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A Book of Abstracts

Keynotes

Carmen Pérez-Vidal (Universitat Pompeu Fabra, Barcelona)

The Integration of Formal Instruction, CLIL and Study Abroad at all educational levels

In this presentation I will contend that the integration of three different contexts of acquisition, i.e. formal instruction, content and language integrated approaches, and study abroad, ideally experienced in combination and subsequently at secondary and then at tertiary education levels should allow students to develop as multilingual speakers, aware and understanding of different cultures, and as critical responsible citizens of the world. Empirical research looking into the effects of such three learning contexts point at an improvement in oral fluency and accuracy, in willingness to communicate in the target language, and in crosscultural understanding.

Carmen Pérez-Vidal holds a Chair in English Linguistics and Language Acquisition in the Department of Translation and Linguistic Sciences at Universitat Pompeu Fabra (UPF) in Barcelona (Spain). Her research interests and publications lay in the field of bilingualism and multilingualism, with a special focus on child language, foreign language, formal instruction (FI), CLIL/immersion and language acquisition in Study Abroad (SA) contexts (Pérez-Vidal 2014. *Language Acquisition in Study Abroad and Formal Instruction Contexts* Amsterdam/Philadelphia: John Benjamins). She has led numerous national research projects on these matters, and several European projects (COST action Study Abroad in European Perspective, SAREP, MOLAN network, etc... She launched the AILA Research Network (REN) on Study Abroad

Gabriela Klečková (University of West Bohemia, Pilsen)

Leadership for innovation: making a difference

Peter Anderton in his TED Talk on leadership says that great leadership can be reduced to two rules: It's not about you. It's only about you. His second rule points to leaders themselves - who they are, how they behave, what environment they create. Leaders are key people in any organization striving to succeed. Their understanding of how successful innovation develops in the midst of established practices can be a great asset in the process of change and transformation that many organizations undergo at these turbulent times. What conditions guarantee a shift from current realities to desired innovations? What contextual elements are crucial in this shift? How can change be sustained? This presentation will examine issues that shape successful innovation, exploring the theoretical foundations and research in innovation. It will explain strategies that can introduce and consolidate fundamental change in institutes of higher education.

Gabriela Klečková, Chair of the Department of English at the Faculty of Education, University of West Bohemia in Plzen, the Czech Republic, is a university professor, language teacher, teacher trainer, researcher, consultant, and materials developer. She started her professional career as a lower secondary school English teacher after receiving a master's degree in education in the teaching of English as a foreign language in the Czech Republic. She received her M.A. and Ph.D. in English with a concentration in Applied Linguistics from The University of Memphis, Memphis, Tennessee, USA. She has taught a wide range of general English courses and ESOL professional courses for pre-service and in-service teachers of various cultural and language backgrounds. Her research interests include the effectiveness and utility of visual design of ELT materials, teacher education, innovation in education, and leadership. For TESOL's 50th anniversary, she was named one of 30 emerging leaders shaping the future of the profession. Gabriela Kleckova is TESOL International Association president for 2021-2022. More at <http://www.gab-elt.com>

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Presenters

Arboleda, Margarita (CEIPA Business School)

Making CLIL Work in a Higher Education Setting

Students in non-English settings are looking for new, innovative ways to learn English. This has forced institutions to be up-to-date with approaches and methodologies in teaching, which can help them, and their students make the most out of the resources they have at hand. To this end, teachers have looked for new ways of teaching English using CLIL, Problem-Based Learning, and Flipped Learning so that students can become independent, collaborative and creative, while nurturing critical thinking and problem-solving skills. The purpose of this session is to share the experience at using CLIL in the English Program at CEIPA Business School, a higher education institution in Colombia. By the end of this session, attendees will leave with questions to reflect upon regarding their teaching practice and ideas to implement.

Bajzat, Tunde (University of Miskolc)

Hungarian culture course as a means of cultural adaptation (?)

As a result of globalisation, technological innovations, Hungary's joining the European Union, Hungary's European integration, educational and labour mobility the number of intercultural interactions have increased in Hungary. Since the introduction of the Stipendium Hungaricum Scholarship Programme more and more foreign students attend Hungarian higher education institutions. Due to the cultural differences international students have to face several cultural challenges during their stay. In order to help the students' adaptation to Hungarian culture, offering students a course in Hungarian culture can aid this process. The aim of the presentation is to show how far a course on Hungarian culture can help students' understanding of Hungarian culture and their adaptation process. The first part of the presentation describes the Hungarian culture course itself, which is taught as an optional course at the University of Miskolc. The second part presents the results of the research carried out among foreign students attending the course and filling in the English questionnaire after finishing the course. The outcomes show the international students' views on how useful and interesting the course was, and how far it helped their understanding of basic Hungarian cultural values and their adaptation process.

Barta, Andrea (Semmelweis University), **András Végh** (Semmelweis University), **Katalin Fogarasi** (Semmelweis University)

Medical Terminology in Use and in Class

Stemming from the implementation of an extensive medical curriculum reform that focuses on practical education even more than before, this paper explores the concept of teaching medical terminology in collaboration with language instructors and doctors. The aim of our work corresponds to the general aim of medical education: to offer an improvement of skills and competencies that help future doctors work efficiently. However, as Hungarian course books of medical terminology for future doctors have been designed around the use of special medical language in Hungary (Latin anatomical names, Latin diagnoses and Greek medical terms), they hardly meet the requirements of a practising physician. To solve this issue, our methods first involved an investigation of relevant medical documents from various medical fields which were made available and explained to us by doctors. Analyses of different points of



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view were carried out to identify the current state of medical language used in Hungary and to get an overall view of what is typical and frequently used, what is outdated and not in use any longer, and moreover what is deceptive and what makes communication less effective. The findings show that it is reasonable to reconsider the main topics of the medical terminology course, as the practical skills of understanding and composing medical records are a prerequisite of the medical profession. After discussing contexts of medical terms in class and completing tasks in a platform for e-learning, students expressed positive attitudes towards terminology in use.

