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TECHNOLOGICAL INNOVATION FOR
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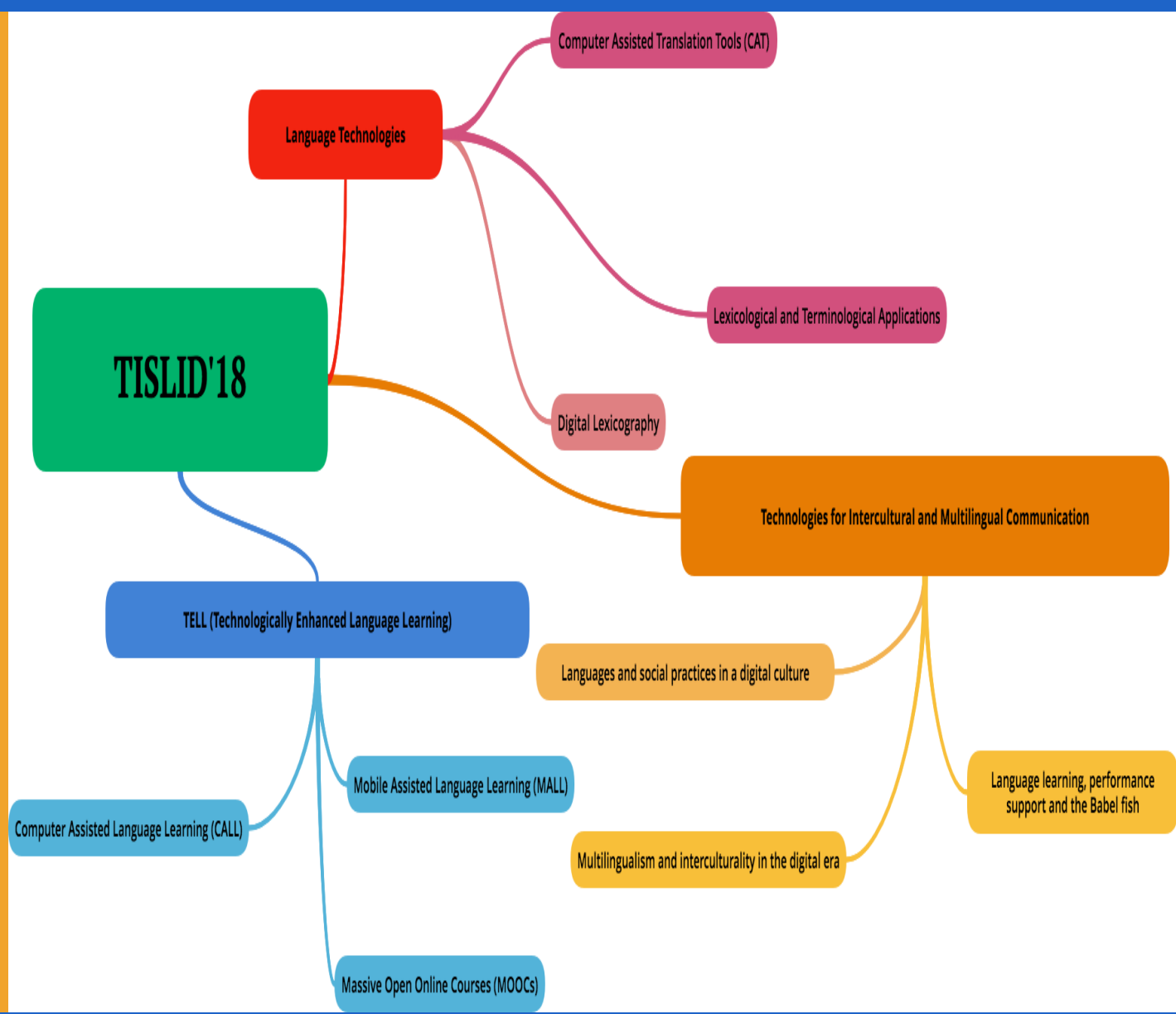

LANGUAGES FOR DIGITAL LIVES AND CULTURES

24-26 May 2018

Ghent University, Belgium

Hosted by the Ghent University-based research groups MULTIPLES and LT3, together with the UNED-based ATLAS research group.

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- ATLAS research group, UNED, Spain
- BTIstudios (http://www.btistudios.com/belgium.html)

The Organizing Committee wishes to express its warmest thanks to all those who have supported this conference in many and varied ways. A special word of thanks to Sofie Pauwels for the administrative support.

Program

Venue: Abdisstraat 1, 9000 Gent

THURSDAY 24 MAY 2018

9:00 - 9:30 - Registration / Welcome desk (A104)
9:30 – 10:00 - (A108). **Conference opening by Veronique Hoste**, Head of the Department of Translation, Interpreting and Communication (Faculty of Arts and Philosophy) and by **Brian Holmes**, (Director of the Executive Agency for Education, Audiovisual and Culture, European Commission), Honor President of TISLID18: *Mastering Diversity through Innovation: Insights into the European Union's Support for Language Learning in the Digital Age*

10:00 - 11:00 **Plenary session (A108): Aga Palalas (University of Athabasca, Canada): *Mindfulness for human-centered digital learning.***

11:00-11:30 Coffee break (A104)

11:30-13:00 **Parallel sessions 1**: Language Technologies/Technologically Enhanced Language Learning (TELL)/ Technologies for Intercultural and Multilingual Communication (T4IMC).

24 May	1. LANG TECHS (A108)	2. TELL (A213)	3. T4IMC (A214)
11:30-12:00	*Predicting Difficulty in Translation: A Pilot Study,* Bram Vanroy, Orphée De Clercq and Lieve Macken	*The use of KAHOOT in the English foreign language classroom within the CLIL approach,* Salvador Montaner	*Multilingualism on 2.0 travel platforms: towards a "globalized" speech community?,* Irene Cenni
12:00-12:30	*A review of digital terminological and lexicographical resources in the domain of Tourism 2.0: a practical approach,* Diana M. Gonzalez-Pastor	*Language in the wild, gaming in the schools,* Boris Vazquez-Calvo	*Digital enrichment of literary texts through Open Collaboration for Content Development: a methodological proposal,* Izaskun Elorza and Ana Ibáñez

12:30-14:00: Lunch (A104)

14:00-15:30 **Parallel sessions 2**: Language Technologies/Technologically Enhanced Language Learning (TELL)/ Technologies for Intercultural and Multilingual Communication (T4IMC).

24 May	1. LANG TECHS (A108)	2. TELL (MALL) (A213)	3. T4IMC (A214)
14:00-14:30	*Conceptual information extraction regarding named bays from a specialized corpus*, Juan Rojas-García Riza Batista-Navarro and Pamela Faber	*Influencing students' sense of agency during study abroad through an app,* June Eyckmans and Veronique Hoste	*Multilingualism and multiculturalism in the digital era: Languages, social practices and cultural aspects in computer-mediated communication,* Loubna Bassam
14:30-15:00	Multilingual Hybrid Automatic Term Extraction: Application	*Mobile open social language learning: towards a paradigm*	*Integrating international collaboration into the*

	and Evolution, Ayla Rigouts Terryn, Véronique Hoste and Els Lefever	*shift,* John Traxler, Timothy Read, Elena Bárcena and Agnes Kukulska-Hulme	*curriculum: Preparing future graduates for the global workplace through realistic projects,* Elisabet Arnó, Suvi Isohella, Mary McCall, Daniel Kenzie and Bruce Maylath
15:00-15:30	*Difficulties in the implementation of a blog-based strategy for classroom presentations with Teacher Candidates,* Jesús García Laborda	*Models, strategies and resources developed in selected EU projects relevant for m-learning pedagogy development and teacher training in Language Education,* Ton Koenraad	*PluriTAV: Audiovisual Translation as a Tool for the Development of Multilingual Competences in the Classroom,* Juan José Martínez Sierra

15:30-16:00 Coffee break (A104)

16:00-18:00 **Parallel sessions 3**: Language Technologies/Technologically Enhanced Language Learning (TELL)/ Technologies for Intercultural and Multilingual Communication (T4IMC).

24 May	1. LANG TECHS/T4IMC (A108)	2. TELL (A213)	3. TELL (A214)
16:00-16:30	*Semantic representation and manipulation of arabic religious texts*, Fairouz Bendjamaa and Taleb Nora	*Defining and supporting a system of video game integration evaluation in the EFL class through the task based approach,* Michail Apostolakis and Georgios Ypsilantis	*Enhancing foreign language learning by means of multimodal input: The case of subtitled TV series and young learners,* Ferran Gesa and Imma Miralpeix
16:30-17:00	*Quality in technology-mediated interpreting,* Esther de Boe	*Electronic feedback on second language writing: A plethora of choices*, Carola Strobl and Müge Satar Coen	*Multimodal Pedagogy in Teaching English for Dental Purposes*, Irena Aleksić-Hajduković
17:00-17:30	*CMC to develop the TPACK of specialized linguistic domains pre-service teachers,* M Camino Bueno-Alastuey and Soraya García Esteban	*The Implementation of CALL as a Vocabulary Learning Strategy Among EFL Greek Students,* Kyriaki Theodorou.	*Computer-assisted multimodal discourse analysis for oral genre pedagogy: helping students design effective presentations,* Julia Valeiras-Jurado, Noelia Ruiz Madrid and Geert Jacobs
17:30-18:00	*When mechanical engineers become tech geeks in the English class,* Pilar González-Vera	*Empowering advanced vocabulary learners of Spanish (and their teachers),* Patrick Goethals	*A comparative analysis of a mobile app to practice oral skills: in classroom or self-directed use?,* Ana Ibáñez and Anna Vermeulen

18:00: Reception (A104), **offered by BTIstudios**

FRIDAY 25 MAY 2018

9:00 - 9:30 - Registration / Welcome desk (A104)

9:30 - 10:30 **Plenary session (A108): Inge de Waard (Open University, UK):** ***MOOCs: between Realities of Informal Learning and Myths of Personalisation***

10:30 – 11:00 Coffee break (A104)
11:00 – 13:00 **Parallel sessions 4:** Language Technologies/Technologically Enhanced Language Learning (TELL).

25 May	1. LANG TECHS (A108)	2. TELL (A213)
11:00-11:30	*Bilingual Multiword Lexicon Induction through Compositionality,* Dirk De Hertog	*The Use of Digital Video Production to Enhance Students' Oracy Skills in the Digital Media Environment,* Jelena Bobkina and Elena Dominguez Romero
11:30-12:00	Towards a quality assessment of web corpora for language technology applications, Wiktor Strandqvist, Marina Santini, Leili Lind and Arne Jönsson	*MOOC courses for mature learners: ESP or General English?,* María Ángeles Escobar Álvarez
12:00-12:30	*On the Use of Technologies in Public Service Interpreting and Translation Settings,* Koen Kerremans, Antoon Cox, Raquel Lázaro Gutiérrez, Pascal Rillof and Helene Stengers	*Towards a Skill-Balanced Language MOOC: a Case of the Russian Language Online Course*, Maria Lebedeva
12:30-13:00	*The ELITE project: teacher perceptions on the integration of digital enriched texts in the classroom. pilot practice results*, Lourdes Pomposo and Marcelino Arrosagaray	*Analysis of MOOCs on Translation in Spain and UK: perspectives and pedagogical potential,* Bianca Vitalaru and Laura María Rodríguez Galán

13:00 - 14:00 Lunch (A104)

14:00 - 16:00 **Parallel sessions 5:** Technologically Enhanced Language Learning (TELL)

25 May	1. TELL (TAV and MOOCs) (A108)	2. TELL (State of the art, MALL and MOOCs (A213)
14:00-14:30	*The Xunco English Research and Innovation Project: Accessibility techniques as a tool for active language learning,* Tomás Costal and Carmina Aguado	*A survey on the state of the art of TELL: underlying conceptual components,* Christina Drakidou, Antonio Pareja and Timothy Read
14:30-15:00	*VICTOR II: Voice-over to improve oral production skills,* Pilar Rodríguez Arancón and Tomás Costal	*The use of micro-learning for the acquisition of language skills in mLLL context,* Christina Drakidou and Panagiotis Panagiotidis
15:00-15:30	*Enhancing the communicative competence and communities of practice through MOOCs: The case of "Spanish for travellers",* Beatriz Sedano	*Considering the use of Mobile-Phone by Refugees in Greek Language Learning,* Foteini Chasikou and Georgios Ypsilandis
15:30-16:00	*Tailoring Language MOOC design for migrants and refugees,* Timothy Read, Beatriz Sedano and Elena Bárcena	*Learning English for Professional Purposes at university and through a MOOC: A case study,* M. Dolores Castrillo and Elena Martin-Monje

16:00-17:00 **Pecha Kucha: 1-minute Poster Pitches (A104), Poster Session** – With coffee (A104)

- *The Internet and machine translation: technologies for accessing and translating online medical content,* Alessandra Rossetti.
- *The toolkit for text complexity measurement for Russian Foreign Language: the current state of work*, Antonina Laposhina.
- *Integrating Post-Editing (PE) and Machine Translation into the Computer Assisted Translation (CAT) technology curriculum: some pedagogical implications,* María Del Mar Sánchez Ramos.
- Improved Knowledge Rich Context Extraction for Terminography, Pilar León-Araúz and Arianne Reimerink.
- *On the next-generation etymological dictionaries generating their own data entries with digitized sound laws in Indo-European and beyond,* Jouna Pyysalo, Mans Hulden and Aleksi Sahala

17:00-18:00 **Round table (A108): *MOONLITE, or MOOCs for Scaffolding language learning for refugees and migrants.***
***Elena Bárcena, Timothy Read, Beatriz Sedano Cuevas, Jorge Arús Hita* (A108)**

18:00-20:00 Guided visit to the city center (meeting point: Faculty Hall at 18:00 pm)

20:00-22:00 Conference dinner in Brasserie Pakhuis, Schuurkenstraat 4, Ghent

SATURDAY 26 MAY 2018

9:30 – 10:00 - Registration / Welcome desk/Coffee (A104)

10:00-13:30 Special workshops: *Befriending technology in second language and research and teaching*

10:00-11:30

Patrick Goethals (Ghent University, Belgium): *Processing language with Python: an introduction* (A307)

Tomás Costal (UNED, Spain) and Anna Vermeulen (Ghent University, Belgium): *The Many Voices in Me: Subtitling, Dubbing and Audio Description for the Development of Interaction and Mediation Skills*
(A303)

11:30 – 12:00 Coffee break (A104)
12:00-13:30

Cristina Calle (Complutense University of Madrid, Spain) and Ana Ibáñez (UNED, Spain): *Apps for the gamification of language teaching and learning* (A303)

13:30 – *Closure*

Plenary Speakers

Holmes, Brian

Mastering Diversity through Innovation: Insights into the European Union's Support for Language Learning in the Digital Age

Linguistic diversity is an inherent feature of the European Union. It informs our rich cultural heritage, and the unique differences that make the European Union such an ambitious project for multi-cultural understanding and peace.
In his speech, Dr. Brian Holmes, the Director of the Executive Agency for Education, Audiovisual and Culture at the European Commission, provides an insight into the practical support that the European Commission lends to language acquisition, the essential role that technology plays in enhancing language learning and the unique role of educational programs for empowering citizens to face life in the 21st century with confidence.

