



Book of abstracts

*Mobilizing language
learners and teachers -
International
conference*

Louvain-la-Neuve
29 – 31 January 2025



Mobilizing language learners and teachers - International conference

Local Organising committee: Fanny Meunier, Colleen Starrs, Ferran Suñer.

Program:

29 January - Wednesday		
13:00	Registration	
14:00	Welcome words from organisers	
14:15	1st Plenary talk Sonia Rocca <i>- On Mobil(l)ity, Language Learners and Their Teachers</i>	
15:15	Coffee break	
15:45	FEEDBACK Sabrina Knorr & Céline Gouverneur <i>WriteUp: towards a tailor-made annotation and feedback plugin to develop writing skills on Moodle</i>	TELECOLLABORATION Tomioka Jiro <i>Implementing the COIL Project in Academic Presentation Course in Foreign Language: How this online collaborative project was perceived by the students- Some advantages and challenges</i>
16:15	Jesús Villalta-Lora <i>Teaching Without Limits: The Magic of the Unexpected</i>	Stanka Radojičić <i>Innovating ESP: COIL Telecollaboration at the University of Novi Sad</i>
16:30	Alexandre Mabile <i>Surfing on the wave – The Promotion of STEAM in Higher Education</i>	Martine Rhéaume <i>Innovative Language Learning: The Synergy of Mobility, Technology, and Positive Psychology in Linguistic Risk-Taking</i>
19:00	Conference dinner	
30 January - Thursday		
09:30	2nd Plenary talk: Lourdes Ortega <i>Teachers Embracing the Future: How to Thrive Professionally with AI in the Language Classroom</i>	
10:30	Coffee break	
11:00	FEEDBACK (continuation) Jana Živanović <i>The use of technology-enhanced experiential learning to teach LSP English in Higher Education</i>	TELECOLLABORATION (continuation) Andrea P. Hernando & Meagan Y. Driver <i>A comparison of traditional versus task-prompted teletandem: A look at language, culture, and enjoyment</i>
11:30	Bridget Murphy <i>When to Provide Written Corrective Feedback in a Mobile Instant Messaging Application: An Experimental Study</i>	Laia Canals <i>Lost in translation: miscommunications in student-student oral interactions in an e-tandem virtual exchange</i>
12:00	Stanislav Katanneck <i>Synthesized Feedback: Effects of Peer, Teacher, and AI-based Feedback on Text Quality and Self-Efficacy</i>	Colleen Starrs, Emmanuelle Rassart, Katrien de Rycke & Sara Jonkers <i>CORAL - Crossing the barrier of academic listening comprehension in L2. Helping students become better listeners</i> Sophie Naveau & Marc Miceli <i>Challenge ta cultuur</i>
12:30	Lunch break – the lunch will be provided	
14:00	AI AGENTS IN LANGUAGE LEARNING Armin Berger <i>Implementing AI in a language program for advanced learners of English: Fostering effective, critical, ethical, and transparent use</i>	DIGITAL LITERACIES /.
		CLIL (continuation) Noriko Akiho-Toyoda <i>Integrating Robot Programming CLIL in Healthcare EFL: Enhancing English Communication via Technology</i>



14:30	Amandine Dumont & Françoise Stas <i>An in-context technology-assisted vocabulary learning tool for STEM university students</i>	Emma Fabiola Navarro Montano <i>Media as a practice in Learning a Language: The case of audio</i>	Timothy Byrne & Katherine Opello <i>Creating and Expanding Communities in the CLIL Classroom</i>
15:00	Simon Labate <i>Creative Sparks: Boosting Language Learning with GenAI-Driven Activities</i>	Julie Van de Vyver & Fanny Meunier <i>Ecological Approaches to MALL: A Multiple Case Study on MALL Integration in French-speaking Belgium</i>	Nataša Janković <i>How ELT and ESP invited EMI and AI to join them in CLIL</i>
15:30	Aicha Zammouri <i>The effectiveness of ChatGpt in Business English Language and Moodle based learning</i>	PEER ASSESSMENT Véronique Alexis <i>Pedagogical differentiation in content-integrated language learning, self/peer assessment with the help of AI to create grids. Immediate peer and teacher feedback.</i>	GAME BASED
16:00	Shaily Gebethner <i>There and back again: The challenges of beta-testing a seamless learning environment for adult ESL learners</i>	Pooneh Golestani <i>The role of Peer Assessment in the Professional Learning of Pre-service ESL Teachers in Quebec in the Context of University Teacher Education Programs using Blended Learning</i>	Bailing HE & Ferran Suñer <i>Promoting speaking fluency of learners of German as third language through digital game-based learning</i>

31 January - Friday

09:00	3rd Plenary talk Marjan Asgari <i>The Power of Teacher Collaboration: Benefits and Challenges of Communities of Practice for Language Teachers.</i>
10:00	Coffee break
10:30	SHOW AND TELL SESSION <i>Participants will have the opportunity to discover innovative pedagogical practices that showcase the use of technology in language teaching. There will be several stands and attendees will be able to circulate between the stands to learn about the various techniques, ask questions, look at lesson plans, etc. At the end of the session, participants will be able to choose a good practice that they would like to try out once they return to their home university. This will be the kick-off for communities of practice for language teachers. Attendees will be able to register their interest in becoming involved in a community of practice and the information will be shared with the local coordinators at each university.</i>
	Marielle Henriët & Sarah Barroo <i>Using AI in writing workshops in Dutch and English: Improving writing skills with AI tools: feedback</i>
	Miguel García Tarifa <i>Helping language learners build effective study systems in the AI era</i>
	Luka Medenica <i>Didactic games for formative assessment</i>
	Claudine Grommersch <i>Empowering Student Presentations with AI Tools: How can artificial intelligence tools be used in the classroom with students to prepare an oral presentation while stimulating their creativity and sharpening their critical thinking skills?</i>
	Chun Zhang <i>From Translation to Reflection - A case study on AI tools in advanced L2 learning of Danish and Chinese</i>
12:30	Closing words



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A comparison of traditional versus task-prompted teletandem: A look at language, culture, and enjoyment

Andrea P. Hernando & Meagan Y. Driver

Georgetown University

In response to rapid changes in technology, together with drastic accessibility needs resulting from the Covid-19 pandemic, teletandem (Vassallo & Telles, 2006) has gained a new-found interest in foreign language programs for its objective of creating partnerships of online language exchange for learners. Traditionally, Teletandem has used open (i.e., unprompted, unscripted) conversation to promote enjoyment and participants' autonomy in the selection of topics to discuss. To understand the nature of exchanges in teletandem, scholars have explored for example, enjoyment (Telles, 2015), and constructs such as language-related episodes (LREs: focused on specific language issues; Torres & Cung, 2019), and culture-related episodes (CREs: focused on aspects of students' or partners' culture; Zakir et al., 2016). However, no studies to date have analyzed the effectiveness of the traditional, unprompted (i.e., open conversation) format when compared to a more structured, classroom-based (i.e., task-supported) approach for teletandem sessions. This presentation will therefore explore task enjoyment, LREs and CREs in two different teletandem formats: 1) traditional (i.e., open-conversation), and 2) task-supported sessions.

