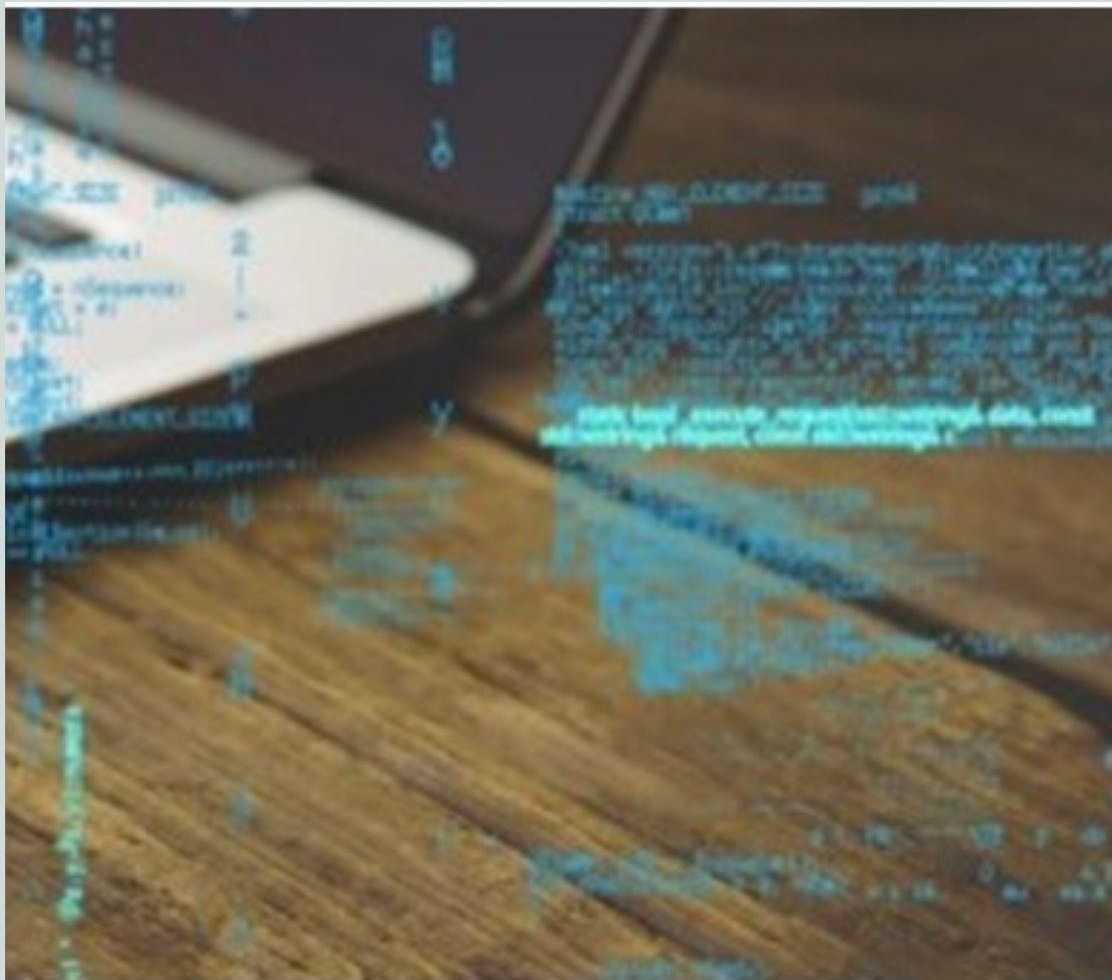


TISLID22

TECHNOLOGICAL INNOVATIONS FOR
ADVANCED LINGUISTICS



Positive Impacts of Language Technology

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Virtual venue

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PREFACE

On Positive Impacts of Language Technology

This volume, entitled *Positive Impacts of Language Technology*, is the book of abstracts of the Fourth Congress on *Technological Innovation for Specialized Linguistic Domains* (TISLID'22). This congress will be held on 27th and 28th of May 2022 at Complutense University of Madrid, in Spain. Different institutions and sponsors will participate in this congress as Complutense University of Madrid, Polytechnic University of Madrid, University of Almería, University of Wolverhampton and National Distance Education University (UNED), along with the Faculty of Philology, the Department of Foreign Philologies and their linguistics, and the UNED-based ATLAS research group.

TISLID22 Congress is intended to contribute to the development of the language technology area in different domains as well as promoting exchange of experiences and research among professionals in this field. The area of Language Technology, known as TELL (Technology Enhanced Language Learning) is being developed in many different ways, some of which are taking prominence in the last years. That is the case of the area of Telecollaboration, which has been greatly developed due to the COVID 19 worldwide pandemic.

The Congress TISLID'22 has been organised around three main areas of knowledge within the field of Language and Technology. The first one revolves around ontologically-based databases, Computer Assisted Translation (CAT) and terminology and lexicography digital tools, as well as the semantic web.

The second main topic of this congress aims at delving into TELL field through Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), Computer Mediated Communication (CMC), Massive Open Online Courses (MOOCs) and Telecollaboration. The current situation related to the pandemic context

lived in the last years has led to a new paradigm in which online learning has raised dramatically and as a result, new forms of learning have arisen and are still being developed. Language learning is probably one of the most prominent areas in which digital tools are applied due to the previous path done; nevertheless there is still a long way to go.

The third and last topic of the congress deals with the concepts of multilingualism, interculturality and mediation. This presents a social approach to the language use and the language teaching and learning process, always related to technology uses. Within this field, different aspects have been considered, such as the impact of real-time translation on minority languages as well as the preservation of minority languages in the digital contexts. It is also considered the use of language in mobile digital culture related to the social practices and the use of various languages within different cultures in the digital era (interculturality and multilingualism).

In all, the development of the field of language and technology shows a vast amount of new approaches and improvements that will be presented in TISLID'22 in the aim of interchanging knowledge and give way to new opportunities to develop the area and bring progress and advancements to it.

PLENARY SPEAKERS

Mark Pegrum

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*Associate Professor Mark Pegrum is a Lecturer in Digital Learning in the Graduate School of Education at Mark Pegrum in Perth, where he is also the Deputy Head of School (International). In his courses, he specialises in digital technologies in education, with a particular focus on mobile learning. He is a Senior Fellow of the Higher Education Academy, and his teaching has been recognised through Faculty and University Excellence in Teaching Awards, as well as a 2010 national Australian Learning & Teaching Council (ALTC) Excellence in Teaching Award. His current research focuses on mobile technologies, digital literacies, augmented reality, and mobile learning trails and games. His books include: *Brave New Classrooms: Democratic Education and the Internet* (co-edited with Joe Lockard, 2007); *From Blogs to Bombs: The Future of Digital Technologies in Education* (2009); *Digital Literacies* (co-authored with Gavin Dudeney & Nicky Hockly, 2013); *Mobile Learning: Languages, Literacies and Cultures* (2014); *Mobile Lenses on Learning: Languages and Literacies on the Move* (2019); and *Digital Literacies* (2nd ed.) (co-authored with Gavin Dudeney & Nicky Hockly, in press).*

From Digital Disarray to Digital Literacies

Contemporary online learning takes place within a wider context of digital disarray, characterised by digital distraction (due to competing attentional demands), digital disorder (due to a landscape of misinformation, disinformation and fake news), and digital disconnection from the self and others (due to often superficial and frequently combative online interactions). After setting the digital scene, taking into account the sociopolitical and technological changes of recent years, this paper will suggest that digital literacies offer a partial response to digital disarray, and can help students, teachers and the broader population to mitigate the risks and maximise the advantages of our digital tools, both within education and in the wider world for which education is preparing students. Given that language teachers have long focused not only on teaching language itself, but on the literacy skills necessary to use language effectively, the paper will suggest that the time has come to expand our focus on key digital literacies. Drawing on the Framework of Digital Literacies, first proposed by Gavin Dudeney, Nicky Hockly and Mark Pegrum in 2013, now used in a range of language learning initiatives in Europe and elsewhere, and subsequently revised in 2018 and 2022, we will examine a series of key literacies of major relevance to language teaching and learning, including information literacy, intercultural literacy, ethical literacy and attentional literacy. We will conclude by considering the growing importance of all literacies being informed by a critical perspective.

Nicky Hockly

The Consultants-E



Nicky Hockly is the Director of Pedagogy of The Consultants-E (TCE), a highly-respected and award-winning online training and development organisation. She has worked in the field of English Language Teaching since 1987, is an international plenary speaker, consultant and trainer. With TCE, Nicky has consulted on many multi-country educational projects in the Global South over the last 15+ years. She has written several prize-winning methodology books about new technologies in language teaching, the most recent of which are Nicky Hockly's 50 Essentials for Using Learning Technologies (Cambridge University Press; 2022), and a second edition of Digital Literacies, co-authored with Gavin Dudeney and Mark Pegrum (Routledge; 2022). Her research interests include blended, hybrid and online learning, as well as the integration of learning technologies in the English language classroom, in a wide range of contexts.

***What's up with WhatsApp? Supporting language learning & teacher training
in low-resource contexts***

The Covid-19 pandemic foregrounded inequalities in access to education via digital technologies. In many developing and low-resource contexts, these inequalities were exacerbated. School closures led to learning loss at all levels of education, and children in primary and secondary state schools in the Global South were particularly affected, as were teachers.

This talk reports on several projects that TCE has been involved in over the last two years in Africa. These projects aimed to address the challenges caused by school closures during the Covid-19 pandemic by providing access to learning for both language learners and teachers. I describe how language learning and teacher training can be adapted to data-poor contexts and delivered via WhatsApp, with the aim of reaching disadvantaged groups of learners and teachers. The results of several projects will be shared, with challenges and lessons learned highlighted. Monitoring and evaluating such projects involves additional challenges, and these will also be explored in this talk. These projects show the potential of tools like WhatsApp for providing access to learning in low-resource contexts; the findings are relevant for the Covid era and beyond.

Julio César Rodríguez

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Julio César Rodríguez (Ph.D., Iowa State University) is the director of the Center for Language & Technology at the University of Hawai'i at Mānoa and two sponsored programs: the Hawai'i National Foreign Language Resource Center (U.S. Department of Education) and the Language Flagship Technology Innovation Center (Defense Language & National Security Education Office, U.S. Department of Defense). His work is situated at the intersection of language learning and technology. Within the broad area of instructional technology, he is primarily focused on faculty development programs, project-based learning, materials development, online course design, and design-based research. He has over 25 years of experience in instructional design and technology integration into teaching and learning. He has led and participated in over 20 grant-funded materials development projects. Rodríguez has published and presented extensively on instructional technology. Within this broad area, he is primarily focused on professional development programs, project-based learning, and the design of online courses and simulated experiences for world languages.

To Keep or Not To Keep: Building on experiences in emergency remote teaching

The COVID-19 pandemic necessitated an abrupt shift from traditional brick-and-mortar instructional settings to a mode of instruction that has been described as emergency remote teaching (ERT). All primary stakeholders in language programs (administrators, teachers, and students) were caught unprepared for ERT and had to scramble for resources and solutions; at the same time, though, ERT created opportunities for innovation and transformation in language learning and teaching.

This presentation provides an overview of ERT practices observed in proficiency-based language programs, and reports on multiple stakeholders' views on the types of activities and practices that emerged through ERT and which they considered worth preserving in a post-pandemic world. Remote teaching practices were identified through class observations in language programs at various institutions of higher education and through a series of moderated panel discussions with program directors, instructors, and students. The practices identified will be discussed in reference to three key types of interaction commonly associated with online teaching and learning: learner-learner, learner-instructor, and learner-materials interaction. Views on activities and practices worth preserving were elicited through a series of focus groups that included stakeholders of a single kind – administrators, teachers, or students. This presentation will conclude with a brief discussion of areas that merit further attention in future research in online language teaching and learning.

Methodology for the analysis of intercultural competence in corpora involving virtual exchanges

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Considerable research has been conducted into the use of technologies to facilitate intercultural virtual exchanges (Vinagre, 2010; Guth & Helm, 2010), seen as an integrated part of the curriculum of a foreign language class (Acosta Jiménez, 2021; O'Dowd, 2018; Vinagre et al. 2020) with the aim of developing both language skills and intercultural competence (Belz, 2003). Despite this, linguistic analyses of how participants interact are still scarce. In order to address this gap in the literature, the main purpose of this paper is to present the results from a study of intercultural competence in which the lexico-grammatical tokens used by a number of participants in a German-Spanish virtual exchange were analysed.

Firstly, we propose to present a model for analysing intercultural competence based on the theory of Deardorff (2006, 2009) and enriched with the descriptors offered by the Common Frame of Reference (Council of Europe, 2001). In this paper we test the validity of this proposed model in order to analyse and compare the development of intercultural competence in the productions of students participating in virtual exchanges. Secondly, the proposed model is applied to the analysis of a corpus of texts collected from the virtual and collaborative exchange of German and Spanish university students. Finally, a descriptive and comparative analysis by nationality is provided with the aim of highlighting the similarities and differences found in the development of intercultural competence displayed by the students.

The main findings of this study point to the conclusion that, although it is easy to observe the influence of the task on the expression of different parameters of intercultural competence, it also seems plausible to confirm a correlation between the distinct features inherent to each culture and the way that intercultural competence manifests itself in virtual exchanges.