Dr. Brian Holmes is the Director of the Executive Agency for Education, Audiovisual and Culture (EACEA) in Brussels. The Agency is responsible for managing certain strands of the European Commission's programmes for Erasmus+, Creative Europe, Europe for Citizens and EU Aid Volunteers.
Brian has been working on education and training for many years at the European Commission. He has been involved with European policy for innovation and lifelong learning, supported by ICT, and was responsible for co-ordinating the EU's eLearning Programme.
Brian has an MBA from a Paris business school and has been a tutor with the UK's Open University Business School, for the MBA module on Managing Knowledge. He holds a PhD on technology enhanced learning with the University of Lancaster in the UK.

De Waard, Inge

MOOCs: between Realities of Informal Learning and Myths of Personalisation

Informal learning is a common way of acquiring knowledge. We select additional layers of information to learn from while we grow up, and we engage in informal learning right up to our last cognitive interest at whatever age we might achieve. Informal learning happens everywhere, we can even embed it alongside formal language education. One such study looks at secondary school children improving their language skills, practicing social learning, and increasing their critical thinking capacities while self-selecting their preferred MOOC content within CLIL classes. Inge de Waard will also illustrate that we, as adults, engage in five specific components when learning in a technology supported environment, and that intrinsic motivation and personal learning goals push informal learning forward. In this global and connected world we seem to have more choices than ever before to learn whatever we like and to engage in personalised learning. Unfortunately, this is not the case. Others seem to increasingly decide which informal choices we have, while propagating the concept of personalisation.

Dr. Inge De Waard obtained her PhD Degree (2017) in Educational Technology from the Institute of Educational Technology of The Open University, United Kingdom. Inge's academic work is built upon a longstanding interest in developing and implementing online education, both in formal, informal and blended settings across different continents. Her professional expertise spans work as a researcher, senior instructional designer and online and mobile learning coordinator. Her main forte is being able to combine knowledge coming from being in the field, and

experiencing the developed online and mobile learning projects, as well as obtaining the theoretical background to ground these experiences in leadership based research.
She has been a pioneering professional and researcher in mobile learning (including developed and developing regions) since 2006, and MOOC organiser and researcher since 2011 (both cMOOC and xMOOC). She has an ongoing passion for integrating Technology Enhanced Learning (both online and blended instructional design) within formal and informal settings, as well as in personalised learning using quantitative (e.g. learning analytics) and qualitative data (e.g. learner feedback).

Palalas, Aga

Mindfulness for human-centered digital learning

Mindfulness has gone from being a well-kept secret to an increasingly popular practice that has attracted the attention of researchers from institutions such as Harvard, UCLA, and Yale. Latest discoveries in neuroscience combined with over 35 years of scientific research in mindfulness are bridging the science and practice of mindfulness, and pointing to multiple benefits of the practice. As a result, mindfulness training and techniques have been introduced in hospitals, corporations, government and many other organizations, as well as schools. The list of evidence-based benefits of mindfulness for teaching and learning is promising, particularly in the context of our digital lives often characterized by information overload, fast pace, distraction, and the feeling of being digitally overwhelmed. Applying mindfulness strategies can promote a learning environment in which the learner flourishes academically, emotionally, socially…and grows as an individual. These whole-person techniques tap into our deep inner resources. They respect our potential and our natural needs while supporting the development of resilience, focus, and well-being. These and other implications of mindfulness in education will be addressed in this keynote.
In Mindfulness for human-centered digital learning, Aga Palalas will combine observations from her personal mindfulness practice with the latest mind-brain research and her own study findings on mindfulness in mobile and online learning. After presenting the highlights of related research from the fields of neuroscience, human development, and education, she will briefly describe how mindful practices can foster personal well-being, interpersonal relationships, and learning. Aga Palalas will then focus on creating environments conducive to student learning and on designing language learning that cultivates mental and emotional fitness of learners and teachers. Examples of mindfulness techniques will be shared along with resources available to support mindful practices. While there is a growing body of scientific evidence identifying the advantages of mindfulness, there are also strong critiques of the movement whose voices will not be ignored in this presentation. All in all, Aga Palalas will draw a comprehensive picture of the concept of mindfulness and its impact on human-centered digital learning.

Dr. Agnieszka (Aga) Palalas is an Assistant Professor in the Centre for Distance Education at Athabasca University, Canada. She is an internationally recognized expert in adult learning, e-learning, m-learning, instructional design, software development, and innovative technologies. Her expertise in mobile-assisted language learning stems from years of practice and research in the fields and a formal background in applied linguistics, second language acquisition, technology-assisted teaching and learning, online education, as well as instructional design. In her experience as an educator, she has taught in the classroom and online, reviewed and designed curriculum, provided professional development, worked as a programmer and instructional designer for mobile, online, F2F, and blended learning programs. Aga has designed and developed numerous mobile apps and artifacts, including apps for English

pronunciation. She has taught in many diverse cultural settings, including but not exclusively in Canada, USA, China, Mexico, Poland, India, and Ghana.

She is President of the International Association for Mobile Learning (IAmLearn) and the International Association for Blended Learning (IABL). She is also on editorial review boards of several journals in the field of m-learning, distance education, educational technology, and language learning. Her current research interests include mindfulness in online and mobile learning, MALL, the pedagogy of m-learning, m-learning design principles, and m-learning in diverse educational and cultural contexts.

As an academic and teacher at heart, Aga has participated in multiple local and international interdisciplinary projects aiming to innovate mobile learning and make learning accessible to all. She has published widely on the topic, including recently co-edited book "The Intentional Handbook for Mobile-Assisted Language Learning" and numerous peer-reviewed articles and chapters on mobile learning.

Abstracts of papers and posters

(in alphabetical order)

Aleksić-Hajduković, Irena

Multimodal Pedagogy in Teaching English for Dental Purposes

Under the auspices of a theoretical framework concerned with multimodal pedagogy, this paper aims to offer practical implications for teaching English for Dental Purposes (EDP). Multimodal pedagogy is a term that pertains to developing curricula, pedagogical approaches and assessment methods that enable creating multimodal learning environments. With incessant technological advancements purely linguistic approaches to teaching and learning languages are far surpassed, whereas multimodal learning environments abound with various modes of representation such as images, moving images, speech, gestures etc. This is to say that combining different modes of representation contributes to establishing interactive multimodal learning environments which are considered indispensable in language learning settings. Due to the fact that teaching English for Dental Purposes invariably implies relying on authentic materials, this paper illustrates how a Massive Open Online Course can be integrated into teaching English for Dental Purposes at tertiary level. For instance, Discover Dentistry is a MOOC developed by the University of Sheffield and offers a multitude of authentic video materials, images and texts that provide insights into the history of dental medicine, tooth morphology, dental specialities, research and treatment. The paper describes how these contents have been further developed and adapted in order to meet students' needs and facilitate the process of acquiring complex medical terminology while improving students' listening, reading, speaking and analytical skills in a multimodal learning environment at the Faculty of Dental Medicine, Belgrade. This paper argues that teaching Languages for Special Purposes at tertiary level should make use of incorporating MOOCs that may not originally be targeted at foreign language learners while analysing some instances of such practices within the domain of English for Dental Purposes.

Apostolakis, Michail & Ypsilantis, Georgios

Defining and supporting a system of video game integration evaluation in the EFL class through the task based approach

The aim of this work is to propose and support a Criteria Based System of Video Game evaluation, which will provide case specific data regarding the extent to which a Video Game can be integrated in the EFL class through the Task Based Approach for language teaching. Deriving from past research, which has been focusing mostly on issues of lesson "gamification", and theoretical Video Game attributes "adaptation" in the EFL class, this work attempts to extend studies of digital content integration, to an actual functioning System.

A System, which will consider the extent to which an actual commercial Video Game can integrate in the EFL class under the scope of Task Based Approach. A Genuine effort will be made in order to help prospect teachers and researchers understand, and measure, each Video Game's integration extent, limitations, strong – or weak areas. By conducting a firm literature review, and compiling the major criteria with regards to task-based language teaching, as well as video game affordances, we can aim towards a holistic evaluation tool that will provide us with both quantitative and qualitative data regarding Video Game integration in the EFL class.

The two central pillars of this work will therefore be: Compiling the Evaluation System that we will consider to be the key of integration prediction; and consecutively, attempt to confirm that Task Based Approach is indeed an ideal environment for Video Game Integration in the EFL class. The results of this research hopefully will not only indicate

certain tendencies, but will also imply the road of future work and experimentation on the area of Digital Narrative Inclusion in the EFL class.The advantage of this action research is that it will not only propose a new way of Video Game Integration in the EFL class through the Task Based Approach, but also underline the key elements any prospect teacher who wishes to introduce a game in their class have to take into consideration whenever they wish to integrate a video game mediated task for linguistic purposes.
I will be presenting, justifying and testing the system through variant examples in order to set the basis for further academic research and study, as well as attempt to break the convention of safe classroom materials through the enabling for experimentation Task Based Approach and Positive Video Game Affordances.

Arnó, Elisabet, Isohella, Suvi, McCall, Mary, Kenzie, Daniel & Maylath, Bruce

Integrating international collaboration into the curriculum: Preparing future graduates for the global workplace through realistic projects

This paper draws on Trans-Atlantic and Pacific Project (TAPP) collaborations (e.g., Arnó Macià et al., 2014; Vandepitte et al., 2016) to show how students in already-existing technical communication classes can join other classes in realistic transnational projects through ICT and thereby acquire and enhance various types of transversal competences necessary for students' future performance in a globalised workplace. As a grassroots project linking classes across countries and continents for 18 years, the TAPP has evolved into multiple project formats that have allowed participants to integrate international education into their regular courses, collaborating with international participants and addressing global audiences in what has been termed “globally-networked learning environments” (Stärke-Meyerring & Wilson, 2008). Such partnerships can contribute to the internationalisation of the curriculum by including appropriate contents, teaching methods and assessment into already existing courses (Leask, 2015).
Reflecting on a diversity of partnerships carried out within the TAPP, and their underlying rationale, we will analyze different types of outcomes produced by technical communication students, namely written texts, oral presentations and usability studies. We will consider different ways in which those outcomes can be interrelated, with special attention to usability studies, given that user experience forms part of any professional project addressed to real users. Thus, this paper will suggest ways of integrating user experience into technical communication courses, further developing the proposal made by Isohella (in press), to make them more realistic with respect to globalised professional scenarios. Therefore, detailed analyses will be offered of the implementation of projects that involve written and spoken technical communication, from which implications can be derived for lecturers who want to incorporate international project-based learning into their courses. From the analysis of these varied partnerships, guidelines will be offered for optimising telecollaboration projects, underscoring the conditions for developing realistic written and oral texts—and proposing other types of texts (e.g., hybrid and multimodal)—for a diversity of international professional scenarios. Given the importance of usability experience in user-oriented professional projects, the implementation of usability experience will be critically examined from varied perspectives.

Bassam, Loubna

Multilingualism and multiculturalism in the digital era: Languages, social practices and cultural aspects in computer-mediated communication

Nowadays people are competing to keep up with the advances that are rapidly taking place in almost all aspects of technology, which have reshaped whole communication patterns and have brought in innovative practices of communication. Computer-mediated communication (CMC) has affected every single aspect of people's lives, from the way they socialize and perform their daily chores to the way they classify themselves and others.

Lebanese people's world of communication technologies is no exception: their technological practices, particularly in computer-mediated communication, have become an archetypal image of their genuine communicative practices.

Lebanon is a diverse multilingual country where East and West have met to grant this small country a unique mixture of local and international languages and cultures. It has always been known for its multiculturalism, and multilingualism has thus shaped the language use of most Lebanese people and their new techworld as well.

Social media and mobile technology have improved and reshaped communication and consequently brought with them their technological innovations that serve different and specialized domains.

A corpus of 1680 different chat conversations was collected from 58 Lebanese young people, and both qualitative and quantitative analyses were conducted. A questionnaire and an interview were administrated based on the previously collected corpus.

This study shows that not only participants use different languages to communicate orally with their social contacts, but also they use different languages to communicate in writing with different social contacts on social media and mobile phones.

Moreover, this research indicates that the conversations of those participants embrace some interesting or unusual ways of using language(s). They have developed their own typologies of writing by which they have exploited different languages to make themselves understood. They have become experts in using two or more languages by which they invent words or certain usage of words or even a kind of mixture between languages, mainly Arabic and English.

The results show that this new innovative way of writing is not the only thing young people have carried with them into their new technological world: their socio-cultural background has also accompanied them.

Bendjamaa, Fairouz & Nora, Taleb

Semantic representation and manipulation of Arabic religious texts

The Arabic script-based languages share in different degrees an explosion of homo-graph and word sense ambiguity. Dealing with such a problem represents a real challenge to NLP systems. Resolving ambiguity in NLP requires representation not only of linguistic and contextual knowledge but also of domain knowledge. Ambiguity in Arabic is enormous at every level: lexical, morphological and syntactic. Another serious problem is tokenization and it is extremely common in Arabic to find a token that can function as an entire sentence in English

In order to facilitate the comprehension of the Islamic sources structure, the Arabic grammar rules are used to define the meaning which is very important since no decisions can be deduced except when the content of these sources are well understood.

It is commonly known that Arabic is one of the most difficult languages. In fact, each language has its problems and limitations. In Arabic for instance, it can be the agglutination because as Arabic native speakers we are able to read

any text automatically without any agglutination signs, but it can be more challenging for automatic processing systems or non-native-speakers. On the other hand, the Arabic language has a very strict grammar rules which can be helpful in limiting the problems of the automatic processing of Arabic texts. So the problem, in this case, is the lake of research and works done on the language rather than the difficulty of the language itself. For example, Arabic is spoken by more than 300 million people in over 22 countries, but the works made regarding the automatic processing of Arabic or ontologies are almost non-existent, and a big part of these works are very limited especially compared to the evolutions of other languages.

