

TeachLEng

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Agurtzane Azkarai is an associate professor in the area of English Studies at the University of the Basque Country (UPV/EHU). She has also taught in the area of German Studies, and the department of Didactics of Language and Literature in the same university. She also teaches in the MA Program Language Acquisition in Multilingual Settings, and she is an active member of the Language and Speech (LASLAB) research group. Her main research interests include task-based language teaching, young EFL learners, individual differences in language learning, and the impact of technology in language learning. She has published in prestigious well-known journals (e.g., *System*, *Language Learning*, *Language Teaching Research*, *Annual Review of Applied Linguistics*), and has presented her work in numerous international and national conferences.

Lucas Baeyens Morata is a Lecturer in English at the Faculty of Education of Ciudad Real (University of Castilla-La Mancha; UCLM), where he teaches diverse courses on English teaching for Primary Education, as well as for Secondary Education. His main lines

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Sophie Belan is an Associate Professor in the Foreign Applied Languages department (LEA) of Nantes Université and co-chairs the specialist interest group - DidASP. A member of CRINI (Research Unit 1162 - Center for Research on Identities, Nations, and Interculturality) and an associate member of LIDILE/DiLeM (Linguistics, Engineering, and Language Didactics), her work focuses on the contributions of digital tools to language teaching and learning, on blended learning, and on the use of native and learner oral or written corpora for the teaching of English for specific purposes.

Fidel Çakmak is Assistant Professor in the Department of Foreign Language Education at Alanya Alaaddin Keykubat University, Alanya, Turkey. She is interested in research topics such as MALL, social CALL, teaching and assessing language skills in the digital age, flipped EFL classrooms, digital storytelling, use of chatbots and AI in language learning, Artificial intelligence-assisted Language Learning (AIALL) and 21st-century teacher education.

Karen Bermúdez Calderón is a lecturer and researcher at the Faculty of Education, University of Costa Rica (UCR). Additionally, she works as an EFL teacher at the Ministry of Public Education in Costa Rica. She holds a Master's degree in Technology-Mediated Language Teaching and Learning from Universitat Oberta of Catalunya, Spain. She obtained her Licentiate and B.A in English Teaching from the University of Costa Rica. Her teaching background includes instructing university students, adults, teenagers, and children. She is interested in the field of technology and L2 language learning. In collaboration with her colleague Verónica García Castro, Ph.D, she actively participates in a project that promotes continuous professional development for EFL teachers in Costa Rica. She currently leads a research project that explores incidental and peripheral learning, word recall and recognition, as well as the use of academic posters for L2 language learning.

Cédric Brudermann is a senior lecturer in English and Applied Linguistics at Sorbonne Université (college of science and engineering). He is a member of the CeLiSo (Centre de Linguistique en Sorbonne) research unit. His research interests include computer-assisted language learning, SLA, curriculum design, instructional technology, TBLT and ESP

Asier Calzada is an assistant professor in the area of English Studies at the University of the Basque Country (UPV/EHU), and he is an active member of the Language and Speech (LASLAB) research group (<https://laslab.org/>). His main research interests include language learning in EFL primary settings, as well as the role of individual differences in the process of language learning. He has also taught in the Department of Didactics of Language at the UPV/EHU, and he has presented his work in international and national conferences. His work has been published in well-known high-quality journals/books (e.g., Language Awareness, Language Teaching for Young Learners, John Benjamins).

Valentina Carbonara is a researcher in Foreign Language Teaching at the University for Foreigners of Perugia. She previously completed her Ph.D. in Linguistics and second language acquisition in 2017 at the University for Foreigners of Siena. She taught Italian as a second language in different schools in Italy and abroad. Her research interests are: teaching Italian as a second language, early language education, CLIL, bilingualism and translanguaging.

Stefania Cicillini is a post-doc Research Fellow and Lecturer in English Linguistics at the University of Torino. She holds a PhD in Digital Humanities from the Universities of Torino and Genova, in Italy. She has been recently awarded three prizes for her doctoral dissertation about language gains in an English-medium instruction medical setting in Italy. Her forthcoming monograph is entitled: "The language factor in English-medium instruction (EMI). Students' language experience in an Italian medical school" (Carocci 2024). Her research interests include the internationalization of higher education, EMI, English Language Teaching (ELT) and Anglicisms.

