LERC2026

7th International Conference on Language Education and Research

Language Acquisition at the Interface of Linguistic Theory and Practice

Subtheme: Linguistics and Language Learning in a Changing World



31 OCT - 1 NOV	25 PRESENTERS	24 PRESENTATIONS
2026	12 COUNTRIES	22 UNIVERSITIES

ONLINE | ALL PROGRAMME TIMES IN GREEK TIME (EET)

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Academic Partner

ANATOLIA AMERICAN UNIVERSITY

Welcome to LERC2026

A message from the Conference Chair



Dear colleagues, presenters, researchers, educators and delegates,

It is my great pleasure to welcome you to LERC2026 – the 7th International Conference on Language Education and Research. A conference is, of course, a place where research is presented. Yet its purpose extends considerably further. At its best, an academic conference is a space in which knowledge is produced, questioned, exchanged and transformed. Researchers bring evidence; educators bring experience; theoretical perspectives encounter classroom realities; and discussion creates possibilities for new research and practice. This understanding has been central to the LERC journey from its beginning.

The first International Conference on Language Education and Research was held in Athens in September 2019, creating an academic platform where established scholars, emerging researchers, teachers and university students could exchange ideas and research. Since then, LERC has developed through changing educational and global circumstances. The second conference moved online in 2020; LERC2021 explored *Teaching Beyond the Border: Variation, Innovation, Technology, Communication*; LERC2022 brought participants together in Thessaloniki and online; LERC2023 continued the journey in Heraklion, Crete; and LERC2025 took the conference to Birmingham in the United Kingdom. In 2026, we meet again online, extending a conversation that began seven years ago and has become increasingly international, interdisciplinary and inclusive.

Across this journey, LERC has welcomed distinguished voices in linguistics, applied linguistics and language education, while providing a platform for new researchers and practitioners. This combination reflects our understanding of academic enquiry: knowledge does not belong exclusively to established names, particular institutions or geographical locations. It develops through enquiry, evidence, dialogue, critique and collaboration. This is particularly evident in LERC2026.

Under the theme “Language Acquisition at the Interface of Linguistic Theory and Practice”, and the subtheme “Linguistics and Language Learning in a Changing World”, LERC2026 explores how knowledge about language and language learning is created and translated into educational practice. Across two days, 25 presenters from 12 countries and 22 universities and higher education institutions will contribute to 24 presentations spanning language acquisition, linguistics, multilingualism, academic communication, teacher education, digital pedagogy and artificial intelligence. Despite their diversity, these contributions share a common process of enquiry: questions are raised, assumptions reconsidered, evidence analysed and findings brought into dialogue with theory and practice. LERC2026 therefore presents not simply what we know, but how we come to know it.

For presenters, the conference offers an international forum in which research can be shared, questioned and developed through scholarly dialogue. For attendees, it provides an opportunity to engage critically with emerging research, consider its relevance across contexts and reflect on professional practice. This interaction between presenter and audience, researcher and practitioner, theory and evidence lies at the heart of the conference.

On behalf of Applied Language Studies House, ALS House Publications and our Academic Supporter, Anatolia American University, I would like to thank every presenter, attendee and colleague contributing to LERC2026. Your participation transforms a conference programme into an international academic community.

I warmly welcome you to LERC2026 and look forward to two days of research, discussion, reflection and, above all, the collaborative production of knowledge.

Dr Paschalis Chliaras FHEA
Conference Chair
LERC2026 – 7th International Conference on Language Education and Research
Applied Language Studies House | ALS House Publications

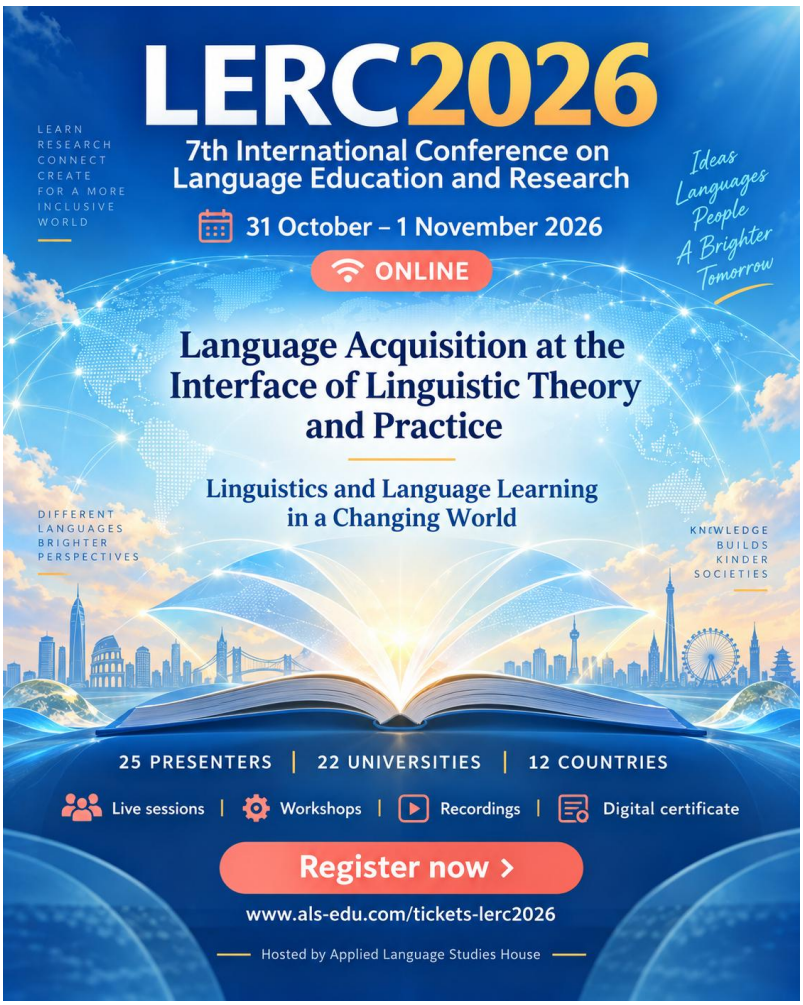
LERC2026 at a Glance

Two Days. Twenty-Four International Presentations.

One Global Conversation on Language Acquisition.

25 Presenters	**12** Countries	**22** Universities & HEIs
24 Presentation slots	**6** Thematic sessions	**2** Conference days

Theme: Language Acquisition at the Interface of Linguistic Theory and Practice
Subtheme: Linguistics and Language Learning in a Changing World
Format: Fully online
Dates: 31 October - 1 November 2026



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The LERC Story | 2019-2026

From Athens to an international academic community

Since its launch in Athens in 2019, the International Conference on Language Education and Research (LERC) has developed into an international forum connecting linguistic research, language education, teacher development and professional practice. Its successive editions have moved across face-to-face, hybrid and online formats, while maintaining a focus on dialogue between research and pedagogy.

2019 | 1st LERC

28-29 September 2019 • Athens, Greece

Theme: Second Language Teacher Education: Inspiring Creativity, Cultivating Excellence.

Keynotes: Suzanne Flynn (MIT); Dora Alexopoulou (University of Cambridge).

2020 | 2nd LERC

3-4 October 2020 • Athens, Greece - Online

Theme: New Challenges for the 21st Century in ELT

Keynotes/plenaries: David Crystal; Douglas Biber; Scott Thornbury; Eleni Agathopoulou.

2021 | 3rd LERC

1-3 October 2021 • Athens - Online, Greece

Theme: Teaching Beyond the Border: Variation, Innovation, Technology, Communication

Keynotes: Scott Thornbury; Michael McCarthy; Kathleen Graves; Marina Mattheoudakis.

2022 | 4th LERC

1-2 October 2022 • Thessaloniki, Greece & Online

Theme: Empowering Educators: Benefits, Best Practices and Acceleration of Language and Literacy

Keynotes: Adrian Underhill; Thomai Alexiou.

2023 | 5th LERC

21-22 October 2023 • Heraklion, Crete, Greece

Theme: Language Variation and Educational Challenges: Didactics, Mathetics and Language Assessment

Keynote: Thomai Alexiou.

2025 | 6th LERC

1-2 November 2025 • Birmingham, United Kingdom

Theme: Innovations in Language Education: Integrating Awareness, Pedagogy, and Technology

Keynotes: Ruth Page; Francesco Polizzi.

2026 | 7th LERC

31 October - 1 November 2026 • Online

Theme: Language Acquisition at the Interface of Linguistic Theory and Practice

25 presenters | 12 countries | 22 universities & HEIs | 24 presentation slots.

Distinguished Voices of LERC

Selected keynote and invited speakers across the conference series



Suzanne Flynn (MIT)



Dora Alexopoulou (Cambridge University)



Scott Thornbury



David Crystal



Douglas Biber (Northern Arizona University)



Eleni Agathopoulou (Aristotle University of Thessaloniki)



Michael McCarthy (University of Cambridge)



Kathleen Graves (University of Michigan)



Marina Mattheoudakis ((Aristotle University of Thessaloniki)



Adrian Underhill



Thomai Alexiou (Aristotle University of Thessaloniki)



Ruth Page (University of Birmingham)



Gianfranco Polizzi (University of Birmingham)

Saturday, 31 October 2026

09:15-09:45	**Explicit Instruction for Grammar Development in CLIL** María Nieva-Marroquín | PhD Candidate, University of the Basque Country (UPV/EHU), Spain
09:45-10:15	**At the Interface of Input and Interaction: Language Acquisition in Online ESP Learning** Dr Roxanne H. Padley | Pegaso Online University, Italy & University of Oxford, UK
10:15-10:45	**Rethinking the Role of Literature in the ESP Classroom: Developing Intercultural Communicative Competence in Business English** Ana Rita Faustino | Lisbon Accounting and Business School, Polytechnic University of Lisbon, Portugal
11:00-11:30	**Exploring Greek EFL Teachers' Perceptions of Artificial Intelligence as a Support Tool for Students with Dyslexia** Christina Rapti | PhD Candidate, Aristotle University of Thessaloniki, Greece
11:30-12:00	**Language Acquisition Beyond the Classroom: The Interaction of Theory, Technology, and Social Change** Dr Yasamiyan Alolaywi | Associate Professor of Applied Linguistics, Qassim University, KSA
12:00-12:30	**Which Tasks Provide the Most Information About Students' Morphological Competence? Evidence from a Latvian Language Diagnostic Assessment** Elza Seile | University of Latvia, Latvia
12:30-13:00	**Developing Critical Thinking Through Communication** Dr Laura Furcsa | Budapest University of Economics and Business, Hungary
14:00-14:30	**When Errors Trigger Negotiation: A Classification of Linguistic Error Types and their Role in Audiovisual Virtual Exchanges** Patricia Guill Garcia | University of Valencia, Spain
14:30-15:00	**Collaborative Video-Making at Czech Secondary School EFL Lessons** Rowan Samoilov | Masaryk University, Czech Republic