Our project is to develop a new system which aims to extract Islamic judgments with the related evidence texts from Arabic Islamic legislative sources. The users can ask any question that requires a deep reasoning using complex natural language. The final application could be used by Muslims, non-Muslims and by the decision-makers in the field of El-Fatwa too.

This work is based on Ontologies representing the Islamic knowledge scattered on the four legislative sources. Nevertheless, the knowledge modeling techniques from an Arabic corpus and the technical analysis of knowledge contained in ontologies are sparsely studied, which requires a deep epistemological research. Even more, the application of such studies on Qur'anic texts is very limited. The purpose of this project is to present an interdisciplinary approach, which allows us to correctly read, understand and interpret the Islamic legislative sources.

The final result of this project is a dialogue-based system where users can enquire the system in Arabic. Where needed, the system can ask the user for more details about its query and at the end of the dialogue, the system will generate an answer containing the Islamic judgment with the related verses and evidence texts.

Bobkina, Jelena & Dominguez Romero, Elena

The Use of Digital Video Production to Enhance Students' Oracy Skills in the Digital Media Environment

Video conferencing, video calling, web conferencing, webinars or zoom rooms suffice to illustrate the wide variety of twenty-first century digital communication modes, all of them characterized as being mainly online and inherently multimodal (Palmeri, 2012). Digital communicators such as youtubers, twitchers and influencers are becoming part of our everyday culture as well. It is in this sense that the present paper draws on effective communicators' needs for acquiring new literacy skills, inherent in the twenty-first century (Crockett, Jukes & Churches, 2011), related to both oracy and digital oracy competences. Our intention is to prove that active digital video production and assessment contributes to the development of oracy excellence in the digital media environment as in the language classroom. It is well known that video started to be used as a language learning and teaching tool nearly forty years ago (Willis, 1983; Lonergan, 1984). As early as the 1980s, most methodologies encouraged language teachers to incorporate video materials into the language classroom (Allan, 1985; Cooper, Lavery & Rinvlucri, 1991). Nevertheless, video has not really gained a prominent position until the twenty-first century, with the era of information technology (Dal, 2010). This has given rise to a shift from its passive use, aimed at enhancing aural reception skills, to its active production, intended for the acquisition of oracy skills (Dal, 2010). The shift has involved a redesigning of language courses "…changing instructor practices and adapting organizational policies and allocation of time and space to align with more personalized instruction" (Means, Peters & Zheng, 2014, p.48).

To achieve our objective, we asked the students from our English for Specific and Academic Communication Course (EPAC) at the Computer Engineering School of the Universidad Politécnica de Madrid (UPM) to produce 2-minute motivational videos. The idea was to present their research in the field of computer engineering and to upload their videos to the EPAC Facebook account. A short written description of their research topic was also to be provided. Then, students were involved into self and peer-assessment processes, watching and evaluating the videos with the

help of a teacher-developed rubric. The aim of the activity was two-fold: (i) to enhance our students' acquisition of oracy and digital oracy skills through their production and assessment of videos and (ii) to assess the effectiveness of video production in their acquisition of these twenty-first century skills.
Results revealed that the acquisition of the digital oracy skills required for video communication as well as for the development of twenty-first century new oracy skills is still a must for a good number of students nowadays. Despite their familiarity with the technical aspects of video production, students resulted to feel more comfortable with traditional in-class oral presentations than with video talks.

Bueno-Alastuey, M Camino & García Esteban, Soraya

CMC to develop the TPACK of specialized linguistic domains pre-service teachers

The use of Information and Communication Technologies (ICT) has become an integral part of work environments, and this has resulted in the need for students to know how to use ICT effectively. To teach students how to use ICT in the most effective way, pre-service teachers need to be prepared to "adequately integrate information and communication technology (ICT) into their educational practice" (Tondeur, Aesaert, Pynoo, van Braak, Fraeyman, & Erstad, 2016, p. 1). However, authors in many different contexts (Garcia-Valcarcel, Basilotta, & Lopez, 2014; Tejedor, Garcia-Valcarcel & Prada, 2009) have pointed out that in many language courses ICT are not being used and that pre-service teachers still feel inadequately prepared to use ICT to their full potential.
Some teacher training programs, including language teaching programs, have included instructional technology courses (Niess et al., 2010; Schmidt et al., 2009) and collaborative design experiences (Koehler & Mishra, 2009) in an effort to overcome some of the shortcomings related to ICT preparation. These courses have been reported to bring a growth of TPACK. Research has also demonstrated that teachers' use of ICT improves after TPACK development efforts (Mishra & Koehler, 2006) and that teachers with an appropriate TPACK tend to use technology to enrich or supplement the existing curriculum and to provide an enriched pedagogical approach (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurer, & Sendurer, 2012). Many of the existing studies related to the development of TPACK have included collaborative design in teams, which has revealed to offer ample opportunity for pre-service teacher learning (Agyei & Voogt, 2012; Bueno-Alastuey & García Esteban, 2016; Koehler, Mishra, & Yahya, 2007).
Computer Mediated Collaboration (CMC) or virtual collaboration has also been shown to be an appropriate approach to facilitate teacher training (Bueno-Alastuey & Kleban, 2016; Dooly & Sadler, 2013) and an effective way of promoting ICT experiences (Vinagre, 2010; Kleban & Bueno-Alastuey, 2015). However, research exploring the use of telecollaboration for language teacher training purposes remains limited and, thus, this study aims to contribute to the understanding of how telecollaboration can aid in the development of some of the different domains of the TPACK of language teacher trainees (Bueno-Alastuey & Kleban, 2016; Vinagre, 2016).
The participants in the study were several groups of pre-service foreign language teachers from two Spanish universities (Universidad Pública de Navarra and CUCC-Universidad de Alcalá) who participated in a virtual collaborative project. The main task proposed was the creation of a CLIL unit. Three instruments were used to analyse the development of their digital and technopedagogical competences: i) the initial and final CLIL units, ii) two CMC recorded exchanges, and iii) pre and post on-line questionnaires. The quantitative and qualitative analyses of the data showed traces of changes in the development of their digital and technopedagogical competences. These changes and improvements point to the benefits a telecollaboration program can bring to language teacher training educational programs.

Castrillo, M. Dolores & Martin-Monje, Elena

Learning English for Professional Purposes at university and through a MOOC: A case study

Technology-enhanced Language Learning (TELL) and Languages for Specific Purposes (LSPs) have had a parallel evolution in the past few decades, adapting course and task design to the learners' needs and placing them in a central position (Arnó-Macià, 2012, 2013). In this sense, OEPs (Open Educational Practices), OERs (Open Educational Resources) and their latest exponent, MOOCs (Massive, Open, Online Courses) have proven to be an innovative, useful pedagogical model for LSP learning, catering for professionals in need of specialized language skills but with little time for face-to-face classes (Godwin-Jones, 2014; Martín-Monje & Ventura, 2016).

UNED (the Spanish University for Distance Education) has a long tradition of reaching out to a wide spectrum of students of all ages and backgrounds with a comprehensive programme of OEPs and OERs –including dozens of MOOCs- through UNED Abierta (https://unedabierta.uned.es/). "Inglés Profesional/Professional English" was the first LSP MOOC not only in UNED Abierta and Spain, but also internationally.

This paper showcases the research undertaken by The Innovative Didactic Group for Languages in Open and Blended Environments (GLOBE) at UNED within this OER/LSP context. The authors have been working for the past two years towards the integration of formal and informal learning in Higher Education, trying to implement the Language MOOC "Inglés Profesional/Professional English" into a regular university subject, "English for Professional Purposes", in the first year of the Degree in Tourism. The aim of this study was twofold: 1) to level out student's starting English level; and 2) to improve academic results. The piloting was carried out during the academic year 2016-17, with the MOOC "Inglés Profesional/Professional English" being offered simultaneously to students registered in the UNED subject "English for Professional Purposes" and anyone else interested in the topic. For the piloting only the second aim was considered. The MOOC had 4528 participants, out of which only 52 were UNED students from the subject "English for Professional Purposes". Quantitative analysis has proved that the integration of a Language MOOC within a university subject is an effective way to improve academic results, since the success rate of the whole cohort in the subject "English for Professional Purposes" was 76,78% and for those 52 who also signed up for the MOOC it was 83%. As for the first aim, levelling out students' starting English level, the authors have planned a new running of the MOOC that will coincide with the beginning of the second semester in the academic year 2017-18. Data will be collected and it will be possible to ascertain whether the MOOC contributes to put these first-year students with different English-learning background at a similar level that enables them to complete the university subject successfully.

Cenni, Irene

Multilingualism on 2.0 travel platforms: towards a "globalized" speech community?

Within the 2.0 digital environment, the increasing use of a variety of languages is a rising phenomenon (Lee, 2016). Indeed, the current reality on the 2.0 Web is far more multilingual than predicted in the early days of online English-language dominance, and is expected to become even more multilingual (Hale, 2016).

The main contribution of this study is a reflection on the multilingual dimension of the 2.0 Internet, paying specific attention to travel platforms (and TripAdvisor in particular). As a matter of fact, multilingualism constitutes a challenge for 2.0 platform providers such as TripAdvisor (Danet and Herring, 2007; Lenihan, 2011). Typically, these platforms do not opt for an English only policy, but rather develop multilingual policies and strategies (Hale, 2016; Lenihan, 2011). TripAdvisor, for example, applies simultaneously two divergent strategies in order to deal with multilingualism. On the one hand, TripAdvisor facilitates language-defined user groups, since language is one of the

main filters for viewing and ordering the reviews. On the other hand, TripAdvisor also facilitates communication between people with different linguistic backgrounds, mainly by providing automatic translations. This practice blurs linguistic frontiers, and rather suggests the emergence of a "globalized speech community", with shared communication norms and practices.

This example of dual language policy, detected simultaneously on a single social media platform, gives rise to an engaging question related to multilingualism in the Web 2.0 setting, namely whether 2.0 applications could further evolve in the direction of linguistically differentiated speech communities or in the direction of a globalized one. We will provide an empirical answer to this question. We investigated negative hotel reviews written in English, Italian and Dutch (100 reviews for each language) and analyzed several features, as for instance the speech acts constituting the reviews and the topics discussed when evaluating the stay. The study of different aspects provided the tertium comparationis for a cross-linguistic comparative analysis in order to investigate whether English-, Dutch- and Italian-written reviews showed similar or divergent characteristics and discourse habits.

Although it remains an open question how multilingualism will specifically integrated in different 2.0 platforms in the future, and whether a specific language policy will be favored over the other, the outcomes of our research can possibly give a hint. Our results suggest that travel reviews posted on TripAdvisor could be defined as an emerging digital genre with relatively homogeneous cross-linguistic characteristics and, eventually, this could lead, at least on this specific platform, to a reinforcement of strategies such as automatic translation that promote global communication dynamics, rather than the reinforcement of strategies that promote language-defined in-group communication.

Chasikou, Foteini & Ypsilandis, Georgios

Considering the use of Mobile-Phone by Refugees in Greek Language Learning

Refugee movement in Europe has increased dramatically and it established a need for quick and efficient language learning. Mobile Phones (MP) are the technology this group of learners has on their side as they are necessary to keep contact with family and friends, they are light and portable, and do not require a large investment to obtain.

This study has been carried out among refugees living in Greece to register the amount of MP use in the learning of Modern-Greek (MG) and the variables that are related to this issue. Data were collected through the use of a questionnaire and structured interviews on refugee sites. The final sample consisted of 44 participants.

Data analysis revealed that many refugees recognized the utility of the MP as a tool for Greek language learning despite the fact that knowledge of English proved to be a determining negative factor in their attitude towards the learning of this L2. Emphasis was placed on spoken than written language and Google Translate was their favourite tool while YouTube and 50LANUAGES followed. Many of the subjects attended courses of MG but the teaching procedure was conventional, and MPs were not integrated into the tasks although the interviewees stated they would prefer learning Greek via mobile, as they did not always have the time to go to school, numbers of students in classrooms were large and that possessing a MP gave them a sense of autonomy and freedom in a foreign society and helped them overcome a significant amount of language problems alone.

Learners who systematically used their MP expressed themselves better than those who used it sporadically while their educational level did not have an impact on their innovativeness to use the machine.

Costal, Tomás

The Many Voices in Me: Subtitling and Dubbing for Interaction and Mediation

This hands-on workshop will try to convey the advantages of accessibility modalities and techniques as didactic tools in the foreign language class, placing a special emphasis on project-based approaches as well as the enhancement of interaction and mediation skills using mobile technologies. Its underlying principles are applicable to face-to-face, blended and distance learning environments.

By the end of the session, participants will have a much clearer idea of the potential uses of subtitling for the deaf and hard of hearing, intra- and interlinguistic dubbing or voice-over, and they will be able to contribute new ideas and design classroom activities that may turn into long-term, large scale, institutional endeavours.

Session outline

Given that there is an explicit focus on audience participation, the session will be distributed as follows:

(1) Fifteen minutes will be devoted to the presentation of the author's research interests and academic background, a brief overview of accessibility modalities and their didactic applications in the field of language teaching and learning, as well as a working definition of the following concepts: subtitles, SDH, audiodescription, dubbing, narration and voice-over.

(2) Another fifteen minutes will be employed in sharing the experimental results of the author's application of these modalities and techniques to face-to-face and distance learning environments throughout academic years 2014-2017.

(3) Forty-five minutes will be dedicated to revoicing practice with workshop attendees, depending on whose preferences, immediate needs and areas of expertise part of the contents will be adapted. The sample tasks will be divided in sections that require interaction, debate and direct contributions. All participants will be given the opportunity to assess the potential of accessibility services as efficient language learning and competence development tools. In this regard, short audiovisual clips will be dubbed both intra- and interlinguistically. Each of the activities will highlight several core aspects of this approach: appropriacy, copyright and sequencing in audiovisual products; teacher preparedness for ICT in the language classroom; student familiarity with technological and mobile learning tools; project-based vs. traditional approaches; production, reception, interaction and mediation skills enhancement via dubbing; successful combinations of diverse accessibility modalities; and, a synthetic background of practical experiences.

(4) The last fifteen minutes of the session will focus on answering any of the attendees' questions, exchanging impressions, and considering the introduction of new multimodal methodologies in their educational institutions.

Costal, Tomás & Aguado, Carmina

The Xunco English Research and Innovation Project: Accessibility techniques as a tool for active language learning

Over the last four school years, the Xunco English initiative has endeavoured to kick-start an exchange of good practices between tertiary and secondary education environments in Galicia, an autonomic community in the Spanish north-west. This has been made possible through the design and implementation of a foreign language syllabus based on the introduction of accessibility modalities and techniques as a tool for active language learning. In addition, taking advantage of an almost complete reconsideration of both curricular objectives and modes of assessment, this research and innovation project has included teacher training modules aimed at smoothing the

transition from teaching styles which were excessively reliant on magisterial lessons to give way to task-based and project-based approaches.