Muriel Conan has been teaching English for veterinarians at École vétérinaire d'Alfort for 27 years. She obtained her PhD in ESP didactics from Université Côte d'Azur in 2022. She is a member of the CeLiSo (Centre de Linguistique en Sorbonne) research unit. Her research interests include ESP teaching, intercultural competence, with a particular focus on culture-laden professional interactions.

Marie-Ange Dat is an associate professor in Language Sciences at Nantes University in France: she teaches applied linguistics at the French teachers training Institute (INSPE), and she is a member of the Nantes linguistics laboratory (LLING). First French as a second language teacher, then Italian elementary school teacher, she is interested in the acquisition of L2 spontaneous oral by beginner speakers in a guided environment. Her research concerns the entire school context, from elementary to secondary school, where her current research projects focus more specifically on the issues of automation, fluency and syntactic precision.

Ramiro Durán Martínez is a lecturer in the English Studies Department of the University of Salamanca. He currently teaches at the Faculty of Education. He started his career as an Escuela Oficial de Idiomas teacher and since 1997 he has dedicated his time to training ESOL (English to Speakers of other Languages) teachers in the Primary and Secondary education sector. He has published in the areas of English Language Teaching, Intercultural Competence, and Attention to Diversity in Bilingual Education in Spain. Two of his most recent papers are "Training priorities in primary education bilingual programs in Spain" (2022) *European Journal of Teacher Education*, and "Key issues in teachers' assessment of primary education bilingual programs in Spain" (2020) *International Journal of Bilingual Education and Bilingualism*.

Heidi-Tuulia Eklund has had a long artistic career as a soprano on the Opera and Lied stage. She is a professional vocal pedagogue and lecturer in Music and Drama. Her interest in identity development and well-being research is based on the experiences of her artistic and pedagogical career. She has also directed for the stage, written scripts, and created process dramas for and with her students. She is a doctoral researcher at the University of Jyväskylä, Department of Music, Arts and Culture Studies, majoring in Art Education. The focus of her dissertation is on teachers' professional identity, well-being,

and resilience in the processes of drama and theatre education from primary to upper secondary level.

Esther E. Enns is director and founder of the International Master of Teaching English program (IMTE) at Saint Mary's University in Halifax, Canada where she is a professor in Educational Linguistics. She holds doctoral and masters degrees in Education and Applied Linguistics from the University of Toronto, and pursues scholarship pertaining to foreign language pedagogy and teacher development. Her first faculty appointment was at the University of Calgary in the Dept. of Germanic, Slavic and East Asian Studies where she became a Full Professor, and established the Language Research Centre for the advancement of language education. During her subsequent time at Saint Mary's University, Dr. Enns has held leadership roles as Dean of Arts, Dean of Education, Interim Vice-President Academic and Research, and is currently Associate Vice-President, Teaching and Learning. Her lifelong commitment to language learning in support of global engagement has earned her numerous awards for educational leadership and language teaching, including Canada's 3M National Teaching Fellowship.

Vincent Euvrard est professeur agrégé d'anglais et est actuellement doctorant en 2ème année sous la co-direction de Claire Tardieu et de Virginie Privas-Bréauté au sein de l'école doctorale MAGIIE de l'Université Sorbonne Nouvelle. Sa thèse s'intitule « La formation des enseignants à mi-temps du 1er degré et leur accompagnement dans le métier pour l'enseignement de l'anglais à l'école primaire à partir de l'année T0 jusqu'à l'année T2 » et son travail de thèse s'inscrit dans le champ de la didactique de l'anglais et des sciences de l'éducation, emprunte à la méthodologie de la recherche-action et a pour objectif d'utiliser la vidéo et le podcast pour développer les connaissances et les pratiques des enseignants-stagiaires dans le but de leur faire adopter une posture d'enseignants réflexifs (Shön) et pour mutualiser les savoirs, les savoir-être et les savoir-faire. Il est enseignant en poste à mi-temps au collège Val d'Adour de Grenade-sur-l'Adour (40) en charge de classes de 3ème et de 3ème LCE ainsi qu'enseignant-formateur en poste à mi-temps à l'INSPE de l'académie de Bordeaux, sur le site de Mont-de-Marsan (40) en charge de TD auprès d'étudiants de M1 et M2 en MEEF mention 1er degré (remise à niveau en langue, formation aux aspects didactique et pédagogique de l'enseignement des LVE à l'école primaire, ouverture internationale, séminaire recherches en LVE, suivi de mémoires de recherche). Il intervient également auprès d'étudiants en CPGE. Il est membre du jury du CAPES externe depuis 2021. Il a également été membre du jury du concours d'entrée de l'ENS mais aussi jury de certifications (CAPEFE, CAFIPEMF et CAFFA) ainsi que rédacteur des tests de positionnement en Anglais év@lang niveau A1, A2 et B1 pour France Education International (CIEP). Il a à cœur de développer ses pratiques d'enseignement et ses champs d'intérêt portent sur l'enseignement de l'anglais par le théâtre, par les escape games pédagogiques, par les TICE (notamment la vidéo, la webradio et les ENT) et le travail en interdisciplinarité (dans le cadre de projets en lien avec le PEAC ou avec les EPI par exemple). Il a plusieurs expériences d'échanges scolaires et cherche actuellement à développer des liens avec des partenaires européens via la plateforme eTwinning.

