

International Week for Language Teachers – "Language Teaching Tomorrow"

18th–22nd May 2015, Tampere University of Applied Sciences and JAMK University of Applied Sciences, Finland

	SUNDAY 17 May	MONDAY 18 May	TUESDAY 19 May	WEDNESDAY 20 May	THURSDAY 21 May	FRIDAY 22 May
8:00-9:00						
9:00-10:00			Keynote II	Workshops & presentations VI	Welcome to TAMK Keynote III	Panel discussion
10:00-11:00		Registration	Coffee & snacks	Coffee & snacks	Coffee & snacks	Coffee & snacks
11:00-12:00		Welcome to the Int'l Week Keynote I	Workshops & presentations III	Workshops & presentations VII	Workshops & presentations VIII	Brainstorming & networking
12:00-13:00		Lunch	Lunch & signing Erasmus agreements	Lunch	Lunch & signing Erasmus agreements	Lunch
13:00-14:00		Workshops & presentations I	Workshops & presentations IV	Bus trip to Tampere	Workshops & presentations IX	Optional Visit to Moominvalley
14:00-15:00		Coffee & snacks	Coffee & snacks		Coffee & snacks	
15:00-16:00		Workshops & presentations II	Workshops & presentations V		Workshops & presentations X	
16:00-17:00						
17:00-18:00						
18:00-19:00	Meet & greet at Sokos Hotel Paviljonki	Buffet dinner		Tampere city tour	Sauna	
19:00-20:00						
20:00-21:00						

M O N D A Y
18 May

T U E S D A Y
19 May

	Track I: Online & blended learning	Track II: Integration with substance	Track III: Classroom pedagogy	Track I: Online & blended learning	Track II: Integration with substance	Track III: Classroom pedagogy
8:30						
9:00				KEYNOTE II Coombe Best Practice in ELT: 10 Traits of a Highly Effective Teacher		
9:30				Coffee & snacks		
10:00	Registration			Coffee & snacks		
10:30	Welcome to the Int'l Week			WORKSHOP Schmittinger Computer-aided Learning / Teaching	LECTURE Kotikoski Students' Use of English...	ROUND-TABLE Koczalska Creating and Implementing ESP Syllabus by English Language Teachers at the University of Technology – a Curse or Blessing?
11:00	KEYNOTE I Taalas Language Teaching Tomorrow – Changing Pedagogical Needs in Higher Education				LECTURE Jaworski Language Assessment in...	
11:30				Lunch & signing Erasmus agreements		
12:00	Lunch			Lunch & signing Erasmus agreements		
12:30				Lunch & signing Erasmus agreements		
13:00	LECTURE Podrouzkova Communicate or Communicate?	WORKSHOP Firsova The Efficiency Factors of Students' Adaptation to the Professionally Oriented Language Learning at the Technical University	WORKSHOP Leek Using Grammaticisation and Dictogloss in the ESP Classroom	WORKSHOP Van Hoorick If You Can't Beat 'em, Join 'em: Learning and Teaching through Social Media	ROUND-TABLE Chukileva & Chernenko Some Organization Forms of Out-of- class Activities while Learning Foreign Languages in the Technical Higher Education Establishment	LECTURE Ruuska A Tool in Learning and...
13:30	LECTURE Mace & Kavanagh Realising the Potential of...					LECTURE Snuskiene ESP Teacher's Role in...
14:00						
14:30	Coffee & snacks			Coffee & snacks		
15:00	WORKSHOP Duda Using Collaborative Learning in the Language Classroom with Students of a Technical University	ROUND-TABLE González-Valencia & Langtree The Year Abroad – Do We Assess the Right Criteria?	ROUND-TABLE Vaher Engineering and the Humanities: Possibilities for a New Alliance	WEBINAR Gabardo Educational Videos	LECTURE Mifsud Are You Being Served by...	WORKSHOP Uotila, Vuorinen & Oinonen Portfolio as a Tool for Differentiating Instruction and Assessment in Language Studies
15:30					LECTURE Zadikian Language Learning in 'Tandem'...	
16:00						
18:00						
19:00	BUFFET DINNER					
20:00						

