



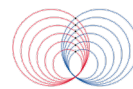
Circle U.
European University Alliance



**universität
wien**

CELTER ———

Center for English Language Learning,
Teaching and Teacher Education Research



ENGLISH LANGUAGE
COMPETENCE

Language Teaching in Motion: Collaborative and Responsive Approaches

Book of Abstracts



Practice-oriented contributions



Research-oriented or theoretical contributions

Beyond Technical English: Humanities-Informed ESP Teaching for Pharmacy Students

Ana Anastasescu, *Université Paris Cité*



In many scientific programmes in France, English for Specific Purposes (ESP) courses tend to focus primarily on technical vocabulary, scientific texts, and professional communication. While this focus is necessary, it can leave limited space for exploring the human dimensions of scientific practice or for fostering reflection, creativity, and cultural awareness. As a result, knowledge in higher education has become increasingly specialized. Students are highly trained within their disciplines and gradually adapt their ways of thinking to the cognitive norms of their field. However, this specialization can come at the expense of a broader, more humane, and more creative engagement with the subject matter.

Within such contexts, language courses can provide a unique pedagogical space for reconnecting scientific knowledge with human experience, thus offering a valuable counterbalance to excessive specialization.

This presentation examines how narrative and imaginative materials drawn from the humanities can be integrated into ESP teaching for undergraduate pharmacy students in order to increase engagement and encourage reflection on the human dimension of healthcare. The approach is informed by experiential learning theory (Kolb, 1984), by a view of narrative as a fundamental mode of human meaning-making (Bruner, 1990), and by the concept of narrative competence in healthcare education (Charon, 2006).

The presentation draws on classroom activities implemented in an undergraduate pharmacy programme. Instead of relying exclusively on scientific articles and technical materials, students engage with a range of alternative materials connected to health-related themes. For example, a lesson on pain begins with a physician's narrative describing a clinical encounter with a patient. Discussions of environmental health include the analysis of an Indigenous myth about plants and healing. In another activity, students read short poems about plants and write their own haiku inspired by medicinal plants studied in botany. Other tasks invite students to write letters from the perspective of patients after watching a documentary, perform role-play scenarios involving pharmacist-patient interactions incorporating theatrical elements such as characterization and improvisation, or develop their own screenplay on health crisis management inspired by such films as *Contagion* (2011).

These activities encourage students to explore scientific topics through narrative, perspective-taking, imagination, and emotional engagement. The presentation reflects on

student responses to these activities and argues that humanities-informed approaches can complement traditional ESP practices by reconnecting scientific knowledge with broader human experience.

Charon, R. (2006). *Narrative medicine: Honoring the stories of illness*. Oxford University Press.

Bruner, J. (1990). *Acts of meaning*. Harvard University Press.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*.
Prentice Hall

Encouraging Target-Language Use Through Linguistic Risk-Taking Among International Researchers

Stefanie Cajka, *University of Vienna*



This contribution focuses on language learners who are not typically the center of attention: researchers at universities. In the context of Vienna's universities, international researchers often work and socialize in English – the lingua franca of academia (cf. Mauranen, Hynninen & Ranta, 2010) – even when they are trying to learn German. Defaulting to English may be convenient and often effective. However, staying in their linguistic comfort zone may hinder them from using the numerous language resources available in their daily lives to practice German. Building on the pedagogical practice of linguistic risk-taking (Slavkov, 2023), this presentation elaborates on the development and implementation of a linguistic risk-taking booklet for German-learning researchers, with the goal to foster their target-language use in daily life.

Linguistic risks are defined as authentic and meaningful communicative acts in the target language undertaken outside the classroom (Slavkov, 2023). The practice of linguistic risk-taking is informed by research on language anxiety and enjoyment (e.g., Dewaele & MacIntyre, 2016), as well as other concepts, such as autonomy and motivation (e.g., Benson, 2011; Dörnyei & Ryan, 2015). It aims to raise learners' awareness of unpleasant feelings, facilitate their navigation, and foster a sense of accomplishment and enjoyment (Slavkov, 2023). Furthermore, linguistic risk-taking may lead to actual or perceived improvements in language proficiency due to the increased practice that comes from actively using the target language (Slavkov, 2023, p. 33).

The linguistic risk-taking booklet presents international researchers with activities to encourage their German language use in real-life situations (e.g., initiating a corridor chat, ordering food, writing an email, giving a presentation). These can then be checked off, and the perceived risk-level indicated. The booklet is designed to be used autonomously in an informal learning context, while learners are still being provided with external motivation and reminders through digital means.

The present contribution is intended to firstly provide a presentation of the pedagogical practice of linguistic risk-taking, alongside the concepts informing the related learning design. It then discusses the adaptation of linguistic risk-taking to the given context, and details the identification of potential linguistic risks for the learner group in focus. Finally, it explains the implementation of the booklet and reflects on its use in language learning contexts outside formal settings of instruction. The main objective is to provide a

comprehensive account of the required steps and adaptive means that allow interested colleagues to adapt and implement linguistic risk-taking practices in their context of university language education.

Benson, P. (2011). What's new in autonomy? *The Language Teacher*, 35(4), 15–18.
<https://doi.org/10.37546/JALTTLT35.4-4>

Dewaele, J.-M., & MacIntyre, P. D. (2016). Foreign language enjoyment and foreign language classroom anxiety: The right and left feet of the language learner? In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 215–236). Multilingual Matters. <https://doi.org/10.21832/9781783095360-010>

Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.

Mauranen, A., Hynninen, N., & Ranta, E. (2010). English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29(3), 183–190.
<https://doi.org/10.1016/j.esp.2009.10.001>

Slavkov, N. (2023). Linguistic risk-taking: A new pedagogical approach and a research program. *Canadian Journal of Applied Linguistics*, 26(2), 32–59.
<https://doi.org/10.37213/cjal.2023.33038>

Critical Analysis of ELT Materials From a Decolonial Perspective in Language Teacher Education

Rebecca Dengler, *Humboldt-Universität zu Berlin*



In a rapidly shifting world, language teacher education for future teachers requires not only adaptability but also critical engagement with the epistemological foundations of teaching materials. Educational materials play a central role in shaping learners' worldviews and teacher's practices. The materials often convey dominant narratives and reproduce colonial knowledge structures, thereby legitimising linguistic norms and reinforcing existing power relations. Against this backdrop, this paper advocates for a critical analysis of ELT materials from a decolonial perspective, with a particular focus on its implications for professional development of future language teachers (Dengler et al. 2025).

The contribution outlines three complementary approaches: research, professional development, and dialogue. First, it highlights the need for systematic, multi-level research to identify colonial patterns and implicit norm-setting in ELT materials. Such research supports the development of analytical tools (e.g. based on Kress & van Leeuwen, 2021) that can inform both research and teacher education and helps respond to evolving social and institutional demands in language teaching.

Second, the paper discusses implications for the professionalisation of (pre-service and in-service) language teachers (Breidbach & Mihan, 2025; Dengler et al., 2025). It argues for a shift from materials use to critical materials engagement, enabling teachers to reflect on, analyse, and adapt teaching resources. This includes engaging with their own assumptions, examining power relations, and developing decolonial materials. These implications are highlighted by the example of two courses for master's students at HU Berlin, "Decolonial Textbook Analysis" and "Developing Decolonial Learning Materials", where this approach is implemented in practice.

Third, the importance of dialogue is emphasised: between academia, research(ers), teacher education, publishers, and classroom practice, as well as across different linguistic and cultural perspectives.

Taken together, these perspectives underline the potential of decolonial approaches to strengthen reflective and responsive language teacher education in line with current educational challenges.

- Breidbach, S., & Mihan, A. (2025). Bildender Fremdsprachenunterricht, critical literacy und Öffnungsgesten inhaltlicher und interaktionaler Art: Perspektiven für die Lehrkräftebildung. In N. Kulovics et al. (Eds.), *Grenzen, Grenzräume, Entgrenzungen: Perspektiven in der Fremdsprachenforschung* (pp. 295–315). Schneider bei wbv.
- Canagarajah, S. (2023). Decolonization as pedagogy: a praxis of 'becoming' in ELT. *ELT Journal*, 77(3), 283–293 <https://doi.org/10.1093/elt/ccad017>
- Dengler, R., Ye, M., Martin, I. (2025). Bridging theory and decolonial praxis in English language teacher preparation in Germany. In P. Ehlers-Zavala, F., Back, M., Ortega, Y. (eds) *Decolonising language teacher education* (pp. 91–121). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-96161-8_4
- Kress, G. R., & van Leeuwen, T. (2021). *Reading images: The grammar of visual design*. Routledge.
- Mignolo, W. D. (2018). What does it mean to decolonize? In W. D. Mignolo & C. E. Walsh (Eds.), *On decoloniality: Concepts, analytics, praxis* (pp. 105–134). Duke University Press. <https://doi.org/10.1215/9780822371779-007>

Tracing Pronunciation Development in Higher Education: Effects of Explicit Pronunciation Instruction on Austrian EFL Learners

Marija Djenadic & Valerie White-Hautzinger, *University of Vienna*



In a context where language teaching in higher education is increasingly in motion, requiring continuous adaptation to learner needs, developing communicative competence remains a central goal in English language teaching across higher education contexts. Against this backdrop, pronunciation plays an essential role by enabling intelligible and effective oral interaction in academic and professional contexts (Seidlhofer, 2011). Although explicit pronunciation instruction (EPI) has been shown to enhance spoken performance (Gordon & Darcy, 2022), it remains underrepresented in many university curricula. At the same time, English as a foreign language (EFL) learners with German as a first language (L1) have received relatively little focused attention in research on the effectiveness of EPI. Even less is known about the extent to which they retain pronunciation features that are critical to intelligibility over time.

