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arQus
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KEYNOTE SPEAKERS' ABSTRACTS

Contents

Abstracts of the 1st day of the Conference. Thursday, 21 October 2021

Olaf Bärenfänger. Multilingualism and Multiculturalism - Arqus Perspective.....	3
About the Speaker	3
Maria Teresa Zanola. Multilingualism and Language Policy in Higher Education: Facing the Challenge.....	4
About the Speaker	4
Robert O'Dowd. Reviewing Intercultural Learning Outcomes in Virtual Exchange	5
About the Speaker	6
John Corbett. Conflict, Mediation & Drama: English in Contexts of Intercultural Crisis	7
About the Speaker	7

Abstracts of the 2nd day of the Symposium. Friday, 22 October 2021

Manuel Célio Conceição. Linguistic Diversity and Knowledge in Higher Education: an Embedded Engagement	8
About the Speaker	8
Mireia Trenchs Parera. Plurilingualism, Intercultural Sensitivity and New Identities in the 21 st -century Internationalized Undergraduate Classroom.....	9
About the Speaker	9
Johann Fischer. Rethinking Language Assessment: Integrating the four Skills in Task-based Assessment – Making Language Tests More Meaningful	11
About the Speaker	11

Abstracts of the 1st day of the Conference
Thursday, 21 October 2021

Multilingualism and Multiculturalism – The ARQUS Perspective

Prof. Dr. Olaf Bärenfänger
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Language policy – understood as a strategic bundle of measures to create functional multilingual as well as multicultural environments for education, research, and transfer – is at the core of the ARQUS university alliance. In my paper, I will present an overview of the rationale behind the ARQUS language policy. Some examples will illustrate what efforts have been made in particular to promote multilingualism and multiculturalism at a European level. The focus will be on cooperative approaches to preparing and supporting students for education and careers in a globalised world. In particular, I will address the challenges of an era in which physical mobility has been abruptly curtailed, while virtual mobility has been greatly expanded, and the resulting perspectives for the future.

About the Speaker



He has headed the Language Centre at Leipzig University since 2008. He also teaches at the Herder Institute of Leipzig University as a professor specialising in applied linguistics.

His academic research focuses on digital and virtual teaching and learning methods, test science, the description and measurement of professional and academic language skills, as well as the planning and implementation of needs analyses as a basis for meaningful language testing procedures and language teaching. He heads Action Line 4 “Multilingual and Multicultural University” in the Arqus Alliance.

Multilingualism and Language Policy in Higher Education: Facing the Challenge

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LP in HE has often been considered a combination of legal, political, economic, scientific, and business competence in communication and language use that will contribute actively to an international approach to every single language and cultural context. How will these features come into play to face the challenges of the pandemic and post-pandemic era?

These aspects will be discussed using adequate methodology and selected applications, along three main directions:

1. *The relationship between multilingualism and knowledge creation.* Languages open to world representations, quality of knowledge, and diversity of thought: enhancing a multilingual interdisciplinary approach in the new generations is a priority for LP in HE.
2. *The relationship between multilingualism and knowledge transmission at different levels.* Multilingualism in scientific communication is the *fil rouge* for scientific popularization and specialized terminology in international, national, regional and local contexts: words and terms used in specialized discourse provide an entry into the world of technical and scientific knowledge.
3. *The role of HE institutions in society and their organization.* Multilingualism and the legal issues resulting from the internationalization of universities show the crucial role of an adequate LP in HE for the future of our society.

As a factor of social cohesion, both national and international languages are the core of HE, providing students with full preparation to responsible citizenship and respect towards diversity in its broadest sense. Differences among contexts and how these differences may inspire different LP solutions, in order to maintain the crucial role of universities in forming citizens more educated in competition in an international arena, and more prepared for society needs.

About the Speaker



Maria Teresa Zanola is full Professor of French Linguistics at the Università Cattolica of Milan, where she is director of the Observatory of Terminologies and Language Policies (OTPL) and of the Language Center. Chevalier dans l'Ordre des Arts et des lettres (French Ministry of Culture and Communication, 2013) she is president of the Conseil Européen pour les Langues/European Language Council (CEL/ELC) and of Realiter (the network of terminology in Romance languages). Her studies have achieved very significant results in two main directions: theoretical and diachronic research in terminology and analysis of international perspectives on language policy in Higher Education.

Reviewing Intercultural Learning Outcomes in Virtual Exchange

Dr. Robert O'Dowd

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‘Virtual Exchange’, also referred to in foreign language education as telecollaboration, refers to the application of online communication tools to bring together classes of language learners in geographically distant locations with the aim of developing their foreign language skills and intercultural and digital competences through collaborative tasks and project work. Many studies have explored the potential of this activity for supporting collaborative language learning and developing intercultural competence in learners (Kern, 2014; Lewis & O’Dowd, 2016; O’Dowd, 2013, 2015).