Beták, Kryštof (Charles University in Prague/MIAS CTU)

“Marketization” of Higher Education Discourse in UK and Czech Republic: A Comparative Study

The presentation uses a CDA approach to assess different degrees of the “marketization of higher education discourse” (Fairclough 2010), defined as colonization of discourse by the discourse of business and marketing (ibid: 108). This phenomenon may be observed in the discourse of British universities as a result of changes in the funding, as the institutions have been under more pressure from the government to act as if they were businesses, offering their service (education) to the customers (students). My presentation compares the vocabulary of two strategic plans (University of Sheffield and Charles University), i.e. texts whose aim is to introduce the future plans and objectives of the university. Using ‘ideological key words’ analysis (Holborow (2013) and Stubbs (2010)) and frequency key word analysis in Sketch Engine, complemented by a 3- and 4-gram analysis, it is shown that the text of British provenance reflects the changes in funding of universities in Britain to a degree not attested in the Czech environment. The frequency of ideological keywords (Holborow 2013) is markedly higher in the British text. Higher frequency of lexical items associated with the language of business and marketing has also been attested in the British text.

Czura, Anna (Autonomous University of Barcelona)

Approaches to assessing content in virtual exchange in foreign language courses

Virtual exchange (VE), also termed as intercultural online exchange or telecollaboration, is understood here as an educational programme in which groups of students from diverse geographical, cultural and linguistic backgrounds interact and collaborate online under the guidance of their teachers or facilitators. Despite the growing popularity of VE projects in FL education around the world, there is an acute shortage of empirical studies and practical publications alike on the topic of assessment. One of the challenges teachers face in those complex learning environments is the choice of appropriate approaches to assessing linguistic and non-linguistic content. This paper sets out to fill in this research gap by presenting the findings of the EU funded project “ASSESSnet: Language assessment in virtual mobility initiatives at tertiary level – teachers’ beliefs, practices and perceptions”. The particular focus will be on the content of assessment foreign languages teachers typically attend to, and on approaches they adopt to integrate content and language in assessing student learning in VE contexts. The data was obtained by means of an online questionnaire and interviews conducted with foreign/second language teachers with experience in virtual exchange from a wide range of educational contexts. Acknowledgements: This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 845783.



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Dančišinová, Lucia (University of Presov)

The importance of foreign language knowledge for practice as assessed by management students

At present, intercultural differences play an important role in business. Intercultural communicative competence and the knowledge of foreign languages are important aspects of the education of future managers. The master's students of management at the Faculty of Management of the University of Prešov are taught foreign languages as a part of intercultural communicative competence training. The attitudes and views of students are important factors in the success of language teaching. Two questionnaires were developed to find out the motivation, self-assessment, and views on foreign language learning of full-time and part-time master's students of management. The motivation to learn foreign languages and the view of their importance for practice influence students' attitude and willingness to learn them, and the self-assessment of their knowledge can also reveal important information for teachers to be included in the course development. The results show that though the students understand the importance of foreign language knowledge for practice and agree that it is an important managerial competence, they also assess their knowledge to be in the middle of the selected scale and admit that the reasons for not being able to learn languages include especially lack of willingness, ability, and motivation.

Dávidovics, Anna (University of Pécs)

International medical students and online education during COVID-19

During the spring of 2020, originating from China, a new coronavirus variant spread like wildfire across the globe, resulting in a still ongoing global pandemic. The COVID-19 caused tremendous changes in all aspects of life. In higher education, most universities, to minimize physical contact and thus limit the spread of the virus, were forced to close their gates, and launch online education. In April 2020, the Medical School of the University of Pécs (UPMS) acted in a similar manner. International students suddenly found themselves in front of their computers, continuing their studies in a completely online setting. Adapting to these rapid changes was no small feat, neither from the teachers and the UPMS, nor from the students. A mixed method research was started during this time, to collect, assess and evaluate the international students' thoughts and feelings about online education. Eight international students were interviewed, and a survey in Google Forms was filled by 105 participants, providing quantitative data. The questions were centred around online education at UPMS, students had the opportunity to evaluate the new system and share their thoughts about the advantages and disadvantages of online teaching and exams.

Keywords: international students, medical students, COVID-19, online education, UPMS

Divéki, Rita (Eötvös Loránd University Budapest)

Global competence development in EFL teacher training: An interview study on the global content in EFL teacher trainers' courses in Hungary

In today's ever-changing and highly globalized world, education needs to empower students to become active global citizens who are prepared for the challenges of the 21st century and who can solve local and global problems. In order to affect lasting change in our education systems, it seems urgent to incorporate the global perspective in initial teacher training so that novice teachers become more likely to implement it in their practice in the future. As teachers are often seen as educational gatekeepers, who decide on the content and the quality of the learning experience, it is worth examining how they develop the knowledge dimension of global competence, so what content they teach for

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global competence development (GCD). The main aim of this study, involving five university tutors involved in EFL teacher training in Hungary, is to inquire into what topics they deal with for GCD, what attitude they have towards dealing with these topics, and how they decide on the content in their first-year language development courses. Findings suggest that they deal with a variety of global, local and intercultural issues in their lessons; however, they tend to steer away from certain local issues. Also, overall, they have a reasonably positive attitude towards dealing with such issues in class and they appreciate it if students initiate discussions about them. As regards what they take into consideration when deciding on the content, the participants predominantly mention time constraints, connection to the syllabus, students' language level, and personal and student interest.