To address these gaps, this collaborative presentation brings together two datasets from the same instructional context at the University of Vienna, namely the EPI course Practical Phonetics and Oral Communication Skills 1 (PPOCS1) and its accompanying language lab, where students engage in technology-enhanced practice. Both datasets trace pronunciation development of EFL students enrolled in PPOCS 1 from pre- (T1) to post-instruction (T2), allowing for a consistent analysis of the impact of EPI across comparable learner groups, while one dataset further follows this development through a delayed post-test (T3), which offers additional insight into longer-term retention. Drawing on data from EFL university students with German as their L1, the auditory analysis reveals substantial improvement in segmental features between T1 and T2 across both datasets. While one dataset ($n = 20$) focuses on selected segmental features characteristic of General American (GA) (/æ/, /ɑ:/, /ou/, flapped /t/, post-vocalic /r/), the other ($n = 28$) examines key segmental features aligned with the Lingua Franca Core (LFC), namely vowel length in long monophthongs and word-initial aspiration. Despite these different feature selections, the results are consistent, providing converging evidence of the effectiveness of EPI in this context. In addition, the LFC-focused dataset, which extends beyond the immediate instructional phase, shows that mean scores at T3 remained well above pre-test (T1) levels. Taken together, these findings highlight the effectiveness of EPI across different segmental features while also suggesting that pronunciation development requires continued support beyond EPI. They further point to the need for curriculum designers and instructors to integrate pronunciation more systematically into tertiary English language programs in ways that respond to evolving learner needs.

- Gordon, J., & Darcy, I. (2022). Teaching segmentals and suprasegmentals: Effects of explicit pronunciation instruction on comprehensibility, fluency, and accentedness. *Journal of Second Language Pronunciation*, 8(2), 168–195.
<https://doi.org/10.1075/jslp.21042.gor>
- Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford University Press.
- Pardede, P. (2018). Improving EFL students' English pronunciation by using the explicit teaching approach. *Journal of English Teaching*, 4(3), 143–155.
<https://doi.org/10.33541/jet.v4i3.852>
- Schmitt, H. (2016). *Teaching English pronunciation: A textbook for the German-speaking countries*. Universitätsverlag Winter.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.

Designing Interactive Arabic Learning Materials in Higher Education: Opportunities, Challenges, and AI-Related Feedback Questions

Ibrahim S. E. Elsayed, *Aarhus University*



This presentation reflects on the practical and pedagogical challenges involved in designing interactive Arabic learning materials for higher education in a period increasingly shaped by AI-assisted language learning tools. Drawing on classroom experimentation with Arabic students at Aarhus University, the presentation discusses how digital learning environments can support learner engagement, accessibility, and autonomy while also raising important questions concerning feedback, authenticity, and linguistic complexity.

The presentation focuses on several types of interactive activities developed for Arabic learners, including synchronized text-audio reading materials, clickable sentence- and word-level audio support, interactive vocabulary cards combining image, translation, audio, and definitions, and HTML-based exercises integrated into university teaching platforms. Additional activities include drag-and-drop sentence reconstruction exercises designed to scaffold listening comprehension and reduce learner frustration associated with traditional dictation tasks.

The presentation also highlights the emerging need for language teachers to develop at least a basic understanding of digital technologies and coding concepts in order to make more effective pedagogical use of AI and large language model (LLM) tools. Although recent AI systems increasingly simplify the creation of interactive materials, meaningful implementation still requires teachers to critically guide and evaluate AI-generated outputs.

A central challenge discussed in the presentation concerns the design of meaningful instant feedback for Arabic language exercises. Unlike English, Arabic often permits multiple grammatically valid word orders, including both nominal sentences (الجملة الاسمية) and verbal sentences (الجملة الفعلية), meaning that rigid answer-matching systems may incorrectly penalize learners for acceptable linguistic alternatives. The presentation therefore explores broader questions regarding the extent to which AI-assisted feedback systems can adequately account for the syntactic flexibility, morphological complexity, and dialectal variation characteristic of Arabic language use (Huda, 2025).

The presentation additionally reflects on the growing role of AI tools such as conversational chatbots and speech-generation systems in students' independent language learning practices. While such tools may help reduce anxiety and provide immediate support, they also raise important pedagogical questions concerning accuracy, learner dependence, and

the limitations of AI-generated linguistic feedback (Godwin-Jones, 2020; Rebolledo Font de la Vall & González Araya, 2023).

By combining practical material design, classroom experimentation, and reflections on AI-related language-learning challenges, the presentation contributes to current discussions on responsive, technology-enhanced language teaching in higher education.

Godwin-Jones, R. (2020). Emerging technologies: Artificial intelligence and language learning. *Language Learning & Technology*, 24(1), 6–15.

Huda, I. S. (2025). *Integrating artificial intelligence in Arabic language education: Challenges and opportunities*. Mu'dalla Proceedings.

Rebolledo Font de la Vall, A., & González Araya, M. (2023). Exploring the benefits and challenges of AI-language learning tools. *International Journal of Social Sciences and Humanities Invention*, 10(1), 7569–7576.

Integrating AI Into Foreign Language Learning: The GALLA Project

Miguel I. García Tarifa, *King's College London*



The integration of artificial intelligence (AI) is fundamentally reshaping foreign language pedagogy as teachers and students increasingly adopt AI as work and study companions. While AI offers considerable potential for language learning, its implementation in the classroom remains fragmented and uneven (Ren & Li, 2026). Crucially, when AI tools are deployed without a sound grounding in cognitive architecture and pedagogical theory, they risk becoming distracting "edutainment" or passive cognitive crutches rather than effective learning tools (Jeon & Lee, 2025).

A key challenge is that teachers often prioritise target skills and AI capabilities while overlooking the cognitive processes that connect pedagogy, content, and technology (Mishra & Koehler, 2006; Ren & Li, 2026). Similarly, students frequently use AI independently without adequate instructional guidance or metacognitive awareness. Lacking explicit scaffolding, learners tend to adopt path-of-least-resistance behaviour, relying on AI for instant answers rather than engaging in the desirable difficulties essential for deep language learning.

To address these challenges, AI-mediated learning tasks must be grounded in educational technology frameworks informed by second language acquisition (SLA) research, ensuring that AI affordances are aligned with pedagogical objectives and the cognitive mechanisms underpinning language learning.

Responding to this need, the GALLA (Gemini-Assisted Language Learning Aid) action research project presented here investigates how language educators can operationalise and adapt the TPACK-AI framework (technological pedagogical content knowledge - AI) (Ren & Li, 2026) to design pedagogically effective AI chatbots. Specifically, it explores how custom Gemini chatbots (Gems) can support incidental vocabulary acquisition and active grammar practice within students' independent study routines. The project also gathers qualitative data on chatbot reliability, feedback accuracy, and students' perceptions of their practicality, pedagogical value, and integration into self-study. This presentation offers a replicable model of teacher-AI synergy for the effective deployment of custom AI chatbots across different language modules.

- Ren, T., & Li, Q. (2026). Assessing artificial intelligence literacy in foreign language teachers: A TPACK-based perspective. *Frontiers in Education*, 11, 1706559. <https://doi.org/10.3389/feduc.2026.1706559>
- Jeon, J., & Lee, S. (2025). Critical TPACK as a foundation for teaching with AI. In Y. Wang, A. Alm, & G. Dizon (Eds.), *Insights into AI and language teaching and learning* (pp. 170–184). Castledown. <https://doi.org/10.29140/9781763711600-10>
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record: The Voice of Scholarship in Education*, 108(6), 1017–1054. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
- Nation, P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781009093873>

Bilingual Learning Environment as “the Third Teacher”: Bridging the Classroom and the World

Nataša Janković & Nevena Buđevac, *University of Belgrade*



Language learning prepares young people for social life in multicultural communities and cross-border collaboration. In modern educational contexts, teacher roles have significantly changed, requiring adaptation to a technologically advanced world (Janković & Vuletić, 2025) and openness to new approaches, such as cross-curricular collaboration between language and subject teachers, joint syllabus design, and shared classroom practice. Such institutional cooperation creates fertile ground for international micro-collaborations, enabling students and teachers to exchange knowledge and skills across borders through mobility programmes and digital ecosystems.

Internationalisation of initial teacher education (of non-philological orientation) presupposes a bilingual environment that becomes a dynamic space for learning and an enriching approach to teaching. It acts as a “third teacher” (Darragh, 2006), bringing the world into the classroom and taking the classroom out into the world, thereby supporting students' learning and shaping future teachers' professional competences in more than one language.

This paper presents an interdisciplinary course within the integrated curriculum of the Faculty of Education in Belgrade, enabling linguistically gifted students to become academic bilinguals over a five-year programme and preparing them to teach preschool and primary curricula not only in Serbian – their native language, but in English as well. Since foreign language learning begins early in modern education systems, it requires highly specific pedagogical approaches to young learners. Jointly designed by an ELT methodologist and a developmental psychologist, the language-sensitive EMI (Airey, 2024) course Foreign Language Learning at Young Learners' Age enables third-year students to critically reflect on children's development by comparing L1 and L2 acquisition, while at the same time enhancing their own English language proficiency.

Running for almost a decade, this psychology course engages students in intensive discussions through summarising academic research, drawing on their own childhood and teaching-practice experiences, and writing argumentative essays. Our research (Janković & Buđevac, 2024) shows that students perceive this, as well as other psychology and English Language Module courses, as highly beneficial for their personal and professional development.

Additionally, the course has fostered international cooperation by hosting a teacher from Spain through a mobility exchange, as well as teaching assistants and a researcher from the USA through Fulbright programmes. These experiences have elevated the course to a higher level of international engagement, encouraging students to use their L2 skills spontaneously in professional and cross-cultural discussions and interactive AI-based research activities. As a result, the classroom becomes a multilingual, culturally responsive (Circle U., 2025) and engaging “third teacher”.

