

The MATSDA/ Universidade NOVA de Lisboa/FCSH Conference

Materials for Developing Communicative Ability

Wednesday June 5th - Thursday June 6th, 2024

Universidade NOVA de Lisboa/FCSH in Lisbon

Day One - Wednesday June 5th

Registration (08.30-09.00)

Welcome (09.00-09.45) in Auditorium B2 (TB)

Academic hosts

Brian Tomlinson (Anaheim University, University of Liverpool)

Plenary Presentation 1 (09.45-10.30)

Brian Tomlinson (Anaheim University, University of Liverpool)

Ways of Helping Learners to Develop Communicative Ability

I will be discussing and exemplifying ways in which materials can help learners to develop communicative ability from beginner level onwards. I will be stressing that communicative, ability is the primary goal of any language learning course and any language learning activity and that it should be developed gradually and holistically rather than taught as a separate competence. In addition to discussing and exemplifying activities with the potential for facilitating the development of communicative ability I will also be recommending different stages in an activity-based communication syllabus covering A1 to C2.

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Plenary Presentation 2 (10.35 -11.20) in Auditorium B2 (TB)

Hitomi Masuhara (University of Liverpool)

Language Teaching in a Vacuum – Communicative Adaptation and Development of Materials Wanted

Recent curricula across the world emphasise communicative ability as a pre-requisite for global survival and success. Such curricula tend to stipulate outcomes without explaining how to achieve them. Exams/tests and materials continue to focus on explicit linguistic knowledge. They tend to be based on controversial assumptions such as ‘the ideal native-norm’, ‘vocabulary and grammar as the keys to communicative abilities’ and rely on the PPP method, that is if you ‘Present the specific knowledge’, ‘Practice it’ and ‘let the learners Produce what was taught’, then the learners will acquire communication skills. As a result, many teachers struggle in a vacuum. Not much help is coming from theories, materials, teacher training or the exam system.

In this session, I'll demonstrate a few multi-modal Text-Driven Task-Basketed materials for different learners based on the principles and priorities that I advocate. I'll exemplify how existing materials may easily be adapted or developed into communicative materials. I'll also report multi-method empirical studies that provide persuasive evidence that if the materials stimulate learners' wants and motivations, they'll seek for themselves opportunities for developing communicative ability in and out of the classrooms.

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Break (11.20-11.50)

Parallel Presentations 1 (11.50-12.20)

1 Marina Bouckaert (Fontys University of Applied Sciences, the Netherlands) in Auditorium B2 (TB)

Developing Communicative Ability in Teacher Education: A Triple Loop

Over the past years, the development of communicative ability by primary and secondary school pupils has received increased attention in the Netherlands. Concerns about their so-called "basic skills" – which include literacy, numeracy and global citizenship – are expressed in the news on a daily basis. In order to support their pupils' development of communicative competence, teachers and their materials play a crucial role. To prepare them for this complex task, teacher educators help (future) professionals develop their own competencies; but in order for them to facilitate language learning, they need to feel competent themselves, too. At Fontys University, a language policy which is both concrete and widely acknowledged enables and enhances this 'triple loop' learning process (pupils – teachers – educators). I look forward to discussing why this might work and how it could work for you.

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2 Catarina Castro, Fausto Caels and Flavia Coelho (ESECS-Politécnico de Leiria, Portugal) in B203 (TB)

Materials Development to Promote the Acquisition of Portuguese as a Foreign Language by Chinese Students and Multimodal Translation from Portuguese to Chinese

This presentation reports an innovative pedagogical initiative that seeks to combine the Project methodology with the process of learning Portuguese as a Foreign Language and Multimodal Translation from Portuguese to Chinese.

Empirical experience has shown that Chinese students who come to study to the Higher School of Education and Social Sciences of the Polytechnic of Leiria often experience difficulties in understanding institutional information. Particularly noteworthy is the information associated with assessment procedures. This initiative involves the creation, by Chinese students, of a set of video tutorials that focuses on assessment procedures used in a specific higher education institution. Students were challenged to create short video tutorials regarding assessment practices. The making of the videos helped students to develop their linguistic and translation skills. Once completed, the videos will also be a valuable resource for the academic community, especially for future Chinese students attending the institution.

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3 Ralf Gießler and David Gerlach (Wuppertal University, Germany) in B204 (TB)

Materials Development as Professional Development Activity in EFL Teacher Education

As 'no teacher can teach without materials' (Canniveng & Martinez 2014: 485) and materials provide a 'natural link between teachers, students and the language to be learned' (ibid. 482), they should be an integral part of teacher education programmes. By engaging in the evaluation and design of materials, future teachers will gain insights into the interplay between teaching, materials and learning processes.

This paper first presents a theoretical framework for a materials design course implemented at two universities in North Rhine-Westphalia, Germany. The framework of the complex competence task (Hallet 2012, 2016) builds on, but extends the notion of *task* in TBLT by adding relevant components such as a focus on form activities, genre-based learning and scaffolding.

Secondly, some insights into how pre-service EFL teachers approached the task of designing a complex competence are also presented. Student teachers were asked to reflect on the experience using a holistic prompt both at the beginning and at the end of the materials design exercise. The results show that initial considerations (such as curriculum fit) are mentioned again in the post-reflection. Student teachers reported that they found the implementation of components of the complex competence task (e.g. grammar) more challenging than others. From a methodological perspective, it needs to be discussed whether the decision to have student teachers record their reflections has anything to do with the sparse use of meta-language by student teachers - an observation that is consistent with Bouckaert's (2017: 90) finding that 'participants lacked the meta-language to critically reflect on their pedagogical principles and their awareness of them'.

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4 Mohd Iqbal Ahamat (Universiti Sains Malaysia/Universiti Malaysia Terengganu) in B207 (TB)

Designing a Malaysian Framework for Materials Development Aligned with the CEFR

This is an online presentation.

In 2017, Malaysia made a significant reform in English language education by aligning its national English language curriculum with the Common European Framework of Reference (CEFR). Due to the reform, all locally developed textbooks were replaced with imported textbooks from international publishers, resulting in numerous problems for some students and teachers at the grass-root level. This study, therefore, will employ a Design and Development Research (DDR) approach to design a Malaysian framework for material

development aligned with the CEFR, consisting of (i) needs analysis, (ii) design and development, and (iii) evaluation phases. The initial findings from the needs analysis indicated that teachers responded moderately to the elements of authenticity and interculturality in the Super Minds textbook, and 94.2 per cent of the respondents believed that a locally-developed textbook would be more favourable for the learners. This study also included experts' consensus on the elements of designing CEFR-aligned English language materials for primary school, which could assist material developers in developing a more inclusive material that suits the diverse backgrounds of Malaysian students.

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Parallel Presentations 2 (12.25-12.55)

1 Freda Mishan (University of Limerick) in Auditorium B2 (TB)

Communicating Culture

Communicating effectively between and among cultures has never been more important than in the world of today, with its ever-shifting populations and peoples - a geographical cultural intermingling mirrored, of course, in the virtual environment. What were once largely academic concepts, 'Intercultural competence' (IC) and 'intercultural communicative competence' (ICC), have come to the fore as crucial skills in global education that help demystify cultural difference and nurture intercultural understanding. In this paper I will describe the skills encapsulated in the concepts of IC and ICC. Then, drawing on recent publications (Mishan, 2023 and Mishan & Kiss, 2024), I will offer some materials intended to foster these skills.