15:00-15:30	**Mediation in the A2 Spanish Class - Developing Critical and Presentational Skills Through Podcasts** Dr Diana Romero | Senior Lecturer, Columbia University, USA
15:30-16:00	**Screenshot-Mediated Idiomatics Noticing in Digital Headline Ecologies** John I. Liontas, PhD | Associate Professor, University of South Florida, USA
16:00-16:30	**Pre-Service Preschool Teachers' Views on the Role of Foreign Language Knowledge: A Qualitative Study** Rita Szaszkó PhD | Associate Professor / Head of Department, Eszterházy Károly Catholic University, Hungary

Sunday, 1 November 2026

09:45-10:15	**Phonetic Challenges in the Acquisition of Romanian as a Foreign Language** Carmen RĂRIȘ-FIERBINȚEANU | University of Bucharest, Romania
10:15-10:45	**When Textbooks Say Too Little: Teaching Conversational Implicatures through Corpus-Based Materials in Greek EFL Education** Dr Aglaia Rouki | National and Kapodistrian University of Athens, Greece
10:45-11:15	**Teaching TED Talks: A Study of International Students' Perceptions of the Use of TED Talks in the EAP Classroom in Order to Improve Their Academic Vocabulary** Dr Cristina Ivanovici | Birmingham International Academy, University of Birmingham, UK
11:30-12:00	**Communication Diagnostics: Bridging Linguistic Theory and Research Communication Practice** Dr Marianna Oyanedel | Universidad Técnica Federico Santa María, Chile
12:00-12:30	**Cinema, Translation and Oral Interaction in Spanish Language Learning** Dr Dolores Barbazán-Capeáns | Columbia University, New York, USA
12:30-13:00	**Navigating Stance and Synthesis: A Learner Corpus Analysis of Spoken Citations in Online Postgraduate Multimodal Assessments** Dr Salmah Yaakob | Birmingham International Academy, University of Birmingham, UK
13:00-13:30	**The Virtual Mirror: A Multimodal, Affective Approach to Scaffolding Remote Teacher Reflection** Dr Maricarmen Gamero Mujica | Birmingham International Academy, University of Birmingham, UK
14:30-15:00	**Response to Intervention for English Learners With and Without Learning Disabilities in Primary Grades: A Systematic Review** Kallie McDaniel-Zapata & Dr Dong-shin Shin | University of

	Cincinnati, USA
15:00-15:30	**Activity-Based English Learning in the Chinese Educational System: The Gap Between Theory and Practice** Francesco Michael Scaringella, PhD | University of Milan, Italy
15:30-16:00	**Towards the Creation of a Multimedia Educational Dictionary of Soviet Cinema Catchphrases: Pragmatic Microstructure and Preliminary Survey Data** Mariia Kopylova | Erasmus Mundus EMLex Programme / Roma Tre University, Italy
16:00-16:30	**Introducing Generative AI in Spanish 1: Scaffolding Writing and Reading Development** Dr Nancy Tille-Victorica | Harriet L. Wilkes Honors College, Florida Atlantic University, USA
16:30-17:00	**Multilingualism as Funds of Knowledge: Reimagining Language Learning** Prof Kirti Kapur | NSTC Member, NCERT; Fulbright Fellow, USA



María Nieva-Marroquín

PhD Candidate, University of the Basque Country (UPV/EHU), Spain

Country: Spain | Presentation: 09:15-09:45 EET

SHORT BIO

María Nieva-Marroquín is a PhD student in Language Acquisition in Multilingual Settings, supervised by Dr. María Martínez-Adrián and Dr. María Basterrechea. She holds a BA in English Studies, an MA in Language Acquisition and in Teacher Training. Her research interests revolve around CLIL, young learners, form-focused instruction and TBLT.

PRESENTATION TITLE

Explicit Instruction for Grammar Development in CLIL

ABSTRACT

Research on CLIL shows that, although programmes support overall proficiency, grammar often receives limited attention (Martínez-Adrián & Gutiérrez-Mangado, 2015). CLIL learners generally outperform non-CLIL peers, yet morphosyntactic development is modest, with persistent difficulties such as third-person –s, subject omission and subject-verb inversion. Explicit instruction can enhance accuracy, but meaning-focused tasks may fail to draw attention to form, prompting calls for integrated FFI. This study examines whether combining text-editing and reconstruction with noticing, awareness and practice (Bouffard & Sarkar, 2008; Lyster, 2007) benefits young CLIL learners. Experimental groups receiving explicit instruction outperformed controls, particularly in subject-verb order and expletive pronoun use.

PRESENTER INTERVIEW

1. CLIL programmes often prioritise meaning and content learning. Why is attention to grammar development still necessary in CLIL contexts?
Research has shown that CLIL provides learners with more exposure to the target language by means of content subjects such as Science or Arts. Since the main priority of CLIL is that content is understood, learners may not rely on accurate forms, such as the omission of the -s. Therefore, attention to grammar can help learners notice grammatical forms that may otherwise be unnoticed.

2. Your research investigates explicit instruction and form-focused approaches. How can teachers integrate grammar support without reducing opportunities for meaningful communication?
Grammar support does not need to replace meaningful communication. In my research, explicit instruction of grammar was brief and closely connected to the language that learners need. Teachers can use short periods of form-focused instruction before, during or after meaning-based activities. Also, tasks such as text editing or text reconstruction which are related to the content of the subject (e.g. mammals or the environment) can also help learners discuss language whilst they work towards a meaningful outcome. In other words, attention to form becomes part of the lesson rather than an isolated grammar lesson.

3. What benefits did you observe from combining noticing, awareness activities, and explicit instruction?
The results suggest that explicit attention to form can help in the development of some grammatical features, although the effects were not uniform. For example, in the text-editing group that received explicit instruction, overall grammatical accuracy (tested by means of a Grammaticality Judgement Task in the form of a pre-, post- and delayed post-test) improved significantly, with particularly clear gains for expletive subject production and subject-verb order. However, the third-person singular -s production did not show significant improvements. In the text-reconstruction group that received instruction, improved in subject production and overall accuracy. This suggests that noticing, awareness and practice can be beneficial, but its effectiveness may depend on the specific grammatical feature and on the type of task.

4. What implications does your research have for teachers working with young CLIL learners?
The most important takeaway is that young CLIL learners can benefit from explicit attention to grammar when it is brief and connected to communicative work. Teachers do not need to choose between teaching content and addressing language form. My findings also show that task type matters: different collaborative tasks encouraged learners to focus on different aspects of language. Teachers should therefore select tasks and form-focused techniques according to the grammatical feature they want learners to notice, rather than assuming that all forms will benefit equally from the same task.

5. How do you see the relationship between language accuracy and content learning evolving in future CLIL classrooms?
I think that future CLIL classrooms will increasingly treat content and language accuracy as complementary rather than competing. A more balanced approach could combine content-based interaction with moments of attention to form. The aim would not be grammatical perfection, but help learners develop more precise language while they continue to use English as a tool for learning and communicating with their classmates and teachers.

Dr Roxanne H. Padley

Pegaso Online University, Italy & University of Oxford, UK

Country: UK | Presentation: 09:45-10:15 EET

PRESENTATION TITLE

At the Interface of Input and Interaction: Language Acquisition in Online ESP Learning

ABSTRACT

The growth of online higher education has transformed the delivery of English for Specific Purposes (ESP) courses, creating new opportunities for language acquisition. This study investigates a blended online ESP model combining mandatory recorded lessons with complementary synchronous sessions. Drawing on student questionnaires, learning analytics, and reflective feedback, it examines how learners engage with these instructional modes and their perceived contribution to language development. The findings highlight the complementary roles of structured input and interactive practice, offering pedagogical insights for ESP teaching in digitally mediated university environments.



Ana Rita Faustino

Lisbon Accounting and Business School, Polytechnic University of Lisbon, Portugal

Country: Portugal | Presentation: 10:15-10:45 EET

SHORT BIO

Ana Rita Faustino is an Invited Assistant Professor at the Lisbon Accounting and Business School (Polytechnic University of Lisbon) and the Setúbal School of Education (Polytechnic University of Setúbal). She is a collaborator at the Linguistics Research Centre of NOVA University Lisbon (CLUNL) and at the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS). Ana Rita Faustino holds a PhD in Linguistics and Language Teaching from NOVA FCSH. Her research interests include second language acquisition and foreign language didactics.

PRESENTATION TITLE

Rethinking the Role of Literature in the ESP Classroom: Developing Intercultural Communicative Competence in Business English

ABSTRACT

This action research study explores the use of literary texts to foster intercultural communicative competence in an upper-intermediate Business English classroom in Portuguese higher education. Drawing on qualitative data from learner reflections, focus group interviews, classroom observation notes, and communicative tasks, the study examines how Franz Kafka's Poseidon supported interpretive engagement, intercultural awareness, and critical reflection on organisational practices. Findings suggest that literature can enrich ESP pedagogy by promoting critical thinking, cultural interpretation, and learner engagement beyond conventional business-oriented materials. The study contributes to current discussions on innovative approaches to language acquisition and intercultural learning in ESP contexts.

PRESENTER INTERVIEW

1. Your work brings together linguistics, language teaching and second language acquisition. Looking back at your academic and teaching journey, what first drew you towards the relationship between language research and classroom practice?

What has always interested me is the possibility of connecting what we learn from language research with what actually happens in the classroom. My work in second language acquisition, particularly my doctoral research on corrective feedback, initially led me to look closely at how teachers respond to learners' language and how those interactions may affect learning. Teaching, in turn, continually raises new questions that research can help us explore. I see research and teaching as mutually enriching: classroom practice provides important questions for research, while research can encourage us to look at familiar classroom practices in new ways.

2. Your LERC2026 presentation makes the intriguing choice of bringing literature — and specifically Kafka's Poseidon — into the Business English classroom. What inspired you to challenge the more conventional boundaries of ESP in this way?

Business English is often associated with highly functional language, such as meetings, presentations, negotiations and professional correspondence. While these are clearly important, I became interested in what might happen if we created space for a different kind of engagement with the language. Kafka's Poseidon was particularly appealing because it transforms a familiar mythological figure into an overworked and dissatisfied administrator. This unexpected representation creates an opportunity to discuss leadership, authority, productivity and organisational life. I wanted to explore whether a literary text could make students think critically about these concepts while communicating in English.

3. Your study suggests that literary texts can encourage intercultural awareness, critical reflection and engagement with organisational practices. What did your students' responses reveal that you found particularly interesting or perhaps unexpected?

What I found particularly interesting was how quickly students moved from discussing Poseidon as a mythological figure to interpreting him through the language of organisations and management. Before reading, they described Poseidon using terms such as "powerful", "dominant", "authoritative" and "unpredictable". Afterwards, they described him as a "bored employee", a "tired and overworked administrator" or a manager who could not delegate. I was also interested in their questioning of whether productivity, authority and leadership have universal meanings. The text therefore prompted students to reconsider assumptions they might otherwise take for granted.