W E D N E S D A Y
20 May

T H U R S D A Y
21 May

	Track I: Online & blended learning	Track II: Integration with substance	Track III: Classroom pedagogy	Track I: Online & blended learning	Track II: Integration with substance	Track III: Classroom pedagogy
8:30	WORKSHOP Sendzik Using Digital Materials in the Language Classroom – Classroom Toy or Silver Bullet?	LECTURE García Merinero Interculturality within the Spanish...	WORKSHOP O'Mahoney Why Debate in the Foreign Language Classroom? The Case of the French Debating Association	Welcome to TAMK		
9:00		LECTURE Candel-Mora & Tamarit Development of Intercultural...		KEYNOTE III Curcher A Brief History of Teaching Tomorrow - Looking Back at How We See the Future		
9:30						
10:00	Coffee & snacks			Coffee & snacks		
10:30	LECTURE Carrió-Pastor Do Online Collaborative...	WORKSHOP Handa Engaging the Senses and Opening up to New Perspectives: An Introduction to Expressive Arts in Education	ROUND-TABLE Sigurðsson & Ingibjartsdóttir Language Assessment in Higher Education	WORKSHOP Roell Using Virtual Learning Environments for Blended Learning	VISIT Flowerks & School of Vocational Teacher Education	ROUND-TABLE Shuurmans-Brouwer & Díaz Santana Teaching Speaking Skills - How Do You Achieve the Best Results?
11:00	LECTURE Rodewald Bremen's Tutorial Language...					
11:30						
12:00	Lunch			Lunch & signing Erasmus agreements		
12:30						
13:00	Bus trip to Tampere			LECTURE Phillips Engaging Language Learners...	WORKSHOP Soosaar Supporting Collaborative and Entrepreneurial Spirit in the Classroom	WORKSHOP Leikomaa & Annala Ready - Set - Pitch!
13:30				LECTURE Lievens Enhancing Task-based...		
14:00						
14:30				Coffee & snacks		
15:00				WORKSHOP Kinnunen & Dósa Online Intercultural Teaching...	WORKSHOP Pfatschbacher Tourism and Foreign Language Teaching: Podcasts for Listening Comprehension as Key to Success	ROUND-TABLE Kalytiene & Braziuniene Challenges and Problems in Learning English for Part-time Students in Vilnius College of Technologies and Design
15:30				WEBINAR Pratas Digital Story-telling		
16:00						
17:00						
18:00	TAMPERE CITY TOUR			SAUNA		
19:00						
20:00						

F R I D A Y
22 May

8:30

PANEL DISCUSSION
Weihs
The Mature Student – a Pedagogical Challenge?

9:00

9:30

10:00

Coffee & snacks

10:30

11:00

BRAINSTORMING & NETWORKING

11:30

12:00

Lunch

12:30

13:00

13:30

OPTIONAL VISIT TO MOOMINVALLEY

14:00

14:30

D E T A I L E D P R O G R A M M E

DATE & TIME PRESENTER		TOPIC	DESCRIPTION
Mon 18.5 11:00-12:00 D110	Peppi Taalas University of Jyväskylä, Finland	Language Teaching Tomorrow – Changing Pedagogical Needs in Higher Education	The modern times call for modern thinking also in language teaching. Globalisation, increasing mobility, labour market changes, and fast technological development have all changed the way in which we learn, work and exist. Amidst all these changes we need to maintain our focus on the purpose of learning languages in the higher education context and even more importantly, on what language learning is and should be about. In this presentation I will talk about the basic premises on which language learning should be built on and how languages should not be isolated in “normative boxes”. I will also call for more systemic thinking in our pedagogical designs and discuss the potential of more personalised learning environments (PLE) in higher education language teaching and learning.
Mon 18.5 13:00-13:45 D306	Lucie Podrouzkova Masaryk University, Czech Republic	Communicate or Communicate?	The presentation aims to share the experience with blended and online learning at English at Masaryk University Brno, Czech Republic. Currently, all courses taught in the English Department have online learning support. This is particularly important for the combined-study students, who attend classes fortnightly only and are expected to devote much of their time to self-study. In general, most teachers and students believe that online learning represents a convenient and efficient tool which enhances the learning experience especially if sufficiently balanced with face-to-face learning. Contact lessons are then seen as the essential point of departure in the learning process. However, the English Department has also witnessed a significant success with English Online, an internet discussion forum offered to students across the university. This has proven to be a very beneficial, refreshing experience for both students and forum moderators (teachers) where ideas, opinions and experience of different kinds and on varied topics are debated.
Mon 18.5 13:45-14:30 D306	Darren Mace & Morgan Kavanagh Zurich University of Applied Sciences, Switzerland	Realising the Potential of E- learning: Enabling Interactivity and Collaboration in a Blended Learning Course Component Using Adobe Captivate 8	E-lessons have been an integral part of writing instruction for a number of years for a number of years at the School of Life Sciences and Facility Management of the Zurich University of Applied Sciences. However, the effectiveness of these e-lessons was brought into question, as students’ writing output was not demonstrating effective acquisition of the principles provided in the ‘e-lesson’ input. In our presentation we will examine how we redesigned these e-lessons to increase acquisition of input and unlock the potential of e-lessons. Firstly, we will look at the rational behind the use of e-lessons and why we were not seeing the results we had hoped for. Afterwards we will present the improvements we made to the lessons to better fulfill the original rational and address the issues that we identified with the existing e-lessons. Finally, we will discuss the effects of these changes on our students’ work.