Chiara Facciani is a postdoc fellow at the Language Centre of the University for foreigners of Siena. In 2022 she completed her Ph.D. in Translation, Interpretation, and Interculturality from the University of Bologna with a work on communicative interactions in multilingual and superdiverse settings and on multilingual speakers' language ideologies.

Her research interests include multilingual education, bilingualism and interactional sociolinguistics.

Goretti Faya Ornia graduated in Translation and Interpreting (English and German) from the University of Valladolid. She is specialised in medical and technical translation both in English (University Jaume I) and in German (University of Seville and Córdoba). She worked as a translator, reviewer and coordinator of translation projects in 'Hermes Traducciones y Servicios Lingüísticos' for four years (a translation company certified by the quality norms UNE-EN-15038:2006 and ISO 9001:2008). She carried out her international doctoral thesis (on the text genre of medical brochures and their translation) at the University of Oviedo, where she worked as a lecturer for six years (at the Department of English, French and German Philology), mainly for the courses of Medical English, Localization and Phonetics. Currently she is a senior lecturer and researcher at the University of Valladolid (at the Department of English Philology), where she teaches mainly Translation, Education and Nursing students, and where she is carrying out an innovation teaching project based on outdoor learning and English as part of students' leisure time. Her research pivots on medical language and the communicative problems that may arise in the health system, as well as on phonetics and the teaching/learning process of foreign languages. She has also carried out different research activities in prestigious academic institutions, such as the University of Oxford, the University of Cambridge, the University of Heidelberg, the University of Helsinki and the University of Uppsala. Also, she has participated in a number of national and international conferences, collaborated in different research projects and has published several papers on the translation of medical brochures for patients, the interpreting activity in the health environment, the study of text typologies, contrastive Linguistics and linguistic corpora, as well as different learning resources, among others.

Frédérique Freund holds a PhD in Language Sciences (Linguistics and Didactics) and has over 15 years of experience as an English for Specific Purposes (ESP) teacher. She currently teaches ESP to science, technology and health students at the University of Grenoble-Alpes, France, where she is also a member of the LIDILEM laboratory (Linguistique et Didactique des Langues Etrangères et Maternelles). Her research interests lie in the use of technology for language learning and teaching, focusing on the design and analysis of blended language learning environments. A member of the editorial team of the journal *Alsic* (Apprentissage des Langues et Systèmes d'Information et de Communication), she is currently co-editing a special issue on artificial intelligence and language and culture teaching and learning.

Verónica García-Castro is a lecturer and researcher at the Faculty of Education, Universidad de Costa Rica. She obtained her Ph.D in Education at the University of York UK. She holds a master's degree in English Literature from the University of Costa Rica (UCR), and a B.A in English Teaching from the same university. Her research areas involve L2 vocabulary learning, L2 language processing, L2 pedagogy, and continuous professional development for EFL teachers. She has won a research grant for women from the UCR, and a grant to conduct multidisciplinary research in bioacoustics and language learning. She has published multiple articles on L2 language learning including foreign language anxiety and the role of individual differences in language learning. She has presented her work at international conferences such as the European Second Language Association

(EuroSLA), British Association for Applied Linguistics (BAAL), Architectures and Mechanisms for Language Processing (AMLaP), amongst others.

Antonella Giacosa (PhD) is an educational linguist and has been teaching English as a foreign language in Italian secondary schools for over 20 years. She is a subject specialist and teaches the MA course "Teaching English as a Second Language" at the University of Turin. She is a member of the Internationalisation-at-Home project (University of Turin, Sfax, Hong Kong) and has written several articles on Emergency Remote Teaching. Her research interests include EFL teaching and learning as well as digital and innovative pedagogy.