Airey, J. (2024). Disciplinary literacy and English-medium instruction. In Tsui, A.B.M., & Macaro, E. (Eds.) *Language issues in English medium instruction* (pp. 48–59). <https://doi.org/10.4324/9781003476313-4>

Circle U. (2025). Equity, diversity and inclusion: A strategy for Circle U. <https://www.circle-u.eu/sites/default/files/2025-11/equity-diversity-inclusion-a-strategy-for-circle-u.pdf>

Darragh, J. C. (2006). *The environment as the third teacher*. Online Submission.

Janković, N., Buđevac, N. (2024). The psychology of language and language of psychology: Creating an integrative bilingual environment for teaching students, *Metodički vidici*, 15(1), 169–189.

Janković, N., Vuletić, A. (2025). From human art to artificial intelligence and back: Practical considerations from academia. *Teaching Innovations*, 38(2), 1–20. <https://doi.org/10.5937/inovacije2502001J>

From Rehearsal to Results: Near-Peer Tutoring in CLIL/Task-Based Business English

Eva Kerbler, *University of Vienna*



Presentation tasks in CLIL-based business communication courses often offer limited opportunities for formative revision, which can constrain the development of advanced oral communication skills. This practice report presents the design of a CLIL- and task-based Business English course at the University of Vienna, Faculty of Business, Economics and Statistics (n = 30, CEFR B2 or higher), in which students deliver content-rich presentations on economics and business topics. Drawing on established CLIL principles and task-based pedagogy (Coyle et al., 2010; Ellis, 2003), students co-construct the assessment criteria that guide feedback (e.g., structure, delivery, visuals), fostering shared evaluative judgement and making expectations for effective disciplinary communication transparent and jointly owned.

Responding to students' repeated suggestion that presenting twice would be beneficial, the course integrates a mandatory rehearsal supported by a trained near-peer tutor—a high-proficiency former participant using the co-constructed criteria. Near-peer tutoring leverages social and cognitive congruence (Lockspeiser et al., 2008), creating a low-stakes environment in which feedback is accessible, credible, and actionable. Tutors provide specific, directly implementable guidance before the graded presentation. The approach also aligns with research on task repetition, which shows that performing a task more than once supports greater fluency, accuracy, and control (Bygate, 2018). The instructor's role is complementary: at the final, graded presentation, the instructor offers balanced feedback (Carless & Boud, 2018)—explicit, evidence-linked affirmation of what works, paired with clear priorities for improvement and actionable next steps—which builds students' feedback literacy for subsequent tasks.

Across iterations of the course, a consistent pattern has emerged: students demonstrate clear uptake of tutor feedback; final presentations show clearer structure, smoother delivery, tighter time management, reduced slide density, more accurate referencing, and greater confidence in managing content, visuals, and Q&A. Tutors upload their feedback to Moodle, which the instructor reviews before the final presentation in order to check implementation during grading. Final marks reflect post-tutor-feedback performance. Overall, combining co-constructed criteria with near-peer-tutor rehearsals meaningfully expands the formative space around student presentations. The session will showcase the criteria and annotated rehearsal artefacts to demonstrate a scalable approach to strengthening the formative dimension of presentation-based CLIL instruction.

- Bygate, M. (2018). *Learning language through task repetition*. John Benjamins.
- Carless, D., & Boud, D. (2018). The development of student feedback literacy. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Lockspeiser, T. M., O'Sullivan, P., Teherani, A., & Muller, J. (2008). Understanding the experience of being taught by peers: The value of social and cognitive congruence. *Advances in Health Sciences Education*, 13(3), 361–372.

English and Italian FL Student Teachers' and Teacher Educators' Beliefs About Pronunciation Teaching and Learning

Elisa Koch, *University of Vienna*



Communicative competence represents a key objective in tertiary Foreign Language (FL) education, enabling effective spoken interaction. Although research has demonstrated that phonological skills are essential for attaining this goal and that explicit pronunciation instruction (EPI) plays a crucial role in this regard (e.g. Gordan & Darcy, 2022), pronunciation remains neglected in many university curricula, including FL teacher education programmes (Henderson et al., 2012; Huensch, 2019). Moreover, students of FLs other than English, particularly Italian, have received limited attention in research on FL learners' phonological competence. Despite the growing interest in researching English as a FL (EFL) learner perspectives related to pronunciation teaching and learning, very little is known about FL student teachers' perceptions of their own pronunciation skills (Richter, 2025; Richter & Schölzky, 2023) or the views of teacher educators.

Addressing these gaps, this master's thesis explores the beliefs of EFL and Italian as a FL (IFL) student teachers and university professors about FL pronunciation teaching and learning, with a particular focus on students' self-perceived phonological competence and its role in the respective FL teacher education curricula. A qualitative research approach was employed, drawing on semi-structured interviews with seven Master of Education (MEd) students of both English and Italian and four EFL and IFL teacher educators from the University of Vienna. Data were analysed using qualitative content analysis. The findings show that FL student teachers of English and Italian report overall confidence in their pronunciation skills in both languages, with a slight tendency towards greater confidence in English, attributed to generally higher language proficiency in English and EPI provided at the Department of English and American Studies. Contrarily, participants report a noticeable German L1-accented speech in Italian. This reflects the different design of the programmes: while both teacher education curricula aim to develop pronunciation skills, only EFL students attend a dedicated pronunciation class (PPOCS 1). The interviews further reveal that student teachers feel insufficiently prepared to teach pronunciation in their (future) secondary FL classrooms despite their positively self-perceived phonological skills. Teacher educators express divided views in this respect. Overall, these results suggest that EPI enhances students' confidence in their own pronunciation competence. The study sheds new light on language teacher cognition in the field of pronunciation learning and teaching, particularly in underexplored tertiary FLT contexts beyond English, and underscores the need to strengthen pronunciation-focused components in FL teacher education.

- Henderson, A., Frost, D., Tergujeff, E., Kautzsch, A., Murphy, D., Kirkova-Naskova, A., Waniek-Klimczak, E., Levey, D., Cunnigham, U., & Curnick, L. (2012). The English pronunciation teaching in Europe survey: Selected results. *Research in Language*, 10(1), 5–27. <https://doi.org/10.2478/v10015-011-0047-4>
- Gordon, J., & Darcy, I. (2022). Teaching segmentals and suprasegmentals: Effects of explicit pronunciation instruction on comprehensibility, fluency, and accentedness. *Journal of Second Language Pronunciation*, 8(2), 168–195. <https://doi.org/10.1075/jslp.21042.gor>
- Huensch, A. (2019). Pronunciation in foreign language classrooms: Instructors' training, classroom practices, and beliefs. *Language Teaching Research*, 23(6), 745–764. <https://doi.org/10.1177/1362168818767182>
- Richter, K. (2025). Prepared to rescue Cinderella? Exploring Austrian EFL student teachers' beliefs about pronunciation teaching and learning. In A. Kirkova-Naskova, P. Humanez-Berral & A. Henderson, (Eds.). *Proceedings of the 8th International Conference on English Pronunciation: Issues and Practices* (pp.97-108). Université Grenoble-Alpes.
- Richter, K., & Schölzky, L. (2023). Ready to teach English pronunciation? Student teachers' views and experiences. *CELT Matters*, 9. [https://anglistik.univie.ac.at/fileadmin/user_upload/i_anglistik/CELT Matters contributions/Richter Schoelzky 2023 04.pdf](https://anglistik.univie.ac.at/fileadmin/user_upload/i_anglistik/CELT_Matters_contributions/Richter_Schoelzky_2023_04.pdf)

Adapting Inclusive Language Teaching Practices in Austrian Classrooms: An Impact Study of a University-Level Language Teacher Education Module

Judit Kormos, *University of Vienna*



The field of second and foreign language learning has extensively investigated how literacy-related difficulties such as dyslexia impact language learning outcomes and processes (Kormos & Indrarathne, 2026). Nonetheless, there seems to be insufficient attention paid to teachers' pedagogical knowledge and practices in working with neurodiverse language learners. In many contexts, teacher training programmes provide no or insufficient training on inclusive teaching and neurodiversity. Thus, teachers' expertise relating to neurodiversity is often limited (de Bruin, 2019; Kormos & Indrarathne, 2026; Nijakowska et al., 2020). There is also a scarcity of research on the impact of university-level teacher education programs and how novice teachers apply and implement what they have learned during their training in their classroom contexts.

To fill this gap, the small-scale study reported in this presentation investigated the impact of a semester-long module on inclusive language teaching practices in the Master of Education in English Language Teaching programme at the University of Vienna. Over a period of three years, a total of 100 students completed the module, with groups of approximately 25 students each semester (four semesters within this period). The module ran for 14 weeks, with one 90-minute session per week. After the end of the module, questionnaires were sent out to all course participants, but they were requested to fill in the questionnaire only if they already worked in schools. Responses from 26 teachers were collected. Respondents were asked about their perceived self-efficacy in applying inclusive pedagogical practices and what teaching techniques and approaches they considered effective when working with students with SpLDs. The questionnaire also inquired about issues teachers faced with the implementation of inclusive language teaching methods and about the support they would need to overcome these challenges.

The findings suggest that the participating novice English language teachers held moderately strong self-efficacy beliefs and modest concerns about implementing inclusive language teaching practices in their classes. Using a novel feasibility analysis approach and data from the open-ended responses, the presentation will showcase what inclusive language teaching approaches were found to be implementable and effective by the participants. Barriers to implementation of inclusive language teaching approaches will also be discussed. Conclusions will be drawn on how pre-service teacher education in European contexts can

contribute to enhancing the application of effective and contextually feasible inclusive pedagogical approaches at secondary school level.