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2 Johanna Embacher, TU Dortmund University, Germany in B203 (TB)

Designing Communicative Teaching Materials for German Secondary Schools – An Emphasis on English as a Lingua Franca

What does it mean for English learners to be communicatively proficient? In today's diverse contexts, non-native speakers predominantly utilize English for intercultural communication with speakers from various backgrounds. Acquiring communicative skills is vital, especially in relation to English as a lingua franca (ELF). However, regarding English textbooks in Germany, the prevailing focus on native speakers and standard varieties does not align with the reality of English usage among Germans. A lack of suitable material catering to communication practice becomes evident. This paper demonstrates a possible integration of ELF-aware and communication-oriented tasks into existing ELT materials. The interactive e-book, designed as an add-on for a German 10th -grade textbook, consists of 32 listening and speaking tasks. These tasks feature speakers from different countries including France and Poland, aimed at broadening students' awareness of and improving their communication skills in English as a Lingua Franca.

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3 Nikolai Nikolov (Markoni's Language School, Botevgrad, Bulgaria) in B204 (TB)

T.I.M.E. for Natural Interaction in the ESL Classroom

The dramatization of, and on, educational texts and theatrical performances is a popular method of developing the communicative competence of foreign language learners of different age groups. However, its implementation is frequently connected with the mechanical memorization of the script with dubious learning outcomes.

Because of this, in 2012 I embarked upon my PhD study intended to test the hypothesis that learners' foreign language interactive speaking skills and overall communicative competence could be significantly enhanced through providing learners with instruction in professional acting techniques, along with their participation in stage activities in the target language (English).

To do that, two groups of teenage ESL learners at level B1-B2 (CEFR) were involved in my experiment. The analysis of the results showed a marked tendency of improvement in the FL oral communicative competence of the experimental group learners. The major outcome is the foundation of the Teenodrama Interactive Method in English (T.I.M.E.). The findings also encouraged me to self-publish a book set (based on the method) entitled "T.I.M.E. for teenagers" (2014), which was later on ELTons 2015 nominated.

The focus of my workshop presentation will be a brief description of my method of enhancing ESL learners' interactive speaking skills through the instruction of professional acting techniques (based on Stanislavski's System) and demonstration (with audience volunteers) of some of the speech and acting practice exercises applied throughout my PhD T.I.M.E. experiment summarised above.

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4 Shree Deepa (University of Hyderabad, India) and Geetha Durairajan (English and Foreign Languages University, Hyderabad, India) in B207 (TB)

Using Multiple Choice Items in Anthrologic Contexts: Language Learner versus Language User

This is an online presentation.

Adult students treated as language 'learners', is problematized in this paper as pedagogic. The preferred term is language 'user' which is anthrologic. The paper will present, analyse qualitatively, and discuss implications derived from data taken from classroom interactions with materials in a post graduate ELT course in a central university in India. Multiple choice items (mcqs) that were to be used as materials, were evaluated by the students and the teacher: in an anthrologic context with insufficient linguistic cues, the distractors lost their property and were perceived as plausible alternative answers with background experiential knowledge filling in the cues from the schemata that these adult language users come with. A language proficiency 'deficient learner' would try to align with the teacher's key while a language 'user' would provide from his/her experiential/background, information that is unavailable from the contextual cues. It is therefore postulated that an anthrologic perspective will require an additional space in the exercise or test item to provide rationales for their choice of answer in mcqs.

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Parallel Presentations 3 (13.00-13.30)

1 Asma Aftab (Kinnaird College for Women, Lahore) in Auditorium B2 (TB)

'Creating Waves': Re-defining Communication-focused Language Teaching Goals and Paradigm

Linguists highlight that communicating effectively is an essential ability which is central in all spheres of human behaviour. Thus, language teaching should facilitate learners to communicate in the target language. However, majority of the theorists have not comprehensively expounded of 'communication', leaving the practitioners to either draw their own limiting/ambiguous conclusions or largely to abandon this teaching goal. Consequently, based on my personal experiences, generally attempts at communication represent inadequate and inexpressive practices which fail to attract the audience; in many cases the communicators are ESL users who have spent years studying the language formally. In this scenario, it is imperative to propose a language teaching approach which will try to address this issue and overcome any relevant shortcomings in our educational procedures. Thus, my talk will be focusing on re-envisioning language teaching aims reflecting the authentic nature of communication and presenting a relevant teaching paradigm termed 'Creating Waves'.

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2 Stephanie Ashford (Baden-Württemberg Cooperative State University (DHBW)) in B203 (TB)

Developing ESP Materials for Teaching and Testing Interaction Skills in English

With reference to the new descriptors for interaction and mediation in the revised Common European Framework of Reference for Languages (CEFR), I demonstrate a process for designing interactive tasks for use with learners who pose a particularly juicy challenge for teachers, syllabus designers and materials writers: undergraduates pursuing a degree in Auditing, who need to be able to communicate effectively in English at work. While these students defy the stereotype of auditors as number-crunching introverts, there are many who view English as a necessary evil, and who don't relish having to interact in class – unless they see the value. At the end of this brief presentation there will be opportunity discuss the transferability of the process to other groups, and the usefulness (or otherwise) of the CEFR descriptors.

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3 Nina Lazarević (University of Stavanger) in B 204 (TB)

Pre-Service Teachers as Material Creators – Insights from a Materials Design Course

Recently, there has been a push towards textbook-free classrooms in Norway. The skills that students develop regarding material development are therefore important for their future career as teachers in such classrooms.

The paper analyses the final projects from the material design course taken by two cohorts of MA students (n=15) during the fall semester of the academic years 2022-2023 and 2023-2024. The projects consist of three parts: theoretical rationale, the teaching unit and the teacher note. The paper explores the last two elements, analysing them against the communicative competence framework (Savignon, 2017) in light of the humanistic philosophy and teaching approach and socio-constructivist pedagogy (Vygotsky, 1978) that characterize education in Norway.

The content analysis is employed to discuss some of the challenges young professionals face when they need to be material creators regarding their creativity, choice of authentic texts, balance of language skills and implementation of differentiation.

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4 Rita Dourado (Faculdade de Letras da Universidade de Lisboa)

Unravelling the Methodological Landscape: Analyzing Textbooks for Portuguese as a Non-Native Language (PLNM) in Alignment with the CEFR

This presentation aims to examine methodologies for analyzing textbooks for Portuguese as a Second Language (PLNM) and address whether there is an underlying methodological theory guiding textbook analysis. Specifically, it seeks to answer: Is there a methodological theory underlying textbook analysis? If so, could this methodology support textbook authors in aligning their work with the Common European Framework of Reference (CEFR)? From the perspective of textbook authors: What approach do authors take to connect with the CEFR, and what arguments do they use to justify this connection? Is there an effective link beyond identifying reference levels, or does this document merely serve as a basis without a true methodological foundation? In conclusion: If such a methodology does not exist, we intend to propose a methodology for analyzing PLNM textbooks that facilitates authors' alignment with the CEFR, including the Companion Volume.

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Lunch and Poster Presentations (13.30-14.30)

Parallel Presentations 4 (14.30-15.00)

1 Diana McRay (University of Leeds), Kamola Muradkasimova (Uzbek State World Languages University in Tashkent, Uzbekistan and Aziza Yunusova (Bukhara State University, Uzbekistan) in Auditorium B2 (TB)

Co-Producing a Set of Academic Writing Materials

In this presentation, I would like to introduce a set of academic writing materials developed through collaboration with the co-production team (several teachers and teacher trainers in Uzbekistan) as part of the ESRC GCRF funded project *Empowering Language Teachers and Learners in Uzbekistan: Opening Doors through Formal English Reading and Writing Development*. In particular, I would like to focus on the Academic English Interactive Mentor (AIM) website, that the co-production team designed for English language learners and teachers in Uzbekistan. The website which contains a corpus of academic essays of different

genres, e.g., persuasion, problem-solution, has been used widely over the last five years as a valuable pedagogical tool. I will talk about various interactive tasks and activities the AIM website contains and the ways these are being used effectively by the academic writing teachers in Uzbekistan.