Training English Language University Teachers in Spain through Webinars: a SWOT Analysis

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The COVID-19 outbreak made it necessary for language teachers, also those at university levels, to update themselves on using different technological applications and software to reach their students, regardless of their location (Maloney & Kim, 2020). This situation led to a massive reproduction of webinars that allowed teachers to find the tools they needed to replicate what they had been doing face-to-face (Park & Kim, 2020). More than two years later, it is time to look back at what had been done during those first moments of crisis and analyze the strengths, weaknesses, opportunities, and threats (SWOT) of that online training offered to teachers in Spain. In particular, in this paper, we aim to analyze the list of English related webinars for university teachers that took place from March 2019 to March 2020 in Spain to determine the needs teachers showed, the quality of the contents presented, and the future opportunities these could post following a methodology already applied in. In order to carry out this proposal, we will elaborate a SWOT analysis of all the webinars broadcasted in the time-lapse aforementioned from Spanish institutions considering the information and planning of the contents they included. We will only focus on those webinars that deal with teaching the English language in an online environment and a higher-education scenario to obtain more accurate results. Results will shed light on the shortcomings of some of these training responses

to the pandemic situation and the needs that higher education teachers faced for teaching the English language. The SWOT analysis will help us analyse the strengths and weaknesses of these webinars, as well as the opportunities and threats these have posed. Will they have meant a new starting point or methodology for the teaching of a foreign language like English?

Creation of a ontology-based terminological dictionary

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In this work, we will show how we used ontologies to represent the terms, their linguistic and conceptual descriptions in an efficient and coherent way, in the context of the development of a terminological dictionary of ceramic terms.

Regarding the conceptual description, the representation of the characteristics and relationships between concepts in the ontology facilitated the elaboration of the terminological definitions (authors-anonymized). On the other hand, ontology gave us difficulties when it came to including linguistic information (morphological type, grammatical category, subject area).

The problems found to manage linguistic information in the ontology coincide with those pointed out by authors such as Hirst (2004) and L'Homme and Bernier-Colborne (2012). Moreover, recent lexical models for the conversion of lexical resources, such as Lemon (Cimiano, McCrae, and Buitelaar 2016) and Ontolex (Bosque-Gil et al. 2019), were not effective either for our purpose. In these models, the term is treated as a nomenclature (like in the General Theory of Terminology of Wüster (1968)) and not as a linguistic sign (like is considered by the current state of the art of the discipline (Sager 1990, Cabré 1999, Temmerman 2000, Faber Benítez 2009)).

Our perspective is different to the perspective of this models, since we need to create a dictionary from scratch and we use a linguistic perspective, such as the one used by Schalley (2019). Because of that, we design a lexical model ontology-based. We follow the principles of the semantic web and descriptive logic (Allemang and Hendler 2011, Baader et al. 2017) and the ontology creation methodology (Gómez-Pérez, Fernández López, and Corcho 2004, Corcho et al. 2005, Noy and McGuinness 2001). In this model, the terms and other linguistic units (lexemes, morphemes,

phonemes, expressions, etc.) are represented as instances. The linguistic terms and units that are related to each other through properties (includesLex, isModifiedBy, etc.) giving rise to axioms. The properties entail the grouping of the instances in classes (the class of the terms, the class of the nouns, the class of the morphemes, etc.) with intersections between them (terms-nouns, terms-adjectives, etc.) (see Figure 1).



Figure 1. Description of the Spanish term 'tolva' in the ontology

In this work, we will present the formalization and implementation in the Protégé ontology editor (Musen 2015) of a group of terms from the field of industrial ceramics, as well as the conceptual and linguistic inferences that it allows to carry out.

Task engagement in a Spanish-American telecollaboration environment

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The present study explores task engagement in a telecollaboration project between a North American and a Spanish university. 37 Spanish and 16 American students participated in an online exchange where they had to interact with their peers over a period of two months. Two weekly interactions were scheduled during this period. Different tasks were designed in order to observe students'

engagement in each of the telecollaborative tasks. Task types were based on previous literature in the field and the contents used followed the course contents in each of the modules. A quantitative analysis was used to evaluate students' engagement in each task. An engagement scale measuring emotional, cognitive and behavioral engagement at an activity level together with a log was used to track students' engagement in each task type. Students' experiences in each task were also reported. Two telecollaboration tools, a mobile instant messaging service and a videoconferencing platform were used for the project. Partial results indicate a higher engagement in certain task types. Finally, pedagogical implications will be drawn and are expected to shed light on students' engagement depending on the task type.

Spanish adult students' attitudes to foreign language learning and ICT in emerging learning modes

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The learning of a foreign language, which in Spain is mostly English, is influenced by different factors such as learning strategies, personality, motivational factors and the students' attitudes towards the language, among others.

Alongside this interest in learning a foreign language as adults, fully online and hybrid or blended courses that integrate technology and complement traditional classroom practice are on the rise in this field. These courses intend to offer flexible learning formats for learners of all ages in the way of tailor-made instruction which can adapt to their needs and expectations. They seem to be suited to diverse educational and social needs and provide, as well as demand, active engagement.

Our research, with a sample of 627 foreign language students with an average age of 40.15 years and following different learning modes –(face-to-face (N=184), blended (N=243) and distance or e-learning (N=200)-, has carried out a quasi- experimental and cross-sectional study with a descriptive purpose. The aim of this research has been to determine the attitudes of foreign language students considering gender, age, their employment situation and learning modality.

Among the most important results of our research, we point out that students' attitudes are relatively positive, especially in self-efficacy and attitudes towards instruction, and low in the case of interest in the language. Women show more positive attitudes and perform better than men. In relation to the learning modality, face-to-face students show greater motivation, self-efficacy and a better attitude towards instruction. However, the interest is greater in the group of distance learning students. Results also confirm a relationship between students' age, occupation and technology use in general, and between technology use and increased self-perceived confidence in digital competence in the distance language learning mode in particular.

We consider these findings may contribute to the design of suitable educational programs.

Towards an integrated framework for hybrid and blended language instruction

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Our traditional educational ecosystem is changing quickly. In the domain of languages, real world situations like the one created by the COVID-19 pandemic are calling for an urgent readaptation of teaching/learning models at all levels, to allow for both an increasingly higher remote component and dynamic implementations. Online language learning practices have a unique opportunity to come into their own and become a decisive factor in mainstream education. The classroom-based scenario, therefore, needs to turn to combined flexible methodologies in order to create a safe and sustainable environment that preserves and potentiates the social contact between teachers and students when possible, yet is reconfigured seamlessly if necessary. The authors claim that the resulting hybrid language educational model can make the most of the symbiosis between face-to-face and online modalities if specific aspects from the latter are strategically selected and integrated in a substantiated manner. However, hybrid and blended scenarios are often built in a rather ad hoc manner, and fail to emerge from a comprehensive theoretical background that captures

and formalizes the various perspectives that intervene in the language learning process (e.g., linguistic, psychopedagogical, technological, organisational, sociocultural, ethical). In this chapter, a critical analysis of the main theoretical frameworks proposed to date for online language learning is presented as the basis for the creation of a novel comprehensive and adaptive framework for hybrid and blended language teaching and learning.

An international learner-made video project as a tool to develop I2 students' intercultural competence

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Traditional models of second/foreign language teaching and learning processes are still being adhered to in the schools. At the same time, it is impossible to ignore the fact that today's students have grown up with advanced technologies and are no longer the people our traditional educational system was designed to teach. That is why Information and Communication Technologies (ICT) need to be an integral part of language classroom instruction.

The objective of the study was to investigate *an international learner-made video project* as an ESL/EFL learning and teaching tool and its effect on improving the learners' intercultural competence. The research was based on a teaching project in which students were involved in creating their international collaborative video projects "University is my Universe". The project was implemented in Southern Federal University Linguistics department in 2021 with 86 students from 20 countries representing a heterogeneous group in terms of English language competence (B1-C1). The questionnaire inquiring about intercultural competence - knowledge, skills, and attitudes related to other cultures and countries - was chosen as the assessment tool.

It was shown that using technology aided creative activities such as learner-made video projects in second/foreign language learning and teaching helps to develop student's intercultural competence. Besides they obviously help to expand language course offerings, enable students to represent the knowledge that they acquire in class and develop not only their language and digital skills, but also their creativity, critical thinking and problem-solving skills. These points, however, need further research. What doesn't require special proof is that such activities help to fill up the gap that exists between digital generation learners and non-digital teachers in an increasingly digital world.

International University Student and Tutor Perceptions and Attitudes towards the Use of *Edpuzzle* to Hone Academic English Listening Competency

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Results reporting of L2 English listening assessment yield highly concerning general tendencies of poor performance amongst candidates of all demographic backgrounds in both external assessment qualifications designed for use by further and higher education entities (Taylor & Weir, 2012), such as IELTS, TOEFL, Pearson Academic, amongst others, a trend which occurs simultaneously in General English external assessments too, for instance the Main Suite Examinations offered by Cambridge Assessment English (Cambridge Assessment English, 2019). Furthermore, scholars, such as Field (2011; 2019), point to a potential link between this unfortunate trend and an apparently overall pessimistic disposition amongst students and tutors towards the skill altogether. This may also therefore go some way to explain the comparatively limited amount of academic literature available on listening comprehension instruction (Rost, 2015) and the even more finite quantity of publications solely dedicated to the matter of listening assessment (He & Jiang, 2020).

For this research paper, an online high stakes English for Academic Purposes (EAP) pre-sessional course in Higher Education Institution in the United Kingdom was chosen, in which syllabus designers are tasked with furnishing a cohort of international students with opportunities for the learning of the linguistic and academic skills pertaining to the requirements of their future academic contexts (de Chazal, 2014; Bruce & Ding, 2017). A total of 12 teaching practitioners together with 127 pre-sessional students took part in the study over a period of three months and data were

collected using online in-class observations, semi-guided interviews, focus groups and student self-reflective listening logs and were analysed using grounded theory and thematic analysis. The results highlighted generalised positive student attitudes and perceptions towards the use of *Edpuzzle* to enhance academic listening competency development and despite some reservations amongst teaching practitioners, both acknowledged its positive contribution as a means as a potent tool to foster student agency and learner autonomy both inside and outside the EAP classroom.

Development and Assessment of the Chatbot-Human Language Interaction Model (CLIM)

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The increasing use of Artificial Intelligence (AI) in language learning is evidenced by the number and diversity of chatbots available today such as intelligent conversational agents, virtual tutors integrated in social networks and mobile apps or standalone tools. Several works have been published to date about the benefits and limitations of chatbot-human interaction (Fryer et al. 2020, Hwang et al. 2021). Some of these works adopted general frameworks to examine user acceptance (Technology Acceptance Model, TAM) but none of them attempted to provide a specific model for the assessment of chatbot-human interaction in language learning (ICALL). This paper presents the Chatbot-Human Language Interaction Model (CLIM) as a tool to predict the learners' acceptance and satisfaction with chatbots. The model includes 15 items organized in two main dimensions: linguistic and technological. Each dimension comprises different aspects such as usefulness, enjoyment, engagement or intention. This model was used to evaluate the satisfaction among 154 pre-service teachers who were required to interact autonomously in English with different chatbots (text-based and/or voice-enabled) over a one-month period. Different examples of topics, sentence patterns and vocabulary usage were provided to participants in order to test some features such as language accuracy, response interval, speech recognition and humanlike conversation (CLIM model). Then the participants submitted a transcript of their chatbot interaction as well as an assessment report based on a rubric. Finally, they discussed in class the affordances and obstacles of using chatbots in language learning. In this research based on a mixed

method, quantitative and qualitative data were gathered through a pre-post-test, coded answers of the transcripts and class discussion. The data analysis showed positive results regarding user satisfaction with the chatbots but some statistical differences were observed depending on certain linguistic (vocabulary range, off-topics) and technological factors (customizable interface).

Online learning methodologies and educational open resources for LSP teacher education and training

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Within the field of Languages for Specific Purposes (LSP), teacher education and development is an area that has been scarcely investigated despite its demanding nature (Basturkmen, 2014) and the increasing demand for LSP teachers worldwide (Ding & Campion, 2016). Current literature, however, attests that the education and training of LSP teachers is a matter of concern that is worth investigating (Author, 2019; Papadima-Sophocleous, et al. 2019). With the aim of delving into this issue and raising awareness of the work jointly developed by some European scholars within the framework of the Erasmus+ KA2 funded programmes, this paper presents an overview of the currently undergoing project titled “LSP Teacher Education Online Course for Professional Development” (LSP-TEOC.Pro). By showcasing the work developed to date for this project as well as focusing on the implications of its findings for the work ahead, this presentation aims at gathering knowledgeable answers to these research questions: Is there any provision of online training programmes for pre-service and/or in-service LSP teachers within the European Higher Education Area (EHEA)? What are its main features? What can be done to fill any LSP education and training gaps, if identified, and what online learning methodologies can be employed? What does LSP-TEOC.Pro have to offer, and in what ways is it achieving its aims? Results will show that online LSP training courses are very scant in the EHEA (only 2.25% of institutions surveyed) and that there exist robust online learning methodologies (e.g. self-directed learning, reflective practice) and activities (e.g. self-assessment, e-portfolio) that can be implemented via educational open resources (e.g. Moodle) with a view to designing and implementing a full asynchronous on line course for LSP teacher education and training across the EHEA.

