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DIDACTIQUE DE L'ANGLAIS LANGUE ÉTRANGÈRE EN CONTEXTE ÉDUCATIF :
ENJEUX ET SPÉCIFICITÉS

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Abstract booklet / Livret des résumés

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The Effectiveness of Project-Based Learning on Increasing EFL Tertiary Learners Critical Thinking Skills

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Students, especially university ones, are, nowadays, required to have good thinking skills and abilities in order to meet the challenges and demands of the modern life. As the world we live in is becoming increasingly complex to understand, critical thinking is one of the main thinking skills that should be considered while designing and developing instructional programs, language curricula in particular. Students with CT have the ability to consider issues from various perspectives, to look at and challenge all possible assumptions underlying the issue, and to explore its possible alternative. In educational settings, one of the main approaches that call for CT development is project-based learning. The latter is an instructional method centered on the learner in which they plan, implement, and evaluate projects that have real-world applications beyond the classroom. The incorporation of PBL can open up opportunities for students to achieve clear understanding, exchange information, negotiate ideas and increase problem-solving and decision-making abilities, which, exactly, refer to critical thinking skills. This study, therefore, reports the implementation of Project-Based Learning in the EFL context and its effectiveness on improving university students' CT abilities. To do so, action research was implemented. Data collection instruments used are in the form of questionnaire and observation sheet. The study results confirm that using PBL approach in EFL classrooms significantly fosters learners critical thinking skills such as question-posing, argumentation, reasoning, analysis, evaluation, among other skills.

Mots-Clés: Project, Based Learning, critical thinking, English as a foreign language (EFL), attitudes, skills.

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"An Otter's Whisper": ASR-enhanced human feedback in L2 pronunciation teaching

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This study investigates how automatic speech recognition (ASR) programs like Otter.ai (https://otter.ai/) and/or Whisper (Radford et al. 2022) can speed up feedback preparation for trainers of L2 pronunciation for long sequences of read speech. The use of ASR in pronunciation training dates back to the 1990s. Rogers et al. (1994) showed that ASR helps improve intelligibility in the learner's L2 and that improved targeted phonetic contrasts (/i:/ vs. //, /theta/ vs. /s/) can also be extended to untrained words. Dalby & Kewley-Port (1999) explored ways to fully-integrate ASR in pronunciation training, while others focused on feedback derived from ASR transcriptions of L2 speech (Cucchiarini et al. 2009). In the present study, 38 advanced learners of English (French L1) read a 400-word C1 literary passage twice. The readings were interspersed with an individualised filmed feedback by an experienced and qualified English pronunciation teacher who filtered relevant ASR erroneous transcriptions to comment on the students' pronunciation with suggestions for improvement for reading 2. Acoustic data is then used to go beyond the mere ASR erroneous transcriptions provided in Otter.ai. Whisper ASR transcriptions proved more adaptable to speech-alignment than Otter. Duration and F1-F2 values of monopthongs were extracted in Praat (Boersma & Weenink 1992-2022). We provide examples of visual feedback based on acoustic results. We compare learners' vowel with those by other reference peers (cf. Sato 2017), along with those by 4 native speakers to serve as multiple baselines (cf. Thomson 2012). Such tools (ASR + visualisation of acoustic values) could help teachers and examiners deal with vast numbers of recordings from learners. With the right interface, they provide trainers with the necessary tools to harmonise assessment of L2 pronunciation in more complex speaking tasks as they provide a pre-processed analysis of the learners' production.

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Mots-Clés: L2 pronunciation, ASR for L2 pronunciation feedback, vowel, length contrast in English L2, CALL, SLA, pronunciation assessment, French L1 English L2

Why do you feel anxious? Teachers' perspectives on learners' FL anxiety episodes in EFL and CLIL

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In bilingual communities such as the Basque Autonomous Community (BAC) in northern Spain, English coexists with the two official languages (Basque and Spanish) in the school curriculum (Lasagabaster, 2017), but after the implementation of Content and Language Integrated Learning (CLIL) programmes, the presence of English as a language of instruction became stronger in Basque schools. Despite the attempt to improve students' foreign language (FL) proficiency, the increase of exposure and use of the FL may cause anxiety episodes in the classroom (De Smet et al., 2018; Papaja, 2019; Santos, 2023). Anxiety has been identified as a significant affective factor that impacts the acquisition of a L2 or FL (Horwitz et al., 1986; MacIntyre & Gardner, 1991). In particular, it has been extensively researched for its negative effect on different domains of the learning process, such as language achievement, performance, willingness to communicate and motivation, among others (Dewaele & MacIntyre, 2014; Gkonou et al., 2017; MacIntyre & Gardner, 1991; Santos, 2023). It seems thus crucial for teachers to discover the causes that lead their students to feel anxious, so that effective techniques to diminish their negative emotions can be implemented. As part of a larger research project, this paper will deal with a qualitative analysis of teachers' perceptions of their English classroom dynamics. 17 primary and secondary education teachers were interviewed in order to delve into students' anxiety episodes linked to the learning through the FL. Interview transcriptions were examined by means of the systematic thematic analysis (TA) to identify patterns across our data set and make sense of commonalities (Braun & Clark, 2012). This investigation allowed us to comprehend students' experiences and learning difficulties, as well as to bring together teachers' strategies to reduce their students' anxiety levels while learning subjects in English. The paper will wrap up with some pedagogical implications.

Mots-Clés: FL anxiety, EFL, CLIL, teachers' perceptopns, teachers' strategies

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Engagement with language in Primary Education: a longitudinal overview in an EFL classroom

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Engaging learners in the classroom is a desirable goal for any teacher (Mercer & Dörnyei, 2020). Broadly understood as learners' actions to further their learning (Oga-Baldwin & Fryer, 2020), engagement has only recently started to be studied in language education (Aubrey et al., 2020). Specifically, engagement with language (EWL) refers to learners' agency over language and includes a cognitive, a social and an affective dimension (Svalberg, 2009, 2018). In communicative tasks, such as collaborative writing (CW) tasks, learners are expected to display high EWL conducive to L2 development opportunities. However, recent research with young learners has shown great variability in their patterns of interaction or metalinguistic discussions while working on such tasks repeatedly, questioning the efficacy of this practice. The present study aims to capture the fluctuations of child EFL learners' EWL using their task-based interactional behaviours and focus group responses as a proxy. The participants were 9 pairs in their sixth year of primary school (ages 11-12) in Spain, who completed different versions of a picture-narration CW task over eight weeks. A holistic view of EWL was obtained by analysing language-related episodes (i.e., cognitive engagement), patterns of interaction (i.e., social engagement) and semi-structured interviews conducted before and after the experimental procedure (i.e., affective engagement). The results indicated that social engagement remained stable over time, whilst' cognitive and affective engagement slightly decreased as a result of task repetition. In particular, children spent progressively less time on-task and also lowered the number of metalinguistic discussions. Children's views of the task type were favourable, but they failed to consider the stories cognitively or emotionally challenging. Pedagogical implications for teachers on how CW tasks could foster more learner engagement in the EFL primary classroom will be offered.

Mots-Clés: engagement, collaborative writing, longitudinal

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Application of intralingual dubbing activities in the pronunciation of problematic voiced postalveolar affricate // for Spanish EFL students.

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In today's interconnected world, English has established its position as the main *lingua franca* of the globe (Jenkins, 2000). In this sense, according to the *Ethnologue*, an English as a Foreign Language (EFL) learner nowadays is three times more likely (Eberhard et al., 2023) to interact with other non-native speakers than native speakers. On this basis, teaching EFL students how to practice and improve specific phonological aspects that are problematic for English as a Lingua Franca (ELF) intelligibility can enrich the development of their oral and communicative skills. This is the case of the pronunciation of the voiced postalveolar affricate consonant //, which can be particularly complicated for EFL learners from different backgrounds, and which tends to be mispronounced frequently by Spanish or French EFL students, for example (Kenworthy, 1987; Walker, 2010; Rogerson-Revell, 2011).

On another note, the use of intralingual dubbing (ID) activities in EFL environments seems to offer interesting possibilities for pronunciation and oral skills enhancement. Not in vain, its value in the development of fluency, intonation or vocabulary acquisition has been proven in recent research (Chiu, 2012; Sánchez-Requena, 2018; Talaván & Costal, 2017). The use of ID activities in the pronunciation of specific phonemes, however, has barely been researched.

The studied presented in this paper provides, therefore, an answer to the question of whether ID can help intermediate-level Spanish EFL students pronounce the // consonant more accurately. For this, the pre and post-test phonological data of a total of 71 participants, divided into an experimental group (EG) and a control group (CG), were analysed to discover potential beneficial effects.

The ρ-values obtained after applying the Wilcoxon and Mann-Whitney tests revealed highly promising results in this regard, showing an immediate and short-term improvement in the EG's pronunciation of the consonant, particularly in initial and middle position.

The findings are consistent with recent research on the use of dubbing activities in pronunciation and oral skills enhancement (Lertola, 2019), reinforcing their value as creative, valuable and motivating educational tools in EFL environments.

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Teaching English as a second language in primary school in France: a comparison between kindergarden and fifth grade teaching practices.

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In France, children attend primary school from three to eleven years old and they start to learn a foreign language in first grade, around six. Some teachers however willingly begin to teach a foreign language to children when they enter kindergarden, at three. Research in SLA in a school environment has shown that children learn foreign languages differently according to their age (Thiessen & Yee, 2010, Lenart, 2021). Putting aside the discussion over the best age to learn a L2, research has shown that young children learn languages implicitly - without comparing languages to another language - while older children explicitly learn foreign languages, through conscious learning processes (Godfroid, 2021; Lenneberg, 1967; Krashen, 1975). Drawing on the literature on how young learners learn a foreign language, we analyze how teachers teach foreign languages to them.

This study aims at identifying how teachers teach English as a foreign language to the children of three to five (kindergarden) and children of ten and eleven (fifth grade) in public schools in Paris. We analyze how kindergarden teachers and fifth-grade teachers adjust to their pupils when they teach a foreign language.

The data is composed of video and audio recordings of two classes of children aged 3 to 5 and two classes of children aged 10 to 11, teachers' notes, and preparation sheets.

Results show that teachers of young learners in the classes we filmed often use the same teaching tools (flashcards, rituals, games, children's books, songs...) but with different intentions and expectations as it comes to the pupils' learning outcomes. In the kindergarden classes, teachers expect the children to merely understand the meaning of a given situation in L2 whereas in fifth grade, teacher expect children to also understand the construction of the language itself.

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Mots-Clés: Kindergarden, Primary school, Young learners, Teaching practices

Abstract

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Specific incidental and explicit English didactics to promote professional and social development: the case of EFL teachers in Costa Rica

In Costa Rica, learning English as a Foreign Language (EFL) posits an opportunity for professional, social, and economic development (Ramírez & Abarca, 2017) that goes hand in hand with the goal of making Costa Rica bilingual by the year 2040 (Díaz, 2020). Thus, extraordinary efforts have been made to improve ELF teachers' linguistic skills; yet, little is known about the knowledge EFL Costa Rican teachers have of specific English didactics (García-Castro & Murillo-Miranda, 2021) and even less so on how cognitive mechanisms interfere in English didactics. Thus, this project aimed at identifying EFL teachers' knowledge of specific incidental and explicit English didactics, in reading comprehension and vocabulary knowledge, and their interrelationship with working memory. A pre-test (i.e an online questionnaire) was administered to in-service English teachers, working in socially deprived regions, to assess their knowledge of incidental and explicit English didactics and working memory. Then, participants underwent a six-week online training program on specific English didactics and working memory. Participants completed a post-test immediately after the training period. Preliminary data analysis suggests that EFL teachers recognised the importance of 1) specific English didactics and 2) identifying underlying cognitive mechanisms related to those didactics to boost their teaching skills. Additionally, knowing the interrelationship between working memory and incidental and explicit English didactics in reading comprehension and vocabulary knowledge contributed to EFL teachers' professional development. We conclude that, for the Costa Rican context, it is relevant to train in-service teachers in specific English didactics as they considered them relevant for their teaching practices as a way of "transforming knowledge to make it teachable" (Schneuwly, 2021, p.169). Our research fits into the subtopic of continuing education, teacher training, and professional development.

Key words: specific English didactics, EFL teachers, working memory, continuous professional development

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Mots-Clés: specific English didactics, EFL teachers, working memory, continuous professional development

He, she, s/he, or they?: The perceptions of third-year undergraduate students in Culture and Media of gender-inclusive language

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As sensitivity to inclusivity has increased over the years, a conversation has begun about how to use language more sensitively in regards to gender. This conversation has resulted in changes in language use, such as the increasing use of singular "they." In the language learning classroom, these changes raise many questions. L2 learners are at a crossroads of languages and cultures. How, then, do they perceive the use of gender-inclusive language? In the context of English-teaching in France, this question is particularly complex because the French and English languages have developed different approaches to gender inclusivity. Whereas French-speakers are more likely to use double-gender marking, English-speakers are increasingly turning to epicene terms with no gender marking at all. The stakes of one's strategy for inclusivity are high. Approaches such as double-gender marking and the use of female generic terms visibilize women, while epicene approaches include everyone, including nonbinary individuals. This study seeks to understand the perspective of L3 Culture and Media students in a LANSAD context at the University of Lille about gender sensitivity in language. Before a class about gender inclusivity in English was taught, students were surveyed about their perceptions of gender inclusivity in both English and French. After the class, students were given another survey to see if their perceptions had evolved. They were also given a number of gap-fill sentences in both English and French along with justifications for their answers to see if they employed similar strategies in the different languages. As our society and, therefore, our language use change, it is important to consider our students' perspectives of these changes in order to continue to teach pertinent and professionalizing classes.

Mots-Clés: LANSAD, gender, inclusivity, gender

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Évaluation et certification en anglais LANSAD : quel questionnement didactique ?

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La didactique de l'anglais dans l'enseignement supérieur en France a cette singularité de proposer un objet de recherche ancré dans la perspective actionnelle du CECRL (Conseil de l'Europe, 2001, 2018) tout en focalisant sur une langue issue d'un monde anglo-saxon dont les méthodologies de recherche en linguistique appliquée ne s'appuient pas sur les mêmes cadres théoriques qu'en France. Ainsi, l'évaluation et la certification en anglais dans le contexte universitaire français et son secteur Lansad, constituent un objet de recherche qui mériterait d'être développé.

Entre anglais langue étrangère et anglais académique, le Certificat de compétences en langues de l'enseignement supérieur (CLES) aura accompagné les acteurs du secteur Lansad durant ce premier quart du XXIème siècle. Si l'effet *washback* du CLES sur les enseignements Lansad et les politiques linguistiques a pu faire l'objet d'une thèse (Mac Gaw, 2017b, 2017a, 2019, 2020), c'est avec la conception du Diplôme de compétences en langues (DCL) (Bourguignon et al., 2005; Doucet, 1996, 2001), et les prémices de la perspective actionnelle que les premiers travaux e recherche ont émergé (Springer, 2001, 2004).

L'évaluation et la certification, notamment le CLES, sont au cœur de questionnements en didactique de l'anglais, tant du point de vue de leur pertinence que de leur rôle dans une politique des langues ou leur lien avec les dispositifs existants comme les Centre de ressources en langues (CRL) (Rivens Mompean, 2013, 2014, 2016; Tardieu, 2006, 2013b, 2013a). Si les interactions verbales sont un prisme pour des recherches en linguistique anglaise fondées sur l'évaluation (Delgado & Rouveyrol, 2022; Rouveyrol, 2012), quid de l'objet de recherche évaluation-certification situé dans une didactique de l'anglais et plus particulièrement sur le parcours évaluatif de l'étudiant, dans un contexte post-COVID, qui réinterroge le numérique et la distance, tout en intégrant davantage les derniers travaux du Conseil de l'Europe (North & Piccardo, 2016) qui font tant débat (Huver, 2017; Huver & Lorilleux, 2018; Longuet & Springer, 2021) ?
Quelle médiation pour l'évaluation et la certification en anglais à l'université ?

Mots-Clés: Évaluation, certification, Lansad, CLES

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Enjeux implicites afférents au modèle organisationnel du secteur Lansad et implications didactiques : une proposition d'analyse

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Cette proposition traite du défaut de stabilisation dont le secteur Lansad fait aujourd'hui preuve (Rivens Mompean, 2015) et défend le point de vue selon lequel ce problème sociétal serait en partie dû au fait que, parmi les enjeux propres à ce secteur, certains y prévalent de manière implicite et conduisent les professionnels qui y exercent à recourir à l'interprétation pour appréhender ce qui s'y joue. Or, en secteur Lansad, une interprétation erronée des enjeux peut entraîner la mise en œuvre de pratiques contreproductives en matière de développement / renforcement langagier et, par là-même, entraver le secteur dans sa capacité à assumer sa fonction sociétale. En vertu de ce problème de légitimité, il s'avère nécessaire d'identifier des solutions destinées à permettre au secteur Lansad de tendre vers davantage de stabilisation.

Dans cette optique, nous nous proposons d'abord dans cette proposition de formuler en des termes explicites ce qui, en secteur Lansad, se joue de manière implicite sur quatre volets : institutionnel, systémique, organisationnel et terminologique. Pour chacun d'eux, nous clarifions les implications que ces enjeux implicites induisent sur le plan du développement / renforcement langagier et donnons des exemples de pratiques auxquelles des écarts de compréhension peuvent donner lieu.

Ces développements conduisent ensuite au constat que les objectifs de développement / renforcement langagier poursuivis en secteur Lansad enjoignent à articuler des préoccupations institutionnelles à des considérations scientifiques non nécessairement cohérentes – voire compatibles – entre elles et, au-delà, à fonctionner selon une logique d'interface. Nous détaillons alors les facettes du secteur Lansad sur lesquelles cette logique d'interface a vocation à s'appliquer. Nous concluons par une discussion critique autour du besoin de recourir à l'épistémologie (Narcy-Combes, 2005) pour que des réponses pédagogiques puissent être apportées aux enjeux implicites à l'œuvre en secteur Lansad.

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Analyser les besoins culturels des étudiants pour leur permettre de co-agir au sein de communautés spécialisées anglophones

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Dans une Europe sans frontière, un marché du travail à l'échelle du monde, nos étudiants d'aujourd'hui sont des professionnels mobiles en devenir. Les nouveaux besoins de ces " acteurs sociaux " (Conseil de l'Europe, 2001) aux parcours imprévisibles ont été explicités par Christian Puren (2002). L'accent est mis sur le fonctionner-ensemble qui requiert, selon Martine Abdallah-Pretceille (2013), une compétence culturelle " à définir à partir d'une analyse de besoins culturels ". Pour autant, l'analyse des échanges lors de situations de travail est encore rare : citons à titre d'exemples les travaux de Christine Béal (1993), Shanon Zeller et Maura Velazquez-Castillo (2018) ou le cadrage proposé par Véronique Traverso (2006).