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2 Palmyra Baroni Nunes (SME-Rio), Maria Isabel Azevedo Cunha (PUC-Rio) and Inés Kayon de Miller (PUC-Rio) in B204 (BT)

Pedagogical Innovation Through the Co-creation of Materials by Students and Teachers as Learners

Based on our beliefs that teachers and students are lifelong learners and that “learners are interesting, at least as interesting as teachers” (Allwright & Hanks, 2009:1), this exploratory presentation aims to share our understanding of how sixth-grade students and their teacher work in their English classes at a public sector school in the city of Rio de Janeiro, Brasil. Within the Exploratory Practice (EP) framework, an inclusive modality of Practitioner Research (PR), we intend to discuss how and why Palmyra’s and her students’ classroom dynamics are creatively interwoven in their everyday classroom activities. We relate the teacher’s beliefs to the syllabus proposed by the school and the coursebook as opportunities for such collaborative creativity to unfold. As co-practitioners, we also reflect upon our development as a group of key practitioners of learning, thus building a community of learning interested in investigating the puzzles that emerge in our daily classroom lives.

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3 Artenisa Topouzi (University of Limerick) in B207 (TB)

Willingness to Communicate in English as an L2: Investigating Greek and International Learners’ Perspectives and Teachers’ Perspectives and Strategies in Greece and Ireland

The present study aims to examine students’ self-reported willingness to communicate (WTC) in English as a foreign language (EFL) and English as a second language (ESL/EAL) contexts and to investigate teaching strategies that may facilitate the students’ WTC. An investigation is made between Greek students (adults) studying in Greece (EFL) and mixed nationality students studying in Ireland in universities/colleges (EAL). The theoretical framework for this study is based on research by MacIntyre et al. (1998). A qualitative approach, semi-structured interviews and classroom observations are employed. The study was completed in one of the countries and as reported, topic and mood are some factors affecting WTC in English in class.

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Parallel Presentations 5 (15.10-15.40)

1 Anne Burns (Curtin University, Perth, Australia) in Auditorium B2 (TB)

Developing Materials for Communicative Ability Through Action Research

Tomlinson and Masuhara (2004, p. 11) stated that teachers need to ‘reflect upon their own practice and identify principles and systematic procedures for materials adaptation’. Teachers should also evaluate materials, either from published coursebooks or those they have created themselves. In this presentation, I argue that teachers, as opposed to managers or course book writers, are best placed to develop context-specific materials that engage learners and assist them to develop communicative ability. Following Tomlinson and Masuhara above, I also argue that one way to achieve this goal is through systematic action research (AR), as it enables teachers to investigate learners’ reactions to new materials, and work with them to develop engaging context-specific materials to enhance communication skills. To further my argument, I present case studies of teachers conducting AR with whom I have worked in Australia and elsewhere, that variously illustrate materials development for enhancing speaking and writing ability, as well as learning assessment and feedback.

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2 Xiaoling Jin (City University of Macau) in B203 (TB)

How to Teach Pragmatics Using Multimodal Texts

The new textbook will focus on the teaching of the key concepts and principles of *Pragmatics* in a way that will enable students to analyse language use in various contexts. A variety of multimodal texts will be used for the weekly course design of the lectures and tutorials. Students’ responses will also be a major part of the textbook to demonstrate the role that these texts play in the learning process of the subject and to present possible learning outcomes of the teaching content. Students’ responses will include their weekly assignment submissions and some selected follow-up interviews. With the aim of providing a reference for teaching the subject of Pragmatics, the textbook is also intended to make an empirical investigation into the effects of using multimodal texts on students and how this could facilitate their understanding of pragmatic knowledge.

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3 Andy Sampson (University of Porto) in B204 (TB)

Materials for Engaging Learners in Language Related Episodes

This session will focus on the use of materials, both from published coursebooks and authentic sources, for encouraging learners to engage in Language Related Episodes (LREs), instances in which students participate in metalinguistic discussions that can positively affect language acquisition while they complete otherwise meaning-focussed tasks. By drawing on the literature and my own classroom research, the session will explore how learners’ LREs differ, in terms of their quantity, linguistic focus, correctness of resolution and level of cognitive engagement, when students complete classroom tasks such as dictogloss (e.g. using authentic recordings), jigsaw / information gap tasks (e.g. using maps and spot-the-difference picture tasks), picture story narrations, collaborative written compositions, and text editing activities. Suggestions are proposed for optimising materials design to encourage LREs in which learners are deeply engaged.

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4 Hyunjin Kim (IGSE, Seoul), Bohyun Yoo (IGSE, Seoul), Dahye Kim (IGSE Seoul) in B207 (TB)

Breaking the Mold: Rethinking Language Assessment in Korean Education for Communicative Competence

The examination of a significant number of English language textbooks in the South Korean market reveals a prevalent emphasis on test preparation, with a particular focus on grammar and strategies derived from past test questions. This approach diverges from the principles of Communicative Language Teaching (CLT), which underscores interactive and communicative competence. Consequently, a crucial reevaluation of examination directions is needed to align them with the CLT Approach, addressing the imperative shift towards assessing learners' Communicative Competence (CC). We argue that a reformed assessment system has the potential to empower students with improved communication skills.

This study initiates with a detailed examination of current assessment practices in English language teaching in the Korean context, shedding light on prevalent trends and methodologies. Utilizing the foundational principles of CLT, the research analyzes these practices to assess their alignment with communicative competence goals. By documenting distinctions between Korean assessment practices and CLT principles, the study also addresses inherent challenges within the current assessment framework and suggests directions for improving the assessment system, including overall materials development. Ultimately, the research proposes practical, context-specific solutions and recommendations. Through exploring how the adoption or adaptation of CLT elements could enhance assessment practices in the Korean educational landscape, this study aims to contribute to the ongoing discourse on effective English language teaching materials development.

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Break (15.40-16.10)

Parallel Presentations 6 (16.10-16.40)

1 Rhonda Oliver (Curtin University, Perth) in Auditorium B2 (TB)

Using Needs Analysis for Selecting and Developing Communicative Tasks and Activities

In this presentation I will describe how a Needs Analysis (NA) can be used for the selection and development of communicative language learning tasks and activities. NA is useful because it enables these to be contextually and culturally appropriate, to serve the learners' long-term needs and support other skill learning. To illustrate this approach, I will use examples from my long-term research with Aboriginal, high school students at a VET high school. The students at this school come from remote locations in Western Australia and have English as their second language and sometimes second dialect. They need to develop their communicative ability in English particularly as they move from school to life beyond school, especially within the workplace.

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2 Adam Forrester (The Hong Kong Polytechnic University) in B203 (TB)

Enhancing Communicative Ability in an Advanced Reading and Writing course at a Tertiary Institution in Hong Kong

This presentation explores a multifaceted approach to developing communicative ability in advanced reading and writing, specifically for feature/opinion articles. The study involved approximately 400 students in a Hong Kong tertiary institution. The materials aimed to equip students with skills to produce engaging and impactful written pieces.

The instructional materials incorporated authentic texts (including novels, poems, song lyrics) for diverse writing styles and analysis. Sample essays with annotations helped students identify effective techniques and pitfalls to avoid. Students were allowed to use tools like ChatGPT to expand vocabulary and incorporate literary devices, enhancing writing quality.

Analysis of student topics revealed a range of interests, reflecting their ability to articulate opinions on socio-cultural issues. These materials encouraged critical thinking and student agency in topic selection.