Having completed two preliminary pilot studies in which the potential uses of subtitling for the deaf and hard-of-hearing, intra- and interlingual dubbing, as well as audio description for the blind and visually impaired have been tried out with students of compulsory secondary education, baccalaureate and international exchange programmes, this ambitious proposal will now be further expanded to encompass a total of five schools which will provide two experimental and two control groups each and allow the researchers to conduct a longitudinal study with the involvement of 500+ participants.

This presentation will take the inception of Xunco English as a point of departure, then it will move on to explain how the main stakeholders were persuaded to take part in an initiative which required a profound methodological shift, and synthesise the fundamental lessons learned to date at the time of effecting key changes in deeply-ingrained teaching and learning processes.

De Boe, Esther

Quality in technology-mediated interpreting

In consonance with our digital era, interpreting services are increasingly embracing technology. Especially in the domain of public service interpreting (PSI), technology is rapidly gaining ground and remote interpreting (RI) by telephone and video are increasingly replacing face-to-face interpreting. One of the settings that has seen a particularly massive increase in RI is healthcare. Yet, little is known about the impact of technology on interpreting quality in this domain. Research on RI in other areas of dialogue interpreting, e.g. legal interpreting and business interpreting, indicates that the use of technology in dialogic settings adds up to the already complex character of interpreter-mediated communication (e.g. Braun 2004; Braun & Taylor, 2012). However, no studies have so far directly compared interpreting quality under the three conditions face-to-face, telephone and video interpreting.

The aim of the present study is to reveal possible differences in interpreting quality under remote conditions as compared to face-to-face interpreting. It attempts to establish to what extent observed problems may be attributed to the remote conditions, by investigating relationships between observed problems at the level of source text-target text equivalence, interaction management and technological factors. Moreover, possible benefits and drawbacks of adding image to the audio channel are examined. For that purpose, a methodology based on three series of simulations of interpreter-mediated doctor-patient consultations was designed. Within each series, a different interpreter performed her task under three different conditions (face-to-face, by telephone and by video). Three different semi-structured scenarios, taken from specialized medical real-life practice, were used. The simulations were video recorded and analyzed by means of a multi-modal quality assessment tool. This analysis was triangulated by participants' perceptions gathered by means of post-simulation interviews, which focused on their satisfaction with the quality of the communication in general, the quality of the interpretation in general and the quality of care.

This paper first elaborates on the methodology used to assess interpreting quality and the influence of technology on communication problems. Subsequently, the results of the analysis of the first series of simulations are presented, revealing salient differences in quality under the three conditions. The main preliminary conclusion suggests that the benefits of technology are far from evident.

De Hertog, Dirk

Bilingual Multiword Lexicon Induction through Compositionality

Specialized lexical resources, such as multilingual dictionaries, can help language learners and professional translators to more easily get at terms with specialized domains. However, the creation of such resources is labor-intensive. This is not only due to the dynamic nature of specialized domains, in which lexical description has to keep track of real-world developments, but also to the large sets of (multiword) lexical items which might be of interest to the learner. In order to assist in the compilation of specialized resources, we present a mechanism that combines several state-of-the-art techniques from Natural Language Processing and apply it to the problem of finding correct equivalents of multiword candidates for comparable specialized corpora. The technique in its totality is mostly geared towards low-frequency candidates, for which we assume to have an exploitable semantic compositional structure. We describe how we obtain possible translations for multilingual candidates and discuss preliminary results.

We first derive single word translations from comparable corpora, i.e. corpora that deal with similar topics without necessarily being exact translations of each other. For this, we have at our disposal a collection of cover letters in Dutch and English, both comprising over 1 billion words.

We follow Mikolov (2013) and apply Word2Vec to create distributional vectors (Turney and Pantel, 2010). We then learn how to connect the two obtained models at the hand of a 1000-word seed dictionary. The small seed set of correct translations is used to learn the relationship between the vectors trained by Word2Vec and by extrapolation learns how to map one vector space to the other. Results of up to 90% precision for the top 5 possible equivalents have thus been reported.

In a second step we use those acquired single word translations and combine them into multiword equivalents. Each word will have several translation candidates, some of which might be incorrect. However, under the assumption that there is a 90% probability of finding a correct single word equivalent in the top 5 equivalents, we maximize our chances of finding a correct multiword equivalent by including and combining all top translations for the given words. As such, a multiword combination such as 'truck mechanic' will yield the following single word translations: 'camions', 'camion', 'dieplader', 'heftruck', 'terminaltrekker', … and 'mechanieker', 'mecanicien', 'mechanicien', 'mekanieker', 'mecanieker', 'automecanicien', … An exhaustive combination of these two sets of translations would yield many candidates that do not exists in the target list. Therefore, as a double check, we assess whether the translated multiword combination occurs in the target language in the comparable corpus, which leaves us with a final list consisting of 'heftruck mechanieker', 'vrachtwagen mechanieker', 'vrachtwagen mechanicien', …

Preliminary results show a rather low recall (ranging from 10 to 20% for word lengths up until 4) of possible candidates, mainly due to them not occurring in the target language corpus. However, the candidates that are extracted show a relatively high precision (60-70%) after manual inspection.

Drakidou, Christina, Pareja, Antonio & Read, Timothy

A survey on the state of the art of TELL: underlying conceptual components

This paper presents some preliminary results of research being undertaken to survey the state-of-the-art of advanced TELL approaches and initiatives, focusing so far on the areas of MALL LMOOC, and Social and Open Language Learning (SOLL).

To this end, firstly, some relevant indexed journal and proceedings papers, as well as book chapters, have been collected. Their selection criteria were that [1] these papers and chapters had to include in their title and/or their

abstracts the terms (a) Mobile Assisted Language Learning, or Mobile "language learning"; (b) LMOOC, Language MOOC, or Language Massive Open Online Course; and/or (c) Social and Open Language Learning; and [2] they had to be indexed either in Linceo+ (the UNED library reference searcher), the Web of Science (WOS) or in Scopus.

Secondly, these references have been superficially analyzed in order to find out some key but also basic parameters, such as the year and the countries in which they were written, the language and the level being taught or learnt in the research presented, and the language in which the paper was written. The goal of this phase of the study has been to have an empirical assessment of, e.g. the number of languages and levels being taught/learnt by means of TELL approaches and initiatives, or the countries pioneering and most devoted to developing this modality of language learning.

Once completed, this research aims at identifying, amongst other things, the theoretical factors and elements that seem to determine and guide the use of technology for the enhancement of language learning, such as their psychological and/or their pedagogical approach. This will require having a much closer look at the contents of the papers and not only at their title and abstract. Therefore, this is still ongoing work. Yet, some of the papers and articles from this collection have already been analyzed in detail, and some interesting results and/or conclusions can be drawn, namely:

The work undertaken in this survey so far shows that:

1. As far as psychological approaches are concerned, although Connectivism seems to be the trend in the current e-society discussion, it is not applied in the majority of papers or projects (e.g., Reinders & Pegrum, 2015). Constructivism was the leading approach preferred or implemented, as it was found to be more conducive both to learner-centered education and to the integration of social media (e.g., Anderson & Dron, 2011). Surprisingly, Behaviorism is also frequently present (e.g., Carreño, 2014), especially in mobile applications, although it is considered to be an outdated approach.

2. Regarding the pedagogical approaches to TELL, peer support and assessment have been found to be prevalent, both (a) because instructors are not always enough in online courses, and (b) due to the fact that collaborative learning has proved its efficacy. Facilitation, regardless of its source is greatly valued in TELL, in spite of the relative lack of it in a number of online courses. Ubiquitous learning is supported as well, due to the frequency of mobile use and also because non-formal and/or informal learning is gaining ground over their formal counterpart, especially as far as lifelong learning is concerned. Some projects (e.g., Kukulska-Hulme, 2012), are not only compatible with mobile devices, but also mobile-based, and this is something which also shows the potential of such devices for language learning. Besides, collaborative and ubiquitous learning seem to be in accordance with the social dimension of learning (e.g., Yang, Sinha, Adamson & Rosé, 2013) which is highly valued in the current TELL, and this seems to be the reason why a variety of the social aspects of learning are mentioned in many papers and projects. Self-regulated learning is noted either as being absent or as not implemented in the papers analyzed.

Finally, it should be noted that OERs are also mentioned in a few papers, either because their use is considered obvious, or because their potential is yet to be thoroughly explored. Further details and statistics to support these arguments will be presented in the final version of the paper and in the conference (if accepted). They are not included here for the sake of space.

Drakidou, Christina & Panagiotidis, Panagiotis

The use of micro-learning for the acquisition of language skills in mLLL context

21st century learning is characterized by the mobility of people and devices, as well as non- informal, ubiquitous and continuous learning. Furthermore, foreign language skills have started to be valued more than degrees, especially in job-related contexts or in student mobility programs. Except for formal language learning, the presence of social

media and web 2.0 technologies in general are fostering the improvement of foreign language skills, in need of communication. Micro-learning is a technique which is defined in terms of rather simple and short learning units which do not require a lot of time or effort to be completed (Hug & Friesen, 2007) and is already digitally present, especially in the form of mobile applications and micro-blogging. Bearing in mind the fragmented time slots available for adult education, this bite-sized "in-between and on demand" (Buchem & Hamelmann, 2010: 4) learning offers specific-purposed short materials, thus allowing them to complete chunks of learning anywhere and anytime. The reasons behind the micro-contents and the micro-organization of materials lie in the reduced attention span of the learners, the need for personalized and adaptive learning, the possibility for high engagement with the activities, the "opportunity for repetition across intervals of time" (Feeney, 2017: 14) and the fact that they are mobile friendly. In that way, the learners can acquire knowledge when and where it is needed and retain the newly-acquired content without suffering from cognitive overload. The significance of mobile learning has also been recently acknowledged by Kukulska-Hulme, Lee & Norris (2017), who state that the development of on-the-job communicative skills is supported by mobile learning thanks to its aspects of "portability, connectivity, and the ability of devices to capture language use and communication" (14). In this paper, the authors will present and illustrate the use of micro-learning as an alternative technique which, when applied to mobile courses, can enable and enhance the lifelong engagement with foreign language learning.

Elorza, Izaskun & Ibáñez, Ana

Digital enrichment of literary texts through Open Collaboration for Content Development: a methodological proposal

In this work we propose a series of guidelines that can be used to promote collaborative work to develop interactive materials for learning English in the context of intercultural and plurilingual education (Beacco 2011), by means of what we have termed 'Crowd Content Development' (CCD). CCD departs from the methodology of Open Collaboration or Crowdsourcing (Simperl 2015), in line with Surowiecki (2005), who speaks of the'wisdom of the crowds', meaning that the wisdom of a large group will always be greater than that of a small group, in the sense that collaborative work is more productive than individual work. Specifically, the present CCD work is based on the translated English version of the Spanish children story Una Ciudad de Libros, from Saturnino Calleja's volume Plaga de Dragones (1923). After a first phase of needs analysis and identification of the five major skills, called 'hard skills', that are to be promoted in the classroom (namely: listening comprehension, reading comprehension, critical skills, creativity, and cooperative work), we focused on specifying a proposal for organizing the work for the undergraduate students who volunteered to participate in this project by collaborating in the creation of ad hoc pedagogical activities.

This presentation gives a specific account of how the CCD phase of the project unfolded: we divided the story into different parts, according to its plot structure, and, for each thematic sub-unit, we analyzed which competences could be exploited and how to approach them. From there, a series of instructions and templates were developed that served the students as guidelines to propose and/or develop specific activities for the enrichment with didactic contents of the digital version in English of the story. In this particular project, the activities were aimed at children from 8 to 10 years of age (3rd and 4th Primary Education) of bilingual education programs. In short, we present guidelines for the development of a didactic unit based on an open collaboration technique -CCD-, which we propose as a model applicable to other contexts in which the development of contents for the digital enrichment of literary texts for pedagogical purposes is pursued.

Escobar Álvarez, María Ángeles

MOOC courses for mature learners: ESP or General English?

This paper discusses the results of a survey on the performance of Spanish students older than 25-year-old taking a MOOC English course at the University of Distance Education (UNED Abierta, Spain). We address the question of whether MOOC language courses for mature learners should deal with an approach of English for Specific Purpose (ESP) or rather one of General English (GE), promoting the general usage of English language.

As is well known, ESP is especially useful when meeting particular requirements of the learner. This MOOC course addressed the skills required to take the Entrance exam at the university for mature learners. Interestingly, a large number of students who freely enrolled this course were not interested in taking this Entrance exam. Rather, they were mature learners that took the course with some previous knowledge of the English system. This finding clearly suggests that MOOC courses concerning ESP are also particularly interesting for this type of students as well.

In our empirical study, over 3,000 mature students were divided into two main groups. Group1 included learners that also registered for the online Entrance course at the UNED. Group2 consisted of learners that only registered for this MOOC course. We compare these two groups regarding academic achievement and personal satisfaction with the course. In addition, we raise the question of whether the communication was really important for each of these two groups, comparing their communication skills, and their interaction with others. As for their preferences, we also compare their performance when dealing with the training and selection of suitable content to develop a restricted English Proficiency.

In sum, our study aims to promote academic debate on digital language technologies developed in particular by MOOC courses, with a special focus on their potential for promoting communication and (lifelong) learning.

Eyckmans, June & Hoste, Veronique

Influencing students' sense of agency during study abroad through an app

The growing popularity of international exchange programmes has promoted empirical research directed at the linguistic, social and cultural benefits of residences abroad. Apart from investigating the nature of linguistic development as a result of a study abroad, scholars have examined the specificities of communicative interaction, the role of socio-biographical factors in exploiting the affordances of residences abroad and the development of cultural competence and personality. However, the last couple of years several scholars have pointed out that benefits concerning students' intercultural and plurilingual development are too easily taken for granted by educational programmes.

At the start of this paper presentation, annually collected data from a large Flemish university are presented to illustrate that gains in intercultural competence show large individual variation, with students showing growth as well as decline in their multicultural effectiveness after a sojourn abroad. Also, students' self-reported intensity of language contact during their sojourn points to disappointingly few hours of target language use in a restricted range of communicative contexts. It seems that the linguistic and intercultural benefits of sojourns abroad are not as straightforward as one might hope. This is largely due to the fact that students sustain their home networks actively through virtual means at the detriment of the development of new social networks with representatives of the host culture.