Data for the current study consists of language exchange audio-visual recordings and open-ended questionnaire responses from 60 L2 learners of Spanish participating in a teletandem program: 30 L2-Spanish learners from a Mid-Atlantic university, and 30 L2-English learners from a public Mexican university. Participants ($M = 18.86$ years; $SD = 1.02$ years) demonstrated a range of proficiencies, from beginner to advanced. Audio-visual recordings were conducted during the second teletandem meeting (of 4 total), where pairs were assigned either a 30-minute task (adapted from González-Lloret, 2020) or open conversation. LREs and CREs were measured as frequency counts, and a 2-way chi-squared test was used to determine the relationship between session type and episodes. Students also completed the 9-item short form of the Foreign Language Enjoyment Scale (S-FLES; Botes et al., 2021) and an open-ended questionnaire consisting of three questions exploring task enjoyment. While qualitative and quantitative data suggest high levels of task enjoyment for participants in the task-supported group, quantitative results show no statistically significant differences in episodes (i.e., LREs and CREs) between task-supported and open-conversation sessions, suggesting that both traditional open-conversation and task-supported formats provide a valuable context for promoting spontaneous foreign language conversation in teletandem. We conclude with specific recommendations for educators to support both tasks and open conversation through telecollaboration, based on enjoyment findings.



An in-context technology-assisted vocabulary learning tool for STEM university students

A. Dumont, F. Stas, I. Nikolova, S. Bibauw, D. De Meyere, P. Watrin, Th. François

UCLouvain

Traditionally, learners study their vocabulary using flashcards or mono- or bilingual vocabulary lists. However, research indicates that vocabulary is better acquired when encountered in authentic and informative contexts (Huckin & Coady, 1999; Restrepo Ramos, 2015; Godwin-Jones, 2018). Nevertheless, looking for or coming up with an adequate number of high-quality contexts, especially for English for specific purposes, poses a real challenge to teaching professionals in terms of time and effort.

Against this background, this paper showcases the development of an in-context vocabulary-learning aid that targets STEM university students at UCLouvain (Belgium). This tool, a Moodle plug-in, offers gap-fill exercises and multiple-choice questions where the target vocabulary is presented in contexts that are both meaningful, adapted to the student's discipline (for instance, agronomy or biology) and appropriate for their English proficiency level (B1 or B2). The contexts are sourced from a web-crawled repository of domain-relevant websites or generated by two large language models (LLMs), namely Mistral 7B and Llama 3.2, in a few-shot setting. We analysed the pedagogical and linguistic characteristics of the generated contexts through a systematic comparison with a reference corpus of contexts used in class by ESP language teachers.

In terms of implementation, the students are provided with weekly 'on-demand' exercises to practice the vocabulary learned in their previous class(es) incrementally within a familiar learning environment, namely Moodle, which can be accessed from either a computer, a tablet or a smartphone. We believe that the combination of those two characteristics ('on demand' and the Moodle environment) will provide more learning opportunities for ESP students. In the future, a large-scale assessment of the learning gain of this educational device will be carried out.



"Challenge ta cultuur"

Sophie Naveau & Marc Miceli

UNamur

The knowledge of Dutch, the second national language in Belgium, is one of the most valuable assets on a CV for students graduated from the Faculty of Economics, Political and Social Sciences. However, teaching Dutch in French-speaking Belgium is not always an easy task: the language is considered difficult, especially because the Dutch-speaking socio-political-cultural context is little known or sometimes even perceived as hostile (Mettewie, 2002). In addition, the limited number of contact hours at university and the significant difference in level of competence among first-year students further complicate the task. Therefore, modern, motivating, and differentiated learning activities are crucial.

These motivational and differentiation needs led our Dutch teaching team at the ELV (School of Modern Languages) of the UNamur to completely reform the Dutch curriculum in the Faculty of Economics. One of the activities recently implemented is entitled "Challenge ta Cultuur." First-year students are invited to explore the Dutch-speaking culture based on their interests (music, films, literature, art, sports, etc.) and report on it in a vlog. In other words, our students are asked to take on the role of a YouTuber to explain their cultural discovery in Dutch, using modern communication technologies and channels. This format seems appropriate as students can create content whatever their level of competence and thereby makes differentiation possible; the main objective of this activity is to have our students step out of their comfort zone and critically examine the substance of their discovery. Furthermore, in addition to being a format that Generation Z is already familiar with, videos also allow a better and more flexible assessment of large cohorts of students. When faced with hundreds of students, teachers need to find a reasonable way to assess their students.

In this presentation, we describe how the project was implemented in the context of teaching Dutch for Specific Purposes. Overall, the feedback was unanimously positive. Creativity and freedom of choice were namely mentioned as motivating aspects of the project. Thanks to this digital activity, we helped students realize that the Dutch-speaking culture is dynamic and accessible, in addition to giving them the opportunity to take part in an authentic activity helping them improve their language skills.



CORAL - Crossing the barrier of academic listening comprehension in L2. Helping students become better listeners

Colleen Starrs, Emmanuelle Rassart, Katrien De Rycke & Sara Jonkers

UCLouvain

Our research project aims to design a guided self-tuition tool for academic listening in a foreign language.

As a result of growing academic mobility, increasing numbers of third-level students are currently attending lectures taught in languages other than their L1. This increased mobility, though enriching, brings with it challenges as academic listening in a foreign language proves difficult for students. As well as solid foundations in grammar, vocabulary, prosody and phonology (Hilton 2021: 113), academic listening also requires the mastery of other skills such as understanding lecturer intentions, following visual supports and interpreting non-verbal cues.

Our experience as language teachers has shown us that although listening comprehension is an integral part of our language courses and prepares students for exams, it doesn't prepare them for real-life contexts such as academic courses (Field 2011). This led us to embark upon our CORAL project (Franchir la barrière de la Compréhension ORAle en Langue étrangère à l'université). We aim to develop metalinguistic compensatory strategies in academic listening contexts.

The project consists of 3 meta courses on the learning platform Moodle in 3 languages - Dutch, English and French, where students can practice these strategies.

Each course has a similar outline:

- Diagnostic test: Selection of learning trajectory based on results obtained.
- Decoding: Students are guided in the use of metalinguistic strategies with the aim of segmenting the speech stream into words, phrases and sentences using phonology and prosody, and with the help of gestural and lexical cues.
- Meaning building: Students listen to extracts from university courses or conferences to discover how to assign meaning to decoded speech by recognising the most frequent lecturer intentions (Mangiante & Parpette 2011).
- Toolbox: Additional resources and advice.

All the modules are based on authentic material and are student-centred allowing students to work at their own pace, either as part of a course or as a form of autonomous learning.

Our presentation will focus on the design and use of our tool.