Mon 18.5 13:00-14:30 D305	Svetlana Firsova Volga State Regional University of Technology, Russia	The Efficiency Factors of Students' Adaptation to the Professionally Oriented Language Learning at the Technical University	The system of students' adaptation to the professionally oriented language learning within the educational space of the technical university is put forward. Key factors of the successful implementation of the system are underlined. The author tries to identify the basic principles of the professionally oriented language learning in the context of technical education modernization. The preliminary carrier guidance activity is specially considered. In connection with this the role of foundation module for the first year students is highlighted. The multi-level system of testing developed by the foreign language department staff is analyzed in detail. Particular attention is given to the electronic education and other innovative learning techniques. Some aspects of the extracurricular activity in the form of academic competitions are also discussed in the paper. In addition students' feedback in the form of questionnaires and the practical results are analyzed and new methodological trends are elaborated.
Mon 18.5 13:00-14:30 D405	Sarah Leek Bauhaus-Universität Weimar, Germany	Using Grammaticisation and Dictogloss in the ESP Classroom	Teaching grammar to high-level ESP learners can be a real challenge. Learners at B2 and beyond have usually been exposed to many grammatical structures already, and ESP learners often feel overwhelmed by complex concepts and subject-specific terminology, leaving little motivation for grammar. How, then, can we make grammar motivating, engaging and challenging for these learners? This workshop will focus on two activities that can be adapted for the ESP classroom: Grammaticisation (Rutherford, 1987) and Dictogloss (Wajnryb, 1990). In these multi-skill activities, learners work together to reconstruct a text by 'grammaticising' their notes (Thornbury, 1995). The learners then compare their final versions to the original text, which provides them with the opportunity to 'notice' differences and identify the gap between their declarative and procedural knowledge (Swain, 1995). The learners also become aware of the importance of context, which directly affects the grammar that we choose (Larsen-Freeman, 2011). Furthermore, a learner-centred and natural, collaborative environment is created, with the learners negotiating meaning for themselves rather than depending on the teacher or coursebook exercises. In this workshop, we will take a closer look at the principles behind these activities and discuss what we need to bear in mind when adapting them for our ESP classes. We will also take a look at some sample activities from a Technical English course.
Mon 18.5 15:00-16:30 D306	Grazyna Duda Silesian University of Technology, Poland	Using Collaborative Learning in	In my workshop presentation I will present techniques for using collaborative learning in the language classroom. I will show examples of problem-solving tasks, cooperative students projects, informal group work, simulations, and case studies I have been carrying out with the students of the Silesian University of Technology in Gliwice, Poland, for the last few years. I will talk about and present examples of the use of elements of Content and Language Integrated Learning (CLIL) as a method to actively engage students with material and each other in the process of collaborative learning, and to increase their motivation and confidence in both language and their subject area. I will also demonstrate how the above mentioned active learning strategies have been successfully blended with electronic multimedia and technological resources. Moreover, I will talk about the teacher's role as facilitator, helper, creator of the learning contents, and participant in all stages of the lesson.

Mon 18.5 15:00-16:30 D305	Blanca González-Valencia & Kim Langtree University of Salford, United Kingdom	The Year Abroad – Do We Assess the Right Criteria? (And if We Do, Is Technology the Solution?)	In the first part of the session, a video will be shown presenting to case studies of students from different countries explaining how their Erasmus system works: a) assessed in the host institution, b) assessed on the home institutions. After which, it is expected that the participants will share their opinions about both systems and discuss the respective pros and cons regarding language skills, integration in the culture, cultural awareness, being part of the Erasmus community, and personal development . In the second part, a video in which students express their opinions about their systems will be shown. Opinions will be compared. It is hoped to improve the Erasmus student experience (assessment), and aim to find some consensus on assessment (home or host institution) with particular emphasis upon the different criteria included, harmonization of methods of assessment, and establish relationships between teachers/ lecturers (corporation issues).
Mon 18.5 15:00-16:30 D405	Klea Vaher TTK University of Applied Sciences, Estonia	Engineering and the Humanities: Possibilities for a New Alliance	There is a growing awareness that engineers need a substantial acquaintance with a variety of subjects traditionally taught within the humanities. "I think I wasted a lot of time in college being forced to take humanities classes that had nothing to do with my area of study". This is one of the many manifestations of the centuries-long battles over the relationship between the sciences and the humanities. What is the desirability for our undergraduates to take courses in the humanities? Has the core at technical colleges and universities atrophied over the years? What are the reasons why students pursuing engineering careers should augment their education with a strong foundation in the humanities? One of the reasons: the state-of-the-art knowledge and techniques you learn in college have a limited shelf life; mastering the humanities provides tools for extending it. It is evident that the engineering curriculum is already quite demanding. Can we add more and achieve a balance?
Tue 19.5 9:00-10:00 D110	Christine Coombe Dubai Men's College, United Arab Emirates	Best Practice in ELT: 10 Traits of a Highly Effective Teacher	As ELT practitioners face the pressures of an increased workload, institutional accountability and continual change in curricula/assessment, the need for effective teachers has never been more important. In this session, the presenter explores the 10 characteristics that she finds essential for success in the classroom and in educational institutions.
Tue 19.5 10:30-12:00 D305	Gerhard Schmittinger Albstadt-Sigmaringen University of Applied Sciences, Germany	Computer Aided Learning / Teaching	The aim of the workshop is to show how computers can be used for learning / teaching and to give the participants a hands-on opportunity to design their own computerised lesson or computer module. The use of dialogues, games, exercises and tests, pronunciation as well as data analysis tools will be briefly discussed using various computer modules as examples. At the same time it will be shown how computers can save time, eliminate cumbersome routine tasks such as marking and how to analyse student data to identify problems. Participants will receive a computer program comprising teaching and learning modules and form small work groups. Each group will either write / compile a lesson using one or more of the pre-designed modules or design a completely new computer module. As a post-workshop it is envisaged to form international work groups to exchange knowledge, ideas and lecturing material.