The core of the presentation focuses on the potential of digital support for increasing students' chances for fruitful interactions during their residence abroad. A blended learning tool will be presented that has been developed to tap into students' capacity for self-regulation and its influence on students' interactions while abroad. The concept of

self-regulation builds on Benson's (2001) conceptualization of autonomy, i.e. to what extent students take responsibility for their own learning. By means of a playful computer app individuals' sense of agency is influenced with a view of letting them reap more rewards from the study abroad experience.
The presentation ends with a discussion of the opportunities of blended learning environments and the specificities of user interface design on students' plurilingual interaction with others.

García Laborda, Jesús

Difficulties in the implementation of a blog-based strategy for classroom presentations with Teacher Candidates

The development of Web 2.0 has triggered the use of web-based tools, specially blogs. This addresses the difficulties teacher candidates have when they use and manage their blogs which include both linguistic and technology-based. A sample of 25 teachers blogs in Spain was analyzed qualitatively. Thus, the teachers' blogs were analyzed according to the following criteria: Specific language use, blog sections and use, links and perceived difficulty). Then, we observed the significant difficulties that influence teachers' use of blogs. Four groups were identified: the general group, the outstanding group, the high-impact group and the high-knowledge management/sharing group. The identification of difficulty analysis of these four teacher groups will provide suggestions for teachers and teacher educators on more beneficial uses of blogs.

Gesa, Ferran & Miralpeix, Imma

Enhancing foreign language learning by means of multimodal input: The case of subtitled TV series and young learners

Multimodal input presenting information simultaneously through different modes (i.e.: sound, text and video) can be a valuable resource for foreign language (FL) learning, since, in formal contexts, students receive very little exposure to the target language. The evolution of subtitle technology in the last few years makes it easy for learners nowadays to access a wide range of subtitled TV series, in which visual material can help clarify information presented in the other modes (Walker & White, 2013). However, most of the research on multimodal input so far has been conducted with adult learners (e.g.: Montero Perez et al., 2015; Vanderplank, 2016). Little is known about the potential of these materials for young learners, who are also in need to develop multimodal literacy (Jewitt & Kress, 2003) and learn a FL since early ages (Muñoz, 2008).
This longitudinal study investigated the extent to which a pedagogical intervention facilitated the learning of a set of 120 target words (TWs) to 40 Catalan/Spanish beginning EFL learners in Primary school. Participants were randomly allocated to an experimental (EG) or control group (CG). On a weekly basis, and for a whole academic year, both groups were introduced to the corresponding TWs and did several vocabulary learning tasks, but the EG watched an L1 subtitled episode of a TV series where the TWs appeared, while the CG followed regular instruction instead. In order to assess lexical gains, all students took a pre- and a post-test at the beginning and end of each term evaluating both TWs' form and meaning recall. Moreover, students in the EG were also given a battery of comprehension tests to measure their understanding of the episodes.

Results showed a non-significant effect for time and condition. However, post-hoc comparisons revealed that lexical gains significantly differed between groups towards the end of the intervention; with the EG benefitting more from the treatment than the CG. Findings also revealed that comprehension remained stable throughout the academic year. Conclusions will be drawn in relation to multimodal input theories (Mayer, 2009) and the use of audiovisual materials in the classroom context (Webb, 2015).

Goethals, Patrick

Empowering advanced vocabulary learners of Spanish (and their teachers)

In this talk, I will present the principles behind the Spanish Corpus Annotation Project (SCAP), which develops didactic applications based on automatically annotated (i.e. tagged and lemmatized) corpus data. SCAP can be defined as an NLP-driven CALL-project (Natural Language Processing for Computer-Assisted Language Learning).

I will especially focus on one didactic application, which promotes vocabulary learning for advanced learners of Spanish (B2-C2). The application allows learners to become rapidly familiar with specialized and advanced vocabulary items from a text or corpus of their own choice. It also helps teachers to select as rapidly and efficiently as possible reading texts or sentence contexts for vocabulary teaching activities.

SCAP takes a text or corpus as input, and renders lemmatized vocabulary lists with extra information, such as the word-class of the lemma, its frequency, whether the item is most appropriate for a basic, intermediate or advanced learning level, and whether the item is specific of typical for this text/corpus or not. Moreover, the tool suggests selected excerpts of the input text/corpus that illustrate the vocabulary items according to the filters set by the user (e.g. according to the difficulty level). Finally, the users can realize fine-grained searches in the corpus, for example to find typical collocations, all instances of one lemma, combinations of a lemma with a specific part-of-speech category, etc.

From a didactic point of view, SCAP has two main objectives. From a learner's perspective, it wants to stimulate individualized, semi-autonomous and life-long learning by facilitating an interactive approach to reading and vocabulary learning. This approach is especially well-suited for advanced learners of Spanish. From the teacher's perspective, we wish to promote the use of current technological knowledge and tools in the process of selecting contents and designing new learning materials.

In the presentation I will demonstrate the tool, and discuss the conceptual principles behind the vocabulary selection mechanisms.

González-Pastor, Diana

A review of digital terminological and lexicographical resources in the domain of Tourism 2.0: a practical approach

Tourism, one of the fastest-growing global industries of the 21st century, has been revolutionized by the use of technological innovation. The so-called Tourism 2.0 encompasses not only the traditional industry business models, but also new ways of promoting, trading as well as experiencing and doing tourism, which in turn shapes word formation and specialized terminology in the language of tourism. As a result, one may find new terms reflecting new market niches (voluntourism, slum tourism, staycations), brand-new tourist profiles and customers

(flashpackers, PANK's, videotellers), innovative accommodation alternatives (capsule hotel, glamping) as well as emerging sociological trends (tourism-phobia), (González Pastor & Candel Mora, 2017). Today tourism information flows through digital texts of different nature and the experts and users of these specialized texts are demanding new ways of accessing terminology that are compatible with the immediacy required by this digital, virtual and global industry. Teachers also need to be skilled in the new terminology and ready to explore and exploit the possibilities of new digital resources. Thus, taking into consideration previous research on travel and tourism from an LSP perspective (Edo-Marzá, 2013; Bosch & Schlack, 2014; Felices Lago, 2016), a review of the digital terminological and lexicographic existing resources in the Internet –including but not limited to English and Spanish languages is made. The methodology consists of the search and categorization of the said resources from a twofold perspective. On the one hand, focus is made on digital resources from public tourism boards and professional organizations –such as UNWTO- as these are the ones providing first-hand information about the industry. On the other hand, other resources generated by research institutions and universities, as well as other prescriptive agencies are identified. The result is a practical and helpful compendium of digital resources for tourism professionals, linguists, translators, teachers and university students, who need to master the terminology and the new Tourism 2.0 words for their professional development and promotion.

González-Vera, Pilar

When mechanical engineers become tech geeks in the English class.

The clear preference that teenagers and young adults show for digital entertainment and devices observed in recent years is worth to mention. This fondness makes us reconsider the ways of teaching as well as the materials and tools used in teaching, especially in the case of languages.

This paper attempts to present the potential of digital devices and new technologies, when teaching ESP, in particular ESP for mechanical engineers. The research presents a model based on the teaching method of Project Based Learning (PBL) and on the use of a wide variety of different digital resources that are combined with a common aim. This aim is to provide mechanical engineering students with the practical instruction on technical English by creative and motivational activities that engage students in practical learning.

The current study firstly explores the possibilities and benefits of new technologies in PBL. Within the context of PBL, the study moves on to a concrete proposal of a project to be developed in the ESP class for the development of different skills. The paper analyses the project proposal that relies on free educational technology tools which range from websites to mobile apps and which allow both lecturers and students to be active participants throughout the whole teaching and learning process. It offers a sample of activities to resort in which students become creators in the process taking a centred-position under the lecturer's supervision and guidance. These activities revolve around the topic of hybrid cars and are designed around authentic audiovisual texts that work as core instructional materials in the ESP class. The project is accompanied with evaluation tools that may help lecturers and students in the stage of assessment.

Ibáñez Moreno, Ana & Vermeulen, Anna

A comparative analysis of a mobile app to practice oral skills: in classroom or self-directed use?

In this paper we examine the two different uses of VISP (VIdeos for SPeaking), a mobile app conceived for B1-B2 English students to practice their oral skills. This app, which is already in its second version (Ibáñez et al. 2015, Ibáñez & Vermeulen 2016), is based on the use of audio description tasks to promote language practice. Audio description is an audiovisual translation technique that consists of making audiovisual material accessible to the visually impaired. Its efficiency as a pedagogical technique in the foreign language classroom has already been shown, both in face-to-face contexts (Martínez Martínez 2009, Ibáñez Moreno and Vermeulen 2013, 2014, Sadowska 2015, Walkzak 2016) and in distance language learning contexts (Talaván and Lertola 2016). Thus, VISP means a first attempt to apply it to the context of MALL (Mobile Assisted Language Learning). In order to carry out the present study, the VISP app was administered to Spanish Erasmus students of English (with a B2 level) in the department of Translation, Interpreting and Communication of the Faculty of Arts of Ghent University, during one classroom session in the school year 2016-2017. The students were divided into two different groups: one group received a previous description of the app, with an exhaustive explanation of how to use it and why it makes use of audiodescription; they were also informed about what was expected from them. This group of students had already received a master class on audiodescription. Thus, the procedures followed Kukulska-Hulme (2015) pedagogical framework for MALL. The students in the second group were just asked to download the app and try it, that is, to direct their own learning completely. The results show that, regarding language practice, VISP is equally effective as a support tool in the classroom and as an outside the classroom app. However, when it comes to attitudinal issues, the group of students who received information and guidance rated it higher and were more positive about their own progress. Therefore, we plan to launch an updated version of VISP that can also consider the personalization, authenticity and connectivity factors of learning, which are the three learning dimensions of such MALL apps, in line with the findings suggested by Lai and Zheng (2017)

Kerremans, Koen, Cox, Antoon, Lázaro Gutiérrez, Raquel, Rillof Pascal & Stengers Helene

On the Use of Technologies in Public Service Interpreting and Translation Settings

Technology has a far-reaching impact on every aspect of professional translation and interpreting. Technological advances are bringing about new possibilities for providing these services to different types of clients but are at the same time also causing new challenges or even raising some concerns (e.g. with respect to quality) in certain areas of translation and interpreting. In the present article, the authors will home in on the use of technologies in the context of public service interpreting and translation (PSIT). Previous studies show that the provision of translation and interpreting services in public sectors has undergone changes as a result of technology uptake (Braun, 2015; Chan et al., 2010; D'Hayer, 2012; Fernández Pérez, 2015; Lázaro Gutiérrez & Sánchez Ramos 2015; Murgu & Jiménez 2011).
The aim of our study is to gain a deeper understanding of how technologies are used in the context of PSIT practices and training by focusing on the possibilities, challenges and concerns related to these technologies. The focus in this study is on different types of technologies – such as computer-assisted translation (CAT) tools, computer-assisted interpreting (CAI) tools, corpus-based tools, remote interpreting systems, terminology management systems, machine translation systems – as well as (digital) specialised language resources, such as glossaries or terminological databases.
In particular, in the beginning of 2018 a survey will be distributed within the European Network for Public Service Interpreting and Translation – also known as ENPSIT (Rillof & Buysse, 2015) in order to collect and compare data on

the use of these technologies and resources by different target groups: a) public service providers; b) community interpreters/translators and c) institutions providing PSIT training. Representatives from these different target groups will be asked to reflect on questions related to the possibilities, challenges and concerns of these technologies in the context of PSIT practices and training.
In this presentation, the authors will discuss the research design of the study (aims, motivation and method) as well as its major outcomes and reflect on possible avenues for further research.

Koenraad, Ton

Models, strategies and resources developed in selected EU projects relevant for m-learning pedagogy development and teacher training in Language Education.

The growing interest in mainstream education to explore the potential of mobile learning also implies a challenge for teacher education institutions to provide related pedagogical training and guidance in addition to necessary technical training for inservice teachers while professionalising more staff to incorporate mobile learning in their programmes and curricula for initial teacher education (Naylor & Gibbs, 2015; Burden & Hopkins, 2016).
In line with recommendations (UNESCO, 2013) and conclusions (Wishart, 2018) considering professional development the key issue for sustainable mlearning-based innovation in schools we will review key outputs and interim results of a number of recent related EU projects we participate(d) in on behalf of TELLConsult and briefly present ways to exploit the currently available resources for teacher education and/or continuing professional development (CPD) in language education.
We will report on three projects either because of their specific focus on the use of mobile technologies for language teaching and learning (iTILT2) or because of the relevance of their m-learning related research and generic practical frameworks and toolkits to design and evaluate mobile teaching and learning scenarios (DEIMP) or for a specific educational dimension (TABLIO).
Below we briefly introduce the projects mentioned.
Interactive Teaching in Languages with Technology (iTILT2, 2015-2017), is a professional development project researching the effective use of Interactive Whiteboards (IWB), tablet PCs, smartphones and videoconferencing software, both independently and in combination, to support interactive approaches to language teaching with classroom technologies. One of its results is a sample of video registrations of technology-mediated teaching practices showing how mobile technologies can be used inside and outside the classroom to encourage collaborative language learning. (Koenraad, 2016). For its realisation a collaborative action research approach was used, developed and refined during the preceding project (iTILT, 2011-2014) involving video stimulated reflective dialogue (Cutrim Schmid & Whyte, 2014; Whyte. 2015) Other outputs include an e-resource with didactic theoretical principles and practical design guidelines.
The project ‘Designing and Evaluating Innovative Mobile Pedagogies’ (DEIMP, 2017-2020) is a R&D oriented partnerships between university based teacher educators, school teachers and school leaders in order to design, develop, test and refine innovative pedagogies using mobile technologies.
In addition to a scoping study on the current state of mlearning a key output is a mobile app to support the developing and evaluation of innovative mobile pedagogies, designed and tested between the partners and a network of 24 associated partner schools working as part of a transnational network. The project builds on the results of a preceding project ‘Mobilising and Transforming Teacher Educators’ Pedagogies'(MTTEP, 2014-2017), with results including the Mobile Learning Toolkit (www.mobilelearningtoolkit.com) and the ground work for the Mobile Learning Network for Teachers launched earlier this year.

Finally, the project 'Tablets for classroom inclusion and differentiation' (TABLIO, 2016-2019) is developing a toolkit containing design principles & templates and evaluation criteria for the use of tablets for differentiated instruction and inclusion purposes based on a joint literature research study by the project partners. To support the implementation process the teacher education project partners collaborate with schools in their regional networks by participating in teacher design teams.