Creating and Expanding Communities in the CLIL Classroom

Timothy Byrne & Katherine Opello

UCLouvain

CLIL (Content and Language Integrated Learning) refers to learning with a dual focus, the integration of content jointly with a second language. CLIL's fourth C-Cultures has been defined as the development of intercultural awareness, citizenship, and global understanding. It is argued, however, that C-Cultures has been neglected, and therefore requires deeper exploration. In this workshop, we suggest enriching it with the principles of transdisciplinarity, Social and Emotional Learning, and Service Learning. This will allow language teachers to incorporate impactful current events into their CLIL'ed classes, as well as focus on the necessity of in-person activities in the era of and/or despite the era of mobile learning. Such an enriched concept of C-Cultures can be a meaningful way to foster and expand a sense of community among learners, which we argue is crucial in our increasingly online educational landscape. In our presentation, we will show how a combination of transdisciplinarity, Social and Emotional Learning, and Service Learning has led to positive learning outcomes and personal satisfaction for the stakeholders in our CLIL'ed ESP classes at Université catholique de Louvain (UCLouvain), Belgium. We conclude with concrete takeaways for teachers seeking to keep in-person learning meaningful and relevant while acknowledging the benefits of mobile learning opportunities.



Creative Sparks: Boosting Language Learning with GenAI-Driven Activities

Simon Labate

UCLouvain & UNamur

This presentation zooms in on two pedagogical activities implemented in the course LNEER2433 (Intermediate Dutch, designed for third-year bachelor communication students) offered at UCLouvain, which both relied on the use of generative artificial intelligence (via ChatGPT).

A first activity consisted in asking groups of students to select elements for creating the canvas of a film script, incorporating aspects linked to the different themes of the course, then to prompt ChatGPT to develop the elements, which would, in turn, be checked and read out loud to other groups, who would comment on the originality of the texts.

A second type of activity encouraged the students to use their creative skills to write down ideas of fake news articles, comparable to those that are published on satirical websites. Such texts which would then be expanded by generative AI, and students would also task the CapCut website to produce illustrations for their articles and use them to put together social media carousel posts. Finally, students would present their productions and get feedback.

The talk will explain how various skills (namely oral production with and without interaction, reading comprehension, and listening comprehension) are practiced through these creative and reflective exercises. Additionally, the strengths and limitations of the methods will be discussed.



Didactic games for formative assessment

Luka Medenica

University of Belgrade

Didactic games play a significant role in motivating students and clarifying teaching content (Matera, 2015: 20–23). Games not only engage learners but also provide opportunities for formative assessment and feedback, which are essential elements in the teacher-student interaction. In this paper, we explore the use of formative assessment through a specific didactic game implemented with first-year students at the Faculty of Philology, University of Belgrade, in the course "Modern Russian Language". While technology has a profound impact on foreign language teaching and learning, this paper highlights the effectiveness of a well-designed didactic game conducted in a live classroom setting. Such games foster dynamic interaction among participants and provide valuable insights for the teacher (Петри, 2010: 283; Sahlberg and Doyle, 2023). Through formative assessment, teachers can identify challenges students face and offer support, helping them move closer to their zone of proximal development (Выготский 1999; 2005). Using the game "Let's Get to Know Each Other" as an example, we outline several key phases of the game, and methods for delivering feedback and offering guidance for students future progress.



Ecological Approaches to MALL: A Multiple Case Study on MALL Integration in French-speaking Belgium

Julie Van de Vyver & Fanny Meunier

UCLouvain

MALL research and practices serve as an intriguing illustration of the vital relationship between a tool and its users. Research demonstrates that mobile affordances for language learning make it possible to support various learning approaches, ranging from transmissive or behaviourist to more progressive or socio-constructivist ones (Palalas & Hoven, 2016). Moreover, the use of mobile technologies enables learning activities to take place in diverse spaces and at different times, depending on various factors such as people, equipment, and activities (Kukulska-Hulme, 2012). Given the intricate nature of language learning (Van Lier, 2004) and the complex relationship that can exist between mobile tools and learners, we have chosen to examine the MALL phenomenon in instructed settings from a holistic and ecological perspective.

To illustrate our approach, we present a multiple-case study conducted during the 2019-2020 school year in French-speaking Belgium. This study investigated the integration of a video discussion tool into teaching and learning practices. The project was implemented by four groups of learners and their three secondary school teachers for a whole school semester. Various types of data were collected before, during and after the project, to provide a comprehensive overview of the four projects, the attitudes of both teachers and students, and the context in which the projects were executed. The collected data was coded using the qualitative software program NVivo, with eight qualitative analyses conducted on the coded data and the learners' videos. These analyses focused on (1) the activities implemented in the projects, (2) the teachers' perceptions of the project and their integration of technology, and (3) the learners' perspectives and the process of task implementation from their viewpoint.

While each of the multiple analyses provides valuable insights into MALL practices and recommendations, they also offer a holistic view of the MALL phenomenon and highlight important methodological considerations. The results reveal the interplay between three main elements (tool, task, teacher) that contribute to the development of MALL activities targeting specific aspects of Instructed Second Language Acquisition and supporting modern pedagogies. Furthermore, they underscore the call from MALL for a transformation in teaching and learning roles in learner-centered MALL activities. Lastly, they highlight the need to address potential obstacles to effective mobile technology integration in language learning: (1) learners' and teachers' lack of digital literacy, (2) teachers' challenges in guiding learners through the implementation of mobile tasks, and (3) the limited attention given to the development of digital literacy when performing mobile tasks.



Empowering Student Presentations with AI Tools: How can artificial intelligence tools be used in the classroom with students to prepare an oral presentation while stimulating their creativity and sharpening their critical thinking skills?

Claudine Grommersch

ILV, UCLouvain

In this practical workshop, I would like to give you some feedback on an activity I proposed to my 3rd year Bachelor Communication students: preparing an oral crowdfunding presentation of a revolutionary product for which they need to raise funds and convince investors.

To achieve their objective as effectively as possible, they used various artificial intelligence tools to

- devise the best speech opener to hook their audience and ‘make a good impression’ in the first few seconds of their presentation
- write an adapted PowerPoint document
- write the scenario of their TV commercial and transform it into a video
- write the script for their presentation, distributing it evenly between the different speakers in the group
- while respecting the evaluation criteria and using their critical and ethical faculties.

After a short presentation of the project, you will be allowed to adapt it to your projects if you wish. You will need your laptop to do so. With your agreement, we will share all the final productions to make them accessible to all the participants.



From Translation to Reflection - A case study on AI tools in advanced L2 learning of Danish and Chinese

Chun Zhang

Aarhus University

Situated in Denmark, a digitally advanced society, this study investigates the use of generative AI (ChatGPT) in advanced-level translation from Danish (source language) to Chinese (target language) in higher education. Under teachers' guidance, students actively compare AI-generated translations with their own and other machine translations, identifying unique and overlapping linguistic points, reflecting on the cultural components and examining differing translations of the same text. Through an analysis of students' translation assignments, their reflection paper, and survey responses from 37 students, findings show that AI tools are especially suitable for advanced learners of L2, whose higher proficiency level enables them to critically reflect on the AI-generated texts. Furthermore, the findings reveal that AI has valuable implications for L2 pedagogy since it can serve as a powerful online reference tool for foreign language learning provided teachers introduce students to its benefits but also limitations.