Nous souhaitons décrire ici l'apport de la pragmatique comparée lors de notre analyse d'interactions professionnelles monolingues et monoculturelles. Afin de repérer le culturel dans les échanges professionnels, nous avons construit deux corpus comparables d'interactions filmées au Royaume-Uni et en France et les avons passés au crible fin de l'analyse conversationnelle. Nos séquences comparables ont révélé la part du sociétal sur les éléments contextuels et l'adéquation entre message et contexte dans les deux communautés. Nous avons également pu définir deux ethos communicatifs distincts (Kerbrat-Orecchioni, 2002 ; Wierzbicka, 2003 ; Béal, 2010).

Nous intégrons désormais les résultats de cette recherche dans nos cours, ce qui permettra à nos étudiants d'adapter leur attitude et leur discours professionnels aux clients britanniques. Devant l'étonnement, voire les réticences, de nos apprenants français, nous développons un protocole d'analyses de leur ressenti, puis de celui de membres des communautés spécialisées française et britannique plus expérimentés, qui viendront documenter ces ethos communicatifs divergents.

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Mots-Clés: Anglais de spécialité, acteur social, analyse de besoins culturels, corpus d'interactions professionnelles, pragmatique comparée

Quelle fluence en anglais langue seconde au collège en France ? Comparaison de deux dispositifs avec des apprenants de 11 et 12 ans

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Notre étude concerne l'acquisition de l'oral spontané en anglais langue seconde (L2) par des élèves de 6ème. Nous cherchons à mesurer le niveau de fluence (parmi la triade CAF : *complexity, accuracy, fluency*, Housen & al., 2012; Mytara, 2023) lors d'interactions orales spontanées. En effet, depuis plusieurs décennies, tant les objectifs institutionnels (MEN, 2002; CECRL, 2021) que ceux qui découlent des recherches en méthodologie de l'enseignement des langues, se focalisent sur cette compétence (Besse, 1995; Germain, 2017). Les résultats des compétences effectives dans la pratique de l'oral en France restent pourtant très limités (McAllister & Narcy-Combes, 2011; CNESCO, 2019). L'approche canadienne dénommée approche neurolinguistique (ANL) a donné des résultats positifs sur ce plan (Germain & Netten, 2010) et ses auteurs s'intéressent à la fluence qu'ils nomment " aisance ". Il est possible d'étudier la fluence à travers trois éléments : la vitesse, la décomposition et la réparation (Housen & al., 2012 ; Kormos, 2006). La vitesse peut se mesurer en quantifiant les mots produits dans un laps de temps déterminé. La décomposition est liée à la quantité de pauses et de ruptures dans l'échange. Enfin, la réparation permet la correction via les reformulations et les répétitions notamment. Pour répondre à notre question de départ " quelle fluence en anglais L2 au collège en France ?", nous utiliserons 159 entretiens d'élèves de 6ème divisés en deux groupes : 1) le groupe standard qui a suivi un enseignement habituel, fait de perspective actionnelle et d'éléments plus traditionnels (prédominance de l'écrit par exemple); 2) le groupe ANL dont l'enseignement laisse notamment une part prépondérante à l'automaticité via la modélisation. Nous verrons que la mesure des trois composantes de la fluence donne des résultats significativement plus importants dans le groupe ANL en termes d'aisance à l'oral. (292 mots) **Bibliographie**

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Mots-Clés: Acquisition L2, fluence, apprenants débutants, ANL, collège

When the going gets tough: bilingualism through CLIL in an Andalusian Compensatory Education Centre

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1

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The Secondary School Jacarandá is the only preparatory school in Brenes, a town of 13,000 inhabitants with a rural environment and a high immigrant population in the province of Seville, Andalusia (Spain). With 1200 students of Secondary Education, Baccalaureate, Basic, Intermediate and Higher Vocational Training and Secondary Education for Adults, Jacarandá High School, a Compensatory Education Centre, is the only option that guarantees access to higher education locally. Compensatory Education Centres are intended to guarantee access, retention and promotion of students in a situation of social disadvantage, from ethnic minorities, immigrant groups, as well as families with serious socioeconomic difficulties. Additionally, the rapid spread of CLIL in Spain has forced teachers to teach without sufficient training or resources (Pérez Cañado, 2018) to students with a wide range of English proficiency levels, which turns out to be an enormous challenge. These would seem to be conditions in which a bilingual educational curriculum could be doomed to failure. However, in Jacarandá High School, the CLIL option becomes synonymous with inclusion and the possibility of looking beyond an environment that could be geographically and socially limited and limiting. As part of the European ADiBE project (Attention to Diversity in Bilingual Education) and based on a series of focus group interviews with teachers and surveys with students, this study analyses the impact of the CLIL-supported pedagogy from a qualitative point of view, proposing the experience of Jacarandá High School as good educational practice in the field of CLIL.

Mots-Clés: CLIL, diversity, Compensatory Education, inclusion, teacher perception, student perception

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*Intervenant

Inclusive Practices in Primary Bilingual (English-Spanish) Programs in Spain: Teachers' and Students' Perceptions

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Attention to diversity currently represents one of the main challenges for bilingual education programs (Durán-Martínez et al., 2020; Lova et al., 2013; Murillo et al., 2021; Pérez-Cañado, 2020, 2021). From that starting point, the EBYAD project (https://ebyad.usal.es/) seeks to assess the degree of inclusion of Spanish/English bilingual programs in primary schools in Spain. This communication has two main objectives: 1) to explore, following the teachers' view, whether the most common teaching practices in bilingual education programs are carried out from an inclusive approach in the areas of methodology, groupings, L1 use, resources, and assessment; 2) to analyse, from the students' perspective, how often teachers use these inclusive teaching practices.

A sample of 300 teachers and 2,714 students completed *ad hoc* surveys. According to our analyses, the most frequent inclusive teaching practices perceived by teachers are adapting the way of communicating in English, using different input modes, and ensuring that all students have an active role. The less frequent and inclusive ones are the encouragement of communication in English with highly-competent students only, the use of Spanish to communicate with students who do not understand English, and homogeneous group formation.

On the students' side, some supportive teaching practices were *always* observed by a high proportion of them: personalized explanations to clarify instructions, lexical and syntactic scaffolding strategies to foster communication in the L2, and a positive use of feedback. In contrast, other inclusive practices were *never* observed by a significant proportion of students: the use of different tasks to foster all students' participation, time adaptations in assessment activities, and the presence of support teachers in the bilingual classroom.

Ultimately, this analysis will provide us with valuable information to guide the design of open-access digital educational resources that contribute to the promotion of attention to diversity in bilingual programs of primary education.

Mots-Clés: Bilingual education, CLIL, inclusion, attention to diversity, teaching practices.

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*Intervenant

Visual Speech and the creation of vocabulary teaching aids for young French speaking learners of English

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We have long known that visual speech, meaning all linguistic information visible on a talking face, plays a role in speech perception, helping the listener to decode speech in noise (Sumby & Pollack, 1954) and influencing the speech sounds that the listener perceives (McGurk & McDonald, 1976). More recently, studies show that visual speech cues can aid the adult L2 English learner in perceiving segmental differences (Hardison, D. M., 2003; Massaro, D. W. & J. Light, 2003; Hazan, V., A. Sennema, M. Iba & A. Faulkner, 2005) in listening comprehension tasks (Sueyoshi, A. & D. M. Hardison, 2005; Jesse, A., & Massaro, D. W., 2010) and in word identification tasks (Hardison, 2018).

We tested the effectiveness of visual speech on phonological and lexical learning among young French learners of L2 English by creating a simple tool; a vocabulary presentation video including pictures of the target items, with a video of the speaking mouth superimposed (see fig.1). We hoped that including visual speech cues would help young learners (5-9years) to better recognize, recall, and pronounce new vocabulary. We showed groups of pupils the 10-minute video presenting 13 new words either with the visual speech cues (n=32) or without (control group, n=31).

Our results showed that this tool was *not* effective at improving students perceptive or productive vocabulary scores in post-tests, nor at improving pronunciation scores. The distraction of the talking mouth may have outweighed the benefits of visual speech input. We also found that our technique for balancing the groups, based on individual pre-test results, was inadequate for a paradigm involving group learning as it did not consider the social dynamics of the groups. This presentation will focus on why visual speech did not benefit to our learners, and the pitfalls of making the leap from laboratory to the language classroom.

Mots-Clés: Visual Speech, Teaching tools, Young Learners, French speaking learners of English

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*Intervenant

"I thought drama was not for me" - Experiences of drama techniques in teaching

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In my dissertation, I examine the formation of the dual identity of primary and secondary school teachers and the need to develop pedagogical skills in the context of drama and theatre education. Drama techniques refer to functional theatre methods that can be introduced in lessons to enrich and deepen learning content. Drama is mentioned in the current curriculum of basic education as a way of working with interaction and expression, as well as a way of promoting human growth and creativity. In upper secondary education, drama and theatre are included in the curriculum of mother tongue and literature under the titles of interaction skills and performance skills, and as such in the optional studies. The sub-study examines what kind of skills teachers learn when introducing drama methods into their teaching and what pedagogical skills are developed in drama processes. The survey, which was conducted using an electronic survey platform in spring 2023, explored teachers' preconceptions, perceptions, and experiences of action learning processes from a teacher's perspective. In presenting the findings, I explore the potential of using experiential methods to promote teachers' motivation and well-being at work. The development work continues the debate on teachers' resilience in the face of change and provides opportunities to develop new teaching approaches. The study aims to explore how teacher education could be developed to strengthen the arts and to enable arts-based methods in future curricula. The research framework consists of theories of artistic conceptions of learning, Dewey's pragmatist philosophy and the study of professional identity, and Kolb's theories of experiential learning. Data collection for the study will continue with interviews in autumn 2023 and in the following spring 2024. The results are analysed using qualitative content analysis methods.

Mots-Clés: Drama and theatre education, Teacher identity research, Pedagogical skills, Wellbeing at work

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*Intervenant

les mangas et l'apprentissage de l'anglais : Changeons les méthodes classiques de l'enseignement!

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Les mangas, en tant qu'outil pédagogique, se présentent comme une précieuse ressource pour l'enseignement de la langue anglaise, particulièrement à une génération profondément enracinée dans l'attrait des images, des nuances chromatiques, et des avancées technologiques. L'intégration judicieuse des mangas et des technologies éducatives au sein des salles de classe constitue une stratégie éducatrice éminemment efficace. Lorsqu'on déplace l'expérience de la visualisation des mangas vers la création et la représentation de scènes théâtrales, les élèves se voient dotés de bien plus qu'une maîtrise linguistique. Ils ont l'opportunité de cultiver leur personnalité, d'éveiller leurs fonctions cognitives de mémorisation et de concentration, de perfectionner leur aptitude à l'expression orale en public, et de développer une confiance en soi inestimable. En remettant en question les méthodes pédagogiques conventionnelles, nous nous engageons dans une voie prometteuse, propice à susciter l'enthousiasme des élèves et à promouvoir un apprentissage de la langue anglaise qui soit à la fois édifiant et épanouissant.

Mots-Clés: Anglais, Èducation, Mangas, Théâtre, Fonctions cognitives

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*Intervenant

Language Functions in ESL Classrooms: Basis for the Enhancement of English Conversational Skills of Junior High School Students

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Communicative competence is one of the primary aims of English language education which highlights the proper use of language functions in specific situations. This study aimed to determine the language functions used in the ESL classrooms by Junior High School students. The identified underrepresented language functions became the point of departure in designing an enhancement program to improve the conversational English skills of the students. This study used qualitative research design as it employed audio recordings, classroom observations, and field notes as instruments to gather data from the six (6) ESL classrooms. This study used the model of Michael Halliday's Language Functions as a framework for the conversation analysis of verbatim transcriptions. The study found that the participants mostly used representational, heuristic, personal, and instrumental language functions during their conversational English sessions. However, imaginative, regulatory, and interactional language functions were recognized as underrepresented. A Conversational English Enhancement Program (CEEP) Framework and Modules focused on the identified underrepresented language functions was designed for the language learners. The study's concerns, such as the sparse use of imaginative language function in discussion, ineffective ways of employing regulatory function in communication, and maintaining dialogues, were specifically and contextually targeted by the modules. Thus, students in ESL classrooms should be given avenues to exercise their conversational English skills by giving them exposures on authentic situations where they can maximize language functions appropriately.

Mots-Clés: Conversational English skills, language functions, Practical Spoken English Program (PSEP)

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*Intervenant

Quelles spécificités de la didactique de l'anglais dans la formation initiale des enseignants à mi-temps du 1er degré ?

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Cette communication, qui s'inscrit dans le champ de **la formation à l'enseignement des langues vivantes à l'école primaire** et **la didactique des langues-cultures** (Galisson 2002 ; Galisson & Puren, 1999), se propose de réfléchir à la manière dont les enseignants-stagiaires peuvent développer les connaissances et les pratiques relatives à leurs fonctions lors de la **formation initiale** du 1er degré, notamment par l'utilisation de la vidéo (Meyer, 2012). L'utilisation de vidéos de pratiques de classes telles que celles accessibles sur le sites d'Eduscol ou de la Banque de Séquences Didactiques (BSD) sera abordée mais surtout celle de vidéos filmées dans les classes des enseignants novices dans le cadre de leur formation initiale. Il s'agit d'interroger la manière dont la vidéo peut être un outil de médiation et de transmission des savoirs lors de séances de formation dans le cadre de la formation initiale en langues vivantes des enseignants du 1er degré. Les données recueillies seront constituées de données primaires : enregistrements vidéo de séances de classes et d'entretiens d'auto-confrontations (Faïta et Vieira, 2003) et secondaires : transcriptions des séances filmées et des entretiens. Le cadre méthodologique de notre recherche, la recherche-action (Dubost, J. & Lévy, A. 2002 ; Catroux, 2002), vise à co-construire la formation avec les enseignants-stagiaires concernés à partir de leurs représentations et leurs besoins de formation. On s'interrogera finalement sur la spécificité de la didactique de l'anglais dans la formation initiale et quelques pistes seront abordées pour envisager la vidéo comme un outil réflexif au service d'une formation des enseignants participative et solidaire pour " faire passer " les enseignants-stagiaires du statut de praticien à celui de " praticien réflexif " (Schön, 1994) durant leurs premières années d'enseignement et dans le cadre de la formation continuée.

Mots-Clés: formation continuée, langues vivantes, 1er degré

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*Intervenant

Multilingual pedagogies in teaching English as a Foreign Language: practices and teachers' beliefs in superdiverse schools

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1

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The benefits of acknowledging and validating linguistic diversity in the classroom have been demonstrated by research on multilingual pedagogies. Multilingual education enhances learners' metalinguistic awareness (Candelier, 2017; Leonet et al., 2020) and has a positive impact on emergent bilinguals' literacy outcomes (Ascenzi-Moreno & Espinosa, 2018; Kirwan, 2020; Carbonara et al., 2023). The multilingual turn in language education is also nourishing the academic debate in the field of English as a foreign language (EFL) however the practical implications and the impact of multilingual pedagogies in this domain has not been extensively studied yet (Turnbull, 2019; Fallas Escobar, 2019; Hopp & Thoma, 2021). This chapter illustrates a study regarding the interactional practises of English teachers in five Italian primary schools participating in the L'AltRoparlante project, an educational network that supports the implementation of multilingual pedagogies in contexts with a large number of students from immigrant backgrounds (Carbonara & Scibetta, 2022). Through classroom observations and video recordings of lessons, the study will provide examples of teaching strategies that 1) build on students' entire linguistic repertoires, 2) promote translanguaging and translating practises from their L1s and 3) adopt a glocalised perspective on teaching EFL, by exposing the learners to global linguistic diversity and to the variation that marks English in today's world. The qualitative content analysis of a corpus of interviews with the same teachers will shed light on 1) the importance of adequate teacher training in adopting a multilingual lens in EFL and 2) the impact of a multilingual approach to EFL on students' metalinguistic awareness and the development of a sense of global citizenship which acknowledge a de-hierarchical view of languages and cultures. The study will support the notion that rejecting the monolingual assumption in EFL and adopting a glocalised angle leads to a more inclusive environment and supports students' whole linguistic development without compromising the English language.

Mots-Clés: English as a Foreign Language, multilingual pedagogies, translanguaging

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*Intervenant

What Makes a Task Difficult? Reconceptualizing Task Complexity Using Teacher Perceptions

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Investigating issues related to Task Complexity has been central to studies in second language acquisition and task-based language teaching. These studies have contributed to the development of two competing models of Task Complexity, i.e. Cognition Hypothesis (Robinson, 2001, 2007) and Limited Attentional Capacity (Skehan, 1998, 2009). Both models draw on a cognitive approach to second language (L2) processing, but take an opposing view on how attentional resources are allocated during L2 processing. Robinson (2007) considers multiple attentional resources are available to L2 speakers, whereas Skehan (2009) assumes L2 speakers work with limited attentional capacity. Regardless of the model, researchers have examined Task Complexity from either a research perspective, i.e., manipulating task design features that affect Task Complexity (Gilabert, 2007, Revesz et al., 2017), or from a learner perspective, i.e., understanding learners' perceptions of Task Complexity (Robinson, 2001; Tavakoli, 2009), with little research investigating teachers' understanding.

The purpose of this study was to develop an in-depth insight into ESL teachers' understanding of Task Complexity by asking teachers to reflect on how they understand and utilize tasks in their classroms. Participants were novice teachers at the end of their one-year MA TESOL program in Ontario, Canada. Eighty-five teachers completed a questionnaire, that asked them to identify key characteristics of task and Task Complexity. Participants were asked to rank two sets of tasks according to their degree of complexity and identify factors that contributed to this complexity. The coding went through a rigorous process of identifying key factors independently by two researchers, reviewing, and reanalysing a subset of 20% of the data three times until consensus was reached. The criteria teachers considered when evaluating Task Complexity fell under five main categories, namely 1) linguistic demands, 2) communicative demands, 3), cognitive demands, 4) task design features and 5) learner differences. This new conceptualization is compared to existing models , and areas for improvement in the models are highlighted. This presentation will encourage teachers to reflect on their understanding of task complexity and how they sequemce and utlize tasks in their classroom.