The presentation will explore the impact of these materials on students' communicative ability, evidenced by the quality and engagement of their articles.

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3 Tiziana Lorenzet (Ca' Foscari University of Venice) in B204 (TB)

'Never too Late' - Towards a Senior-Friendly Methodology: The Role-play

Nowadays human society is aging globally. It is known that learning a new language can help senior learners to improve their well-being and their cognitive health, since it can stimulate brain plasticity and promote active aging.

This presentation aims at introducing LLLL (Later Life Language Learning) and at describing the senior language learner's profile (characteristics, interests, motivation, expectations, needs, goals) to reflect together and rethink the way we teach learners over 60.

Are we ready to teach senior learners? Are we adopting different strategies, new materials, new techniques or are we simply teaching them the same way we teach adults?

During my presentation I will illustrate some teaching materials for role-play activities adapted and suitable for this target language group to develop their communicative competence, to promote interaction and socialization and to create a senior-friendly learning environment which can stimulate and engage learners cognitively and emotionally.

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Parallel Presentations 7 (16.50-17.20)

1 Susan Robbins (University of Sussex) in Auditorium B2 (TB)

Develop Your English

I will present *Develop Your English: with the United Nations Sustainable Development Goals* –

an open access e-textbook for upper intermediate to advanced level English language learners (B2/C1) which incorporates a global perspective into the language learning process through a focus on international themes, organised around the United Nations Sustainable Development Goals.

Develop Your English uses a text-driven approach to materials design. Each unit contains a written and audio text from the [The Conversation](#), and interactive tasks aim to extend a range of language skills as well as drawing learners' attention to grammatical and lexical items that appear in the texts. Accompanying speaking tasks invite the learner to communicate about world issues whilst developing English as an International Language.

Develop Your English is informed by second language acquisition theory and offer learners opportunities to practice and extend their language in interesting ways by providing rich exposure to language in use, input that is relevant to their lives, and opportunities for purposeful communication.

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2 Anna Constantino (University of Greenwich) in B203 (TB)

Unveiling Agency: Fostering Inclusive Materials Development Through Practice-Based Research

The development of materials is a complex and recursive process. It involves designing, implementing, and reflecting on how language teachers and learners engage with them according to teachers' beliefs and preferences, as well as their environmental affordances and constraints (Tomlinson, 2020). While research on materials is mainly conducted by researchers often external to the classroom ecologies, the role of teachers tends to be non-agentive.

In this presentation, I share the understandings gained from a recent editorial experience for a journal of practitioner-research concerned with language learner development. Specifically, the presentation focuses on the issue of grassroots and creative approaches to materials development through inclusive practice-based research. By reflecting on how the contributing teachers have worked inclusively with their learners to foster communicative abilities, I argue for creating dissemination and supportive spaces that challenge standard academic writing, encouraging personalised narrative, and multi-voiced ways of exploring materials development (Barfield et al., 2024).

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3 Maria Stec (University of Silesia, Katowice) in B204 (TB)

English Materials for Developing Communicative Ability: a Comparative Study of Children's and Adults' Coursebooks.

ELT materials have a primary role in promoting communicative language use at each stage of language learning. There is a worldwide demand for appropriate language teaching materials. All learners attempt to develop English to a high level of accuracy and fluency. They want to improve their language in the best learning process possible, through travel, the media, or

even AI. The paper investigates the state of communicative language teaching reflected in modern coursebooks for adults and children. The research focuses on three sets of questions as follows:

- 1) What are the current features of communicative teaching in ELT coursebooks for children/adults?
- 2) How is communicative language teaching reflected in titles/subtitles of ELT coursebooks for children/adults?
- 3) What types of activities stimulate communicative ability in ELT coursebooks for children/adults?

It is a qualitative and comparative study involving six coursebooks, three respectively for each age group. The project involves an evaluation study based on a checklist.

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4 Paula Rama da Silva (Estoril Higher Institute for Tourism and Hotel Studies, Portugal) in B207 (TB)

Storytelling – The Power of Materials and Words

The aim of this paper is to demonstrate how the right materials at higher education level can have an impact on students' oral performance when teaching foreign languages. Skills such as writing and speaking are, too often, neglected by teachers for numerous reasons – it is a fact that to stimulate confidence and willingness in students is not an easy task and students are usually reluctant to expose themselves in class. However, it is our responsibility as teachers to fight this back and to engage learners in communication. As Scrivener states “many teachers operate their lessons as if the class were a machine into which raw materials can be fed and which, when used with certain techniques, will produce predictable outputs” (2005:74).

This paper exemplifies how the art of storytelling became more than an EFL class project and was embraced by students thus allowing them to explore to its fullest their oral skills. We invited BA students from Events Management to *tell stories* and guided them through different steps, using materials such as David Birss's story dice or DIY props. This last strategy of using students' generated materials also proved how relevant Gardner's (1983) multiple intelligences are to teachers thus helping us make lessons more learner centred. Implications of this experience concerning the teaching practice are also reported.

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Plenary Presentation 3 (17.30-18.15)

Nicky Hockly (The Consultants – E.Com) in Auditorium B2 (TB)

Mobiles for Developing Communicative Ability: Effective Mobile Task Design

Mobile devices have become increasingly common in the field of English language teaching, serving as valuable tools for both teachers and students in various settings. There is a wide

array of mobile apps that claim to support English language acquisition. However, these applications often prioritise a behaviorist approach, and research shows that they are most effective when used for additional self-study by learners. Despite the growing accessibility of mobile devices, language teachers often need help with crafting communicative language learning activities that harness the unique capabilities of these devices. In this talk, we review several factors to keep in mind when designing communicative tasks for mobile devices, and we explore some frameworks and activities for language learners that teachers and materials designers can refer to. By understanding and referring to these frameworks and task examples, teachers and designers can adopt a principled approach to mobile-based material development, taking into account both mobile learning design principles and the insights gained from second language acquisition research. This can support the creation of mobile-based materials that can more effectively help our learners improve their learning outcomes.

Day 2 - Thursday June 6th

Registration (08.30-09.00)

Plenary Presentation 4 (09.00-09.45)

Rod Ellis (Curtin University, Perth) in Auditorium B2 (TB)

Does Explicit Instruction Affect How L2 Learners Perform a Communicative Task?

The difference between task-based language teaching (TBLT) and task-supported language teaching (TSLT) is whether the performance of the task is preceded by explicit instruction. In my talk I will report an experimental study that investigated whether explicit instruction had any effect on how learners performed a communicative task. 40 eighth-grade Chinese EFL learners were randomly assigned to two conditions: Explicit Instruction + Task (EI) and Task-Only. Both groups performed two similar dictogloss tasks. The EI group received a 10-minute grammar lesson on the English passive voice (the target structure) followed by practice activities before performing the task. The Task-Only group performed the tasks without any prior instruction or practice. The learners' task performance was analysed using general measures of complexity, accuracy, and fluency and also on the use of the target structure. The results showed that explicit instruction did lead to more attempts at producing the target structure when performing the task but did not result in more accurate production, possibly because of the difficulty of the target structure. Furthermore, explicit instruction resulted in language that was less complex, fluent and accurate compared to how the task was performed without explicit instruction. Overall, then, these findings suggest that pre-task instruction can have an adverse effect on task performance and do not support the claims of task-supported language teaching.

Plenary Presentation 5 (09.55-10.40)

Scott Thornbury in Auditorium B2 (TB)

'The structure comes first': How Coursebooks Commodify Grammar.