Helping language learners build effective study systems in the AI era

Miguel I. García Tarifa

King's College London

Students don't rise to the level of their learning goals; they fall to the level of their study systems. Many language learners have flawed assumptions about the process of foreign language learning and often rely on ineffective learning methods, approaching language study in the same way as other subjects in their degree. This approach leads to slower progress and poorer language consolidation. This problem is exacerbated by language curricula, which often fail to provide the instruction that learners need to develop autonomy. Paradoxically, learners cannot become independent on their own. They require guidance to effectively use available resources and develop *meta-strategies* that lead to better outcomes, especially now in the age of AI.

To address this issue, I initiated an action research project that integrates three teaching practices into the Spanish for Beginners syllabus, i.e.:

- a workshop *on how to learn a language*, including effective uses of AI (ChatGPT and ElevenLabs) and TEL.
- a study planner embedded with practical strategies to encourage the development of effective study habits.
- a Viva Engage Community to help students reduce language anxiety during their year abroad.

The goal of this project is twofold: first, to evaluate the effectiveness of these interventions in helping students become better language learners and more effective users of AI and TEL; and second, to identify design principles that could make language curricula more aligned with the complexities of language acquisition.



How ELT and ESP invited EMI and AI to join them in CLIL

Nataša Janković

University of Belgrade

Cherishing multiple talents and skills of gifted students, the Faculty of Education in Belgrade established in 2017 an integrative interdisciplinary curriculum – the English Language Module (ELM). As a non-philological member of the University of Belgrade, it enables future preschool and primary school teachers who want ‘to go an extra mile’ to become academic bilinguals by completing part of their 5-year study in both Serbian and English. Guided by teams of experts who work with them collaboratively, ELM students are provided with broader knowledge and skills, and better job opportunities.

Starting their foreign language journey from General English, and steadily following an ESP route, ELM students embark on a number of blended EMI courses. Their pedagogical package arrangement begins with independent exploration tasks in Music and Physical Education. It continues with game-based Stop-Motion and Kahoot excursions through Creative Play in English, when Art and Educational technology are brought onto the train. Their investigative spirit is further honed on a project-based expedition to Children’s Language and Literature, followed by interactive tech-tours of The World of Science. After a longer stay in ELT Methodology, they spend many hours travelling along Teaching Practice. Collecting some AI-agents on their way, they get to the Evaluation and Assessment station. Finally, through a Holistic Approach to ELT, they reach their destination with dual passports of Master preschool or primary school teachers and English language teachers of young learners. Having learnt how to skillfully integrate ELT with other subjects and modern technology, they are ready to take their own little learners on a soft CLIL journey.



Implementing AI in a language programme for advanced learners of English: Fostering effective, critical, ethical, and transparent use

Armin Berger

University of Vienna

With artificial intelligence (AI) reshaping language education at all levels, university language departments face the challenge of adapting to its capabilities and potential issues. While the reactions to AI in language teaching run the gamut from enthusiastic embrace to outright bans, the English Language Competence (ELC) programme in the Department of English and American Studies at the University of Vienna, Austria, has adopted a balanced approach. It supports the use of AI tools where appropriate and beneficial to language learning, while also emphasizing the human and epistemological dimensions of language activities and requiring evidence of students' independent language performance. Grounded in a conceptual framework for developing advanced English language competence, which situates learning and teaching at the intersection of programme design, pedagogical practice, and teacher research, the team has developed an AI policy focused on fostering effective, critical, ethical, and transparent AI use. To implement this policy, a project has been launched that involves designing adaptable templates for AI-enhanced teaching activities and course-specific exemplars that operationalize the principles of efficacy, criticality, ethical use, and transparency. This presentation begins by situating the project within the overarching framework and then outlines the key principles of the policy. Following a brief summary of key findings from a survey of students' attitudes and needs regarding AI, the focus shifts to the development, use, and validation of the templates and exemplars. The presentation concludes by offering practical insights into policy implementation in a tertiary-level language programme.



Implementing the COIL Project in Academic Presentation Course in Foreign Language: How this online collaborative project was perceived by the students- Some advantages and challenges

Jiro Tomioka

Aarhus University

Collaborative Online International Learning (COIL) has become increasingly a popular strategy for internationalization in higher education. The term COIL was coined in 2006 by Jon Rubin, who worked for the State University of New York.

Our COIL project was launched in 2022 in collaboration with Aoyama Gakuin University in Japan. In this project, 3rd-year students in Academic Presentation classes from both universities interact online for about one hour once a week, collaborating to work on each other's academic assignments. Japanese students were assigned to deliver presentations in English on topics related to Danish culture and customs, while Danish students were required to present in Japanese on topics concerning current societal challenges in Japan.

In this presentation, the definition of the COIL Project will briefly be introduced as a theoretical part, and the implementation overview, activities, and survey results from the past two years will be discussed with a focus on the advantages and challenges the students experienced and future directions for the program will be introduced.

Furthermore, the ongoing new project will be briefly mentioned. The current project has been implemented as a trial in our translation course this semester, in which the participants at our university have asked their Japanese partners to clarify the meaning of sentences, to understand the historical background of the novel they are working on, etc.

The survey results over the past two years show that certain achievements have been made, although they fall short of initial expectations. Moving forward, it will be necessary to reconsider how this program can be integrated into the course curriculum.



Innovating ESP: COIL Telecollaboration at the University of Novi Sad

Stanka Radojičić

University of Novi Sad

This paper presents two pioneering Collaborative Online International Learning (COIL) projects that fostered intercultural communication and global learning among students from diverse geographical, linguistic, and cultural backgrounds. The first project, initiated in March 2023, connected students from the University of Novi Sad's Faculty of Sciences and the Catholic University of Manizales, Colombia. Twenty-five science students and two English language teachers engaged in a collaborative exploration of Sustainable Development Goal 15: Life on Land. The second, ongoing project, launched in October 2024, brings together 27 science students from the University of Washington, Bothell, and 24 geography and geoinformatics students from the University of Novi Sad to delve into the multifaceted theme of "Humanity 2050."

Both projects employed a blended learning approach, integrating synchronous and asynchronous activities. Students conducted local research, participated in online discussions, and produced individual and collaborative work, culminating in a final online conference. To assess the impact of these COIL experiences, pre- and post-collaboration surveys were administered.

The findings highlight the transformative potential of COIL in enhancing students' intercultural competence, critical thinking, and problem-solving skills. By engaging in cross-cultural dialogue and collaboration, participants gained a deeper understanding of global issues and developed a more nuanced worldview. The paper discusses the challenges and opportunities inherent in such international collaborations, offering insights for future COIL initiatives.