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Mots-Clés: Task complexity, task design, teacher perceptions

Outdoor learning as a teaching resource in Higher Education (Teaching Innovation Project)

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1

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Outdoor learning has proven an effective tool to create positive social environments, as well as to be a useful facility in generating ideas and fostering creativity and awareness, at the same time that it enhances participants' concentration (Lundahl 2022 and Porto 2022). As a consequence, it is an excellent learning resource in different fields (Ismail et al. 2015, Chang 2018; Tusyanah, et al. 2019, O'Connell 2019).

Though it is common practice in EFL teaching in other countries, it is not so popular in the Mediterranean countries. This learning method has been introduced in some Spanish educational institutions, but it is still far from being widespread and is virtually limited to teaching children and teens. Our hypothesis is that outdoor learning can be beneficial also to older EFL learners and have a place in Higher Education.

To test this hypothesis, a series of outdoor activities in English are being proposed to undergraduate students as a complement to ordinary lessons and compulsory assignments of their degree. Students voluntarily participate in these activities, which include receiving tuition in English in open-air venues in spring and autumn, taking part in pub quizzes, starting a reading club and enjoying movies in English in a real-cinema atmosphere, i.e. with the opportunity of getting drinks and snacks as long as they use English in all interactions. At the end of each term, students and lecturers assess their participation in the activities through questionnaires, interviews and debates.

The preliminary conclusion of this research is that, based on Myhre et al. 2023, students engaged in this outdoor learning project reduce their anxiety levels and enjoy themselves learning, and thus find it easier to make English learning a habit and to communicate in this language more naturally in everyday situations. Besides, they would become familiar with a method that they could apply themselves as future teachers.

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*Intervenant

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Mots-Clés: outdoor learning, English, Higher Education

Blended Collaborative Writing in English for Specific Purposes: learners' practices and L2 learning potential

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The ability to read specialized texts, such as scientific articles, is often cited as a fundamental target need in English for Specific Purposes (ESP) (Hirvela, 2013, p. 77). However, learners' motivation for reading "long and dull" texts may not be present in the context of a language course (Hutchinson & Waters, 1987, p. 61). One way of fostering it is through Reading-for-Writing tasks (Hirvela, 2016). An additional, complementary approach is to encourage collaborative writing (Storch, 2013) of such tasks, which is potentially conducive to the development of writing strategies, but also to L2 acquisition, in line with the hypotheses of pushed output (Swain, 1993) and languaging (Swain, 2006).
In this regard, the use of digital technology and blended learning (Nissen, 2019) may foster fully collaborative writing practices – thanks to such tools as GoogleDocs or Framapad – while allowing these practices to be extended face-to-face and online.

This paper will explore the potential of collaborative writing tasks in ESP carried out in a blended learning environment, by examining learners' practices.

Data collected from psychology undergraduates will serve as the basis for this study, namely:

- interviews with three groups of learners who collaborated on Reading-for-Writing tasks rooted in their specialty;

- the oral interactions in English of these same groups, recorded while they were collaborating face-to-face.

Analysis of the data will focus on:

- the collaborative profile of the groups – and its impact on the writing processes employed, in and outside class;

- the quality of interactions, in terms of a) English acquisition – presence, quantity and nature of Language Related Episodes (Swain & Lapkin, 1998); and b) the development of specialized skills – proportion and nature of interactions devoted to processing and generating specialized content.

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This will lead us, in conclusion, to discuss the specificity of ESP learning and the pedagogical means to support it.

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Mots-Clés: English for Specific Purposes, Collaborative Writing, Blended Learning, Reading for Writing, L2 acquisition, writing strategies

What do child learners pay attention to when learning how to express obligation in EFL? An analysis of pair interaction within an instructional grammar sequence.

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Child EFL learning has been under-reseached in comparison with college and secondary school learners in L2 learning (Oliver & Azkarai, 2017). Yet, foreign languages are currently introduced at earlier ages in schools internationally (Enever, 2018; García-Mayo, 2017, 2018), and instructional approaches and tasks that maximize children's language development through interaction in EFL contexts are still to be identified (see García-Mayo & Imaz-Aguirre, 2016, 2019; Oliver & Azkarai, 2017). This study explores child EFL learners' reflections about the expression of obligation in English through the modal verbs "should", "must", and "have to" in an instructional grammar sequence that is part of the funded research project EGRAMINT (ref. PID2019-105298RB-I00) and was implemented during 6 weeks in two intact classes of 6th Primary schoolers (11-12 year-olds) with an A1-A2 proficiency level of English. The study analyses what children notice regarding these forms in pair talk, the explanations they offer for their linguistic choices, and whether they solve their language problems. Multi-source data including children's pre-tests, post-tests, delayed post-tests, and pair interactions were analysed qualitatively and quantitatively. The qualitative analysis of children's interactions focused on language, content, and pragmatic related episodes (Swain & Lapkin, 1998; Martínez-Buffa & Safont, 2023; Taguchi & Kim, 2016; Yang & Zhang, 2010), as well as types of explanations (e.g., García-Mayo, 2002; Gutiérrez, 2013). The quantitative analysis was based on descriptive statistics and specific statistical tests. Preliminary results indicate that the children payed similar attention to form, meaning, and pragmatics when reflecting upon English modal verbs of obligation. Their explanations were mostly related to pragmatic and content issues, and they successfully solved most of their language problems. These findings thus highlight the potential of instructional grammar sequences that include communicative and language awareness tasks, whereby children observe, manipulate, and reflect upon particular grammar targets in EFL, to promote their awareness of form-meaning-function mappings regarding these targets in specific communicative contexts.

Mots-Clés: Children, interaction, grammar instruction, instructional grammar sequences, EFL

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*Intervenant

Exploring Secondary education teachers' written corrective feedback practices and beliefs in L2 English within the Spanish context

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Second or foreign language (L2) writing research has shown that written corrective feedback (WCF) improves learners' writing (Benson & Dekeyser, 2019; Karim & Nassaji, 2018; Li & Roshan, 2019), and has a facilitative role in the acquisition of the target language (Bitchener, 2012, 2016; Bitchener & Ferris, 2012; Bitchener & Storch, 2016). By contrast, research on teachers' WCF practices and beliefs in L2 has been inconclusive with certain studies reporting total alignment between both (e.g., Lira-Gonzales et al., 2021); partial alignment (Mao & Crosthwaite, 2019); and a total lack of coherence between these two aspects of L2 writing (Lee, 2009). This exploratory study intends to modestly shed light on these issues by scrutinizing the WCF practices of 4 Secondary Education teachers in 60 students' texts produced in L2 English, and their beliefs about their practices in semi-structured interviews. The qualitative analysis of the teachers' practices consisted of the identification of WCF points in the students' writings (Lee, 2009), and their categorization according to the different types of feedback established in the literature (Ellis, 2009). Quantitative analyses were also conducted and was based descriptive statistics. The qualitative analysis of the teachers' beliefs followed thematic content analysis (Krippendorff & Bock, 2009). Results indicate that the teachers' WCF practices mainly comprised correction of micro-level errors that focused on linguistic forms. These practices also included direct and unfocused WCF regarding linguistic errors, and indirect and focused feedback on content errors. Although participants shared the belief that linguistic accuracy and feedback at both the micro and macro levels of textual production are the most relevant aspects of L2 writing, as well as the belief that students' reception of WCF is positive, they indicated that the latter hardly incorporate such feedback in subsequent writings. Results also show that these teachers' practices and beliefs only aligned in the provision of unfocused WCF, which reflects the general absence of coherence between their WCF practices and beliefs. These findings may help raise L2 writing teachers' awareness of the potential mismatch between their practices and beliefs regarding the provision of feedback, and related constraints and affordances of their teaching context, so that they make informed pedagogical adjustments that address their students' writing and language learning needs more efficiently.

Mots-Clés: L2 writing, written corrective feedback, teacher beliefs, EFL.

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*Intervenant

Data-driven insights into IGCSE teaching experiences. A case study

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In our globalised society, it has become increasingly important to possess multilingual competence and intercultural communication skills. This is reflected in education policy and language learning initiatives across Europe and worldwide which encourage students to learn English and one or more additional foreign languages (Chiesa et al., 2012). In Italy, for example, the educational orientation has shifted to an English-oriented instruction (Pulcini, 2023). A turning point was the introduction of the CLIL (Content and Language Integrated Learning) method and the Cambridge International IGCSE (International General Certificate of Secondary Education) programmes (Cenoz et al., 2014) in the late 1990s. CLIL is a form of bilingual education that involves the teaching and learning of a subject through a foreign language (Coyle et al., 2010). IGCSE programmes were developed within a CLIL-inspired approach and so far they have been offered by 350 secondary schools in Italy (Cinganotto et al., 2020). These curricula, developed in the UK in the early 1970s (Clark, 2014), consist of core and elective subjects that "provide a variety of pathways for learners with a wide range of abilities, including those whose first language is not English" (Cambridge International Education, 2023). Despite the increasing spread of CLIL and IGCSE across the country, few studies have focused on how they have been brought together as a means of innovation in Italian schools (Cinganotto et al., 2020).

This mixed-method study aims to gather information about different teachers' profiles and to address a gap in the literature by contributing to the body of knowledge on a growing though not very studied phenomenon. Quantitative and qualitative data were collected through an online questionnaire administered to the different types of teachers involved in IGCSE programmes (conversators, EFL and content teachers, subject experts). The preliminary findings have shed light on the main challenges and teaching strategies adopted in IGCSE courses. The paper concludes with pedagogical implications and recommendations for the development of IGCSE teaching training and support.

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Learner autonomy and digital gaming: A systematic review

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Digital games offer multiple potential benefits for learning such as goal orientation or goal-directed activity, social consequence and interconnectedness, potential for language socialization, possibility to procure complex, meaningful feedback and immersion leading to engagement (Sykes & Holden, 2011, p. 319). Moreover, systematic reviews that combine digital gaming and second language (L2) learning have tried to identify literature that ascertains the impact of gaming on second or foreign language development. Historically speaking, research conducted between 1984 et 2010 seems to have been focused on game design (Cornillie et al, 2012). This sheds light on how gaming environments could be made more efficient for learning. Other such theoretically inclined reviews (such as Young et al, 2012) found digital gaming to be potentially more beneficial for language learners rather than learners of other subjects. More recent systematic reviews such as Poole and Midura (2020) have found that L2 researchers tend to focus on student perspectives and investigate vocabulary gains after playing digital games.
Learner autonomy, on the other hand, is recognized as one of the "fundamental affordances of technology for language learning" (Godwin-Jones, 2016). Kalyaniwala and Ciekanski's (2021) systematic review on learner autonomy and Computer-Assisted Language Learning (CALL) found that everyday digital practices such as online video viewing habits or the playing of video games so have an impact on language learning. In this study, we seek to systematically explore the historical relationship between digital gaming research and practice and research on language autonomy. The objective of this paper is thus to unravel the complexities between these seemingly diverse domains of study. Moreover, we seek to chronicle how digital gaming appears in literature on learner/ language autonomy and conversely, how learner and more specifically, language autonomy, appears in the literature on digital gaming.

Contrary to traditional narrative reviews, a rigorous approach has been adopted, in which four databases (SAGE, BASE, CLARIVATE and DOAJ) were explored using an equation built on keywords presenting the research goals, public and aims (Sacré and al., 2021). The four databases raised a total of 224 studies written in the English language, which were then subjected to transparent inclusion and exclusion criteria (Chambers & Bax, 2006). Inspired by Boulton and Cobb's research methodology (2017), potential items were identified by reading the title, abstract and key words. The final corpus is currently being subjected to further coding, which will be followed by data visualization based on the date of publication, author, CALL tools used, population profile and settings of the study. The goal is not to describe individual studies but to provide an overview of how researchers who publish in LLT see the field of autonomy and CALL across the

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board, to identify what the relationship looks like today and how it has evolved from 1970, so as to provide a basis for anticipating the needs of tomorrow.

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Mots-Clés: digital games, learner autonomy, systematic review, gaming, CALL

Stimulating undergraduate students' self-regulation in a flipped classroom, blended learning environment.

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This study focuses on an undergraduate university lecture course in English grammar and linguistics, which, since 2019, has functioned in a blended learning, flipped classroom mode. The course content is accessible via on-line videos; before attending each class, students are required to study several of these, thus facilitating active learning activities in the classroom.
In previous parts of this ongoing study, an analysis of data has shown a significant increase in the number of students engaging with the course and adopting deep learning cognitive and metacognitive strategies more adapted to the course's objectives, content, and assessment. These results are in line with much flipped classroom research (see, for example, Bernard *et al*, 2014; Guilbault & Viau-Guay, 2017; Karabulut-Ilgu, Cherrez & Jahren, 2018; Larue & Hrimech, 2009; Lakrami, Labouidya & Elkamoun, 2018; Zainuddin & Perera, 2019).

However, the analysis also revealed that some students still lack deep learning strategies of self-regulation: they fall behind in their work schedule and choose to "cram" the remaining videos at the end of the semester (or not at all), thus severely limiting the efficiency of in-class activities and/or reducing attendance. (see also Spadafora & Marini, 2018; Sadaghiani, 2012).

To encourage these students to adopt timely video viewing, as from September 2023, the Moodle page includes a weekly summative test on video content (counting minimally towards students' final grades), only accessible once the relevant videos have been viewed, and which only count towards their final grade if completed before the corresponding class takes place. (for similar techniques, see Deng & Gao, 2023; Gross *et al*, 2015; Jones *et al*, 2021.)

This paper aims firstly to show how the introduction of these pre-class tests has affected students' self-regulation strategies, attendance rates and overall results, by comparing data (interviews, questionnaires, statistics on viewing behaviour taken from the learning environment Moodle) with four previous cohorts (n=approx. 100 per cohort). Secondly, it analyses students' perceptions of these tests, and suggests modifications for future cohorts.

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Using an imitation task and PHON software to study primary school English learners' phonological learning

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Every human language has its own phonological system, and acquisition of this system underlies language development (Christophe et al. 1997). Although phonological acquisition is now a dynamic branch of second language acquisition research, classroom studies on foreign-language (L2) phonology tend to focus on the effects of phonological awareness activities at intermediate levels of competence, with adult or teenage learners. This paper will report on phonological data from 253 children (ages 6 to 10) at early stages of L2 English learning, in various French primary-school settings. The data was obtained through elicited imitation tasks, and transcribed and analyzed with the PHON software package (Hedlund & Rose 2020). Elicited imitation is frequently used as a measure of general language proficiency (Tracy-Ventura et al. 2014), but when it is transcribed with a tool such as PHON, imitation data becomes a powerful means of investigating emergent foreign-language pronunciation. In addition to imitation data, we also collected information on variables that may play a role in instructed phonological acquisition: classroom methodology and the teacher's phonological competence, as well as each learner's attention span, phonological memory, linguistic profile and motivation for English. Our research questions concern the complex relationships between emerging phonological skill (phoneme production and prosody), and these external and internal variables. The imitation data comes from three different studies, each initially focused on slightly different classroom factors: study 1 (67 learners, ages 6 and 8) targets the effects of visual speech (facial movements related to articulation) on the phonological features of a set of newly-learned English words; study 2 (54 learners, also 6 and 8) looks longitudinally at the effects of the teacher's phonological competence on phonemic and prosodic learning in two beginning-English classrooms; and study 3 (132 learners, ages 8 to 10) compares phonological acquisition in non-immersive and immersive classrooms. Automatic analysis of this large data set in PHON enables us to confirm the significant effect of a teacher's phonological competence on the production of English vowels and lexical stress. We will conclude our talk by drawing some conclusions for pronunciation learning at early and later primary school levels.

Mots-Clés: phonologie anglaise, méthodologie de la recherche, transcription phonétique, acquisitions phonologiques

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Navigating Contradictions in Taiwanese Nurses' Clinical English use: An Activity Theory Perspective

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This qualitative study used an activity system analysis, emerging from Cultural Historical Activity Theory, to examine the contradictions that arose in conventional language use situated in nursing professional practices in Taiwan. To capture diverse perspectives, the study employs semi-structured interviews with three key stakeholder groups: nurses, doctors, and foreign patients who use English as a lingua franca. The research involves sixteen participants, including ten nurses of varying clinical experience, three doctors, and three foreign patients.

As revealed by the current study, several forms of contradictions were evident as factors that impeded nurses from meeting the intended goals of clinical English use. These dilemmas, manifested as tensions between the object and various components of nurses' activity settings, included nurses' limited lexical knowledge (object vs. tools), overemphasis on decontextualized terminology (object vs. tools), nurses' overreliance on machine translation (object vs. tools), conflicting use of clinical English (object vs. rule), and hierarchical power asymmetry in the nursing community (object vs. division of labor). Furthermore, another form of contradiction was also found between the central activity system and its neighboring activity system. The neighboring system was the doctors' clinical English use, which was tightly interconnected with the nurses' activity system of clinical English use. Both systems shared the common goal of using medical English to facilitate collaborative communication between doctors and nurses to ensure the provision of high-quality patient care. However, tensions arose when there existed a significant divergence in the professional training between doctors and nurses, especially when it came to professional English use. Doctors were typically trained to have a strong command of medical English whereas nurses were trained in nursing vocational education programs which often placed more emphasis on practical nursing skills rather than language skills. Drawing on these findings, implications for research and pedagogy are discussed in this study.

Mots-Clés: ESP, Activity Theory, Contradictions, Taiwanese Nurses, Nursing English, Workplace English

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*Intervenant

The effects of planned form-focused instruction on the acquisition of the possessive determiners his/her and its interaction with language-analytic ability in young learners

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Recent work conducted in input-limited classrooms in Europe has looked into the effectiveness of different types of form-focused instruction (FFI) on young learners' accurate use of the English possessive determiners *his/her* (Calzada, 2021; Serrano, 2011), a difficult linguistic feature for English learners with a Romance background (White et al., 2007). Despite the increase in the accuracy rate found in these earlier studies after receiving FFI, it remained low. Thus, investigating other types of FFI that might add greater benefits is needed. Recent research also calls for the examination of individual factors that may affect the effectiveness of FFI (Nassaji, 2016), such as language analytic ability (Roehr-Brackin, 2022).

This paper examines FFI consisting of metalinguistic explanations after the performance of a dictogloss task including a noticing and an awareness phase followed by practice along Bouffard and Sarkar (2008) and Lyster (2007). It also looks into the interface between FFI and language-analytic ability as measured by the MLAT-E for child language (Carroll & Sapon, 2002).

33 Basque-Spanish bilingual learners of English (aged 10-11) were split into a control and a treatment group, and paired up to complete three dictogloss tasks, where the occurrence of possessives was controlled for. Their written production from the first and the third dictogloss were analyzed for accuracy in their use of the possessive determiners *his/her* using Pica's (1983) formula.