Tue 19.5 10:30-11:15 D306	Tuula Kotikoski JAMK University of Applied Sciences, Finland	Students' Use of English Outside the Classroom and Its Impact on Teaching the Four Skills: A Best Practice Example of an Online Writing Project	This presentation discusses the results of a survey of about 200 students at two tertiary education institutions in Austria against the background of teaching the four skills in the English for specific Purposes classroom. The informants completed a paper-based questionnaire on the topic of their use of social media and their use of the English language in this particular context. The presentation addresses the students' usage habits and practices regarding social media; the kinds of different English learning needs and skills the students have developed; which experience and suggestions they have regarding integrating online communication tools and social media; and what impact these results may have on teaching English at tertiary level. The results show that a high percentage of students use English in social media. Yet, a closer look at their practices reveals a focus on receptive rather than productive language use nor do they have much experience in using online communication tools and social media for language learning. Drawing upon these results, this presentation presents a best practice example of an online writing project between Austrian business students and Finnish engineering students, which we instigated to complement the students' use and skills of English.
Tue 19.5 11:15-12:00 D306	Arek Jaworski Cambridge English Language Assessment, UK	Language Assessment in Tertiary Institutions: What? How? and Why?	This talk will focus on the new developments in language assessment and such concepts as Cambridge English Scale or Learner Oriented Assessment will be explained. We will also look at various stages that are involved in the production of an effective language test and unpack notions such as 'validity', 'impact' and 'washback'. Finally, we will discuss how language assessment and certification can help you as educators and your students.
Tue 19.5 10:30-12:00 D405	Jolanta Koczalska West Pomeranian University of Technology, Poland	Creating and Implementing ESP Syllabus by English Language Teachers at the University of Technology – a Curse or Blessing?	ESP syllabus should be relevant to students' subject of specialization so it should meet the needs of students and be updated. Therefore, the choice of suitable and current materials is one of the most important issues that we have to deal with. Let's assume that we have the knowledge of syllabus design and materials writing. However, is it possible to be a specialist in different fields of studies? Thus, do we need any subject specialists to cooperate with? Do we need any advisory or trainings to implement the course? Generally, how do we deal with ESP courses? And finally, how do we evaluate our students at the end of the course? During the discussion I would like to get some answers to stated questions and I suggest the opportunity to compare the syllabuses, materials and test/exam samples with other English language teachers who share the same faculty groups.

Tue 19.5 13:00-14:30 D305	Bart Van Hoorick KdG University College, Belgium	If You Can't Beat 'em, Join 'em: Learning and Teaching through Social Media	In a recent report to the European Commission, the High Level Group on the Modernization of Higher Education formulated 15 recommendations which point to the necessity of creating open, online, networked and shared European learning environments. Furthermore, recent studies (Eurobarometer 386) make it clear that the average European's greatest obstacles towards language learning are lack of time, lack of motivation, the high price of language courses, and the lack of opportunities for real-world application of foreign language skills. European language teachers should therefore work together to create international, social, blended learning platforms through Web 2.0 services ("social media"). This workshop will discuss how we could collaborate to achieve such an online learning community, what social media tools we could use, and how you and your students can become an active part of this community. If you bring your smartphone, tablet computer or laptop, you will get hands-on practice with a variety of educational tools and technologies, which you will be able to apply in your own area of expertise.
Tue 19.5 13:00-14:30 D405	Ksenia Chukileva & Galina Chernenko Syktyvkar Forest Institute, Russia	Some Organization Forms of Out-of-class Activities while Learning Foreign Languages in the Technical Higher Education Establishment	Teaching foreign languages is considered to be the priority in updating engineering education in Russia. The ability to communicate in foreign languages is becoming an integral part of professional competence of any specialist, no difference what field he/she works in. With changing requirements to specialist training and reduction of academic hours for teaching foreign languages in a technically oriented institution there is a need to find ways for improving the educational process. We consider one of the ways is students' out-of-class activities. The Department of Foreign Languages of the Syktyvkar Forest Institute has a rich experience in organizing and conducting out-of-class activities. All of them are highly valued by the students. For many years it has been holding the Foreign Language Olympiad in English, German and French languages, which consists of 3 tours. Those students, who are interested in carrying out research work, take part in an annual students' scientific conference with their presentation in a foreign language. Moreover, we organize round-up table discussions with the students and lecturers from the universities of Finland and Germany.
Tue 19.5 13:00-13:45 D306	Petteri Ruuska JAMK University of Applied Sciences, Finland	A Tool in Learning and Practising Foreign Languages: An Experiment Carried out on a Spanish Course at JAMK University of Applied Sciences	The round table discussion deals with students preparing and giving presentations on their study programs and student life in a foreign language, in this case in Spanish. The presentations were aimed at Finnish high school students with intermediate or advanced skills in Spanish (A2-B1), about the same skill level as the UAS students had. We shall discuss the method and experiences in general, and naturally the process, the outcome and learning experiences of this particular experiment. We can also see some examples of the slide shows and video presentations prepared by the students. Three high schools took part in the experiment in autumn 2014. The experiment was supported by JAMK University of Applied Sciences and its development policy on pedagogical projects.

