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Multilingualism and Language Learning in the Digital Era **CONFERENCE**

Conference Abstracts



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Plenaries

Crossing borders: Multilingual learning, digital creation and the arts

**Vicky Macleroy,
Goldsmiths University of London**

This presentation draws on research from a global 5-year project, Critical Connections: Multilingual Digital Storytelling (2012-2017), which links language and intercultural learning with literacy, active citizenship and the arts. Multilingual digital storytelling has proven to be a dynamic and inclusive medium engaging and motivating young people to develop creativity, critical thinking and multilingualism. This research demonstrates the importance of an integrated approach to language and literacy that crosses subject boundaries and establishes links across foreign and community languages (including Arabic, Bengali, Bulgarian, Croatian, Estonian, French, German, Greek, Hungarian, Mandarin Chinese, Portuguese, Spanish, Tamil and Turkish), English as an Additional Language, and English. The project also investigates ways of using artefacts to uncover and recreate personal and community histories. The research findings reveal the complexity of multilingual digital storytelling and how young people (aged 6 – 18 years old) learn to become meaning makers discovering their own voices in unfamiliar contexts.

A key research finding from the project was that multilingual digital storytelling has provided an authentic context for language learning where students have been able to personalise their work and gain a sense of ownership. With the project's focus on multilingualism and creation of bilingual digital texts, young people had to imagine how to use language in new contexts and negotiate interfaces between different cultural landscapes. Multimodal composing provides many opportunities for creative and dialogic thinking as students work collaboratively and imaginatively across modes and languages.

Research studies are growing that demonstrate young people's sense of empowerment when they are in control of the production process. Excerpts from students' multilingual digital stories on fairness and belonging will be shared and discussed. The Critical Connections pedagogical framework offers a model for literacy development which crosses boundaries between sites of learning fostering communicative, intercultural and metalinguistic skills and enabling active global citizenship.

Language alternation and translanguaging: a complicated relationship.

**Stavroula Tsiplakou,
Open University of Cyprus**

This paper addresses the relationship between language alternation and translanguaging and an attempt is made, via an examination of two different sets of data collected with ethnographic tools from a multilingual and a bidialectal classroom in Cyprus, to examine whether the language/code alternation practices observed in the data can be said to constitute aspects of a pedagogy of translanguaging. The analysis shows that the structuring and distribution of the language/code-alternation patterns in terms of their orientation (participant- or discourse- oriented), directionality, and function within the overall dynamics of classroom discourse, do not point to genuine translanguaging but ultimately reinforce the explicitly stated aim of fostering monolingualism, which is moreover constructed as competence in Standard Greek, the prestige variety.

Translanguaging: new dimensions in language learning

**Roula Tsokalidou,
Aristotle University of Thessaloniki**

This paper investigates and expands on the possible dimensions of the concept and practice of translanguaging (or διαγλωσσικότητα) as a powerful means of meaning-making in communication and language learning. Translanguaging has been defined as “a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups” (García, 2009a:307-308). Based on our recent work on the issue of ‘beyond bilingualism to translanguaging’ (Tsokalidou, 2017) and our research findings from adult bilinguals, we will first attempt to expand on the content of translanguaging (hence TL) in general and we will secondly refer to its content as proposed by the adult bilinguals themselves. Some key elements from our research that we will discuss are being called ‘a wog’, hostility, racism, navigating cross currents, loneliness, being an outsider or an unprotected ‘gharib’ but also TL as a fascinating gateway, offering flexibility, freedom, adaptability to our cultural responsibilities and a means of tackling the unequal status of languages. As a third issue of this paper, we will present some of the challenges in the teaching of language to refugee populations by Polydromo Group and the possibilities that open when linguistic and other borders are crossed through the powerful practice of TL.

Conference Papers

The Living Book: Augmenting Reading For Life.