Laposhina, Antonina

The toolkit for text complexity measurement for Russian Foreign Language: the current state of work

This paper gives a concept of an instrument for automatic readability measurement and recommendations for the text simplification for Russian as a Foreign Language (RFL). We use a machine-learning approach with a range of lexical, semantic, morphological and syntactic text features. The ways of using such toolkit in educational process are also discussed.

Lebedeva, Maria

Towards a Skill-Balanced Language MOOC: a Case of the Russian Language Online Course

The phenomenon of MOOC could be called one of the most promising innovations of the 2010-s. Actually, it has given a great impact on the educational field in terms of openness, affordability and accessibility of valuable and – in earlier times – privileged knowledge. But regarding the pedagogical aspects, the bold predictions of the great MOOC revolution in a way we learn and great changes in the pedagogies that underlaid in MOOCs turned out to be unfulfilled aspirations. The majority of modern MOOCs are based on the very traditional chalk-and-talk approach: students are intended to watch a lecture, gain some theoretical information or some way of task solving and then complete tests. Instead of connectivism heyday, the behavioral approach has expanded in the web-educational landscape.

Leaving aside the evaluation of these global trends, we just would note that, in the field of language learning, a 'standard' MOOC framework poses evident challenges. The most of language MOOCs we analyzed for this study is constructed as a kind of multimedia phrasebooks with a number of tasks aimed at memorization of the useful language, or as courses focusing on grammar-vocabulary aspect and, at best, receptive skills. However, within the communicative approach, the perfect language course implies the balanced proportion of all four language skills, both receptive (reading and listening) and productive (writing and speaking). Knowledge of grammar patterns or vocabulary is valuable not in itself, but in the ability to use and decode language items in the communication. Utilizing the basic MOOC framework for the design of such language courses seems to be a challenging instructional problem.

The proposed paper is based on the experience of developing and conducting a MOOC on the Russian language (A0-A1 level), which was initially conceived as a skill-balanced communicative course for autonomous studying. The course was published at the PushkinOnline platform (pushkininstitute.ru) and was taken by more than 5000 students with different native languages. The ways applied for transferring traditional classroom communicative activities into the online educational environment are described, taking into consideration both content and technological issues.

The analysis of the variety of interactive activities, including learner-computer and learner-learner interaction, has a significant place in the paper. Also, the preliminary implication of different telecollaborative tasks derived from connectivist MOOCs is discussed and evaluated in terms of their effectiveness, applicableness and ability to stimulate learners in such kind of courses. Lessons learned during this research and development project are considered to be useful for instructional designers worked in the field of digital language learning.

León-Araúz, Pilar & Reimerink, Arianne

Improved Knowledge Rich Context Extraction for Terminography

Knowledge Rich Contexts (KRCs) (Meyer 2001) are one the usual data categories contained in terminological knowledge bases (TKBs). KRCs are conceptually valuable contexts because they contain a term of interest in a particular domain semantically related to other terms. KRC extraction is thus essential for terminographic research. One of the most common approaches to find them is to search for knowledge patterns (KPs) in corpora. KPs are the linguistic and para-linguistic patterns that convey a specific semantic relation in real texts. For instance, some of the simplest examples of generic-specific KPs are x such as y, x is a kind of y and As include Bs, Cs and Ds (Meyer 2001). For contexts to be regarded as KRCs they should indicate at least one conceptual characteristic, whether it is an attribute or relation (Meyer 2001: 281). However, obtaining as many items of domain knowledge in as few KRCs as possible would greatly facilitate terminographers' work. For instance, the following fragments are highly valuable KRCs because they combine different KPs (in italics) conveying different semantic relations (i.e. hyponymy, meronymy and causality) between many different concepts belonging to the environmental domain (in bold):

1. Nue ardentes are but one type of pyroclastic flow, which include a variety of mixtures of volcanic blocks, ash, gas, and lapilli that produce volcanic rocks called ignimbrites.
2. Contact metamorphism of carbonate rocks produces skarn deposits containing minerals such as wollastonite, tremolite and grossular garnet, spessartine garnet and andradite garnet.

The aim of this paper is to show how KRC extraction can be improved through KP-based sketch grammars (León-Araúz et al. 2016) designed within the well-known corpus analysis tool Sketch Engine (Kilgarriff et al. 2004) and applied to the EcoLexicon Environmental Corpus, which is freely available in Sketch Engine's open corpora. After compiling the corpus with the sketch grammars, new semantic word sketches can be combined in more advanced queries in order to collect these highly valuable KRCs. Based on this collection, we provide a KRC classification according to concept type, semantic relations combined and the order in which these are usually conveyed. In a cyclic way, the extraction of improved KRCs allows us to refine the list of KPs with which sketch grammars can be improved.

Martínez Sierra, Juan José

PluriTAV: Audiovisual Translation as a Tool for the Development of Multilingual Competences in the Classroom

We live in an increasingly global and multilingual society, where being able to use one or more foreign languages is becoming an essential skill. In the Spanish educational context, attainment levels in English as a Foreign Language amongst secondary and higher education students are arguably insufficient (EF, 2015). This presents language

teaching with a challenge, which may be overcome by exploring new interdisciplinary perspectives such as Audiovisual Translation (AVT). Subtitling is perhaps the AVT modality that has attracted the most research attention for language learning and teaching purposes (Sokoli, Zabalbeascoa y Fountana, 2011; Lertola, 2012; Talaván, N. & J. Ávila-Cabrera, 2015), although scholars have also looked at dubbing (Chiu, 2012; Navarrete, 2013) and audio description (Vermeulen, 2003; Martínez Martínez, 2012). In this context, this paper presents the newly awarded project PluriTAV (funded by the Spanish Ministerio de Economía, Industria y Competitividad), which intends to bring together language teaching and AVT in the higher education sector, taking advantage of ICT. One of the main objectives of the project is to create a freely accessible online platform where both language practitioners and students will be able to, for example, dub, subtitle and audio describe clips from a pool of multimedia language activities in English, Spanish and Valencian as part of their language learning practices. A number of sample activities are being designed and piloted amongst university language students with a view to exploring the influence that interlinguistic transfer from translation activities can exert on the students' multilingual competences. A selection of activities will be showcased during this presentation and the design of the pilot study will be presented.

Montaner-Villalba, Salvador

The use of KAHOOT in the English foreign language classroom within the CLIL approach

This paper aims at verifying whether students from a state Spanish school and, in particular, a Compulsory Secondary Education and A-level school have improved their knowledge of the vocabulary specialized in the area of Geography by the end of the academic year. This article shows the idea of using Kahoot, as a language learning app, to complement traditional non-university level courses of English as a foreign language. These kinds of apps utilize adaptive learning technologies, which can adjust the tasks to the level of each student. In this work, Kahoot was used as part of the program of studies in two English courses, one an elementary English course (level A2, 4th Compulsory Secondary Education) and the other one an intermediate course (B1, 1st year at A-level), both levels within the Spanish educational system. The students used the app online, basically in its mobile version. The functionality of Kahoot, the type of tasks which can be undertaken, and how learning is achieved are described. Preliminary outcomes show that Kahoot is a mobile app, which is easy to use in the foreign language classroom, and, even though Kahoot's options are not based upon communicative competence, this tool has learning potential enough to motivate students within the learning process and, in particular, for revising vocabulary. The Action-Research method is used to carry out this research after the initial questionnaire at the beginning of the academic year. Spanish teenagers from 4th Compulsory Secondary Education and 1st year at A-level enjoy learning English and, in particular, in the area of Geography with Kahoot in its mobile version due to various features, such as its ease of access on a mobile device, its gamified aspect, and the various tasks which are available. Some possible ways to include Kahoot into English as foreign language courses are discussed, bearing into mind to use it as a complement to the curriculum, but mainly regarding its value to reinforce vocabulary acquisition through various types of activities that Kahoot itself proposes.

Pomposo, Lourdes & Arrosagaray, Marcelino

The Elite Project: Teacher perceptions on the integration of digital enriched texts in the classroom. Pilot practice results

English as a school language has greatly evolved in Spain, reaching unprecedented prominence in bilingual programs from Infant and Primary to Secondary Education. Likewise, access to technologies is becoming easier under many formats and the standardisation of their use is more and more present in the teaching setting. Our aim in the eLITE project (Edición literaria electronica/Electronic literary Editing) is to design new digital materials in the way of "enriched texts" and analyse their impact on students´ learning experience. These digital materials are intended to encourage students to interact not only with the text itself in two languages, Spanish and English, but also with icons which contain audio effects, videos, images, music, cultural references and the like. At the same time, these materials will definitely allow teachers to monitor students´ comprehension strategies and project follow-up practice on the texts being read, enabling students to develop the reading behaviours they need to be successful readers. After the initial pre-design study carried out, and the design itself of "A city of books", the first of our enriched texts, our research intends to explore teacher perceptions on the implementation of instructional practices involving the use of this specific didactic material. This paper therefore analyses the pilot results obtained from the teachers' initial practices to shed some light on how best develop enriched texts

Pyysalo, Jouna, Hulden, Mans & Sahala, Aleksi

On the next-generation etymological dictionaries generating their own data entries with digitized sound laws in Indo-European and beyond

1. Introduction

Etymological dictionaries are based on the comparison of related languages of a language family, exemplified by Indo-European in this paper. A language family is descended from a historical proto-language from which the individual languages developed through their characteristic sound changes and differentiation of vocabulary.

Traditionally etymological dictionaries present language families by means of non-formal sound laws, sometimes disputed, sometimes even demonstrably false. The emergence of digital humanities is a game changer also in etymological lexicography: Using finite-state transducer technology it is possible to reconstruct the proto-language, digitize the sound laws, and automatically generate the data entries of the cognates. As a result, the first next-generation digital etymological dictionary in the world, Proto-Indo-European Lexicon (PIE Lexicon), already recreates the historical development of Proto-Indo-European into the Indo-European languages in digital form at http://pielexicon.hum.helsinki.fi.

2. The reconstruction of the proto-language

The comparative method postulates the proto-language of a language family by reconstructing the proto-words exclusively based on the measurable features of the data. If correctly postulated, the proto-language is the equivalent of the linguistic material in a compressed form. The principle of regularity of sound change further allows us to turn the direction of the derivation, i.e. generate the attested forms of the languages directly from the proto-language by means of regular rules representing sound laws.

3. The digitalization of the Indo-European sound laws with foma

The sound laws express changes in which the Proto-Indo-European phoneme *x yields an Indo-European phoneme *y, i.e. implications 'if x, then y'. Due to this format the sound changes can be easily digitalized with available technologies. After the sound laws have been given a digital formulation, executed by the foma code reader

(https://code.google.com/archive/p/foma/) used in PIE Lexicon, all sound laws of every Indo-European language are arranged in the order in which they historically took place. The chronologically arranged sound laws form the foma script of the respective language, an executive file that generates the lexical entries of the target language from the respective reconstructions. Consequently the inherited vocabularies of the Indo-European languages can be automatically recreated as far as the consistent, provable sound laws permit. This has already been accomplished in PIE Lexicon, where more than 120 of the most archaic languages and dialects are generated as of today.

4. Conclusions and results

Finite-state technology is scientifically neutral and applicable as such also to other language families as far as their data allow the reconstruction of a proto-language and the coding of a consistent sound law system. Consequently, future digital etymological dictionaries, no longer restricted to Indo-European (in PIE Lexicon), can include the bulk of data of the traditional etymological dictionaries, all of which are derived from the proto-language by means of automatic sound laws. This will result in a considerable simplification and unification in lexicology, the fruits of which will benefit not only linguistics, but human communication in general.

Read, Timothy, Sedano Beatriz & Bárcena, Elena

Tailoring Language MOOC design for migrants and refugees

This research presented here is part of the Erasmus+ project MOONLITE (Massive Open Online courses eNhancing Linguistic and Transversal skills for social inclusion and Employability, https://moonliteproject.eu, ref.: 2016-1-ES01-KA203-025731; Read et al., 2017), which has, as its main goal, the application of MOOCs for refugees and migrants in order to help them develop the language competences and entrepreneurial skills they will need for social inclusion, employment, and/or accessing higher education, in the country in which they find themselves.

Specifically, this research focuses on the way in which Language MOOCs (or LMOOCs; Martín-Monje & Bárcena, 2015), deployed on mobile devices (Bárcena & Read, 2014), can effectively be used by refugees and migrants. The study reported here outlines the design of two Spanish Language MOOCs, based on an exhaustive needs analysis, that are being developed by the ATLAS research group in collaboration with NGOs and refugee support associations in Spain who work to help, educate, and legally advise these people.

The whole design process is described: firstly, a needs analysis based on qualitative data collection with questionnaires, interviews and work sessions with support associations and displaced people is undertaken. Secondly, the course design considering specific criteria (technological, linguistic, methodological, cultural and ethical) that MOOCs for migrants and refugees should have is presented. Thirdly and finally, the support scaffolding and tutoring provided through collaborative work including the support associations is detailed.

Based upon the arguments developed in the previous sections, it is concluded that the design and development of a LMOOC for refugees and migrants should follow the steps outlined here that reflect methodological, technological and sociocultural needs that this group of people have. Furthermore, it is argued that the collaboration between interested stakeholders such as higher educational institutions and support groups is crucial to achieving effective ways of social inclusion for these collectives.

Rigouts Terryn, Ayla, Hoste, Véronique & Lefever, Els

Multilingual Hybrid Automatic Term Extraction: Application and Evolution

Accurate terminology is essential for professional communication, but also complex and challenging to translate. To improve multilingual communication, automatic solutions have been developed to detect terms and their equivalents in other languages from corpora. We show how a hybrid approach to multilingual automatic term extraction from parallel corpora can be used in a practical application for search engine improvement. 'Hybrid' means that both linguistic (e.g. part-of-speech patterns) and statistical clues (e.g. termhood and unithood measures) are used for monolingual term recognition. Subsequently, by applying word alignment on the parallel corpus, two bilingual term lists are obtained, which can be joined into a trilingual term list with the use of a pivot language. This trilingual list is then used to improve search engine recall. Not only does the list provide potential equivalents for each term in the other two languages, this methodology also reveals semantically related words because all potential translations are grouped. For instance, 'venom', 'toxin' and 'poison' are three possible translations suggested for the Dutch 'gif'.