Dwużnik, Paulina (University of Warsaw)

CLIL in Teaching Legal English to Law Students

Teaching Legal English to law students significantly differs from teaching it to practising lawyers. At the beginning of higher education it is necessary to develop both students' language skills and specialist knowledge, including intercultural knowledge of other legal systems. Using Content and Language Integrated Learning as well as the modern task-based approach may be an answer to this challenge at this level of education. The author of the paper is going to present the results of a study conducted among second year law students at the Leon Koźmiński University in Warsaw. The study was based on focus group interviews with students who answered questions concerning the teaching methods and tasks applied at the university course by their teacher as well as their use of the acquired knowledge and language skills outside university classes. The study focussed mainly on writing, written interaction and mediation skills in legal English. Additionally, the results of the study were compared to the content of teaching materials used in the legal English university course. The aim of the study was to answer the question if legal English teaching methods and content meet students' linguistic and extralinguistic needs.

Gaspar, Marcelo (Castelo Branco Polytechnic Institute), **Régio, Monica** (Castelo Branco Polytechnic Institute)
Morgado, Margarida (Castelo Branco Polytechnic Institute)

A longitudinal study on CLIL with Industrial Engineering students

Aim: To document the perception of students enrolled in an Engineering course at a Portuguese polytechnic with regards to a CLIL module on 3D Printing over a period of five academic years. **Methods:** The study started with a CLIL training of Higher Education teachers held in the academic year 2014/2015. In that training, Industrial Engineering content and language teachers piloted a CLIL module on 3D Printing. As part of the several data collected, the presentation focuses on students' perceptions on the linguistic difficulty and/or ease of the CLIL approach used. Students' perceptions also include data on the relevance of the CLIL approach for Engineering and Technical English courses, students' reactions, their comments on scaffolded materials, on experimentation with student-centered methodologies and on a task-based approach, as well as classroom language used to interact with students. **Conclusions:** Prior to the beginning of the CLIL experiment, students had very heterogeneous English language skills and showed little enthusiasm and motivation to learn English in 'Technical English' classes (English for Specific Purposes). With the implementation of the CLIL module, advantages were identified at the level of increase of motivation for learning Engineering content through English. This can also be ascribed to student-centered methodologies that are key features of CLIL. Successive iterations of the 3D Printing CLIL module over five consecutive academic years reinforced student engagement and success. Thus, it may be concluded that the CLIL approach is an effective way to learn English and engineering content in academic contexts with similar student populations.



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Hanesová, Dana (Matej Bel University)

Innovative Teaching via Interdisciplinary Collaborative Projects in Higher Education Courses

This contribution documents the transformation of teaching methods of one university teacher's through implementing various interdisciplinary collaborative teaching methods and projects in teaching several courses over 25 years. Since 2002, she has been gradually innovating the ways of using CLIL in pedagogical disciplines, i.e., the integration of teaching communication skills in English and content of educational and social sciences. Later on, she considered it important to innovate them via shifting the aim of the courses at plurilingual communication skills and intercultural competence, and she did so via the implementation of the next important teaching component - methods and techniques developing critical and creative thinking of students (e.g. via implementing Bloom's taxonomy, Six Thinking Hats, mind maps and other methods). Recently, after being trained in service-learning strategy, she included this methodology to innovate her university courses, and thus opened them, in reality, for any university student from any university study programme. The author has verified the efficiency of some of these innovations via quantitative, qualitative as well as action research methods. The contribution will present the selection of verified, effective interdisciplinary collaborative projects used in university courses.

Kallus, Hana (Masaryk University in Brno)

Developing Communication, Collaboration, Creativity and Critical Thinking in An English Class with Lawyers and Economists

The aim of the presentation is to describe the general concept of a new multidisciplinary course created by Czech teachers of marketing, corporate law, unfair competition, legal and academic English, which has been jointly taught at the Faculty of Law, Masaryk University, Czech Republic since autumn 2018. The main aim of the course is to prepare students better for real life situations and thus develop students' legal and communicative competences, soft skills in English, as well as critical and creative thinking through solving case studies from Czech law. The 4C approach to learning and teaching was applied both ways – for teachers developing the course and the students. The presentation will briefly describe our motivation and experience in law, methodology, materials development, tasks development, assessment, team building, and sharing expertise. Based on the needs analysis among the first time employers and law graduates, the course designers became aware that students need more practice in soft skills and communication during their studies as well as more opportunities to apply legal theory and knowledge of law on specific real life cases in their majoring subjects, law, economics and marketing.

Kaźmierczak, Paweł (Nicolaus Copernicus University in Torun, Warsaw University)

Interdisciplinary Scandinavian-Baltic Studies at Nicolaus Copernicus University in Torun

Scandinavian languages have gathered a steady interest among Polish students since the 1960s where first universities started to offer possibility of studying them at Scandinavian Studies Centers: in Poznań, then Gdańsk and Cracow. Nowadays there are several universities offering such tuition courses but most of them focus mostly or only on the linguistic aspects of the Northern Region. Nicolaus Copernicus University is the only university in Poland that decided to use the scholar resources and the experience gathered through many years of research and combine both the



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history, cultural and linguistic studies and create a unique offer of interdisciplinary Scandinavian Baltic Studies. We would like to use this opportunity and present the programme and the specifics of this field of studies referring to the changing demands and challenge of the 21st century.