**Charalambous Constadina
& Panayiota Anastasi, European University Cyprus**

This presentation will provide an overview of the EU Erasmus+/KA2 project *The Living Book – Augmenting Reading For Life*. The project aims to address the under-achievement of European students in reading by developing an innovative approach and related resources to increase young (ages 9-15) students' motivation in reading, whilst also boosting a cluster of other skills and competencies (e.g. digital skills, learning to learn, critical thinking, co-operative skills). *Living Book's* approach combines offline activities promoting reading literacy with online experiences of books' "virtual augmentation", enabling at the same time, through *The Living Library*, the creation of European communities of young "augmented" readers. With a combination of Open Educational Resources (OER) and involvement in training activities and pilot experimentation, *Living Book* will also contribute towards strengthening the profile and competences of European teachers from upper primary and lower secondary schools in adopting standards-based practices and dealing with diversified groups of learners, particularly with pupils from disadvantage backgrounds. Finally, a series of OER toolkits (downloadable guides, videos, links to tools) will be integrated in the project's multilingual platform, and will be used by students and teachers to curate and create content, which will be added to the *Living Library*.

Promoting and preserving multilingualism in the digital age

**Gröstenberger Eva,
Pädagogische Hochschule Burgenland**

This presentation wants to look at digital language learning materials aimed at promoting and preserving multilingualism in schools. First, the reading and listening materials from the EU project PALM (Promoting authentic language acquisition in multilingual contexts) will be presented in the context of the virtual learning environment (VLE) they are embedded in. Second, the design of digital teaching materials in minority languages such as Burgenland Croatian in Austria will be discussed. The importance of such materials with respect to language preservation and minority language promotion will be outlined. Furthermore, the presentation looks at effective ways of implementing such digital language materials in classrooms. In this context, interactive, multimedia books will be introduced at the center of content delivery. The speaker will give practical examples and draw on findings of (ongoing) research projects in this field at the University College of Teacher Education Burgenland.

Working with genres, authentic texts and structure-content interaction to develop tasks for language learning

**Ioannidou Elena, Nansia Kyriakou
Valentina Christodoulou & Elisavet Kiourti
University of Cyprus**

The current paper explores alternative approaches to the teaching of languages mostly through the theoretical framework of critical literacy, genre based education and multimodality. The rationale is that communicative approaches to the teaching and learning of languages are usually centred on non-authentic texts/pseudotexts, which are usually written the form of dialogue. The current paper focuses on the concepts of “authentic texts”, “genres” and “meaning-grammar” interaction and it presents data from two separate intervention studies. The first study investigates the way L1 students’ texts can become platforms for teaching L2, using digital tasks designed by the students. The second study presents the results of an intervention in a Year 6 primary school classroom, in which the students worked on a critical literacy project, elaborating on social themes, exploring various genres and creating authentic multimodal texts. In both studies the main idea was the authenticity of texts and on exploring the close interrelations of language structures with meaning-making.

An Open Educational Resource: The SOURCe Project

**Kakoyianni-Doa Fryni,
University of Cyprus
Eleni Tziafa,
National and Kapodistrian University of Athens**

Our aim is to describe the properties and functionalities of the SOURCe project, which includes the search engine for the Searchable Online French-Greek Parallel Corpus for the University of Cyprus (SOURCe) (Kakoyianni-Doa & Tziafa 2013), the Pencil (an alignment tool) (Kakoyianni-Doa et al. 2013), the Synonyms and the Library tools. These are designed as freely available resources for language processing, along with the data to be processed, in usable formats for teachers and learners. Moreover, we will outline its future perspectives and applications, discussing how it can be incorporated into effective learning resources. We will focus on the construction and composition of the SOURCe Project, based on a parallel corpus, the content, annotation, encoding and availability of which are meant to serve the needs of teachers and students of French as a foreign language and also to facilitate future linguistic research. This corpus linguistics approach is undertaken from the perspective of language learning and translation studies. This project is led by Fryni Kakoyianni-Doa and is fully funded by the University of Cyprus.