The control group performed significantly worse in dictogloss 3, whereas the treatment group achieved better percentages of correct use, although the increase was not significant. A positive effect of the FFI implemented was also observed since the gains in correct use of *his/her* in the treatment group were significantly superior to the gains in the control group. Results also show that FFI seems to raise awareness in learners with lower language-analytic ability, blurring individual differences in this respect.

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Mots-Clés: form, focused instruction (FFI), metalinguistic explanations (ME), language, analytic ability, young learners of English as a Foreign Language (EFL), dictogloss

De l'expérimentation à la narration en didactique d'anglais langue seconde/langue étrangère : portrait d'une conception et d'une mise œuvre méthodologique inspirée directement par la Guadeloupe et par les communautés innues au Québec

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Depuis le tournant plurilingue (May, 2013), la didactique de l'anglais langue étrangère (LÉ) connaît de profondes mutations afin de mieux prendre en compte la richesse et surtout les compétences provenant de la diversité linguistique des répertoires langagiers. Aussi bien chez les praticiens que dans le domaine de la recherche, nombreuses sont les réflexions sur les modèles d'enseignement permettant une plus grande contextualisation de l'enseignement-apprentissage (E/A) de l'anglais (Galante, 2020), notamment lorsque les contextes d'E/A présentent des caractéristiques linguistiques et culturelles particulières. Parmi celles-ci, les contextes où se trouvent la minoration (Blanchet, 2005) et/ou la diglossie (Marcellesi, 1981) d'une langue par rapport à une autre. C'est le cas de la Guadeloupe, entre le français et le créole, mais aussi celui du Québec, entre le français et la langue autochtone innu-aimun, qui forment les deux terrains d'étude de la présente recherche doctorale. Territoires où la langue anglaise est enseignée comme LÉ pour la Guadeloupe et comme langue seconde (L2) pour le Québec, le rapport de minoration dans lequel évolue les deux langues maternelles des apprenants interroge sur la manière dont les enseignants d'anglais LÉ/L2 perçoivent les langues minorées créole et innu-aimun et les envisagent dans leurs pratiques enseignantes. En tant qu'enseignante d'anglais et doctorante en éducation et en sciences du langage, ce double statut de " praticien-chercheur " (Narcy-Combes, 2005) a intensément nourri la manière d'aborder cette recherche mais aussi la conception et la mise en place de ma méthodologie de recherche. Délaissant toute idée d'intervention pédagogique au profit d'une approche biographique narrative avec l'utilisation d'outils méthodologiques relevant des pédagogies autochtones tels que le *storytelling* (Iseke, 2013), cette communication se propose de relater l'expérience de la mise en œuvre d'une méthodologie de recherche qualitative hybride basée principalement sur les parcours de vie des enseignants d'anglais L2/LÉ dans ces deux terrains d'enquête.

Mots-Clés: méthodologie narrative, anglais langue seconde, anglais langue étrangère, créole guadeloupéen, innu, aimun

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[*]Intervenant

Exploring Visual Literacy Frameworks

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How can we foster students' viewing development through effective viewing experiences that are question-based, invite different viewpoints? How can we create a learning environment that supports looking in new ways, that are far from how images are consumed at home or during leisure time? This talk will start by considering the changing role of images in the language curriculum and then outline the potential they afford in promoting multimodal communicative competence. It will subsequently review the evolving definitions of visual literacy. At the heart of the talk is the audience's familiarization with two enabling recent frameworks (CEFR-VC, 2021 and ACRL, 2022) that aim to facilitate the development of students' visual literacy skills and competencies as they engage critically, use, and produce visual media. Drawing on selected visual competencies, I will provide suggestions on how to design tasks for language learners that combine the ability to respond and think though images with communicative and linguistic goals.

Mots-Clés: visual literacy, use of images in language teaching, frameworks, task design

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*Intervenant

Views of the research-pedagogy link among in-service second language teachers

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The relationship between second language (L2) teaching and research has traditionally been contentious. Researchers have argued both for (Larsen-Freeman, 1998) and against (Ellis, 2001; Lightbown, 2000) the applicability of research findings to language pedagogy. However, little research has examined practitioners' perspectives on the relationship. Investigations that have probed the link did so by being highly context-specific (Marsden & Kasprowicz, 2017), recruiting a small number of participants (Sato & Loewen, 2019), and focusing on narrow aspects of the relationship (e.g., Borg, 2009). Nassaji (2012) expanded the scope to investigate English L2 and foreign language teachers' perspectives on such areas as familiarity and involvement with L2 research, accessibility, relevance, and usefulness of research for their practice, the research sources they consult, and teachers' expectations for L2 research. The findings suggested a gap between L2 research and pedagogy in that while the teachers believed in the importance of research, they struggled to understand research outputs and prioritized the usefulness of the knowledge gained in the classroom to that supplied by research. While compelling, these findings are difficult to generalize and, according to Nassaji, require improvement. This paper is part of a larger investigation that provided a conceptual replication of Nassaji's study. The study involved three groups of participants (teachers, teacher trainers, and teacher trainees) from a variety of instructional contexts and a research design that expanded on the original questionnaire and included follow-up interviews. The findings reported here come from 130 in-service teachers, 30 of whom were also interviewed. The results suggest that the teachers recognize the importance of L2 research but struggle to access and comprehend publications, find practical applications for the reported findings, and receive the necessary work-based support to engage with research. They, however, highlight the importance of practitioner-researcher collaborations and alternative methods of research dissemination among practitioners.

Mots-Clés: research, pedagogy link, second language, in, service teachers, beliefs, attitudes

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*Intervenant

Supporting Second Language Writing Development Through Assessment: Practices and Challenges

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Assessment can be a powerful tool to promote student engagement and learning because assessment can "frame learning, create learning activity, and orient all aspects of learning behavior" (Gibbs, 2006, p. 23). Consequently, there has been a growing emphasis in the second language (L2) assessment literature on the importance of conceptualizing and using assessment not only to gauge, but also to support and extend, student learning in the L2 classroom (e.g., Lee, 2017; Leung, 2020; Turner & Purpura, 2016). However, there is little research on whether and how L2 teachers use assessment to promote student learning. This study addresses this gap by examining how English as a second language (ESL) teachers in three programs in Canada (university preparation, undergraduate, immigrant settlement) use assessment to support L2 writing development in their classrooms. Individual interviews with each of 25 ESL teachers explored their conceptions concerning L2 writing, learning, and assessment and samples of their writing assessments (e.g., tasks, rubrics) were analysed to understand their assessment practice. Analyses indicated that they used various strategies to integrate assessment with instruction and extend their students' L2 writing development, including designing writing assessments relevant to learners' needs and goals; using assessment to engage, motivate and support student learning; giving feedback for improvement; using rubrics to raise student awareness of writing quality and processes; and using self- and peer-assessment to promote learner autonomy. Across the three contexts, participants reported varying challenges using writing assessment to enhance student learning while supporting institutional accountability and accommodating the diversity of their students' backgrounds, needs and goals. We will discuss the study findings and describe implications that hold potential to support teachers in classroom practice, language teacher educators working with pre-service teachers, and researchers continuing to explore and examine processes and outcomes related to L2 writing assessment in multilingual contexts.

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*Intervenant

Unleashing the Potential of Online Resources for Self-Directed Professional Development for EFL teachers in Turkey

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Continuous professional growth stands as an imperative for language teachers, ensuring their sustained efficacy in pedagogical approaches, a necessity amplified within the swiftly changing milieu of language instruction, where technology plays an ever-expanding role (Richards & Farrell, 2010). With the advent of digital technologies, online resources have emerged as a convenient and accessible avenue for self-directed professional development (Bates, 2022; Botero et al., 2018). This descriptive study investigated how language teachers in Turkey utilized online resources for their self-directed professional growth, examining the extent, preferences, and challenges associated with this mode of development. The study employed a mixed-methods research design, and the data were collected via surveys and semi-structured interviews conducted with university language lecturers working at various schools of foreign languages in Turkey. The findings demonstrated that online resources played a pivotal role in fostering the self-directed professional development of participants, attributable to a multitude of factors. These included unfettered access to essential materials and the remarkable flexibility they offered in terms of time utilization. Furthermore, the outcomes of the research underscored that a significant proportion of the participants actively engaged with diverse resources. These encompassed educational websites, webinars, virtual conferences, and dedicated social media groups focused on language teaching and learning. It was discerned that the accessibility and adaptability of online resources provided educators with the agency to tailor their learning experiences to align with their specific requirements, interests, and schedules. However, the study also unearthed various challenges associated with the utilization of online resources for professional development. Participants consistently voiced concerns about the reliability and caliber of information available on the internet, underscoring the necessity for educators to employ critical thinking when assessing the credibility of their information sources. Furthermore, the management of time emerged as a recurrent hurdle, given the sheer abundance of accessible resources. This surplus of information posed the risk of inundating individuals, potentially hindering their capacity to focus on targeted learning objectives and self-improvement goals.

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Mots-Clés: EFL teachers, professional delevelopment, self, directed, online, open educaitonal, resources

English for specific purposes didactics in France: research objects, methodologies and theoretical frameworks

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We wish to provide an overview of the research objects, methodologies, and theoretical frameworks explored and employed by English for specific purposes (ESP) didactics specialists in France. It is based specifically on a mapping of the field carried out over two years (2021-2023) by the members of the *GT DidASP*, a special interest group established in 2014 within the Groupe d'Étude et de Recherche en Anglais de Spécialité(1) (GERAS).
This collective work aims to familiarize non-didactic colleagues of ESP with the research conducted by specialists in that field in France. It also strives to pursue the characterisation of ESP didactics as a stand-alone discipline.

We will describe the types of research objects studied by the members of the special interest group. Characterising ESP discourses with a view of teaching these characteristics to learners, creating and evaluating ESP courses, as well as describing the educational settings in which the language courses are embedded are diverse yet common research objects.

The diversity of research objects studied in ESP didactics in France mirrors that of the methodological approaches and theoretical frameworks. Researchers rely on action research, on quantitative, qualitative, and mixed approaches, and on what they sometimes term interdisciplinary approaches. The tools used are questionnaires, interviews, classroom and field observations, along with discourse analysis.

The theoretical frameworks are rooted in theories that are specific to ESP (intentionality theory, professional-based fiction amongst others), as well as those more widely shared with colleagues in other areas of English didactics (for instance, second language acquisition, task-based language learning). In addition, some researchers use theoretical frameworks from other disciplines (complexity theories, engineering).

Once these elements have been introduced, we will question whether we can consider the didactics of specialised English a "discipline" in its own right.

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*Intervenant

(1) The French scientific community whose research focuses on the study of specialised varieties of English.

Mots-Clés: methodology, theories, ESP didactics, French approach, LANSOD

Beyond the Classroom: Unveiling User Retention and Attrition by Exploring Factors Influencing Secondary School Students' Usage of EFL Apps for Self-Directed Lexical Training

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Learning vocabulary is perceived as a challenging task especially by learners during the transition phase from primary to secondary school (cf. Brunsmeier, 2019). At the same time vocabulary practice often plays a minor role in language classroom (cf. Nation 2008). Since the majority of lexical practice takes place outside of the classroom, it is important to provide students with the best possible support for autonomous vocabulary learning.

Textbook publishers offer an increasing number of vocabulary apps to support autonomous mobile lexical learning. An analysis of textbook-corresponding English vocabulary apps for German secondary-school students shows that they often focus on a few chosen aspects of word knowledge, rely largely on decontextualized types of learning activities, and relate to basic dimensions of lexical knowledge, providing little feedback. At the same time, there are few to no studies that empirically investigate the use of various app features on lexical learning.

The ALL study (*Apps for Lexical Learning*) was conducted in North-Rhine Westphalia in Germany with year 6 students. Three groups (two intervention groups and one control group) participated in the project for approximately 8 weeks (duration of one textbook unit). In order to manipulate specific app variables, a new vocabulary app "LexiFun" had been developed in accordance with the models of the mental lexicon and word knowledge (e.g. Nation, 2008; Singleton, 1999) as well as multimedia design principles (e.g. Mayer, 2005). Students who learnt with LexiFun outperformed the remaining two groups in the domain of contextualized and productive word usage, as well as regarding five tested word kinds (pre- to post-test). Interestingly enough, word retention remains stable for all the groups (post- to delayed post-test).

Thanks to student post-questionnaires, the project provides insights into reasons why ca. 80% of learners cease working with apps or decide not to work with the tool at all. Students who work with apps still decide to supplement their digital self-directed learning by using coursebook, vocabulary book, and queries, as shown by student learning diaries. This project provides important insights into app features that cater for the development of multiple word knowledge domains, at the same time explaining how young EFL learners prefer (not) to learn vocabulary.

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Mots-Clés: Lexical learning, digital learning, apps, English, vocabulary, secondary school, young learners

Enseigner/apprendre l'anglais en s'appuyant sur les langues de la maison

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Les établissements scolaires français accueillent aujourd'hui un nombre croissant d'élèves dits allophones et dont le répertoire langagier (Gumperz, 1972) est pluriel. Ce plurilinguisme tend à être occulté par les enseignants qui, démunis faute de formation, le perçoivent souvent comme un handicap alors qu'il pourrait constituer un point d'appui linguistique (Auger & Le Pichon-Vortsman, 2021), notamment pour l'enseignement apprentissage de l'anglais.

Dans quelle mesure est-il possible d'accompagner les enseignants vers une prise en compte du répertoire langagier des élèves afin d'en faire un atout pour l'apprentissage de l'anglais ?

Cette contribution s'appuie sur une recherche-action participative menée en quatre temps dans un réseau d'éducation prioritaire francilien du collège au lycée. Tout d'abord, des questionnaires à destination des élèves, des entretiens menés avec les enseignants, ainsi que des captations vidéo de cours, ont permis de dresser un état des lieux du répertoire langagier des enfants et de sa prise en compte dans les classes. Dans un second temps, des modules de formation suivis de phases d'accompagnement en classe ont été organisés avec les enseignants volontaires afin de les sensibiliser aux approches plurilingues et d'outiller leurs pratiques pédagogiques. Pour finir, de nouvelles captations de cours ont été réalisées afin d'observer les pratiques mises en place et l'adhésion des élèves. Des nouveaux entretiens ont été menés avec les enseignants, les élèves pour mesurer l'impact que la prise en compte de la dimension plurilingue et multiculturelle dans les cours a sur l'enseignement-apprentissage de l'anglais ainsi que sur le ressenti des différentes parties prenantes. L'analyse des vidéos et des questionnaires a montré qu'une approche plurilingue renforce la conscience métalinguistique des élèves (Cummins, 1979, 2021 ; Auger, 2005) et impacte positivement le sentiment d'auto-efficacité (Bandura,2006) des élèves face à l'apprentissage de l'anglais. Cela favorise l'émergence d'émotions positives via une meilleure cohésion de groupe et un renforcement de l'estime soi, premiers signes du mieux-être.

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Mots-Clés: Enseignement/apprentissage de l'anglais, didactique du plurilinguisme, approches plurielles, émotions

A case study in a unique ESL context: Primary considerations in developing an academic language intervention for Indigenous students in a remote First Nation community

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Indigenous students speak diverse languages. In Canada more than 60 distinct First Nation languages are spoken as their first language. Many Indigenous students are English language learners (ELLs) and reside in a community where English is a second language (ESL). Research has consistently shown that it takes at least 5-7 years for English learners to catch up with their English-speaking peers in academic language skills even though basic conversational fluency is usually acquired within 1-2 years (Collier, 1987; Cummins, 1991; Hakuta et al., 2000). Given inequitable access to learning resources and opportunities, along with diverse political, socioeconomic, and historical issues, many Indigenous students have fallen behind grade expectations at an alarming rate, particularly in reading comprehension (First Nations Schools Association, 2013). "High school has become a major site of struggle" for them (Pulla, 2015, p. 13), where considerably increased academic language demands in content areas place them at high risk of academic failure and lead to extremely high dropout rates (Anderson & Richards, 2016; Garnett, 2010).

This paper reports on a case study conducted in an Indigenous high school in Canada, located in a remote First Nation community where most students spoke Ojibwe as the first language at home and went to the school where English was a medium language for instruction. Our study aimed to develop an innovative language intervention by leveraging students' narrative language skills and their interest and aspirations to support their academic vocabulary learning in the Grade 9 and 10 subject content contexts. Considering the unique challenging situation and in light of a culturally relevant pedagogical framework, we developed an innovative language intervention to support Indigenous students' learning of academic vocabulary and their teachers' instruction across subject content areas. Curriculum materials were developed through shared storytelling activities with First Nation youth, reflecting their culture and values. References selected

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Mots-Clés: Culturally responsive pedagogy, Indigenous high school students, reading and vocabulary, content and language integrated learning

Learning vocabulary, grammar and pronunciation from children's graded readers

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Incidental learning from L2 reading is a slow process because of the massive amounts of input from graded readers that are required (Webb & Nation, 2017). In an attempt to maximize learning from reading, research in SLA has been conducted on the use of several instructional strategies such as assisted reading, repeated reading or narrow reading. However, most of these strategies were developed with teenagers and adult learners in mind and few studies document their impact on children (Author et al., 2019). One additional challenge in L2 reading with young learners is the fact that graded readers for children are very short so repeated exposures to new language items are less likely to occur and therefore chances for incidental learning to happen low (Uchiara, Webb & Yanagisawa, 2019). In the present study an instructional procedure was developed ('Multiple incidental exposures' MIE) to be used with children's graded readers that ensures multiple exposures in the context of meaning-focused instruction.

44 Catalan/Spanish bilingual children learners of English (L2) participated in the present study. Participants belonged to two intact classes. One class followed MIE procedure (n= 23) and the other one followed a traditional explicit practice (TEP) approach (n= 21). Both groups of students read the same two graded readers, but the MIE group was exposed to the content of the story four times and through multiple formats, whereas the TEP group read the books once and carried out a number of focus on forms exercises.

The results show that while the TEP procedure is more effective for grammar learning, the MIE procedure seems to be more beneficial in terms of pronunciation. Both the MIE and TEP procedures seem to be equally effective in terms of vocabulary, and enjoyment and perception of learning.

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Mots-Clés: reading, vocabulary, grammar, pronunciation

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*Intervenant

A phonological tool to enable French-speaking students to write in L2 English / Outil phonologique pour permettre aux élèves francophones d'écrire en anglais L2

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Written production is one of the language activities to be worked on in Cycle 3 in France (MEN, 2023), with the aim of "writing words and expressions whose spelling and syntax have been memorized" (MEN, 2023: 36). The official instructions refer in particular to "copying a written model" (MEN, 2023: 36). However, copying words is an activity which, if not accompanied by orality, runs the risk of activating the phonological loop in French (since it involves the same alphabet) (Rolland, 2011). It is therefore particularly important to work on phonics-graphics. This will also be decisive in other activities such as " Write known expressions under dictation" (MEN, 2023: 36).