Leão, Ana (CETAPS - Nova University Lisboa)

Citizenship and EFL symbiosis through CLIL on mainstream schooling: the key to Intercultural Democratic Education

By virtue of globalisation, UNESCO had already urged society at large to promote a culture of peace and non-violence, global citizenship and appreciation of cultural diversity through inclusive and equitable education. Now due to the Covid-19 pandemic in 2020, this appeal has become more compelling. If children and youngsters have to learn how to mediate and cooperate with people in culturally diverse democratic societies and contribute to a more inclusive, just, and peaceful world, this might be possible within an intercultural democratic education stance, and if rigid borders between subjects are broken through creative educational approaches. On this basis, it is argued that CLIL theory should embrace Education for Intercultural Citizenship to become Intercultural Citizenship and Language Integrated Learning. It is also claimed that in mandatory schooling in Portugal it is essential to create more opportunities for learners, especially for the disadvantaged and disengaged ones, to learn English and Intercultural Citizenship through CLIL. This perspective implies inserting citizenship contents in the English classroom as well as teaching the Citizenship and Development subject in English. This research study describes two exploratory case studies to examine if two groups of eighth grade learners at a cluster of schools develop democratic competence.

Lindner, Rachel (University of Paderborn), **DeCot, Bridgette** (University of Paderborn), **Cowan, David** (University of Paderborn)

The online conference as a tool for integrated skills development

How do you create a space in which students can bring together and demonstrate five semesters' worth of skills, knowledge and language learning in a digital context? Our CLIL answer to this question in the International Business Studies programme at the University of Paderborn was to design an online undergraduate conference in which 150 students stretch their communication and critical thinking skills in a collaborative environment that requires them to exploit digital boundaries in creative ways. While the conference itself is a place for knowledge sharing in roundtable discussions, the conference narrative begins much earlier as students engage with their research projects and conceptualise these projects in spoken, written and visual conference contributions. In our talk, we show how the process of articulating research in different online conference formats supports a dynamic process of integrated skills development. We show in particular how the visualisation of research, as an integral aspect of the conference, deserves more attention in CLIL contexts as a collaborative and creative act of communication that fosters critical thinking.

Martín-Gilete, Marta (University of Extremadura)

Integrating content and language in developing adjunct-CLIL materials at university contexts: A proposal of an interdisciplinary OER

Under the umbrella of the internationalization of European Higher Education Institutions (HEIs), in recent years a growing number of 'internationalization at home' (Beelen & Jones, 2015) programs have emerged in the need to train



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university students for successful academic performance (Macaro, 2018). In this respect, the use of English has played a significant role in enhancing interdisciplinary education approaches to develop academic language and skills (Macaro et al., 2019). This paper presents the design of an Open Educational Resource (OER) aiming at embracing customized adjunct-linguistic materials on training specific academic language and skills. The OER seeks to promote training on organizing information visually with a self-study online four-task-phase content-based module. A total of 15 tasks were designed to provide an interactive learning experience, developed with the online software Genially, on the fundamental linguistic knowledge and tools to create concept maps with the software CmapTools. In the framework of a regionally-funded research project (ICLUEx), this proposal has been designed to be adapted to a concrete HE context. However, the OER aims to be further developed through an action-research process within the HEI involved, University of Extremadura (Spain), to improve the quality and effectiveness of ICLHE approaches across the existing university courses.

Michał B. Paradowski (Institute of Applied Linguistics, University of Warsaw)

Collaborative language learning: The role of peer social networks

Peer interactions can significantly impact L2 outcomes among Study Abroad sojourners. Unlike extant SA research identifying ego networks (asking respondents about their contacts, but not the other way round), we use computational Social Network Analysis (SNA) focusing on the full network approach (Authors 2021a, b) in two studies carried out in Germany (n=40) and Poland (n=391). We find among others i) that the best predictor of target language performance is reciprocal interactions in the language being acquired, ii) that outgoing interactions in the TL are a stronger predictor than incoming interactions, iii) a clear negative relationship between performance and interactions with same-L1 speakers, iv) a significantly underperforming English native-speaker dominated cluster, and v) that more intense interactions take place between students of different levels of proficiency. Analyses of various standard centrality measures vis-à-vis performance in turn reveal that the best predictors of progress are closeness and degree centrality. This suggests that for language acquisition via social interaction, it is the structural properties of the network that matter more than processes such as information flow. SNA provides new insight into the link between social relations and language acquisition, and offers a novel methodology for investigating the phenomena.

Morgado, Margarida (Castelo Branco Polytechnic Institute)

Promoting Interdisciplinary and Collaborative Work in Higher Education

How can Higher Education Institutions (HEIs) promote an open, enabling interdisciplinary education environment capable of responding to the needs of an increasingly diverse student body, the all-pervasiveness of ICT during emergency remote teaching, and the demands of the job market for multicultural and international team work? Can this be achieved if HEIs continue to rely on little interdisciplinary collaboration among teachers, which tends to reflect on student learning as fragmented and safely kept in disciplinary boxes? INCOLLAB (Interdisciplinary Collaborative Learning and Teaching) addresses these issues in an open digital publication (Guidelines). By exploring existing teaching and learning practices in four HEIs, INCOLLAB promoted the constitution of communities of practice in each HEI and across HEIs. These were involved in periods of short intensive staff training, after which staff was invited to collaboratively develop Open Educational Resources (OERs) for interdisciplinary learning and teaching through Content and Language Integrated Learning (CLIL), Language for Specific Purposes (LSP) and transversal skills development. INCOLLAB's Guidelines offer shared tried practical ideas and examples of best practice from research in each of the HEIs' contexts on two aspects that we will foreground: (1) how teachers can engage into collaborative



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interdisciplinary ventures; and (2) how language and transversal skills can be integrated with several disciplinary domains through CLIL and LSP.