To overcome the well known problem of the existing NLP tools and resources not finding their way into the language learning classroom, despite their obvious potential uses in language learning, the main goal of the proposed project is to provide language instructors and learners with ready-made corpora and corpus-based exercises, available for use in a new learning environment. This project is thus intended not only to fill a gap in the literature on corpora used in classroom, but also to make available valuable resources, especially for a less resourced language such as Greek. Our objective is to develop a knowledge base that will assist teachers to find out about, adapt and apply existing tools.

The development of reading skills and stress assignment by heritage Russian speakers

**Karpava Sviatlana,
UCLAN Cyprus**

The present study examines reading skills and stress assignment by 39 simultaneous Russian–Cypriot Greek bilingual children, 17 boys and 22 girls, born in Cyprus (father CG and mother Russian). Their age ranges from 4;6 to 11;3, and they attend pre-primary and primary Cypriot Greek school (1st–4th grades), where the language of instruction is Greek.

Heritage speakers were measured on their reading skills in Russian every month for a period of one year. Longitudinal data consisted of the oral corpus of reading aloud recordings. Bilingual Russian–CG children were asked to read the texts. The data was recorded, transcribed and analysed in terms of reading speed, words per minute (WPM), a measure of words processed in a minute and stress assignment.

It was found that their reading speed is lower than L1 Russian monolingual norms (Reyner, 1986; Bondarko, 1998). Most frequent word stress errors are penultimate instead of final, penultimate instead of antepenultimate and final instead of penultimate. Most of the errors are in 3- and 2-syllable words, mostly nouns. These nouns are mainly non-frequent words; bilingual children might not fully understand the meaning of these words due to limited input to the Russian language and culture. There seems to be a correlation regarding reading speed and stress errors: the lower is the stress error rate the higher is the reading speed.

Overall, stress errors of bilingual Russian–CG children are within final-penultimate-antepenultimate syllables range only. This could be due to L1 transfer from Greek and CG. In Greek, stress can fall on any of the last three syllables (final, penultimate, antepenultimate syllable), but not on any other syllable of the word (Malikouti-Drachman and Drachman, 1989; Revithiadou, 1999, 2007; Apoussidou, 2003; van Oostendorp, 2012). Future research focused on the elicitation tasks with 4, 5, 6-syllable words is necessary.

Authenticity and Preservation through language teaching: the case of Cypriot Arabic

**Karyolemou Marilena,
University of Cyprus**

This presentation addresses the problems and challenges faced in the process of revitalizing Cypriot Arabic, a severely endangered oral language, through formal teaching. Developing teaching material for Cypriot Arabic is a complex activity that involves working on several levels at the same time: creating a writing system and standardizing orthography, developing vocabulary, analyzing morphology and syntax, etc. After a brief introduction on the current situation of the Cypriot Maronite community and its language, the presentation will focus on the ways digitized natural speech data from the *Archive of Oral Tradition for Cypriot Arabic* are used to clarify understudied or disputed aspects of grammar as well as to create a sense of belonging for younger members of the community. Instead of reporting on important historical events (the 'Big History') that marked community's recent history, integrating native speakers' discourses on *faits divers* ('Small history') has been found to be the best way to construct a shared knowledge about the community, i.e. build up an 'insider's view'.

(Dis)connecting literacy practices: A critical comparison of Online Gaming and Classroom

**Kiourti Elisavet,
University of Cyprus**

In contemporary capitalistic society, the proliferation of widely affordable and accessible Internet connectivity has transformed, in many ways, how video games are played. Millions of players globally connect to violent multiplayer first-person shooter games (e.g. *Call of Duty*, *Counter Strike: Global Offensive*) and/or massively multiplayer online role playing games (e.g. *League of Legends*, *World of Warcraft*) in their everyday lives. Yet, like other human-made products videogames are often associated with the narrative of moral panic (Cohen, 1980) e.g. delinquent behaviour of the players (Von Radowitz, 2015), and decrease in students' reading (Bradshaw & Nichols, 2004). Gaming contexts though, are far more complex and more demanding environments than publicly assumed. In gaming environments players participate in a variety of digital literacy practices (Gee, 2007; Steinkuhler, 2007) in which they linguistically and performatively interact with the game itself, their co-players and their opponents (Ensslin, 2012; Wright et al., 2002). Within this context, the current study describes an ethnographic research investigating the literacy practices of four young gamers in the context of Cyprus. Drawing on the framework of Autonomous and Ideological Models of Literacy (Street, 2005) and Unified Discourse (Gee, 2014) the current ethnographic research has a twofold aim. First, it seeks to investigate how players are engaged in gaming literacy practices, and second to explore the stance of the