It should be remembered that not all elementary school teachers in France are language specialists, and that the number of hours of training in language didactics at INSPEs means that they have to keep up their constant training and equip themselves with the tools they need to propose activities adapted to end-of-cycle expectations.

To work on lexical spelling based on students' known oral representation, we propose an English adaptation of the Enthiasme Orthographique tools developed in 2019 for French as a first language.

The programmatic spelling tree, which brings together the different graphemes for a phoneme, and encoding cards enable pupils to write words without error, even if the word has never been seen written before.

In line with the call for papers, we will discuss the coherence of this tool in the didactics of French as a mother tongue and in the didactics of English as a foreign language. This leads us to consider a didactic tool with common foundations, and to reflect on the articulated tools of language didactics.

Our presentation will set out the didactic foundations of this proposed tool, and will report on exchanges with 4 Cycle 3 teachers, as well as an initial 3-week in-class use. This presentation will be an opportunity to discuss with the community possible improvements to the tool and pedagogical guidelines that could accompany the tool to best help teachers and their students.

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*Intervenant

French version

La production écrite fait partie des activités langagières à travailler en cycle 3 en France (MEN, 2023) avec comme objectif d'" écrire des mots et des expressions dont l'orthographe et la syntaxe ont été mémorisées " (MEN, 2023 : 36). Les instructions officielles parlent notamment de " copier un modèle écrit " (MEN, 2023 : 36). Toutefois la copie de mots est une activité qui, si elle n'est pas accompagnée d'oralité, risque d'activer la boucle phonologique en français (puisqu'il s'agit du même alphabet) (Rolland, 2011). Il est donc particulièrement important de travailler la phonie-graphie. Cela sera également déterminant dans d'autres activités comme " Ecrire sous la dictée des expressions connues " (MEN, 2023 : 36).

Il convient ici de rappeler que les enseignants à l'école primaire en France ne sont pas tous spécialistes en langue et que le nombre d'heures de formation en didactique des langues dans les INSPEs leur impose de continuer à se former constamment et s'outiller pour proposer des activités adaptées aux attendus de fin de cycle.

Pour travailler l'orthographe lexicale à partir de la représentation orale connue des élèves, nous proposons une adaptation en anglais des outils de l'Enthousiasme Orthographique développés en 2019 pour le français langue maternelle. L'arbre programmatique de l'orthographe rassemblant les différents graphèmes pour un phonème ainsi que des cartes d'encodage permettent aux élèves d'écrire sans erreur des mots, même si le mot n'a jamais été vu écrit auparavant.

En ligne avec l'appel à contributions, nous discuterons de la cohérence de cet outil en didactique du français langue maternelle et en didactique de l'anglais langue étrangère. Cela nous amène donc à envisager un outil didactique aux fondements communs et à nous inscrire dans une réflexion sur l'outillage articulé de la didactique DES langues.

Notre présentation exposera les fondements didactiques de cette proposition d'outil et rendra compte des échanges avec 4 enseignants de cycle 3 ainsi que d'une première utilisation en classe durant 3 semaines. Cette communication sera l'occasion d'échanger avec la communauté sur les améliorations possibles de l'outil et les pistes de guide pédagogiques pouvant accompagner l'outil pour aider au mieux les enseignants et leurs élèves.

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Mots-Clés: outil, production écrite, orthographe, phonologie

Les processus métacognitifs dans l'apprentissage des langues étrangères médiés par les outils de la réalité virtuelle

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Cette étude interroge les processus d'apprentissage en contexte scolaire via l'usage de la réalité virtuelle, soulevant des questions sur le syllabus dans l'enseignement et l'apprentissage de l'anglais langue étrangère.

L'une des caractéristiques de la réalité virtuelle est l'immersion, c'est-à-dire la capacité des écrans à créer une illusion de réalité complète, étendue et vivante pour les sens d'un individu (Slater & Wilbur, 1997). Cela induit l'émergence d'un état de flow (Csíkszentmihályi, 1991), où l'utilisateur.rice est totalement absorbé.e par l'expérience vécue. Cela créé un sentiment de présence, où la frontière entre le monde réel et le monde virtuel s'estompe.

La réalité virtuelle peut stimuler l'engagement cognitif et l'implication des élèves dans leurs apprentissage (Borona, Tambouris et Tarabanis, 2018). L'engagement désigne l'implication émotionnelle dans la réalisation des activités d'apprentissages (Skinner & Belmont, 1993). Il découle de l'attention qui consiste en la mise en place de processus d'éveil, de vigilance, de sélectivité, d'effort et de capacité (Véronique, 2019).

L'attention peut être mesurée à l'aide de l'oculométrie (Dubovi, 2022), notamment via les analyses de la durée moyenne des fixations et du temps de regard, qui augmentent généralement avec l'engagement (Lieberman & Dubovi, 2022). Cependant, cette relation peut varier en fonction du niveau de connaissances préalables des participant.e.s sur le sujet traité (Ozcelik, Arslan-Ari et Cagiltay, 2010).

Dans notre recherche doctorale, nous étudions l'impact de la réalité virtuelle sur l'engagement cognitif et la focalisation de l'attention visuelle dans une situation d'apprentissage lexical en anglais. Pour ce faire, une expérimentation a été mise en place, faisant appel à l'eye-tracking pour analyser les mouvements oculaires et à des évaluations linguistiques pour mesurer les performances en apprentissage lexical de sparticipants (n= 41, 18-21 ans, CECRL : A1-B1).

Nous présenterons les résultats obtenus en proposant une réflexion sur les démarches expérimentales en didactique de l'anglais langue étrangère.

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Mots-Clés: réalité virtuelle, acculturation, engagement, focalisation de l'attention visuelle, eye, tracking

Remembrance of things past – Getting grammatical forms to stick, long-term.

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Subthemes 3 (pedagogical tool) or subtheme 2 (short and long term memory/link between formal and informal learning)

Music - described by Maley in Murphy (1990) as " highly memorable " - would appear to counterbalance one of the main drawbacks in L2 students' learning : while grammar is hard to learn and easy to forget, English popular songs, which are part of students' lives and omnipresent in both public or private spheres, are easily memorized in informal contexts for reasons we will expose in this paper. Pop songs thus provide the grammar teacher with authentic material that is already known or familiar to students, and that encompasses convenient linguistic characteristics such as easily identifiable narrative contexts or situations of utterance.

This presentation shows why popular music, which helps undergraduate first year L2 students to focus on and memorize grammatical forms as a first step in their learning of grammatical theory (Maechling, 2022), can above all facilitate long-term retrieval. While stimulating engagement and lowering anxiety (Krashen 1982) in lecture courses, songs can act as triggers for grammatical items that remain in students' minds and prevent them from forgetting grammatical forms. Multimodality, be it image, gesture or voice, may have added value. We will show that remembrance, or episodic memory, is also linked with long-term memorization here.

This experiment on long-term memorization will be assessed through an analysis of exam results of L2 students during their first and second years, and their answers to several questionnaires. Items taught via musical examples and others taught with different methods will be compared. It is striking that, for quite a few students, this "musical method of grammar learning" still resonates with them, many years later.

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Mots-Clés: longterm memorization, music, undergratuate, L2, grammar forms

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[*]Intervenant

The role of reflection and pedagogical inquiry in pre-service English teachers' professional development towards autonomy and learner-centredness

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The knowledge-based society is characterised by a climate of impermanence reflected in the increased globalisation, the exponential growth of information, the need for plurilingual competences, and the constant advances in the field of ICTs. This climate makes the call for lifelong learning and continuous professional development a primary objective of learners' education (Darling-Hammond et al., 2017; European Commission, 2019). Due to these demands, the notion of learner autonomy has become one of the most important goals in education and, more specifically, language education (Author, 2016; Jiménez Raya et al., 2017; Palfreyman & Benson, 2019). Its promotion in the classroom requires a reconceptualization of language teaching whereby teachers replace a traditional approach with a learner-centred approach catering for learners' learning needs, characteristics, and abilities.

Despite the prominence of autonomy as an educational goal, its promotion is still far from being a relevant goal in many language classrooms (Author, 2015; Jiménez Raya & Vieira, 2021). One reason for this gap between theory and practice is the dearth of teacher education initiatives for autonomy developed (Author, 2018). Teacher education is a crucial stage in language teachers' professional development towards autonomy as it can assist them in developing the competences, skills, and knowledge necessary to foster pedagogy for autonomy.

This paper analyses, through different case studies, the role of reflection and pedagogical inquiry in an initial teacher education module in which one of its objectives is to encourage pre-service English teachers' professional development towards autonomy and learner-centredness. More specifically, it examines what dimensions of professional competence towards autonomy identified by Jiménez Raya et al. (2017) they develop. These dimensions include 1) developing a critical view of (language) education, 2) centring teaching on learning, 3) managing local constraints to open up spaces for manoeuvre, and 4) interacting with others in the professional community.

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Mots-Clés: language teacher education, reflection, pedagogical inquiry, learner autonomy, learner, centredness

USING SYSTEMATIC OBSERVATION TO GAUGE TEACHER INPUT QUALITY IN CLIL: EVIDENCE FROM A LONGITUDINAL STUDY IN CATALAN PRIMARY EDUCATION

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1

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For many children learning a foreign language (FL), the FL teacher is the only source and model of the target language. Thus, it is crucial that teachers create the necessary learning opportunities in their classes through discursive and pedagogical practices which support FL development. Despite the existence of research studies targeting the role of teacher input in CLIL classroom interaction, their focus is mainly on CLIL secondary and tertiary education level contexts (Sánchez-Garcia, 2019). In the present study, we aim to examine teacher input quality in CLIL at a primary education school in Catalonia (Spain) and how it is shaped by teacher training and accumulated experience.

The school embarked on a three-year CLIL innovation programme which started the academic year 2019-2020. Every year a CLIL intervention was designed and implemented by two school teachers, under the supervision of experienced CLIL teacher trainers and in tandem teaching. The CLIL sessions (13 in total) were video-recorded, transcribed and analysed by means of a systematic observation instrument, the Teacher Input Observation Scheme (TIOS) (Kersten, 2019). Teacher input quality was rated with regard to the characteristics of tasks and activities, the degree of support to comprehensible input (i.e. the quality of the teacher's verbal and non-verbal input) and the support of learners' output. A semi-structured interview was conducted by the end of the three-year programme in order to gain further insight into the teachers' perceptions and experience. The results show that the teachers fostered a wide range of L2 learning opportunities, with gradual improvement in most of the TIOS domains, particularly with regard to the quality of the teachers' verbal and non-verbal input, yet trends are less clear in the case of the tasks and activities implemented and the support to children's output. We argue that research-informed, structured observation can serve as feedback and feedforward tools to align CLIL classroom practices with SLA research and maximise FL learning opportunities for CLIL primary education learners.

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Mots-Clés: Teacher input, Content and Language Integrated Learning (CLIL), Foreign language (FL) learning opportunities, Systematic observation

Incorporating pragmatics in EFL educational settings: audiovisual resources and tasks

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2

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Pragmatics is teachable and beneficial in instructed contexts (Taguchi, 2019). This is not a new finding in Interlanguage Pragmatics (ILP) research anymore, especially in English as a Foreign Language (EFL) contexts. However, there is still a need to incorporate pragmatics in course curricula at the same level as other components of language are, such as grammar or vocabulary. In addition, the lack of pragmatic resources and pedagogical proposals makes it difficult for teachers to deal with pragmatics in class (Author 2). Recent research in ILP has shown the benefits of audiovisual resources, since they present rich and contextually appropriate pragmatic input in a variety of social and cultural contexts (Roever, 2021). These sources raise EFL learners' awareness of sociopragmatic and contextual factors, which precede and affect the choice of a particular pragmalinguistic form in a given communicative situation (Author 2). Regarding teaching methodologies, a variety of proposals have shown positive effects on EFL learning (for a review, see Bardovi-Harlig, 2020), being Task-Based Language Teaching (TBLT) one of the approaches that is gaining momentum in ILP, since using goal-oriented and meaning-based tasks seem to promote L2 pragmatic learning as language is used in a meaningful and real way (González-Lloret, 2019). The aim of this presentation is thus to share a series of TBLT lessons in which tasks have been designed in a way that they elicit pragmatic performance. In all the lessons, the pre-task phase provides input taken from both TV series and films, which present rich pragmatic input that help students contextualize pragmatic exchanges. The pedagogical proposals presented have been piloted, applied and tested in primary, secondary, and tertiary education. This presentation hopes to provide teachers from different educational settings with tools, resources and practical ideas to enhance pragmatic learning in EFL contexts.

Mots-Clés: interlanguage pragmatics, audiovisual resources, tasks

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*Intervenant

Intercultural Rhetoric and Critical Reading-to-Write for the English Academy

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"Independent reading accounts for as much as 85% of learning in (North American) college" (Bosley, 2008, p. 285), but under-preparedness in critical thinking skills (such as information synthesis) is a major factor in college attrition (Fisher & Hoth, 2010). Critical reading is achieved through complex and task-specific inferencing processes (Grabe, 2009; Kintsch, 1998; Horiba, 2000, 2013; Perfetti & Stafura, 2014), and is required in the English academy and on high-stakes tests such as TOEFL. Definitions of critical thinking (and reading) are culturally based (Richardson, 1995) which may disadvantage some L2 students. Although there is a substantial body of inferencing research, much of our knowledge comes from narrative texts, but text type affects inferencing processes (Horiba, 2013; Lorch, 2015; Narvaez et al., 1999; van den Broek et al., 2001), as does reading purpose (Kintsch, 1998; Lorch, 2015; Perfetti & Fukaya, 2015). Inference models based on narrative texts do not necessarily apply to expository texts; elaboration of current models is required for expository reading research (Lorch, 2015) and teaching. This presentation first explains the two major levels of reading comprehension (Kintsch, 1998) specific to English academia and the inferences required for each (Cohen & Upton, 2006; Horiba, 2000, 2013; Meyer Sterzik, 2017). Next, a research-based, extended model of narrative inferences (see Cook & O'Brien, 2014; Graesser et al., 1994; van den Broek et al., 2001; Zwaan & Singer, 2003), accounting for differences in expository texts such as textual complexity, reading purpose, and decreased background knowledge (Lorch, 2015), is proposed. Participants will then be presented with a theoretically-framed and modifiable pedagogical tool to assist in fostering task-specific inferences for common academic reading-to-write tasks in the English Academy. Instructors may use the tool to scaffold L2 learners' metacognition by incorporating textual analyses framed with Intercultural Rhetoric using L1 and L2 texts prior to modelling the inferencing processes specific to English texts for specific writing tasks such as summaries, personal responses, and critical analyses. With a better understanding of the inference processes required for critical reading-to-write in English academic contexts, instructors can better prepare their EFL and EAP students for success in the English-medium academy.

Mots-Clés: Reading to write, Critical Reading, Intercultural Rhetoric, Pedagogy

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*Intervenant

Teaching spelling in EFL/ESL contexts together with language skills adopting a holistic approach

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Abstract

It is posited that prior to teaching writing to learners of English as a foreign/second language and even as a first language, they need to be familiarized with the correct use of writing mechanics, namely, spelling, punctuation, and capitalization, as well as with cohesive devices because of their key role in contributing to conveying written messages comprehensibly. As far as spelling is concerned, this language area seems not to be attached the significance it deserves as it has not actually been given its share of explicit teaching in EFL/ESL contexts. In this setting, whether spelling should be taught explicitly and how it should be taught effectively still raise a thorny issue among syllabus designers, ELT authors, education inspectors, and EFL/ESL teachers. In this frame of reference, this paper aims at examining the reasons for not teaching spelling explicitly, why it should be taught, and how it can be taught effectively. The participants of the study were 10 education inspectors and 50 EFL teachers. A questionnaire was administered to and an interview was conducted with those participants regarding the aforementioned spelling-related issue. The overall results showed that as mastering spelling can actually contribute to proficiency in writing, it should be taught explicitly adopting efficient instructional methods that can ensure effective teaching and successful learning. One possible efficient instructional method of teaching spelling is adopting a holistic approach using passages from a short story characterized by suspense and fun. Each passage should primarily be exploited for teaching spelling theoretically followed by consolidation exercises. One instance of a passage through which spelling can be taught effectively may be one in which there are words containing silent letters. In order to

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*Intervenant

make the language teaching-learning process as a whole enjoyable and fruitful adopting a holistic approach, the passage can equally be exploited for teaching pronunciation and also for a variety of learning activities related to the four language skills, listening, speaking, reading, and writing. Using passages from a short story to teach spelling together with pronunciation and the four language skills could be deemed to be one of the most effective teaching approaches, especially if the story is really amusing and suspenseful.

Keywords: *teaching; spelling; EFL/ESL contexts; short story; pronunciation; language skills; holistic approach*

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Hybridization of CLIL and collaborative online international learning (COIL) in initial English teacher education: implementation and results.

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CLIL (content and language integrated learning) is an innovative approach to language learning in which academic subjects such as social science, art, or mathematics are delivered in a second language, frequently, English. Thus, CLIL provides increased time of exposure to English language within school hours, and offers more significant, natural, and realistic learning scenarios, since the second language is learnt while using it for learning. Research has confirmed that CLIL is an effective approach for both learning second languages and the contents, (Pérez Cañado, 2018a; 2018b) and the European institutions consistently promote this educational innovation (2018, for instance).
To implement it, it is fundamental that CLIL teachers are equipped with the necessary didactic tools to foster the integrated learning of language and content, including the ability to analyse linguistic and cognitive demands, provide adequate scaffolding, design meaningful tasks, carry out suitable feedback, etc.

This contribution is focused on the acquisition of the fundamentals of CLIL by future teachers in their initial teacher education (ITE), by means of their participation in a Collaborative online international learning program (COIL). Future English teachers from Spain, Italy and Croatia collaborated to design teaching units following the CLIL approach, with a focus on sustainability. Procedure and outcomes of the collaboration will be shown, along with the results of the investigation conducted on the student perspectives about the experience. A questionnaire was designed, and 125 responses were collected. Students indicated that the COIL program had helped them develop they professional competences, and they emphasize their improvements in the quality of the learning activities they collaboratively designed. The advantages of COIL in initial English teacher education and the added value of this kind of collaboration will be analysed and discussed.