4. Do you think ESP has sometimes become too narrowly associated with specialised vocabulary and professional communication? What might be gained by giving literature, culture and interpretation a more prominent place in ESP pedagogy?

I think there is a risk of reducing ESP to the acquisition of specialised vocabulary and formulaic professional communication. These aspects are important, but professional communication also involves interpreting people, perspectives, values and situations that may not be predictable. Literature can introduce ambiguity, alternative perspectives and unfamiliar ways of seeing the world, encouraging learners to negotiate meaning rather than simply identify the "correct" interpretation. Bringing literature and culture into ESP can therefore complement, rather than replace, more conventional approaches and help learners develop the critical and intercultural dimensions of communication.

5. What would you most like LERC2026 attendees — particularly teachers who may never have considered using literature in an ESP classroom — to take away from your presentation?

I would like teachers to leave with the idea that literature does not necessarily have to be separate from the professional world of ESP. A short literary text can provide a starting point for discussing very concrete issues that are relevant to students' future professional lives, while also creating space for interpretation and critical reflection. I also hope teachers feel that they do not need to be literature specialists to experiment with this approach. Sometimes a relatively short, ambiguous text can generate surprisingly rich discussion when students are given the opportunity to interpret it together.



Christina Rapti

PhD Candidate, Aristotle University of Thessaloniki, Greece

Country: Greece | Presentation: 11:00-11:30 EET

SHORT BIO

Christina Rapti is a PhD candidate at the School of French at the Aristotle University of Thessaloniki, Greece, as well as an experienced EFL teacher. Her studies and publications focus on Educational Leadership and Management, Language Teaching and Technology, and the integration of computer- and mobile-assisted language learning. She places special emphasis on differentiated instruction, flipped classroom approaches, and the integration of AI tools, focusing on innovative methodologies that enhance foreign language teaching and learning.

PRESENTATION TITLE

Exploring Greek EFL Teachers' Perceptions of Artificial Intelligence as a Support Tool for Students with Dyslexia.

ABSTRACT

The emergence of Artificial Intelligence (AI) has led foreign language (FL) education into an era of transformation. Furthermore, contemporary educational contexts are characterized by mixed ability groups. Taking students' varied learning needs and capabilities into account, inclusive education is gradually assuming a central role in educational settings, placing emphasis on appropriate and flexible teaching approaches. Among these learners, students diagnosed with dyslexia constitute a group that is in need of support as they experience difficulties in reading, spelling, decoding and in language processing overall. To this end, AI technologies seem to provide learners with opportunities to enhance the learning process through personalized feedback and multimodal instructional support.

The present study intends to investigate Greek EFL teachers' perceptions of Artificial Intelligence as a tool providing support to students diagnosed with dyslexia in mixed-ability classrooms. More specifically, it explores teachers' attitudes towards AI integration, their level of familiarity with AI technologies and their beliefs and concerns regarding the use of AI applications in differentiated instruction, personalised learning and inclusive practices. The study is based on quantative research design, employing a structured questionnaire. The sample will consist of in-service Greek EFL teachers working in primary and secondary education, possessing prior experience in teaching students with dyslexia. Findings are expected to contribute to the ongoing discourse regarding the role of AI in supporting students with dyslexia.

PRESENTER INTERVIEW

1. Your research explores the potential of Artificial Intelligence in supporting students with dyslexia in EFL classrooms. What inspired you to investigate this particular intersection between AI, inclusion, and foreign language education?

My interest in this area stems from both my teaching experience and my academic research. I am currently in the final stages of my PhD, which focuses on Differentiated Instruction, the Flipped Classroom approach, and the integration of AI-supported tools in EFL education. Working with mixed-ability classes has made me increasingly interested in how technology can respond to individual learning differences. At the same time, the use of AI to support students with learning difficulties or special educational needs remains relatively underexplored, particularly within Greek public education and, even more specifically, in the EFL context. This gap encouraged me to look more closely at students with dyslexia and to explore how AI might help remove barriers and create more accessible, inclusive, and responsive foreign language learning environments.

2. Mixed-ability classrooms present significant challenges for language teachers. How do you think AI tools can contribute to more differentiated and personalised learning experiences?

AI can provide teachers with valuable opportunities to respond more effectively to learner diversity. It can support the adaptation of texts, adjustment of task difficulty, generation of differentiated materials, personalised feedback, and multimodal access to language. For students with dyslexia, tools incorporating text-to-speech, speech-to-text, adapted reading materials, or alternative forms of language production can be particularly useful. Importantly, differentiation through AI does not mean isolating students or lowering expectations. Rather, it can provide different pathways towards shared learning objectives, enabling more learners to participate meaningfully and confidently in the same classroom.

3. Your study focuses on teachers' perceptions of AI. What factors do you believe influence teachers' willingness or hesitation to integrate AI into their teaching practices?

Teachers' attitudes towards AI are influenced by several interconnected factors, particularly their digital competence, previous experience with technology, access to appropriate tools, and confidence in using them pedagogically. Training is especially important. Teachers may recognise AI's potential while remaining uncertain about how to integrate it effectively, particularly when supporting learners with specific educational needs such as dyslexia. Concerns about reliability, data privacy, ethical use, and overreliance on technology may also create hesitation. Therefore, meaningful professional development should go beyond technical training and help teachers make informed, pedagogically sound decisions about AI.

4. What opportunities and challenges do you foresee regarding the ethical and effective use of AI to support learners with specific educational needs?

AI offers considerable opportunities for accessibility, personalisation, learner autonomy, and participation. For students with specific educational needs, it may help reduce barriers by providing alternative ways of accessing information, practising language, and demonstrating learning. However, these opportunities come with important responsibilities. Data privacy, algorithmic bias, inaccurate outputs, unequal access to technology, and excessive dependence on automated support all require careful consideration. AI should never replace the teacher's professional judgement or reduce a learner to a diagnosis. Its role should remain supportive, human-centred, and guided by clear pedagogical and ethical principles.

5. What message would you like to share with EFL teachers who are interested in exploring innovative technologies while maintaining inclusive teaching practices?

I would encourage EFL teachers to approach AI with curiosity, but also with a critical and pedagogically informed mindset. Technology should never be the goal itself; its value lies in whether it helps us reach learners who might otherwise encounter barriers to participation and learning. Inclusion is not about offering every student exactly the same experience, but about providing meaningful opportunities for everyone to succeed. Start small, experiment thoughtfully, and keep the learner at the centre. Ultimately, the most important question is: "Does this tool help this learner participate, learn, and feel included?"

Dr Yasamiyan Alolaywi

Associate Professor of Applied Linguistics, Qassim University, KSA

Country: KSA | Presentation: 11:30-12:00 EET

PRESENTATION TITLE

Language Acquisition Beyond the Classroom: The Interaction of Theory, Technology, and Social Change

ABSTRACT

Language acquisition increasingly occurs beyond traditional classroom settings, shaped by technological innovations and broader social transformations. This paper explores how linguistic theories of second language acquisition intersect with digital technologies and changing patterns of social interaction. Drawing on perspectives from sociocultural and usage-based approaches, it examines how online platforms, social media, and informal learning communities create new opportunities for language development. The discussion highlights the need to reconsider established assumptions about language learning and to recognize diverse learning environments that reflect the realities of an interconnected, multilingual, and rapidly changing world.



Elza Seile

University of Latvia, Latvia

Country: Latvia | Presentation: 12:00-12:30 EET

SHORT BIO

Elza Seile is a doctoral student in the "Educational Sciences" PhD program at the University of Latvia. Her research interests focus on first-language didactics, specifically the investigation of students' morphological competence.

Alongside her doctoral research, she is actively engaged in both teacher training and school education. She serves as an instructor within the teacher education program "Mācītspēks" at the University of Latvia, where she works with future educators.

Additionally, she works at a primary school, teaching Latvian language and literature. Her professional activities connect theoretical research in didactics with regular primary education practice, focusing on the development of language acquisition methodologies.

Regarding the promotional activities, it is not necessary to include any social media or professional profile links.

PRESENTATION TITLE

Which Tasks Provide the Most Information About Students' Morphological Competence? Evidence from a Latvian Language Diagnostic Assessment

ABSTRACT

Morphological competence plays a crucial role in Latvian language proficiency because meaning and grammatical relations are frequently expressed through inflectional forms. In the context of digital communication, multilingual environments, and increasing exposure to languages with less complex morphology, attention to morphological forms may be weakening among students. This study examines which task types most effectively differentiate between students with different levels of morphological competence. Using Item Response Theory (IRT), the study compares morphology-related task types and analyses their contribution to competence measurement. Implications for diagnostic assessment design are discussed.

PRESENTER INTERVIEW

1. Your research focuses on measuring students' morphological competence. Why is morphology particularly important in the context of Latvian language learning?

Morphology is fundamental in Latvian because our language has a rich inflectional system, where grammatical endings carry meaning. Morphological competence is about much more than learning grammatical rules—it supports accurate spelling, vocabulary development, reading comprehension, and text production. In my research, I view morphology as an integrated competence rather than a collection of separate grammar topics. Understanding how words are formed and used helps students communicate more accurately and confidently.

2. Diagnostic assessment plays an important role in understanding learners' strengths and difficulties. How can teachers benefit from more detailed information about students' morphological abilities?

We usually evaluate students' language knowledge based on national diagnostic assessments at the end of Grade 6 or state examinations at the end of Grade 9. These assessments identify broad areas of difficulty, such as spelling, but they rarely explain why students make these errors. Many spelling mistakes actually stem from weaknesses in morphology or morphemic awareness. More detailed diagnostic assessment helps teachers identify the underlying causes of students' difficulties and provide more targeted support. Since morphology forms the foundation of grammar, strengthening it also makes learning syntax much easier.

3. Your study uses Item Response Theory to examine assessment tasks. What advantages does this approach offer in designing more effective language assessments?

I only became familiar with Item Response Theory during this research, and I was genuinely impressed by the insights it provides. We usually evaluate assessment tasks based on the percentage of correct answers, but IRT allows us to look much deeper. It shows how well a task differentiates between students with different levels of competence. If both high- and low-performing students struggle with the same task, it may not actually measure morphological competence well. Instead, it may point to a common misconception, a habitual pattern of language use, or even an issue with the task itself. We all develop language habits that are difficult to change, and these do not always reflect our overall level of competence. IRT helps identify which tasks truly measure students' underlying abilities and which reveal broader patterns that deserve greater attention in teaching.

4. In multilingual and digitally influenced learning environments, what challenges do students face regarding morphological accuracy?