Peña-García, José (University of Extremadura)

Analysis of the implementation of two OER proposals in ESP and EMI contexts

In recent decades, the need for preparing students for the increasingly globalised workplace has resulted in new approaches to foster the so-called “internationalisation at home” (Beelen & Jones, 2015). English for Specific Purposes (ESP) and English Medium Instruction (EMI) are two of the most demanded approaches within these practices. However, although there are quite a large amount of materials devoted to ESP courses, the availability of materials for EMI courses is more limited. This paper reports the experience of a novel language specialist lecturer in taking into his classes two OER proposals designed by INCOLLAB (Morgado et al., 2020), a European-funded project aiming to develop interdisciplinary, content-based online Open Educational Resources (OERs) for Higher Education. These OERs were used in two different groups of a BA degree in Economics students at the Universidad de Extremadura. The first group was made up of fourth-year students enrolled in the ESP course. The second group consisted of first-year students attending a microeconomics course in an EMI context. The implementation of the OERs will be analysed considering the nature of each of the groups from the lecturer’s point of view and students’ perceptions of the usefulness of the OER contents for their studies.

Quinn Novotná, Veronika (University of West Bohemia, Pilsen), **Dunková, Jiřina** (Charles University)

World Englishes, ELF, and literature - moving towards educating intercultural natives

In this brief talk we aim to follow-up with our presentation at this conference in 2019 and present the outcomes of a recently published chapter World Englishes, English as a lingua franca, and literature, in a new volume: Anglophone Literature in Second-Language Teacher Education (Routledge, 2021). In this chapter, we concluded that, essentially, we need to move beyond raising intercultural awareness, and beyond building on inter- or transcultural understanding to transcultural accommodation or transcultural (to use a controversial term) “nativeness”. We believe a broader understanding of the English literary canon that includes WEs /GEs literature(s) can help. The time has come to open our high-school and university curricula to a wider scope of cultural & linguistic resources, WE(s)/GE(s) literature(s) being one of the chief sources in this respect. Finally, we report on the teachers’ and students’ experience with piloting lesson plans that we designed to promote IC values, ELF-awareness and students’ agency through WEs literary works.

Roquet Pugès, Helena (Universitat Internacional de Catalunya), **Vraciu, Alexandra** (Universitat de Lleida), **Nicolás-Conesa, Florentina** (University of Murcia)

Content-Based Instruction in Spanish Higher Education: Examining the Effects on EFL Gains

This study aims to measure the longitudinal impact of a 60 hour Adjunct Content-Based Instruction (AI) course with a systematic focus on form on university students’ grammatical and lexical knowledge and receptive skills (i.e. reading and listening) in an EFL context. The participants were 52 university students enrolled in the EMI (n=25) and the L1 (Catalan/Spanish) (n=27) strands of the same Dentistry degree. Quantitative data collected by means of a battery of tests over 16 weeks indicate that the AI course leads to statistically significant improvement in overall L2 scores for students in both strands, with the L1 strand students experiencing a tendency towards statistically higher gains in L2



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grammar and lexis. AI tends to bring larger L2 grammatical gains as well as significantly higher gains in receptive skills to Dentistry students who receive minimal EFL exposure (i.e. the L1 strand) than to those with massive exposure to English (i.e. the EMI strand). The implications of these findings for content-based instruction and the learning of EFL in a higher education setting will be discussed bearing in mind students' internal and external factors.

Serrano, Luís (Leiria Polytechnic Institute), **Gaspar, Marcelo** (Leiria Polytechnic Institute), **Morgado, Margarida** (Castelo Branco Polytechnic Institute)

A multiperspective approach to engage higher education students in solving sustainable mobility problems

Aim: This presentation focuses on the development of a multiperspective pedagogical approach to engage higher education (HE) students on the topic of sustainable mobility. It combines resources from Social Sciences, Engineering and Management and involves HE students in implementing innovative solutions on current and future mobility. **Methods:** This approach is based on a collaborative inquiry-based model in which the base framework is presented in the form of a problem and issues to be explored by students. The multiperspective approach aims at enabling the sharing of scholarly perspectives among HE students to facilitate academic conversation across disciplinary fields and generate deeper insights into the many problems related to the greening of mobility. **Conclusions:** The main findings refer to the implementation of a pilot experiment carried-out with first year HE Automotive Engineering students in a Portuguese polytechnic, focusing on the impact of current and future solutions on the sustainable mobility of people and goods. This educational experiment enabled students to perceive and discuss the main issues as regards the greening of mobility through a multiperspective approach based on different and combined dimensions, such as technology, organizational and social impacts.

Sidorenko, Tatiana (Tomsk Polytechnic University)

Content and Language Integrated Teaching at CLIL and ESP at Tertiary Education: perspectives of Russia and Lithuania

Nowadays, there are two main players in language teaching arena in tertiary education – they are English for Specific Purposes (ESP) and Content Language Integrated Learning (CLIL), the usage of which raises debates among educators in terms of which one is better. The specificity of these approaches are: ESP is viewed as being single-focused on language, whereas CLIL is meant to teach both language and subject-content simultaneously. The central message of this paper is to evaluate 'strengths' and 'weaknesses' of ESP and CLIL as viewed by university teachers from Russia and Lithuania the countries who forty years ago shared a common vision of how to teach foreign languages, but since then, have developed their education policies separately. The data has been collected through the surveys and interviews. The main points are to be examined: a) the strengths and weaknesses of both approaches, b) a level of teachers' professional satisfaction evaluated via professional motivation and aspiration to professional growth, c) availability of didactic tools and materials, d) reasonability of existing assessment methods. The collected data will help to propose



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some revisions and correction measures to organizational and didactic principles, with the focus on the approach to be applied in particular settings.