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*Intervenant

Comparing Trajectories for the Support of Research Literacy Development in Pre- and In-service English Teachers in the Nordic-Baltic Region

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1

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Calls from international organizations such as Organization for Economic Cooperation and Development (OECD) and mandates from ministries of education in the Nordic-Baltic region highlight the importance of supporting research literacy and research skills in teacher education and encouraging pre- and in-service teachers to concretize these skills via active research to support continued professional development. Research-based teacher education requires parallel processes and careful consideration of different perspectives of stakeholders in different sectors of education to enmesh research engagement into teachers' professional identity. This paper reports on the initial work conducted within a collaborative NordPlus project "Teacher Research Literacy: Comparative Trajectories in the Nordic-Baltic Region" (TREL) that engages several universities and schools in Norway, Sweden, Finland, Latvia, Estonia and Lithuania. The project seeks to strengthen teacher education programs in the Nordic and Baltic region by collecting and sharing experiences from pedagogical activities related to research literacy development in pre- and in-service teachers. With its focus on documenting and discussing best practice and analysing national needs, policies, and research literacy training activities at the partner universities and schools, TREL aims to contribute to the establishment of a coherent Nordic strategy in teacher research literacy training. We will share preliminary results of the project based on the data created in collaborative workshops and observations of the English classrooms at the partner organisations and share our experiences of drafting a handbook of good practice for building research literacy in TREL's professional learning network.

Mots-Clés: Teacher Research Literacy, Nordic region, Baltic region, Teacher training

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*Intervenant

Visual Thinking Strategies and the use of images as a language learning tool

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Visual Thinking Strategies (VTS) is an inquiry-based pedagogical technique grounded in teacher-pupil discussions which principally uses images as a resource. Based on Abigail Housen's original work in cognitive psychology (Housen, 1980, 1983), it was initially created for Art studies to improve a participant's ability to interpret, describe, and analyse imagery and do this through active observation and collective discussion (Yenawine, 2018, 2013; XX, 2022). Whilst VTS can be used with participants of all ages, it has shown itself to be particularly impactful with young children both in developing their analysis skills, but also their language and communication skills (Hailey et al. 2015; Yenawine, 2018, 2013; XX, under review). As a result, VTS can be described as a "meta-visual-lingual" activity because it is the act of talking out loud about the thinking inspired by a visual object such as an image. In addition to providing educators with the opportunity to use any visual stimuli related to their teaching, VTS also provides an in-practice opportunity for teachers to assess their pupils' learning. In this presentation, I will explore how VTS goes beyond the Art studies experience and is a highly adaptable technique for teachers of English in their work with pupils developing their language skills, critical literacy, and in-depth learning for a fuller engagement in language classrooms.

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*Intervenant

The intelligibility of French-accented speech in an academic context: an experimental method with implications for pronunciation teaching.

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Since many L2 speakers never acquire native phonological patterns despite years of study and practice, much seminal research has been directed towards what makes speech intelligible as opposed to focusing on making learners sound like (SBE/RP or GA) native speakers (Derwing & Munro, 1995, 1997, 2006; Jenkins, 2000). Drawing on theoretical and methodological paradigms from L2 phonology, variationist sociolinguistics and cognitive psychology, this poster aims to describe the interphonological (segmental) system of a cohort of French adult speakers and to relate findings on the intelligibility and comprehensibility of French-accented English in an academic context.

A spoken corpus of the English productions of thirteen French Psychology researchers was adapted from the interphonological and sociophonological components of the PAC protocol (Przewozny et al, 2020). We present our own protocol based on reading and interactional tasks using psychology material (Xodabande, 2020, Budson et al, 2002) and videos of conference presentations the informants had given in English in a variety of ecological scientific contexts. We then discuss how the analysis of this corpus contributes to the description of the French speakers' interphonological system in L2 English. Pillai scores for pairs of short vowels are examined and our results are compared with previous works (Kenworthy, 1987; Jenkins, 2000; Capliez, 2011; Rouaud et al., to appear). We then examine the second phase of our ongoing study for which the spoken corpus was used to create the experimental material. A set of French and English participants were asked to perform three perception tasks to evaluate the informants' intelligibility. We review the results with regard to the criteria of intelligibility and comprehensibility as defined in our study and discuss the implications for pronunciation teaching.

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Social media as resources for English language learning and research

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The increasing use of social media has led to the emergence of a new form of communication and the creation of a new jargon known in English as 'internet language', 'chatspeak' and 'netspeak', among other labels (Crystal 2001; Thurlow & Mroczek 2011; Yus 2011; Herring 2020). In addition, some scholars (Evans 2014; Reinhardt 2019; Siddig 2020; Çetinkaya & Sütçü 2022; Tragant et al. 2022) have shown how social media can become very useful resources for language teaching and learning.

In light of this, this study showcases the results of a project carried out with two groups of students of English at the University of Santiago de Compostela. The project had two main objectives: (i) to expand students' knowledge of social media, and (ii) to encourage reflection on their use. Firstly, the participants were asked to answer a short questionnaire about social media. Secondly, they were given a brief description of 'netspeak' and, finally, they were encouraged to collect and analyse data from their own WhatsApp, Instagram, Twitter and Tik-Tok samples.

Preliminary results indicate that students are very active in social platforms. They communicate not only in Galician and Spanish, but also in English, which is the language chosen when they participate in chats, forums, and video games. They also show extensive metalinguistic knowledge and a good capacity for reflection. The most frequent features mentioned in their analysis are the absence of punctuation marks, abbreviations (*omgg estou sem palavras juro*), the use of capital letters (NON PODE SEER), code switching (*trabajar en hostelería is my passion*), emoticons and emojis (OK), unconventional spellings (*I love yu bby*), random letters (*jhaaksnkjns*), vocatives (*I feel so sick bro*), lengthening of words (*omg me tooooooooo*), etc.

This pilot study concludes by highlighting the great potential that social media offer for English language teaching and learning, drawing attention on the need for further research.

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Mots-Clés: social media, internet language, language learning, language research, language teaching, educational materials

Teaching ESP with self-made specialised corpora: Exemplification from two genres

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Learning and teaching English for special purposes can pose challenges on multiple levels, beginning with building up familiarity with the relevant lexis, preferred structures and discursive conventions, through selection from the identified material, to its gradation. We will introduce insights that language classrooms can gain from both self-compiled and existing (collections of) texts and concordancing tools. Drawing on concrete examples from two genres, namely legal documents and cookbooks, we will demonstrate how corpus linguistics can reveal a wealth of information about the lexis, grammar, information structure, and cultural associations in the genres concerned, which often vary vastly not only cross-linguistically, but also differing from the conventions and principles of "general English". The presentation will illustrate how corpus tools can help choose the most appropriate and universally acknowledged collocation or turn of phrase from among superficially synonymous ones and validate hypotheses concerning crucial but non-salient grammatical choices, stylistic, spelling and punctuation conventions.

In the domain of legal English, we shall discuss typical connectors, discourse markers, irregular past participles, pronouns, coordination patterns and synonymic chains, postmodifying participles, emphatic *do*, peculiarities in conditional clauses, causatives, and several other categories of forms that differ from the English as we know it elsewhere (Bázlik, Ambrus & Bęclawski, 2010). In the corpus of recipes, in turn, we identify both intra- and cross-linguistic differences, spanning from collocations through information positioning, compression, and impersonal constructions to genre-specific ellipsis and information structure patterns (Author, XXXX).

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Mots-Clés: English for special/specific purposes (ESP), corpus linguistics, legal English, cookbooks, recipes

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*Intervenant

Assessing an English Remediation Course Designed to Promote Linguistic and Language-Learning Autonomy

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In this presentation, we will have a look at the impact of an English remediation course on the development of linguistic and language-learning autonomy skills in first-year students majoring in Applied Modern Languages (English and Spanish). The aim of this remediation course is to provide assistance and support to the students with the weakest proficiency levels in English and to ease their entry into their program as much as possible.

To this end, we designed a hybrid pedagogical system promoting personalized learning and autonomy development (Holec, 1981; Little, 2007 and 2022; Benson, 2011; Chateau et Candas, 2015 ; Molle et al., 2019; Chateau et Molle, 2023; AUTEURE, accepted). In this way, the course is composed of in-class time (promoting exposure and production to the language), distance hours (enabling students to target their own needs and difficulties in English), one-to-one counselling sessions (for the teacher to provide personal support and feedback to each student) and methodological assistance (to help students improve the language quality of their written and oral productions in English).

In order to find out whether all these aspects have a positive impact on the development of linguistic and language-learning autonomy, we developed an English proficiency test and a self-evaluation questionnaire designed to assess one's degree of language-learning autonomy in English. These were submitted to pilot participants before and after the completion of the remediation course using a "pre-test/post-test" methodological procedure. Preliminary results showed that the remediation course had a positive effect on the participants' language learning autonomy but not on their proficiency level in English. In this presentation, we describe in more detail the procedure that we developed to measure these effects and we discuss implications for the assessment of teaching systems.

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Un escape game sur la comparaison des langues

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L'idée de comparer les langues émerge de propositions émanant de la didactique du français, de la didactique des langues et de la didactique du plurilinguisme. Divers travaux de recherche ont mis en évidence l'intérêt que représente une approche des langues fondée sur l'observation comparée du fonctionnement de celles-ci. En effet, depuis une quarantaine d'années, dans le domaine de l'enseignement des langues, les didacticiens mettent en avant l'intérêt que représente une approche des langues fondée sur l'observation comparée du fonctionnement de celles-ci (Hawkins, 1984, Dabène, 1992, Candelier, 2003). L'enjeu d'une approche comparative des langues est une meilleure maîtrise des langues et du langage, grâce, notamment, au développement de compétences métalinguistiques, indispensables tant pour l'accès à l'écrit dans la langue de scolarisation que pour l'apprentissage d'une première langue, puis d'autres langues étrangères, etc. (Kervran, 2008, Ober, Garcia-Debanc & Sanz-Lecina, 2004, De Pietro 2004, Demont, 2001). Néanmoins cette démarche est peu traduite d'un point de vue didactique. Dans cette présentation, nous présenterons le projet ObRéCo (Observation Réfléchie et Comparée des langues à l'école) débuté en septembre 2022. L'objectif principal du projet est d'élaborer à partir des pratiques pédagogiques déclarées d'enseignants du 1ier degré des ressources pédagogiques et didactiques basées sur le jeu et le numérique, afin que se développent dans ces contextes enseignants, des pratiques favorables à l'observation réfléchie et comparée des langues à l'école. Dans un premier temps, nous présenterons le matériel pédagogique co-construit par les acteurs terrains et les enseignants chercheurs du projet et son intégration dans un escape game pédagogique à destination d'élèves de CE1. Puis, nous présenterons le protocole d'évaluation conduit auprès du groupe expérimental et du groupe témoin actif visant à mesurer les compétences métalinguistiques des élèves en français et en langues avant et après la mise en œuvre des ressources.

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Un jeu pour la compréhension orale en anglais des élèves de primaire : résultats observés, auto-évaluations et pratiques des joueurs

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Luciole (Ludique au service de la CompréhensIon Orale en Langue Étrangère) est un jeu sérieux pour le développement de la compréhension de l'oral en anglais par des élèves des cycles 2 et 3. Ce jeu s'inscrit dans le projet "Fluence" (projet e-FRAN, ANR-12-BSH2-0013) qui porte sur la fluence en lecture en français. Les élèves travaillant sur l'application en anglais servent de groupe contrôle pour ceux qui travaillent sur l'application de lecture en français, et vice-versa. Il s'agit d'une recherche longitudinale débutée en janvier 2017 qui suit une cohorte de plus de 700 élèves sur trois ans. Luciole se base sur les théories de l'acquisition (VanPatten, 2002) et est en accord avec les Instructions Officielles pour l'enseignement des langues à l'école primaire (MEN, 2015), tout en prenant la mesure des contraintes de terrain (Delasalle, 2008). Le jeu s'intègre à la narration (Domsch, 2013) et justifie chacune de ses activités tout en proposant une véritable progression. Certaines modalités de jeu proposées (QR code) visent à tirer parti de l'espace classe aussi bien pour les acquisitions que la motivation. L'amplitude du dispositif rend l'analyse micro complexe et indissociable de l'analyse des traces d'interaction (Champin, Mille et Prié, 2013) collectées pendant l'expérimentation. Dans le cadre de cette proposition, nous proposons d'entrer dans une analyse détaillée des résultats fondée sur le croisement de plusieurs sources de données. Nous nous appuierons sur 1) les données collectées pour le projet (pré/post-tests) 2) les traces de l'activité de l'apprenant ; y compris 3) les informations fournies par l'apprenant dans le cadre d'une auto-évaluation réalisées dans le jeu. Nous recouperons ainsi des données déclaratives avec des données objectives. Outre la présentation du projet (conception du jeu et dispositif expérimental), l'analyse et la discussion des résultats, cette contribution explicitera les principaux écueils méthodologiques et décisions prises dans le traitement des données.

Mots-Clés: Apprentissage anglais langue étrangère, primaire, jeu sérieux, évaluation

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*Intervenant

Reflective Practices to Mitigate Unpredictability in Teaching

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This presentation focuses on how teachers' reflections, experience, and versatility can lead to successful outcomes in unpredictable classroom situations. During the summer and fall of 2023, three small-sized English language courses were taught via Zoom to Chinese learners of English. Students were between the ages of nine and eleven, and each class lasted 1.5 hours. Course One, scheduled over ten consecutive workdays, taught the book *Frindle* and focused on reading comprehension and vocabulary building. Course Two, also scheduled over ten consecutive workdays, taught "Public Speaking." Course Three, scheduled with weekly meetings over ten weeks, also taught "Public Speaking." One teacher, with over twenty years of language-teaching experience, taught all three courses. Unpredictable elements included the number of students showing up for any given class (anywhere between zero and five), last-minute cancelations, unreliable internet connection, lack of preparation from students, extension of class time from 1.5 hours to two hours, etc. Data were collected using Farrell's (2015) Reflective Practice method and consisted of the teacher's regular journaling notes. Once Course Three was completed, the notes from the teacher's reflective journal were analyzed for emerging patterns and divided into reflection-in-action, reflection-on-action, and reflection-for-action. The results were then connected to the concepts of presence, creativity, and engagement. This presentation will elaborate on the structure and goals courses, unpredictable situations faced during these courses, and measures taken to anticipate, handle, and reflect on teaching realities.
Reference:
Farrell, T. S. C. (2015). Promoting teacher reflection in second language education: A framework for TESOL professionals. Routledge.

Mots-Clés: reflective practices, online teaching, unpredictability, Chinese learners, versatility

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*Intervenant

Didactique intégrée des langues dans les manuels d'anglais ? Implications pour la Didactique de l'anglais et la formation initiale des enseignant.e.s du degré primaire en Suisse romande.

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Selon le Plan d'études romand (PER, 2012), les élèves de l'école primaire apprennent outre le français (L1) langue de scolarisation, deux langues étrangères : l'allemand (L2), puis l'anglais (L3). L'enseignement des langues s'inscrit dès lors dans une perspective de la didactique intégrée des langues où des liens sont faits entre les langues enseignées à l'école et plus généralement, il contribue au développement du répertoire plurilingue des élèves (ibid.). Partant des prescriptions officielles en vigueur en Suisse romande (CDIP, 2004 ; PER, 2012), notre contribution vise à examiner les manuels d'anglais *MORE!* 7e (2ème éd.) (2023), plus précisément les activités plurilingues, soit les "activités d'enseignement-apprentissage impliquant plusieurs variétés linguistiques et culturelles" (Candelier et al., 2012). Nous nous focaliserons sur le trio des langues (L1, L2, L3) afin de saisir comment la didactique intégrée des langues se manifeste dans les manuels, puis à partir des résultats nous réfléchirons sur le rôle de la didactique de l'anglais. Deux questions nous guident : Comment se décline la didactique intégrée des langues dans les manuels ? Quels objets d'enseignement du domaine du plurilinguisme y sont proposés ? Au niveau théorique, nous nous appuyons sur Wokusch (2008). Notre démarche méthodologique est celle de Peyer *et al.* (2019), comprenant trois domaines : conscientisation langagière, aspects interculturels et les stratégies d'apprentissage/communication. Dans la présentation, nous proposerons une revue de la littérature sur les liens entre la didactique de l'anglais et la didactique intégrée en Suisse, suivie par une analyse des activités des manuels, à partir de laquelle nous proposerons des implications dans la formation des enseignant.e.s.

Mots-Clés: Manuels scolaires, plurilinguisme, didactique intégrée des langues, anglais langue étrangère.

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[*]Intervenant

EFL teacher agency in virtual reality environments

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Teacher agency is essential for teacher professional growth and teachers' ability to support transformative student learning (Allen, 2018; Calvert, 2016; Toom, Pyhältö & O'Connell, 2015). Although teacher agency has been receiving extensive interest and attention, empirical studies looking into teacher or student-teacher agency are limited. Even less is our understanding of language teacher agency development based on research findings. This presentation will report on a study that looked into the potential of virtual reality (VR) environments as a telecollaborative practice teaching and reflective discussion environment for achieving language teacher agency. A group of EFL teachers, consisting of five from Taiwan and two from Canada, participated in a project in which they were provided with VR devices and language learning software, *Immerse,* for practice teaching and reflective discussions after each VR teaching. The data of this study were video recordings of the teaching and discussion sessions and the participants' answers to an end-of-the-project questionnaire based on the Cognitive Affective Model of Immersive Learning (CAMIL) (Farrer et al., 2008; Johnson-Glenberg, 2019; Moore and Fletcher, 2012). This model considers that the most important predictor of agency in virtual environments is giving users control over their actions and the possibility to exert that control over parameters in the environment. The results of the video recording analysis showed that the participants used almost all the teaching facilitation functions provided by *Immerse* (e.g., tools that allowed teachers to present content, conduct classroom management, and monitor students). Their responses to the questionnaire revealed that taking advantage of the teaching facilitation functions reflected the factors affecting teacher agency in immersive environments as outlined in the CAMIL model. The themes that emerged from the analysis of the participants' discussions also indicated joint support for teacher agency.

Mots-Clés: Virtual reality, EFL teacher agency, CAMIL model

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*Intervenant

Global Englishes Language Teaching – How Primary Schools Can Serve as Role Models for a Re-Orientation

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Global Englishes Language Teaching (GELT) (Galloway & Rose, 2015) is a paradigm for an up-to-date approach of teaching English that pays attention to the changing role of English in a globalised world. It takes the global spread and use of English as an international language and lingua franca seriously, thereby aiming to teach the learners the English language in a way that they do or will encounter in real-life communication situations. For instance, GELT critically questions the hegemony of accuracy over fluency in the context of error correction, norm orientation, standard language use and the native speaker ideal.