Students today communicate in multilingual and highly digital environments, which inevitably influences their language use. As a teacher, I increasingly notice English-influenced sentence patterns and grammatical constructions appearing in students' writing. While multilingualism and globalisation bring many benefits, they also present challenges for language learning. This is particularly true for smaller languages, but in reality every language is affected by the growing dominance of English and digital communication. At the same time, students are constantly exposed to unedited texts containing spelling and grammatical errors, which can reinforce inaccurate language habits. Artificial intelligence adds another dimension by responding successfully even to poorly written prompts, creating the impression that linguistic accuracy is no longer important. In this context, schools play an increasingly important role in helping students develop accurate and conscious language use.

5. How can research-based assessment practices support teachers in developing more targeted language instruction?

Teachers value professional autonomy, but they also appreciate evidence-based guidance. When research provides a well-founded assessment instrument or a practical teaching model, teachers are usually willing to use it. The study presented here is only one part of my doctoral research. My broader goal is to develop a research-based didactic model for teaching morphology, combining theoretical insights with empirical findings. I hope it will be useful for other teachers, but it has already influenced my own practice by giving me a much clearer understanding of how morphology can be taught in a more systematic and meaningful way.



Dr Laura Furcsa

Budapest University of Economics and Business, Hungary

Country: Hungary | Presentation: 12:30-13:00 EET

SHORT BIO

She graduated at Eötvös Loránd University, majoring in English and German language and literature, at Miskolc University as economist and at Corvinus University as sociologist-economist. She received her PhD (summa cum laude) at ELTE with a dissertation in English. She participated in several social and educational research projects and curriculum development. She gave lectures at various universities in Europe. She is a public body member of the Hungarian Academy of Sciences and regularly reviews conference presentations, academic journals and doctoral defenses. She is a regular reviewer of conference presentations, professional journals and doctoral dissertations. She has served as a jury member for various sections of the National Scientific Students' Conference (OTDK), her TDK students received outstanding results.

PRESENTATION TITLE

Developing critical thinking through communication

ABSTRACT

This presentation explores how language classes can systematically develop critical thinking alongside linguistic competence. Language classes can strengthen critical thinking by linking communication with analysis, interpretation,l and evidence-based judgement. This presentation examines how linguistic theory can inform classroom approaches that develop these skills without treating critical thinking as separate from language learning. It focuses on discourse, argumentation, source evaluation, and reflective language use. The discussion considers teacher guidance, learner proficienc, and assessment, with attention to digital and machine-generated texts in academic, professional and civic communication across changing educational contexts and diverse learning environments.



Patricia Guill Garcia

University of Valencia, Spain

Country: Spain | Presentation: 14:00-14:30 EET

SHORT BIO

Patricia Guill-Garcia holds a PhD in Applied Linguistics from the University of Valencia. Her research interests include second language acquisition and discourse analysis, with a particular focus on virtual exchanges (VEs). She is a research assistant on SOCIOEMOVE project (PID2023-151087NB-I00) and lecturer at ESIC Business and Marketing School.

PRESENTATION TITLE

When Errors Trigger Negotiation: A Classification of Linguistic Error Types and their Role in Audiovisual Virtual Exchanges

ABSTRACT

Whilst lexical triggers have been identified as the most frequently attended to in text-based virtual exchanges (VE) (Blake, 2000; Smith, 2003), evidence from audiovisual Virtual Exchange remains limited, particularly regarding how different linguistic error types shape Negotiation of Meaning (NoM) processes. Drawing on a corpus of seven synchronous lingua franca Zoom interactions between Spanish and Japanese university students, this study classifies the linguistic errors identified as NoM triggers into lexical, grammatical, and phonological categories. Findings are discussed in relation to patterns of trigger attendance and resolution, with implications for the pedagogical design of audiovisual VEs.

PRESENTER INTERVIEW

1. Your research interests bring together second language acquisition, discourse analysis and virtual exchange. What originally drew you to this particular intersection of research areas?

I believe the connection between these three areas is a natural one, and it also comes from my own personal experience. I am a linguist by training, so I have always been drawn to language itself and to how it is actually used, especially between learners of said foreign language. This is where discourse analysis comes in, as it gave me the tools to look closely at how meaning is negotiated, how learners position themselves, and how identity is constructed, turn by turn, within interaction. Virtual exchange, in turn, gave me an authentic space where that discourse could actually happen. Having experienced it myself as a student, I was able to see firsthand the benefits it brings to learners. So, in many ways, my background as a linguist naturally pushed me to ask not just why learners succeed or struggle, but how language and meaning unfold in real interaction, and where that interaction could meaningfully take place

2. Your LERC2026 study examines moments when linguistic errors actually trigger negotiation between learners. What led you to look at errors not simply as problems to be corrected, but as potentially meaningful moments of interaction?

This idea, which in the end drives both my research and my approach to teaching, comes from these two contexts. Naturally, over the years in the classroom, I noticed that some of the richest moments of interaction happened not when everything went smoothly, but precisely when something went “wrong”. In virtual exchanges, this is even more noticeable, as students in the exchanges that I organise with my colleagues typically do not share the same L1. As for research, many scholars have explored this view before me. From an SLA perspective, the interactionist tradition already suggested that comprehension breakdowns can push learners to notice gaps in their own language and to modify their output accordingly. What discourse analysis added for me was a way to look even more closely at that process. In that sense, errors stopped being something to simply flag and correct and became a window into the learning process.

3. Your research distinguishes lexical, grammatical and phonological triggers in audiovisual exchanges between Spanish and Japanese university students. Did any of the interactional patterns you observed challenge or complicate your initial expectations?

One of the most interesting findings was that, contrary to what I expected, many of these triggers were simply passed over. Learners noticed them, or at least seemed to, but did not always stop to negotiate meaning. This was particularly striking given that the interaction takes place entirely in English, which is not the L1 of either group. I had initially expected that this shared “non-native” status, combined with the fact that neither Spanish nor Japanese speakers could rely on their own language as a safety net, would push learners to negotiate more, not less. Instead, it seems that learners often prioritise the flow of communication over precision, choosing to let a trigger go rather than risk disrupting the interaction, at least in this particular virtual exchange.

4. Virtual Exchange is increasingly connecting learners who might otherwise never interact. What do you think it can offer language acquisition that is difficult to reproduce in a conventional classroom?

I think one of the main benefits virtual exchange offers is authenticity. That is something very difficult to reproduce in a conventional classroom, no matter how well designed the activities are. In a regular classroom, students role-play a conversation, or they speak to a classmate who shares their L1 and, often, their cultural background. In virtual exchange, learners are talking to a real interlocutor, with a real communicative need, who does not share their language or, sometimes, key cultural references. This exposes learners to linguistic and cultural diversity that a classroom simply cannot offer on its own, at least not in my higher education context, where the vast majority of my students are Spanish. However, it is very important to clarify that task design needs to accompany this authenticity. Simply putting learners in contact with one another does not automatically guarantee meaningful interaction, nor that negotiation of meaning will actually take place. Tasks need to be designed in a way that creates a genuine need to communicate. Otherwise, that potential can easily be lost.

5. What would you most like teachers and researchers attending LERC2026 to reconsider about the relationship between learner error, interaction and language development?

That error is something to be minimised or avoided. We often treat error correction and interaction as if they belonged to two separate moments. But what research keeps showing me is that error and interaction are not separate at all. Error is often the very trigger that makes meaningful interaction happen, as it is the moment where learners stop, notice, negotiate, and adjust. So my invitation to teachers would be to stop seeing errors purely as something to fix, and start seeing them as rich interaction points. And for researchers, I think it means paying closer attention to those micro-moments of interaction, because that is where language development is actually happening.



Rowan Samoilov

Masaryk University, Czech Republic

Country: Czech Republic | Presentation: 14:30-15:00 EET

SHORT BIO

Rowan Samoilov is a PhD candidate at Masaryk University, Czechia. His thesis focuses on classroom interaction during video-making projects that students completed as part of their EFL learning in Czech secondary schools. In addition, Rowan is an EFL and French teacher in adult education.

PRESENTATION TITLE

Collaborative Video-Making at Czech Secondary School EFL Lessons

ABSTRACT

My study explores the use of video-making as a collaborative activity in three EFL classes at two Czech secondary schools and describes the students' classroom interaction during video-making projects and the participants' perception of the intervention implemented in their classrooms. The students were given tasks to collaboratively record their own videos, and qualitative data were collected through classroom observation of student interaction, student interviews and questionnaires and teacher interviews. In my presentation, I will talk about the video-making intervention design, the research design and its results that indicate both the value and the challenges encountered by the participants.

PRESENTER INTERVIEW

1. Your research explores video-making as a collaborative activity in EFL classrooms. What motivated you to investigate this approach?

I asked myself, what do I and many of my students and friends do every day that is underused in language learning, and one of the answers was "YouTube". Watching videos as part of language learning is used and researched more extensively though than making videos, and I have still encountered many people who do it, as this technology is now available to everyone. So I decided to learn more about its use in the classroom.

2. How can student-created videos contribute to language development beyond traditional classroom activities?

According to existing studies, collaborative video-making can not only foster collaboration like many other collaborative tasks, but also facilitate feedback exchange and peer-learning through watching and commenting student-created videos, improve students' confidence in public speaking, improve (public) speaking skills, teach students to use technology to complete real-world tasks, improve language learning motivation and give students joy and other positive emotions.

3. Your study examines classroom interaction during collaborative projects. What interesting patterns of learner interaction emerged from your research?

The most common interaction type was organizational, which is language used to organize and manage collaboration, divide tasks, give instructions, etc. This shows active involvement in collaborative work, however, most of it took place in the students' native language. Students also frequently expressed their emotions, mainly positive emotions visible from their laughter and jokes, which was heavily influenced by class dynamics. The high amount of evaluative language showed the activities can facilitate feedback-giving.

4. What challenges might teachers encounter when introducing video-making projects, and how can these challenges be addressed?

Notable challenges included lack of time or difficulty in time management, difficulty and lack of confidence when presenting on camera, student absences during parts of the projects, which affected the overall project flow, student disengagement, stress, dissatisfaction with the product and noise distractions when filming. These challenges can be addressed with specific instruction (for example, on saving the data so that it is accessible in case of absences, explicit teaching of presentation, filming or time-management skills, etc.) or adjusting the tasks (allocating more time, focusing on engagement when designing tasks, etc.).

5. What advice would you give teachers who would like to incorporate project-based learning and digital creativity into their lessons?

It is important to learn from colleagues who have already done it in their classes, address the known challenges and adjust to those that might emerge in the future. For example, it has not come up much in my study, but with the current availability of AI tools, I believe that it is important to focus primarily on process rather than product. What matters is that students engage with language creatively and use tech tools for their benefit rather than as a simple shortcut to a result.



Dr Diana Romero

Senior Lecturer, Columbia University, USA

Country: USA | Presentation: 15:00-15:30 EET

SHORT BIO

Before joining the Department of Latin American and Iberian Cultures at Columbia University in 2004, Dr. Diana Romero taught Spanish at the University of Maryland, College Park, and Yale and Northwestern Universities. She served as Co-Director of the Spanish Program (2012-2015). Her interests include heritage language education and contemplative pedagogy.