De Bruin, K. (2019). The impact of inclusive education reforms on students with disability: An international comparison. *International Journal of Inclusive Education*, 23(7-8), 811-826. <https://doi.org/10.1080/13603116.2019.1623327>

Kormos, J., & Indrarathne, B. (2025). Specific learning differences in learning, teaching, and assessing additional languages. *Language Teaching*, 59(2), 139-163. <https://doi.org/10.1017/S0261444825100803>

Nijakowska, J., Tsagari, D., & Spanoudis, G. (2020). Cross-country comparison of EFL teacher preparedness. *Studies in Second Language Learning and Teaching*, 10(4), 779-805. <https://doi.org/10.14746/ssllt.2020.10.4.6>

Metaphoric Competence in the Teaching of Legal English: The Case for Teaching Legal Metaphors

Sylvia Kummer, *University of Vienna*



There is little doubt that legal language is peculiar and often difficult to understand, particularly from the perspective of the lay public. From the point of view of the public, numerous features of legal language impede clear communication. This effect stems not only from the use of highly specialised terms of art or legal jargon, but also from ordinary, common words that acquire uncommon and highly specific meanings in law. Such words may signify one thing to a layperson and something entirely different to a lawyer. This presentation focuses on one particular feature that may impede comprehension of legal texts by laypersons, namely metaphorical expressions, in particular metaphorical expressions that have evolved into legal terms with a precise meaning in law.

Chroma (2014, p. 198) observes that “national law in each country has remained rather independent with its own concepts, procedures and taxonomies, the transfer of which into another legal system and language may catch a translator in subtle traps of legal translation.” Legal concepts and legal realia differ not only between major English-speaking jurisdictions such as the United Kingdom and the United States and continental legal systems such as Austria and Germany, but also between legal languages themselves. Each legal language possesses its own distinctive characteristics or, as Mellinkoff (1963, p. 11) described it, “the uncommon touch.”

Despite the common perception that legal language is a technical sociolect characterised by neutrality and emotional detachment, it in fact contains metaphorical expressions, ranging from single-word metaphorical expressions to complex multi-word expressions. Many legal concepts, rules, doctrines, and methods are articulated through metaphorical imagery, such as swallowing a poison pill, piercing the corporate veil, opening the floodgates, or coming to equity with clean hands. In fact, metaphors are so deeply embedded in legal discourse that lawyers frequently use them without consciously recognising their metaphorical character. Continental legal systems often appear to rely less extensively on metaphorical formulations in legal reasoning than their common-law counterparts. Moreover, many legal metaphors are jurisdiction-bound, and may therefore create conceptual mismatches across legal systems, functioning as metaphorical minefields for learners of legal English.

Metaphors are more than rhetorical or literary devices. As Lakoff and Johnson (1980) demonstrated, metaphor is not merely a stylistic device but a fundamental mechanism through which people conceptualise abstract ideas. Metaphors not only enhance the

aesthetic quality of the language but, more importantly, they serve to explain complex or new situations by means of drawing analogies with familiar concepts. In doing so, they facilitate understanding and contribute to the development and consolidation of legal doctrines.

Doctrinal metaphors encapsulate legal rules and concepts in condensed figurative form. In contrast, stylistic metaphors, which are much more frequent, reflect individual writing style. That does not mean that stylistic metaphors are mere ornamentation or adornment or that they lack legitimate rhetorical power. To the contrary, these types of metaphors serve numerous rhetorical functions and can be very powerful in legal advocacy, because they are particularly memorable, striking, impactful and persuasive. While doctrinal metaphors typically have stable meanings within the legal system, stylistic metaphors retain interpretative flexibility and can be deployed strategically in legal argumentation.

Against this background, this paper argues for the systematic inclusion of metaphor in legal language teaching and provides an overview of different types of legal metaphors together with illustrative examples drawn from judicial opinions. It emphasizes the importance of teaching legal metaphors to law students as metaphoric competence is widely recognised.

Chromá, M. (2004). Cross-cultural traps in legal translation. In C. Candlin & M. Gotti (Eds.), *Intercultural aspects of specialized communication* (Linguistic Insights Studies in Language and Communication, Vol. 14). Peter Lang.

Garner, B.A. (2001). *Legal writing in plain English*. The University of Chicago Press.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

Melinkoff, D. (1963). *The language of the law*. Little, Brown and Company.

Solan, L.M. (1993). *The language of judges*. The University of Chicago Press.

Tiersma, P. M. (1999). *Legal language*. The University of Chicago Press.

Digital and Non-Digital Communication in a UK and Russian University Language Centres: Drawing Academic Bridges in Times of Geopolitical Conflicts

Tatiana Linaker, *King's College London*



Digital transformation has profoundly reshaped professional communication, giving rise to a distinct form of institutional discourse—operational interaction—characterised by real-time coordination, multimodal expression, and fluid stylistic boundaries. Despite the widespread adoption of shared digital platforms, communicative norms across academic institutions in the UK and Russia remain fragmented and largely implicit, resulting in what can be described as a “netiquette vacuum.” This absence of codified digital etiquette generates communicative anxiety—uncertainty around response expectations, stylistic appropriateness, and temporal boundaries—particularly in multilingual and multicultural workplaces.

Current research identifies key trends such as stylistic hybridisation and globalisation in workplace communication (Ladegaard & Jenks, 2015; Sivunen & Laitinen, 2019). However, there have been no comparative studies of these phenomena within academic settings, especially within the under-researched environment of university language centres. Existing literature suggests clear differences between professional communication practices in Russian and UK academic contexts (Anikina et al., 2020). Yet no studies have examined the relative effectiveness of these practices or their potential for cross-cultural communication and exchange in times of geopolitical tension.

This project addresses that gap by drawing on findings from two case studies and empirically mapping how sociocultural and organisational contexts shape digital workplace discourse. It presents the first investigation of operational discourse in UK and Russian higher education, moving beyond English-dominant communication to consider internal, multilingual, and hierarchically nuanced interactions. By integrating sociolinguistic theory with empirical workplace data, the study demonstrates how institutional memory, academic culture, and digital affordances collectively shape contemporary professional discourse.

This study examines operational interaction within two multilingual language centres in the UK and Russian universities. The comparative analysis draws on both digital and non-digital communication, focusing on channel selection strategies, stylistic preferences, degrees of formalisation, communicative attitudes, and perceived effectiveness. A mixed-method design is employed, incorporating online questionnaires and qualitative interviews. Findings from this evidence-based account and comparative analysis of current communicative practices and tensions within the two centres will inform the development of descriptive, context-

sensitive guidelines for professional communication, supporting clarity, inclusivity, and well-being in multilingual academic workplaces.

Anikina, Z., Goncharova, L., & Evseeva, A. (2020). Constructing academic identity in the changing Russian higher education context: Preliminary perspectives. *Higher Education Research & Development*, 39(5), 855–868.

Ladegaard, H. J., & Jenks, C. J. (2015). Language and intercultural communication in the workplace: Critical approaches to theory and practice. *Language and Intercultural Communication*, 15(1), 1–12.

Sivunen, A., & Laitinen, K. (2019). Digital communication environments in the workplace. In L. Mikkola, & M. Valo (Eds.), *Workplace communication* (pp. 41–53). Routledge. <https://doi.org/10.4324/9780429196881-4>

From Consumers to Co-Creators: A UDL-Based Framework for Scalable Formative Assessment in University Language Education

Neil Mc Ardle, *University of Vienna*



This practice-oriented presentation introduces a methodology grounded in the Universal Design for Learning (UDL) framework, designed to transform the university language student's role from passive recipient to active architect of the assessment process. Grounded in Social Constructivism (Vygotsky, 1978) and UDL (Rose & Meyer, 2002), this approach provides a structured methodology for student-led co-creation of formative tasks and evaluative criteria.

The session outlines the implementation of these UDL-aligned practices through a Challenge-Based Learning (CBL) lens, where the design of assessment loops is presented to students as a real-world "challenge" to be solved collaboratively. By engaging in the co-construction of rubrics and feedback mechanisms, students move beyond passive reproduction toward a deeper understanding of assessment expectations. This approach directly addresses the "feedback gap" identified in current literature, where traditional top-down assessment often fails to trigger reflexive learning (Evans, 2013).

The presentation details how collaborative digital platforms support the scalable rollout of this framework, guaranteeing efficient implementation in diverse tertiary language contexts. Furthermore, it evaluates the impact of this integration on the student learning experience, highlighting improvements in engagement and inclusive participation. Participants will gain practical insights into how UDL principles can be used to promote a transformative, democratic learning environment that aligns with the move toward more "responsive" and "collaborative" higher education practices." "Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1)

Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Association for Supervision and Curriculum Development.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Harvard University Press.
<https://doi.org/10.2307/j.ctvjf9vz4>

The Role of the Coursebook in the Age of AI

Amira Mills, *King's College London*



In an era increasingly shaped by artificial intelligence, the role of the coursebook in language teaching remains both essential and open to critical reconsideration. Traditionally, coursebooks have provided structure, coherence, and pedagogical progression, supporting teachers' planning and offering learners a clear pathway for development (Tomlinson, 2012). They have also served as a source of institutional consistency and quality assurance, particularly in contexts where multiple teachers and diverse learner needs must be accommodated. Yet, as AI transforms access to information and reshapes how learners interact with knowledge, the coursebook's function may need to evolve from being the primary source of content to serving as a pedagogical anchor within a broader, more flexible learning ecosystem.