Keywords: online methodologies; open educational resources; LSP teacher education/training; LSP-TEOC.Pro; Erasmus+ Projects.

Teachers' views towards technology-mediated plurilingual practices: the TEMPLATE project

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Multilingualism has been long-pursued by the European Union and encouraged through different policies (Caliendo et al. 2019), and multilingualism-inspired pedagogies show multiple potential benefits (Hopp et al., 2020; Busse et al., 2020; Rosca and Sevilla-Pavón, 2021), but its implementation is not exempt from limitations and restraints. Technology has long supported and promoted learning in the foreign language classroom, and it can now serve multilingual pedagogies (Cutrim Schmid, 2018) and help overcome their challenges because of its flexibility and heterogeneity.

The present study reports on the results obtained from the distribution of a questionnaire among 210 teachers from different European countries, which explored their views and attitudes on the use of technology-mediated plurilingual practices. The survey was designed *ad hoc* and then distributed among in and pre-service teachers across primary, secondary and tertiary levels in 8 European countries. Our final aim is to investigate to what extent to and how technology is integrated and helps plurilingual-inspired pedagogies.

Results show that almost half of the participants (n=41.76%) reported having implemented a digital activity that required the use of different languages. Further results look into the nature and characteristics of these plurilingual practices, as well as the extent technology is involved to in these activities concerning specific software as well as the devices used. Finally, teacher training implications derived from the results are discussed.

Teaching Criminology in English at university through a “Lesson” integrated into the Moodle Platform

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The increasingly widespread use of online pedagogical applications for teaching English for Specific Purposes (ESP) at university level has positively influenced students’ perceptions regarding the adequacy, usefulness, and effectiveness of incorporating digital tools and resources (i.e., text and video) for learning. Currently, ICTs are already integrated in the ESP curricula, however, there is still a need to remodel and adapt the classroom materials in most universities to meet the learning needs of the students born in the digital generation (Grabe & Grabe 2007; Anyushenkova et. al 2019). Accordingly, there is a necessity to conduct further studies that show students’ perceptions regarding the use of “Lessons” integrated into the Moodle platform for learning in the university context. The present study was based on a qualitative perception questionnaire that intended to investigate students’ perceptions and satisfaction levels regarding the completion of an online “Lesson” designed for learning subject-specific content and vocabulary related to Criminology studies. The seven-point Likert scale questionnaire was conducted in an ESP classroom and filled out by 16 students of the Criminology Degree in their first year at a Spanish university. The results obtained demonstrate that most students were highly satisfied and found the use of this online tool adequate, useful, and effective for learning specific content and vocabulary in a virtual setting. Therefore, these results allow us to highlight the importance of using this type of online resources to address students’ needs better and improve their degree of satisfaction towards learning English in the ESP classroom by means of ICTs.

Design of a Massive Open Online Course for the Introduction to English Studies in University Settings

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This research addresses the design of an online course in MOOC (Massive Open Online Course) format to serve as an *Introduction to English Studies* at UCM. The course is the result of a teaching innovation project that has been carried out by six teacher-researchers from the Department of English Studies at UCM during the academic years 2020-2021, 2021-2022. This project was intended to be the continuation of a course 0 of the Faculty of Philology carried out during the academic year 2018-2019. The result of this project was the creation of a fully online 0 course that provided students, especially those just starting out, with the keys to learning how to master the writing, computing, and information management skills associated with philology studies. The present project has gone a step further to convert this module dedicated to English studies into a MOOC format, so that the course would be aimed not only at new students entering the Faculty for the Degree in English Studies, but also at the general public who may be interested in English studies and thus provide a reinforcement in their work. The methodology followed in the project was based on the ASSURE instructional design model. This model has its theoretical roots in constructivism, starting from the specific characteristics of the students, their learning styles and encouraging the active participation of the students. Following this methodology, six phases have been followed: (Analysis - Objectives - Means - Scenario - Participation - Evaluation). The projected MOOC would have four training modules: (1) Writing in Academic English; (2) Structure, organisation and presentation of academic papers at the University; (3) Specific e-resources on English language skills; (4) e-resources in Literature. The need to adapt face-to-face teaching to new challenges arising

from new situations such as the Covid-19 pandemic made this an ideal time for the creation of these complementary educational resources.

Creation of an Author Electronic Dictionary to Improve Reading Comprehension in the EFL Classroom

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Dictionary Writing Systems (hereafter DWS), are defined as a type of software that allows compilation, management and publication of electronic dictionaries (Rubio López et al., 2021; Woldrich et al., 2020; Simões et al., 2019; Abel, 2012), providing a friendly working environment which is easy to use due to the low technical skills required from their users. *Lexonomy* is a free access DWS that allows the creation of electronic dictionaries in both open and private formats. The use of this tool within the lexicographical context of language learning (learner's lexicography) in the EFL classroom, allows to create an author dictionary for *The Curious Incident of the Dog in the Night-Time* by Mark Haddon (2004), to facilitate the reading comprehension of this unabridged piece of literature within the EFL classroom. Students are organized in cooperative teams (Johnson, Johnson and Holubec, 1994) and each group is responsible for one of the sections the book has been divided for this activity: opening, investigation, discovery, journey and ending of the story. Students create a dictionary with all the new lexicon they encounter while reading their section. Once the first group has finished its task, the link is shared with the rest of students who read the book with the help of this *ad hoc* dictionary. Students provide the lexicographical article with morphological information, definition, an example created by them and an excerpt in which the forms of the lemma are used in the book. In order to proceed to carry out its study, an empirical experimentation is conducted with a group of 55 students randomly assigned in a control and an experimental group in a high school in Madrid.

New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning

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Mediation is the act of language that allows communication among people unable to communicate with each other (Council of Europe, 2020). The Companion Volume (2020) has expanded the definition and pedagogical implications of the mediation competence highlighting its close relationship with the plurilingual and pluricultural competences. Research has been conducted about the use of mediation in class (Dendrinis, 2006; Scarino, 2016; González-Davies, 2020). ICT tools useful to teach mediation have been identified (Cinganotto, 2020). Nevertheless, to our knowledge, there is scarce research about the integration of technology, mediation and plurilingualism. This might be due to two reasons:

- i) teachers are not familiarised with mediation and plurilingual competences
- ii) teachers are not able to integrate technology, plurilingualism and mediation in a task.

The objective of the paper is to answer three research questions:

1. Do pre-service and in-service teachers know what mediation means? Are they aware of its importance?
2. What are their attitudes towards the use of technology?

3. Are they able to integrate the use of ICTs in mediation plurilingual tasks?

A mixed-based methodology has been employed in order to answer our RQs. Accordingly, two quantitative surveys have been distributed: one to look into teachers' attitudes towards the use of ICTs and another one to explore teachers' awareness of the definition and importance of mediation. Qualitative data were collected through some interviews on the use of ICTs, and on teachers' attitudes towards mediation plurilingual tasks. Furthermore, some tasks, in which teachers were asked to integrate mediation, plurilingualism and technology, have been analyzed. All the data were collected within the TEMPLATE project (<https://templateplurilingualism.eu/>), which aims at strengthening the competences of pre- and in-service CLIL or language teachers who want to implement the recommendations of the Council of Europe concerning mediation, plurilingual and digital competences.

Positive impacts of CALL on IC: designing a self-training course.

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The connection between CALL and intercomprehension (IC) is so ancient that ICT characterized the development of this approach since its first didactisation in the Nineties.

On the one hand technologies have been used to develop online manuals such as Eurom 5 , or websites such as EuroComRom, Itinéraires romans. On the other hand, from the beginning of Web 2.0 era, the development of IC in interaction practices, programs and studies has been associated with ICT (Degache 2004; De Carlo & Garbarino 2021). In particular, in those contexts, technologies were used to connect students and teachers located in different countries in the world in order to help

them interact with each other and develop IC strategies. This was the aim of Galanet and Galapro platforms in the early 2000 and is today the goal of the MIRIADI platform .

With the creation of the UNITA consortium of Universities , whose aim is to make IC a means of communicating among students, scholars and administrative employees, the need for training becomes more and more important. In this context, various syllabuses are being implemented for online and blended plurilingual courses for different target groups (Corino, Fiorenza & Mantegna 2021; Cortés Velasquez & Garbarino 2021). Nevertheless, these are not enough: due to IC innovation, self-training resources are needed too.

If Galanet and Galapro platforms once offered open resources and self-training materials, these are not available anymore because of technology transformation. This gap is being filled by the creation of an entirely autonomous IC learning online course.

The aim of this paper is to show how language technology can help create a complex syllabus allowing an aware development of IC comprehension and interaction strategies and fostering cognitive, linguistic and socio-affective skills for plurilingual communication in an international and intercultural context.

Data-driven learning activities with automatic formative assessment to develop mathematical skills through LSP

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Mathematics is undoubtedly one of the school disciplines in which students generally have the greatest difficulties, which in some cases may even compromise the relationship with this discipline. Numerous studies in Mathematics education have shown that the causes of disciplinary learning

difficulties are the acquisition, understanding and management of its language for specific purposes (LSP).

The introduction of a corpus-based approach can effectively support reflection on LSP (even when it comes to L1) to collect meaningful and realistic data on the use of language, such as the typical choice of words, the appropriate use of collocations and specific morphosyntactic patterns. In this paper, data-driven learning (DDL) activities with automatic formative assessment implemented within a Digital Learning Environment (available at <https://linguaggispecialistici.i-learn.unito.it/>) will be illustrated. The research sample is represented by 40 students from two upper secondary schools in the city of Turin, Italy. In an L1 context, students were guided to study the LSP of Mathematics using a concordance (AntConc) to analyse language and specialized texts. Students carried out activities with automatic formative assessment on the Digital Learning Environment, with step-by-step and adaptive questions to lead them in discovering the peculiarities of the language in use, understanding the concepts expressed by the LPS, thus developing specialized skills.

Results show that students actually developed new digital skills and acquired awareness of the language of Mathematics. The use of technologies had a very positive and motivating impact on the students: according to them, the activities were practical and not theoretical, interactive and non-transmissive, and based on real data. In this contribution, we will illustrate this close relationship between the use of technologies, the analysis of language, and the subject contents that the LSP conveys, giving figures and examples of good practices based on the Turin experience.

Supporting speaking skills development in EFL teacher-training students through Flipgrid during the COVID-19 pandemic

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This study is set in EFL teacher training during the Covid-19 pandemic. Low autonomy levels, lack of study habits, and limited student-student and teacher-student oral interaction made it necessary to devise activities that aimed at providing learners with a way to develop their speaking skills in this technology-mediated context. The main goal of this research study was to evaluate the effect of an intervention based on weekly Flipgrid video recordings on students' oral abilities. A qualitative design with intentional sampling was carried out in a group of 54 second and third year EFL teacher-training students from a Chilean university. Synchronous English language sessions focusing on oral production were supported by asynchronous practice on the Flipgrid platform and implemented over a period of ten weeks. Content analysis was conducted to examine students' reflections and perceptions on the use of Flipgrid to facilitate the development of speaking skills. The ATLAS.ti 9.1.3 software was used to analyse emerging themes on the benefits of the said digital tool. Co-occurring categories were identified, and related networks were produced for graphic representation of the data. Findings showed an increase in students' positive perception in both the linguistic and socio-affective aspects of their oral performance. It was concluded that the use of Flipgrid promoted students' oral production by heightened positive socio-affective perceptions over the course of one academic semester in times of Covid-19.

The use of digital applications for EFL writing in rural school settings

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Elementary school settings often integrate technological resources with successful results (e.g., Camacho-Martín and Esteve Mon, 2018). In a diverse Primary Education context, a pertinent question is whether deploying ICTs (Information and Communication Technologies) generally leads to significant learning improvements. National and regional education curricula in Spain (e.g., BOE, 2011; BOE, 2013) have greatly emphasized digital literacy and foreign language competence /

bilingual programs at all educational levels. Yet, the EF / EPI (English Proficiency Index) agency (2021) places Spain at position 33 in the world's ranking for EFL levels (intermediate), and Extremadura, our region, has the lowest EFL level in Spain. This mismatch between current EFL / bilingual objectives and actual learning outcomes often causes scepticism among educational agents and parents/legal tutors as regards the efficacy of Spanish digital literacy and linguistic programs (e.g., Recio, 2021). Our work examines teaching and learning conditions in three rural elementary schools in the north of Extremadura. We focus on the use of ICTs for EFL writing activities, hypothesizing that students' writing, after using technologies, will significantly improve. Therefore, our study is based on experimental groups (with ICT) and control students (with other resources) to accomplish the same tasks within the same time period. We apply a mixed methods approach by keeping track of classroom procedures, problems, and achievements as well as by conducting post-session interviews and questionnaires. Our results point to mostly better achievements after using the digital tools, but there are some cases where the non-technological groups did better. Our discussion of the results includes different reasons for the moderately successful implementation of ICTs in our setting. Among them, teaching / contextual conditions are key factors (e.g., attitudinal, infrastructural, socio-economic, and linguistic proficiency differences). We conclude that rural settings feature some intrinsic characteristics that bilingual and ICT programs may need to re-address.