PRESENTATION TITLE

Mediation in the A2 Spanish Class - Developing Critical and Presentational Skills Through Podcasts

ABSTRACT

This presentation explores an instructional sequence designed for an A2 Spanish college course based on Afrolatinas en los Estados Unidos - a podcast produced by advanced learners- as a resource for expanding exposure to richer content and discourse from the beginning levels. Drawing on the idea that input access depends not only on simplification, but also on the pedagogical conditions that mediate comprehension (Vygotsky), the sequence provides pedagogical supports that foster comprehension and critical thinking. Their effectiveness is reflected in the presentation of student-created infographics that synthesize and interpret socioculturally dense content and draw analytical conclusions from all podcast presentations.



John I. Liontas, PhD

Associate Professor, University of South Florida, USA

Country: USA | Presentation: 15:30-16:00 EET

SHORT BIO

Dr. Liontas is an Associate Professor of ESOL and Second Language Acquisition at the University of South Florida. His research explores idiomatic–figurative language competence, technology-enhanced language learning, and the cognitive processes underlying metaphoric meaning. He has published widely, earned 51 national and international awards for teaching and research, and presented at over 500 conferences worldwide.

PRESENTATION TITLE

Screenshot-Mediated Idiomatics Noticing in Digital Headline Ecologies

ABSTRACT

As digital reading increasingly unfolds through headline streams and algorithmically curated news feeds, idiomatic-figurative language has become a critical site of linguistic engagement. This presentation introduces a screenshot-mediated idiomatics framework that reconceptualizes idiomatics learning as an emergent process of noticing, inferencing, and confirmation within authentic digital reading contexts. The framework views idiomatics competence as developing through recognition, interpretation, and confirmation rather than through isolated lexical learning. Using archived headline screenshots as epistemic artifacts, the project explores how authentic digital headline ecologies foster incidental language learning, interpretive awareness, learner agency, and deeper engagement with idiomatic-figurative meaning
among advanced L2 readers.

PRESENTER INTERVIEW

1. Across an extensive career in ESOL and Second Language Acquisition, idiomatic and figurative language has remained a major focus of your work. What first fascinated you about this aspect of language, and what has sustained that interest over the years?

What first fascinated me about idiomatic-figurative language was its ability to reveal that knowing the words in a language does not necessarily mean knowing the language itself. Idioms, proverbs, similes, metaphors, hyperbole, collocations, and a wide range of such forms and categories invite L1 and L2 learners alike to move beyond literal meaning and into the cultural, cognitive, pragmatic, and contextual dimensions of communication. Over the years, I have remained interested in idiomatic-figurative language because it sits at the intersection of language, thought, culture, and meaning-making—and because it continues to challenge even advanced second language learners.

2. Your LERC2026 presentation introduces "screenshot-mediated idiomatics noticing." How did observing contemporary digital reading practices lead you towards this framework?

Our reading practices have changed dramatically. Learners increasingly encounter language through screenshots, headlines, social media posts, news feeds, and other visually mediated digital environments. I became interested in what happens when an idiomatic-figurative expression is encountered in this kind of context and, rather than being explicitly taught, simply captures the learner's attention. "Screenshot-mediated idiomatics noticing" emerged from this observation: digital texts can preserve, foreground, and revisit naturally occurring instances of idiomatics, creating opportunities for learners to become aware of idiomatic-figurative expressions, notice them in meaningful contexts, and begin constructing hypotheses and tentative interpretations about their possible meanings.

3. You conceptualise idiomatics learning through noticing, inferencing and confirmation rather than isolated lexical learning. Why is this distinction important for our understanding of how advanced L2 readers develop figurative competence?

Idiomatic-figurative expressions are not simply vocabulary items that can be learned one expression at a time. Their meanings are often inseparable from context, discourse, cultural knowledge, and the speaker's communicative intentions. For advanced L2 readers, development involves more than memorizing definitions. Learners need opportunities to first become aware of an unfamiliar idiomatic-figurative expression, notice it in context, engage in inferencing to construct a possible meaning from contextual and linguistic clues, and then confirm or revise that interpretation. This process makes idiomatics learning more exploratory and cognitively engaging while also reflecting how readers actually encounter authentic idiomatic-figurative language beyond the classroom.

4. Algorithmically curated news feeds and headline streams are now part of everyday reading. Do you see these environments primarily as a challenge for language learners, an opportunity for incidental acquisition, or perhaps both?

I see them as both a challenge and an opportunity. Algorithmically curated environments expose learners to abundant authentic language, including idiomatic and figurative expressions that textbooks may never introduce. Yet the speed, fragmentation, and unpredictability of digital reading can complicate comprehension, particularly when meaning depends on cultural or contextual knowledge. The challenge is not to shield learners from these environments but to help them engage critically, selectively, and reflectively. As with any learning, one must learn to crawl before walking, and walk before running. Running a marathon is a distant fourth goal, requiring considerable stamina and effort. Language learning is no different: development must be incremental.

5. Having presented your work to audiences around the world, what question about idiomatic-figurative language do you believe language educators still need to think about more seriously?

I believe we need to ask a more fundamental question: What does it actually mean to know idiomatics (i.e., the art and science of idiomatic and figurative language)? Is knowing an expression's dictionary meaning enough, or does genuine idiomatics competence require knowing when, where, why, and with whom it can be used? I would argue for the latter. As language becomes increasingly mediated by digital technologies, we also need to reconsider where idiomatics learning takes place and what counts as meaningful, natural exposure. The classroom remains important, but learners' real-world digital encounters may be equally significant contexts for developing competence in idiomatics. No one can be said to be truly proficient in another language until he or she develops full idiomatics control of it.



Rita Szaszkó PhD

Associate Professor / Head of Department, Eszterházy Károly Catholic University, Hungary

Country: Hungary | Presentation: 16:00-16:30 EET

SHORT BIO

Rita Szaszkó PhD, Associate Professor, Head of Department works in the field of language pedagogy focusing on the effects of intercultural contact on FL learning motivation, intercultural communication, and online education.

PRESENTATION TITLE

Pre-Service Preschool Teachers' Views on the Role of Foreign Language Knowledge: A Qualitative Study

ABSTRACT

Exploring the nature of bilingualism and multilingualism constitutes a relevant component of several early childhood education teacher training programs. The present qualitative study aimed to investigate how graduating pre-service preschool teachers perceive the role of foreign language (FL) proficiency in relation to themselves and their social environment. Qualitative data were collected from respondents (N=68) through written responses to open-ended questions. The analysis revealed the following recurring patterns regarding the benefits and challenges of FL proficiency: (1) communication and relationship building; (2) gaining knowledge of other cultures and fostering openness; (3) advantages in the labour market and educational opportunities; (4) personal development and increased self-confidence; (5) enhanced support for children's language learning; and (6) generational differences. The findings indicate that FL learning is viewed very positively among prospective preschool teachers, regardless of their own level of FL competence.



Carmen RĂRIȘ-FIERBINȚEANU

University of Bucharest, Romania

Country: Romania | Presentation: 09:45-10:15 EET

SHORT BIO

Carmen holds a BA in Romanian Language and French, an MA in Linguistics, and a PhD in Philology from the University of Bucharest. She was awarded a scholarship from the Romanian Academy between 2014 and 2015.

PRESENTATION TITLE

Phonetic challenges in the acquisitions of Romanian as a foreign language

ABSTRACT

The present paper analyses the phonetic challenges of Albanian students while learning Romanian as a foreign language, intensively. Generally, the Romanian phonetic system does not represent a major issue for Albanian speakers, but some problematic sounds have been noticed, as well as the grapheme-phoneme correspondence, which could negatively impact the fluency and clarity of oral communication.

The first part of the paper illustrates a contrastive presentation of Romanian and Albanian phonetic systems, followed by a phonetic analysis of an oral corpus (consisting of both isolated words and spontaneous monologues, containing the sounds under investigation) made in PRAAT. The final part focuses on didactic suggestions, that could be used in order to improve pronunciation and develop the speaking competence in Romanian.



Dr Aglaia Rouki

National and Kapodistrian University of Athens, Greece

Country: Greece | Presentation: 10:15-10:45 EET

SHORT BIO

Dr Aglaia Rouki is an English language teacher and researcher specialising in pragmatics and corpus linguistics. She holds master's degrees in Applied Linguistics and Educational Leadership, along with a PhD focusing on the teaching of English pragmatics to Greek students. Her research interests include pragmatic awareness, corpus-based language assessment, and intercultural education.

PRESENTATION TITLE

When Textbooks Say Too Little: Teaching Conversational Implicatures through Corpus-Based Materials in Greek EFL Education

ABSTRACT

This paper explores the limited presence of pragmatic instruction in English as a Foreign Language (EFL) textbooks used in Greek secondary education, with particular focus on conversational implicatures. Although pragmatic competence constitutes a crucial component of communicative ability, classroom materials often emphasize grammar and vocabulary while neglecting inferential meaning. Drawing on Relevance Theory, the study examines how corpus-based authentic material can support the development of learners' pragmatic awareness. Data from classroom intervention with Greek high-school students demonstrate that explicit instruction using corpus examples significantly improves learners' ability to interpret implicatures. The findings highlight the need to integrate pragmatics more systematically into EFL textbooks and teaching practices.

PRESENTER INTERVIEW

1. Why is pragmatic awareness essential for successful communication in a foreign language?

Grammar and vocabulary tell us what words mean, but pragmatics tells us what people actually mean when they use them. In real interaction, speakers constantly convey more than they say — through hints, indirectness, and implication. A learner can be grammatically flawless yet still misread an invitation, a refusal, or a joke. Pragmatic awareness is what allows learners to bridge that gap between literal form and intended meaning, and it's often where genuine communication succeeds or breaks down, especially across cultures.

2. Why do learners often find conversational implicatures challenging?

Because the meaning simply isn't in the words. Implicatures ask learners to reconstruct a speaker's intention from context, shared assumptions, and expectations about how cooperative communication works. This is demanding even in one's first language, and in a foreign language learners must do it while still processing form. In my testing research, the tasks that required learners to identify the relevant intended response proved the hardest. Interestingly, learners sometimes transfer interpretive skills positively from Greek — but where cultural expectations differ, that same instinct can mislead them.

3. How can corpus-based materials help teachers move beyond traditional textbook content?

Corpora give teachers direct access to how language is really used, rather than the tidied-up, invented dialogues textbooks often rely on. Through data-driven learning, students can explore authentic examples in tools like COCA or SKELL and notice patterns of implied meaning for themselves. My curriculum analysis found that under ten percent of tasks in a standard Greek EFL textbook addressed implicature at all — and most examples were conventional rather than creative. Corpora let teachers fill precisely that gap with real, context-rich language.