This shift raises important questions about teacher identity, learner agency, and the purpose of classroom learning itself. If learners can increasingly generate explanations, translations, and practice materials instantly through AI tools, what remains uniquely valuable about teacher-mediated learning and structured coursebook content? While coursebooks continue to offer consistency and pedagogical reliability, an overreliance on coursebook-driven teaching may restrict opportunities to develop transferable skills such as critical thinking, creativity, collaboration, problem-solving, and digital literacy - competencies that are increasingly vital in educational, professional, and AI-mediated contexts (Reinders & White, 2016). At the same time, AI tools and authentic digital resources create new opportunities for personalisation, learner autonomy, and real-world engagement, while also presenting pedagogical and ethical challenges related to trust, authenticity, critical evaluation, and learner dependency (Luckin et al., 2016).

These questions are particularly relevant in language centres, where learner engagement, satisfaction, and re-enrolment are closely linked to institutional sustainability. Students increasingly expect learning experiences that are interactive, personalised, and aligned with the realities of a digitally connected world. This presentation explores how teachers can critically balance the strengths of the coursebook with the opportunities offered by AI and other digital tools, not only to enhance engagement and improve retention, but also to reconsider what meaningful language learning should look like in an age where content is abundant, technology is rapidly evolving, and human guidance remains indispensable.

- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson.
- Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 20(2), 143–154.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179.

Multilingual Meaning-Making: Teaching Abstract Vocabulary in a Receptive LSP Course

Kimberly Naber, Trenton Hagar & Rick de Graaff, *Utrecht University*



Political debates on internationalization have prompted Dutch universities to evaluate their language policies. As Dutch remains the primary language of participatory bodies and administration, institutions are increasing Dutch proficiency requirements for international students and staff (Universiteiten van Nederland, 2025). In response, Utrecht University has implemented a receptive multilingual Dutch course focusing on language use in meetings and administrative context. The course aims to improve participants' comprehension of written and spoken Dutch while relying on English for production. This approach combines modalities within the framework of inclusive multilingualism (Backus et al., 2013).

Teachers reported difficulties teaching abstract vocabulary, as meanings vary by context and are not always directly translatable. Additionally, some terms were unfamiliar to teachers themselves, leaving them initially unprepared to provide extra examples or definitions to the original texts spontaneously. Nevertheless, learners found this vocabulary valuable, as they began to recognize it in their professional context. They appreciated the collaborative process of constructing meaning in class.

Given the commonness of abstract language in academic meetings and administration, teachers needed to develop strategies for abstract vocabulary teaching. Therefore, this study asks: How can abstract vocabulary be taught in a Languages for Specific Purposes (LSP) course using a receptive multilingual didactic approach?

We present findings from a systematic redesign process using Educational Design Research methodology (McKenney & Reeves, 2012). The study involved two teachers and approximately 90 course participants across six course editions over three academic years. The data include classroom observations and lesson interventions, including audio journals and interviews. We compare perspectives across teachers and learners from different groups, identifying both challenges and positive experiences in teaching and learning abstract vocabulary.

Preliminary findings suggest using multilingual meaning-making strategies to use words in context. This study contributes empirical insights to LSP vocabulary pedagogy and demonstrates how educational design research can connect institutional language policy with classroom practice.

Backus, A., Gorter, D., Knapp, K., Schjerve-Rindler, R., Swanenberg, J., Thijs, J.D. ten, & Vetter, E. (2013). Inclusive multilingualism: Concept, modes and implications. *European Journal for Applied Linguistics*, 1(2), 179–215. <https://doi.org/10.1515/eujal-2013-0010>

McKenney, S., & Reeves, T. C. (2012). *Conducting educational design research*. Routledge.

Universiteiten van Nederland. (2025, April 15). Bindende bestuurlijke afspraken zelfregievoorstel internationalisering april 2025 [PDF]. <https://www.universiteitenvannederland.nl/files/publications/Bindende%20bestuurlijke%20afspraken%20zelfregie%20internationalisering%2015%20april%202025.pdf>

Boosting Student Engagement in our Language Classes Through “Warm-Up Discussions”

Katherine Opello & Charlotte Peters, *UCLouvain*



Research shows that student engagement is a reliable indicator of academic performance. Learners who demonstrate higher levels of engagement achieve better grades, are less likely to drop out of school, and pursue longer courses of study (Wang and Degol, 2014). More recent research has identified two main avenues of student engagement: one that focuses on students’ learning context (e.g., students’ degree of activation, effort, exertion and absorption during learning activities) and another that highlights engagement within the larger school context (e.g., students’ connection to the school community) (Wong and Liem, 2022). Studies of the former have tended to focus on three dimensions of student engagement: behavioral (e.g. the extent to which students exert effort during learning activities) affective (e.g. the extent to which students feel activated during learning activities) and cognitive (e.g. the extent to which students are absorbed in learning activities).

As language teachers, we have the opportunity to leverage these three dimensions to stimulate our students’ engagement and thereby improve their learning. To this end, we designed a “Warm-Up Discussions” activity for a cohort of 100 Bioengineering students studying English as a second language. Students take turns sharing a video on a topic of their choice that then serves as a basis for small group discussions at the beginning of class. The teacher monitors these discussions and wraps up the activity by giving students language feedback.

In our presentation, we will discuss whether this classroom activity achieves its goal of boosting student engagement. To this end, we conducted quantitative analysis to determine students’ level of engagement through a survey administered to all 100 students during the spring 2026 term. The survey included questions dedicated to each of the three dimensions of engagement, i.e. affective, behavioral and cognitive (Hart et al., 2008). We expect this survey will not only allow us to capture levels of student engagement overall but also any variations.

In addition, we collected qualitative data by organizing two student focus groups run by a neutral outside observer. We predict these focus groups will provide detailed insight into the immediate experiences of our students and allow us to draw more nuanced conclusions about their engagement.

In conclusion, we expect our data will confirm that this task achieves its goal of boosting student engagement in all three dimensions and thus we can recommend this activity to other language teachers seeking concrete ways to achieve the same goal.

Hart, S.R., Stewart, K., & Jimerson S.R. (2011). The Student Engagement in Schools Questionnaire (SESQ) and the Teacher Engagement Report Form-New, (TERF-N): Examining the preliminary evidence. *Contemporary School Psychology*, 15, 67–79. <https://doi.org/10.1007/BF03340964>

Wang, M. & Degol, J. (2014). Staying engaged: Knowledge and research needs in student engagement. *Child Development Perspectives*, 8(3), 137–143. <https://doi.org/10.1111/cdep.12073>

Child Development Perspectives, 8(3): 137-143. <http://doi.org/10.1111/CDEP12073>

Wong, W.Y., Liem, G. (2022). Student engagement: Current state of the construct, conceptual refinement, and future research directions. *Educational Psychology Review*, 34, 107–138. <https://doi.org/10.1007/s10648-021-09628-3>

Balancing User Experience and Learning Objectives in University Language Tandem Platforms: The Case of CU.connect

Karine Paris, *Université Paris Cité*



This presentation examines a central challenge in the design of online language learning applications for higher education: features that support second language development do not always align with those that sustain user engagement. Within university language education, digital tandem learning environments are increasingly used to promote learner autonomy, intercultural exchange, and authentic communication opportunities beyond the classroom. Research in second language acquisition highlights the importance of interaction, feedback, and reflective practice for effective language learning (Chapelle, 2004), while computer-assisted language learning (CALL) research demonstrates how digital environments can facilitate these processes (Farr & Murray, 2016). At the same time, user experience (UX) research emphasizes usability, motivation, and sustained engagement as key factors in the success of educational technologies (Meunier et al., 2022).

These priorities do not always converge in practice. Features grounded in language learning theory may require sustained cognitive effort and therefore slow down interaction, whereas more intuitive or gamified elements may increase engagement without necessarily fostering deeper learning. This tension is particularly visible in areas such as learner reflection and self-evaluation: although reflective practices can enhance language development and learner autonomy, students may perceive them as effortful or disruptive and therefore engage with them less consistently.

The presentation draws on the design and development of CU.connect, a Moodle-based language tandem plug-in developed within the Circle U. alliance to support university students participating in online language exchange. CU.connect enables students to create profiles, find language partners, access structured learning activities, and maintain a learning log. Examples from the design process—including feedback timing, partner matching, gamification features, and self-evaluation tools—illustrate how tensions between pedagogical objectives and user experience emerge in practice.

Using the CU.connect case study, the presentation offers an empirically informed reflection on the relationship between pedagogical design and user experience in online tandem learning for university language education. It argues that effective digital language learning environments in higher education require not only sound pedagogical foundations but also careful attention to usability and learner engagement.

- Chapelle, C. A. (2004). Technology and second language learning: Expanding methods and agendas. *System*, 32(4), 593–601. <https://doi.org/10.1016/j.system.2004.09.014>
- Farr, F., & Murray, L. (Eds.). (2016). *The Routledge handbook of language learning and technology*. Routledge. <https://doi.org/10.4324/9781315657899>
- Meunier, F., Pikhart, M., & Klimova, B. (2022). Editorial: New perspectives on second language acquisition in the context of human–computer interaction. *Frontiers in Psychology*, 13, 1098208. <https://doi.org/10.3389/fpsyg.2022.1098208>

Fostering Language Teachers' Research Literacy Today to Teach Learners Tomorrow

Julia Pittenauer & Julia Hüttner, *University of Vienna*



Teachers are lifelong learners in constant need of professional development to respond to today's and tomorrow's opportunities and challenges resulting from social, institutional, and technological developments. Responding appropriately to these requires language teachers to engage in and with research throughout their teaching careers and develop a specific skill set to effectively make use of research. This skill set, referred to as research literacy, needs to be carefully integrated in pre-service language teacher education programmes and professional development activities at different stages of a teaching career. Research literacy constitutes a fundamental prerequisite for engaging with research, for example through reading research articles, and for engaging in research, for example through conducting action research, with the aim of not only improving one's understanding of classroom practice but also enhancing it. Research has shown that teachers' research engagement can promote reflection (Kostoulas et al., 2019) as well as higher self-efficacy beliefs (Eginli & Dikilitas, 2022) and thereby positively influence classroom teaching. Research has also demonstrated that teachers' engagement in and with research occurs only rarely for various reasons (Marsden & Kasprovicz, 2017; Sato & Loewen, 2019). Pre-service and in-service teacher education should therefore strive to include the development of research literacy to support teachers in their response to their professional challenges.