Integrating Robot Programming CLIL in Healthcare EFL: Enhancing English Communication via Technology

Noriko Akiho-Toyoda

Niigata University of Health and Welfare

In the realm of second language acquisition, integrating technology and innovative pedagogical approaches is imperative to meet the diverse needs of English as a Foreign Language (EFL) learners. This presentation introduces an instructional framework, focused on Robot Programming Content and Language Integrated Learning (CLIL) within a healthcare context, tailored for EFL classes at a healthcare university. The framework aims to enhance English communication skills, foster IT literacy, and promote interdisciplinary learning through the fusion of robot programming and second language acquisition.

The curriculum designed for this framework encompasses various facets crucial for effective communication in healthcare settings. EFL learners engage in English communication scenarios relevant to hospital settings, acquiring specialized vocabulary and communication strategies essential for patient care. Additionally, the curriculum integrates IT literacy, equipping students with skills to navigate and utilize technological tools in English.

Central to this framework is the use of robotics as a language learning medium. Students programme a robot to simulate a patient, engaging in creating real-life communication scenarios themselves in English. Interacting with the programmed robot allows students to practice language skills while developing empathy and cultural sensitivity, vital for healthcare professionals. This approach enhances language proficiency and fosters interdisciplinary skills, as students navigate the intersection of second language acquisition, technology, and healthcare.

The project commenced amid the COVID-19 pandemic, necessitating an online transition utilizing platforms like Google Classroom and Zoom, alongside a Robot programming class management tool with robot simulation. Despite limited in-person interactions, students implemented their programming to a real robot after an initial meeting. The online programming education, facilitated by simulators, yielded positive results, with post-survey satisfaction indicating effectiveness. However, recent face-to-face experiences provided tangible programming insights.

In an era marked by robot surgeries, AI diagnosis, and robotic caretakers, healthcare students must familiarize themselves with computer programming concepts. As such, this instructional framework not only enhances language skills but also prepares students for the technologically advanced healthcare landscape.

Preliminary assessments show promising results, with students demonstrating improved English communication skills and heightened confidence in language-rich healthcare environments. Feedback indicates high engagement and motivation, underscoring the efficacy of integrating technology and innovative pedagogy in second language learning.

In conclusion, Robot Programming CLIL integration in EFL instruction holds significant potential for enhancing English communication skills among healthcare university students, preparing them for the challenges of modern healthcare.



Innovative Language Learning: The Synergy of Mobility, Technology, and Positive Psychology in Linguistic Risk-Taking

Martine Rhéaume

University of Ottawa

This paper explores the concept of linguistic risk-taking, first introduced by Beebe (1983) and later expanded by Cervantes (2013). It focuses on an innovative initiative at a Canadian university that offers bilingual education, where courses, programs, and services are available in English and French, thereby creating a rich bilingual environment. In this bilingual setting, linguistic risks are defined as authentic attempts at communication in a second or foreign language, in this case, French. Such attempts are considered "risky" due to the potential discomfort from fear of making mistakes, being misunderstood, misinterpreting others, facing judgment, and similar concerns. The research outlines an educational model inspired by Positive Psychology principles (Seligman & Csikszentmihalyi, 2000; MacIntyre, 2021) to overcome these challenges and encourage engagement in the second language (L2) environment. Innovations inspired by mobile learning (Pegrum, 2019) include a virtual linguistic and cultural exchange connecting students with peers in francophone regions of Egypt, Côte d'Ivoire, and Bénin, along with a "Linguistic Risk" mobile phone application designed to increase learners' readiness to take linguistic risks in L2, whether online or in-person on campus, thereby promoting a language growth mindset (Lou & Noels, 2017, 2020).

The study focused on 60 French learners over a semester, utilizing a threefold analytical approach: (1) the Willingness to Communicate scale (McCroskey, 1992), (2) a questionnaire on learners' growth language mindset, including the impact of the virtual exchange and the linguistic risks app on their risk-taking and enjoyment levels, and (3) interviews with 25 selected participants. Results highlight a positive reception towards this pedagogical innovation, offering strong support for the effectiveness of a linguistic risk-taking approach in second language learning. The analysis connects these findings to autonomy, authenticity, and lifelong language learning themes. It also suggests directions for future research and improvements to enhance this educational strategy further. This underscores the significance of fostering a supportive environment encouraging linguistic risk-taking and enhancing language learning experiences and outcomes.



Lost in translation: miscommunications in student-student oral interactions in an e-tandem virtual exchange

Laia Canals

Universitat Oberta de Catalunya

In addition to offering linguistic benefits, e-tandem virtual exchanges supposedly provide opportunities for negotiating intercultural meaning in interaction (Canto et al., 2014). However, several studies have contested this possibility, indicating that learners participating in these exchanges often engage in lengthy interactions with one another but do not always succeed at intercultural talk (Belz, 2005; Çimenli et al., 2022; Oskoz et al., 2018). The present research examines intercultural negotiation of meaning and intercultural understanding by analysing oral interactions between learners during a Spain-Canada e-tandem virtual exchange. A qualitative analysis of these conversations helped unveil the interactional features that seemed more productive in terms of promoting intercultural understanding in intercultural competence related episodes. The findings indicate that intercultural communication involves active questioning strategies and displays of interest in the topic discussed, which relate to two of Byram's (1997) *savoirs*.

The use of questions, together with the ability to relate the information to other existing knowledge about the language, lexical items, or cultural aspects, allowed learners to contextualize the aspect being discussed and develop their discovery and interaction skills, rendering these episodes successful. The findings also point to the characteristics of less successful episodes, in which a lack of engagement with the content of the episode, a lack of active or genuinely inquisitive questioning and inability or disinterest in finding out more about the cultural aspect being discussed lead to miss opportunities for intercultural understanding. These less successful episodes also included lengthy monologue-like turns in which learners spoke for a long time but failed to engage with their partners. Learners speaking for long turns might be viewed as a positive aspect in other contexts, but similar to Belz's (2005) findings, lengthy interactions or episodes are not indicative of cultural understanding.

Some crucial elements observed in successful episodes point to the so-called roll-the-ball-back conversational strategy put forward by Çimenli et al. (2021). These requests for information that allow topic extensions are commonly found in the data presented in this article. These can take the shape of continuous follow-up questions about the cultural aspect being discussed by the learners. Active listening was observed when learners tried to understand a cultural aspect of the target-language culture. These continuous meaning negotiations about cultural aspects or conversational strategies contribute to increase the depth of the conversation and add more nuances to cultural topics. These features were absent from episodes in which learners did not deploy these strategies.



Media as a practice in Learning a Language: The case of audio

Fabiola Navarro Montano

University Paris Cité

My presentation focuses on my use of media as a teaching device in language practice. In particular, on how and why my assessment on the active skill of speaking and writing is often carried out through the students' production of audio, and how this helps them go beyond language usage, language awareness and language equivalence. Using audio puts stress on the relevance of voice in public space.