players in classroom literacy practices. The analysis shows that classroom as literacy field shares specific features that disengage students from literacy practices, while video games function as spaces engaging players with a multiple literacy practices and self-driven learning.

Unpacking the ‘digital’: differential meanings of digital literacy in education policy and teachers’ discourse

**Kontovourki Stavroula,
University of Cyprus**

The purpose of this presentation is to discuss the different meanings attributed to digital literacy in education policy and in teachers’ discourse, in order to consider the challenges and potentials in developing a shared language that describes the “digital” across diverse epistemologies and fields of study. The starting point for this discussion is the realization that the term has been used to refer to components of learning, in general, when this is facilitated by digital technologies, as well as to specific meaning-making practices with digital (and non-digital) texts. This spectrum implies a multiplicity of meanings that are identified through the thematic analysis of official policy texts and individual semi-structured interviews with pre-primary and primary Greek-Cypriot teachers, conducted over the period 2016-2017. Reading the data through the lens of literacy studies, the presentation suggests that differential meanings of digital literacy imply different understandings of textuality, materiality, and learner subjectivity. From this stem particular implications for language and literacy learning in the digital era, which – among others – include the need for and potentiality of cross-and transdisciplinary understanding of key terms.

How Lingualization can improve the availability of subtitles for English speaking YouTube videos

**Kypri Christos,
State Institutes for Further Education &
Kofinou Asylum Centre**

Since 2016, the company has been in contact with a number of YouTubers for possible collaborations for LinguaFlix.com. Through discussions with these video producers, we were very interested in understanding how they operated as well as how they supported themselves financially. The majority of them told us that YouTube’s advertising revenue was not enough to support their channels and that most of their income was acquired through Patreon.com. Patreon.com is a website on which creators can ask for donations from their

fans in exchange for exclusive videos/blog posts which only appear on Patreon.com for the subscribing users. When we posed the question of why they were not investing money in the creation of subtitles in order to attract more international subscribers, most of them answered that they were not interested in doing so due to the fact that video localization is expensive and that they did not think that it would bring in any significant revenue through Patreon.com.

As a solution, ConnectiVision has been working on a more advanced version of LinguaFlix.com. The website's version 2.0 now includes the features of LinguaZine (vocabulary, quizzes, audio recordings). The company is planning to promote this version to YouTubers as a marketing tool which could help them acquire more revenues from international viewers who are trying to learn English. At ConnectiVision, we call this service Lingualization: a combination of video subtitling and article writing. ConnectiVision is planning to create both the video subtitles (localization) as well as provide articles created for students of different levels of English. While the subtitles would be offered to users for free on the creator's YouTube channel, with the aim of taking advantage of international viewers for more YouTube ad revenues, the articles would only be unlocked on LinguaFlix.com after paying a subscription (Patreon style).

Promoting Digital Literacy through a Flipped Classroom Model for Inquiry-Based Learning (IB-FC)