However, Virtual Exchange is also an activity which has received its fair share of criticism in the literature, and at times there is a clear scepticism amongst commentators as to its effectiveness in developing intercultural competence (Kramsch, 2014; Liddicoat & Scarino, 2013). With this in mind, this presentation will review the results of various recent research studies which have looked at the impact of Virtual Exchange initiatives on intercultural competence development (Stevens Initiative, 2020; the EVALUATE Group, 2019). We will also explore the main criticisms and concerns which have been expressed in relation to online intercultural exchanges and will then reflect on how both practitioners and researchers can react and learn from these critiques. Critical incidents from recent exchanges will be used to illustrate the difference between merely establishing intercultural contact online and actually bringing about contexts for intercultural learning.

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About the Speaker



He is Associate Professor (professor titular) for English as a Foreign Language and Applied Linguistics at the University of León, Spain. He has taught at universities in Ireland, Germany and Spain and has over 40 publications on the application of Virtual Exchange in university and pre-university education settings. He was the founding president of the UNICollaboration academic organization for telecollaboration and virtual exchange and has been invited to be plenary speaker at international conferences in the US, Asia and across Europe. Among recent activities, he was invited in 2019 to be co-editor of a special edition of the prestigious journal *Language Learning & Technology* on the theme of Virtual Exchange in Foreign Language Education. He also coordinated the Erasmus projects Integrating International Networks in Higher Education (INTENT) (2011-2014) and the European Policy Experiment Evaluating and Upscaling Telecollaborative Teacher Education (EVALUATE) (2017-2019). He is currently coordinating the Erasmus+ European Policy Experiment Virtual Innovation and Support Networks for Teachers (VALIANT) (2021-2024) and collaborates with other experts in the UNICollaboration organisation to offer comprehensive evaluation studies of Virtual Exchange programmes.

Conflict, mediation & drama: English in contexts of intercultural crisis

John Corbett

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This presentation draws on Paulo Freire's Pedagogy of the Oppressed and Augusto Boal's related Theatre of the Oppressed to explore how drama and critical pedagogy can contribute to mediation in intercultural English language education at university level. The session explores instances in which students and teachers have collaborated to produce dramatic sketches and performances that address issues of conflict and crisis. Examples are drawn from Bogota in Colombia, where teacher trainees participated in a project to incorporate themes of post-war reconciliation into their ELT classes, and from Zhuhai in China, where students drew on their own ethnographic research to address mental wellbeing in the wake of the COVID-19 crisis. The session also looks at basic drama techniques that teachers can adapt in order to build trust, address conflict and seek resolution in their classrooms.

About the Speaker



John Corbett is a Professor of English and Director of the English Language and Literature Studies Programme at BNU-HKBU United International College in Zhuhai, China. Between 2017 and 2020 he was a CAPES International Fellow and Visiting Professor at the University of Sao Paulo in Brazil, working on a project to develop academic literacies in English across several faculties. He has published and edited a number of books and articles on language teaching, including *Intercultural Language Activities* (CUP 2010). He is currently the President of the BRAZ-TESOL Intercultural Language Education Special Interest Group.

Abstracts of the 2nd day of the Conference
Thursday, 21 October 2021

Linguistic Diversity and Knowledge in Higher Education:
an Embedded Engagement

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Languages in higher education are often viewed as mere instruments for communication and their diversity is being reduced to a so-called lingua franca. The situation will be discussed showing how languages management (cause and consequence of a certain conception of internationalisation) seems to be changing because of new societal needs, new approaches to higher education missions and new expectations. Considering languages and knowledge as interdependent, we will argue for the increasing need of language diversity in higher education to enhance its change, increasing its societal impact and creating an embedded engagement.