While this approach is successful and yields usable results, the necessity of an aligned parallel corpus of human translations is a huge constraint. Such corpora are expensive to create, can become rapidly outdated and are simply not available for very specialised domains and under-resourced languages. To overcome this data acquisition bottleneck, multilingual term extraction is evolving from parallel to comparable corpora, i.e. multilingual collections of texts about the same (limited) subject, preferably in a similar style, but no translations. The advantage is that these corpora are easily (and automatically) compiled and updated. The drawback is that it greatly complicates the task of finding term equivalents across languages. With comparable corpora, there is no way to tell where an equivalent may be located, or even if it is available in the corpus. Inspired by the success of hybrid methodologies for monolingual term extraction, a similar approach with multiple, complementary clues is often adopted to locate term equivalents in comparable corpora, with promising results. Nevertheless, precision and recall are inevitably lower than with parallel corpora, so it is especially important to fine-tune the monolingual term recognition component as well, to avoid error percolation.

In conclusion, automatic terminology extraction has achieved an accuracy which already makes it a useful tool for a multitude of tasks and continues to evolve to overcome the data acquisition bottleneck.

Rodríguez Arancón, Pilar & Costal, Tomás

VICTOR II: Voice-over to improve oral production skills

The potential of the active use of Audiovisual Translation tools in a Foreign Language context has been analyzed by scholars in the last two decades (Williams and Thorne 2000, Burston 2005, Talaván 2010, Sokoli et al. 2011, Chiu 2012, or Lertola 2015), although not all techniques have received the same level of attention. There had been no studies centered on the didactic use of voice-over. Thus, the authors decided this would be the focus of their research in a previous pilot study, which confirmed that the use of voice-over activities as a didactic tool clearly contributed towards the improvement of students' oral production (Talaván and Rodríguez-Arancón, forthcoming).

Those positive results inspired the launch of a revised proposal asking for participants from the C1 online course at the Online Foreign Language Centre of the Universidad Nacional de Educación a Distancia (UNED). The volunteers who took part in this collaborative task-based project were asked to produce new audio track versions of four videos and also to undertake some peer-review on the work carried out by other students. The experience was analysed by the researchers through language assessment tests (related to the improvement in pronunciation after their

participation in the project), questionnaires (that the participants completed before and after the experience) and observation (Talaván and Costal, 2017).
This reformulation proved to have smoothed the main problems detected in the design of the pilot study with the introduction of gamification in the tasks, a system of rewards and a lower workload for the participants. It also focused only on those problematic pronunciation aspects which had been detected as still challenging at this level of English.

Rojas-García, Juan, Batista-Navarro, Riza & Faber, Pamela

Conceptual information extraction regarding named bays from a specialized corpus

EcoLexicon (http://ecolexicon.ugr.es) is an electronic, multilingual, terminological knowledge base (TKB) on environmental sciences. Since most concepts designated by environmental terms are multidimensional and dynamic (Faber, 2011), the flexible design of EcoLexicon permits the contextualization of data so that they are more relevant to specific subdomains, communicative situations, and geographic areas (León Araúz et al., 2013). However, to facilitate the geographic contextualization of concepts such as those belonging to the semantic category of LANDFORM, it is necessary to know what typical processes – natural or artificial – affect each type of landform according to the research papers published by experts, depending on its geographical location, and how the processes interact each other (wave erosion, accretion, hurricane induced erosion, etc.).
This paper describes a semi automatic method for extracting knowledge about processes affecting bays as a type of landform, from a specialized corpus of English Environmental Science texts. The Standford Named Entity Recognizer (NER) (Finkel et al., 2005) was first applied to an initial corpus on environmental sciences, manually collected for EcoLexicon, consisting of 24 million tokens. The NER automatically labels sequences of words in the corpus which are the proper names of three entities: PERSON, ORGANIZATION, and LOCATION. This research targeted the entities annotated as LOCATION since these include the names of bays (Bay of Bengal, Haifa Bay, Bay of Fundy, etc.).
For all the named bays recognized in the corpus, their respective geographic coordinates, i.e. longitude and latitude, were automatically retrieved from Google Maps API and then automatically visualized on top of a static map, with rectangles that further informed about the occurrence frequency of each named bay in the corpus – the darker the rectangle, the larger the frequency of occurrence (see Figure 1). This type of visualization accounted for the representativeness of the corpus in reference to the location of bays and the number of times that they were mentioned. Moreover, a hierarchical clustering technique was deployed in order to group the named bays, based on their latitude and longitude. This allowed us to automatically annotate each bay with the geographical area (Florida, California, Spain, The Netherlands, etc.) it belongs to.
For each bay, the documents in which it appeared were extracted from the initial corpus. Then, additional research papers for each bay were automatically retrieved from Scopus Database, by means of its API, in such a way that the named bay was mentioned in the title, abstract or keywords of the documents and they belonged to the discipline of Environmental Sciences.
Subsequently, the compiled corpus was lemmatized to obtain a document term matrix of co occurrences, where only the terms in the columns evoking processes were manually selected and then transformed into binary variables (presence vs. absence). Finally, the clustering technique ROCK for categorical variables (Guha et al., 2000) was adopted to group the named bays, based on the processes that affect them, as reflected in the corpus data. In addition, an association rules machine learning method was also employed to discover relations between the processes in the form of "if X and Y, then Z".
The preliminary results show that there is a slight correlation between the geographical areas of the named bays and the processes affecting them. Furthermore, a set of interesting association patterns reveals connections between

the processes. Once these experimental results were validated by Coastal Engineering experts, the knowledge extracted with this method facilitates the geographical contextualization of EcoLexicon with regard to bays, in the sense that a specific named bay can be linked to its more highly associated processes dealt with in the corpus data.

Rossetti, Alessandra

The Internet and machine translation: technologies for accessing and translating online medical content

The Internet is widely consulted by users searching for health content (Trotter and Morgan 2008), both for everyday needs and in the context of health emergencies (Generous et al. 2014). In particular, Wikipedia has emerged as an important source of medical knowledge (Institute for Healthcare Informatics 2014; McIver and Brownstein 2014). Online health content is often available in English only (Heilman and West 2015) and the specialised medical language that characterises Internet pages might render them difficult to comprehend, especially for non-native speakers of English with a limited level of English proficiency (Yasseri, Kornai and Kertész 2012). Machine translation (MT), and particularly freely available MT systems, might help overcome language barriers by allowing Internet users to obtain translations of medical content into their native languages (Kirchhoff et al. 2011). Nonetheless, due to the errors and inaccuracies that characterise raw MT output, using MT systems without validation from domain experts might prove problematic in the health field, where inaccurate information might result in threats to health or life losses.

Against this background, we conducted a survey among non-native speakers of English residing in Ireland with the goal of collecting data on their use of the Internet and of online MT systems to access and comprehend healthcare information. The focus was mainly on: the type of content that they look up; the websites that they consult; the language(s) in which they carry out their health-related online searches; the comprehension problems that they may encounter when reading health content in a specific language; and the frequency of use of MT to translate online health content. 86 eligible respondents were included in the analysis.

Overall, our findings confirmed that the Internet (and in particular, Wikipedia) have become widely employed sources of healthcare information. We also observed that gender may influence the type of information that are most frequently looked up, and that the language in which online searches are conducted is influenced by level of English proficiency. Moreover, a number of participants reported having comprehension problems regardless of the language in which health content is delivered, thus possibly indicating that the very characteristics of specialised medical language might hinder reading comprehension. Finally, most participants reported adopting MT to translate online health content, but participants with a limited level of English proficiency reported using it with more frequency.

Despite the limited number of respondents, our findings shed light on the need to exploit the full potential of specific websites in disseminating health content by simplifying their language to increase its readability and machine translatability (O'Brien 2010). In turn, this would reduce the vulnerability of Internet users in case of health threats.

Sánchez-Ramos, María Del Mar

Integrating Post-Editing (PE) and Machine Translation into the Computer Assisted Translation (CAT) technology curriculum: some pedagogical implications

In 1996, Dr Minako O'Hagan published her book The Coming Industry of Teletranslation. Under this suggestive title, she painted a new horizon of communication for translators and language service providers, underpinned by new telecommunications systems. Changes in society and the arrival of new technologies were bringing in a new panorama for the world of translation. Computer-assisted translation (CAT) tools have become the best resources for the 21st century professional translator and occupy a prominent position into the translator training programs (O'Hagan, 2013). However, Machine Translation (MT), an activity whose popularity is growing among the professional and academic fields, is facing a negative attitude in the translators' community. Postediting, as one of the tasks related to MT, is regarded as a mechanical and less 'human' activity (Witczak, 2016) if compared to other translation related activities (i.e editing). Our proposal is an on-going exploratory research carried out in a university setting as part of the Degree in Modern Languages and Translation (University of Alcalá, Spain). The aim is to introduce machine translation and postediting tasks to trainee translators into de CAT technology curriculum as part of new professional scenarios. In doing so, we designed a module on MT and PT where students must evaluate and postedit the machine output of three different and well-known machine translation engines (SystranNET, SDL FreeTranslation.com and Google Translate). In order to know the general attitude to this module, students completed a final survey. We will focus on the main components of this teaching module (need analysis and module structure) and the qualitative data obtained from our research, a small-scale study carried out from the standpoint of course validation. Upon examination of these data, some areas were identified to take into account for future CAT technology curriculum design.

Sedano, Beatriz

Enhancing the communicative competence and communities of practice through MOOCs: The case of "Spanish for travellers"

Language MOOCs (Massive Open Online Courses) or LMOOCs, whose content is related to the teaching of a foreign language, are an incipient but growing field of research (Martín-Monje & Bárcena, 2014). Existing literature (Colpaert, 2016; Rubio et al., 2016; Teixeira & Mota, 2014) points out that one of the main benefits of MOOCs in the context of language teaching is the opportunity to bring together seemingly geographically isolated learners with different global backgrounds and to create a genuine community of practice in which participants can carry out real-world tasks (Council of Europe, 2002). Generally these learners have a common interest or purpose in the use of the language, making LMOOCs suitable for learning languages in specific areas or for specific purposes (Godwin-Jones, 2014).

This study shows the design and implementation of a Spanish LMOOC aimed at the specific field of tourism. It has been created taking the traveller's communicative point of view, following the CEFR's (Common European Framework of Reference) Action-oriented approach (Council of Europe, 2002) and is based on an exhaustive needs analysis. Likewise, one of the main objectives has been to establish a community of practice for Spanish learners interested in travelling and using the language to become autonomous speakers through the use of forums and social networks.

It is a qualitative study in which the data collection includes pre- and post-questionnaires and interviews with students interested in this specific field, teachers of Spanish as a foreign language (ELE), as well as interviews with

experts in Languages for Specific Purposes (EFE). The triangulation of data, sources and techniques has been complemented by an exhaustive analysis of official documents, materials and manuals of ELE and EFE, which has been led to the identification of the aims and objectives of the students, the determination of the contents to be included in the courses and the selection of learning activities, materials and evaluation methods.
The results suggest that the creation of a LMOOC based on a prior needs analysis, with the use of social networks, OER (Open Educational Resources) and peer review activities (P2P) greatly favours the development of participants as autonomous learners able to act as social agents and improve their communicative competence in the specific field of tourism as travellers.

Strandqvist, Wiktor, Santini, Marina, Lind Leili & Jönsson, Arne

Towards a quality assessment of web corpora for language technology applications

Creating reliable domain-specific web corpora to be used in language-technology applications is not a trivial task, because the reliability and the performance of the final applications depend on the quality and appropriateness of the underlying corpora. Web corpora are normally used in many language technology applications such as ontology creation from texts, paraphrase detection, lay-specialized terminology and so on. In our study, we investigate a practical approach to create and validate the quality of specialized and domain-specific corpora bootstrapped from the web.
We propose a two-step approach, namely:
1) Automatic extraction and evaluation of term seeds from use cases, personas and scenarios;
2) Creation and validation of specialized and domain-specific web corpora bootstrapped with term seeds automatically extracted in step 1.
In the first step, we build a term extraction algorithm that can automatically identify term candidates in project-specific use cases, personas and scenarios. These texts are narratives that describe a "system's behavior under various conditions as the system responds to requests from stakeholders" (Cockburn, 2000) and are nowadays normally included in many language technology projects (e.g. see Henkel et al. 2015). Use cases, personas and scenarios are relatively short texts - only a few dozen pages (see Pressmann, 2005:657) - normally written by domain experts who know how to correctly use terms in their own domain. For this reason, we argue that they are a convenient textual resource (when available) to automatically extract term seeds to bootstrap specialized web corpora, thus overriding any tedious and sometimes controversial or arbitrary process normally required to compile term lists (e.g. see Vivaldi et al., 2007; Loginova et al., 2012). In our study, we focus on the medical terms that occur in use cases, personas and scenarios written in English for E-care@home , a multi-disciplinary project that investigates how to ensure medical care at home for the elderly. We complete this step with the evaluation (Precision and Recall metrics) of the term extractor against a gold standard made of SNOMED terms. The challenge of this phase is to create an accurate term extractor based on a relatively a small textual resource, a task that is still under-investigated since most of existing term extractors are based on large corpora (e.g. Park et al., 2002; Nazarenko and Zargayouna, 2009).
In the second step, we use the term seeds extracted in the previous step to bootcat (Baroni and Bernardini, 2004) a medical web corpus and evaluate the quality of the corpus. Leveraging on the web as a textual source for language technology applications is a well-established idea (e.g. Kilgarrif et al. 2010) and many general- or special-purpose corpora have already been created. While bootstrapping a web corpus is common practice (many tools exist, either based on crawling or on search engine queries), the validation of web corpora is still a grey area. Currently, there is little research available on this topic (among the few who address the issue: Ciaramita and Baroni, 2006; Eckart et al., 2012; Schäfer et al. 2013; Kilgarriff, 2014) and approaches are not standardized, so it is not possible to compare

results. In our study, we analyse and test several corpus profiling measures (e.g. Rayson and Garside, 2000; Oakes, 2008; Nanas and De Roeck, 2008) and propose answers to the following questions: What is meant by "quality" of a web corpus? How can we assess the quality of a corpus automatically bootstrapped from the web? What if a bootstrapped web corpus contains documents that are NOT relevant to the target domain? Can we measure the domain-specificity of a corpus?

Strobl, Carola & Satar Coen, Müge

Electronic feedback on second language writing: A plethora of choices

This presentation gives an overview of recent research related to electronic feedback on second language writing provided by human reviewers on the one hand, and by automated feedback systems on the other. This overview is underpinned by a theoretical background of multimodality for meaning-making in communication and learning (Bezemer & Kress, 2016), characterising feedback according to the mode, or the combination of modes, in which it is presented.