**Loizou Raouna Maria,
Cyprus Ministry of Education**

In this session, the Flipped Classroom model for Inquiry-Based Learning (IB-FC) will be presented, along with practical examples of implementation in primary schools in Cyprus. The focus will be on the initial framework of universal design principles of the model's implementation. These refer to the general guidelines most primary teachers can follow when designing their lessons by integrating the two instructional models of FC and IBL, and to the specific pedagogical strategies teachers can use for different school subjects to motivate and improve their students' learning processes through Networked Learning (NL) opportunities, promoting digital literacy. Providing teachers with those principles (i.e. guidelines and strategies) is particularly important given the lack of instructional experiences of Cyprus primary school teachers in implementing a FC model in their classroom practices and a wide range of subject matters that those teachers need to teach. The learning process based on the IB-FC model includes pre-class, in-class and after-class activities. During the session examples of each phase will be illustrated along with other features of online learning platforms which could be utilized so as to promote NL and digital literacy through collaboration and communication. The instructional tools which have been developed and offered to seven primary school teachers in the current stage of a multi-case study on the model, along with lesson plans from the first iteration, will also be made available to participant teachers for future use.

FRINCOM: A framework for intercomprehension in multilingual settings

**Mewald Claudia,
Pädagogische Hochschule Niederösterreich**

This paper presents the development of a theoretical framework which aims at supporting the development of a methodology of intercomprehension for young and teenage learners in multilingual settings. The context of this work in progress is the ERASMUS+ project PALM, which brings about texts created by 6-15 year-old learners in eight languages: their first and additional ones. The texts and accompanying learning materials presented on a platform are expected bring about language acquisition within the authentic virtual environment of the target group.

The framework for intercomprehension methodology (FRINCOM) is based on the dynamic model of multilingualism (Herdina & Jessner, 2000), also taking Larsen-Freemans's (1997) ideas on chaos and complexity in second language acquisition as well as Cummin's (2003) findings into consideration.

A first application of the FRINCOM in a learning design implemented in a face to face encounter of a multilingual group of learners has created a situation in which meaning making and the solution of a set of tasks were dependent on the participants' cross-linguistic interaction. The presentation presents the analysis of this first application. The learners' interaction sheds light on the ability of multilingual speakers to activate all languages available to them while communicating in one or two. Moreover, it discusses the refinement of the methodology appropriate in such learning environments

The Use of Wikis in the Training of Foreign Language Teachers.

**Papakyriakou Antroulla,
University of Nicosia**

This presentation focuses on the use of wikis in tertiary education and more specifically in the training of foreign language teachers. It is widely accepted that wikis can enhance collaboration among learners and that they are a nice enrichment to other existing collaborative Web 2.0 tools like forums, blogs, chat rooms etc. Collaborative learning is based on the theory of social constructivism where students don't receive knowledge passively from a teacher but rather participate actively in their own learning processes and share experience with their peers. The paper aims to examine and analyse the contributions of postgraduate students and to classify them based on existing models of collaborative interaction (Biasutti, 2015; Arnold et al., 2009). It also aims to show how wiki tasks differ from other collaborative tools and what their added value could be. The examples will be drawn from the teaching experience of the presenter, who has been working with students of distance learning programmes for many years. Special emphasis

will be given to the conditions for successful wiki applications. The role(s) of the teacher in the overall wiki design will be examined.

Teaching Greek as a second language in Cyprus: A two-way relationship between theory and practice

**Paraskeva Marilena
University of Cyprus, European University Cyprus**

This presentation considers teaching Greek as a second language (L2) in Cyprus, a setting generally described as bidialectal. Drawing on data collected from a group of pupils of A2 level, who are participating in a complementary Greek language program, the presentation looks into the relevance and usefulness of having Systemic Functional Linguistics (SFL; e.g. Halliday 1994, Halliday & Matthiessen 2004) as the theoretical framework for analyzing pupils' productions. Overall, it is argued that language teaching practices and respective theories should inform one another, rather than being kept apart, which would, in turn, yield better results in bilingual education contexts.

Harnessing the Exploring multiliteracies through the use of web-based learning.

**Solomou Maria,
Center for the Advancement of Research &
Development in Educational Technology (CARDET)**

This session includes three presentations on the theme of gamification, education, and training, through which we will explore the role of online and mobile games in learning through different perspectives. The session will have both a theoretical and a practical character. During the theoretical part, we will focus on an overview of the benefits, challenges, and, more specifically, the affordances of mobile games in education, drawing upon results of research that we completed and the outcomes that were observed. During the practical part, we will proceed with presenting European-funded projects that we have completed and are also currently running at CARDET, focusing on the work completed on the various outputs and the educational products that are currently available and will be of most interest to the conference participants.

