

CETAPS / TEALS
7th Advanced Research Seminar
Technology and online learning in language and intercultural education

Date: 12 July 2023 - **Time:** 09.15 to 16.45

Final Schedule

Time (BST/Lisbon)	Name	Session
09.15 – 09.30	Sandie Mourão & Catarina Castro	Opening
09.30 – 10.30 Chair: Sandie Mourão	Elena Barcena UNED, Spain	Technology-supported intercultural language teaching in rural contexts
10.30 – 11.00	COFFEE BREAK	
11.00 – 12.30 Chair: Carlos Ceia	Zhilin Zhao CETAPS	ChatGPT and critical thinking: Implications for foreign language Education
	Candida Neves Couto CETAPS	Exploring intercultural tech projects for transformative teaching and learning
	Sandie Mourão CETAPS	Transforming Assessment Mindsets: Professional development through a blended MOOC
12.30 – 13.30	LUNCH	
13.30 – 15.00 Chair: Sandie Mourão	Michele Broccia CETAPS	Replacing the textbook with a “fluid” digital manual in ELT.
	Svetlana Volkova CETAPS	A plurilingual approach to ESL for adult immigrants in the LINC program, Ontario Canada.
	Donzília Soares CETAPS	In-service professional development for intercultural communicative language teaching in Cabo Verde
15.00 – 15.30	COFFEE BREAK	
15.30 – 16.30 Chair: Catarina Castro	Ursula Stickler Open University, UK	Technology and Online Language Learning
16.30– 16.45	Sandie Mourão & Catarina Castro	Closing

Opening Keynote

Technology-supported intercultural language teaching in rural contexts

Elena Barcena

Universidade Nacional de Educação a Distância (UNED), Madrid

This talk addresses the challenges faced by second language teachers in rural and deprived areas and examines existing political programs and research projects aimed at addressing these issues. It introduces the AGORA research project, which focuses on the development of second language teachers through a holistic and sustainable didactic strategy. AGORA combines the Mobile Open Social Learning for Languages (MOSL4L) conceptual framework with local resources, teachers' experiences, and state-of-the-art technology. The research hypothesis is that effective training of second language teachers in rural areas can optimize their professional development and standardize teaching quality, leading to improved academic results, and enhanced educational centers. AGORA emphasizes active involvement of teachers in their own training, fostering collaboration among peers from different rural areas.

The project is being carried out in Spanish provinces that have experienced demographic decline. It follows a learner-centered, experimental, and mixed-methods approach aligned with participatory action research. The first phase involved a needs analysis, the second phase focuses on designing a training strategy based on the results, and the third phase involves implementing micro-projects for teacher training, with ongoing guidance from the research team. AGORA aims to transfer knowledge through actions that inspire other researchers and educational authorities. The goal is to create a sustainable and impactful approach to second language teaching in rural and disadvantaged areas.



Elena Barcena is a full professor in English Linguistics at Universidade Nacional de Educação a Distância (UNED), Madrid. She is also the funding coordinator of the official Master in ICT for Language Teaching and Processing and the head of the Applying Technology to Languages research group (ATLAS).

Closing Keynote
Technology and Online Language Learning

Ursula Stickler
Open University, UK

Technology has played an important role in language teaching since the second half of the 20th century. Distance and online teaching seem impossible without the digital means of communication that link teacher and learner. The COVID-19 pandemic has made Technology Enhanced Language Learning (TELL) more visible and generated an extensive amount of new research.

This presentation will focus on new roles envisaged for future language teachers, new technologies that can be feared or embraced, and new opportunities for language learning in the digital world. Language teachers see their own future as either resisting or embracing digital technologies and online communication (Stickler & Emke 2023). While more traditional teachers welcomed a return to physical classrooms after the pandemic, innovators saw the enforced online teaching or Emergency Remote Teaching (Hodges et al. 2020) as opportunity to update their pedagogy as well as their technological competence. New roles include cultural and linguistic mediators, materials designer, and critical voices who change the focus of the classroom from language skills to critical social awareness of global contexts.

The talk will also touch upon research methods appropriate for the new digital reality of language teaching and shifts in epistemology necessary for language learners, teachers, and researchers.



Ursula Stickler is a Senior Lecturer in German in the School of Languages and Applied Linguistics at the Open University, UK. Her work entails creating distance teaching materials for language learners at all levels, from beginners to graduates; training language teachers in the use of technology and in online teaching; as well as supervising doctoral students. The focus of her research is online language teaching and learning. Her recent and upcoming publications include: *Language Learning and Technology* (Cambridge UP); *Online Language Teaching: Crises and Creativities*, co-edited with Martina Emke (Castledown) and *The Bloomsbury Handbook of Language Learning and Technology* co-edited with Regine Hampel (Bloomsbury).