Karen Glaser is Professor of Primary English Language Teaching at Leipzig University, Germany. She holds a PhD in English Applied Linguistics from Leuphana University Lüneburg/Germany and an MA-TESL from Kent State University, Ohio/USA. Her research interests include teaching English to young learners in primary school with a special focus on literacy acquisition. In addition, she investigates the development of pragmatic skills in foreign language learners of all age groups and proficiency levels, and conducts research on language teacher professionalization with a focus on classroom interaction. She is actively involved in training both pre- and in-service English teachers for primary school. With her work firmly rooted in the empirical paradigm, she has contributed to volumes on early language learning and teacher education, and her papers have appeared in international peer-reviewed journals. She serves as a member of the Governing Board of the recently founded Early Language Learning Research Association (ELLRA).

Muriel Grosbois is Professor of English and Applied Linguistics at the Conservatoire National des Arts et Métiers in Paris. She has been the Director of the Cnam language department since 2017. She is a member of the FoAP research unit and explores language learning in a technology-enhanced context.

Églantine Guély Costa first taught French as a Foreign Language in French higher education. She became the Head of an Alliance Française in Brazil. She completed her PhD in 2012 studying the relationships between distance, openness, dialogue and autonomy in a self-directed learning system. After that, she pursued her research as a research and teaching assistant at the Linguistics Department of University of Lorraine (France), and then as a postdoctoral fellow at the University of Campinas (Brazil). She was recruited in 2014 as a lecturer in the field of French as a Foreign Language and language didactics at UTFPR (Brazil). Since 2020, she is part of the Institute of Education (INSPÉ) University of Lorraine, France, and the ATILF laboratory (UMR 7118). She teaches in the field of language and culture didactics to pre-service and in-service teachers. Her research focuses on teachers training in language didactics, within self-directed language systems, by the lights of complexity theory.

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Carmenne Kalyaniwala is an associate professor (tenure) in applied linguistics and English at the University of Lorraine and a member of the ATILF laboratory (UMR 7118, Didactique des langues et sociolinguistique/Crapel). Her research focuses on autonomy and autonomisation, studied through a socio-technological perspective. She is currently interested in the affordances of immersive and interdisciplinary virtual exchanges, applied to an English for Specific Purposes context. She is also a co-editor of the journal *Mélanges Crapel* (since 2019) and a member of the CLES scientific committee (since 2023).

Sylvia Karastathi is a teacher educator and lecturer with over 15 years of experience in higher education. She is Head of Learning Support at LanguageCert, leading on resources and events to support the teaching communities around LanguageCert certifications. With extensive experience in coordinating graduate teacher development programs, as well as pre-service teacher training as Program Director in transnational education partnerships, she continues to serve in higher education as adjunct lecturer at the Department of Foreign Languages, Translation and Interpreting of Ionian University, Greece. Her research interests and publications are in the areas of language education, visual literacy and multimodality.

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Paulina Lehmkuhl is a PhD researcher in TEFL at the University of Wuppertal in Germany. Her doctoral research focuses on self-directed digital lexical learning (app analysis, app development and app impact). Her other projects focus on promoting digital literacy among teachers and on AI and writing.

Jia Li is an Associate Professor at the Mitch & Leslie Frazer Faculty of Education, the Ontario Tech University. She was a Canada-U.S. Fulbright Scholar at the Harvard Graduate School of Education (2011- 2012), and a John A Sproul Research Fellow at the University of California, Berkeley (2018-2019). Dr. Li’s research agenda focuses on an interdisciplinary approach to data-driven innovative language and literacy interventions using new technologies to support the development of academic reading and writing skills for linguistically diverse students. These include diverse urban students from low-income families, English language learners and Indigenous youth. Her research has been funded by the Social Sciences and Humanities Research Council of Canada and Fulbright Canada. The results of her work have been published in journals including *Canadian Modern Language Review*, *Language Learning & Technology*, *Computer Assisted Language Learning*, *System*, *Computers in Human Behavior*, *Computers & Education*, *Teaching and Teacher Education*. Dr. Li is an invited reviewer for 29 refereed journals, of which many reported high Impact Factors. She is Chairperson of Publications for the Canadian Association for Curriculum Studies (CACCS) and serves for Editorial Advisory Board of the *Canadian Journal of Education (CJE)/La Revue canadienne de l’éducation (RCE)*.