The Erasmus+ project ReaLiTea (Research Literacy of Language Teachers) foregrounds the vital connection between research and teaching practice in language teacher education. The project developed a framework that structures research literacy into five core aspects, as well as teaching units designed to address these facets in language teacher education, alongside other materials aimed at fostering the research literacy of future teachers and practitioners.

Eginli, I., & Dikilitaş, K. (2022). Examining the interplay between English language teachers' mindset and researcher self-efficacy beliefs in the use of action research. *Inquiry in Education*, 14(1), 1–25.

Kostoulas, A., Babić, S., Glettler, C., Karner, A., Mercer, S., & Seidl, E. (2019). Lost in research: Educators' attitudes towards research and professional development. *Teacher Development*, 23(3), 307–324. <https://doi.org/10.1080/13664530.2019.1614655>

- Marsden, E., & Kasprowicz, R. (2017). Foreign language educators' exposure to research: Reported experiences, exposure via citations, and a proposal for action. *The Modern Language Journal*, 101(4), 613–642. <https://doi.org/10.1111/modl.12426>
- Sato, M., & Loewen, S. (2019). Do teachers care about research? The research–pedagogy dialogue. *ELT Journal*, 73(1), 1–10. <https://doi.org/10.1093/elt/ccy048>

Improving EFL University Students' Presentation Skills: Self-Reported Competences and Needs

Karin Richter & Galina Savukova, *University of Vienna*



With the rise of English-Medium Instruction (EMI) in European higher education (Wingrove et al., 2025), students increasingly present academic content in English across a wide range of disciplines. Yet English for Academic Purposes (EAP) courses typically prioritise writing (Evans & Morrison, 2011), and oral presentation skills are often neglected in language competence curricula. It is frequently assumed that students develop effective presentation skills simply through repeated practice. Against this backdrop, the question arises whether presentation skills require explicit instruction at university level or if “learning by doing” is sufficient. This issue is particularly relevant in English language teacher education programmes, where high levels of spoken proficiency are expected for presenting and mediating content in classrooms (Byram, 2018). Compared to Bachelor/Master of Art (BA/MA) students, students enrolled in the Bachelor/Master of Education (BEd/MEd) programme often report higher motivation and enjoyment when presenting (MacIntyre et al., 2019), suggesting that professional orientation may shape perceived competence and needs.

This study analysed the self-reported presentation competence, prior presentation skills training, and perceived needs of 274 EFL students at the English Department of the University of Vienna. Data were collected in the form of a questionnaire administered before the first session of an advanced oral competence course. The sample comprised 67 BA students in their third year and 207 MEd students, the latter divided into those already teaching in a secondary school setting (n=85) and those who have only completed student teaching practice as part of their studies (n=122).

Preliminary findings indicate a consistently high degree of self-perceived presentation competence across all groups, with a slightly higher mean score for those already teaching. All groups prioritised further training needs regarding fluency-related aspects (e.g., thinking spontaneously, reducing hesitation markers, limiting reliance on notes) and impactful structure (i.e., hook, take-home message, use of rhetorical devices). However, two contrasting trends emerged: the more teaching experience students had, the lower the needs to manage presentation anxiety and establish effective eye contact were rated; by contrast, the importance of the need to maintain listeners' interest increased. These patterns suggest that classroom teaching may function as a form of practice that alleviates affective concerns while heightening sensitivity to audience engagement.

Overall, the results challenge the commonly held view that extensive practice alone ensures comprehensive presentation competence. The observed differences point to the value of explicit, needs responsive instruction and should inform the design of advanced oral competence courses to meet the needs of different student cohorts.

Byram, M. (2018). An essay on internationalism in foreign language education. *Intercultural Communication Education*, 1(2), 64–82. <https://doi.org/10.29140/ice.v1n2.54>

Evans, S., & Morrison, B. (2011). Meeting the challenges of English-medium higher education: The first-year experience in Hong Kong. *ELT Journal*, 65(2), 198–208. <https://doi.org/10.1093/elt/ccq052>

MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. *The Modern Language Journal*, 103(1), 262–274. <https://doi.org/10.1111/modl.12544>

Wingrove, P., Zuaro, B., Yuksel, D., Nao, M., & Hultgren, A. K. (2025). English-medium instruction in European higher education: Measurement validity and the state of play in 2023/2024. *Applied Linguistics*. Advance online publication. <https://doi.org/10.1093/applin/amaf020>

Culture as a Device to Explain the Unexplainable

Vivek Kumar Shukla, *Aarhus University*



In a university language-learning classroom, teachers and students frequently encounter grammatical structures, variables, and expressions that appear to have no direct parallel in the host language. The conventional pedagogical response to such constructions is often to treat them as exceptions that must either be memorized or accepted without explanation. This paper argues that these so-called “unexplainables” can, in fact, be understood through the cultural logic and worldview of the region from which the language emerges.

In 1996, American Council on the Teaching of Foreign Languages introduced the concept of the 5 Cs to standardize foreign language learning in the twenty-first century. These 5 Cs are: Communication — communicating in languages other than English; Cultures — gaining knowledge and understanding of other cultures; Connections — connecting with other disciplines and acquiring information; Comparisons — developing insight into the nature of language and culture; and Communities — participating in multilingual communities at home and around the world. ACTFL defined the cultural objective of language learning as follows: “Students demonstrate an understanding of the relationship between the perspectives, practices, and products of the culture studied.” This paper argues that culture can play a far broader and more foundational role in the teaching and learning of a second language.

The paper further contends that language instruction often operates within an English grammatical framework, which limits the ability to fully explain certain constructions in other languages. As a result, many linguistic forms are labelled as “exceptions,” requiring students to memorize them mechanically. This study proposes the hypothesis that there is no true “exception” in language learning. Rather, these apparently irregular constructions can be studied and understood through the cultural structures, social practices, and epistemological frameworks of the region from which the language originates.

The theoretical framework of this paper draws upon the linguistic theories of Ferdinand de Saussure, particularly his distinction between *langue* and *parole*. Saussure conceptualized *langue* as the abstract and collective system underlying language — an invisible structure shared by an entire speech community. Since it exists collectively, no individual speaker can alter it arbitrarily.

The paper also engages with the structural anthropology of Claude Lévi-Strauss, whose structuralist approach compares culture to language. Just as linguistic elements combine according to underlying grammatical rules, cultural elements also operate through patterned structures. Structuralism therefore seeks the hidden “grammar” that organizes myths,

rituals, and social meanings. Within this framework, myths and cultural practices derive significance not through literal interpretation, but through their structural relationships within a broader cultural system.

Drawing upon these theoretical foundations, this paper applies structuralist and cultural approaches to the teaching and learning of languages, with particular emphasis on Hindi at the university level. It seeks to demonstrate that many grammatical constructions commonly perceived as arbitrary or unexplainable become intelligible when examined through the cultural and epistemological context of the language itself.

American Council on the Teaching of Foreign Languages. (1996). *Standards for Foreign Language Learning in the 21st Century*. ACTFL.

de Saussure, F. (1983). *Course in general linguistics*. Translated by R. Harris. Duckworth. (Original work published 1916)

Lévi-Strauss, C. (1963). *Structural anthropology*. Basic Books.

‘I Don’t Have Time for That’: Integrating Dialogic Feedback Into Summative Assessment in University L2 Writing

Julia Skala, *University of Vienna*



‘I don’t have time to meet every student individually to discuss the feedback.’ (teacher) (Nicol, 2010, p. 508)

These statements capture a central tension in higher education: while individualized, dialogic feedback is widely perceived as effective (e.g. Bols & Wicklow, 2013, p. 27), it is often considered impractical due to time and workload constraints. Over past decades, research has moved from questioning whether feedback works to examining how to make it effective, resulting in a range of innovative practices such as writing conferences and peer feedback. However, such approaches are difficult to implement at scale (Nicol, 2010, p. 513), leaving written corrective feedback in summative assessment as the predominant mode in many contexts (Bols & Wicklow, 2013, p. 25).

This presentation introduces a feedback procedure that seeks to reconcile effectiveness with feasibility. In this approach, students are present during the marking of their essays and are involved in the evaluation process. As the teacher reviews the text, issues related to structure, argumentation, language use, and mechanics are discussed. Students diagnose problems, explain underlying rules, and propose revisions, thereby engaging in the feedback process.

The approach aligns with established criteria for effective feedback: feedback should be “timely” (Nicol, 2010, p. 512), “specific, detailed, and individualized” (Johnsson, 2013, p. 67), and empower students to act (Bols & Wicklow, 2013, p. 21). In addition, the dialogic format allows teachers to address affective responses in real time, potentially reducing frustration and increasing engagement (cf. Carless & Noud, 2018, p. 1317) – key factors in successful feedback uptake. Crucially, this method does not require substantial additional time because feedback is integrated into the marking process rather than added afterwards.

Despite its potential, oral feedback of this kind remains underexplored in L2 learning research (Hyland & Hyland, 2006, p. 96). The presentation, therefore, also reports on a small-scale questionnaire study ($N \approx 60$) in which students experience both this dialogic and traditional written feedback on comparable assignments. For a third assignment, they choose their preferred feedback mode and reflect on perceived usefulness, cognitive effort, time investment, and impact on their learning.

