

LANGUAGES AND COMMUNICATION	PRESENTER	TITLE	ABSTRACT
TUESDAY 23.3.			
9:00	Marianna Leikomaa, Tampere University of Applied Sciences, Finland	How to Be More Interesting in an Online Situation	The lecture consists of examples (15 min), followed by a discussion on best practices on how to be as interesting as possible in an online video situation. The presenter has extensive experience in operating in online situations, both live and pre-recorded, with diverse groups.
10:00	Manon Cornelissen & Andrea Carita, Amsterdam University of Applied Sciences, the Netherlands	The Role of Foreign Language Proficiency in Developing Students' Global Mindset	As a follow up on our previous session in 2019, we would like to present the result that came out of our workshop "The role of foreign language proficiency in developing students' Global Mindset". The goal of this year's session is to share our teaching practice of combining Language [Mandarin, French, Spanish] with Business, Culture and Communication in the Major that we have developed. We are interested in finding a network of possible collaboration [related to working with European Language Portfolio's and with Intercultural Courses].
12:00	Liisa Uusimäki, Gothenburg University, Sweden	International Student Experiences Studying in Sweden	The purpose of this article is to present a qualitative study exploring a small cohort of nine international students' in-depth reflections about their teaching and learning experiences studying at a major Swedish University. Interestingly while there have been numerous studies reporting on the experiences of international students attending Anglo-Saxon universities, few studies have explored teaching and learning experiences of international students studying in Sweden. Using Carol Rodgers (2002) model of four functions of reflections provided a novel way to explore international students' reflections about their learning experiences in Sweden, especially how these are shown in the following different cycles, of presence, description, analysis and experimentation. Making sense of international students' experiences allows us as university lecturers to enhance our understanding how to better support international students' in their learning away from their home universities. A qualitative content analysis was employed to the data collected from 3 focus groups. Findings showed that the international students experienced several cultural and contextual differences from that of their home universities. The differences related to course structures, teaching and learning, as well as the relationship with their Swedish university lecturer(s).
13:00	Liisa Uusimäki, Gothenburg University, Sweden	Teaching for Cross- Cultural Awareness	The purpose of this interpretative case-study is to explore incoming international education students' development of cross-cultural awareness while studying at a Swedish University. A modified version of Relational Cultural Theory (RCT) (Miller, 1976; Author, 2010, 2013) provided the framework for the study. Relationship building and connecting with the international students is central to cross-cultural development and learning, which began before their arrival in Sweden. A personal email from the course co-ordinator was sent to all incoming students that included a questionnaire to find out general information the students' interest, expectations, concerns, and learning needs studying in Sweden. Findings from the email and the questionnaire supported in the preplanning of the learning activities throughout the course including sourcing and allocation of local study visits and language support. Students' anonymous course evaluations provided evidence of student learning experiences and development of cross-cultural awareness.
14:00	Renate Link, Aschaffenburg University of Applied Sciences, Germany	A Matter of Perspective: HE Critical Incidents from a Student Point of View Using C-P-S-I Model	After an introductory explanation of the term 'critical incident' in intercultural communication (Thomas 2003) and a brief presentation of the C-P-S-I (culture-person-situation-institution) model (Bosse 2011), students from the hosting university and visiting students will analyse CIs related to HE exchange studies in separate break-out room teams using the framework of the C-P-S-I model. Once back in the main plenary Zoom room, a spokesperson from each break-out room will be requested to communicate the lessons learned in their team as a debrief. Attending administrative or lecturers from various countries will be asked to share their own experiences and perspectives in this debriefing session. Depending on the level of the participants, they will be encouraged to integrate Bosse's (2011) 'star of values' into their analyses.
WEDNESDAY 24.3.			
9:00	Karen Passmore, Paderborn University, Germany	Podcast Production as Part of a Language Course	Podcasts have long been a well-known method for listening practice in the language classroom. This interactive workshop will provide participants with insight into how students can produce their own original podcast. Suggestions will be given on how to plan, implement, and evaluate activities to promote oral interaction, including the use of learning technologies. The stages will be worked through step-by-step, including analysing and practicing narration techniques along with working on pronunciation, which are two key skills at the core of a successful podcast. The goal of the workshop is for participants to apply concrete ideas for using podcast production in their own courses
12:00	Eszter Sándor, Budapest Business School University of Applied Sciences, Hungary	Teaching Learners to Adapt to Unpredictable Communicative Situations – Workshop for Teachers of English / Business English	In the workshop participants will <ul style="list-style-type: none"> • listen to a short introductory presentation which will discuss concepts such as native speakerism, intercultural communication, proficiency and communicative language teaching in light of ELF / BELF research findings; • share ideas about native speakerism, proficiency, communicative language teaching and intercultural communication in small teams; • share best practices / possible methodological innovations that help teachers prepare learners for adapting to unpredictable communicative situations.