Meei-Ling Liaw is professor of the English Department at National Taichung University of Education. Her research focuses on intercultural communication, teacher education, and CALL. Her publications have appeared in journals including *System*, *Foreign Language Annals*, *Computer-Assisted Language Learning*, *ReCALL*, and *Language Learning and Technology (LLT)*. She has been Associate Editor of *LLT* since 2016. She is on the editorial boards of international journals, including *LLT*, *Journal of Virtual Exchanges*, and *Journal of Intercultural Communication Education*.

Yiyi López Gándara (BA Hons English; BA Hispanic Studies; MA Distinction Comparative Literature, University of London; PhD English) is a Lecturer at the Department of Language Education of Universidad de Sevilla, Spain. She trains both primary and secondary school language teachers, and lectures on TEFL, CLIL and research in language education. Her research focuses on the field of bilingual education, where she has published on the use of digital resources and materials in and outside the bilingual classroom and the effects of CLIL programmes on L1 competence development. Other research interests include critical approaches to language education and learner empowerment, the focus of today’s paper, which is a contribution to current scholarly debates on long-accepted constructs such as “communicative competence” and “native

speaker,” their implications for classroom practice and their effects on the construction of learners’ identities as English speakers in the world. She is currently engaged in research that explores the intersections of language, power and identity in the literacy practices of Roma primary learners in low-income areas. Her latest article, “Multilingual literacies: Romanian Roma children learning to read and write in an English primary school” is out now and it is based on extensive ethnographic research carried out during a one-year research stay at Manchester Metropolitan University funded by the Next Generation EU Programme, the Plan de Recuperación, Transformación y Resiliencia del Gobierno de España, the Spanish Ministerio de Universidades and Universidad de Sevilla.

Evgueniya Lyu holds the position of Associate Professor at the University of Grenoble (France), where she teaches English to students in the Department of Applied Languages. Her research interests lie in the field of English for Specific Purposes (ESP), with a focus on the teaching and learning of ESP. She is an active member of GERAS (Groupe d’étude et de recherche en anglais de spécialité), where she serves as the General Secretary and Co-Chair of the specialist interest group – DidASP.

Marie-Pierre Maechling is Senior Lecturer in English Linguistics at the University of Strasbourg, and a member of UR 1339 Linguistique, Langues, Paroles. She has devoted much of her career to issues relating to first-year students, and in particular to student success or failure. Her research, initially in English stylistics, is now focusing on the didactics of grammar in higher education. In particular, she is attempting to understand and improve the reception of grammatical theory through some action-research projects undertaken since 2020.

Borja Manzano-Vázquez works as a permanent lecturer in applied linguistics at the Department of English and German Philology, University of Granada (Spain). He has a PhD in Applied Linguistics and a Master’s degree in English Literature and Linguistics from this university. He teaches subjects related to the teaching and learning of English as a foreign language in different degrees and a pre-service language teacher education programme. His research interests are learner and teacher autonomy in language education, pedagogy for autonomy, bilingual education, foreign language teacher education, and teacher beliefs. He has published articles and chapters on these topics in journals like *Porta Linguarum*, *Innovation in Language Learning and Teaching*, and *International Journal of English Studies* as well as in Peter Lang and Routledge.

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María Martínez-Adrián is an Associate Professor of English Philology. She belongs to the Laslab research group, highlighted by the Basque Government for excellence in research. Her publications have primarily focused on cross-linguistic influence, the acquisition of morpho-syntactic features in CLIL and NON-CLIL settings, the use of communication strategies, and interaction and focus on form. She has coedited two volumes published by Springer and John Benjamins (Spanish Association of Applied Linguistics award 2014) and a special issue of the International Journal of Bilingual Education and Bilingualism. Her work has appeared in books published by Springer and Multilingual Matters, as well as in journals such as RESLA, IJES, ITL, LTR, EUJAL, IRAL and INJAL, among others (see <https://laslab.org/staff/maria/>). At present, she is the Academic Secretary of her department, a member of the Academic Commission of the MA programme LAMS and an assessor for the Spanish State Research Agency.

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project is to build videogames to explore the relationship between the use of sociolinguistic variation and strategic action. He is also interested in how children develop sociopragmatic abilities, and more precisely how they learn to associate a linguistic form with different nuances of social meaning. Overall, his work relies heavily on empirical data, the analysis of which requires robust statistical tools. Aside from his main areas of interest, his expertise in quantitative data analysis has led him to collaborate with researchers from an extensive array of language-related disciplines such as lab phonology, experimental pragmatics or didactics.

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