Despite significant shifts in methodological thinking in the last half century, language teaching materials closely adhere to a structural syllabus that is largely unchanged: the so-called 'canonical grammar syllabus'. Even when the grammar strand of the syllabus is

combined with other strands – e.g. vocabulary, skills, pronunciation – the priority given to grammar is only thinly disguised. In turn, the structural focus serves to entrench a ‘presentation’ methodology as well as a focus on grammatical accuracy, irrespective of claims often made by publishers that the materials are ‘communicative’ or that they develop fluency. In this talk, I briefly trace the history of this tendency, including its lack of a sound basis in theories of second language acquisition, and, using data from a survey of over 1000 practising educators, explore the reasons for its persistence. I shall then suggest alternative ways of organizing the curriculum as well as making tentative predictions as to their likely uptake.

This is an online presentation.

Break (10.40 – 11.10)

Parallel Presentations 8 (11.10-11.40)

1 Mara Regina de Almeida Griffo (Pontifical Catholic University of Rio de Janeiro) and Adriana Nogueira Accioly Nóbrega (Pontifical Catholic University of Rio de Janeiro) in Auditorium B2 (TB)

Fostering Critical and Emotional Communication in the Language Classroom: the Collaborative Construction of a Book

In our teaching-learning practices in primary and undergraduate education, we have created and adapted materials that critically foster communicative skills in the English language classroom. Learners' personal and emotional experiences have oriented us in reflecting upon pedagogical activities that help students build their understandings of the content to be learned and of life itself. Some ideas are the grassroots of our being and doing in the classroom: learners are agents of their practices (Exploratory Practice Group, 2021), education is a political act (Freire, 2019; hooks, 2021) and teaching-learning processes are strictly connected with emotions (Zembylas, 2003). Thus, aligned with Exploratory Practice (Miller et. al., 2008), we share an activity proposed to young learners about the collaborative construction of a book based on Paulo Freire's biography. While they were working on the task, they could also develop their communicative abilities by reflecting upon their emotions, social and political issues, among others.

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2 Mukhtar Adam (University of York) in B203 (TB)

Employing Pre-Communication Strategies to Develop Language Learners' Communicative Competences in a Multicultural Society

Language users often encounter communication difficulties during mutual conversations. As a result, interlocutors employ various communication strategies to overcome these communication difficulties. The communication strategy is a systematic technique employed by a speaker to express his meaning when faced with some difficulty.

New strategies are proposed in this presentation which are not classified in the previous taxonomies of the communication strategies: (1) the preparatory strategy and (2) the longer-term developing communication strategy.

The preparatory strategies are the strategies that are used before the communication takes place between the interlocutors in the real world such as preparing vocabulary or phrases by looking at a dictionary before the communication takes place.

The longer-term developing communication strategies are the strategies that interlocutors of different backgrounds continuously use to make themselves familiar with accents and local dialects in order to develop their communicative competences.

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3 Sofija Christensen (University of Stavanger) in B204 (TB)

Book Talks about a Literary Excerpt: Norwegian Student Teachers Discussing Two Pages of George Orwell's 1984

“Personally, it was difficult to make any sense of it,” says Åge, during a book talk about a literary excerpt. The literary fragment has frustrated this third-year student teacher and he and his group never manage to fully engage in a dialog about their reading experience. As educational material, the literary excerpt is contested, yet widely used. It is one of literature didactics’ important challenges (Skaug & Blikstad-Balas 2019, p. 101). This paper inquires into book talks by 21 relatively experienced student teachers about a two-page excerpt from Orwell’s *1984* (Orwell, 1983, p. 187-189). The goal is to understand how the literary fragment may influence the development of students’ ability to engage in dialogues with texts and other readers, participants in the book talk. The excerpt itself seems not necessarily to be a barrier for communicating about literature. It may, however, destabilize the relations between the readers, making the communication uneven, or even too risky (Biesta, 2006/2016).

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Parallel Presentations 9 (11.50-12.20)

1 Marilisa Birello (Universitat Autònoma de Barcelona), Ares Llop (Fitzwilliam College, University of Cambridge) and Albert Vilagrasa (Escola Oficial d’Idiomes) in Auditorium B2 (TB)

The Journey of Crafting Communication-Oriented Catalan Foreign Language Teaching Materials

The social changes of the last decades and the arrival of a globalised world have modified the linguistic needs and reasons why people study languages; this transformation has been remarkably noticeable for the Catalan language, as it coincided in time with initiatives to diffuse its codification and its normalisation after Franco’s dictatorship. The heterogeneity of profiles in the Catalan Foreign Language (CFL) classroom, together with the principles of new international language standards, made it necessary to create teaching materials extending beyond language description and focusing on developing communicative abilities.

This presentation delves into the development process of a textbook series for CFL (*A punt*, A1-C2, 6 books published between 2018-2023) which adopts Task-Based Learning principles

(Ellis, 2003; Long, 2015; Martín Peris, 2004; Birello & Vilagrasa, 2021) and incorporates insights from Second Language Acquisition and Language Pedagogy studies (in line with Hughes, 2019), as well as relevant and engaging social and cultural content. This series is the result of the ‘collaborative mindset’ (Loewen & Sato, 2022; Shu et al. 2023) of a team of linguists, Language Acquisition and Pedagogy specialists, and practitioners of Catalan and other Foreign Languages.

In this talk, taking *A punt* as a reference, we aim to show: i) how to design teaching sequences that focus on achieving authentic tasks which emphasize communication for practical outcomes rather than mere language practice (see Tomlinson, 2012: 162); ii) how to provide students with the necessary scaffolding to success in the final tasks of each unit by means of complementary sequences with thoroughly planned and SLA/pedagogically-informed activities combined with sociocultural content, and involving reading, focus on form (grammar, vocabulary, pragmatics, phonetics), interaction, mediation, oral and writing skills; iii) how to create a symbiotic relationship between research, pedagogy, and industry practices that can lay the foundations for transforming the CFL classroom into a space in which learners have multiple opportunities to communicate and interact, as well as to develop language and culture awareness (see Harwood, 2022).

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2 Sterling Plata (De La Salle University, Manilla) and Leah Gustilo (De La Salle University, Manilla) in B203 (TB)

Greening Instructional Materials in Freshman English to Support the 17 Sustainable Development Goals: Lessons on Localization

The publication of the Education for Sustainable Development 2030 Roadmap in 2020 is an urgent call for change to mitigate the impact of the COVID-19 pandemic on the 17 SDGs through education and to accelerate action towards a more sustainable future. The ESD 2030 Roadmap envisions enacting change in education by increasing awareness of the SDGs, localizing the 17 goals, and mobilizing action to achieve the global goals. However, some English language teachers in higher education sometimes need help greening their course materials. This paper addresses this gap by describing the course design by greening and localizing instructional materials in a freshman English class at a private university in the Philippines. Second, it presents the results of the evaluation of students. Finally, it discusses the lessons from greening instructional materials through service learning.

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3 Damiana Ragageles (NOVA-FCSH, Lisbon) in B204 (TB)

Communication and Teaching Portuguese as a Foreign Language (PLE): An Analysis of Digital Materials

The word communication appears more than 120 times in the Common European Framework of Reference for Language (CEFR). That’s because teaching a foreign language comes hand in hand with communication. But, what about materials that we can use to develop this skill in the classroom? The most important thing for teachers is to keep in mind that we can’t create

random activities. They need to have a context. In this presentation we want to look and analyse some digital materials from European Portuguese that had a big success with learners. Students learn and communicate in very specific situations and, when we are creating a task, we always have to find some context in them.