So far, GELT has mostly been discussed in higher education as well as at the secondary school level. Hardly any research or practical suggestions are found with regard to young language learners (see Jansen & Reckermann, 2021, for an exception).

Therefore, this presentation argues that existing approaches to teaching English to young learners in primary school (around 6 to 10 years old) comply with GELT-oriented teaching to various extents. I argue that GELT should not be postponed until learners enter (higher) secondary or even tertiary education, but that the paradigm should underlie current teaching approaches from the very beginning onwards. Approaches to teaching young learners of English are highly compatible with GELT and, in fact, the teaching of English to older and more advanced learners should take primary schools as a role model with regards to various GELT-oriented aspects.

The role of English used as the language of international communication is unique, and thus is the teaching of English. The current status and use of English urgently need to be recognised in school practices and the learning and teaching of English must follow new, GELT-oriented, approaches.

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Mots-Clés: Global Englishes, Young learners, Future of Language Teaching

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*Intervenant

Critical language teacher education: An analysis of trainee English language teachers' disenfranchising experiences as speakers of English in the world

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Working within the framework of critical language teacher education, this article concerns itself with the disenfranchising experiences of a group of trainee English language teachers as speakers of English in the world. It presents the results of a mixed-method narrative inquiry carried out with 198 trainee teachers studying undergraduate and postgraduate degrees in Teaching English as a Foreign Language in the South of Spain. Both a questionnaire and structured interviews were used to collect participants' narratives of the disenfranchising experiences they have had as English speakers, their reflections on the factors that played a role in those experiences and their tools to manage them. The ATLAS.ti program was used to carry out the content analysis of the narratives, using both deductive and inductive categories. Results point to the need to address the interrelation of language, power and identity as part of teacher training programs and adopt a critical perspective in English language teacher education in order to equip future teachers to better understand communication and the factors that play a role in it, balance power inequalities in communicative interactions and deal with disenfranchising experiences as English speakers in the world.

Mots-Clés: Critical Teacher Education, English Language Teacher Education, Narrative Inquiry, Teacher Identity

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*Intervenant

Numérisation de la certification Cles : impact et questionnement didactique

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Le CLES est la certification publique de l'Enseignement Supérieur Français. Conçu dans les années 2000 après la parution du CECR dont il est une émanation concrète, il s'affiche comme une certification actionnelle, de type scénarisée. Au cours de ces vingt dernières années, la certification CLES a connu un certain nombre d'évolutions dont la dernière en date concerne le passage du format papier à un format numérique. Ce projet, dont l'ambition première était de numériser la certification sans modifier son construit qualitatif, a été mené au cours de l'année universitaire 2022-23 et son point culminant a été la mise en place des sessions expérimentales conduites à Lille et Rouen en avril, mai, juin 2023. L'analyse des sessions montre que le format numérique produit les mêmes résultats que le format " papier ", ce qui valide statistiquement cette forme d'examen, comme les données initiales que nous présentons ici le démontrent.
Pour autant, les choix opérés pour " numériser le CLES " ont laissé émerger un certain nombre de questions didactiques que nous proposons maintenant d'explorer, à la lumière de ces sessions. Ces questions portent en particulier sur les choix ergonomiques à privilégier (favoriser un surlignage ou préférer un *drag and drop*), langagiers (formulation de certaines questions) ou encore sur l'autorisation ou non d'outils d'aide à la rédaction, dans le contexte du développement des outils d'Intelligence Artificielle. Ces données nous permettront de faciliter la massification souhaitée (pour l'anglais en particulier) mais aussi de favoriser le plurilinguisme revendiqué du CLES en ouvrant le choix des langues proposées à distance. Pour ce faire, la phase deux de notre protocole prévoit de filmer les écrans des étudiants afin d'accéder à leur stratégies dans le cadre du CLES qui associe les différentes compétences. Comment s'emparent-ils des informations fournies, comment les réutilisent-ils ? Ceci est particulièrement intéressant en lien avec le phénomène de *médiation* ou avec le relevé d'informations, possible dans ce cadre, si l'on se réfère aux items de la grille d'évaluation du CLES ciblant le réinvestissement des informations vers la production orale ou écrite.

La numérisation du CLES nous permet également d'accéder à des informations précieuses disponibles pour des développements ultérieurs, dans une logique de recherche-action et dans le cadre d'une certification dont le QCM n'est pas la forme essentielle.

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Discourse, Participation, and Language Education – (Re-)considering the primary goal of English language education

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This conceptual paper aims at sparking discussion about a (re-)orientation of English language education in the context of an increasing need for learners to participate in global discourses. It argues that the primary objective of English language education should go beyond the acquisition of functional communicative competences and / or intercultural learning and include critical literacy as well as global citizenship.

The point of departure is the recognition that the main goal of English language education is for students to be able to communicate and participate in discourses. This is expressed in concepts such as *Diskursfähigkeit* (the ability to participate in discourses, Hallet 2008), *communicative competences* (Hymes 1972) or *multiliteracies pedagogy* (New London Group 1996). However, the global and digital discourses led today require learners of English to cultivate this ability both in its functional (linguistic, communicative) and its critical dimensions: Due to ubiquitous and overwhelming availability of information and opinions, it seems to have become more complicated to critically participate in global discourses, which includes an ability to differentiate between facts, opinions, fake news, and instances of discrimination.

Therefore, this presentation argues for a concept of critical discourse literacy which consists of two main elements: discourse awareness and a value basis. Discussing possible links to related concepts such as *critical pedagogy* (Freire 2018/1970), *communicative action* (Habermas 1971), and *symbolic competence* (Kramsch 2011), a central suggestion of this talk is to consider human rights as a foundation of critical discourse literacy. The presentation then focuses on implications that arise for English language education from this concept of critical discourse literacy with regards to its general orientation, objectives, and topics, including cultural learning, sustainability, global citizenship, and language ownership. The paper aims to show how these concepts/topics are connected to and, simultaneously, dependent on the cultivation of critical discourse literacy.

Mots-Clés: critical literacies, multiliteracies, discourse, global citizenship education

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Pedagogical Materials to Develop Reflective Teachers in an International Context

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Scholars have long acknowledged the need for teachers to continuously refine their practice through critical reflection. The push for reflective practice, however, has only recently been applied to language teaching (Farrell, 2019). Consequently, there are limited resources on how critical reflection can be taught and practiced in English language teaching, and the efficacy of these approaches. Our presentation aims to address this gap by reporting on the development, use, and impact of pedagogical materials to encourage reflective teaching practice in an international English language teaching graduate program in Canada, where students often have varying levels of experience in reflection. The materials include (1) a professional language portfolio modeled after Farrell's (2015) framework for reflective practice; (2) a research forum where students discuss language teaching research in relation to their own experiences; (3) a weekly book club centred on Alice Kaplan's memoir *French Lessons*; (4) action research projects tied in with practice teaching placements; and (5) cultural experiences encouraging students to take on the role of "teachers-as-ethnographers" (Verma & Mallick, 1999). Drawing on data from coursework, surveys, and interviews, we also report on students' use and perception of these pedagogical tools, and demonstrate how students developed a reflection mindset in the course of the 16-month program. We show how students learn to practice critical reflection through various modalities (Korthagen, 2017), engage reflectively with other people's learning and teaching experiences (Dikilitaş & Comoglu, 2022), develop a "practitioner-as-researcher" mindset (Sato & Loewen, 2022), and use this learning to cultivate both a linguistic and professional identity. In our discussion, we consider how other tools can be developed in similar teacher training programs, future directions for research in light of the growing interest in developing reflective teachers, and the affordances and challenges of teaching reflective practice in a culturally diverse context.

Mots-Clés: teacher training, reflective practice, critical reflection, pedagogy, Canada, teacher, researcher, practitioner, researcher

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La recherche en didactique de l'anglais doit-elle faire la preuve de progrès en langue ?

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À travers des exemples de projets ancrés en didactique de l'anglais et des langues, nous interrogeons le statut de la preuve en didactique, du point de vue de l'épistémologie de la discipline. Nous explorons aussi la frontière entre fait didactique et fait social, autour de la question des unités d'analyse pertinentes pour les recherches en didactique des langues, au-delà du didactème " défini comme étant la plus petite unité d'enseignement, dotée à la fois d'une forme (une activité observable en salle de classe) et d'un contenu d'apprentissage (une portion de la matière enseignée) " (Germain, 2001 : 14). Nous aborderons des questions telles que les suivantes : La recherche qualitative est-elle légitime en didactique des langues ? Quand passe-t-on de la didactique aux sciences de l'éducation ou à la philosophie ? La didactique de l'anglais peut-elle reposer sur une démarche inductive voire abductive plutôt qu'hypothético-déductive ? L'analyse par théorisation (*grounded theory*) en analyse qualitative est-elle pertinente pour des études en didactique des langues et de l'anglais en particulier (Raymond et Forget, 2020) ? La description de l'expérience vécue en classe d'anglais relève-t-elle de la didactique de l'anglais ? Car comme l'indiquent Raymond et Forget (2020 : 47), " le développement du champ des didactiques gagne à se faire également par la découverte des phénomènes didactiques tels que vécus par les premiers concernés : les enseignants et leurs élèves ". Peut-on considérer la situation didactique à la lumière de la notion d' " environnement capacitant " permettant " d'apprécier et d'exploiter le potentiel d'apprentissage ou d'action des environnements de travail et/ou de formation " et permettant " aux individus de se saisir des opportunités de développement qui gisent dans ces environnements " (Fernagu, 2022 : 75). L'étude des " **dynamiques capacitantes** " (ibid. 77) des environnements didactiques se confond-elle avec la mesure des progrès en langue ? La visualisation des résultats en didactique de l'anglais peut-elle prendre une autre forme que la visualisation de ces progrès, et si la recherche prend une forme qualitative, quelles visualisations peut-on alors imaginer pour la diffusion des résultats scientifiques ? Autour d'un objet comme par exemple les meilleurs moments (Magnat et al, 2023) en classe de langue, et l'émerveillement, quel regard la didactique de l'anglais peut-elle légitimement construire ?
Ainsi si comme l'indique Véronique (2022 : 27) " La promotion de la D/DLC (Didactologie/Didactique des Langues-Cultures) répond non seulement à une volonté d'autonomie par rapport à la linguistique, y compris à l'Université, mais également à un vœu de prise en compte des acteurs de terrain, enseignants et apprenants, et au désir de mettre en avant un objet d'enseignement distinct de la langue des linguistes, la langue-culture ", on peut explorer un désir similaire de mettre en avant un objet de recherche distinct de la langue comme objet de progression et d'acquisition, pour proposer des études des traces de mise en capacité.

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Mots-Clés: recherche qualitative, expérience vécue

Place de l'approche didactique dans l'ESP (English for Specific Purpose) et l'ASP (anglais de spécialité) : l'ASP, un ESP à la française ?

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Si l'attention des chercheurs en *ESP (English for Specific Purposes)* a pu évoluer à travers le temps, passant d'une approche fondée sur l'étude de la langue *(product-based)* dans les années 1970 à une approche fondée sur l'enseignement-apprentissage de la langue *(teaching-based)* au milieu des années 1980 (Anthony, 2011), l'école française de l'ASP (Anglais de spécialité) tend à se différencier de cette approche dans la mesure où elle considère que " l'anglais de spécialité n'est pas un construit pédagogique, mais avant tout une 'variété d'anglais' que l'on peut observer dans un périmètre donné de la société, délimité par des frontières professionnelles ou disciplinaires " (Saber 2016 : §5, notre traduction). Aujourd'hui, plusieurs auteurs (Ding 2019 ; Basturkmen 2021) remettent cependant en cause la vision traditionnelle de l'*ESP*, dont les travaux de recherche publiés tendraient aussi à s'intéresser à des descriptions linguistiques de la langue. Dans le même temps, la contribution des didacticiens à l'émergence de l'ASP en France (Baïssus 2008 ; Mémet 2008) et la place qu'ils occupent dans ce domaine de recherche dynamique (Sarré et Whyte 2016) nous conduisent à questionner les traits caractéristiques respectifs de l'ESP et de l'ASP : la dichotomie entre une conception orientée vers l'accomplissement d'un objectif spécifique (utilisation de la langue en communication nécessitant l'enseignement de cette langue) et une conception orientée vers la caractérisation d'un objet de connaissance (les variétés spécialisées de la langue) est-elle réellement ce qui différencie les deux approches, à supposer qu'elles soient effectivement différentes ?

Nous tenterons de répondre à cette question à travers une étude de type bibliographique fondée sur les articles publiés dans les deux revues de référence que sont *English for Specific Purposes* et *ASp* ces trente dernières années afin de caractériser les approches ASP et *ESP* et de mettre en évidence les convergences et spécificités en matière de perspective didactique dans les travaux sous étude.

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Mots-Clés: Anglais de spécialité, English for Specific Purposes, didactique, école française de l'ASP

The concept of mediation: bridging the gap between research objects in English didactics

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This presentation aims to illustrate how mediation, as viewed by education researchers (North & Piccardo, 2016 ; Maurer & Puren, 2019) and redefined in the CEFR's Companion Volume (Council of Europe, 2018), can be seen as a meeting point between various research objects in English Didactics.

Examples from an online LANSOD course illustrate how integrating practices similar to students' language use beyond the classroom can "reduce the distance" (Coste & Cavalli, 2015) between informal and formal contexts. This, in turn, closes the gap between salient research objects including online teaching and other online practices, students' degree-related professional environment and their current reality in higher education, English for Specific or Academic Purposes and general English, as well as specialised content and daily, personal experiences.

To bridge this gap, we suggest following the "Didactics Integrating Online Informal Practices" framework (Fierro Porto & Schofield, 2022), which aligns resources and tasks with informal practices (Toffoli, 2018 ; Fierro Porto, 2022) in terms of format – asynchronous multimodal communication – and content – films, TV shows, social media and blog posts – by resorting to discussion forums, profession-based fiction (Petit, 1999), and content suggested by learners.

This choice emphasises establishing links with prior knowledge (Council of Europe, 2018 : 126), making specialised content more accessible while students are still budding experts in their field, yet confirmed experts in their individual experiences. Valuing the experiential sphere (Longuet & Springer, 2021) acknowledges students as "learners as experts" and fosters mediation as a bidirectional learning relationship.

We further explore how these research objects can be brought closer by ethics: guiding students to question moral issues relevant to their individual life experiences and professional field cultivates 21st Century Skills (Mishra & Kereluik, 2011), which also mediate research objects such as digital literacy, content knowledge, professional skills, ethical awareness, creativity, and critical thinking.

Addressing limitations, we recognise the challenge of keeping up with evolving practices, offer suggestions for approaching ethics in other LANSOD contexts, reflect on the prevalence of English in informal learning, and explore the potential of the Companion Volume's definition of mediation to make English content relevant to courses in other foreign languages.

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Mots-Clés: mediation, Companion Volume, Didactics Integrating Online Informal Practices, informal learning, LANSOD, English for Specific Purposes (ESP), professional ethics, distance learning

Teaching literacy systematically to young beginning L2 English learners – a longitudinal study into the effectiveness of phonics-informed instruction

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1

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The question of how to effectively teach literacy to young beginning L2 English learners in primary school – both at the word-level and beyond – has received rather scant attention to date, resulting in either mainly oral lessons or in teachers' having to resort to trial-and-error when including the written mode. As empirical evidence shows, however, explicitly fostering literacy benefits the entire L2 learning process, including vocabulary and pronunciation (Duscha, 2008). At the same time, there is a dearth of research into teaching methods with which literacy can be effectively imparted without neglecting oral skills and without overtaxing the young learners. While this challenge is gradually being met for reading (e.g., Moradi, 2022; Reckermann, 2018; Ruiz de Zarobe & Zenotz, 2019), it has hardly been addressed with regard to writing (Lee, 2018; but see Trüb, 2022, for a recent exception). Our study addressed this lacuna by means of design-based research into the development and effectiveness of instructional materials to teach literacy and writing skills to 50 German EFL learners aged 8-9 in their first year of English education. Spanning three thematic units of ten lessons each, the intervention lasted four months and addressed written skills at the word, sentence and text levels. It was informed by phonics, an L1-English literacy teaching method which recent research has started to adapt to L2 contexts with promising results (e.g. Beinke, 2020; Frisch, 2013; Hernández-Tomás, 2016; Rendón-Romero et al., 2021). Oral and written proficiency data were collected in a quasi-experimental intervention-control group design via adapted and expanded *Cambridge English Young Learners* pre- and posttests. The talk focuses on the writing results, more specifically the accuracy and complexity of the learners' texts, which attest to the supporting role of systematic literacy instruction for young English learners' L2 development. Implications for language pedagogy and teacher education are derived.

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Mots-Clés: young learners, phonics, literacy, writing, primary English language teaching

Assessment for and as learning: Learning formulaic sequences for instructional oral presentation through curriculum-embedded, technology-mediated elicited imitation.

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Elicited imitation (EI), an oral repetition of audio prompts, is widely known as an efficient and reliable measure of second language (L2) oral proficiency (Erlam, 2006; Van Moere, 2012; Vinther, 2002) as EI performance involves processing, reconstructing, and reproducing stimuli (Jessop et al., 2007). The cognitive processing (or automaticity) might be improved by practicing with EI, but the potential has rarely been investigated. The current project 1) developed learning-oriented, technology-mediated EI tasks to promote international graduate teaching assistants' (ITAs) pedagogical presentations in English and 2) examined the impact of EI-based practice on ITAs' use of formulaic sequences i.e., lexico-grammatical expressions and prototype structures frequently used in instructional presentations.

The current EI tasks were developed using sequenced sentences that makes coherent discourses (instructional presentations), which contained formulaic sequences extracted based on the course curriculum, instructor surveys, and needs/error analyses of previous student performance. Sixty-seven students who enrolled in two ITA courses at a large US university practiced five sets of EI assessments on voicethread, an online platform where EI items were presented with visuals, and they recorded their repetition of the prompts. Students also took pre- and post-tests, two comparable EI sets that test formulaic sequences of interest.

First, a paired sample t-test was conducted and showed significant differences between pre- and post-tests ($p < .0001$; $t = 16.67$; $df = 66$) with a very large effect size ($d = 2.036$). Next, a multiple regression was conducted to examine associations between practice amount and post-test scores, controlled for initial formulaic language proficiency (pre-test scores) and general oral English proficiency (speaking test scores), indicating pre-test scores and practice amount significantly predicted post-test scores. These findings support the positive impact of EI-based practice on learning formulaic language, which is reinforced by increased practice. Pedagogical implications of EI for/as L2 learning will be further discussed.