Tue 19.5 13:45-14:30 D306	Genovaitė Snuvikiene Vilnius Gediminas Technical University, Lithuania	ESP Teacher's Role in Teaching Undergraduates at a Distance	In modern higher education, teacher's knowledge of what strategy to use is indispensable. The strategy of teaching English to the undergraduate engineering students that are more advanced in sciences and less advanced in the English language requires course developer's and teacher's multiple competences. The ESP teacher's role in teaching undergraduates at a distance acquires new features. Moodle-based online classes offer a number of advantages, such as effectiveness of the learning process, multimedia educational experience, personal development opportunities, etc. However, the effectiveness of teaching-learning process cannot be ascribed merely to the opportunities offered by the virtual learning system. The effectiveness largely depends on the teacher's input. Thus, adequate course development and interface design, time-consuming work with distance learners and learning system management has to put the acquired knowledge and expertise to good use in unfamiliar circumstances. The success of the teaching-learning process depends on the students' level of self-efficacy, self-confidence and self-control, as well as their motives for learning the English language. The teacher is expected to direct individual students towards their goals.
Tue 19.5 15:00-16:30 D305	Maristella Gabardo Paraná Federal Institute of Education, Science and Technology (IFPR), Brazil	Educational Videos	This workshop will introduce participants to the strategies and methodology applied to produce educational videos in a Spanish class in Brazil. During this workshop some ideas regarding language education for high school and vocational school will be presented, as well as some results of the use of videos in class, like: students' motivation, responsibility towards learning, etc. Participants will also be invited to create their own videos and methodological path being able to apply them in their classes.
Tue 19.5 15:00-15:45 D306	Charles Mifsud University of Malta, Malta	Are You Being Served (by Technology)?	The process of technology-enhanced language teaching and learning at a number of higher education institutions in Malta was investigated. The study investigated the perceptions of a number of Maltese language teachers about technology-enhanced teaching and to what extent they integrated technology in their professional teaching practice. The opinions, attitudes and perceptions of these language teachers and their students were obtained through questionnaires and interviews. The attitudes of the language teachers towards the use of technology in their teaching were generally positive. However, they used the technology mainly to implement traditional modes of language teaching. Communicative and interactive approaches were somewhat thin on the ground. The language teachers identified different barriers which they perceived as hindering them from integrating technology in their classrooms. Some of them still felt insecure about using the technology available or felt they did not have the skills required to do so. Another barrier which was referred to was the lack of time available in the classroom as they had to pack so much in one session. Recommendations are made about how to enhance the role of teachers, higher education institutions and policy-makers in technology-enhanced education.

Tue 19.5 15:45-16:30 D306	Anne Zadikian Hochschule Hannover University of Applied Sciences and Arts, Germany	Language Learning in 'Tandem' at Hochschule Hannover	Language learning in 'Tandem' for higher education is not fixed to any particular form or channel. This means that personal, face-to-face, is just as viable as via digital media, such as Skype or chat rooms. Student exchanges (e.g. binational language courses), video conferences or normal language classes can all function well as platforms for tandem work. Tandem communication can be synchronous (e.g. face-to-face) or asynchronous (e.g. email). It can also be guided (e.g. by a teacher) or 'self-directed'. It can enhance conventional language teaching or employed to entrench language skills following teaching phases. The beauty of tandem phases is that they always entrench language skills very effectively. In my presentation, I will show you the working forms of tandem at Hochschule Hannover with focus on some process details as well as the support we offer students and feedback from students.
Tue 19.5 15:00-16:30 D405	Suvi Uotila, Paula Vuorinen & Jaana Oinonen JAMK University of Applied Sciences, Finland	Portfolio as a Tool for Differentiating Instruction and Assessment in Language Studies	Most Finnish students study English for seven years in comprehensive school, and for three years in secondary education. In higher education they participate in B2-level English courses. In order to successfully complete studies in courses with tuition in Finnish, foreign students should also reach the B2-level in the Finnish language. This creates challenges when students with varying language skills study in the same groups and should be evaluated with the same evaluation criteria. The portfolio project was initiated to tackle the challenge. The aim of the project was to use portfolio as part of the evaluation in language studies. The idea is to support life-long learning, to improve the students' self-evaluation skills and student autonomy, and to increase the interactive nature of teaching and learning. Three groups of students at JAMK University of Applied Sciences participated in the piloting groups of the portfolio project, in either English or Finnish as a Second Language courses. The workshop deals with the use of portfolio from planning to implementation. The results of the project and their application will also be discussed during the workshop.
Wed 20.5 8:30-10:00 D405	Jutta Sendzik Harz University of Applied Sciences, Germany	Using Digital Materials in the Language Classroom – Classroom Toy or Silver Bullet?	The language classroom has become digital: PCs, Interactive Whiteboards, tablets, smart phones. Meanwhile, also the textbook is no longer only a paper copy: more and more publishers offer digital versions of their books. In this workshop, the focus will be on digital textbooks that support the language teacher. So what is the status quo? The digital language textbook usually offers the complete book, i. e. all contents including appendices. There is direct access to audio and video sources, which are just one click away. It comes with a tool bar to manipulate content. Finally, a wide range of teacher's resources is available. With the appropriate internet connection, it offers so much more. Is switching from a paper copy to a digital textbook worth the effort? In this workshop we will discuss how digital materials can improve teaching by connecting their use to traditional language teaching methodology and determining their added value.