Exploring participants' contributions in Language MOOC discussion forums: a mixed study

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Interaction among participants in Language Massive Open Online Courses (LMOOCs) takes place mainly through communication forums. However, its use remains modest, meaning that a large proportion of users do not take advantage of the academic benefits associated with them, such as social interaction and its relevant role in online learning environments, the practice of the target

language, and the possibility of giving and receiving feedback and developing self-determination (Agonács et al., 2020; Bárcena et al. 2017; Martín-Monje et al. 2018). This study aims to broaden knowledge about organisational structures in the forums and their content by analysing participants' contributions to the LMOOC (Anonymous), ed. 2021. Following a mixed methodology, existing types of intervention are analysed and related to the development of higher and basic mental capacities in this context (Garrison, 1992; Rovai, 2003). The most recurrent terms are identified and are semantically dimensioned considering the thematic threads belonging to each module of the course. The results show that the most prominent semantic categories are related to the expression of reflections, personal issues, and background in the target language. These are consistent, from a theoretical point of view, with the two main types of intervention identified. On the other hand, the usefulness of creating specific threads aimed at sharing learning experiences is proved due to the high concurrence of reflective interventions occurring there. The balance between socially based interventions and problem identification and solution proposals suggests that basic and higher order mental capacities are developed respectively, both of which are influential in the acquisition of learning in distance education environments (Gorsky y Caspi, 2005). Furthermore, as a result of this research, we propose a model for structuring forums in LMOOCs, as the one presented mostly fulfils its purpose and participants associate its use with higher levels of engagement with the course.

Technological Education in the Official Curriculum: A Case Study of Pre-service English as a Foreign Language Teachers

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The sanitary crisis generated by COVID-19 has highlighted the need for teachers to implement technology in their classrooms. Cost, access, and time often build considerable barriers to

the implementation of technology implementation in the classroom. However, the lack of knowledge on how technology can best be used to benefit students is still the most significant drawback. The Mishra and Koehler (2006) TPACK framework integrates technological knowledge (TK), pedagogical knowledge (PK) and content knowledge (CK). It outlines how content and pedagogy must lay the foundation for effective educational technology integration, offering a productive approach to many of the dilemmas teachers face in implementing educational technology in their classrooms.

Based on this necessity and focusing on the absence of specific subjects or blocks on computer-assisted language learning and teaching in the official curriculum of the Master's Degree in Teacher Training at the Universidad Complutense de Madrid (UCM), we have tested the knowledge of the technological and pedagogical content of our students, 25 English as foreign language pre-service teachers. Our goal was to detect the needs of our pre-service teachers with a view to achieving the effective integration of EdTech into the official Master's curriculum.

To this end, we reviewed the TPACK questionnaires available in the literature and adapted them to develop the questionnaire that we administered to our students. The study results showed that, although most pre-service teachers were slightly satisfied with their general knowledge of TPACK, they were less confident in their command of technological knowledge (TK). These findings remind educators and policymakers of the need to rethink current teacher training programs and persuade EFL preservice teachers to explore new ways of integrating technology into lesson design.

Comparative analysis of *Google Translate* and *DeepL* in Spanish-English literary translation: The case of collocations in *Don Quixote*

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This paper focuses on the study of the effectiveness of neural machine translation (NMT) when applied to literary translation and, more specifically, to the translation of collocations, one of the

most difficult aspects in machine translation, since they are difficult to categorise and disambiguate (Corpas-Pastor, 2015, Shraiden and Mahadian, 2015, etc.). Languages have many idiomatic structures composed of more than one term that are particularly complex for translation, since their meanings do not result from the individual meanings of their constituent words, making it difficult for an automatic translation system to recognise them as a whole (Punga and Parlog, 2017). To add up to this, literary translation constitutes, still nowadays, the biggest challenges for machine translation (Toral and Way, 2018), being cohesion errors among the most frequent ones (Voigt and Jurafsky, 2012). In order to investigate how NMT is coping with this challenge, a comparative analysis of the translation of the first chapter of the masterpiece of world literature *El ingenioso hidalgo don Quijote de la Mancha* –known as *Don Quixote* in English– was carried out, paying special attention to collocations. The human translation made by Lathrop was compared to the target texts obtained with the two biggest NMT systems nowadays, Google Translate and DeepL, to see which of them provided more accurate results. We provide quantitative and qualitative automatic evaluations metrics, with the aid of the BLEU metrics system and the software *Sketch engine*. The results confirm that NMT offers highly reliable results as regards collocations. As to which system is better, DeepL or Google Translate, on a quantitative level the margins are very narrow. DeepL scored better in terms of accuracy and completeness, but in the BLEU metric, Google Translate scored 28.10 and DeepL 26.63. On a qualitative level and from a subjective point of view, we found the translation of DeepL to be somewhat more fluid and natural than that of Google Translate.

The study of EFL Students' Self-Regulation, Locus of Control, and Academic Achievement through Mobile-Assisted Language Learning; The Case of Duolingo® App

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This study was an attempt to scrutinize the effectiveness of a mobile language learning app, called Duolingo® in students' academic achievement in light of the students' self-regulation and locus of control. To this end, a quasi-experimental design was used and sixty-two Iranian students learning Spanish as a foreign language were divided into a control and an experimental group. The experimental group received their instruction using the app while the control group received their instruction through traditional language learning activities. Paired and independent sample t-tests were calculated to analyze the collected data. The results revealed that the experimental group benefited more of the instruction. Further analysis showed that students' self-regulation strategies were more in line with using the app in the experimental group than those in the control group. As for their locus of control, subjects in the two groups did not show meaningful differences though again subjects in the experimental group were better in becoming more internal on their locus of control orientation. Suggestions regarding the effective deployment of the app are provided.

Using MALL and memes to consolidate grammar knowledge. A gamified experience in the English as a foreign language classroom.

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Many foreign language (FL) learners see grammar teaching as necessary but boring (Jean & Simard, 2011). On the other hand, gaming mechanics (Marczewski, 2013), the use of informal images

(Vasudevan et al., 2010) and mobile-assisted language learning (MALL) (Burston, 2014) have all proven to encourage a positive attitude in students. Likewise, the latter is also said to increase their motivation (Alamer & Al Khateeb, 2021). Despite these advantages, there is virtually no research combining these promising approaches in a FL classroom setting.

In this study, MALL was used to connect students from two different degrees while practicing grammar and multimodal composing and analysis. 43 students in the Early Years Education degree further practiced English grammar through the selection or creation and subsequent analysis of memes based on the grammar topics previously dealt with in the textbook. Learners were asked to provide a meme and add its caption, hashtags, and grammatical explanation. These memes were then shared on Instagram so that all participants could access them. Hence, classroom work was associated with a digital medium (Jones & Hafner, 2012) to provide FL social practice. Media Studies students ($N=16$) then provided feedback and voted for the best meme considering all the aforementioned aspects. There were two types of prizes: points, which were accumulated in the long run, and badges, which were immediate (one after each of the three rounds). At the end of the experience, a questionnaire was distributed to learn about students' digital literacy level related to composing and reading memes, and how useful they found MALL and memes to consolidate grammar knowledge and to increase their interest.

Results will be presented considering how FL students acquire a critical understanding of a humorous digital genre through MALL and how successful this approach has been to consolidate grammatical knowledge and motivate students.

The use of the flipped classroom methodology as a didactic resource in hybrid learning contexts

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This research addresses the use of a flipped classroom model in an English for tourism course and is the result of a study carried out at University Complutense of Madrid and University of Salamanca. This study aims at portraying the consequences of the use of a flipped classroom model designed as a didactic resource in a context of hybrid learning at higher education studies. The objectives of this study focus on: (1) knowing the opinion of students about the implementation of a *flip* approach in ESP subjects; (2) seeking to improve the development of professional skills by solving case studies designed for the practice of specific competences; (3) boosting the development of productive and receptive written and oral skills; and finally (4) collecting data on the effectiveness of the methodology and resources used as well as of the satisfaction of the students involved. The study was carried out in 4 phases: (1) a formative phase where students were informed about the methodology to be followed and its pedagogical implication; (2) a pre-testing phase in which information was gathered about the perceptions of participants towards the study to be carried out; (3) an implementation phase in which the development of case study resolution took place; (4) a post-testing phase in which the satisfaction of the participants was surveyed along with self-perceived learning results. The process was carried out with three experimental groups of the Degrees of Tourism of the two aforementioned universities with a total amount of 147 EFL students. After the process was finished an analysis of the data was performed to obtain information and conclusions on the suitability of this innovative model in such a hybrid learning context (Sousa *et al*, 2018, 2021). The results showed a positive impact of this methodology on the development of oral and written productive and receptive skills while enhancing motivation and learning perception.

Language Technology in ESL: A Corpus-based and Non-Corpus-Based Translation Training Classroom Observation Study

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Corpora are often unknown to scholars and lecturers, but their use is claimed to foster language knowledge and improve translation quality. Over the years, translation training has also embraced a corpus-based approach. Nonetheless, corpus-based translation training is still at its dawn and much

has yet to be implemented, especially at academic level. This paper focuses on an academic corpus-based translation training observation study. In particular, it explores whether the corpus-based translations of an academic abstract are more accurate than non-corpus-based translations. To this aim, thirteen second-year bachelor students of a course in translation studies took part in a translation project. Seven translated an academic abstract from their first language (Italian) into English by using the language resources they were accustomed to, such as dictionaries and online multilingual platforms. The other six consulted a pre-compiled offline corpus of academic papers and a bilingual dictionary. The corpus had been composed by their lecturer and contained abstracts in the arts and humanities. All students had been previously trained in the use and consultation of corpora for translation purposes.

The paper findings highlight that the translations submitted by the group of students using several language resources presented some shortcomings. The main ones revolved around wrong positions of words in a sentence; redundancies and grammar issues (such as the use of the definite article; prepositions, etc.). The students who consulted the corpus, instead, submitted better quality translation work, despite minor influences from their first language. This paper brings to the fore the fact that, as long as users become acquainted with corpus analysis techniques, corpus consultation can improve students' translation works. In particular, in some cases corpus analysis helps reduce grammar issues. The paper will call for future research in order to investigate how corpus consultation can be further implemented.

¡Qué *look* tan *cool*! An analysis of the use of Anglicisms in Spanish fashion magazines from 2018 onwards

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Because of its global reach, the lexicon of fashion magazines is characterized by a variety of English borrowings, whatever language the magazines are published in. Traditional terms are recycled and slightly changed in fashion, in order to best highlight novelties and represent the continuous changes fashion undergoes (O'Hara, 1986; Grandi & Ceriani, 1995; Balteiro, 2011). Over the last decades, Spanish has incorporated an increasing number of words from English, and this is particularly visible in the semantic field of fashion (Balteiro and Campos, 2012, Balteiro, 2014). Thus, English seems to be used as a persuasive stylistic strategy (Diez-Arroyo 2016). In this line, this study analyses the presence of anglicisms in prestigious Spanish fashion magazines from 2018 until today. We focus on three specific subdomains: *beauty*, *clothing*, and *style*. Our objectives are three-fold: (1) to extract the most frequently used terms within each semantic category, (2) to see which of these terms have already been officially incorporated into the Spanish language, that is, whether they are included in the dictionary of the *Real Academia Española de la Lengua* (RAE) and, finally, (3) to see whether there is a correlation between (1) and (2), that is, between the frequency of use of these terms and their incorporation into the Spanish language. To comply with these aims, a terminological database has been developed with the aid of MemoQ, which includes 166 terms found in specialized publications. The findings reveal that, despite the increasing use of English fashion terms in Spanish, the RAE maintains a non-acceptance policy: just 18 terms have been accepted as part of the Spanish language, and thus incorporated into the Dictionary. Therefore, our conclusion is that in the field of fashion there is no existing correlation between frequency of use and the official acceptance of fashion terminology into the Spanish language.

L2 English learners' corrective feedback-seeking behaviors and L1 speakers' responses: An investigation of an asynchronous online community

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Studies involving written corrective feedback (WCF) have been a staple of first and second language (L1/L2) research over the past few decades (e.g., Ellis, 2009; Li, 2010; Kang & Han, 2015). In particular, since many teachers devote a considerable amount of effort to providing learners with different types of feedback, both researchers and practitioners have expressed great interest in CF's general use and efficacy in various contexts. However, Mao and Lee (2020) have recently noted that

most studies have tended to be researcher-led interventions, which occur in a classroom context. Crucially, little is known about the nature of WCF beyond the classroom, especially in nonacademic online environments. Despite an abundance of opportunities for L2 learners to engage with new languages online and to receive WCF from interlocutors, there is little research that examines the types of feedback-seeking behaviors that learners engage in online, and correspondingly, the nature of the feedback that learners receive.