4. What changes would you like to see in future EFL textbooks and classroom practices?

I'd like pragmatics to be treated as core content, not an occasional extra. Textbooks should include a genuine range of implied meaning — including creative, non-conventional implicatures — alongside explicit opportunities for learners to notice and discuss how meaning is negotiated. In practice, I'd like to see more space for authentic data, reflection, and metapragmatic awareness: not just exposing learners to language, but helping them think about how it works. My experimental work suggests learners both perform better and engage more when taught this way.

5. What advice would you give teachers who want to introduce more authentic, context-based activities?

Start small and stay curious. You don't need an elaborate corpus project — a short, well-chosen set of authentic examples can spark rich discussion about what a speaker really meant and why. Free tools like SKELL make this very approachable. Frame these activities around noticing and reflection rather than right-or-wrong answers, and connect them to situations your learners recognise. Above all, let students explore the data themselves; the discovery is where the pragmatic awareness actually develops.



Dr Cristina Ivanovici

Birmingham International Academy, University of Birmingham, UK

Country: UK | Presentation: 10:45-11:15 EET

SHORT BIO

Dr Cristina Ivanovici is an English for Academic Purposes Teaching Fellow within the Birmingham International Academy, the University of Birmingham, where she has been teaching on both Foundation and Presessional pathways since September 2022. With an extended experience of teaching international students undertaking degrees in various subjects both in the UK, China and Europe, her research interests lie in strategies employed in listening skills, and in particular, using TED talks in the EAP classroom.

PRESENTATION TITLE

Teaching TED Talks: A Study of International Students' Perceptions of the Use of TED Talks in the EAP Classroom in order to Improve Their Academic Vocabulary

ABSTRACT

It has been argued that TED talks could be effectively used in EAP classrooms, following the popularity of the TED platform (Gallo, 2014), as some TED talks have registered over 16 million views (Romanelli et al., 2014), and given translations available in over 110 languages (TED, 2021). Research also highly recommends utilising TED talks in both teaching academic listening skills and academic vocabulary (Coxhead & Walls, 2012; Salem, 2019; Saputra & Fatimah, 2018). My paper explores international students' perceptions of the use and effectiveness of TED talks in the EAP classroom in order to improve EAP learners' academic vocabulary and their mastery of AWL vocabulary. By using a survey and also the AWL highlighter (https://www.eapfoundation.com/vocab/academic/highlighter/), I examine EAP learners' recognition, use and retention of academic/AWL vocabulary in their final writing exams. The paper will argue that using TED talks in the EAP classroom on a weekly basis enhances students' use of academic vocabulary in writing, listening and speaking. It will also conclude with a series of recommendations on how to effectively use TED talks in the EAP classroom.



Dr Marianna Oyanedel

Universidad Técnica Federico Santa María, Chile

Country: Chile | Presentation: 11:30-12:00 EET

SHORT BIO

Dr. Marianna Oyanedel is a Full Professor of Linguistics at Universidad Técnica Federico Santa María (USM), Chile, where she works in language education, applied linguistics, and research communication in higher education. She holds a PhD in Linguistics and a Master's degree in Applied Linguistics from Pontificia Universidad Católica de Valparaíso. Her research focuses on discourse, psycholinguistics, academic communication, and language education in STEM contexts. Her current work explores Complex Knowledge Communication and the development of Communication Diagnostics as an integrative framework for understanding and enhancing how specialized knowledge is communicated across academic and professional contexts.

PRESENTATION TITLE

Communication Diagnostics: Bridging Linguistic Theory and Research Communication Practice

ABSTRACT

This presentation introduces Communication Diagnostics, a preliminary methodological framework designed to analyze how complex knowledge is communicated in research and educational contexts. Drawing on applied linguistics, discourse studies, and academic communication, the framework examines clarity, argumentation, audience awareness, and rhetorical effectiveness in research texts. Using examples from STEM doctoral writing, the study illustrates how Communication Diagnostics can connect linguistic theory with practical interventions that support language learning, knowledge transfer, and researcher development. The framework offers a systematic approach for identifying communication challenges and enhancing the accessibility and impact of specialized knowledge across academic communities.

PRESENTER INTERVIEW

1. Your work brings linguistic analysis into dialogue with research communication practice. What experiences in your academic or professional journey first made you interested in how complex knowledge is communicated to different audiences?

My interest grew gradually through my work as a linguist, teacher educator, researcher, and university professor. Over the years, I have worked with students and researchers who had a very strong command of their disciplinary knowledge but sometimes struggled to make that knowledge accessible beyond their immediate academic community. This became particularly visible in my work with STEM doctoral students. I began to notice that the difficulties were not necessarily linguistic in the narrow sense. Researchers were often dealing with questions about what to explain, what to assume, how to construct an argument, and how to address a particular audience. That observation stayed with me and eventually became a research question.

2. Your LERC2026 presentation introduces "Communication Diagnostics" as a methodological framework. What problem or gap did you identify that led you to develop this approach?

What prompted me was the feeling that something was missing between linguistic analysis and the practical decisions researchers have to make when communicating their work. Applied linguistics has given us valuable ways of understanding genres, discourse, rhetoric, academic writing, and disciplinary communication. Yet, in practice, these perspectives can remain somewhat separated. I became interested in whether they could be brought together to examine communication more holistically. Communication Diagnostics emerged from that exploration. The idea is not to replace existing approaches, but to create a way of bringing different analytical perspectives into dialogue when trying to understand and improve how complex knowledge is communicated.

3. The framework examines clarity, argumentation, audience awareness and rhetorical effectiveness. In your experience, which of these dimensions tends to present the greatest challenge for researchers communicating specialised knowledge?

For me, audience awareness is often the most difficult dimension, particularly for researchers who are deeply immersed in their field. Expertise can make it difficult to recognize what a non-specialist, an interdisciplinary colleague, or even a researcher from a neighboring field may not know. I have seen very sophisticated research become difficult to access because the writer assumes too much shared knowledge or does not make the logic of an argument sufficiently visible. At the same time, the solution is not simply to "simplify" the research. The real challenge is to adapt communication to an audience while preserving the complexity and precision that give the knowledge its value.

4. You use STEM doctoral writing to illustrate the framework. What can applied linguistics contribute to researcher development in disciplines whose scholars may not traditionally think of themselves as language or communication specialists?

I think applied linguistics can help researchers become more conscious of communicative choices that often remain implicit. STEM researchers already have considerable expertise in their disciplines, so I do not see our role as teaching them how to communicate "correctly." Rather, we can help them examine how their arguments are constructed, how they position claims, how they anticipate audiences, and how language shapes the way their knowledge becomes understandable to others. In this sense, applied linguistics can contribute to researcher development by making communication an object of reflection and inquiry, rather than treating it simply as a technical skill that researchers are expected to acquire along the way.

5. Looking more broadly at research communication today, what would you most like LERC2026 attendees to reconsider about the relationship between producing valuable knowledge and communicating that knowledge effectively?

I would like us to reconsider the idea that communication happens after research has been produced, as if knowledge were complete and communication were simply the process of transmitting it. In reality, the way researchers frame, explain, argue for, and adapt their work influences how that knowledge is understood and what it can do in the world. This seems particularly important today, when research is increasingly interdisciplinary, multilingual, open, and mediated by digital technologies and artificial intelligence. For me, communicating knowledge effectively is not an additional layer placed on top of research. It is part of the research process itself and, ultimately, part of how knowledge acquires meaning and impact.



Dr Dolores Barbazán-Capeáns

Columbia University, New York, USA

Country: USA | Presentation: 12:00-12:30 EET

SHORT BIO

Dolores Barbazán-Capeáns, PhD, is a Lecturer in Spanish at Columbia University. She teaches Spanish language courses and develops pedagogical materials focused on communicative competence in Spanish as a foreign language. Her research interests include language pedagogy, educational technology, translation, and the use of audiovisual materials in language learning.

PRESENTATION TITLE

Cinema, Translation and Oral Interaction in Spanish Language Learning

ABSTRACT

This presentation explores the use of cinema as a pedagogical tool to enhance communicative competence in intermediate university learners of Spanish (B2 CEFR). Drawing on activities based on The Red Virgin (La virgen roja, Paula Ortiz, 2024), the proposal integrates oral interaction, translation, and critical reflection on gender and identity. Grounded in communicative and sociocultural approaches to language learning, the activities promote meaningful engagement with authentic audiovisual input while fostering speaking skills, intercultural awareness, and critical thinking. The presentation offers practical tasks that can be adapted to a variety of university language-learning contexts.

PRESENTER INTERVIEW

1. **Your professional interests bring together Spanish language pedagogy, communicative competence, translation, educational technology and audiovisual materials. What experiences have most strongly influenced this interdisciplinary approach to language teaching?**

All of these disciplines have a direct impact on my teaching. Both oral expression and listening comprehension often present significant challenges for students, so I try to make use of the resources available to guide and facilitate their learning. In particular, I am interested in designing interactive activities that integrate visual support and, when appropriate, I also incorporate translation as a tool to enhance comprehension and develop communicative competence.

2. **Your LERC2026 presentation places cinema at the centre of language learning. What is it about film that you believe makes it particularly powerful as a resource for developing communicative competence?**

Cinema has always been a personal passion of mine, and I see it as a particularly rich source of authentic material because it is not originally created for language learners. Film provides students not only with models of language use, but also with valuable insights into culture, pragmatics, interaction, and social context. In this sense, cinema offers an ideal form of input for developing communicative competence. Although its use in the classroom requires careful consideration of how it is integrated into teaching, it creates numerous opportunities to work with language in meaningful and contextualised ways.

3. **Your activities based on *The Red Virgin* combine oral interaction and translation with critical reflection on gender and identity. How can teachers work with culturally and socially complex themes while keeping meaningful language development at the centre of the lesson?**

By choosing films that are appropriate for the classroom context and for the students' level of language proficiency. *The Red Virgin*, for example, introduces themes that students often miss when working primarily with a textbook, such as family, independence, and identity. These are issues that tend to generate more personal and meaningful engagement. The film therefore allows students to practise the language while reflecting on questions that are relevant and interesting to them.

4. **Translation has sometimes occupied an uncertain position in communicative language teaching. How do you see its role in a contemporary university language classroom?**

I see translation as one more tool that can enrich the language classroom and make learning more meaningful when used appropriately. In my own teaching, I integrate it as an activity that encourages students to think more carefully about language and to explore different translation possibilities. This can be particularly useful at more advanced levels, where students may initially associate a word with only one equivalent in the other language. Translation helps them realise that there are often several possible choices, and that some are more appropriate than others depending on the context.

5. **If a teacher attending LERC2026 has never used cinema systematically in language teaching, what would you most like them to understand — or perhaps try — after hearing your presentation?**

I would like them to understand that even one or two minutes from a film can be enough to create an activity in which students practise both language form and content. Cinema does not need to take over an entire lesson. A teacher can simply start with a short scene that catches students' attention and build an activity around it that is adapted to the needs and level of the class. The most important thing is to try it and see how even a very short clip can generate meaningful discussion and language practice.