The findings aim to provide insight into whether this approach can deliver on its promise: improving the quality, usability, and emotional reception of feedback while fostering learners' ability to self-correct and develop as independent writers.

Bols, A., & Wicklow, K. (2013). Feedback: What students want. In S. Merry, M. Price, D. Carless, & M. Taras (Eds.), *Reconceptualising feedback in higher education: Developing dialogue with students* (pp. 19–29). Routledge. <https://doi.org/10.1037/0000120-016>

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, 43(8), 1315–1325. <https://doi.org/10.1080/02602938.2018.1463354>

Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, 39(2), 83–101. <https://doi.org/10.1017/S0261444806003399>

Jonsson, A. (2013). Facilitating productive use of feedback in higher education. *Active Learning in Higher Education*, 14(1), 63–76. <https://doi.org/10.1177/1469787412467125>

Nicol, D. (2010). From monologue to dialogue: Improving written feedback processes in mass higher education. *Assessment and Evaluation in Higher Education*, 35(5), 501–517. <https://doi.org/10.1080/02602931003786559>

From Burnout to Human Vitality: The 7 Pillars of Educator Wellness in Turbulent Times

Gabrielle Smith, *University of Vienna*



A central theme of the Language Teaching in Motion conference is fostering adaptability and creativity in a rapidly shifting world. Educators are increasingly expected to meet this moment with energy, precision, and innovation. Yet many are operating in a state of quiet depletion, navigating larger class sizes, high-pressure standardization, global instability, and the systemic upheaval of Generative AI. Teacher burnout rates are high and have significant consequences for health and professional sustainability (e.g., Hyland, 2025; Madigan et al., 2023). In a 2025 plenary, Ken Hyland spoke of “teacher despair,” while Frank Bruni (2026) captures the broader uncertainty for university educators in these turbulent times: “None of us knows what we’re in for and up against [...] [yet] we are supposed to leave students with maps, routes, and a destination.”

This session begins from a simple premise: teacher wellbeing is not a personal luxury; it is a core component of educational infrastructure. If teachers are the primary delivery system of education, their health, vitality, and motivation are as essential as any infrastructural resource. Research demonstrates a clear link between educator wellbeing and student outcomes (e.g., Oberle & Schonert-Reichl, 2016). These findings and today’s educational challenges make it more important than ever for teachers to reclaim what makes us fully human: energy, resilience, connection, and purpose.

This workshop introduces The 7 Pillars of Educator Vitality (Smith, 2026a), a framework highlighting the physical, emotional, and cognitive foundations of effective teaching. Drawing upon evidence-based lifestyle medicine principles taught at Harvard Medical School (Osher Center for Integrative Health, 2024), the session translates these core wellbeing principles into strategies tailored for educators. Participants are invited to reflect on their own wellbeing and identify small, sustainable shifts across areas such as nourishment, movement, rest, and purpose.

Participants will engage in guided reflection and leave with a personalized strategy to support their vitality in the classroom. The session also introduces a diagnostic rubric for institutions, prompting a broader question: are we designing systems that sustain educators—or deplete them? As Madigan et al. (2023) note, “Teacher burnout features surprisingly little in education policy” (p. 10), underscoring the need for greater organizational interventions.

By reconnecting educators with their health, inner strength, and sense of purpose, this session restores the human presence at the heart of teaching in a rapidly changing world.

Bruni, F. (2026, April 6). Teaching in an American university is very strange right now. The New York Times. <https://www.nytimes.com/2026/04/06/opinion/college-uncertainty.html>

Hyland, K. (2025). EFL teachers and feedback fatigue: AI to the rescue? *Language Teaching*. Advance online publication. <https://doi.org/10.1017/S0261444825101018>

Madigan, D. J., Kim, L. E., Glandorf, H. L., & Kavanagh, O. (2023). Teacher burnout and physical health: A systematic review. *International Journal of Educational Research*, 119, 102173. <https://doi.org/10.1016/j.ijer.2023.102173>

Oberle, E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school. *Social Science & Medicine*, 159, 30-37. <https://doi.org/10.1016/j.socscimed.2016.04.031>

Osher Center for Integrative Medicine. (2024, March 5). The power of lifestyle medicine for patients and providers, with Beth Frates, MD [Video]. YouTube. <https://www.youtube.com/watch?v=1elG8AaZe4U>

Smith, G. (in press). The 7 pillars of educator vitality. *TESOL Second Language Writing News*.

Flipped Classroom in Motion: Rethinking and Reflecting on Language Teaching and Learning in Higher Education

Julia Sommer, *University of Vienna*



This practice-oriented presentation explores the implementation of the ‘flipped classroom’ method in my Dutch language acquisition courses at the University of Vienna, treating it as a dynamic and adaptable process. Drawing on research findings, previous considerations, teaching practice and student feedback (SOMMER 2019), the presentation outlines a pedagogical concept that is continually refined.

Courses are subject to constant change. Not only do students’ (cultural) backgrounds, skills and expectations change from semester to semester, but technological possibilities (including AI), pedagogical insights and teaching materials are also constantly evolving, requiring lecturers to continuously re-evaluate and adapt their teaching.

Whilst technological developments have enriched the teaching environment, the basic structure of many university courses has remained largely unchanged: lecturers deliver the material, determine the content, and students practise independently after class. The ‘flipped classroom’ reverses this order, requiring both lecturers and students to take on new roles, which leads to greater flexibility, greater student autonomy and a continuous movement in teaching and learning processes.

The presentation will outline research findings on the effects of this pedagogical model on learning motivation, self-regulated learning, student engagement and potential improvements in learning outcomes (e.g. OUKACI 2023, BAIG et al. 2023), which highlight both its potential and its challenges.

Based on my teaching experience as a lecturer in Dutch as a foreign language and the professional development training I have attended at the Center for Teaching and Learning (e.g. ‘Teaching Competence: Flip your Class!’), this presentation explores the reasons for adopting the flipped classroom method and provides concrete examples of how to design and deliver lessons. It demonstrates how (digital) preparatory materials and classroom interaction can be effectively coordinated, and how students can be supported in this new approach. Particular attention is also paid to fostering higher-order cognitive skills according to Bloom’s taxonomy (e.g. applying, analysing, evaluating, creating).

At the same time, the presentation critically reflects on challenges encountered in my teaching practice, including institutional constraints, varying levels of student preparation, and the need to continually adapt teaching strategies to changing learner profiles and

external conditions. It also addresses the question of under what circumstances it may be pedagogically sensible to partially 'revert' certain elements back to 'traditional teaching'.

By combining theoretical principles with reflective practice and concrete classroom examples, this presentation aims to provide practical insights for educators who wish to implement or further develop 'flipped learning' in language teaching at universities.

Baig, M. I., & Yadegaridehkordi, E. (2023). Flipped classroom in higher education: A systematic literature review and research challenges. *International Journal of Educational Technology in Higher Education*, 20, 61. <https://doi.org/10.1186/s41239-023-00430-5>

Oukaci, L. N. (2023). *The flipped classroom in higher education*. Our Knowledge Publishing. https://www.researchgate.net/publication/394926036_The_flipped_classroom_in_higher_education

Sommer, Julia (2019). College op z'n kop? Taalverwerving Nederlands aan de universiteit in een flipped classroom. *Nachbarsprache Niederländisch*, 34, p. 167–175. <https://doi.org/10.17879/nn-2019-8659>

Language Teachers' Engagement With AI Through Communities of Practice: Evidence From the Circle U. Language Teachers' Nexus

Ferran Suñer & Colleen Starrs, *UCLouvain*



The integration of Artificial Intelligence (AI) in language education presents new opportunities for teacher professional development while also raising critical questions about teacher agency, professional identity, and ethical responsibility in human–technology relationships. Within the framework of the Circle U. Language Teachers' Nexus (CU.LTN), a CoP for Circle U. language teachers (Suñer et al., 2026), we investigated how language teachers engage with AI through Communities of Practice (CoPs) and how this engagement relates to their perceived learning gains. Based on previous findings from teacher education research, such collaborative and long-term professional development formats appear to be better suited to enabling teachers to develop, fine-tune, adapt, and implement innovative practices (Calvert, 2016).

In this context, engagement with mediational tools in such a collaborative setting is crucial for social learning. Participants in the community of practice engage with good practices, collaboratively reflect on their implementation, and actively adapt them so that they better fit their own classroom contexts. This, in turn, requires cognitive, social, and agentic engagement as a precondition for technology acceptance and the enactment of new practices. More recent research suggests that the setup of such Communities of Practice does not automatically lead to professional development and that the conditions under which they operate, together with participants' engagement, determine the extent to which meaningful professional learning can occur (Vescio, Ross, & Adams, 2008; Hendrickx et al., 2025).

Against this backdrop, three research questions were addressed: (1) What engagement profiles emerge among language teachers participating in AI-focused Communities of Practice with respect to behavioral, emotional, cognitive, social, and agentic engagement? (2) How do these engagement profiles differ in their perceived learning gains? (3) How do teachers perceive the role of AI-focused Communities of Practice in supporting their professional learning and development?

To examine these dynamics, an explanatory sequential mixed-methods design was adopted. The quantitative phase mapped patterns of engagement and perceived learning gains via a validated questionnaire, while semi-structured interviews were used in the qualitative phase to interrogate the situated mechanisms by which CoPs shape teachers' AI literacy, self-reflection, and professional identity (Walter, 2024).

The present paper lays out the theoretical underpinnings of how social learning in Communities of Practice can promote professional development. It then presents the methodology and implementation of the study, provides an overview of the findings, and concludes by examining the implications for language teachers and Communities of Practice.