The current study investigates this issue by exploring the nature of WCF in an asynchronous online community known as the WordReference language forums. Using a combination of netnography (Kozinets, 2020) and quantitative methods, over a four-month span, the author investigated: 1) the feedback-seeking behaviors of L2 English learners in an online forum; and 2) the nature of the WCF given to learners by L1 English interlocutors. The findings show individual differences in the types, foci, and frequency of feedback sought by learners (e.g., seeking clarification requests versus confirmation requests). Additionally, the L1 English speakers provided learners with WCF that resembles established classroom-based typologies (e.g., Ellis, 2009) as well as new types of WCF that may be unique to online spaces. Importantly, apart from discussing these implications for researchers and teachers, this study proposes a new typology for understanding the nature of WCF in online environments.

Exploring the Viability of Social Robot-aided Massive Open Online Courses of English for Medical Purposes

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While Massive Open Online Courses (MOOCs) of English for Specific Purposes (ESP) have received due attention in the literature, few studies have already explored the interplay between social robots and MOOCs of English for Medical Purposes (EMP). Using a parallel design, this interventional study employed social robot-aided MOOCs to teach EMP listening and speaking skills

to 382 Asian medical students at Isfahan University of Medical Sciences, Iran. This study also explored students' perceptions of social robot-aided MOOCs of EMP in both academia and healthcare fields. Results indicated significant improvement in the participants' EMP listening and speaking skills through social robot-aided MOOCs of EMP when the English and subject-area teachers paired together to make the educational episodes. The collaboration between teachers to make the episodes of practicing EMP through social robots helped instantiate actual-life needs of medical students and was found to be a viable communal point for teachers' teamwork in teaching EMP. Moreover, social robot-aided MOOCs of EMP provided a potential medium for the development of EMP listening and speaking skills of medical students for communication in academia and healthcare fields.

Topic Modeling of English Learner Corpus using Latent Dirichlet Analysis

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One of the most innovative and intriguing language technologies to impact second language writing has been the implementation of computational linguistics through general-purpose programming language. This has opened new opportunities for researchers and educators to uncover recurring topics in a collection of essays with ease. The purpose of this study was to employ topic modeling to extract hidden topics from ICLE (International Corpus of Learner English) (Granger, 2003) using Latent Dirichlet Analysis (LDA). For the study, Tswana language group from the ICLE corpus was chosen. There were 519 essays from the Tswana language group and the first 100 files was selected to create a sub-corpus for this study. Afterwards, the selected sub-corpus of ICLE was analyzed using LDA with implementations in the Python's Gensim package. Topics for each essay was manually analyzed to identify the number of topics in the sub-corpus. Gensim was then used to analyze the same sub-corpus and compared with the manual identification in order to test whether the Gensim LDA classification clustered the same essays together as the human reader. Justification for the optimal number of topics was analyzed with a cohesion modeling in a set of documents. Comparison of manual identification of essays and LDA, show that common themes of different topics led to discrepancies. One interpretation of this is that a lot of academic essays are written as a cause and effect essay in which causes or effects of certain phenomenon are discussed. When multiple "effects" have a same cause, different topics are identified as the same topic. In addition, the recurring theme in a corpus revealed the most important underlying cause of societal issues discussed by the English learners in the essays.

Interpreting in telephone service provision settings: a multimethodological research approach to the study of face-threatening acts

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Telephone interpreting has increased considerably in Spain in recent years, becoming one of the most demanded forms of interpretation. This modality of interpretation is increasingly used in more diverse sectors and its exclusivity in the field of public services has been left behind, since more and more private companies that provide services such as insurance, electricity, gas, banking, etc. use the telephone as the main means of assistance to their clients, eliminating physical offices and expanding beyond physical boundaries. With this contribution we would like to present the project PRAGMACOR, which targets telephone interpreter mediated phone calls to insurance companies to find out about the use of face-threatening acts. In particular, we will describe the methodology of our study and the challenges that multimethodological research poses.

We set ourselves the following objectives: 1) detect FTAs, 2) classify FTAs according to a) their type (attack against the positive or negative face) and b) their author (service provider or user), 3) analyse their impact on the discourse and on the performance of the interpreters. Three different procedures for the analysis of FTAs are addressed. For each of them it is necessary to develop a detailed protocol that allows the simultaneous work of several researchers / annotators.

- a. First, a form-to-function analysis of those elements that can be related to FTAs is performed. For example, searches are performed for expressions of apology or thanks.
 - b. Second, an automatic search for surrounding elements is performed. In our case, different forms of "threaten", "request", "thank" are useful, which are verbs that announce an attack against the image.
 - c. The third procedure consists of a thorough horizontal analysis in which attacks against the image are identified and then coded following the Brown and Levinson (1978/1987) classification.
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Training Teachers in Didactic Audiovisual Translation: A MOOC Experience

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Didactic AVT indicates the active use of different AVT modes — subtitling, dubbing, audio description (AD), subtitles for the deaf and hard of hearing (SDH), voice-over and free commentary — by language learners in face-to-face, blended or online contexts (Talaván, 2020). Over the last two decades, the potential of didactic AVT has been recognised by European institutions through funded research-led projects and by scholars who have investigated how individual and combined AVT tasks can enhance language and transferable skills (Lertola, 2019; Talaván, 2020; Baños et al., 2021). However, teacher training in didactic AVT has been largely neglected in the literature (Incalcaterra McLoughlin, 2019).

The paper will provide an overview of the research on teacher training in didactic AVT and its main outcomes. It will briefly introduce previous international projects on the application of AVT in foreign language learning and will describe the resources created within the recent TRADILEX (Audiovisual Translation as a Didactic Resource in Foreign Language Education) project (Talaván & Lertola, forthcoming). It will then focus on one of the main resources of the TRADILEX project: a MOOC (Massive Open Online Course) on didactic AVT for teachers offered by UNED Abierta. The [TRAVEL](#) (*La traducción audiovisual y el aprendizaje de lenguas*) MOOC — made up of five modules designed by TRADILEX project members — lasts 25 hours (1 ECTS). The first call for teachers in 2021 was successful since as many as 420 teachers enrolled in the course. Teachers play a key role in TRADILEX since they are specifically-trained facilitators of the learning process. Therefore, this online training on didactic AVT is a crucial element for the successful development of the project. Finally, the paper will present and discuss data gathered in the MOOC that will also be useful in view of the MOOC second edition planned in 2022.

Differentiated Instructions for Young Learners in Online MSL Classrooms: An Action-oriented Case Study

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Due to the pandemic, in-person classes in many schools have been replaced by online synchronous classes. However, the quick switch to online teaching causes troubles both to teachers and students. Toronto Mandarin School (TMS), a private language school specializing in delivering Mandarin as a second language (MSL) programs, also experiences numerous challenges (e.g., technical barriers, unsteady internet connections, lack of online teaching techniques, and poor classroom management) during the process of shifting to online teaching. Students' distinct home language settings and exposure to Mandarin add more challenges to online education. Research has shown that differentiated Instruction (DI) is essential and beneficial for children of different levels. However, little research can be found pertinent to DI in Mandarin online teaching with young children. The present study will follow an MSL teacher to differentiate his instructions regarding disparate students' readiness and levels, thereby developing their students' oral proficiency in Mandarin. The data is collected through planning, observation, and reflection. After thematic analysis, three themes emerge: balance of teacher-centered and student-centered time, technological resources, technical barriers. The implications of the study are two-fold. First, teachers need to consider technological elements during planning for online teaching. Second, schools should offer technical training and workshops for professional development and ideas exchange.

How to Make a Newspaper Blackout Poem on the iPad

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The present study consists in the description of a Blackout Poetry workshop in English which integrates the use of iPads. The main goal is to improve writing skills throughout poetry with the

incorporation of technology. The idea of the workshop is based on the combination of two concepts around this literary genre. On the one hand, the books that Kenneth Koch wrote about teaching children to write and read poetry. Kenneth Koch was an American poet that did a lot of investigation in the field of teaching poetry. On the other hand, the concept of blackout poetry elaborated by Austin Kleon, the New York Times bestselling author of a trilogy of illustrated books about creativity in the digital age. This author published a collection of poems made by redacting the newspaper with a permanent marker. He started using this method as an attempt to recover from a writer's block. The workshop has been adapted for non-native speakers, in order to help them improve their writing skills and give them the possibility to participate actively in learning English. Besides, in order to create their poems, they have to use drawing and art apps to create digital art on their iPads. Kenneth Koch concluded that writing poetry makes children feel happy, capable and creative. It makes them feel more open to understanding and appreciating what others have written (literature). It even makes them want to know how to spell and say things correctly (grammar). The present workshop not only aims to improve their writing skills thanks to poetry but also to improve their digital literacy.

The role of language teacher training in technology in disadvantaged areas

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The impact of technology nowadays has not only reshaped our personal lives but also our teaching styles. However, it is not at all clear if language teachers have the ability to unleash the potential of technology in the classroom. More technology does not necessarily mean better teaching, however positive the influence of technology might be. In fact, as some of the drawbacks of the use of MALL (Mobile Assisted Language Learning), some researchers have already pointed out the existing overabundance of apps and resources. Consequently, technology should be perceived as a very valuable tool, but still one that requires some training.

Historically, technology and language teaching have been perceived either independently, as theorised by Stockwell (2006)¹, or as interdependent factors, as most recent theories have suggested. The latter will be highlighted here: the relationship between language teaching and technology, which explores how technology is applied to language teaching and how language teaching can affect technology. There are basically two factors in this process: technological infrastructure and how this is integrated in a specific syllabus.

Regarding technological support, there are important geographical variations, since there are areas that might be more deprived of technological resources, thus making this integration more challenging. This tends to happen in rural areas in Spain, especially those which are either suffering from population decline or have entered a period of economic stagnation. It is in these areas where teacher training in technology can potentially have more beneficial effects to try to counterbalance this lack of resources with teaching expertise.

Given the situation described above, this paper presents some research carried out on teacher training in mobile learning with a group of teachers from Jaén in Andalusia.

Inclusive spaces: development of multilingual environments in native communities in Latin America

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The Latin American Region is home to significant linguistic wealth: 420 native languages (UNICEF, 2022). However, this reality has been punished by various factors: restrictions on basic services in rural areas, precariousness of public institutions in that territory, and constant migration of its population to the cities. In this sense, adaptation to urban spaces, where majority languages predominate, has become the most recurrent alternative to seek professional development and citizen

¹ Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. New York, Ny: Routledge.

participation. However, it also represents a decline and discrimination of their own cultures, traditions and languages (Alvarado, et al., 2022; Orozco-Sibille and Gallardo-Echenique, 2021; World Bank, 2019). Therefore, this study will propose systemic strategies that contribute to the strengthening of programs for the preservation of native languages, such as Intercultural Bilingual Education (IBE), multilingualism in public services (Ministry of Culture, 2022) and the development of spaces of cultural convergence (Marino-Jiménez, et al., 2022; Senge, 1990; 2006).

Introducing focused feedback in English for Specific Purposes with G-Rubric

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This presentation shows the results of a teaching innovation project which has explored the benefits of using the tool G-Rubric to provide automatic, focused feedback when assessing ESP (English for Specific Purposes) written production. G-Rubric (<https://eng.grubric.com/>) is an automatic evaluator of discursive texts, which has successfully been used in Spanish and has already been recognised with several awards and distinctions. For the purposes of this project, the tool has been adapted to be used in ESP, following the latest developments in Data-driven learning (DDL) (Boulton, 2017). The aim was two-fold: 1) to explore the possibilities of DDL in the improvement of ESP written competence, and 2) to provide students with automated, personalised feedback which focused on the linguistic patterns and lexis needed in ESP.

To this end, a specific ESP corpus was compiled and implemented in G-Rubric. The tool compares the written composition that students submit with a corpus-based model answer and rubric which are embedded within the system, and then offers students guidelines for improving their writing, focusing on the specialised linguistic content.

G-Rubric for ESP was piloted with students in the subject “English for Professional Purposes”, in the 1st year of the Degree in Tourism at UNED (Spanish Distance Learning University), during the academic year 2020-21. Students had to submit a report on one of the topics included in the syllabus,

“Sustainable tourism” and were provided with detailed guidelines and relevant web links. They had up to 6 opportunities to submit their compositions to be assessed by the tool, and this iterative process enabled them to improve their writing, incorporating the feedback provided by the tool.

Results show that the students appreciate the usefulness of G-Rubric to improve written proficiency in ESP and acknowledge its worth in offering personalised feedback. The assessment provided focuses much more thoroughly on the lexis and specific language required in an ESP course such as this one, but such thoroughness can be counter-productive, since some students have reported being discouraged by the long list of mistakes that the tool evidenced. All in all, the results are encouraging, and further research should be undertaken, in order to mend these shortfalls and potentiate the value of G-Rubric in providing automated, focused feedback in ESP.

Intelligent Process Automation in Translation Management Systems

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Translation technology developers define agile translation management as a new approach which values interaction and communication with various stakeholders (translation project managers, translators, editors, reviewers, and others) (Welde 2013; MadTranslations 2014; Yamagata 2017; Smartling 2019; SDL 2019) in the translation ecosystem. This new approach is said to eliminate the so-called “waterfall model” (Yamagata 2017) which requires that projects be delivered in consecutive steps: instead of working with large volumes of texts, translating smaller batches is encouraged. It considers preparation and configuration to be essential and it involves various stakeholders, including users, in the process as early as possible. Agile translation management emphasises automation of processes, whenever possible.