Dr Salmah Yaakob

Birmingham International Academy, University of Birmingham, UK

Country: UK | Presentation: 12:30-13:00 EET

SHORT BIO

Dr Salmah Yaakob is an EAP Teaching Fellow at the University of Birmingham, where she also obtained her PhD in English. With over 20 years of experience in language education, her current research bridges corpus linguistics and practice, exploring how explicit pedagogical frameworks enhance spoken academic attribution in multimodal assessments.

PRESENTATION TITLE

Navigating Stance and Synthesis: A Learner Corpus Analysis of Spoken Citations in Online Postgraduate Multimodal Assessments

ABSTRACT

As digital university assessments expand, online postgraduate pre-sessional students must master nuanced spoken academic citations within virtual environments. This longitudinal action research evaluates a digital "micro-modelling" intervention using the DATA framework (Date, Author, Title, Authority) to scaffold oral attribution during a fully online pre-sessional programme. Utilising a specialised pre- and post-intervention learner corpus compiled from digital recordings, this study tracks shifts in how postgraduates employ advanced academic lexical bundles to project disciplinary stance fluidly on screen. Corpus analysis demonstrates that targeted online scaffolding mitigates anxiety regarding virtual delivery and strict time constraints, offering a replicable framework for digital EAP practitioners.

PRESENTER INTERVIEW

1. You have worked in language education for over 20 years and your current research brings corpus linguistics into dialogue with EAP practice. How has your professional journey shaped the questions you now ask as a researcher?

My research is grounded in the authentic linguistic challenges students face in the classroom. I leverage corpus linguistics to substantiate language patterns, applying a pedagogical lens to ensure data-driven insights translate into actionable teaching strategies. My focus centers on demystifying academic discourse, using empirical research to empower learners as they navigate complex academic conventions.

2. Your LERC2026 study focuses on spoken academic citations in online postgraduate multimodal assessments. What led you to identify spoken attribution as an area requiring more explicit pedagogical attention?

While academic writing instruction places significant emphasis on written citations and referencing conventions, spoken attribution is frequently overlooked or assumed to occur naturally. In online multimodal assessments, students must negotiate complex layers of visual, spoken and text-based information simultaneously. Observation of student performances in summative assessments has revealed that without explicit scaffolding, spoken attribution is often omitted or awkwardly integrated, leading to ambiguities regarding authorial voice, stance, and source authority.

3. Your intervention uses the DATA framework — Date, Author, Title and Authority — to scaffold oral attribution. What makes explicit micro-modelling particularly valuable when students are learning to manage stance and synthesis in spoken academic work?

Micro-modelling with the DATA framework breaks down the cognitively demanding task of oral attribution into structured, repeatable linguistic moves. In spoken academic contexts, learners lack the punctuation and typographic conventions of written prose to mark source boundaries. The DATA framework provides clear explicit markers that help students smoothly weave external authority into their discourse while preserving their own stance and critical evaluation.

4. Your findings also point to anxiety associated with virtual delivery and strict time constraints. How can EAP practitioners support students in developing sophisticated academic language while also managing the performance demands of online assessment?

Virtual assessment under tight time limits introduces cognitive overload and performance anxiety, which often leads students to resort to simplified language or neglect attribution. Practitioners can support students by embedding low-stakes formative opportunities and strategy training into the curriculum. Scaffolding dynamic delivery alongside formulaic functional language (such as the DATA framework) builds automaticity, freeing up cognitive capacity for students to manage delivery pressures and articulate complex ideas effectively.

5. Looking beyond this particular study, what do you think corpus-informed approaches can offer the future of EAP teaching, and what would you most like LERC2026 attendees to take away from your work?

Corpus-informed approaches offer a shift from intuition-based teaching to evidence-based language instruction that captures the nuanced, discipline-specific reality of academic discourse. My main hope for LERC2026 attendees is to see oral attribution not merely as a technical referencing requirement, but as a core rhetorical tool for establishing stance, voice and credibility in modern, technology-mediated academic contexts.



Dr Maricarmen Gamero Mujica

Birmingham International Academy, University of Birmingham, UK

Country: UK | Presentation: 13:00-13:30 EET

SHORT BIO

Maricarmen Gamero holds a PhD in English language teaching and applied linguistics and is currently an EAP teaching fellow at the University of Birmingham, UK. She has worked in ELT and higher education for over 20 years in various roles, including language tutor, teacher trainer, researcher and academic development programme manager.

PRESENTATION TITLE

The Virtual Mirror: A Multimodal, Affective Approach to Scaffolding Remote Teacher Reflection

ABSTRACT

The aim of this session is to present research insights about the application of affective reflective practice as a data collection method in remote 1EAP teaching contexts. This research method integrates multimodal inter(action) analysis, critical incident identification and Gibbs' reflective cycle. In this regard, the presentation will provide an overview of the stages involved in affective reflective practice while empirically exemplifying the application of the method. To illustrate the reflection process, data will be drawn from a study of 1EAP practitioners' challenges navigating a crisis-driven transition to videoconferencing, marking their first experience facilitating emergency distance learning.





Kallie McDaniel-Zapata & Dr Dong-shin Shin

University of Cincinnati, USA

Country: USA | Presentation: 14:30-15:00 EET

SHORT BIO

Kallie Zapata is a PhD student in the EDST program at the University of Cincinnati, USA. Her professional experiences include educating K-12 English learners, supporting communication skills in adults with Autism, and TESOL. Her research is at the intersection of English language learners and special education.

Dong-shin Shin is an associate professor in the Literacy and Second Language Studies program of University of Cincinnati, USA. She teaches undergraduate and graduate courses in TESOL, and her research interests include digital literacies, multimodal writing, disciplinary literacies, and L2 teacher professional development.

PRESENTATION TITLE

Response to Intervention for English Learners With and Without Learning Disabilities in Primary Grades: A Systematic Review

ABSTRACT

This presentation reports findings from a systematic review of Response to Intervention (RTI) for English learners (ELs) with suspected disabilities in grades K–5 in the United States. As schools increasingly use RTI data to guide instruction and special education decisions, equitable implementation for ELs remains essential. The authors reviewed 18 empirical studies published over the past decade, focusing on assessment practices, intervention approaches, and educators' perceptions. Findings suggest that RTI can support ELs when implemented thoughtfully and adapted to students' linguistic needs. However, misconceptions about ELs and weak implementation may reduce effectiveness and contribute to inequitable education for ELs.



Francesco Michael Scaringella, PhD

University of Milan, Italy

Country: Italy | Presentation: 15:00-15:30 EET

SHORT BIO

Francesco Michael Scaringella is an Adjunct Professor of Chinese Language and Culture and Chinese Specialized Translation at the Department of Languages, Literatures, Cultures and Mediations, University of Milan. He holds a PhD in Linguistic, Literary and Intercultural Studies in European and Extra-European Perspectives from the University of Milan. His doctoral dissertation, entitled ELT in Chinese General Senior High School: An Analysis of Contemporary Chinese ELT Textbooks, examines English language teaching in Chinese general senior high schools, with a particular focus on the textbooks currently adopted in these schools. His main research interests include foreign language teaching, textbook studies, linguistics, and critical discourse analysis.

PRESENTATION TITLE

“Activity-Based English Learning” in the Chinese Educational System: The Gap Between Theory and Practice

ABSTRACT

According to the latest English language teaching curricula for both compulsory and upper secondary education, the teaching method currently promoted in the Chinese educational system is known as Activity-Based English Learning. It is defined as a teaching approach oriented toward the cultivation of students’ core English competencies, aiming to enable learners to use the language to understand and express meaning, develop cultural awareness, foster multifaceted thinking, and acquire learning abilities, while achieving an integrated alignment of goals, content, and methodology. However, when ELT textbooks and actual classroom practice are examined, an inconsistency emerges between these and the official documents issued by the MOE, with limited emphasis placed on the development of students’ speaking skills. This study aims to discuss the gap between theory and practice in ELT in China and, in doing so, to contribute to the scholarly debate on linguistics and foreign language teaching.

PRESENTER INTERVIEW

1. Your research examines the relationship between official ELT policy and classroom realities in China. What motivated you to explore this gap?

I originally studied Chinese and English during my BA and MA. When I applied for the doctoral programme at the University of Milan, I came up with the idea of combining these two fields of study, especially because I was working as an English teacher at the time. I therefore decided to focus on the ELT textbooks used in Chinese state schools, as I discovered that this was an understudied topic. While conducting my doctoral research, I realized that there was a gap between what is stated in the Chinese curriculum and actual classroom practice, and I consequently decided to explore this issue further.

2. Activity-Based English Learning places emphasis on communication and core competencies. Why does implementation remain challenging in many classrooms?

Activity-Based English Learning lies at the heart of this gap between theory and practice. In the official curriculum documents, it is presented as a teaching method that aims to develop students' core competencies and communicative competence through the integration of learning objectives, content, and methodology. However, this objective inevitably clashes with the structure of the National Matriculation English Test (NMET), the English component of the National College Entrance Examination, which represents the ultimate goal of primary and secondary education in China. In fact, the NMET is, in essence, a language knowledge-based examination.

3. Your research highlights concerns regarding limited opportunities for speaking development. What factors contribute to this situation?

As I have just mentioned, the main obstacle to the effective implementation of Activity-Based English Learning and the development of students' speaking skills is the structure of the NMET, whose nationwide version does not include a speaking component. Moreover, the listening component was only introduced in 2000 and carries the least weight in the examination. Therefore, since the primary objective of English education in China's primary and secondary schools remains to prepare students for this examination, it is understandable that developing students' speaking skills is not considered a real priority.

4. How can teachers and educational institutions better bridge the gap between curriculum expectations and classroom practice?

This is a very delicate issue, as, in my view, it is not even a matter of teacher training. I believe that the only way to bridge this gap is to reform the NMET by introducing a mandatory speaking component. This proposal has been put forward by the Ministry of Education since the beginning of the twenty-first century, but it has faced opposition from local governments because of the disparities between wealthier areas, such as Beijing and Shanghai, and other provinces where schools still struggle to recruit qualified English teachers. Consequently, local governments argue that making a speaking component mandatory would further widen the educational gap between China's provinces.

5. What lessons can other educational contexts learn from the Chinese experience of ELT reform?

One lesson that other educational systems can draw from the Chinese experience concerns the washback effect that high-stakes examinations such as the NMET can have on classroom practice, giving rise to phenomena such as so-called "Mute English" and "Exam-oriented English". Another lesson is the importance of ensuring an equitable allocation of educational resources across the country. Otherwise, persistent inequalities may continue to hinder educational reform, as illustrated by the ongoing opposition to reforming the Chinese NMET by introducing a mandatory speaking component.



