferred ways of learning in order to understand better how technical students approach learning languages. In the quantitative part students answered the Ehrman and Leaver Questionnaire to identify their preferred learning styles on a bipolar scale. The main goal was to discover some regularities in their preferences. Thus, a statistical analysis was carried out and a typology of the most common learning styles was created, based on students' preferred combination of dimensions belonging either to intuitive or to logical learning styles. Students who showed a high preference for some of the 4 most common types of learning styles were asked to participate in an interview where they further discussed how they learn and how effective it is for them. The aim of the interviews was to give examples of learning related to individual dimensions of the questionnaire, focusing further on the accuracy in learning languages in general and on affective factors influencing the way students prefer to learn. The data was transcribed and analysed in order to form a grounded theory which may help teachers discover how technical students acquire a foreign language. This could help them to understand better the reasons for students' difficulties in learning and to cut their didactic approach accordingly.

Theoretical and Pedagogical Prescriptions for Better English Language Education in Japan

Yu Kanazawa

Osaka University, Japan

Jana Kamenická

Jan Evangelista Purkyně University, Czech Republic

ROOM B2.23, 12.30-13.00

Internationalization being a global phenomenon, there are increasing needs for quality foreign language education, which is grounded on quality foreign language teacher education supported both by arts and science. The challenge is even bigger for English education in Japan due to such reasons as (a) the farthest linguistic distance, (b) EFL circumstances, (c) lingering focus on grammar/translation-based meticulous accuracy on high-stakes university entrance examination, (d) the resulting social call for English teachers proficient in exam-English rather than real-English. Reflecting on several pseudo-autoethnographic anecdotes from English teachers in Japan (e.g., conversation for eikaiwa school, juku for serious learners, less mistakes rather than creativity), it is concluded that in many cases English teaching in Japan has been optimal for only a handful of skilled and déjà-motivated learners, leaving many others in the vicious 3L cycle (Kelly, 2013). In the theory part, the authors will introduce and explain key ideas that will be insightful for better ELT in Japan; such as Deep Active Learning (2018), Three Reals Principle (Kamenická, 2019), Emotion-Involved Processing Hypothesis (Kanazawa, 2017), Apple Tree Model (Kamenická, 2021), Deep Positivity Hypothesis (Kanazawa, 2021), Deep Epistemic Emotion Hypothesis (Kanazawa, 2024), the 1-2-3 Emotion Model (Kanazawa, 2022). Pedagogical approaches to operationalize these theories are also exemplified such as EPSPAP (Kamenická & Král'ová, 2021), P4ELT (Kanazawa, 2021), ELT Case (Kanazawa, 2021), and Challenger's Reading Circle accompanied by Quality Talk instruction (Kanazawa, 2023). In the study part, through the first author's experiences of teaching undergraduate students at Japanese elite universities, it will be pseudo-autoethnographically shown that (1) the winners of the severe exam-English competitions are not always proficient in real-English, (2) these learners do not only academically benefit from deep active learning pedagogies but also recognize them as enjoyable, fruitful, and worthwhile. Experience-based ongoing prospects for better language teacher training are also discussed.

"Task can be easily confused with activity/exercises": How trainee EFL teachers learn about and implement TBLT

Sima Khezrlou; Christiane Dalton-Puffer

University of Vienna, Austria

ROOM B2.32, 11.00-11.30

Over the last two decades, task-based language teaching (TBLT) has gained widespread recognition, with extensive literature exploring its effects, implementation, and learners' responses (e.g., Jackson, 2022). However, a disparity exists between theory and practice within the TBLT literature, with more focus on research than on real classroom dynamics (Bygate, 2020). Bridging this gap is crucial for TBLT to address the issues relevant to stakeholders such as teacher educators, curriculum designers, teachers, and learners. The main rationale for this study was to evaluate the impact of educating Austrian EFL teachers-in-training about the concept of task, on the premise that this understanding would be a significant prerequisite for them to effectively implement TBLT in their teaching contexts. Participants were trainee teachers enrolled in a Master's program at the University of Vienna, where TBLT was a module of one of their courses. They had diverse teaching backgrounds, ranging from several years of experience to very limited or none at all. Their familiarity with TBLT also varied widely; while some had not had much information about it, others had experimented with it in their classrooms or even considered it as a potential topic for their Master's thesis in a few instances. The course content centered around Ellis's task principles (Ellis & Shintani, 2014), and emphasized an active, experiential understanding of TBLT theory and its relevance to teachers' own teaching practices. Participants were asked to design, teach and evaluate a language task tailored to their learners' needs. Results showed that despite the brevity of the module, the majority of teachers were able to develop tasks that met the prespecified criteria and effectively evaluate the challenges in their task implementations, providing valuable suggestions for future improvements. We will discuss examples of tasks developed by the participants and the pedagogical realities of introducing TBLT in school contexts.