The practical part will explore tangible projects in relation to the broader theme of gamification in education, but through a more specific lens on multiple projects related to: (a) online games in educational settings promoting the development of soft skills for youth, so as to meet the demands of modern society, management, and entrepreneurship; and (b) web-based learning and the integration of Web 2.0 tools, so as to promote the development

of skills related to the various evolving literacies (digital literacies, visual literacies, multi-modal literacies, and multilingualism).

PALM: Promoting authentic language acquisition in multilingual contexts

**Stylianou Marilena,
Primary School Pefkios Georgiades**

This paper presents the PALM training program which aims at the promotion of language learning through authentic multilingual environments. This program was developed within ERASMUS +. The program has a duration of 3 years. Six European universities, including the University of Cyprus, and fifteen schools in total, from Cyprus, Italy, Austria, Hungary and the United Kingdom, work together for it. The purpose of the presentation is to describe the process in which the texts were produced by children in collaboration with their teachers and to promote the PALM electronic learning platform (<http://dev.palm-edu.eu/>) which is a modern, digital tool for teachers of Cyprus and Greece who teach Greek as a second language.

Investigating the affordances of mobile games in education.

**Themistokleous Sotiris,
Center for the Advancement of Research &
Development in Educational Technology (CARDET)**

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of skills related to the various evolving literacies (digital literacies, visual literacies, multi-modal literacies, and multilingualism).

Harnessing the potential of online games for the development of soft skills.

**Theodoridou Katerina,
Center for the Advancement of Research &
Development in Educational Technology (CARDET)**

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Multilingual and intercultural education: the trilingual model of the Free University of Bolzano-Bozen

**Zanin Renata & Lynn Mastellotto,
Free University of Bolzano**

The mobility of knowers and knowledge in the twenty-first century signals the need for academic curricula which can support internationalisation in and of Higher Education (Smit and Dafouz: 2012). International programs run the risk of enforcing a scientific monolingualism, however, when disciplinary content is designed and delivered mainly in the national language with some English-medium instruction (EMI) added on (van Leeuwen: 2004). Our paper analyses an alternative educational approach, the trilingual model (Italian-

German-English) at the Free University of Bozen-Bolzano (Unibz), as a case study for multilingual and intercultural higher education.

Unibz is plurilingual by design, embracing a three-pillared approach to internationalisation: basic language courses for students up to B2 (CEFR) in two additional languages; LSP and academic literacy courses for students beyond B2 in two additional languages; training in integrating disciplinary content and language (ICL) for lecturers and researchers teaching in their L2/L3.

Drawing on ongoing surveys and semi-structured interviews with Unibz students and professors (2016-18), our preliminary research signals two trends in ICLHE. First, the L2/L3 language competences are insufficient as learners often struggle to reach B2 in their active communication skills, leaving them ill-prepared for curricula that integrate content and language in their degree studies. Second, the language competences of international students often fall below B2 in the national language of the host country, which may result in social isolation (Fandrych 2012). These findings indicate the need for a threefold intervention: greater differentiation of learners by level group; greater range of language courses linked to the disciplinary content of students' degree courses; university-wide teaching practices that are "language sensitive" to the diversity of learners in a plurilingual HE context.

The paper examines how curricula for initial and ongoing teacher training at the University of Bolzano have adopted a plurilingual and intercultural approach to help prepare teachers to support diversity within South Tyrolean schools. Teacher trainees currently complete 30 of 300 ECTS in their second language and participate in an online course on multilingualism and multiculturalism developed with partner institutions in Slovenia (University of Primorska), Germany (PH Freiburg) and Estonia (University of Tartu, Narva College) for the Erasmus+ project *Multilingual Higher Education: Cooperation for Innovation and Exchange of Good Practices*, that seeks to share best practices for teacher training across borders.