The ability to have your voice heard is, in the words of Professor Nick Couldry, "... the act of valuing, and choosing to value, those frameworks for organizing human life and resources that themselves value voice (as a process). By voice as a process, I mean the embodied process of giving an account of one's life and its conditions, what Judith Butler has called 'giving an account of oneself'... voice as a value translates into foregrounding attention to how voice as a process is reproduced and deformed in the wider world(...)"



On Mobil(l)ity, Language Learners and Their Teachers

Sonia Rocca

Lycée français, New York

This keynote revisits key themes of the MOBILLE International Conference, founded in 2019, highlighting their continued relevance in language education. MOBILLE - Mobile Language Learning Experience, with the motto "Connect-Interact-Learn" – is representing transformative connections in language learning through technology where mobility transcends physical movement, capturing the fluid, temporal nature of learning experiences akin to Bergson's concept of duration. This approach emphasizes adaptive, real-time engagement, where learners and educators respond dynamically, embodying "going with the flow."

Modern adaptive learning technologies play pivotal roles in this continuous, personalized learning journey. They support a shift toward global language education, merging digital literacy, digital citizenship, plurilingualism, and intercultural competence to foster a new generation of digital global citizens. Through technology-enabled inquiry and collaboration in professional learning communities, educators gain valuable insights into technological impacts, continually refining their practices to enhance learning outcomes. This address will explore the convergence of mobility, adaptive learning, AI, global education, and teacher research, emphasizing their collective impact on enhancing educational experiences.



Pedagogical differentiation in content-integrated language learning, self/peer assessment with the help of AI to create grids.

Immediate peer and teacher feedback

Véronique Alexis

Hénallux

Dealing with Dutch culture (content integrated language learning) and more precisely in the Flemish painters instead of teaching in a traditional method, students are active.

They work in different heterogeneous groups (theory on various ways of creating groups based on "52 méthodes pratiques pour enseigner" Rémy Danquin) and get a link to a MIRO board on which they find their pair, the student they are going to work with and the link to the podcast they have to sum up and then present (SHARE) in front of the whole group. In case a particular painting is mentioned, they have to provide a picture of it in their presentation, so they use the internet to look for information.

They first work individually, make notes (they have been asked to bring a headphone or earplugs) and then they pair (THINK-PAIR-SHARE method). We differentiate on different bases: social basis (group/pair work), according to the input (some podcasts are longer and a bit more intricate than others) but also according to the conditions to perform the task (rhythm, help of online tools such as dictionary, the internet to check the information...) and finally the output is free.

A few students decided to use Word, others PowerPoint or a PDF and they posted them on a Padlet.



Promoting speaking fluency of learners of German as foreign language through digital game-based learning

Bailing He, Ferran Suñer

UCLouvain

The interest in learning the German language remains strong, with over 15.4 million people worldwide engaged in the process (Goethe Institute, 2020). Over the past 30 years, the appeal of digital games for second language (L2) learning has grown significantly (Aquah et al., 2020, Thompson et al., 2020) and has been increasingly implemented in or out of language classrooms to enhance learners' L2 speaking ability.

While research has explored psycholinguistic aspects influencing L2 fluency, a usage-based approach emphasizes the interaction of cognitive and sociocultural factors in communication to explain L2 fluency development. However, the interaction between cognitive and motivational aspects on fluency development in the L2 remains understudied. The current project focuses on a better understanding of L2 fluency development, with specific objectives including exploring the potential of digital game-based learning, understanding how cognitive and affective factors modulate fluency, and providing a pedagogical solution for L2 German fluency issues.

To test hypotheses, a mixed-methods intervention study with a within-group design will be conducted using the virtual reality environment Recroom(Recroom.com). Tasks based on everyday scenarios will be designed for the study, aligning with an ecological perspective and the Common European Framework of Reference for Languages (CEFR). Seven students from a Belgian University with German as L2 will participate. Data will be collected at different time points using standardized speaking tasks and a PRAAT script (Boersma & Weenink, 2007) for fluency measurement and questionnaires will gather data on language attitudes and foreign language anxiety. Quantitative data analysis will involve a Cluster-Analyse, while a focus-group interview will provide qualitative insights into practical and pedagogical challenges faced during e-learning sessions.



Sharing best practice: Using AI in writing workshops in Dutch and English: Improving writing skills with AI tools: feedback

Sarah Barroo & Marielle Henriët

ILV, UCLouvain

When the free version of ChatGTP was released in November 2022, some language teachers (and others) feared that it would mean the end of students writing their own texts. Some individuals, often outside the academic world, went so far as to question whether it was still useful to develop students' writing skills. In the meantime, these fears have largely been swept away and many teachers have begun to appreciate the wealth of personalised feedback that AI offers students by providing immediate feedback on the texts they produce.

AIs can indeed be a valuable resource for helping language learners develop their writing skills. We tried this out and used ChatGPT, Gemini (Bard) and DeepL Write (only for English) as feedback and (informative) scoring tools in writing workshops with students. We propose to show you a few concrete examples to illustrate how learners can be coached in the use of these tools. We will see how, thanks to instant, personalised feedback, these tools can help improve not only their writing skills but also their self-assessment skills.



Surfing on the wave – The Promotion of STEAM in Higher Education

Alexandre Mabilie

ILV, UCLouvain

This presentation highlights the need for STEAM Education in Belgian Higher Education and shows very clearly why we have committed ourselves to becoming one of the pioneers to develop study programs and cross-curricular activities that meet the needs of our society and (high-tech) companies. We discuss the various partnerships we have developed, and we also show the long way we have come to provide concrete and practical ways of connecting CLIL with STEAM activities. Finally, this work concentrates on the urgent need for bringing meaning in the teaching materials and for addressing the needs of contemporary society. The world is facing numerous urgent challenges, and there is an urgent need for experts, engineers, and citizens with a strong interest in STEAM.

The primary purpose of this presentation is to describe and provide a fine-grained analysis of the current Higher Education System and display the arguments in favour of developing STEAM practices in universities.

Besides, this research aims to give a comprehensible account of the different steps of this process and to show the need for sustainable and cross-curricular practices and for a clear link with CLIL teaching.

In the first two sections, this presentation attempts to shed light on the partnership we have developed with companies, producers and associations such as Lego Education, the NASA, OXFAM, the Belgian Fairtrade Federation or Associations 21.

In the second part particular attention is paid to the project we are currently developing with the UPCH Lima. This presentation demonstrates the feasibility of addressing important issues such as inclusion in our society, biodiversity, energy transition or resilience within the framework of language classes.

While the third part of this research is devoted to the methodology, the last section suggests many opportunities for future research and collaboration and makes a strong plea for more synergy between the academia and companies. We also show the need for international cooperation, and we provide concrete examples of pedagogical (STEAM) practices.

The presentation reveals that we need meaningful projects to bring about changes in the structures and teaching materials. It also shows that Belgian Higher Education currently cannot lag behind when it comes to innovating and updating its learning resources/methods.