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Parallel Presentations 10 (12.30-13.00)

1 Jonathan White (University of Trento) in Auditorium B2 (TB)

Exploring a Multimodal Materials Framework for Teaching Critical Thinking

This presentation introduces a multimodal materials framework for enhancing university students' critical thinking. In today's evolving multimedia and artificial intelligence landscape, aligning learning materials with students' information processing methods is crucial. Drawing from reflective practice and discourse analysis theory, this multimodal approach enables students to accentuate synthesis and evaluation in discipline-specific oral presentations. As higher education increasingly emphasizes spoken communicative competence in assessment, it becomes pertinent to explore frameworks that utilize diverse technology to develop students' critical thinking and speaking skills. Attendees will gain insight into multimodal teaching materials and preliminary findings, which suggest benefits in inclusivity, engagement and performance.

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2 Catherine Moore (Anaheim University and Irvine Valley College, USA) in B203 (TB)

Communicating: Reflection, Introspection, and Investigation of English Language Teachers (ELTs) Approaches and Practices with Adult English Language Learners (ELLs) in Online and In-Person Settings

This presentation will report on a research study investigating different approaches to English language teaching (humanistic and non-humanistic) and current practices of English language teachers (ELTs) while teaching the same adult English language learner (ELL) population in two different settings: in-person and online. The results of the implementation of self-reflection by the ELTs on their own teaching aim to share a deeper understanding of the challenges and opportunities within our field, which may ultimately benefit ELTs and ELLs and shape future ideas. The findings of this research are relevant to the development, adaptation, and use of ELT approaches and practices with ELLs and offer the potential to positively impact future materials creation.

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3 Silene Cardoso (University of Lisbon) in B204 (TB)

English Varieties in Audiovisual Texts of Portuguese EFL Textbooks: A Study

Despite the diversity of "Englishes" at a global level, EFL textbooks typically focus on British and American varieties. These continue to be overrepresented in comparison with other varieties, even those spoken by other native speakers (Leung & Lewkowicz, 2018; Guerra & Cavalheiro, 2019). Given this context and the increasing diversity of students' linguacultural backgrounds in Portuguese state schools (Oliveira, 2023), effectively

communicating across cultures is crucial. Multicultural/multilingual classrooms using English as a lingua franca (ELF) are thus the ideal setting to critically reflect upon and develop skills related to Intercultural Communication (IC) and Intercultural Awareness (ICA) (Baker, 2015; Sifakis & Bayyurt, 2018). In this study, I analyze English linguistic variation in audiovisual texts of two Portuguese EFL textbooks (years 10 and 12). Based on this analysis, I present two suggestions for adapting activities to enhance critical thinking toward interculturality and language variety to support EFL teachers develop learners' IC/ICA.

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4 Yun He (The University of Cardiff) and Chengyu Zhuang (Oxbridge AcaVice) in B207 (TB)

Problems in the Presentation of Speech Acts in CFL textbooks: Towards a Discourse

Pragmatic Perspective on CFL Materials Development

As part of a larger project of materials evaluation, this study surveys the presentation of compliment responding in textbooks for teaching and learning Chinese as a foreign language (CFL). It investigates (i) whether there is a mismatch between speech acts such as requests contrived through the native speaker intuitions of textbook developers and natural speech and (ii) to what extent the textbooks have been informed by recent advances in empirical research on this speech act.

Five CFL textbooks or textbook series were surveyed, viz. *Colloquial Chinese* (Kan 2009), *Integrated Chinese, 3rd Ed* (Liu et al 2010), *New Practical Chinese Reader, 2nd Ed* (Liu et al 2012), *Intermediate spoken Chinese, 3rd Ed* (Liu and Liu 2014) and *Conversational Chinese 301, 4th Ed* (Kan and Lai 2015). Respectively developed in the UK, North America and China and widely used in the world, they are believed be able to provide a comprehensive and representative picture of how the speech act is presented in CFL textbooks in general.

Results demonstrate that the contrived compliment responding differs substantially from what speakers use spontaneously in daily life, say, in interactional complexity. Most notably, refusal (e.g., nǎi, 'no') is invariably assumed as the default 'appropriate' strategy regardless of context. It is almost always explained as 'polite' and motivated by the Chinese traditional value 'modesty'. Moreover, the only or principal purpose of all relevant teaching and learning materials ranging from the main text, language/cultural notes to revisions is to consolidate this stereotype. These, however, contradict recent empirical findings (e.g., Chen and Yang 2010; He 2012; Zhuang and He 2020): accepting/appreciating a compliment, multiply motivated, has become the most preferred politeness strategy, especially among young people in the large metropolis.

Drawing on studies such as Boxer and Pickering (1995), Bardovi-Harlig (1996) and Tao (2005), we argue for a discourse-pragmatic perspective on CFL textbook development. We contend authentic spoken data should be prioritized in writing materials, and rather than providing the 'correct' answer, textbooks should do more to develop learners' pragmatic awareness of the importance of local contexts and macro linguacultural landscape in communication.

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Lunch Break and Poster Presentations (in the Foyer) (13.00-14.00)

Parallel Presentations 11 and Panel Discussion i) (14.00-14.30)

Between 14.00 and 15.40 there will be a **Panel Discussion in Auditorium B2 (TB)** and at the same time there will be a **choice of Parallel Presentations in B203, B204 and B207**.

1 Panel Discussion on the Evaluation of Primary Coursebooks in Portugal, Spain and Croatia (14.00-15.45) in Auditorium B2 (TB)

The analysis and evaluation of oral skill development and its assessment in primary English coursebooks: Studies in Croatia, Portugal and Spain

Being surrounded consistently with comprehensible input in a foreign language has been shown to facilitate its acquisition, and as children will not yet have developed their literacy skills in English, it will be ‘introduced orally, understood orally and aurally [and] practiced and automatised orally’ (Cameron, 2001, p. 18). Nevertheless, research has shown that listening and speaking are rarely taught properly in primary schools (Lopriore & Karoulla-Vrikki, forthcoming). Additionally, learning and its assessment should focus on both aural and oral skills and be age-appropriate (Nikolov, 2016), yet assessment practices have not accompanied the introduction of English at ever earlier ages, and assessment of these skills remains troublesome (Rixon & Prošić-Santovac, 2019; Mourão et al., 2021).

In most countries those practitioners responsible for English in primary education rely upon coursebooks to guide their teaching practices (cf. Copland, et al., 2024) and Croatia, Portugal and Spain are no exception, where locally and globally published coursebooks are very much part of the primary English classrooms. Recognizing the role that coursebooks will have on the teaching of aural and oral skills and their assessment, primary English materials used in Grades 3 and 4 (8- to 10-year-olds) in Croatia, Portugal and the Autonomous Region of Castilla-La Mancha in Spain were analysed and evaluated to answer the following questions:

- i) How do activities in the coursebook support teachers to develop their learners’ listening and speaking skills?
- ii) How do the teachers’ and students’ resources support formative assessment of these skills?