Conference Workshops

Generating knowledge and multilingual awareness through the path of understanding Allabauer Kurt & Monika Prenner, Pädagogische Hochschule Niederösterreich

During their education, students should find their own ways to acquire knowledge and develop strategies for learning specific skills that are necessary at school and in their private lives. Teachers should provide didactical guidance to ensure that they follow this path purposefully and successfully. This ***path of understanding*** can help learners to deepen their understanding and is divided into five steps.

1. *Initial problem* - formulating specific questions: Why is this? What do I want - and have - to know?
2. *Investigating* - collecting and documenting data: What is fact? How is it? How do I find out?
3. *Imagine* - discussing and analysing the data: What if...? What have I found out? What does it mean?
4. *Sorting and becoming active*: What plan does this follow? How does it fit together?
5. *Judging* - reflecting and evaluating: What does it mean for me, for you, for others? How should it be judged? What have I learned? What worked well?

In the Workshop we will go through all these steps in groups based on topics chosen by the participants. Especially step two will focus on Language Learning in the Digital Era.

Achieving impact through emotionally charged texts

**Heron Maria,
NILE, UK**

The session will draw on the presenter's experiences of working with coursebooks where learners' reactions have varied from partial engagement to total disengagement, both with the topics and the materials.

This hands-on workshop will explore using emotionally charged texts to achieve impact and promote language development. We will start with a brief discussion about the value of using authentic materials in the classroom and its possible pitfalls. We will then discuss whether materials should make an impact and have a notable effect on our learners. There will then be a chance for the participants to try out a variety of tasks centred around an authentic reading text. This text was chosen because it provides affective engagement as well as cognitive and linguistic challenge. The tasks are designed to develop critical thinking and enable learners to use higher order cognitive skills. I will then outline the rationale for

choosing the text and the tasks. There will then follow a reflective phase, where the group will evaluate the text and the tasks and think about whether they would consider using them with their students. The workshop will end with a final plenary discussion on what impact such activities can have in the classroom.

The workshop is aimed at teachers of teenagers and adults.

Peer assisted blogging for refugee integration

**Kypri Christos,
State Institutes of Further Education &
Kofinou Asylum Centre**

On an individual basis, I have received a grant from the American Embassy to setup a computer lab and teach English at the Kofinou reception centre for asylum seekers. During this time, many Cypriot students of mine who had never been at Kofinou asked me whether they could help in any way. Although some of them did visit the center with me on a few occasions, it was very difficult to organize sustainable activities due to the center's remote location. Instead, the idea came up to use ConnectiVision's resources to connect students who wanted to volunteer with refugees residing at Kofinou. Two cloned versions of LinguaZine have been created in which the refugees at Kofinou can blog in English and Greek. The editing and assistance in writing is provided by Cypriot students of the same age who "digitally adopt" refugees and help them express themselves in English and/or Greek via Facebook messenger/WhatsApp. Upon completing a short article, before publishing it on LinguaZine.com, the refugee student must also create a list of the unknown words which he/she had to look up (or ask the "guardian" for assistance) and translate them to his/her native language. In this way, ConnectiVision can create LinguaZine's hover vocabulary function and ensure that the material will be available for other speakers of the same language who are trying to learn English/Greek.

Empowering Teachers in Teaching Greek as a Second Language: Philosophy, Tools and Applications of the Teacher's Guide in Teaching Greek as a Second Language developed by the Cyprus Pedagogical Institute (Ενδυναμώνοντας Εκπαιδευτικούς στη Διδασκαλία της Ελληνικής ως δεύτερης γλώσσας: Φιλοσοφία, Εργαλεία και Εφαρμογές του Οδηγού Εκπαιδευτικού ο οποίος αναπτύχθηκε από το Παιδαγωγικό Ινστιτούτο Κύπρου)