Calvert, L. (2016). The power of teacher agency. *Journal of Staff Development*, 37(2), 51–56.

Hendrickx, M. M. H. G., Thurlings, M. C. G., & Den Brok, P. (2025). Teachers' collaborative knowledge building in professional learning communities: Connecting interaction patterns to learning gains. *European Journal of Psychology of Education*, 40(1), Article 39.

Suñer, F., Starrs, C., Turneer, E., Asgari, M., Bastanes, C., & Garcia Tarifa, M. (2026). Strengthening teacher collaboration across Circle U. with communities of practice: The Language Teacher Nexus Project. *NEXUS Journal: Connecting Teaching Practice and Research*, 6.

Walter, Y. (2024). Embracing the future of artificial intelligence in the classroom: The relevance of AI literacy, prompt engineering, and critical thinking in modern education. *International Journal of Educational Technology in Higher Education*, 21, Article 15.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91.

From Theory to AI-Integrated Practice: Student-Created Multimodal Materials for Multilingual Workplace Communication

Oliwia Szymanska, *University of Oslo*



This paper introduces a pilot course in which university students design language-for-special-purposes teaching materials with a particular focus on spoken dialect comprehension in multilingual workplaces. Set in Norway—where second language speakers constitute a large share of employees in sectors such as healthcare, construction, and transport (Statistics Norway, 2024)—the project tackles persistent challenges related to understanding regional dialects, a key competence often overlooked by conventional L2 Norwegian courses aimed at general learners (Carlsen & Moe, 2019; Heide, 2017; Fondevik & Osdal, 2018; Lilleslåtten, 2024).

Grounded in research on learning through the creation of teaching materials, including meta-analytical evidence of small yet consistent advantages over restudying or testing, the course frames students as emerging instructional designers (Kobayashi 2019, 2021, 2023, Lachner et al., 2022; Ribosa & Duran 2022a, Ribosa & Duran 2022b; Shaban, 2024). It integrates theory on workplace communication, language assessment, and material design with hybrid workshops supported by digital collaboration platforms and supervision enhanced by AI-assisted feedback systems. Students work in teams through iterative design cycles, collecting data from authentic or simulated multilingual environments—such as observing healthcare interactions or analysing workplace conversations—and then transform these into rich multimodal learning resources. Using advanced IT applications and generative AI tools, they create and refine videos, audio clips, and subtitled tasks, harnessing automation for transcription, translation, and content adaptation. This technologically supported, hands-on approach strengthens generative learning and engagement, enabling students oriented toward second language education to translate theoretical principles into practical, market-ready products aligned with emerging AI-driven professional practices.

The course also reinforces the principle that future language teachers must act as reflective practitioners who ground design choices in research evidence. Through systematic feedback loops and explicit design rationales, students develop awareness of both pedagogical and technological decision-making. Overall, the pilot cultivates competencies directly relevant to digitally mediated and multilingual workplaces, promotes alternative assessment through creative production rather than traditional exams, and generates openly shareable digital resources for vocational Norwegian providers. The outcomes offer a transferable model for higher education in multilingual contexts, illustrating how AI-supported pedagogical design

can advance learners' roles as innovative contributors to linguistically diverse workplace communication.

Carlsen, C. H. & Moe, E. (2019). *Vurdering av språkferdigheter*. Fagbokforlaget.

Fondevik, B., & Osdal, H. (2018). Norsk som andrespråk = bokmål? In A. K. H. Gujord & G. T. Randen (Eds.), *Norsk som andrespråk – perspektiver på læring og utvikling* (pp. 356-378). Cappelen Damm Akademisk.

Heide, E. (2017). Det norske språkmangfoldet og opplæringa i norsk som andrespråk. *Norsklæreren*, 3, 16-27.

Kobayashi, K. (2019). Learning by preparing-to-teach and teaching: A meta-analysis. *Japanese Psychological Research*, 61(3), 192–203. <https://doi.org/10.1111/jpr.12221>

Kobayashi, K. (2021). Effects of collaborative versus individual preparation on learning by teaching. *Instructional Science*, 49, 811–829. <https://doi.org/10.1007/s11251-021-09561-6>

Kobayashi, K. (2023). Learning by creating teaching materials: Conceptual problems and potential solutions. *Frontiers in Psychology*, 14, Article 1095285. <https://doi.org/10.3389/fpsyg.2023.1095285>

Lachner, A., Hoogerheide, V., van Gog, T., & Renkl, A. (2022). Learning-by-teaching without audience presence or interaction: When and why does it work? *Educational Psychology Review*, 34, 575–607. <https://doi.org/10.1007/s10648-021-09643-4>

Lilleslåtten, M. (2024, August). Utenlandske leger er ikke forberedt på de norske dialektene [Press release]. *NTB Kommunikasjon*. <https://kommunikasjon.ntb.no/pressemelding/18312055/utenlandske-leger-er-ikke-forberedt-pa-de-norske-dialektene?publisherId=7742629&lang=no>

Ribosa, J., & Duran, D. (2022a). Student-generated teaching materials: A scoping review mapping the research field. *Education in the Knowledge Society*, 23, 27443. <https://doi.org/10.14201/eks.27443>

Ribosa, J., & Duran, D. (2022b). Do students learn what they teach when generating teaching materials for others? A meta-analysis through the lens of learning by teaching. *Educational Research Review*, 37, Article 100475. <https://doi.org/10.1016/j.edurev.2022.100475>

Shaban, M. (2024). *Cultivating a research-based approach to develop teaching/learning in teacher education* [Doctoral dissertation, Malmö University]. DiVA portal. <https://mau.diva-portal.org/smash/record.jsf?pid=diva2:1877017&dswid=-812>

Statistics Norway. (2024). Labour force statistics. <https://www.ssb.no/en>

Awareness Without Action? Outcomes of Teaching Internships Abroad for Preparing Pre-service Teachers for Linguistic Diversity

Denis Weger, *University of Vienna*



Classrooms across Europe and beyond are becoming increasingly linguistically diverse (OECD, 2023; UNESCO, 2020). Teaching internships abroad are widely recognized as valuable opportunities for pre-service teachers to develop the knowledge, attitudes, and skills necessary to teach in linguistically diverse classrooms (OECD, 2019; Smolcic & Katunich, 2017). However, empirical research on the outcomes of such experiences remains limited and fragmented. This presentation draws on a systematic scoping review of 61 empirical studies (2000–2024) examining how teaching internships abroad contribute to pre-service teachers' professionalization for linguistically diverse classrooms (Weger, in review). Specifically, it focuses on reported outcomes related to teaching in the context of linguistic diversity, mapping what pre-service teachers — regardless of their subject specialization — learn about the linguistic dimension of teaching and learning.

Findings are organized across three outcome domains: knowledge, attitudes, and skills. In the knowledge domain, the most frequently reported outcome is awareness of language barriers and learning challenges faced by students who use languages other than the language of instruction in their everyday lives. Pre-service teachers also develop an understanding of the importance of students' first languages for identity, relationship-building, and learning, as well as emerging awareness of language privilege and structural inequities in education. Crucially, these insights tend to emerge from teachers' own experiences as linguistic minorities during their placements, a form of situated, experiential learning that is difficult to replicate in university seminars alone. Attitudinal outcomes are dominated by empathy and perspective-taking, alongside a shift from deficit-oriented toward more inclusive views of multilingual learners. Skill outcomes — including linguistically responsive teaching strategies, multimodal communication, and communicative adaptation — are less frequently reported, revealing a persistent gap between growing awareness and concrete pedagogical action.

These findings carry direct implications for teacher education more broadly: international teaching experiences hold underutilized potential for developing linguistically responsive teaching across subject areas, but this potential requires deliberate preparation, structured support, and purposeful reflection to be fully realized. Programs that frame linguistic diversity as a cross-curricular responsibility — rather than the exclusive domain of language teachers — are better positioned to leverage what teaching abroad can offer.

- OECD. (2019). *TALIS 2018 Results* (Volume I). OECD. <https://doi.org/10.1787/1d0bc92a-en>
- OECD. (2023). *Equity and inclusion in education: Finding strength through diversity*. OECD. <https://doi.org/10.1787/e9072e21-en>
- Smolcic, E., & Katunich, J. (2017). Teachers crossing borders: A review of the research into cultural immersion field experience for teachers. *Teaching and Teacher Education*, 62, 47–59. <https://doi.org/10.1016/j.tate.2016.11.002>
- UNESCO. (2020). *Inclusion and education: all means all*. UNESCO. https://www.unesco.at/fileadmin/Redaktion/Publikationen/Publikations-Dokumente/2020_GEM-Report_Inclusion_and_Education_eng.pdf
- Weger, D. (in review). Pre-service teachers' professional development for cultural and/or linguistic diversity through teaching internships abroad: A systematic scoping review. *Educational Research Review*.

ChinGram in Motion: Exploring Teacher Cognition in Digital Grammar Teaching

Chun Zhang, *Aarhus University*



ChinGram is a transnational initiative to enhance the quality and accessibility of Chinese grammar teaching across Europe. Co-funded by the European Union Erasmus+ program, it is developing a digital and multilingual platform that supports both learners and teachers of Chinese. While digital grammar teaching is not new across European universities, how teachers of Chinese language perceive this evolving landscape, and how they use digital tools to facilitate grammar teaching, remain little known. Based on the rationale of teacher's cognition (Borg 2015), this paper conducts a survey in spring 2026 aiming to capture the shifting dynamics of teachers' opinion and perceptions on using digital tools to teach Chinese grammar. The survey will be completed by the end of May 2026, and thereafter we will analyze the data collected and report the findings by the end of summer.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Bloomsbury Publishing. <https://doi.org/10.5040/9781474219983>

ChinGram's website: <https://chingram.upol.cz>