Synthesized Feedback: Effects of Peer, Teacher, and AI-based Feedback on Text Quality and Self-Efficacy

Stanislav Katanek

UCLouvain

Feedback is one of the most powerful factors influencing learning (Hattie, Timperley 2007). Particularly during the revision process, it can sustainably enhance text quality. However, there is little research on the impact of peer and teacher feedback on text revision and self-efficacy in task repetition (Marx 2022: 92, 98). The presentation analyses how different types of feedback can influence text quality, self-efficacy, and other affective variables. It focuses on the following questions:

1. Is the combination of teacher, peer, and computer-mediated feedback (e.g. ChatGPT, DeepL Write) more effective than peer feedback, teacher feedback, or computer-mediated feedback alone in terms of text quality?
2. Does the order of the combined feedback (peer, teacher, and AI-based feedback) have an effect on text quality?
3. To what extent are the effects of feedback modulated by cognitive and affective variables?

To answer the research questions, an empirical study with an explanatory sequential mixed-methods-design (QUAN + qual) is conducted, in which German learners complete a writing task from the digital TestDaF. The study is carried out in the language courses at B2 and C1 levels and includes a pre-test/post-test design. The quantitative part includes the analysis of text production and a questionnaire to analyze self-efficacy (adapted from Papi et al. 2019). The qualitative evaluation includes interviews in focus groups to get a holistic picture of the feedback processes. The theoretical assumption is that giving peer feedback before giving teacher feedback leads to better learning outcomes, including not only knowledge acquisition but also the development of skills such as critical thinking, self-awareness, and autonomy. The overall aim of the study is to provide empirically validated recommendations for teaching practice, such as the type and combination of feedback, the composition of writing, and the revision of texts through guided peer, teacher, and AI-based feedback. It will also show the extent to which different types of feedback promote autonomy and self-efficacy.



Teachers Embracing the Future: How to Thrive Professionally with AI in the Language Classroom

Lourdes Ortega

Georgetown University

In an ever-evolving digital landscape, many language teachers find themselves facing two main concerns: keeping pace with technology that students seem to grasp instinctively, and fearing that advancements in artificial intelligence might replace traditional teaching roles. This presentation will address these concerns head-on. I will discuss how to stay up-to-date with technology in manageable steps that allow teachers to lead confidently, in critical and practical ways, their students' learning in their own classrooms. Far from being a threat—AI technologies can empower educators and enrich the language learning experience, if used as a collaborative tool, to simplify lesson planning, enhance classroom engagement, or support personalized feedback.



Teaching Without Limits: The Magic of the Unexpected

Jesús Villalta-Lora

King's College London

This paper explores how structured unpredictability enhances engagement and learning outcomes in higher education, particularly in language teaching (Adler 2008, Foster and Keane 2019, Vogl et al. 2019). It emphasises integrating surprise with creative pedagogical methods to captivate students and transform routine academic experiences.

Surprise can begin with something as simple as renaming a module. *Texguetón*, a playful fusion of "textos" (texts) and reggaetón, rebrands textual analysis as a deep dive into reggaetón songs, making learning conversational Spanish engaging and fostering cultural awareness through gender portrayal analyses. Similarly, *Gramagic*, derived from "grammar", transforms grammar classes into imaginative spaces. Activities such as hidden letters spelling "gramágica" under chairs and wand-assisted reveals create memorable learning moments and deepen engagement.

Building on this foundation, AI tools like ChatGPT-4 further enhance these efforts. For example, ChatGPT-4 generates unexpected, tailored feedback by embedding students' names into reggaetón-inspired lyrics, turning routine feedback into a creative, personalised experience. These outputs, shared on Padlet, foster collaboration and humour as students comment on artistic "names". Additionally, I create avatar feedback videos where my virtual self, using a Puerto Rican accent, provides playful yet rigorous summaries. I use Wondershare UniConverter 16 to edit and convert multimedia files and D-ID to animate still photos into lifelike AI avatars delivering speech naturally, adding an engaging, professional touch.

These strategies illustrate how structured surprise and technology challenge preconceptions, heighten attention, and foster reflective learning, enriching the emotional, cognitive, and cultural dimensions of education.



The effectiveness of ChatGpt in Business English Language and Moodle based learning

Aicha Zammouri

American-European In versity of Tunis

The finding research is initially a technology focus. In this research, we investigate the capabilities of generative AI especially ChatGPT in the context of education.

Additionally, we highlight how ChatGPT proves to be effective for both teachers and learners. Language educators, hence are intrigued by intelligent chatbots like ChatGPT as they enable instant and realistic interactions with learners in their target language. So, ChatGPT supports language learning by simulating authentic interactions. Learning business English, therefore, can pose few challenges for students, some common problems include vocabulary and writing. Business English Language has its own set of specialized vocabulary and terminology especially if the students are not familiar with the world of business.

In this process, English instructors in the European American University in Tunisia assign students (Africans, Algerians, Lybians) a text, they may not understand the meaning of certain words. Integrating ChatGPT in this context can explain these terms and continue the interaction by answering follow-up questions, students can ask for an explanation as well. ChatGPT is crucial and it is considered as a key tool to assist the students in creating prompts, discussions and in mixed methods action research. ChatGPT showed us how AI can complement and enhance human thoughts and creativity rather than replace it (Nash, 2024).

AI functions not only as a means of scaffolding students' thinking but also to provide new perspectives and "push past inertia" for teachers too.

Even at this early stage, I have new interactive ways of teaching tricky skills to my students. Business communication often requires a more formal and professional tone. Students may find it challenging to strike the right balance between being polite and assertive in their language use. Business English, however, is influenced by cultural norms and practices. Students from different cultural backgrounds may find it difficult to navigate these nuances and adapt their communication style accordingly.

The key is practice and exposure to real-world business situations, engaging in role plays, listening to authentic business materials. The integration of ChatGPT in the classroom can help students overcome these challenges.



The Power of Teacher Collaboration: Benefits and Challenges of Communities of Practice for Language Teachers

Marjan Asgari

University of Bozen

Communities of Practice (CoP) develop a shared identity around a collective interest and aim to have a positive impact on the field. They are defined by processes of co-creation, shared peer learning and innovation. In this context, I will address issues of agency and leadership. The presentation will explore how transformative and regenerative leadership of CoP can respond to digital transformation and the challenges of contemporary language teaching: Who are we in a rapidly changing digital landscape? How can we encourage innovation, sustainability & regeneration in (digitalized) foreign language teaching? I will discuss tools from project management to successfully steer CoP, to find and maintain their positive core (e.g. through appreciative enquiry and appropriate risk management) while trying to achieve a positive 'handprint'. At the same time, I will introduce tools from linguistics that can support CoP in their own action research.