Yet, all this automation does not exclude humans who will have to develop different paths and strategies for different kinds of content and adopt different roles. Agility means taking and blending the best of humans and machines or re-humanizing technologies; what Verheyen (2016) calls “a restored respect for people”. As such, there is a difference between Robotic Process Automation

(RPA) and Intelligent Process Automation (IPA). While RPA focusses on speeding up processes and taking away from human users the highly repetitive tasks, IPA is about differentiating through technology, including for the high-value creative tasks, by integrating artificial intelligence, smart workflows and machine learning algorithms: “The Age of With is about human collaboration made greater with the machines we invent. It’s about business leaders shifting their thinking from humans versus machines to humans with machines. It’s about embracing technology transformation and new ways of doing business to gain competitive advantage and be more agile” (Deloitte 2019, online).

This presentation will look at Intelligent Automation in translation processes, by focussing on the automation phase, the dynamic scheduling and the active monitoring of translation projects and by looking at how machine and human resources are combined in innovation translation systems or platforms.

Students' Written Competence through E-mailing with the aid of Blogging at Vocational Training within Flipped Learning approach and Project Based approach

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At this research we aim at analysing whether blogging helps students from Vocational Training to improve their written competence in the English language and, to be more specific, their writing skills using English for Work, within the environment of both Flipped Learning approach as well as the Project-Based approach. For this, we implemented an empiric experiment in which students from a state Vocational school in Valencian Region (Spain) were required to develop their writing skills using the English language by creating authentic e-mails which were posted in the format of blogs so as to enhance interaction while blogging.

This experiment took place during the first term and the second term of this current academic year (2021-2022) since the participating students are to complete their Vocational Training course by the end of March 2022.

Since the authors of this proposal fulfil the double role of both teacher and researcher, the action-research model was utilized to analyse the quantitative data which were obtained at this research. Taking into consideration that this experiment was in its initial stage when implemented, a reduced number of forty-nine students were chosen to participate in this experiment. More specifically, the participating students at this experiment were enrolled at the formative cycle of Graphic Arts (2nd year Higher Grade of Vocational Training) during this current academic year (2021-2022). The students' level of English, at the time of the experiment, was expected to be B1 according to the European Framework of Reference for Languages. They were aged between 20 and 45 years old.

The obtained findings of this research will show the benefits of using Blogging in the development of writing competence.

WhatsApp, a mobile application for social learning of the Italian language through microtasks

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Studies carried out in the field of mobile learning (m-learning) have shown that the use of the WhatsApp mobile messaging application can be used effectively for educational purposes by taking advantage of the daily use made of it by more than 2,000 million users worldwide. The eminently social nature of the application favors the socio-constructivist approach to language learning in small virtual learning environments managed by the teacher. Its extensive utilization and familiarity among users allow it to be used harnessed by members of the educational

community (teachers and students) outside the physical and temporal limits of the classroom, anytime and in anywhere, enhancing mobile and ubiquitous learning.

The implementation of the WhatsApp application can be undertaken out both in formal and non-formal education, in face-to-face or distance education and its features allow the sharing of written and oral texts, as well as images and audiovisual elements. The technical characteristics (keyboard and screen size), together with its fast and often synchronous and immediate deployment, are ideal for proposing and solving cooperative and collaborative microtasks. During the teaching process, its continued use reinforces among its members the feeling of belonging to the group, fostering motivation and involvement in the learning process itself.

In this conference paper, the results of an experimental study on the didactic effectiveness of the WhatsApp application for the development of communicative competence in the Italian language through the proposal of written and oral microtasks to A1 level students in non-formal learning environments are presented.

An analysis of elements and interactions in the TELL domain

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Experimental research in the field of TELL (Technology Enhanced Language Learning) is usually undertaken in an essentially ad hoc manner, which while often producing significant improvements in second language competences, makes the consolidation of the research and its application in a broader educational context very difficult. The authors of this article have undertaken a fine-grained

analysis of a sample of this TELL research (see the list of references below) to identify the elements and interactions that make up effective language learning scenarios. Papers on MALL (Mobile Assisted Language Learning), LMOOCs (Language MOOCs) and SOLL (Social Open Language Learning) were analysed. This paper also reviews some prior research on TELL, undertaken with similar objectives, that established the Mobile Open Social Learning for Languages (MOSL4L) framework (Read, Kukulska-Hulme, Barcena & Traxler, 2021). This was argued to provide a way to quantify such learning, both to enable new scenarios to be specified in a rigorous and reproducible fashion and also simplify the analysis of other published experimental research. The conceptual analysis undertaken and reported in this article presents a model of the elements and interactions involved in TELL in Unified Modelling Language (UML). This forms the basis of a new TELL framework, namely the Technologically- and Socially-Boosted Language Learning (TeSoBoLL) framework, an improvement over the MOSL4L framework. Thus, lastly, this paper introduces the TeSoBoLL framework, together with a rubric into which the framework has been coded to simplify, systematize and consolidate the language learning design process for educators and academics carrying out experimental research in the field of TELL.

Flourishing EFL Language Learning and Teaching through Technology Use

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The COVID-19 pandemic has been an unprecedented and unexpected occasion all around the world since 2020. There were 130 country-wide closures that affected approximately a hundred million learners at the time of February 2021 (UNESCO, n. d.). This caused a significant paradigm shift in educational mode, i.e., face-to-face learning environments to online/virtual learning environments. As a result, this qualitative study explored pre-service teachers' perceptions of English language education and the role of schools and teachers in the post COVID-19 era. Fifteen EFL pre-service teachers joined the interviews, and 36 argumentative essays on the topic of English language education were collected in this study. Thematic analysis was used to analyze the interview data and written products. The findings revealed that the pre-service teachers deeply considered technology use as essential, and the future English language classes should be reframed in the post COVID-19

pandemic. Furthermore, developing digital literacy seems to be the key to EFL teaching and learning. Some suggestions of classroom technology integration are also discussed in this study.

Linguistic diversity and language technology: evaluating the impact of machine translated content as a response to the multilingual communication needs of migrant people

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Multilingual communication is key in migratory contexts. Due to budget restrictions for the management of language needs of migrants (Tesseur, 2017), the use of machine translation (MT) is often seen as a handy solution at the different stages of the aid chain (Rico, 2020). However, an indiscriminate use of this technology might involve a breach in the communication workflow or even, at some point, an important risk depending on the type of content to be translated (Nitzke et al, 2019). This proposal explores the impact that machine translated content has as a response to the multilingual needs of migrant people. For this purpose, an exploratory study was conducted along the following lines: a) a corpus of texts (mainly, informative and administrative content) was collected from the Migration Portal of the Spanish Ministry of Inclusion, Social Security and Migration²; b) these texts were translated into three languages (RU, AR and ZH) with MyMemory, the MT system provided by the translation platform MateCat³ combining both the technology of Google Translator and Microsoft translation engine; c) the resulting output was evaluated in terms of adequacy, acceptability and fluency (Moorkens, 2016). This research was designed as a mixed method approach, gathering quantitative data on translation errors and qualitative data on the perceptions of the MT output of a group of 83 participants in a survey specifically designed as the instrument for this study. Complete details of how the study was designed will be given in this presentation: methodology, instrument, participants, corpus, MT engine and evaluation criteria. The analysis of results will reveal how machine translated content is considered, in general terms, as *adequate*,

²Portal de migraciones: <http://extranjeros.inclusion.gob.es/es/InformacionInteres/FolletosInformativos/index.html>

³MateCat: <https://www.matecat.com/>

acceptable and *fluent* for the purposes of the Spanish administration communicating with migrants, even if some key cultural concepts were still mistranslated and would eventually require the intervention of a professional translator.

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⁴INMIGRA3_CM: <http://inmigra.es/index.php?title=Inicio>

⁵ RECRI: <https://blogs.uji.es/ecpc/proyectos/recri/>

Developing multilingualism and interculturality skills through a bilingual enriched digital literary book

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Multilingualism is already a reality in the 21st century, citizens do not use one single language anymore, nor a single second language. However, modern society demands citizens to use different languages to communicate on a daily basis by means of digital communication technology. Encouraging plurilingual citizens is one of the main objectives established by the CEFRL (2018) regarding language learning in Europe. Educational policy in the European Union is focused on the development of multilingualism and pluriculturality and thus, the plans and proposals carried out by the European Commission concreted in the CEFRL (2018) propose different plans to develop it.

Due to the high rates of migration in modern societies, one of the main strategies to carry out plurilingualism has been the integration of a new linguistic skill in the linguistic learning programmes: mediation. This skill is based on the idea of learning languages within a cultural context and from a multicultural perspective (Sánchez Pérez, 2009). In order to foster the learning of various languages in formal education, there are two aspects that should be taken into account in the language classrooms: multilingualism and interculturality. New materials should therefore include these aspects in their approaches and digital tools are a significant means to achieve both multilingualism and interculturality. Namely, the use of digital literature can serve as a resort to promote reading in different languages and also the interaction of the reader to produce in different languages.

The current study analyses the effects of the use of an enriched digital book in a bilingual version, including both the L1 and L2 of the learners, aiming at developing both languages and integrating them in a multicultural and plurilingual context. In order to achieve such objective, different activities based on the contrastive approach have been developed to promote interculturality and multilingualism, fostering the active participation of the students in the reading process and promoting an interactive reading of the plot.

Prediction of the Bracketing of Multi-Word Terms from their External Semantic Relation

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When multi-word expressions are used in specialized domains, they are known as multi-word terms (MWTs). MWTs are often composed by more than two components. For instance, the three-component MWT (or ternary compound) *natural sediment supply*, used in the Coastal Engineering domain, refers to the supply of sediments, naturally provided by rivers.

For MWTs of three or more constituents, a semantic analysis must be performed to resolve the dependency between the components. This structural disambiguation, often known as *bracketing* or *parsing*, involves the grouping of the dependent components so that the MWT is reduced to its basic form of modifier+head. For example, the correct bracketing of the ternary compound *natural sediment supply* is right: *natural [sediment supply]*. Knowledge of these dependencies facilitates the comprehension of a MWT and, consequently, its correct translation into other languages. As such, that fact that the bracketing of *natural sediment supply* is right, implies that its correct translation into Spanish must be *suministro natural de sedimentos*, and not **suministro de sedimentos naturales*.

Since the semantic information in a sentence firmly guides its correct syntactic parsing (Fillmore, 1968; Lazaridou et al., 2013), one could formulate the research hypothesis that the correct bracketing of a ternary compound, when used as an argument of a predicate in a sentence, can be predicted from the semantic information encoded in that sentence.

As semantic information in a sentence, we explored the contribution of five semantic variables to the prediction of ternary compound bracketing. These variables were: (1) The lexical domain of the verb (e.g., MOVEMENT, POSSESSION, and CHANGE); (2) the semantic role of the ternary compound (e.g., AGENT, PATIENT, and THEME); (3) the semantic category of the ternary compound (i.e., PROCESS, ENTITY, or ATTRIBUTE); (4) the semantic role of the argument filled with a named river (e.g., *Mississippi River Delta* with the semantic role of AGENT); and (5)

the semantic relation of the ternary compound to the named river (e.g., *takes_place_in*, *causes*, and *has_function*).

Quality assessment of machine translation of online tourism reviews from the localization perspective

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Neural MT has exceeded all expectations in terms of quality of processed texts compared to previous MT systems and its use has expanded exponentially in recent years. One of the most frequent applications of MT is the translation of user-generated content (UGC) and, more specifically, the translation of reviews in online tourism platforms, whose influence on product reputation and on the commercial decision-making of future users has been widely studied. Among the most important characteristics of UGC, the degree of reliability and credibility of a review depends to a large extent on the naturalness and authenticity perceived from the text, so it is interesting to approach the study of MT quality from the point of view of the adaptation of a text to the requirements of a specific audience and market, following the proposals of localization studies. Therefore, the aim of this paper is to analyze the neural MT behavior of user-generated content from the perspective of localization principles in order to verify whether MT quality depends exclusively on linguistic or stylistic aspects or whether, on the contrary, other aspects such as linguistic and cultural appropriateness to the target user also play a decisive role. To this end, a corpus of 250 reviews originally written in English and subsequently machine translated into Spanish from the Tripadvisor review platform was compiled. Then, the quality of the text resulting from the MT was evaluated following two parameters: level of correctness and acceptance according to MT quality scales and according to the principles of localization.

How can MOOCs aid in the design of a written academic work?

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There is a great bulk of studies related to the implementation of new learning methodologies in the context of face-to-face teaching (Rodríguez et al. 2013). However, new learning and online distance settings are required in tertiary education as it is the case of UNED. In order to carry out these academic works, students should be provided with effective learning resources (San Mateo Valdehita et al. 2018). Battaner et al. (2016) and Fernández Sánchez et al. (2015) point out the students' lack of previous knowledge regarding the competences required to complete their BFPs associated with each Bachelor's Degree.