Sieglová, Dagmar (Škoda Auto University)

CLIL as indicator of social climates among HEIs' students

Current time social and environmental issues make the future complex, highly volatile, and uncertain especially for the young. Schools, therefore, need to instill in their graduates adequate set of skills to be able to face the upcoming challenges. Students not only need strong foreign language skills in a globally interconnected world, but also further set of communication, cooperation, critical-thinking, problem-solving, decision-making, or strategy-building skills to help them become informed and engaged citizens. This presentation postulates that in higher education institutions (HEIs), this can be achieved through Content and Language Integrated Learning (CLIL). Academic posters in language lessons are proposed as one of the relevant tools allowing educators to foster student motivation and student autonomy ultimately leading to life-long learning. At their core, academic posters facilitate both language and academic skills. At the same time, they enhance student independence, interest, and responsibility for social affairs. Embracing in-depth research and enhanced social dialogue in lessons, academic posters pinpoint leading ideas of the current young generation and as such prepare them to face future issues. Academic poster projects can be adopted in general subjects, as well as in language teaching, thus provide educators with a potent tool to achieve broad educational goals.

Thome, Sarah (University of Heidelberg), **Delmar Martin de Nicolas Moreno, Maria** (University of Heidelberg)

Design of a questionnaire for teachers to evaluate the implementation of the CLIL approach.

As coordinators of the heiCLIL project at the Heidelberg University we have accompanied several teachers of different subjects in the process of implementing the CLIL approach in their respective lectures. As a necessary and complementary measure we developed a questionnaire for CLIL teachers in order to check that the teachers have successfully implemented the approach and to analyze the results and effectiveness of the approach. The questionnaire includes items related to the fundamental and specific aspects of the CLIL approach, e.g. the integration of the 4Cs, cooperative work, scaffolding, teacher discourse, but also related to aspects less considered in the research so far, e.g. the teaching of pragmatics in the CLIL classroom in tertiary education. With the results of the survey we intend to discover strengths and weaknesses of the teaching practice and thus make it possible to make decisions for improvement. In addition, it will serve as a tool that will allow the teacher to carry out a process of self-reflection on the achievement of the proposed objectives. In this international conference we present, therefore, the evaluation instrument that can be useful for those teachers who have adopted the CLIL approach in their classes.

Bio Notes

Arboleda, Margarita

Margarita Arboleda has been an English teacher for over twenty years. She is currently focused on teaching Business English to undergraduate students, EMI as a Means of Instruction, and teacher training. She contributes with research in the implementation of CLIL and Flipped Learning in the English classroom. She currently works for Plus Language by CEIPA Business School in Medellin and is a teacher in both face-to-face and online environments.



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Bajzát, Tünde

Tünde Bajzát is an associate professor at the Language Teaching Centre of Miskolc University, Hungary. She holds a PhD in Applied Linguistics from the University of Pécs, Hungary. She has taken part in several national and international conferences in Hungary and abroad in Belgium, Canada, China, the Czech Republic, Finland, Italy, Lithuania, Malaysia, Norway, Poland, Romania, Slovakia, South Africa, South Korea, Taiwan and the USA. She has published several articles and book reviews in international journals, conference booklets, and online in Hungary and worldwide. Her research interest includes: language use at the workplace, intercultural communication, developing intercultural competence and foreign language teaching, learning and acquisition.

Barta, Andrea

Andrea Barta currently works as an instructor at the Department of Languages for Specific Purposes, Semmelweis University, Budapest. She completed her PhD and undergraduate studies in Classics and Linguistics at ELTE University, Hungary. Her research interests lie in the area of medical terminology and medical genres. She has experience in educational content development.

Beták, Kryštof

I am a Ph.D. student of English language at Charles University. In my research I focus on the register (genre) analysis with special interest in academic written English. In my dissertation project I am researching the frequency and specific functions of it-cleft constructions in the academic discourse. Apart from that, I work as a research assistant at the MIAS School of Business, CTU, where I teach courses on English for intercultural communication and general English classes for B.A. students.

Czura, Anna

Anna Czura is a researcher, academic teacher and teacher educator. Her research and teaching interests centre around language assessment, intercultural competence, learning mobility (both face-to-face and virtual), CLIL and European language policy. She worked as an assistant professor in the Institute of English Studies at University of Wrocław in 2011-2019. Currently she is a Marie Skłodowska Curie fellow (MSCA IF) at the Department of Language, Literature, Education and Social Science of the Autonomous University of Barcelona.

Dančišinová, Lucia

Mgr. Lucia Dančišinová, PhD. is the head of the department and a senior lecturer at the Department of Intercultural Communication at the Faculty of Management of the University of Prešov in Prešov. She runs courses on English for Specific Purposes and Intercultural Communication. She's got her master's degree in British and American Studies in 2006 and PhD. in general linguistics in 2012 at the University of Prešov. At present, the focus of her research is on intercultural communication, cultural intelligence, language competencies in the context of ESP. Her academic papers have been published in Slovakia and abroad.

Dávidovics, Anna

Anna Dávidovics is an assistant professor at the Department of Languages for Biomedical Purposes and Communication, Medical School, University of Pécs. She teaches English (EMP) and Hungarian (HMP) for medical purposes to international and Hungarian undergraduate medical students. Her research comprises intercultural competence, intercultural language teaching and learning and the use of ICT, portable devices, online websites and



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applications for educational purposes. She believes in the importance of inter- and intrapersonal skills, highly values creativity and innovation, and strives to think outside of the box.

del Mar Martín de Nicolás Moreno, María

Co-Coordinator of the heiCLIL project (2019-today), teacher of German as a foreign language and academic coordinator (2020-today) of the language center (Zentrales Sprachlabor) at Heidelberg University." PhD in Biology from Universidad Complutense, Madrid, Spain. (1991); Spanish coordinator at Boston College, USA (2013-2018); Spanish teacher at Harvard University (2014-2017); Language Coordinator at the Zentrales Sprachlabor, University of Heidelberg, Germany. (2019-Today); Co-coordinator of the heiCLIL Project at the University of Heidelberg, Germany (2019-Today); Teacher of Spanish as a foreign language. (2019-Today)"

Divéki, Rita

Rita Divéki is a language teacher and teacher trainer at the Department of Language Pedagogy at Eötvös Loránd University and a temporary lecturer at Pázmány Péter Catholic University in Budapest and a PhD student in the Language Pedagogy Program of ELTE. Her main interests include teaching controversial issues, global citizenship education, teaching with pop culture and using learning for skills development.