15:00	Berke Christian Krauthan & Ursula Brinkmann, Intercultural Business	Intercultural Competence Development – Analyzing the Role of Overseas Immersion,	Overseas immersion has been identified as a factor supporting the development of intercultural competences (IC), which is why many educational institutions encourage their students to study or work abroad. Previous research revealed, however, significant differences in the extent to which individuals in fact benefit from their time abroad: Some people seem to benefit more from this experience than others. The goal of the current research therefore was to better understand the relationship between overseas immersion and IC development by investigating

	Improvement, the Netherlands	Intercultural Friendships & Linguistic Competence	the role of intercultural friendships and linguistic competence as potential moderators. Analysis of comprehensive data obtained from the responses of almost 2,000 people who have filled in the Intercultural Readiness Check (IRC) in the years 2018 and 2019, showed that this is indeed the case for intercultural friendships: For individuals with many intercultural friends, the positive relationship between overseas immersion and IC development was significantly stronger compared to individuals with few intercultural friends. For linguistic competence, however, a similar moderation effect could not be established. The aim of presenting these research findings is to provide more insights into the process of intercultural competence development and stimulate discussion about how this process can be supported and promoted by individuals as well as academic institutions and organizations.
THURSDAY 25.3.			
9:00	Õie Tähtla, Tallinn Health Care College, Estonia	Zoom and Language Teaching, on an Example of Student Occupational Therapy	The idea of the workshop is to teach theoretical and practical skills how to make the learners more active during Zoom classes. The tips are also useful for non-language teachers. First part is theoretical and the second part is practical, so the participants can take the role of the learners. Sometimes the learners can teach the teachers, so in the practical part you can share your knowledge, too.
11:00	Anne-Marie Lafortune, Cégep de la Gaspésie et des îles, Canada	Worldchat.live Education – Let Your Students Do the Talking	Designed by a Canadian ESL college teacher, Worldchat.live is a pedagogical tool for second language professors around the world to design authentic speaking activities for their students. We will explore the platform features, including how to match students, access their conversation recordings, and connect with fellow teachers across the globe!
12:00	Svetlana Muhejeva, Rīga Stradiņš University, Latvia	Making a Russian Language Course Meaningful through Cultural Experiences	I work as a Russian Language lecturer at the Rīga Stradiņš University (RSU). As the developer of the Russian for Young Adult Beginners course, I strongly believe that culture-related experiences should be used as a vehicle in making a Russian Language course meaningful for young adults. In teaching Russian, I use various non-adapted elements of the Russian culture (songs, rhymes, proverbs, short videos, humour) both as a rich source of linguistic materials and as a platform for understanding the cultural context of communication in Russian.
15:00	Hubertus Weyer, University of Applied Sciences Magdeburg-Stendal, Germany	Efficiency in English for Specific Purposes – A Teaching & Learning Approach	This presentation will firstly provide a working definition of English for Specific purposes including concrete examples as for instance from health and safety English or other Languages for Specific Purposes. Subsequently, I will juxtapose communication acts (cf. the notion of Speech Acts by John R. Searle) in multimodal texts that are either more or less conducive for the intended target audience. And finally, teaching and learning approaches to integrating the notion of efficiency and comprehensibility into language classes, i.e. writing classes, translation classes, or even oral communication classes will be discussed.
FRIDAY 26.3.			
9:00	Angelika Szuba-Zienko, Jagiellonian University, Poland	Is Your Peer Any Good? Collaborative Learning and Peer Assessment in an ESP Writing Class with the Use of Moodle Platform	The presentation outlines a project conducted with B2 English students in an online setting. The project aimed at creating a more authentic context for writing tasks, facilitating learner autonomy and collaborative learning and encouraging students to give a valuable, thoughtful peer feedback. We will discuss the benefits of using peer feedback in your classroom from the point of view of the teacher and the students and have a closer look at a shifting role of a teacher in a modern classroom. Among other features, we will focus on the challenges both the teacher and the students faced during the project, investigate the ways in which we dealt with major setbacks and briefly look at the project from the students' perspective. Finally, on-line tools used will be shown and the project will be discussed in practical terms.
10:00	Karen Passmore, Paderborn University, Germany	Peer Feedback	Peer feedback is an important method for promoting learner autonomy. When language learners regularly give each other feedback on their texts, for example, but also on their pronunciation or other aspects, this is "feedback at eye level", which can be very fruitful. In addition, peer feedback can relieve the teacher, e.g. by only having to review texts that have already been "pre-corrected". In this workshop we want to exchange ideas on the following questions: 1. what (positive and negative) experiences have you had with peer feedback? 2. which tools are suitable for peer feedback? 3. how should peer feedback be organized and guided? 4) How can feedback rules be agreed upon in a binding way? 5. how can we ensure that all participants 1. take the task of giving feedback seriously, 2. dare to criticize, and 3. use the feedback they receive in a meaningful way? 6. how can we take away the fear of teachers and students that texts will be "made worse" by peer feedback? Please answer these questions already before the workshop on this Padlet: https://padlet.com/karenpassmore/tqkx2pl0z7gwo3mn The goal of the workshop is for participants to develop concrete ideas for the use of peer feedback in their own courses.