This study addresses the design and implementation of a Massive Online Open Course (MOOC) as a methodological strategy that aids in the acquisition of the competences required for the elaboration of a Bachelor's Final Project (BFP). This MOOC has been structured in 6 modules with a 12 hour working load. The contents are related to the stages and structure of a BFP; the writing of the abstract, keywords, introduction and title; the state of the art, the methodology, the results and discussion and conclusions; along with other issues regarding visual elements and bibliographical references.

Each module has been assessed by self-assessment tests and students have been encouraged to participate via discussion forums. The resources have been chiefly presented in videotutorials and elaborated from different bibliographical sources (e.g. da Cunha 2016).

The statistics from the course virtual platform have evidenced that the MOOC has had a positive impact on the academic performance of the 1400 students enrolled. The satisfaction survey has demonstrated that the MOOC has contributed positively to the learning of the contents taught.

Thus, the MOOC has been proven to be an effective tool as it has provided students with the necessary learning strategies for the design of a BFP.

Translator trainee's acceptance of Machine Translation and Post-editing (MTPE) through emotional narratives

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In recent decades, translation industry has been dramatically changed by globalisation and the advent of automated processes, which has also shaped multilingual communication. Word processing, translation memories, speech-voice recognition and, most recently, machine translation have challenged the translator working field and practices. All these tools are said to be introduced to increase efficiency and accuracy, and the different translator training programs have been evolving and adapting themselves to new technological concerns. Such is the case of Machine Translation and Post-editing (MTPE), whose rise is due to the fact that access to information and communication is immediate and solutions are needed to be adapted to these current needs (Guerberof and Morkeens, 2019). A good number of studies have put their focus on trainee translators' attitudes toward MTPE (Gaspari, 2001; Pym and Torres Simón, 2016, Koponen, 2015) and provide findings based on mainly quantitative methods. However, very few studies are based on the emotional side, that is, the effects of good or bad user experiences of MTPE to explain translator trainees' acceptance or reluctance of these automated processes. Drawing on the qualitative methodology of emotional narratives, and based on previous studies on narrative analysis (Koskinen and Ruokonen, 2017), this presentation will describe and present the results of an exploratory study in which a group of 35 undergraduate translation students were asked to write a short 'love letter/break-up letter' to MTPE. After applying a thematic analysis, findings show that translator trainees expect MTPE to be mainly learnable and efficient. The analysis also reveals that understanding and managing emotions of our students is crucial to better integrate MTPE within translator training as a whole in order to fully prepare them for their professional careers.

Computer agents with non-native English as a credible compromise between solidarity and professionalism: university communication in national cultural accents

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Language perception plays an important role in social practices in a mobile digital culture. In intercultural university contexts, interaction of communicators does not only depend on professional expertise ascribed but also on cultural proximity perceived by foreign students. This is particularly important for human-computer interaction used to welcome and interact with foreign students at university. We aim at proposing a concept and reference implementation of a conversational pedagogical agent to maximize credibility and thus learning outcomes in groups of non-native speakers of English. Utilizing a state-of-the-art neural text-to-speech (TTS) system, we develop a pipeline that allows the manipulation of individual phonetic, prosodic and grammatical language cues of Chinese, Italian and Czech English. Our goal is to demonstrate which language cues contribute most to credibility and thus learning outcomes. To achieve this, we conduct sociolinguistic interviews with participants in China, Italy and the Czech Republic, transcribe and annotate the interviews and use this data as training data for our neural TTS system. This also allows us to propose a linguistically motivated quality metric for neural TTS systems. Ultimately, we hope to show that credible conversational pedagogical agents can be useful tools in enhancing learning through personalization. First results allow us to discuss whether Chinese communicators are more computer-affine than Europeans, whether European languages like the Romance Italian or the Slavonic Czech are simply closer to the Germanic English than Chinese languages like Putonghua or Cantonese, or whether complex unconscious suprasegmental cues are more important in signalling solidarity than stereotypical consonant “problems” that reduce the impression of professionalism. Although Covid-19 has slowed down the data collection of the project, it has also highlighted the importance of the project, since agents may be affected by other viruses, but not by variants of Covid-19.

mLearning for Palestine: Practical challenges in a project to “bridge educational and socio-political gaps” for university language learning

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Mobile learning seems the ideal solution in the context of walls and roadblocks in Palestine. It allows teachers to reach their students when they cannot travel and it allows students to access learning materials when internet access and a convenient working atmosphere are available. However, qualitative and quantitative evidence from an EU-funded project in Palestine shows that several important changes have to be implemented at the same time: from teacher- to student-centred instruction, from passive consumer to autonomous learner, from Euro-centred to localised materials, from mobile phones for fun and communication to mobile phones for work and learning, from proprietary thinking to open educational resources, from traditional roles as content vs. technical developers to integrated social learning facilitators, etc.

This contribution describes these changes and related challenges in a project that combines technology and specific cultural learning strategies. The qualitative analysis is based on a questionnaire administered to 165 students from Al-Quds Open University, the qualitative analysis uses reading passages and exercises from the text-books produced by Palestinian teachers for Palestinian learners at A2 to B2 levels. These practical examples illustrate the challenges faced in different project stages from needs analyses to implementation in different media and learning technologies.

Language learning through digital civic education and engagement

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The use of technology to foster civic engagement has increased over the last decade and some authors note that young people are finding new innovative ways to participate in society (Crowley & Moxon, 2017). Given the increasing cultural diversity of the student population in higher education, there is a growing need to provide them with a more global perspective of what it means to be an active citizen. The Erasmus+ project NEXUS (ref.: 2019-1-ES01-KA203-065861) aims to explore the characteristics, benefits and tools available for active digital citizenship in order to innovate the educational process in this area and improve student engagement.

The project focusses on such aspects as digital democracy and digital civic engagement through the use of civic-tech. The former refers to the practice of online democracy, where citizens assume a participatory role in the political decisions of their communities (Simon et al, 2017). Civic-tech acts as a catalyst here for social change through citizen empowerment and the connection between citizens and governments.

Effective online civic engagement requires an intermediate level of digital literacy (UNICEF, 2020). Therefore, an understanding of the relevant language in which to engage digitally is crucial. Within NEXUS a MOOC on active digital citizenship structured in micro-learning units was developed (and run between April and June 2021), which included a final questionnaire that focused on the linguistic aspects of the course.

The results indicate that students would be more participative if they felt confident with their linguistic competence, and therefore, there is interest in specific training on the linguistic aspects (cultural, social and communicative) related to civic engagement (e.g., transversal leadership competences, talking about civic trips or projects, etc.). Among the digital learning resources indicated by students as preferred for such training are: expert participation, mini-videos, presentations and online resources, discursive texts, glossaries, etc.

The Effect of Online Peer and Teacher Feedback on L2 Fluency Development: The Case of Prefabricated Structures of IELTS Speaking Part 1

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This two-fold study was aimed at (a) determining whether applying prefabricated structures affects the fluency development of IELTS takers, (b) comparing the effectiveness of feedback received by teachers and peers, (c) and examining IELTS takers' perceptions about Edmodo mobile application. In so doing, the researcher initially homogenized the participants' proficiency by a test developed by the Michigan publication house. In this qualitative and quantitative research, 30 participants were selected from Ava International Language Center and they were further divided randomly into two groups of peer correction and teacher feedback in Edmodo; in 7 sessions they both received the same treatment of prefabricated structures about the most seven frequent questions of IELTS speaking part 1 used as pretest and posttest. After collecting the audio files on Edmodo, they were scored by a former IELTS examiner and the researcher according to the Speaking Scoring Rubric provided by IELTS Australia and Cambridge English Language. This quantitative and qualitative research initially focused on the prefabricated structures; then, the qualitative parts went through the participants' perceptions about Edmodo and feedback. The quantitative results indicated that employing prefabricated structures in both groups of teacher's feedback and peer correction was effective on their L2 fluency development. Qualitatively, based on participants' perceptions, the results revealed that using Edmodo was interesting and helpful for their learning. The results also revealed that although the majority of the participants claimed that they preferred to receive feedback from their teacher rather than their peers, the statistical results showed that there was no statistically significant difference between those who received feedback from their teacher and the ones who were given feedback by their classmates.

Technologically-enhanced Language Learning Pedagogies: Multilingualism and Interculturality in the Digital Era

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The outbreak of corona virus disease has affected the higher education sector. Both teachers and students should have relevant training and support in order to use new technologies in an efficient and effective ways (Gradinarova, 2015). On-line environments can trigger effective collaboration among teachers, which allows them to exchange ideas, to implement innovative, student-centred teaching methods (Slavit et al., 2011) and to improve their motivation and self-efficacy (Wigglesworth, 2011), to facilitate teacher professional learning inspired by planning, preparation and inclusive approach to learning, teaching and assessment (Attard and Shanks, 2017). Inclusive teaching, based on the principles of diversity, equity and equality, collective responsibility, enriched by the varied backgrounds, experiences, learning needs and preferences of students, accessible methods of delivery, enhances the development of classroom community, increases the opportunities for the students to collaborate (Florian, 2014) and have better academic progress and achievements (Pufpaff et al., 2015).

This study investigated the issues of inclusive teaching/learning and assessment based on the principles of equity, equality and diversity, and critical digital literacies in EFL classrooms; student engagement and collaboration in on-line environment, the development of critical digital literacy, cognitive, social and self-directed learning skills and beliefs about multilingualism of students, future EFL teachers in Cyprus, during a teaching methodology, teaching practicum course.

The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism, equity, equality and diversity, critical digital literacies in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes, for inclusive teaching/learning/assessment. The analysis of the data (blog entries and comments, classroom discussions) showed that future EFL teachers have a positive attitude towards multilingualism and inclusive teaching/learning/assessment and that they should be promoted.

Didactic audiovisual translation in online contexts: A pilot study within the TRADILEX project

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The didactic applications of audiovisual translation (AVT) to foreign language learning contexts have been receiving increasing interest in the last decade, from researchers and practitioners alike (Alonso-Pérez & Sánchez-Requena, 2018; Lertola, 2019; Talaván, 2020). The TRADILEX project aims at reinforcing this area of study about the educational applications of AVT by designing and testing a methodological proposal where various AVT modes (subtitling, voice-over, dubbing, and the media accessibility modes of audio description and subtitles for the deaf and hard of hearing) have been applied to enhance integrated skills in English as a foreign language (Talaván & Lertola, in press). Once the proposal and the data gathering instruments were designed and pre-tested by a group of research experts in the field, the various didactic sequences contained in the methodological design were piloted with small groups of students in the course of one and a half months each. The pilot tests started with a pre-pilot trial making use of the didactic voice-over sequence applied to a total of 31 subjects. After gathering preliminary results and making the necessary changes to the design and instruments, if any, the remaining sequences were piloted with an approximate number of 100 students in total. All sequences were tested both for B1 and for B2 levels, with their corresponding lesson plans, tests of integrated skills (Couto et al. 2021), questionnaires, and semi-structured interviews.

This presentation will offer an account of the whole piloting process to show how the methodological design, the lesson plans, and the instruments were tested as functional and reliable

before undertaking the pre-experimental long-term study that lies at the core of the TRADILEX project.

VR Simulation Tasks for Collaborative L2 Grammar Learning

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Recent investigation on the effects of 3D multi-user virtual environments (MUVEs) has revolved around affective constructs such as social cohesion and motivation. However, their efficacy in promoting EFL university learners' acquisition of a specific grammatical feature has been under-researched (Chen, 2020). Especially, English phrasal verbs and prepositions are frequent in use, but not well learned by adult EFL learners due to limited opportunities to practice them in authentic contexts (Schmitt & Redwood, 2011).

Theoretically motivated by technology-mediated task-based language teaching principles (Ortega & González-Lloret, 2015), this paper presents a qualitative study to show the effects of an MUVE on EFL L1 Japanese university learners' acquisition of L2 English phrasal verbs and prepositions with transparent meanings. The study employed collaborative simulation tasks for those learners to use the target forms on a virtual reality (VR) platform *Spatial*. This application was chosen for its 'physical' interactivity allowing participants to practice motions encoded in target grammatical forms.

The study lasted around one month. Two EFL university learners in Japan and two L1 English peers met on *Spatial* weekly for 30-40 minutes. They were given oral and written guidelines to place and interact with 3D objects to build a house or their own virtual room. Video-audio-chat recordings on *Spatial*, a semi-structured interview, and the investigator's field notes were analysed through grounded theory.

Results showed that the EFL participants gained receptive and productive skills for phrasal verbs and prepositions through real-life simulation tasks. Their level of perceived usefulness toward learning grammar on the MUVE also increased across those sessions; they found the MUVE a viable tool to learn L2 grammar interactively and safely, especially under circumstances surrounding COVID-19.

The presentation ends with pedagogical recommendations for using VR tools to teach university EFL learners L2 grammar remotely.