This panel presents the results of the three studies, which each analysed three sets of coursebooks per year grade and discusses the implications in all three countries regarding pre-service and in-service teacher education programmes.

i) Carolyn Leslie (FCSH, Nova University of Lisbon) and Sandie Mourão (CETAPS, Nova University of Lisbon)

Portuguese Coursebooks in Primary English education: A Barrier to Developing Communicative Abilities

Findings show that the sequence of skill development does not follow language acquisition theories and most speaking activities are situated in the imitate or reproduce levels of speech production. Listening and speaking activities are rarely meaningful or authentic, nor are they cognitively or affectively challenging. Age-appropriate assessment practices are in some evidence but remain summative in nature across all courses. We conclude with implications

for future teacher development projects with a focus on integrating teaching/learning and assessment and developing critical approaches to coursebook use.

ii) Silviya Hanžić Deda, Ivana Milković and Ivana Cindrić (University of Zagreb, Faculty of Teacher Education)

Croatian Coursebooks in Primary English Education: Exploring the Emergence of Communicative Abilities

Our findings show that the sequence of skill development partially aligns with language acquisition theories. The representation of listening and speaking activities varies from textbook to textbook, primarily depending on the authors' preferences rather than theoretical recommendations. We assess that just under half of these activities contribute to particular skill development or are cognitively and affectively challenging. Also, certain inconsistencies appear between students' books and the accompanying teachers' guides. While materials for summative assessment are mostly available to English teachers, formative assessment of listening and speaking skills is sporadic or non-existent.

iii) José Jaime Pérez-Segura, Isabel López Cirugeda and Raquel Sánchez Ruiz (University of Castilla-La Mancha, Spain)

Oral and Aural Skills in EFL Primary Education Coursebooks of Castilla-La Mancha (Spain): Deficiencies in Legislative Compliance and Listening Exercise Designs

Our results show that the activities proposed in the coursebooks generally follow an adequate sequence of skill development and tend to promote formative assessment, although listening exercises are often not suitably designed. Moreover, albeit there is a clear attempt to adapt the activities to educational legislation—shown, among others, in the presentation of different text types — coursebooks usually fall short in other very relevant aspects, such as proposing effective learning scenarios and adhering to the principles of Universal Design for Learning. The materials are colourful and attractive in content and form but sometimes fail to induce personal and meaningful involvement from the students. Conclusions for EFL instruction are drawn based on these findings.

Parallel Presentations 11 (14.00-14.30)

1 Debora Alexandra Torrinha Lopes (Universidade Nova de Lisboa) in B203 (TB)

After the COVID-19 pandemic, technology has gradually become more present in teachers' lessons, and embracing it is important to help foreign language students adapt to today's world. This presentation aims to demonstrate how foreign language teachers can utilize technology to assess students' understanding of the content efficiently and engagingly. Resorting to several digital resources makes it possible to tailor lessons to the needs of each class, and it can be applied to most, if not all, teaching methods. In order to exemplify this, this presentation will feature exercises created with digital tools that will focus on the Communicative Method (CLT) and target beginner-level (A1/A2) students. Each one will focus on a different language ability (Speaking, Reading, Writing, Listening), which will be assessed through different tools such as Flip, Powtoon, Google tools (Forms and Docs), and Wordwall. Integrating such tools can prepare students for real-life situations, fostering a dynamic classroom environment where they can share collaborative learning experiences.

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2 João Paulo Pereira (Universidade Nova de Lisboa) in B204 (TB)

The Contribution of Humorous Texts to Learning Portuguese as a Foreign Language: A Case Study

The learning of foreign languages is based almost exclusively on the use of texts related to everyday life, in a communicative and merely utilitarian logic. In this sense, few teaching materials make use of other types of texts, such as literary texts and, to an even lesser extent, humorous texts. This paper focuses precisely on the use of humorous texts. Based not only on the reading of a set of jokes and the subsequent didactic exploration carried out, but also on the proposals of a textbook created by the author of this paper, a case study was carried out on the difficulties inherent to the use of humorous text by learners of Portuguese as a Foreign Language from various educational institutions in Macau, as well as how the learners evaluate its inclusion in the teaching activities. The results show that the use of humorous text appears to be a useful and productive resource for teaching and learning foreign languages, and that teachers should create teaching materials including this type of text.

(This presentation is in Portuguese.)

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3 Iuliia Globa (University of Évora, Portugal) 14.00-14.30 in B207 (TB)

A Course for Developing Communication Skills

As a part of the doctoral program in linguistics at the University of Évora, a course was created in European Portuguese as a Foreign Language for students from diverse linguistic backgrounds. It is currently designed for A1 level proficiency, with plans for expansion up to B1 level. The curriculum emphasizes practical communication skills, focusing on everyday themes through dialogues, self-presentations, and interactive group activities. Role-plays and dialogue interactions are presented as tasks for more active participants, while self-introductory presentations accommodate introverted speakers, ensuring all students have opportunities for speaking practice. The course aims to encourage students to express themselves and enhance their speech production abilities, fostering a supportive and inclusive learning environment. The materials systematically present fundamental information and provide numerous activity examples aimed at assisting teachers in maximizing students' speaking time in the classroom.

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Parallel Presentations 12 (14.40-15.10)

1 Poo-Reun Noh (International Graduate School of Language Education (IGSE), Seoul) in B203 (TB)

Enhancing Language Learning Through Storybooks: A Text-Driven Approach in EFL Education

This presentation explores the impactful use of storybooks in enhancing English language learning among young learners. It focuses on students in countries where English is a second foreign language and highlights innovative approaches to using English storybooks as a multifaceted educational tool. Integrating a Text-Driven Approach, the presentation demonstrates how storybooks can transcend traditional roles of reading and vocabulary acquisition to foster comprehensive language skills, including listening, speaking, reading, and writing. The session emphasizes adaptability, showcasing how the same storybook can be tailored to different English proficiency levels and age groups, ensuring a personalized learning experience. It underscores the dual benefits of storybooks in English learning: they not only impart moral lessons but also empower students to craft and share their own narratives, making the learning process both enjoyable and deeply educational. This approach promises a significant advancement in language competency, engaging young minds in a holistic and interactive language acquisition journey.

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2 Annika Baackmann, TU Dortmund University, Germany in B204 (TB)

Educating Primary Learners to Become Informed Digital Citizens: A CLIL-Project on Communication and Safety in Digital Spaces

With the rise of digital media over the past few years, even young children's possibilities to engage in Extramural English activities online have expanded significantly. Across the world, primary school children encounter English online, for instance when playing video games or on social media. In light of this extramural communicative reality, schools have the responsibility to teach children how to safely communicate and engage with others in online environments.

In order to support children in developing their communicative abilities as informed digital citizens, a CLIL-project was designed for a fourth grade in a bilingual primary school in Germany. The project aims at making young learners aware of risks they might encounter online while also teaching them about online identities and how to safely communicate and interact in online settings. In this paper, the teaching materials and tasks developed for the project and their implementation will be discussed.

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3 Sara Santos (University of Macau) in B207 (TB)

Designing Tasks for Language Teaching: Researching Task Complexity and Task Sequencing

This study had two aims: (1) investigating the impact of increasing the reasoning demands of a monologic narrative task on the oral performance of Chinese learners of Portuguese as a foreign language (PFL) and (2) testing the Simplify, Stabilize/ Automatize/ Restructure, Complexify (SSARC) Model for task design and sequencing (Robinson, 2010, 2011, 2015, 2022). Fifty-two university learners of PFL participated in this research. Two comparisons were made: a within subjects and a between subjects comparison. Measures of linguistic complexity, accuracy, and fluency were used to quantify learners' oral production. Results showed that task complexity positively affected accuracy, lexical diversity, and the amount of coordinate clauses, but with a negative effect on clause length. Task sequencing had a positive

impact on accuracy. This study can inform teachers and help them to adopt tasks as units of their teaching.

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Parallel Presentations 13 (15.20-15.50)

1 Karina Narymbetova (KIMEP University, Kazakhstan) and Yekaterina Rudenko (KIMEP University, Kazakhstan) in B203 (TB)

Unpacking EFL Textbooks in Kazakhstan: Critical Analysis

With the increasing importance of English proficiency in the global arena and Kazakhstan's commitment to modernizing its education system, understanding the content and pedagogy within its EFL textbooks is becoming vital. Foreign language textbooks have been one of the main sources of language education in Kazakhstan serving the «basis for much of the language input learners receive and the language practice that occurs in the classroom» (Richards, 2001). The study aimed to examine the alignment of an EFL textbook used in state-run high schools in Kazakhstan with the objectives of the national curriculum, linguistic and targeted communicative competencies. The textbook *Aspect* was analyzed using Littlejohn's framework (1998). The findings reveal discrepancies with communicative teaching principles, fostering teacher-centered approach, and passive rather than active learner engagement. This research contributes to the ongoing dialogue on effective English language teaching practices in Kazakhstan and provides valuable insights for textbook developers, educators, and policymakers.