Dunková, Jiřina

Jiřina Dunková has graduated from the Department of English Language and ELT Methodology, Faculty of Arts in Prague. Together with Veronika Quinn Novotná they have conducted research together since 2013. The areas they focus on include Global Englishes, English as a Lingua Franca, literary creativity within World Englishes and CLIL.

Dwuźnik, Paulina

The author of the presentation is a graduate of the Faculty of Applied Linguistics and the Postgraduate Interdisciplinary Study for Legal and Court Translators, a lecturer at the Koźmiński University and the Open University at the University of Warsaw. She teaches legal English to law students and practising lawyers. The author of the presentation is also a PhD student at the Faculty of Applied Linguistics at the University of Warsaw. In her research work, she deals with the development of interaction and written mediation skills in teaching legal English. From 2020, a member of the Austrian Association for Legal Linguistics.

Fogarasi, Katalin

Katalin Fogarasi studied German and Classical Philology at the University of Pécs and taught Medical Terminology to German medical students at the Department of Languages for Specific Purposes of the Faculty of Medicine/ University of Pécs until 2018. She completed her PhD in 2014 at the Faculty of Health Sciences at the University of Pécs. Since 2018, she is director of the Department of Languages for Specific Purposes at Semmelweis University Budapest. She teaches German for Medical and Dental Purposes to Hungarian students, furthermore Medical Terminology to international students. Her research interest lies in the terminological analysis of medical documentation and teaching LSP.

García, José Peña

José Peña García is an associate lecturer at the University of Extremadura, Spain, where he teaches modules related to English for Specific Purposes. He holds a BA degree in English Studies and a MA degree in Secondary Education Teaching. He is currently studying a MA degree in Research in Humanities. His researcher career is only starting, with



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a growing interest in Content Language Integrated Learning (CLIL), EFL learning and teaching, language learning strategies and Corpus Linguistics.

Gaspar, Marcelo

Marcelo Gaspar holds PhD in Mechanical Engineering from the University of Coimbra. He is the Head of the degree in Industrial Engineering and Management at the Polytechnic of Leiria. As part of his scientific activity, he currently integrates the Centre for Rapid and Sustained Product Development (CDRSP) of the same Polytechnic. He also participates as a researcher in several funded research projects, being an author/co-author of several national invention patents and scientific publications in peer-reviewed journals. His research interests focus on sustainability and product development, as well as on engineering education and the use of online teaching and learning environments.

Hanesová, Dana

Prof. PaedDr. Dana Hanesová, PhD. is a teacher at the Department of Pedagogy, Faculty of Education, MBU in Banská Bystrica. She teaches general didactics, didactics of English for primary school, professional English, ESP, CLIL, etc. The subject of her scientific research is primary school as well as university methodology of teaching foreign languages, general didactics, social pedagogy, service-learning strategy, development of intercultural and plurilingual competence, teacher education, pedeutology, child development. She is the author of several monographs and journal studies. Currently she leads the KEGA project "Plurilingual and intercultural edulab supporting university strategy of internationalization".

Kallus, Hana

She studied English and Czech at the Faculty of Arts (Palacký University) and applied linguistics at the University of Birmingham (UK). Her PhD dissertation was devoted to persuasion in panel discussions and has used this expertise in teaching legal English, videoconferencing skills and CLIL courses.

Kaźmierczak, Paweł

Paweł Kaźmierczak - cand. mag in Danish Philology and Scandinavian Studies, employed as a professor assistant at Faculty of History at Nicolaus Copernicus University in Torun, currently teaching Norwegian and Swedish, phd student at the Faculty of Applied Linguistics at Warsawa University, interested in translation critique, didactics and litterature.

Leão, Ana

Ana Leão has been teaching English at a cluster of schools in Portugal. She also has experience as a foreign language teacher to adults from different cultures and origins in Madrid and Reykjavik. She worked as a translator in Madrid and Reykjavik. She was an invited translator and interpreter at Iceland University and Islandsstofa. She holds a master's degree in English Teaching Methodology and advanced studies in Language Didactics and Education for Global Citizenship. She holds the JRAAS research excellence seal and a PhD research scholarship. She is a PhD candidate and a collaborator member at TEALS - CETAPS.

Lindner, Rachel

Rachel Lindner coordinates and teaches on the Languages for International Business Studies programme at the University of Paderborn in Germany. As a teacher of CLIL/English for Specific and Professional Purposes, her teaching and research interests focus on curriculum and syllabus design as well as multi-literacies pedagogy, about which she has presented and published extensively.



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Martín-Gilete, Marta

Marta Martín-Gilete is a PhD candidate in English Language and Culture at the University of Extremadura (Spain). She is currently an Associate Lecturer in the Faculty of Arts at the University of Extremadura, where she teaches undergraduate courses on the English Language. Her main research interests concern metaphor, EFL learning and teaching, and CLIL. She is currently involved in the nationally-funded research project 'METCLIL' on the use of metaphor in academic seminars. She is also involved in three research projects on CLIL: the two EU-funded projects 'INCOLLAB' AND 'CLIL4YEC', and in the regionally-funded research project 'ICLUEx' at the UEx."

Morgado, Margarida

Margarida Morgado is coordinating professor of English Cultural Studies at the College of Education of the Polytechnic Institute of Castelo Branco. She is an integrated research member of CETAPS, the Centre for English, Translation and AngloPortuguese Studies of the Universities Nova de Lisboa and Porto. Her research interests and publications are on intercultural education and communication, CLIL, and literature in education, which she has pursued through European applied research projects, mostly EU-funded.