**Kyriani Despo, Anna Zapiti,
Christina Papasolomontos & Pavlina Hadjitheodoulou
Cyprus Pedagogical Institute**

Due to the multicultural character of most of the schools in Cyprus, a need for new approaches in teaching and learning arises. A big number of children with a migrant background need to learn Greek as a second language and to be able to develop their cognitive skills in the school subjects. At the same time, the need for empowerment and support of teachers for the teaching of Greek as a second language is emerging since it requires different methodological approaches and tools. Within this framework and based on the participation in the project "Measures for the improvement of the social and educational integration of children from non EU countries in Cyprus", co-financed by the Asylum, Immigration and Integration Fund and the Republic of Cyprus, the Pedagogical Institute of Cyprus has developed the Teacher's Guide for Teaching Greek as a Second Language. The Guide is based on a particular philosophy and provides teachers with material to work according to the latest literature in teaching a second language, through the exploitation of new technologies and all available materials and tools. The activities are organized using multiple approaches in teaching Greek as a second language.

The language of the seminar will be Greek

Lexical notebooks and creative text production with PALM

**Mewald Claudia & Sabine Wallner,
Pädagogische Hochschule Niederösterreich**

"If you want to forget something, put it in a list" (Lewis, 1993, p. 118). With this memorable sentence Lewis emphasized the absurdity of teaching lexis in a decontextualized way through putting words and phrases in lists. In this workshop we want to discuss how it might depend on the nature of the "list" if a word can be remembered and thus be made available for the learners' communicative needs or not. Dictionaries define "list" as "a series of names or other items written or printed together in a meaningful grouping or sequence so as to constitute a record". Unfortunately, traditional vocabulary lists often lack both, the connection and the meaningful grouping and many EFL learners have been part of this

established cycle of vocabulary acquisition: copying lists of words into two or three columned vocabulary notebooks, arduously memorizing and rapidly forgetting them.

In contrast to the "one size fits nobody" strategy of traditional vocabulary lists in course books or the copied vocabulary journals, the platform PALM provides examples of personalized lexical notebooks catering to the learners' readiness and immediate communicative needs based on authentic input texts. These lexical notebooks show how fostering personalization can encourage learners to include the words and phrases they personally would like to remember for certain topics while they are provided with core vocabulary depending on their level. The result, a collection of personalised lexis becomes the springboard for creative language production.

Designing language assessment tasks for your learners

**Tsagari Dina,
Oslo Metropolitan University**

The aim of this session is to support teachers to think of and implement assessment in their daily practice in formative and summative ways. The presenter's experiences of working with teachers helping them raise their levels of assessment literacy will be shared with the participants.

This hands-on workshop will use student-made texts to help teachers think, design and evaluate assessment tasks that promote language learning. The workshop will start with a brief discussion of the nature of assessment, basic principles and practices in the classroom. We will then discuss the challenges of doing assessment and the notable impact on learners. There will then be opportunities for the participants to try out thinking and designing a variety of assessment tasks centred around the considerations and previous discussions. The assessment tasks to be designed will aim at developing learners' critical thinking and enabling cognitive skills. There will then follow a reflective phase, where the group will evaluate the assessment tasks and think about whether they would consider using them with their own learners and for what purposes. The workshop will end with a final plenary discussion on what impact such activities can have in the classroom and with the consideration of other assessment alternatives.

The workshop is aimed at teachers of young children and teenagers.

Gamified language education with PALM

**Wallner Sabine,
Pädagogische Hochschule Niederösterreich**

Acquiring new languages are expected competences for learners in the 21st century. A concept which can accommodate digital natives and digital immigrants in foreign language learning is the implementation of gamified activities.

This workshop briefly discusses 21st century learner needs, the importance of authentic and engaging input as well as the significance of guiding learners towards autonomous learning when acquiring foreign languages. It offers hands-on examples for enhancing language learning through digitalized gamified activities and (music) videos.

One focus will be on applications used on the platform PALM. Participants will be encouraged to use their own devices to try out provided links to Quizlet and LearningApps and will be assisted in creating own materials.

A second focus will be on the implementation of (music) videos for young and teenage learners.