Mots-Clés: elicited imitation, automaticity, technology mediation, curriculum, embedded assessment, assessment for / as learning

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*Intervenant

The 8 key competences for life-long learning: The case of the European Schools Curriculum for English as an L2

Eleni Skodra * [1], Ralia Thoma *

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The Web 2.0 tools revolution has brought about radical changes in the way we deal with communication and information and has introduced new challenges for education. The notion of literacy has altered, and new concepts have joined the conversation regarding the didactics of languages. Cope & Kalantzis (2015) talk about multiliteracies and Learning by Design, the 4Cs prevail in the bibliography, while the European Commission has adopted a recommendation on 8 key competences for life-long learning, a reference tool for education stakeholders for people to be able to achieve personal fulfillment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion (European Commission, 2019). Considering all these, it seems logical that, in this context, the L2 curricula have also been influenced by these trends. In addition, they systematically promote the organic connection of foreign language learning with the overall set of knowledge and skills that a person uses in order to be able to act and systematically communicate in modern communicative environments (Common Curriculum for L2, 2016). These curricula set the framework so that students do not learn the language as a static product, but as a dynamic semiotic system whose effective use requires adaptation to communicative situations (Chatzissavidis, 2003). In this present paper, we will try to reveal these tendencies in practice and more specifically, we will focus on the teaching of English as a Foreign Language in European Schools, the primarily multilingual and multicultural environments, as it is described in the L2 curriculum, revised in 2021 and effective as of September 2023. Finally, examples of teaching resources, didactic materials and tools as well as proposed teaching practices will be presented to further shed light on what teaching English as a foreign language nowadays involves.

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Mots-Clés: key competences, curricumlum, european schools, efl

Évolution des objets d'étude en didactique de l'anglais en France dans le premier quart du XXIè siècle.

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Depuis le début des années 2000, la didactique de l'anglais a connu une évolution marquée par des jalons théoriques et des conceptions nouvelles comme l'approche par la tâche (Nunan, Widdowson, Ellis), le bi-plurilinguisme (Grosjean, Kramsch, Kachru, Conseil de l'Europe), le translanguaging (Garcia, Li Wei), le cognitivisme et la place de l'affect, entre autres. Cette présentation a deux objectifs : le premier consiste à retracer l'évolution des objets d'étude en didactique de l'anglais depuis l'an 2000 en France en lien avec l'évolution des théories sur l'enseignement-apprentissage des langues ; le second vise à comprendre l'articulation entre ces tendances générales et les parcours individuels. On procédera dans un premier temps à l'analyse des mots clés des revues françaises de didactique des langues comme *Les cahiers de l'ACEDLE*, *Les cahiers de l'APLIUT*, *La revue Lidil*, *Mélanges CRAPEL*, *La revue ASP*, et *Les Langues Modernes* afin de produire une vision générale des objets d'étude sur ce quart de siècle. Puis, dans un second temps, on mènera quelques études de cas en nous focalisant sur des parcours singuliers de chercheurs à travers leurs publications pour répondre aux questions suivantes : Comment ces chercheurs articulent-ils la trajectoire personnelle de leurs recherches avec celle des intérêts généraux de la didactique de l'anglais ? Quelle navigation opère-t-il ? Autrement dit, dans quelle mesure leurs travaux suivent-ils un cap bien défini au départ ou sont-ils portés au gré des courants ? Au final, cette étude permettra de mieux comprendre la manière dont les chercheurs français s'inscrivent dans la recherche en didactique de l'anglais en général.

Mots-Clés: objets d'étude, didactique de l'anglais, revues de didactique, théories de l'enseignement, apprentissage des langues, évolution XXIè siècle

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*Intervenant

Teacher identity studies in ESP and EAP contexts

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Teacher identity refers to the different meanings teachers give to their work and roles as teachers (Borg, 2006; Pennington, 2015; Sachs, 2005). It involves both internal/subjective processes (how they view themselves) and external/social processes (how they are viewed by others, what is expected of them, etc.). It is also a narrative and interactional process, as identity is also the way we present ourselves through language and action (Gee, 2000; Martin, 2019; Varghese et al., 2005).

When compared to other EFL teachers, the work of teachers in EAP and ESP contexts is often considered as needing some extent of specialist or specialized knowledge of their students' field of study (Ferguson, 1997), as well as other skills such as needs analysis, discourse analysis and course design (Basturkmen, 2017; Gollin-Kies et al., 2015). However, as has been shown in several studies about teacher training in ESP/EAP and the French LANSOD (languages for students of other disciplines) contexts, most teachers come from a Modern Foreign Language background with little or no training in ESP/EAP (Braud et al., 2015b; Ding & Bruce, 2017; Zourou & Torresin, 2019). How does this discrepancy affect teachers' views of their roles, knowledge, and practices?

My talk will focus on the ways the concept of teacher identity has been explored in studies involving EAP or ESP contexts. It will provide an overview of theoretical frameworks, definitions, methods, and main results of teacher identity studies in the past 15 years and highlight the implications of such studies for teacher training and development.

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Mots-Clés: teacher identity, ESP, EAP, teacher roles, teacher training

Teaching English in English-medium instruction (EMI): Perhaps, or perhaps not?

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English-medium instruction (EMI) refers to the use of English as an L2 to teach non-linguistic academic subjects at university. In EMI, language learning is perceived as an implicit benefit of instruction in English although mere exposure may not be sufficient to impact students' proficiency (Lasagabaster, 2022), and some language teaching may need to take place (Smit 2023). Students would also like lecturers to devote more attention to English when teaching content (Drljača Margić & Vodopija-Krstanović, 2017). However, lecturers are resistant to deal with language as they do not feel responsible for the linguistic aspect (Pecorari & Malmström, 2018), nor do they have the necessary linguistic and pedagogical expertise to teach English (cf. Schmidt-Unterberger, 2018). Consequently, language development is not an intended outcome, and English, which is used for instructional purposes, is rarely taught explicitly (cf. Pecorari & Malmström, 2018).

This study examines whether and to what extent lecturers focus explicitly on English in EMI. The qualitative analysis is based on data obtained from a corpus of 30 digitally recorded and transcribed EMI lectures taught by 30 lecturers at five European universities. Examples of language focus were identified using an observational schedule comprising a selection of TAEC EMI Handbook (2019) can-do statements for EMI lecturers.

The findings show that although lecturers rarely focus on language, they occasionally make explicit reference to English when a) pointing out specialist terminology, b) explaining conventions of academic writing and disciplinary discourse, c) encouraging students to use English in class, d) commenting on vocabulary use, e) providing scaffolding to assist student learning, and f) comparing English and L1.

This research extends our understanding of explicit focus on language in EMI and provides pedagogical guidance on how lecturers could integrate content and English language teaching to better support effective learning for students with varying language competencies.

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A Translingual Approach to Teaching Second Language Writing

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A translingual movement in second language (L2) writing has reconceptualized the role language difference plays in writing education and empowered L2 writers to leverage their linguistic and cultural repertoire (Silva & Wang, 2021). Existing scholarly accounts are primarily descriptive of students' translingual practices (e.g., Canagarajah, 2013; De los Ríos & Seltzer, 2017). However, effective pedagogical applications of a translingual orientation toward language difference in a writing classroom have yet to be more extensively explored and promoted (Wang, 2022).

In response to the call for a pedagogy of advocacy in L2 writing studies (Tardy & Whittig, 2017), this presentation proposes a set of pedagogical suggestions for L2 writing teachers regarding the implementation of a negotiation-based, translingual approach to teaching L2 writing in the context of a multilingual institution of higher education. The speaker begins with a clarification of the seemingly synonymous terms, including translanguaging, plurilingualism, and translingualism. Then, the speaker describes the configuration, demographics, and curricula of a particular university L2 writing program under investigation. Lastly, the speaker discusses theory-informed pedagogical means of incorporating a translingual approach into L2 writing curriculum design and assessment, including translingualism as a syllabus approach, translingualism as a content theme, and translingualism as a course assignment.

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*Intervenant

The role of coaching in telecollaborative exchanges for the teaching of foreign languages and intercultural competence: In-service teachers' experiences within an Erasmus+ project

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2

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This presentation will provide a detailed account of the role of the coaches during telecollaboration for the teaching/learning of English, French and Spanish and intercultural competence within the **** Erasmus + project (2022-2024**** 2022-2024). Akiyama and Cunningham (2018: 49) define telecollaboration as "a type of online learning arrangement between geographically distant participants for the development of language and intercultural competence". In the field of education, the term "coach" is employed as a synonym of teacher or to characterize teachers engaged in mutual "peer coaching" (Cox, 2012). In our context, it is employed exclusively to designate a person within a telecollaborative project whose role involves assisting teachers with the organizational, technological, and pedagogical aspects of telecollaboration. Research on this form of coaching is limited, one notable exception being the ground-breaking study on coaches in a European telecollaboration project (TILA) conducted by Melchor Couto and Jauregi (2017). These researchers administered a questionnaire on coaching to 23 secondary school teachers involved in telecollaboration. It featured 5-item Likert scale questions for teachers to assess the assistance and guidance provided by their coaches. In this conceptual replication study (Polio & Gass, 1997), a similar questionnaire, was administered in June 2023 to 14 primary and secondary school teachers involved in telecollaborative exchanges. The quantitative results were quite positive and ranged numerically from 3.9 to 4.7 for the TILA questionnaire and from 4.2 to 4.5 for the one administered during the **** project. In the open-ended question sections of the **** questionnaire, teachers commented that having a coach facilitated their interactions, enhanced their comprehension of the various available platforms, and offered them a reliable source of support. We will discuss the implications of these results for coaching in the second iteration of telecollaborative exchanges within our project in the forthcoming academic year. (295 words)
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Mots-Clés: coach, coaching, language learning, telecollaboration, virtual exchange

Teaching English for non-native law students: developing reading skills

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1

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For quite some time now legal educators have stressed the importance of skills-based over language-based education, the significance of teaching lawyers skills together with the more traditional black-letter law. As far back as 1988, the British Report of the Committee for the Future of the Legal Profession provided a justification for skills-based legal studies with a summary list of skills, among which: "an ability to speak and write clear and succinct English", "a cultivation of a capacity for active learning", "an ability to present effective oral and written arguments in a variety of settings", "an ability to negotiate effectively with the other party or his representative", etc., i.e., more general interactional, communication and study skills which also fall within the domain of language teaching in general and ELP in particular.

Several authors (cf. Christensen 2007; Stratman 2002) have emphasized the importance of reading skills in legal education. One of the main problems that especially non-native law students encounter is a linguistic one, since language is the basic component of their subject. This can be attributed to poor reading strategies and to not accounting for the fact that legal discourse rhetoric has a special way of presenting the structure of forensic argument. Students are at a loss when navigating their way through the intricacies of legalese, unless they have been specifically trained in the techniques and language skills involved.

Critical reading skills are extremely important in legal studies at university, but many students come to university unequipped with this important skill. This presentation will focus on a non-native environment, namely a law school in Bulgaria, and offer a summary of the critical reading skills required for this environment, provide criteria for selecting teaching materials and give examples of specific teaching activities that can be applied in the language classroom that will hopefully lead students to acquiring these skills which will later on prove to be useful in their future careers.

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Mots-Clés: ELP, critical reading skills, law students, skill, based education

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*Intervenant

Developing multimodal competence in oral presentations: a pilot action research in an English for Professional Purposes course

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Delivering oral presentations in a second language (L2) is perhaps one of the greatest challenges learners and professionals face in their respective globalised contexts. As communication is to be understood as the co-deployment of different semiotic modes including linguistic, gestural, visual, aural and spatial modes (Kress, 2010), the multimodal nature of the oral presentation genre is no longer to be overlooked. Although the mastery of such genre is necessary to become competent professionals in academia and the workplace, it has received little research attention (Gray, 2021), and calls for applying multimodal approaches to L2 pedagogy in Higher Education (HE) (Camiciotolli & Campoy-Cubillo, 2018; Early et al., 2015; Guichon & Cohen, 2016; Royce 2002) need further recognition. In this paper, we attempt to respond to these calls and propose a research-informed pedagogical approach that aims to raise L2 English learners' awareness of multimodality in oral presentations and develop their multimodal communicative competence through the application of the four dimensions of multiliteracies pedagogy: situated practice, overt instruction, critical framing and transformed practice (The New London Group, 1996). After a description of our multimodal framework (based on Ruiz-Madrid & Valeiras-Jurado, 2020) and activities implemented in an English for Professional Purposes course at the B1-B2 level at a HE institution in France, we present the results of quantitative and qualitative data gathered through three online learner questionnaires administered to one experimental (n=32) and two control groups (n=32; n=107). The questionnaires are meant to assess the validity of our teaching-learning methodological proposal through a comparison of the semiotic modes attended to in the three groups. We conclude with a discussion of the findings and how they can further inform our multimodal pedagogy of the oral presentation genre and the development of not only learners' multimodal communicative competence but also L2 English teachers' semio-pedagogical competence.

Mots-Clés: multimodal communicative competence, oral presentations, semiotic modes, multiliteracies pedagogy, English for Professional Purposes, action research

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*Intervenant

Training preservice EFL teachers to appreciate nontraditional dialects of English

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This paper examines preservice Brazilian EFL teachers' dialectal competence. Understanding teachers' dialectal competence, defined as attitudes toward and knowledge of nontraditional dialects, is important because prioritizing a traditional or prestigious variety in the classroom invariably excludes the less prestigious dialects (Devereaux, 2015). Brazil is not immune to these tensions. Research has shown, for example, that Brazilian universities have privileged American and British English (Gimenez et al., 2016). The project focused on English pronunciation, since dialectal variation is more readily noticeable in pronunciation than in grammar or vocabulary. Specifically, we sought to answer the following research question: To what extent does a pedagogical intervention aimed at familiarizing teachers with the pronunciation of non-standard dialects of English affect their dialectal competence?

Participants were 20 L1-Portuguese students in the EFL teacher-training program at a state university in southern Brazil. Twelve participants assigned to the experimental group completed four computer-delivered sessions where high variability phonetic training (HVPT) was used to train participants to discriminate and classify pronunciation features of South African and Caribbean English. HVPT was chosen since it has shown promise to help second language learners improve their pronunciation (Barriuso & Hayes-Harb, 2018; Thomson, 2018). Pre- and posttests measured the effectiveness of the treatment. Eight participants also completed the tests but did not participate in the training (control group). Semi-structured interviews and surveys were used to collect participants' opinions and attitudes.

Data analysis consisted of quantitative analyses of Time (pre- and posttest) by Group (experimental and control) interactions, as well as qualitative analyses of major themes in interviews and surveys. Results revealed participants in the experimental group became progressively more sensitive to the pronunciation of the target dialects. Changes in their attitudes and beliefs, however, were inconsistent and often tied to participants' identities as current English learners and future EFL teachers. The paper ends with implications for teacher training and professional development of EFL teachers.

Mots-Clés: teacher training, English dialects, pronunciation

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[*]Intervenant

Digital Literacy Profile of Didacticians of English in Higher Education: A Holistic Approach based on the TPDK Model by Berthiaume and Bachy

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   This communication delves into the digital literacy profile of didacticians of English in higher education, employing a quantitative approach based on the Techno pedagogical Disciplinary Knowledge model (TPDK) developed by Berthiaume and Bachy. Emphasizing the significance of contextualization, this study adopts a holistic and integrative perspective to explore the interactions and interconnections among various elements shaping the digital literacy profile of these professionals.

The TPDK model provides a robust conceptual framework for analyzing how didacticians integrate digital technologies into their teaching. By relying on key variables such as disciplinary knowledge, pedagogical knowledge, technological knowledge and personal epistemology, this model quantifies teachers' digital competence in their specific domain and their beliefs regarding the relevance of constructing this knowledge to serve their pedagogical objectives.

The quantitative study reveals significant trends in the digital literacy profile of didacticians. The findings suggest a positive correlation between strong disciplinary knowledge and successful integration of digital technologies. What is more, a deep pedagogical knowledge appears to be a crucial factor in fully harnessing the pedagogical potential of digital tools. Furthermore, this communication places a strong emphasis on contextualization. By analyzing digital literacy profiles in light of specific educational contexts in France (be they college level teaching, postgraduate level teaching, teaching in business schools and such), the study underscores that the success of technology integration also depends on student characteristics, institutional policies, available resources, teacher training, and professional development. This holistic perspective highlights the complexity of constructing digital literacy among higher education English teachers and the need for a flexible and adaptive approach, akin to the complex thinking as developed by Edgar Morin, to grasp the interactionsand interconnections between didactic choices, the characteristics of the technologies used, and emerging dynamics within the educators 'courses.

In conclusion, this communication emphasizes the crucial importance of adopting a contextual perspective in analyzing the digital literacy profile of didacticians in higher education. By using Berthiaume and Bachy's TPDK model as a foundation and emphasizing interactions and interconnections among elements, this study encourages an integrative approach that reflects the complexity of contemporary educational environments. The findings provide valuable insights for the development of training and professional development programs for higher education teachers of English, aiming at optimal integration of digital technologies.

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*Intervenant

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Peer assessment as a tool for developing students' professional writing skills in a tertiary-level Business English course

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In order to be able to communicate effectively in the business world, students need to develop a thorough understanding of the communicative purpose(s), recommended structure, layout, register, style and tone of particular written genres used in professional contexts. They also need to develop the ability to, on the one hand, follow the widely accepted conventions of business writing, and on the other - to adjust to the conventions that govern communication in a specific corporate culture.

The approach that has proved very effective in enhancing students' genre awareness and professional writing skills is the process-genre approach (Badger & White 2000; Hyland 2003). It may successfully be supplemented with other methods and strategies frequently applied in tertiary education, including *peer assessment* (also: *peer feedback*, *peer evaluation*). Peer assessment is an instructional strategy in which students evaluate (and, optionally, grade) the performance and achievement of peers for the purpose of improving learning (Topping 1998; Topping, Smith, Swanson & Elliot, 2000). Researchers and educators have reported on numerous benefits to be gained from incorporating peer assessment in higher education, such as enhancing students' understanding of the assignment and its value, increasing their involvement, autonomy and personal responsibility.

The purpose of this presentation is to share my experience of supplementing the process-genre approach with the peer assessment method to develop students' professional writing skills in a tertiary-level Business English course. To illustrate my approach, I will discuss how I use peer assessment in the course module focused on teaching first year undegraduate students to write a professional CV and cover letter; I will also indicate which aspects of my approach have proved critical to its effectiveness.

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