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2 Gianna Luísa Merki (FCSH - Universidade NOVA de Lisboa) in B204 (TB)

Ease in Portuguese – Acquiring and Learning Portuguese Online More Naturally

The presentation consists of a set of digital materials created for Portuguese language acquisition and learning, at a beginners level (A1), ideally tailored for 1-1 or 1-2 online lessons. It is aimed at achieving confidence in the process and communicative ability from the start especially in regards to oral production interaction and listening. English, or other languages, are used to the minimum from lesson 1. The lessons are essentially in Portuguese language. This is achieved by providing extensive visual support through images for almost all words introduced and by presenting a set of key words in the first lessons. This work is partially based on the comprehensive input hypothesis, seeking to naturally acquire whilst understanding the meaning over the form. Nevertheless, in the process of grammar introduction, there are also elements of deductive and inductive learning, resulting in a combined process of conscious and subconscious learning/acquisition.

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3 Susete Albino (Universidade Nova de Lisboa) in B207 (TB)

Portuguese Language Acquisition (L2) within CAC Framework: An Analysis of Materials Production in Timor-Leste

Portuguese is one of East Timor's official languages, but it is not L1 or a vehicular language. Besides Tetum, an official language as well, there are over twenty national and two working languages, this being the case of Indonesian and English. Portuguese is used in the educational system as well as in the Government's, courts and public institutions official documentation and communication. Its learning is therefore of core importance to grant access to knowledge and to the development of technical competences. In this paper we look at the manuals elaborated for teaching PL2 at the Anticorruption Committee of East Timor (Comissão Anticorrupção de Timor-Leste (CAC)), under the project of assigned cooperation PFMO, co-financed by the European Union and managed by Camões, I.P. (the agency for linguistic and cultural cooperation of Portugal). Our main focus will be the analysis of the contents created based on the country's legal framework for the prevention and fight against corruption and correlated crimes. These materials are produced with the objective of supporting linguistic proficiency in Portuguese for the professionals in economic and financial departments and agencies.

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Panel Discussion (16.00 – 16.45) in Auditorium B2 (TB)

This is your opportunity to ask plenary speakers questions which you didn't get a chance to ask before. Just bring along your questions as we intend this to be an informal discussion.

Plenary Presentation 6 (16.55-17.40) in Auditorium B2 (TB)

Alan Maley (Educational Consultant)

Making Materials Matter: A Question of Survival

Climate change and other areas of environmental collapse now constitute a clear and present threat to human life on this planet. This is not a hypothetical scenario in the future: it is happening right now.

Teachers have enormous influence on their students, both directly through what they teach, and indirectly through who they are.

It is time to harness this influence both individually and in cooperation with teacher associations, publishers and environmental organisations. Doing nothing is not an option.

I shall suggest some ways in which materials can be an important part of this movement towards human survival. Materials – and the teaching they help produce can Inform, Inspire, Involve students and Implement sustainable solutions.

My talk will discuss materials both as information sources and as stimuli for action.

Round Up (17.40-17.45) in Auditorium B2 (TB)

Brian Tomlinson (Anaheim University, University of Liverpool)

**Poster Presentations (13.30-14.30 on Wednesday; 13.00-14.00 on Thursday)
in the Foyer**

**1 Adriana Nogueira Accioly Nóbrega (Pontifical Catholic University of Rio de Janeiro)
and Mara Regina de Almeida Griffo (Pontifical Catholic University of Rio de Janeiro)**

*Integrating Communicative Abilities to Learners' Social, Emotional and Political
Backgrounds*

Based on our assumption that materials should take into account learners' social, emotional and political backgrounds, this poster aims at sharing activities adapted and created by us in our educational settings in Rio de Janeiro: a private English teaching institution for young learners and a private elementary school. The activities were aligned with the framework proposed by Exploratory Practice (Exploratory Practice Group, 2021), mainly the understanding of learners as agents of their learning processes. Through the tasks, students were able to verbally, as well as non-verbally, express their emotions (Lanas & Zembylas, 2015). While learners were reflecting and working collaboratively among themselves and their teachers, some issues emerged, such as the ones related to positive and negative affect. These activities point out the relevance of integrating pedagogical content into learners' subjectivities and their lives (Nóbrega, 2009; Griffo, 2019).

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2 Palmyra Baroni Nunes (SME-Rio), Maria Isabel Azevedo Cunha (PUC-Rio) and Inés Kayon de Miller (PUC-Rio)

Students and Teachers Co-creating Materials: The Case of Investigative Pedagogic Activities

In this poster, we share the collaborative work developed by a group of students and their teacher as they negotiate how to adapt the activities proposed in their coursebook materials according to their interests and needs. Within the Exploratory Practice (EP) framework, an inclusive modality of Practitioner Research (PR), these creative adaptations are considered Potentially Exploitable Pedagogic Activities (PEPAs) – activities in which teachers and learners engage in a collaborative effort to understand more about their teaching and learning issues. The students' drawings, posters, and photos will help us illustrate and discuss how these activities mitigate the boundaries between theory and practice, by fostering agency, creativity, and authorship. We believe that the construction of PEPAs by students and their teacher together prioritizes understanding the quality of life in the classroom and promotes mutual support and development.

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3 Marta Refoyos Figueiredo (University of Lisbon)

Contribution of Didactic Materials on Student Communication in China

Amidst the rise of learning Portuguese as a foreign language in China (Grosso et al., 2021: 32), it is noted that Chinese students highly value communication (ibid., 71). However, their

proficiency in communicating in Portuguese rarely progresses beyond the elementary level (Grosso & Godinho, 2014: 229).

Considering the above, the research aims to delve into students' perceptions of whether and how communicative didactic materials have contributed to their communication outside the classroom. This will be done using a quantitative approach, collecting data through an online survey administered to a sample of over 30 Chinese students who completed a four-year undergraduate degree in Portuguese Studies or Chinese-Portuguese Translation in China and are currently pursuing a master's degree in Portugal.

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4 Lorena Luna (University of Évora, Portugal)

Developing a Vocabulary Course for Trainee Nurses

Within the curricular units of the doctoral program in linguistics at the University of Évora, a project was developed that led to the implementation of an English course, 16 hours for undergraduate nursing students. The first step involved an analysis of needs to identify linguistic gaps, areas of interest, and students' expectations. The analysis of the questionnaires lead to three main ideas: the majority of the students had an intermediate level of English; they expressed interest in expanding specialized vocabulary; and they had never studied English in this specific area. The course was structured to promote vocabulary learning through games, naming activities, as well as reading/comprehension. Among the highlighted topics are the heart, lungs, kidneys, pancreas, and diabetes. Course materials were created and adapted from TedEd videos, specialized books, platforms, and games for vocabulary reinforcement. Through this project, it was observed the need for the implementation of specialized courses in this field.

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5 Debora Morais (University of Porto)

Proficiency Plus

The present work is about the development of a course and teaching material on academic English. Proficiency Plus arose from the graduate students' needs, they sought techniques for carrying out academic work in English, such as writing articles and making presentations at conferences. Materials for speaking were used and adapted through observations of award-winning lectures given by researchers from various fields, such as presentation techniques, "key" phrases, and specific vocabulary. We assisted them in the process of assembling a talk with themes that contributed to their respective research projects.

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See you next year.