Wed 20.5 8:30-9:15 D306	Ana García Merinero Karlsruhe International University, Germany	Interculturality within the Spanish Business World	The cultural component of international students who learn Spanish in Spain is an ambitious project designed under ask-based methodology and an analysis of questionnaires. In this project the five categories, following Hofstede and Trompenaars theories, are analyzed: time, personal relations, respect to the rules, trust, improvisation and personalization. 107 questionnaires have been achieved from North American university students studying Spanish as a foreign language in Madrid. This research project studies and analyzes the cultural component that students acquire in Spanish as a foreign language once the course and their stay in Spain has ended. We focus on the cultural differences in order to exceed stereotyping relations, misunderstandings, prejudices and cultural shock. The intercultural communication is composed of communicative competence and intercultural competence, which means the addition of Language and Culture. Being able to achieve a good intercultural communication is the key to successful business negotiations an international stage and in particular within the Spanish business world.
Wed 20.5 9:15-10:00 D306	Miguel Candel-Mora & Inmaculada Tamarit Universitat Politècnica de València, Spain	Development of Intercultural Communicative Competence Awareness Tools and Materials for Languages for Specific Purposes Courses	Research on language teaching of larger global lingua francas like French, Spanish or English emphasize the need to take into consideration cultural diversity and therefore, intercultural communicative competence (ICC) since learners are likely to use their foreign language (FL) with non-native speakers of different nationalities (Planken et al., 2004). In addition to the most common lingua franca context variables such as different accents, different pragmatic expectations, and different discursal patterns (Beamer, 1992; Byram, 1997), recent language research places an emphasis on the development of tools to assess this dimension towards ICC of training courses and teaching material. This proposal attempts to engage instructors from European universities in the development of ICC material and assessment tools in order to produce a common strategy to design and improve LSP courses and adapt methodologies and contents to these new demands and requirements.
Wed 20.5 8:30-10:00 D305	Anne O'Mahoney ISAE Supaero, France	Why Debate in the Foreign Language Classroom? The Case of the French Debating Association	The ancient art of debating is a popular teaching and learning activity in many cultures. Debating in the English as a foreign language classroom has widely spread over the past twenty years. We are going to focus on the case of France. Using findings based on current phenomenographic research in a network of French universities, we will look more closely at French Debating Association style debates where teachers challenge students in critical thinking, communication skills, confidence and cultural awareness, as well as language ; grammar, vocabulary and fluency. We are particularly interested in the question of student and teacher motivation in the teaching and learning process. What effect does participation in foreign language debate tournaments have on learner language acquisition, self efficacy and communication skills?

Wed 20.5
10:30-11:15
D306

María Luisa Carrió-Pastor
Universitat Politècnica de València, Spain

Do Online Collaborative Activities
Foster Autonomy on Second
Language Reading and Writing?

Nowadays, the Internet is a very useful source of information for second language students, as it can be used to practise reading and writing (Lamy & Hampel, 2007; Thorne & Black, 2007). More precisely, some online collaborative platforms such as Google docs allow students to work in a cooperative way. Collaborative learning improves the motivation and the performance of second language learners, as stated by Warschauer (1997), Carrió Pastor (2007, 2008), Hafner & Miller (2011) and Lotherington & Jenson (2011), Sormunen, Tanni & Heinström (in press). In this paper, my main objective is to explain how the use of the online collaborative activities can develop learners' proficiency in reading comprehension and writing. My purpose was twofold, to study if students improve reading and writing skills in a second language (English) and if online collaborative activities foster students' autonomy. The activities proposed to one group of students in this article were based on Google docs and learners communicated through a chat to produce texts. Teachers tutored students and participated in the chats of the different groups of students enrolled in the subject. Two groups of eighty students enrolled in a technical degree at Universitat Politècnica de Valencia were studied to obtain the data shown in the results. Paper-based writing and reading comprehension exercises done by the control group were compared with the online collaborative writings and reading activities done by the experimental group with the purpose of studying the language proficiency of both groups. Finally a questionnaire was designed and answered by learners to study and compare the autonomy of both groups of students.

Wed 20.5
11:15-12:00
D306

Christine Rodewald
University of Bremen, Germany

Bremen's Tutorial Language
Program - Mixture of
Autonomous and Collaborative
Learning

The aim of the presentation is to show the main ideas of the tutorial program offered by the Foreign Language Centre of the University of Bremen. Independent learners receive special support. The students can choose the language they want to learn autonomously. Using self-assessment tools, the students check their levels and decide which aims should be reached at first. Advice is given by skilled tutors. That helps the students to reflect on their learning processes. Often the students work on a project (e.g. presentation of their subject in the language, film about the university) and they do that in peer groups which also means a great fun factor for them. Finally, they present their project results on a kind of fair and then it is also possible to obtain credit points for this program. The presentation demonstrates some means which help to improve autonomous learning. With the combination of autonomous learning, tutorial support and peer learning the way of learning can be extended.