Nicolás-Conesa, Florentina

Florentina Nicolás-Conesa is Assistant Professor at the University of Murcia, Spain. Her research interests focus on cognitive aspects of SLA and, especially, on second language writing and bilingualism. She has published her work in prestigious peer-reviewed journals, such as the Journal of Second Language Writing, The Modern Language Journal, or the International Journal of Bilingual Education and Bilingualism. She has also contributed to collective books, handbooks, and encyclopedias published by De Gruyter Mouton, John Benjamins, Routledge, and Wiley.

Paradowski, Michał B.

Michał B. Paradowski is an associate professor and teacher trainer at the Institute of Applied Linguistics, University of Warsaw. His interests include second/third language acquisition research, foreign language teaching, multilingualism, bilingual education, translanguaging, English as a lingua franca, Study Abroad, social network analysis, and (recently) language teachers' and learners' coping with emergency remote instruction. He gave over 170 invited lectures, seminars and workshops worldwide. Michał's recent edited volumes are Teaching Languages off the Beaten Track (2014) and Productive Foreign Language Skills for an Intercultural World (2015); his latest (2017) monograph appeared titled M/Other Tongues in Language Acquisition, Instruction, and Use.

Quinn Novotná, Veronika

Veronika Quinn Novotná has graduated from the Department of English Language and ELT Methodology, Faculty of Arts in Prague. Together with Jiřina Dunová they have conducted research together since 2013. The areas they focus on include Global Englishes, English as a Lingua Franca, literary creativity within World Englishes and CLIL.

Roquet, Helena

Dr Helena Roquet is the Director of the Institute for Multilingualism and Applied Linguistics Department at Universitat Internacional de Catalunya (UIC Barcelona), where she is a Lecturer of Foreign Language Acquisition both at graduate and postgraduate levels. Currently she is also Adjunct Lecturer in the Department of Translation and Language Sciences at Universitat Pompeu Fabra (UPF), where she teaches at postgraduate level. She completed her PhD in Second Language Acquisition at the UPF and defended her doctoral thesis, The Acquisition of English as a Foreign Language: Integrating Content and Language in Mainstream Education, in July 2011. Her PhD dissertation was recognised with



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an Extraordinary Doctorate Award. Helena is a member of the MULTIMAT (Multilingualism Matters) research group at the UIC. She is also a member of the consolidated research group ALLENCAM (Language Acquisition from Multilingual Catalonia) and GREILI (Intercultural Spaces, Languages and Identities Research Group) at the UPF and has participated in several research projects funded at national levels. Her main research interests lie within the field of second and third language acquisition, bilingualism, CLIL (Content and Language Integrated Learning) and ICLHE (Integrating Content and Language in Higher Education). Her articles have been published in leading peer-reviewed international journals like International Journal of Bilingual Education and Bilingualism and Applied Linguistics.

Serrano, Luis

Luis Serrano is the coordinator of the Automotive Engineering degree and has been a lecturer in that degree course for more than 17 years. In a scientific perspective, he has been dealing with energetic systems for the automotive sector, namely through experimental studies about the use of alternative fuels for vehicles. His experience in the automotive ecosystem has been used in several works for Portuguese companies (GALP, PRIO, ENI) and for different scientific contributions which provide him with the competence and ability to offer an overall perspective about the most energy-efficient approach for a given Sustainable Mobility Scenario.

Sidorenko, Tatiana

Tatiana Sidorenko holds PhD in language methodology; and in 2015, she also received a Master of Business Administration in scientific and educational institutions. Currently, she works at Tomsk Polytechnic University, where she is responsible for management and delivery of programs in ESL and ESP from TPU. Her research addresses the issue of searching for and constructing optimal teaching models capable to increase language awareness and the potential of international communication among students and academicians She is the author and co-author of more than 40 papers.

Sieglová, Dagmar

Dagmar Siegllová completed her graduate degree in intercultural communication at the Graduate School of Education at the University of Pennsylvania, USA and her doctoral degree in applied linguistics at the Charles University in Prague, Czech Republic. She currently works as an assistant professor at ŠKODA AUTO University in Mladá Boleslav, Czech Republic. She teaches English for professional purposes, diversity management, and intercultural marketing. She specializes in intercultural communication, language education and teaching methodologies.

Thorme, Sarah

Bachelor in Translation Studies (2015) and Master in Interpreting at Heidelberg University (2018); PhD candidate (2019-today) in Applied Linguistics with special emphasis on CLIL with the title: "CLIL approach in tertiary education: an experimental study of the effects of Content and Language Integrated Learning on cognitive processing processes and patterns" at the same University.

Végh, András MD currently works as a resident physician at the Department of Ophthalmology, Semmelweis University, Budapest. He also takes part in the development of Medical Terminology at the Department of Languages for Specific Purposes and he is a founder of the Mentor Programme at the Department of Behavioural Sciences, a project focusing on students' welfare as well. He had previously gained experience in medical education as an assistant lecturer by teaching Anatomy, Histology, Embriology and Medical Biochemistry. He completed his medical studies in 2019 at Semmelweis University, Budapest.

Vraciu, Alexandra



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Alexandra Vraciu is a Serra Húnter Lecturer in EFL Didactics at the Faculty of Education, Universitat de Lleida, Spain. She holds a PhD in English Language and Linguistics from Universitat Autònoma de Barcelona and Université Paris Ouest Nanterre la Défense (France). Her research interests include the acquisition of tense-aspect morphology, advanced learner varieties, child peer interaction and EFL learning in content-based instruction (CLIL and EMI). She is a member of the research group EFLIC (2017SGR752) (English as a Foreign Language in Instruction Contexts) and teaches EFL Didactics for preschool and primary education at undergraduate level and CLIL and Educational Research Methods at postgraduate level.