Tasks as a novel approach to learning content

Per Snoder; Oliver Smith

Stockholm University, Sweden

ROOM B2.32, 11.30-12.00

We are language teacher educators in Sweden. In this presentation we report on how we changed our approach to activating students before and during seminars. In the past, students prepared for seminars by reading texts and answering questions, and then shared their answers during seminars. We felt this approach did not help the students deeply process the content, and that it lacked any clear outcome. To improve student engagement with course content, we now use a novel approach to create seminar activities. This approach repurposes principles from task-based

language teaching (Ellis, 2018), specifically the requirement for tasks to have clearly-defined outcomes. In our case this means giving the students a task to prepare prior to the seminar, which is then improved through collaboration during the seminar. For example, students collate information about three assigned readings about second language acquisition research into a Venn diagram before the seminar. During the seminar students compare and contrast their diagrams with others. Finally, together they create a new diagram based on their shared understanding. This is then presented or shared with others in some way. In the presentation we show examples from the classroom, explore how these tasks were designed, and discuss the potential benefits they have for teachers and students. We also relate our new approach to theoretical underpinnings for example, self-determination theory (Ryan & Deci, 2020) and collaborative learning (Wiliam, 2017).

Training ESL Teachers to Incorporate Virtual Space in 3D Task Design

Iryna Kozlova

University of Pennsylvania, US

ROOM B2.32, 12.00-12.30

This study examines how 63 Chinese ESL teachers, in a two-day workshop, collaborated to understand the concept of space and its role for the language-learning tasks in a three-dimensional virtual world (3D VW) through (1) designing 3D tasks and (2) explaining the space integration in the task design when presenting them. Learning in a 3D VW immerses learners in a simulated real-world environment, which requires that the use of space in the task mirrors its use in real life, for example, using space for both collecting verbal information and non-verbal cues to solve real-life problems, when learners use spontaneous, real-life-like language. Participants familiarized themselves with a virtual university campus built on the VirBela platform a week before the workshop. During the workshop, they completed language-learning tasks in groups to explore how space was incorporated in the task design and were led to discuss the role of the space-exploration component in language-learning tasks. Each group, then, (1) created one 3D task using a task-planning template, and (2) presented their task to the other participants. The presentations were video recorded and transcribed. Data analysis revealed that all groups incorporated space in task design but with variation. Five out of eleven groups used space for both posting verbal information and including space-exploration components for learners to find cues to solve real-life problems. Six out of eleven groups, however, used space akin to traditional classroom, such as posting messages or recording messages for avatars only. These groups treated space merely as an information board, neglecting its potential as a source for problem-solving cues that prompt learners' spontaneous use of language. Implications for teacher-training include encouraging teachers' active exploration of the environment, analysis of 3D tasks, and promotion of collaborative and reflective practices at the task-planning and task-implementing stages.

Tereza Havránková; Gabriela Klečková

University of West Bohemia, Czech Republic

ROOM B2.32, 12.30-13.00

This paper investigates the application of the flipped learning model within Second Language Teacher Education (SLTE) programs, with a particular emphasis on task design. While flipped learning is positively perceived for its potential to enhance language acquisition and student engagement (Turan & Akdag-Cimen, 2020), a notable gap persists in the literature regarding the optimal design of pre-class tasks to fully leverage these advantages (Karaaslan & Çelebi 2017). Our study aims to address this gap by uncovering task design strategies that significantly improve the effectiveness of flipped classrooms in teacher preparation programs. The study utilized a mixed-methods approach involving second-year master's students in an SLTE program. Students completed questionnaires after each pre-class task throughout a semester and participated in interviews, providing insights into the tasks' duration, difficulty, and effectiveness. A key finding of our research was the correlation between the time students dedicated to individual tasks and their grasp of new concepts. This discovery underscores the importance of task duration as a critical factor in designing flipped learning experiences. The presentation begins by introducing the concept of flipped learning and its importance in the professional development of pre-service teachers. It then presents the study's methodology and task analysis within a specific SLTE course and discusses how the time invested in tasks influenced their conceptual understanding of various concepts. The conclusion offers recommendations for SLTE educators and program designers, focusing on the selection and structuring of the pre-work, methods to engage students with this pre-work, and strategies for integrating pre-work throughout the term to optimize educational outcomes. These recommendations enhance task design in flipped classrooms, enriching pre-service language teachers' learning experience and pedagogical efficacy.