Wed 20.5 10:30-12:00 D405	Tanja Handa Zurich University of Applied Sciences, Switzerland	Engaging the Senses and Opening Up to New Perspectives: An Introduction to Expressive Arts in Education	Language is used to express ideas, feelings and human experiences, to analyse, interpret, communicate with and respond to the world. This workshop will focus on how the expressive arts can be implemented to enhance language learning in the university-level language classroom. To begin with, the theoretical and philosophical foundations for implementing expressive arts in educational settings will be presented and links to key pedagogical concepts such as multiple intelligences and Bloom's taxonomy provided. This will be followed by a practical component, where participants explore the expressive arts in a language lesson sequence and experience first-hand how the expressive arts can be implemented effectively to create more compelling and meaningful learning experiences.
Wed 20.5 10:30-12:00 D305	Eyjólfur Már Sigurðsson & Ásta Ingibjartsdóttir University of Iceland, Iceland	Language Assessment in Higher Education	Foreign language teachers at the University of Iceland are confronted with an increasingly diverse public and must deal with several skill levels within their classes. In this context their demands for entry level standardization at the beginning of the first year becomes more pressing. But what is to be assessed, what level should be required and what can be proposed to learners who fail a placement testing? The Faculty of Foreign Languages of the University of Iceland has since 2012 organised diagnostic placement tests for first year students in French, Spanish, German and Danish. In this presentation the advantages and the draw-backs of such placement tests will be discussed in the light of an on-going debate on the general objectives of language education at University level.
Thu 21.5 9:00-10:00 G00-10	Mark Curcher Tampere University of Applied Sciences, Finland	A Brief History of Teaching Tomorrow - Looking Back at How We See the Future	From the earliest days of schools teachers and policy makers have been considering the future of learning and debating how learning may take place in the future. In this presentation we will look back at some of the earlier predictions for education and consider if there are lessons for us as we look forward today. We will look at some of the enduring predictions and ideas for how technology will transform education and consider whether the transformation predicted actually took place. How is it that on the one hand we continually seek to innovate and improve education and yet at the same time we have an in built resistance to change, both personally and institutionally? The presentation will argue that we seem to have a form of collective amnesia with regard to learning innovation.
Thu 21.5 10:30-12:00 B5-26	Christine Roell Nordhausen University of Applied Sciences, Germany	Using Virtual Learning Environments for Blended Learning	Apart from course management, VLEs (Virtual Learning Environments) like Moodle, Ilias or Blackboard, offer the possibility of creating online courses, for example for blended learning that combine contact classes with individual study phases. In the workshop, courses that have been implemented on Ilias at the University of Applied Sciences Nordhausen/Germany will be presented; namely an English grammar revision course B2, a course for Spanish beginners and a course that provides cultural informaton on Poland as well as a glossary that is being compiled together with students. Furthermore, the advantages and disadvantages of different types of media that can be used like online tests, text files, videos and animations will be discussed and some web-based tools for material creation will be shown.

Thu 21.5 10:30-12:00 B5-28	Anneke Schuurmans-Brouwer & Anabel Díaz Santana The Hague University, Netherlands	Teaching Speaking Skills – How Do You Achieve the Best Results?	At European Studies at The Hague University of Applied Sciences, we try to pay a lot of attention to the development of speaking skills in Modern Foreign Languages. To facilitate this, we created practicals, which are classes in small groups (around 8 students) during which students practice their speaking skills every week. We would like to exchange ideas on the most effective way of training and teaching speaking skills. Questions that we would like to discuss are: 1) If we make students prepare presentations or perform dialogues in front of the class, the downside is that the students who are merely listening, might not learn a lot from this. How do you make sure that everybody takes an active part in class? 2) What is more effective: continuous assessment or an oral exam at the end of a semester? 3) What is the best way of giving feedback? 4) What is the best way to embed the oral skills in the entire programme?
Thu 21.5 13:00-13:45 B5-25	Birgit Phillips Burgenland University of Applied Sciences, Austria	Engaging Language Learners Online: Roles, Methods and Practice in Blended Learning Environments	This presentation will describe the transition from an exclusively face-to-face learning environment to a technology-enhanced blended language learning environment at an Austrian university health studies program, including the challenges involved, the changed roles of both students and teachers, and the methods used in the blended learning environment. Moreover, the presentation will outline the results of a survey that investigated student opinions about the perceived benefits or drawbacks of the system, as well as its usability. I will also present selected open-source web-based tools for the flipped classroom and discuss their pedagogical value in a language learning curriculum. In addition to sharing insights into the initial challenges and results of introducing blended learning, this presentation will encourage an exchange of ideas related to the attendees' own experiences teaching in blended learning environments.
Thu 21.5 13:45-14:30 B5-25	Jeroen Lievens University of Louvain, Belgium	Enhancing Task-based Language Teaching (TBLT) through Technology: Some Theoretical and Practical Perspectives	It has been argued that task-based teaching, by its very nature, invites the use of new technologies: "Web 2.0 technologies create unprecedented environments in which students can engage in 'doing things' through technology-mediated transformation and creation processes rather than just reading about language and culture in textbooks or hearing about them from teachers" (Gonzalez-Lloret & Ortega 2014: p. 3). Yet, it is only since fairly recently that the implementation of technology in TBLT is being addressed and researched in a systematic way (Thomas & Reinders 2010). This presentation aims to contribute to the ongoing dialogue by, first, proposing a number of key features of a successful integration of technology in task-based language teaching and by, second, discussing three examples culled from educational development projects (OOF) by KU Leuven (Belgium) and from personal, educational practice. In its own way, each example testifies to the potential of technology-mediated task based language teaching.