About the Speaker



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Main research and teaching interests: *multilingualism, languages policies, technical and scientific communication, terminology, languages teaching and learning.*

Plurilingualism, Intercultural Sensitivity and New Identities in the 21st-century (Non-) Internationalized Undergraduate Classroom: Results from the TRANSLINGUAM-UNI Research Project

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This talk will present results from the on-going TRANSLINGUAM-UNI Project (AEI/FEDER, UE-PGC2018-098815-B-I00; <https://www.upf.edu/web/translinguam-uni>) at Universitat Pompeu Fabra, Barcelona. Our point of departure is that present-day university classrooms foster social networks where, due to international migration and growing academic mobility, young people from different origins co-construct adult attitudes and identities and may develop multilingual skills and intercultural sensitivity. Thus, the project investigates whether highly internationalized --namely, multilingual, multicultural and with full EMI-- undergraduate university classrooms foster the development of transcultural competence among students, and to what extent. As a novelty, this competence is understood from an interdisciplinary perspective and measured along four dimensions: (1) linguistic (i.e. individual progress in plurilingualism and English as L2, as well as translanguaging practices), (2) attitudinal (i.e. towards languages present in the classroom), (3) affective (i.e. development or not of intercultural sensitivity) and (4) identity (i.e. affiliation to local or global identities). With a mixed-methods approach, the project has developed a case study of such a highly internationalized undergraduate classroom. This talk will present quantitative and qualitative results obtained from the analysis of classroom observations, a profile questionnaire, a questionnaire measuring intercultural sensitivity, a social network generator, and interviews with both local students and students on academic mobility. The ultimate goal of the project is to provide knowledge to academic and political leaders interested in addressing some of the challenges posed in present-day internationalized multilingual and multicultural educational contexts.

About the author



She is Professor of Applied Linguistics and Multilingualism, Department of Humanities, Universitat Pompeu Fabra, Barcelona (SPAIN). Professor of English Studies holding a Chair in Applied Linguistics and Multilingualism at the Department of Humanities of Universitat Pompeu Fabra (Barcelona, Spain). Elected board member of Conseil Européen pour les Langues/European Language Council (CEL/ELC) and Societat Catalana de Sociolingüística (SOCS). Principal researcher of Intercultural Spaces, Languages and Identities research group (GREILI-UPF) and senior researcher of the Acquisition of Languages from the Multilingual Catalonia research group (ALLEN CAM). Currently, her lines of research include qualitative and mixed-method studies on: (a) ideologies and language practices in multilingual and

multicultural contexts, (b) language teaching, acquisition and learning in multilingual and international contexts, and (c) transcultural competence in internationalized educational contexts and stays abroad. Author and editor of books (E-mails a una Mestra, Nuevas Tecnologías para el Autoaprendizaje y la Didáctica de Lenguas and Experiencias de Innovación Docente en la Enseñanza Universitaria de las Humanidades), as well as of book chapters published by John Benjamins, Milenio, Multilingual Matters, Octaedro and Routledge publishing houses. She has also published scientific articles in such journals as Language and Linguistic Compass, International Journal of Bilingual Education and Bilingualism, Journal of Sociolinguistics, Journal of Multilingual and Multicultural Development, Canadian Modern Language Review and English for Specific Purposes.

Rethinking Language Assessment: Integrating the Four Skills in Task-Based Assessment – Making Language Tests More Meaningful

Johann Fischer

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The Council of Europe's CEFR Companion Volume (2020) invites us to consider language learners as social agents negotiating and co-constructing meaning in real-life situations of communication. Following the principle of constructive alignment (Biggs 1996) classroom activities need to reflect the learning outcomes defined, and assessment activities need to map with teaching. While task-based and action-oriented classroom activities such as projects, case studies and global simulations allow for simulation of real-life situations of communication, end-of-course tests frequently still do not correspond to real-life activities. Meaningful assessment tasks will focus on the productive skills, but might lack the receptive skills that are equally important in the teaching and learning process.

In this paper I will present a new model of a task-based approach to assessment that integrates all four skills and aims at mediating texts and concepts, that reflects real life situations of communication and that provides tasks that are meaningful to the test taker. Participants are invited to discuss this model, develop it further and adapt it to different contexts.

About the author



Johann Fischer studied English, French and Italian at the University of Bamberg and the Université de Toulouse-Le Mirail and holds a PhD in Romance Sociolinguistics. He set up the university language centres at the University of Hohenheim and the University of Tübingen, was then Director of the language centre at the University of Würzburg before moving to the University of Göttingen, where he has been Director of the University's Centre for Languages and Transferable Skills since 2009. He has been member of the UNICert Committee since 1994 and its Chair since 2007. He has been board member of the German association of university language centres AKS since 1996. From 2004 to 2008 he was Secretary General and from 2008 to 2012 President of CercleS, and is one of the founders of NULTE

– the Network of University Language Testers in Europe (under the umbrella of CercleS). He has been involved in various European projects on language teaching, learning and assessment, and has co-ordinated several EU and ECML projects (e.g. projects LCaS, EXPLICS, GULT and currently VITbox). His research focuses on the implementation of the CEFR, LSP teaching, language testing, task-based teaching & assessment, quality assurance, the development of transferable skills as well as staff development & change management.