There and back again: The challenges of beta-testing a seamless learning environment for adult ESL learners

Shaily Gebethner

University of Ottawa

In the 2021-2022 academic year, the Canadian Bureau of International Education documented a substantial presence of more than 630,000 international students in Canadian higher education, with 85% choosing Anglophone institutions. Despite this diversity, prevailing English language teaching materials often employ a 'one-size-fits-all' approach, assuming homogeneity among learners, thereby neglecting their diverse socio-cultural backgrounds. The core objective of this research is to bridge this existing gap by delving into the potentials and limitations of instituting a seamless learning environment (SLE). The ultimate aim is to optimize and deliver a more inclusive and effective language learning experience tailored for adult ESL/EFL learners in Canada.

Grounded in social constructivist theoretical frameworks that revolve around intercultural communication and language education, this research endeavors to illuminate the socio-cultural elements intrinsically embedded in language learning. Simultaneously, it seeks to challenge prevailing ideologies that may perpetuate an Anglo-centric perspective. The existing body of literature underscores a tendency in current language education practices to overlook the distinct preferences, goals, and agency of learners. This often results in treating them as passive consumers within the commodified global language education industry. Moreover, the influence of neoliberal policies in ESL/EFL adult education has instrumentalized the English language as a mere skill, thereby commercializing the appropriation of Western/Anglo culture. This potential commodification poses a threat to the autonomy and agency of learners in their language learning journey.

This study, positioned as an experiential narration, reflects upon the intricacies associated with designing and implementing a Seamless Learning Environment (SLE) for adult ESL/EFL learners. Employing a qualitative research approach anchored in the conceptual framework of technology-mediated distributed cognition, the focus will be specifically directed towards uncovering the limitations and challenges inherent in beta-testing a social-collaborative language learning platform. Additionally, the study will involve conducting focus groups with self-regulated asynchronous learners, with the overarching goal of identifying the most effective and optimal learning design principles.

The anticipated findings of this research are poised to enrich the existing literature by shedding light on both the pedagogical possibilities and limitations. The emphasis lies in creating a more inclusive language education that takes into account the diverse socio-cultural backgrounds, learning objectives, and agency of adult ESL/EFL learners.



The Role of Peer Assessment in the Professional Learning of Pre-service ESL Teachers in Quebec in the Context of University Teacher Education Programs using Blended Learning

Pooneh Golestani

University of Québec in Abitibi-Témiscamingue (UQAT)

In the past decade, we have witnessed an increase in teacher shortage as well as a high attrition rates, not only in Quebec (Homsy et al., 2019) but in Canada and abroad (Karsenti & Collin, 2013). Research indicates that specialized teachers are at higher risk in terms of attrition, and second language teachers are included among them (Karsenti & Collin, 2013). In Quebec we have witnessed an increase in the number of newly trained ESL teachers leaving the profession (Parks, 2021), which has exacerbated the situation even more. In view of such studies and their respective findings, key suggestions have included looking at factors that may contribute toward enhancing student teachers' professional training as well as the promotion of professional peer groups which can support teachers' motivation and sense of agency (Homsy et al., 2019; Karsenti & Collin, 2013; Parks, 2021).

The use of peer assessment in ESL teacher training in Quebec has not been widely researched. Moreover, as many ITE programs have, for two decades, increasingly migrated to blended learning environments, it would be relevant to investigate how peer assessment is carried out when integrated in online solutions combined with face-to-face learning. The research problem aims to investigate the role of peer assessment as a tool aimed at enhancing individual and collaborative learning in ESL teacher education in Quebec (Sridharan et al., 2023). The teacher candidate's individual learning involves the development of autonomous learning habits through the implementation of reflective thinking through peer assessment opportunities in blended learning contexts. The collaborative element is promoted through the collaborative nature of peer assessment, which helps promote a professional group identity through a social constructivist process (Merry & Orsmond, 2020).



The use of technology-enhanced experiential learning to teach LSP English in Higher Education

Jana Živanović

University of Belgrade

This paper explores how experiential learning, facilitated by technology, can transform the teaching of complex concepts to psychology students of English as a foreign language.

The first part of our study evaluates the impact of this approach on students' understanding and their ability to analyze psychological phenomena, as well as their language proficiency in an academic context. Experiential learning with technology significantly enhances engagement, fosters collaboration, and supports the development of higher-order thinking skills.

We will further thoroughly elaborate how student-centered approach is implemented, making students active participants in class through simulations (role-play). Once they have gained first-hand experience in dynamics of different experiments, technologies such as Mentimeter, Quizlet and Kahoot enrich the learning process by enabling real-time polling and vocabulary boost.

Finally, the pedagogical framework, the integration of digital tools, and the outcomes of implementing this lesson plan will be discussed. Attendees will, as a takeaway, gain insights into designing similar experiential learning activities that leverage technology to create meaningful and immersive educational experiences.



When to Provide Written Corrective Feedback in a Mobile Instant Messaging Application: An Experimental Study

Bridget Murphy

University of Barcelona

Based on recent research (Murphy et al., 2023), mobile instant messaging (MIM) applications are useful, engaging tools that offer enjoyable L2 practice and interaction opportunities beyond classroom walls. The “reply” function also makes MIM an ideal context through which to provide written corrective feedback (WCF) (Andujar, 2020). Timing is one theoretical issue of feedback, namely when to provide feedback in the instructional sequence (Li, 2018). The ubiquity of mobile devices brings into question whether immediate WCF timing actually has an effect over delayed WCF on L2 learning in this context. Timing and L2 gains have been explored in synchronous computer-mediated communication contexts (Kourtali & Borges, 2023), but no study has looked at this issue in a MIM context, the purpose of the present study: which type of WCF (during-task or post-task) is more effective in helping students acquire grammar? Students ($n = 55$) at a large public university in Spain completed several one-way communicative tasks in a WhatsApp chat with a researcher. The tasks elicited 10 target language (TL) items (expressions related to expressing regret and giving advice). Corrective recasts were given to grammatical errors immediately following the TL items. Students received feedback either during ($n = 18$) or after ($n = 20$) task completion, and a control group ($n = 17$) received no feedback at all. A timed oral elicited imitation task and an untimed use of English test were given before, immediately after, and around 7 days after the treatment. Preliminary analysis using GLMMs revealed no significant difference between the two treatment groups but did show significant gains across sessions, suggesting that time may not play as significant a factor in students’ learning of grammatical structures in a MIM chat group, lessening the burden on teachers to provide immediate WCF in this context.



WriteUp: towards a tailor-made annotation and feedback plugin to develop writing skills on Moodle

Céline Gouverneur & Sabrina Knorr

UCLouvain

In this presentation, we will showcase WriteUp, an annotation system developed at UCLouvain, with a view to providing teachers and learners with an adaptive tool suitable both for formative and assessment use by taking into account key issues regarding error annotation and correction of student writing.

The statistics tool included in WriteUp provides individual and group statistics which help learners monitor their progress and enable teachers to opt for pedagogical approaches best suited to their students' needs.

WriteUp is fully integrated into the assignment module of the Moodle learning management system, which makes it easily accessible to the whole academic community.

We will discuss the challenges of developing the most efficient set of error tags and how the tool has been adapted to other languages.

Our talk will also address the possible integration of artificial intelligence into the plugin.