Within the process-oriented approach that has gained momentum in writing instruction since the 2000s, there has been growing research interest in formative feedback and how it should be provided to achieve revision success. Recent web 2.0 applications for computer-mediated communication used in the language learning classroom offer a multitude of options for electronic feedback on writing by human evaluators, including a variety of written, audio and video modes, and combinations thereof. A review of related research published in the last decade shows that these new opportunities have been adopted by language instructors. However, we find that studies on feedback in written modes still largely prevail over those investigating oral and video modes. Research also indicates that the success rate of feedback depends on a variety of factors, among which learner characteristics and instructional setting. Still, delivery mode and its affordances have been shown to play a crucial role in feedback uptake and therefore deserve continual research attention.

At the same time, language technologies have evolved to such an extent that it is possible to provide automated feedback on free text input. This potential is being explored by a growing number of online writing aids, ranging from simple grammar checkers to systems that evaluate genre adequacy, e.g., of academic papers. Automated feedback differs from human feedback in a variety of aspects, among which the degree of accuracy in detecting erroneous language use. Due to this uncertainty, automated feedback is necessarily formulated in a more tentative, indirect way, which also impacts on the chosen mode for feedback presentation (e.g., highlighting of potential erroneous language use along with tentative hints for revision rather than direct correction in track change mode).

In this presentation, we bring together the insights from research on multimodal human feedback and automated feedback systems in view of future software development. We see high potential for cloud-based specialty systems for electronic feedback that combine the two different sources (human and automated) with options for different modes of feedback presentation. If feedback providers and receivers can tailor such systems to their needs and preferences with regard to feedback content, source, and mode of delivery, those can be used in different instructional settings as well as with different learners in terms of acquisition level and learning preferences.

Theodorou, Kyriaki

The Implementantion of CALL as a Vocabulary Learning Strategy Among EFL Greek Students

Computer assisted language learning has recently become a trend in second language acquisition. Contradicted to more traditional language learning methods like multiple intelligences and communicative language learning, CALL seems to be an alternative way of both teaching and learning, developing pedagogical but simultaneously technological dimentions in the whole educational process. indeed, the last decades the insertion of interent technology in the teaching and learning process has been gradually increased, as larger amounts of students own personal and various internet devices. The autonomy that CALL provides in combination with the flexibility and the multimodality of the material seem to attract not only professional teachers' interest but also the interest of a vast majority of students. As far as english vocabulary learning is concerned, CALL can be thought as an effective enough strategy that enables students with the choice of not only learning but also with the chance of practising, experimenting and finally acquiring english words almost autonomously and unconsciously. In this research paper an attempt of analysing the learning strategies embedded in CALL will be made, presenting comparative similarities and differences between CALL and various traditional learning strategies.Furthermore, the results of 300 EFL Greek students who were asked via questionnaires in what extend and how they prefer to use computers in english vocabulary acquisition, are going to be analyzed according to age and gender. A comparing also analysis based on several researches among European countries concerning the impementation of CALL among EFL students will be presented, in attempt to find similarities and differences between students' preferences and attitudes towards English vocabulary learning. The effect of internet in learning a foreign language and the extend of its use amongAny cultural and national specific characteristics will be taken into account as CALL will be faced under a holistic but also particularised pedagogical view.

Traxler, John, Read, Timothy, Barcena Elena & Kukulska-Hulme, Agnes

Mobile open social language learning: towards a paradigm shift

The objective of the SWITCHED-ON project (funded by the Spanish Ministry of Economy and Competitively; ref.: FFI2016-80613-P; Read et al., 2017) is to develop a paradigm to refine and typify mobile open social language learning (MOSLL) and move toward the validation of the hypothesis that its apparent predecessor or component educational paradigms, namely mobile learning, social learning, and open learning applied to languages, are now inadequate and that a paradigm shift is necessary.

As mobile technology has become more pervasive, the pedagogic practices related to its use have arguably lagged behind. Pedagogic models have suffered from a lack of response to the fluidity and fragmentation of language in the digital era and from lack of a recognition that personal digital technologies are now deeply complicit in the transformation of language and its social and epistemological contexts. The argument for the paradigmatic crisis in canonical mobile learning has already been made (Traxler, 2016) but centres around mobile learning's foundational axioms being situated in settings where mobile devices were scarce, fragile, expensive, where learning with mobiles was innovative and institutional (and the consequence of specific economic and political conditions) and where the research community's mind-set was a legacy or inheritance from 1990s e-learning. It is argued here that mobile learning has now ironically become static in some parts of the world, stuck in institutions that are not moving forward, doing what it did ten years ago but to ever-smaller audiences, while in others it has yet to be really exploited fully.

Social learning arises naturally from social interaction. In fact, it is hard not to learn from such interaction. Furthermore, sociality has changed and digitality is now a major factor; mobility and connectedness being the determinants of social interaction, and not geographical proximity and traditional groupings. The emerging sociality of mobility and connectedness define learning and for this reason social learning (newly defined) is argued here to be a fundamental part of the paradigm shift necessary for MOSLL. In a similar fashion, open learning emerges as a manifestation of the open movement, and is clearly a paradigm still in the process of being refined. Open content calls to the inquisitive mind, leading naturally (in a similar fashion to sociality) to new learning applications, and hence open educational resources (OERs) and related practices have emerged. However, progress in this area is not without problems. As a paradigm, open learning struggles to break through to wider popular acceptance and take-up despite continued official endorsement and in the face of the much stronger appeal of free systems, free software and free access. Open learning is arguably stuck between flat unstructured participative web2.0 ideologies and the hierarchic standards-driven web 1.0 institutions that try to promote it.

The need to move away from the individual paradigms of mobile, social, and open learning is developed in this paper, presenting a case for the way in which the mutual support and interaction provided by combining these paradigms leads to a new one, that of MOSLL. Furthermore, questions relating to its use and how it should be tested will also be discussed.

Valeiras-Jurado, Julia, Ruiz Madrid, Noelia & Jacobs, Geert

Computer-assisted multimodal discourse analysis for oral genre pedagogy: helping students design effective presentations

The present study explores how the use of digital language technologies coupled with Multimodal Discourse Analysis (MDA) can facilitate the teaching of oral genres. The mastery of specific oral genres is widely regarded as a desirable skill that students should acquire to become competent professionals in diverse fields. This is the case of Conference Presentations (CPs) in the academic field and of Product Pitches (PPs) in the business field (Morell 2015; Palmer-Silveira 2015). A salient characteristic of these presentations is their multimodal nature, or their use of a variety of semiotic modes to convey meaning, which has recently raised an increasing interest in multimodal approaches to genre pedagogy (O'Halloran et al 2015; Campoy-Cubillo and Querol-Julián 2015). Along this line, we argue in favour of a computer-assisted MDA approach to the teaching of oral genres such as CPs and PPs. Specialised software such as ELAN or Multimodal Analysis Video can be incorporated to teaching practices to analyse the actual use of semiotic modes in real corpora and therefore to explore the actual nature of oral genres. In this way students can be made aware of two key aspects: 1) the variety of modes available, and 2) the effects of using them in a coherent (or incoherent) way (Valeiras-Jurado et al. in press). We consider that both variety and coherence in the use of modes are crucial aspects in the design of effective presentations in order to convey a message in a clear and convincing way. In this sense, the introduction of specific software for multimodal analysis in the classroom can be a great contribution in courses such as Advanced Academic English: Conference Skills (Doctoral Schools, Ghent University) or the Master in English Language for International Trade (Universitat Jaume I).

Vanroy, Bram, De Clercq Orphée & Macken, Lieve

Predicting Difficulty in Translation: A Pilot Study

Automatically detecting translation difficulty of a given source text can be of paramount importance in a variety of fields. Of particular interest is an educational setting where texts of a relevant difficulty level are required to consequently grade students' translational skills. How can one choose a text that has the appropriate translation difficulty? The ultimate goal of the PreDict project (Predicting Difficulty in Translation) is to build a translatability prediction system that can analyse a source text and produce a difficulty score for the text as well as highlight the segments in said text that give rise to difficulties.

We present the outcomes of a first pilot study where we (i) explored correlations between process and product data and (ii) investigated the effect of translation entropy. We used the data collected in the framework of the ROBOT-project (Daems et al. 2017). In total, this data consists of eight English source texts that have been translated to Dutch by 10 students and 13 professionals. Important to note is that each translator was assigned four texts to translate and that data from eye tracking as well as keystroke logging was collected throughout the process, resulting in highly informative data for 92 translation tasks.

Regarding the process data, we can rely on various statistics gathered through eye tracking and keystroke logging such as pause information, self correcting and revision details, number of fixations and fixation duration, as well as information concerning the usage of external resources. For the product data, all translations have been annotated for errors following a specific error typology (see Daems et al. 2017). By investigating correlations, we aimed to discover whether there is a link between these two types of data and to expose possible differences between student and professional translators.

In addition to correlating process and product data, we also looked into the effect of entropy on translation difficulty, as it can be shown that the more translation options a translator can pick from, the more effort is needed for the task (Campbell 2000). This may mean that entropy also influences translation difficulty. The different translation choices could be quantified with entropy as discussed in Schaeffer et al. (2016). More specifically, we investigated whether entropy can explain variability between translators and whether experienced professionals have, for example, a better feel for dealing with multiple options than students.

Vazquez-Calvo, Boris

Language in the wild, gaming in the schools

The internet as a locus of learning has received much attention to date, both in formal (Anderson, 2008) and informal settings (Eraut, 2004), with the attention shifting from devices to uses. There have been attempts to connect the two worlds by means of, for example, personal learning environments, social media and self-regulation (Dabbagh & Kitsantas, 2012). In the field of language learning and Computer-Mediated Communication, there currently exists a particular interest in fan practices and popular culture, such as fanfiction (Black, 2006; Sauro, 2014), YouTube (Burgess & Green, 2013) or games (Gee, 2007). In identifying future lines of research for games and language learning, Peterson (2013, p. 136) suggests two questions: (1) "What are the potential benefits of participation in gaming in informal out-of-school settings?"; (2) "how can insights gained from the investigation of gaming in informal contexts contribute to the creation of pedagogies and curricula that optimize the opportunities for learning provided by online gaming?". In this paper, we undertake the task of trying to respond these two questions. With techniques from virtual ethnography (Hine, 2015), we will draw on an empirically informed study on Gaming.cat, a site of a Catalan-speaking community of gamers who play, review, comment and even translate

videogames for fun. We will look into the ecology of literacy practices of the site (Barton, 2007; Barton & Lee, 2013) and the "social semiotic space" (Gee, 2005) fans generate with their translations. With instances of self-directed and incidental learning, we suggest that gaming in language education should assume more of an enriched, sociocultural stance inclusive of gaming and "beyond-gaming" practices, like amateur translation. From our observation, results show that (1) gamers adopt different roles and functions, with a corresponding set of literacy skills attached to each, (2) gamers' literacies cover IT, language, and sociocultural skills, and (3) with amateur translation and hacking, gamers create an online space of co-construction and negotiation of meaning under authentic conditions of textual production, where language items on different levels (spelling, grammar, syntax, pragmatics) are discussed.

Vitalaru, Bianca & Rodríguez Galán, Laura María

Analysis of MOOCs on Translation in Spain and UK: perspectives and pedagogical potential

A MOOC is a massive open online course which, as its name suggests, is open to unlimited participation. It provides both traditional materials such as lectures, readings, but also short videos and interactive user forums for debate (Kaplan and Haenlein, 2016). Its open nature and its adaptation to users who are interested in learning but do not have access to more specialized intensive learning or do not enough time seems to make it a practical tool for learning basic information in a quick and easy way.

On the other hand, in the context of the recent use of MOOCs in distance education (approximately 10 years since their creation and 6 years since they emerged as popular) (Gimeno-Sanz et al., 2017), the use of MOOCs to teach different aspects related to translation and/or interpreting is even more recent. In fact, the number of MOOCs specifically focusing on providing basic training in the field of Translation and/or Interpreting is very low. Álvarez et al. (2016: 1) mentioned that there were no significant MOOC experiences in the field of translation. However, in the current research –based on MOOCs found through online search and in the most well-known MOOC platforms- we have found three MOOC courses related to translation aspects and one on Public Service Interpreting and Translation.

This paper in particular has two main objectives. On the one hand, it will focus on analyzing different aspects in the design, structure and general teaching perspectives in representative MOOCs on Translation available online and open to the general public, especially in Spain and UK, which based on our research, seem to be more active in this particular field. Their content is introductory but is specifically related to one or several aspects of translation: general translation, economic and financial translation, Open Translation tools and practices and applicability for teaching and learning in the academic area, and public service translation and interpreting/community interpreting. Specifically, we will compare aspects such as structure, content, language, teaching approaches, assessment, types of difficulties, user's level of participation and general evaluation.

On the other hand, it will also highlight the main technological aspects that ultimately affect both their structure and design, such as the online platform and its potential for the type of elements included, number of videos, duration, use of interactive elements, use of social media, etc. and the differences between the MOOCs analyzed.

The results will allow us to draw conclusions on the effectiveness of different strategies in the design of MOOCs in the field of translation in the context of open education, which can be useful for future MOOCs on specialized translation in Spain.

Workshops

Processing language with Python: an introduction

Patrick Goethals

In the current digital era, it becomes more and more important to have basic programming skills. In this workshop you will learn how the use of (relatively) simple Python scripts can boost your work with language data. By running pre-elaborated scripts, you will directly experience the possibilities that are offered by web crawling, automated data extraction and file handling.

You can follow this workshop as a demo, but if you want to work with Python on your own laptop, please follow the instructions that will be sent by mail.

The Many Voices in Me: Subtitling, Dubbing and Audio Description for the Development of Interaction and Mediation Skills

Tomás Costal and Anna Vermeulen

This hands-on workshop will try to convey the advantages of accessibility modalities and techniques as didactic tools in the foreign language class, placing a special emphasis on project-based approaches as well as the enhancement of interaction and mediation skills using mobile technologies. Its underlying principles are applicable to face-to-face, blended and distance learning environments.

By the end of the session, participants will have a much clearer idea of the potential uses of subtitling for the deaf and hard of hearing, intra- and interlinguistic dubbing or voice-over, as well as audio description, and they will be able to contribute new ideas and design classroom activities that may turn into long-term, large scale, institutional endeavours.

New Technologies and their application to the new trends in language learning: autonomous, collaborative, and ludic.

Cristina Calle and Ana Ibañez

In this workshop we will see different applications (Voice Thread, QStream, Phonopaper) that can be used in the foreign language classroom (and in other classroom settings too) in order to promote language learning in a playful, collaborative, and motivating way. We will present our own experiences with such applications, but, above all, we will analyze them together, so as to elicit the assistants' own creative ideas around their use. Discussion will be triggered around the convenience of using such applications, on the benefits and on the disadvantages this may bring.

Notes