Thu 21.5 13:00-14:30 B5-26	Reet Soosaar University of Tartu, Estonia	Supporting Collaborative and Entrepreneurial Spirit in the Classroom	How to turn students from simple users of information into creators of knowledge who construct their own understanding of the content? Have they got what it takes to be future entrepreneurs? How to motivate them and develop the skills that employers seek – communication and creativity? This workshop will try to uncover some of the ways of building bridges between content and language and supporting entrepreneurial spirit in the classroom. Workshop will also give an opportunity to discuss ways how to successfully integrate the Web 2.0 tools into the classes, leading to more positive learning experiences and enjoyment of learning English. A significant portion of the workshop will be spent on real-life examples of how to engage students in meaningful authentic tasks and develop their collaborative skills. In this hands-on workshop participants will be encouraged to actively engage in a variety of practical, stimulating activities.
Thu 21.5 13:00-14:30 B5-22	Marianna Leikomaa & Henri Annala Tampere University of Applied Sciences, Finland	Ready - Set - PITCH!	One of the common points of criticism from students of all degree programmes is that they don't get to meet students outside of their own degree programme, let alone non-Finnish students. To fix this problem, two English teachers decided it was time to do an experiment: a joint class between the Finnish students of Film and Television and the more international group of Media students about pitching a concept in English. The students also got to select the pitch they felt was the best. Now is your chance to experience what the students experienced! This workshop will focus on the teachers' experiences, the methods and the contents taught, with a little bit of additional, easy to use technology thrown in to keep everybody interested. You will step directly into the students' shoes in this very practical workshop.
Thu 21.5 15:00-15:45 B5-26	Ildikó Dósa Budapest Business School, Hungary Mirja Kinnunen Tampere University of Applied Sciences, Finland	Online Intercultural Teaching Cooperation	This project connects students in an online intercultural teaching cooperation between TAMK Finland and BBS Hungary. Students in both universities study intercultural issues in business life. The aim of this common project is for students to have real life input from foreign colleagues for their tasks during the course. A pilot study has been carried out, with guest teachers co-teaching and students cooperating online. Organization, methods, results, experiences and lessons learnt are discussed. Results show that any real life cooperation, whether face to face or online, helps students to appreciate different viewpoints and learn how to work together in spite of distances and different ways of solving problems.

Thu 21.5 15:45-16:30 B6-32	Ana Cristina Pratas United Arab Emirates University, UAE	Digital Story-telling	This talk will focus on tools to create digital stories for language students. Telling stories is what makes us human. With the digital platforms available today for both educators and students, integrating digital story-telling in the curriculum, gives learners the opportunity to be more involved in their creativity and language use. From beginners to more advanced language learners, there are tools which easily fit in to the many themes usually covered in language courses. By integrating digital story-telling and multimedia in learning, the scope for personalized learning, learner autonomy and creativity meet the inherent digital skills that students need to master today.
Thu 21.5 15:00-16:30 B5-26	Klaus Pfatschbacher IMC University of Applied Sciences Krems, Austria	Tourism and Foreign Language Teaching: Podcasts for Listening Comprehension as Key to Success	How can you find the best sources for listening comprehension? Podcasts, which are easily available and offer a wide range of topics, appear to be a perfect solution. They mostly last for about 10-15 minutes - the perfect time to catch and retain the attention of students and at the same time to cope with a subject seriously. Furthermore, they allow to allude to many other implications: tourism topics, for example, are considered in their cultural and social contexts which allow numerous association. In our paper, such an approach is illustrated addressing the following questions: 1) In how far does podcast listening comprehension relate to student-centered and competence-oriented learning (based on Bloom's taxonomy of competences)? 2) How can we measure the students' learning outcomes (looking in this context to the Dublin descriptors)? 3) What does a sample lesson look like?
Thu 21.5 15:00-16:30 B5-28	Ruta Kalytiene & Zita Brazioniene Vilnius College of Technologies and Design, Lithuania	Challenges and Problems in Learning English for Part-time Students in Vilnius College of Technologies and Design	Vilnius College of Technologies and Design is an institution of higher education offering fifteen part-time study programmes in design and engineering lasting four years. Annually about 460 part-time students join our College and the drop out rate is 119 on average each year. In order to find out what challenges and problems in learning English do part-time students encounter with during their studies, the teachers of English prepared the questionnaire for students consisting of 13 questions in order to find out the need of English during their studies, professional and personal life. The results of the questionnaire show that part-time students consider English as a compulsory subject in their curriculum, understand its importance for their future career and indicate that the biggest challenges and problems in learning English are weak knowledge of the basics of English and the lack of time and motivation.

Fri 22.5 8:30-10:00 G00-10	Otto Weihs IMC University of Applied Sciences Krems, Austria	The Mature Student – a Pedagogical Challenge!?	Mature students (aged 23+) are very often part-time students and – due to their varied professional as well as educational backgrounds - a number of challenges arise in a language teaching/learning context where a foreign language (predominantly English) is a mandatory part of their curriculum. This round-table discussion should aim at finding out whether these issues are more culture-specific or generally valid. Some of the challenges, e.g. drop-out rates, motivation to learn a foreign language etc., will be introduced from informal surveys conducted in English classes at the IMC University of Applied Sciences Krems in Austria and presented for discussion. Finally, the panel ought to focus on what can be done to face these challenges in an LT environment adequately in order to enhance the learning outcomes in language classes in third-level education.
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