“Awesome! 대박! (dae-bak)”: TikToking Korean in Spanish and English

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Popular among a younger audience, TikTok configures a site where users upload three-minute-long videos with assorted content on a frequent humorous note. There are TikTok videos on books, movies, gaming, lifestyle, sport, or politics. There are also videos on languages and language learning. Whether they are professional teachers or ongoing learners or simply language users, some TikTokers put on the hats of teachers to teach or show some aspect of their languages and cultures, whether these correspond to their L1 or L2 systems. Inspired by prior studies on identity and language learning on TikTok (AUTHORS, in press), we have taken the opportunity of using TikTok to depict what it is like to learn a distant language via the input TikTokers provide. A one-week narrative account of the accessed videos and lived experiences using TikTok for 30 minutes per day was compiled by two researchers. The target language is Korean, and the target hashtags to access and learn Korean were #learnKorean and #aprendercoreano (both researchers are competent in English and Spanish whereas only one is competent in Korean and the other is a zero-beginner learner, whose first active exposure to Korean is the TikTok experience presented here). In the 30 minutes of daily exposure, 15 minutes were allocated to access videos on #learnKorean and 15 minutes to access videos on #aprendercoreano. Every video accessed was compiled for later analysis, and the lived experiences accounted for (1) language/culture aspects covered in the videos, and (2) strategies used to present the language/culture on the grounds of (a) *the use of intermediate languages*, (b) *transalphabetic strategies* (including romanization), (c) *multimodal aids and visual saliency*, and (d) *humorous discourse practices*. While we are still finishing the compilation of data for subsequent analysis, we envisage that most videos can be tagged as informally generated “pedagogical translanguaging” (Cenoz & Gorter, 2022). Some

salient result is that while TikTokers strive for a multimodal orchestration of videos, for a zero-beginner learner of Korean retaining language is a difficult task. A preliminary look at the videos indicates a high number of opportunities to discuss intercultural and sociolinguistic difference between distant language systems and cultures, which can lead to greater metalinguistic awareness in multilingual speakers and might bear potential for language education.

Discourses on social media: the case of Asturian language and Twitter

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Social media has become a platform for several social causes throughout the years. Minoritized languages such as Asturian have benefit on the use of social media to expose their situation and use the platform as a speaker. This turn on the sociolinguistic path of the language has open a new open space where the argument of those who support the officialization of the language and those who are against it. The glotopolitical situation of Asturian has reach to another level where retweets, favs and likes become linguistic weapons that approach us to the speakers of Asturian. Through the analysis exposed in my presentation, I will reveal the linguistic conversation from the last years, and how it has affected the linguistic thoughts of nowadays Asturian society.

Enhancing sociocultural awareness in intercultural encounters: Exploring the linguistic landscape in virtual exchange

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In this study we present the findings from a virtual exchange project between undergraduate students of English at a Spanish University and students of Spanish at an American university who collaborated online for one and a half months. After engaging in tasks that required information

exchange, and comparison and discussion of four cultural topics using WordPress and Zoom, the final task involved exploring the linguistic landscape (LL) (Burwell & Lenters, 2015; Malinowski, 2015; Shohamy, Ben-Rafael & Barni, 2010) and how the foreign/second language was used in their respective cities in order to encourage sociopragmatic awareness. The research question guiding this study was What sociocultural issues are raised when critically analyzing language representation in the LL of these cities? In order to find answers to this question, the students had to upload and tag photos that showed how the foreign/second language appeared in the signs. Then, they had to categorize the photos into top down (public) and bottom up (private) following Ben-Rafael et al.'s (2006) proposal. Finally, they had to critically discuss first online (Zoom) and then in a joint essay, the *why*, *who* and *for whom* of the signs: Why are these signs here? Who makes these signs and decides on their language choice? Who are these signs for? Who is the target audience? Data analysis included quantitative analysis (descriptive statistics) and qualitative analysis (coding and categorization) of the photos taken by the students in addition to qualitative analysis (open and axial coding, Grounded theory) of the content of their essays. Results show that through this task, the students developed their awareness of sociocultural issues (language status, power, social representation, discrimination and identity) by having to reconcile their own knowledge and experience with those of their partners.

Visual Processing Favors the Development of Transcultural Competence of Intermediate Chinese L2 Learners of Spanish

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Previous studies have shown that the inclusion of visual cues (e.g., co-speech gestures) in formal training helps L2 learners to improve their grammatical competence. The goal of this study is to explore whether the use of visual cues, concretely, *co-speech real life scenarios*, can enhance L2 learners' transcultural competence. A total of 40 intermediate (approx. B1-level) Chinese L2 learners of Spanish were requested to complete a series of tasks on both grammatical and cultural knowledge based on multimedia materials that they were presented. A pre-post experimental design was implemented: in the pretest, all of the 40 participants were presented only audio materials, whilst in the posttest, half of them (in the experimental group) were presented audiovisual materials, and the other half (in the control group) were presented only audio materials (extracted from the audiovisual materials used in the experimental control). The audio and audiovisual materials covered five topics: history, science, art, literature, and tourism. A delayed cultural test was carried out three days after the experiment for both experimental and control groups. The results revealed that the experimental group performed significantly much better than the control group in only cultural tasks but not in grammatical tasks. The finding shows that visual processing in language learning favors the development of transcultural competence (at least from a perceptual perspective) of intermediate Chinese L2 learners of Spanish. From a pedagogic perspective, our finding suggest that co-speech real life scenarios should be taken into account in the teaching of foreign languages and foreign cultures so as to help students to develop their transcultural competence in a quicker and better way.

Evaluating Written Practices, Reactions and Impact of the (Standardised) Orthography of Zamboanga Chavacano

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Zamboanga Chavacano is the most vibrant Philippine Creole Spanish variety and the only among the initial batch of twelve local languages chosen to be part of the Mother Tongue-Based Multilingual Education (MTB-MLE) program in the Philippines (Department of Education, 2016). Hence, since 2012, it has been taught as a subject and has served as a medium of instruction in the public schools of Zamboanga City (Government of the Philippines, 2011).

Despite the approval of a standardized orthography in 2014 (DepEd Zamboanga City Division, 2016), this variety continues to be written using several ad hoc spelling systems influenced by Filipino, English and Spanish to varying degrees. By means of a self-administered questionnaire, widely distributed in the social networks, this work has aimed to investigate the level of awareness of Zamboanga Chavacano speakers' community to the standardized orthography and their reactions to it.

The questionnaire consisted of a total of 18 questions, distributed among three sections, namely "About you" (personal and demographic data), "About your use of Chavacano" (use of Chavacano in different areas of private and public life) and "About the Zamboanga Chavacano Orthography" (assessment of its readability in comparison to a non-standard spelling system and of the respondents' interest in learning more about it).

The data collected by means of the questionnaire show that the new writing system, more based on etymology than on reflecting its particular phonetic evolution, may be fairly complex and challenging for the average speaker of this language. This survey has also been used to make a preliminary assessment about the contexts in which the language is usually written, so that a suitable corpus of written Chavacano could be devised for the study of the spelling errors made by the speakers, according to the standardized orthography (Anonymous, in press).

Preliminary Results on the Evaluation of Computational Tools for the Analysis of Quechua Varieties

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Lately, there has been a growing concern about the preservation and revitalization of minority, endangered and indigenous languages, for they are an essential part of UNESCO's Intangible Cultural Heritage (UNESCO, 2003; 2020). One way to attain these goals is to develop some computational linguistic resources for these languages, similar to those already available for other languages (Ceberio Berger et al., 2018). This is precisely the final aim of this work, that is, to evaluate, update and provide some computational resources for Quechua, a widely spoken but less-resourced South-American language.

Quechua is actually a macrolanguage (SIL International, 2021) or a language family comprising two branches: I (Central) and II (Peripheral). Branch II, in turn, comprises three other branches: IIA (Yunkay), IIB (Northern) and IIC (Southern) (Torero, 1983; Parker, 1969). Already developed analyzers for Quechua, namely AntiMorfo (Gasser, 2011) and squoia (Rios, 2016), focus on some varieties in the IIC branch (the most spoken one). However, analogous tools are missing for the other Quechua branches.

Thus, this research has focused on evaluating the behavior of these Quechua IIC tools when analyzing other Quechua varieties. In particular, we have aimed at determining how to adapt and retarget them to analyze these other varieties. Towards this end, we have extracted some text samples from teaching materials written in different varieties, namely: I (*Chawpi* from Peru), IIA (*Inkawasi- Kañaris* from Peru), IIB (*Kichwa* from Peru and *Kichwa Unificado* from Ecuador) and IIC (*Chanka* and *Qullaw* from Peru, *Quechua Normalizado* from Bolivia, *Qichwa* from Chile and *Santiagoño* from Argentina). These text samples have been processed by means of the tools afterwards. A quantitative- qualitative analysis has then been performed to their outputs, regarding 1) their coverage (number of words being recognized and analyzed) as for the aforementioned Quechua varieties, and 2) the cases for which the tool was unable to generate any output. This analysis has provided the information required to develop new versions of the tools that can cover much more varieties of Quechua (future work).

Online peer conferences: a window of opportunities for written corrective feedback

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It goes without saying that the pandemic has had a strong impact on the way we teach and learn. Brazilian universities implemented remote learning that lasted for more than 15 months. While the initial move was a reaction to an emergency and saw the transposition of many classes to the virtual mode, the following months saw the flourishing of initiatives that enhanced learning by the use of technology. In this paper, we report the use of Google Meet sessions to mediate written corrective peer feedback in L2 academic writing classes. Feedback is considered an object that is emotionally saturated (Benesch, 2019) and when given and received by a peer can cause emotional dissonance (Li; Reynolds, 2021). From a sociocultural perspective, we report how the implementation of online peer sessions to discuss learners' feedback help mediate feedback, foster collaboration, and alleviate the emotional burden of online teaching some learners feel. To this end, this qualitative study uses an ethnographic microanalysis approach. The data come from individual semi-structured interviews, recorded online peer-to-peer feedback sessions, and retrospective individual interviews from two pairs of students. The participants are two pair of tertiary learners who had two online meetings to discuss their feedback on two texts they wrote for an L2 academic writing course over one semester. Results indicate that online sessions not only alleviate written corrective feedback, but enhance learning as it offers a multimodal channel of communication where non-linguistic aspects play a role mediating written input.

Using ICT for autonomous language learning in an EMI (English-Medium Instruction) context

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English as a medium of instruction (EMI) is on the rise in European Higher Education (Wächter & Maiworm, 2014), as institutions are progressively internationalized and desire to compete globally (Smit & Dafouz, 2012). Although EMI students should have a certain threshold level proficiency in the language of instruction in order to understand the specific concepts presented in class (Räsänen, 2011), many of them face language difficulties (Räsänen, 2011; Sawari et al., 2013). As students adapt to the foreign language, they may use a variety of strategies to cope with the demands of disciplinary content delivered in English (Airey and Linder, 2006; Hellekjær, 2010). While it would be desirable to provide specific language support for EMI students (Hellekjær & Hellekjær, 2015), students need resources for independent language learning, which often involve the support of technology. In EMI contexts, it is appropriate to consider learner autonomy from a broad perspective, going beyond self-directed, independent learning, to incorporate a social-interactive component, integrated in classroom learning (Little, 2017). Therefore, from this broad perspective of autonomy, and especially taking into account the affordances of technology in terms of portability and access both inside and outside the classroom (Reinders and White, 2016), and also that technology can act as a motivation booster when students are engaged in the exploration of relevant disciplinary content (Hafner et al. 2017), this paper explores how EMI students and teachers use ICT (Information and Communication Technologies) to study and teach respectively subjects in English.

In a qualitative study conducted in two EMI engineering classes at the School of Agricultural Engineering of the University of Lleida, students and teachers were observed both during classes and out-of-class small group work, as they used technology to cope with language issues arising from EMI. Data from classroom observation, interviews with students and teachers, students' laptop screen recordings and student logs with reflections on their own activity show that the lecturer and the students use of a variety of technology resources to support the learning of language in EMI, such as images, subtitled videos, online dictionaries, websites, texts and interactive exercises. This paper will discuss how the combination of such resources can promote the comprehension of contents in English and autonomous language learning in an EMI context.

Quality assessment and post-editing of Google Translate output in specialised translation

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The idea of Translation Quality Assessment, promoted by House and Hatim in the 1990s became particularly functional with the necessity to post-edit Machine Translations (MTs) when they started to be used by not only professional translators but also ordinary people with the occurrence of free services, like Google Translate (GT). The awareness of the reduced credibility of such tools was noticed then. At the same time a quest for methods to improve communication and raise GT products' quality even in specialised areas occurred.

The paper examines the issue of GT's performance in the translation of specialised legal texts from English into Polish based on an excerpt from the Louisiana Civil Code, treated as the research material studied in terms of finding GT errors and the quality improvement in the process of post-editing.

The reason for recognizing GT as a tool in handling specialised translations is its growth in translation correctness and efficiency (introduction of the Neural Machine Translation). Caution is justified by a certain range of errors specific to MT. In the case of legal texts, a discouraging factor could also be so-called risk management referring to such issues as data-breach or liability for the effects of wrong translations (Nitzke et al., 2019).

In the paper, human metrics of quality assessment will be proposed and errors classified based on a comparative study of the source text (ST) in English and the target text (TT) in Polish, generated by GT in the first search for the equivalents. The TT will then be evaluated in terms of possible improvements based on legal language characteristics described by Mellinkoff (2004) and Jopek-Bosiacka (2006).

The outcome of the research is going to be a compendium of methods proposed to facilitate and accelerate the translation process through using GT and make GT translations more acceptable products.