Mariia Kopylova

Erasmus Mundus EMLex Programme / Roma Tre University, Italy

Country: Italy | Presentation: 15:30-16:00 EET

SHORT BIO

Mariia Kopylova is a second-year Erasmus Mundus EMLex (European Master in Lexicography) Master's student at Roma Tre University. Her research focuses on educational lexicography, phraseology, pragmatics, and Russian as a foreign language. She is currently developing a multimedia educational dictionary of Soviet cinema catchphrases designed to support pragmatic competence among advanced learners of Russian. Her work combines corpus-based methods, learner needs analysis, and digital lexicographic approaches to create context-oriented educational resources. Her academic interests include learner dictionaries, multimedia lexicography, language teaching, and the integration of digital technologies into lexicographic practice.

PRESENTATION TITLE

Towards the Creation of a Multimedia Educational Dictionary of Soviet Cinema Catchphrases: Pragmatic Microstructure and Preliminary Survey Data

ABSTRACT

This article presents a multimedia educational dictionary of Soviet cinema catchphrases for B2+ learners of Russian. Based on a preliminary corpus of eight Soviet comedies and a 500+ phrase candidate list, the project proposes a nine-element microstructure with pragmatic labels and scenario-based navigation. Native-speaker validation (N=30) confirmed the situational nature of the phrases. A pilot study with learners (N=5, B1–C2) showed 56% pragmatic accuracy and identified contextual explanation as the primary learner need. The findings support context-oriented digital lexicographic tools for pragmatic competence development.

PRESENTER INTERVIEW

1. What inspired you to create a multimedia educational dictionary focusing on Soviet cinema catchphrases?

Two things happened: I have always loved movies, especially Soviet ones — particularly on New Year's Eve, when we watch classic films. At the same time, we had an assignment in lexicography. Suddenly, I realized that although we frequently use these quotes in everyday speech, often without even noticing that they are quotations, foreigners tend to interpret them literally, which creates real communication difficulties. This realization inspired the idea of creating a dictionary that explains not only the meanings of these quotes but also their usage contexts, intonation, and cultural background.

2. Why are cinema catchphrases particularly interesting — and particularly challenging — for learners of Russian compared with more conventional vocabulary?

They are interesting because they are lively, emotional, and ubiquitous in modern speech and media. They are complex because their meaning is not simply derived from the sum of their words; pragmatics, irony, intonation, and cultural background all play important roles. A foreign student may understand every word but still fail to grasp the communicative function of the phrase. Without knowledge of the context and situation, communication failure can easily occur.

3. Your project emphasises pragmatic information and scenario-based navigation rather than simply providing lexical definitions. Why is contextual knowledge so important for learners who want to use or interpret these expressions successfully?

Because the same phrase can serve as a joke, threat, irony, or flirtation depending on the situation and intonation. Traditional dictionaries provide definitions and sources but do not explain when, to whom, or how it is appropriate to use these phrases. My project adds pragmatic labels, descriptions of illocutionary force, usage examples, and audio recordings featuring both normal and theatrical intonations — this is the key difference.

4. Your preliminary learner data identified contextual explanation as a particularly important need. How has this finding influenced the way you envisage the multimedia dictionary developing?

The pilot study showed 56% pragmatic accuracy among learners and identified contextual explanation as their primary need. Therefore, I focused on scenario navigation, filtering by pragmatic topics such as feasting, joking threats, and irony about work. Additionally, I incorporated multimedia elements, including video clips and audio recordings with two different intonations, along with contextual explanations. This approach enables students not only to learn the phrases but also to understand how to use them appropriately.

5. Looking towards the future, what possibilities do you see for digital lexicography to help language learners develop not only vocabulary knowledge but also deeper pragmatic and cultural competence?

Digital dictionaries can become more than just reference books; they can serve as tools for developing pragmatic and cultural competence. Features such as multimedia, hyperlinks, situational filters, interactive exercises, and feedback mechanisms enable the creation of dynamic, evolving resources. I envision the future in context-oriented, open, and adaptive lexicographic platforms that integrate language, culture, and authentic communication.



Dr Nancy Tille-Victorica

Harriet L. Wilkes Honors College, Florida Atlantic University, USA

Country: USA | Presentation: 16:00-16:30 EET

SHORT BIO

Nancy Tille-Victorica is a Senior Instructor of French and Spanish at the Harriet L. Wilkes Honors College, Florida Atlantic University. She teaches beginning through advanced language courses and Francophone and Hispanic literature. Her interests include second language acquisition, instructional technology, and literature in language education.

PRESENTATION TITLE

Introducing Generative AI in Spanish 1: Scaffolding Writing, Reading, and Speaking Development

ABSTRACT

Generative AI tools such as ChatGPT are increasingly integrated into education, yet their role in introductory foreign language courses remains underexplored. While most research focuses on advanced learners, novice students developing foundational vocabulary, grammar, and oral fluency are often overlooked. This study investigates whether structured, reflective AI use as a form of technology-mediated instruction supports improvement in first-semester Spanish learners' writing accuracy, reading comprehension, and speaking confidence. Findings highlight the pedagogical potential of scaffolded AI integration to support early-stage language acquisition and inform instructional practice.

PRESENTER INTERVIEW

1. Your professional interests span second language acquisition, instructional technology and literature in language education. How has your experience of teaching languages from beginning through advanced levels shaped the way you approach new technologies in the classroom?

Over more than a decade of teaching French and Spanish from beginning through advanced levels, as well as Hispanic and Francophone literatures, I have learned that technology needs to serve different purposes depending on students' proficiency and the course objectives. Beginning learners may benefit from targeted practice and immediate feedback, while more advanced students can use digital resources to deepen their engagement with language, literature, and cultural context. I therefore approach new technologies with both curiosity and caution, asking what students are ready to do independently and what the technology genuinely adds to their learning.

2. Much of the discussion around generative AI in language education has focused on advanced learners. What led you to explore its potential specifically with first-semester Spanish students?

Beginning language students are already encountering generative AI, whether or not we formally introduce it in our courses. That made me interested in exploring whether we could teach students to use it responsibly from the beginning, rather than simply prohibiting it or waiting until they reach a higher proficiency level. First-semester students are particularly interesting because their linguistic resources are still very limited. I wanted to investigate whether carefully structured AI use could provide meaningful support while still requiring students to do the essential work of learning and producing the language themselves.

3. Your LERC2026 study emphasises structured and reflective AI use rather than simply giving students access to generative AI tools. What does effective scaffolding look like when learners are still developing foundational language knowledge?

For beginning learners, I believe the boundaries need to be very explicit. In my study, students were not simply told to "use ChatGPT." They first completed their own work and could then use AI for specific, limited purposes, such as clarifying a word, phrase, or sentence or checking language they had produced themselves. They retained their original work alongside any AI-assisted corrections and reflected on the feedback they received. Effective scaffolding, for me, means keeping the learner responsible for understanding, producing, and evaluating the language, rather than allowing the technology to do that work for them.

4. Your revised study focuses particularly on reading and writing development. Where do you see the greatest pedagogical potential of generative AI in supporting these skills, and where should teachers remain cautious?

I see particular potential in the individualized support and feedback generative AI can provide. In writing, it can help students notice and understand patterns in their errors, while in reading it can help them work through difficult words, phrases, or sentences without interpreting an entire text for them. I also see considerable potential for speaking and listening practice, particularly because speaking is often one of the most challenging skills for beginning learners. I collected oral-production data as part of this study and hope to explore that dimension further. Across all skills, however, AI should support rather than replace the cognitive and linguistic work students need to do themselves.

5. As generative AI becomes increasingly embedded in education, what would you most like language teachers attending LERC2026 to consider before deciding how or whether to integrate it into beginning-level language courses?

I would encourage teachers to begin with the learning objective rather than with the technology. The question should not be "How can I use AI in this course?" but "Is there a specific learning need that AI can help students address without replacing the learning itself?" We also need to consider what beginning learners are capable of evaluating independently, since they may not yet recognize inaccurate or inappropriate output. Our role is increasingly to teach students not only how to use these tools responsibly, but also when not to use them.



Prof Kirti Kapur

NSTC Member, NCERT; Fulbright Fellow, USA

Country: USA | Presentation: 16:30-17:00 EET

SHORT BIO

Professor Kirti Kapur, a Fulbright Fellow,USA, has 37 years of experience in English language teaching and learning. While at NCERT she had been involved in the development of curriculum design, materials development, pedagogy, assessment and comparative research as her core areas of expertise. She is alumna of the Summer Institute for English Language Educators, Hawai'i Pacific University, USA. Prof. Kapur has contributed to national and international studies on cultural contexts and language learning. She has published and presented over 100 papers internationally and nationally on issues like Multilingual Education, Second Language Teaching, Problems of Learning among Tribal Children, and Issues in Assessment etc. She conducts workshops across all stages of education and has also trained teachers from Afghanistan, Tibet and Mauritius on making ELT effective and learner centric. She is a recipient of the Ray Tongue scholarship awarded by IATEFL, UK and the International TESOL, USA award for Professional Development. She has conducted researches on topics such as, Teaching of English, Language across the Curriculum, Multiculturalism in Education etc. among other researches.

PRESENTATION TITLE

Multilingualism as Funds of Knowledge: Reimagining Language Learning

ABSTRACT

Evolving language learning contexts require re-examining multilingualism, often viewed as a challenge rather than a pedagogical resource. Drawing on "funds of knowledge" and "funds of knowledge and identity" frameworks, this paper argues that learners' linguistic repertoires constitute valuable cultural, cognitive, and social assets that enrich language acquisition and identity formation. Positioning multilingualism as funds of knowledge, the paper advocates for responsive, socially just approaches. Through examples from Indian classrooms, it explores the pedagogical potential of translanguaging and culturally responsive teaching, demonstrating how recognizing students' home languages fosters participation, confidence, academic achievement, and intercultural understanding, reimagining language education in multilingual societies.

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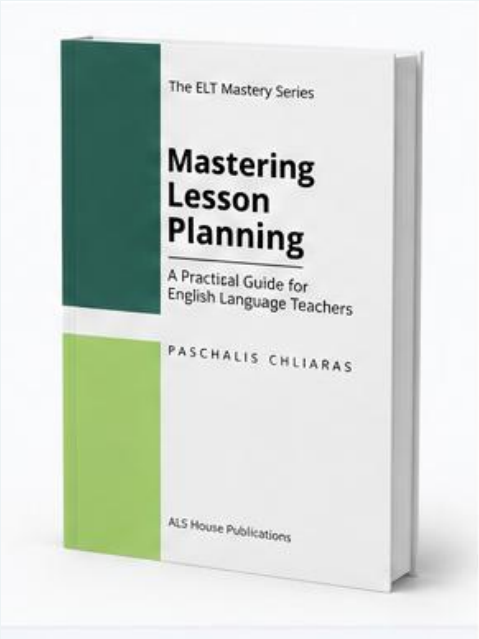
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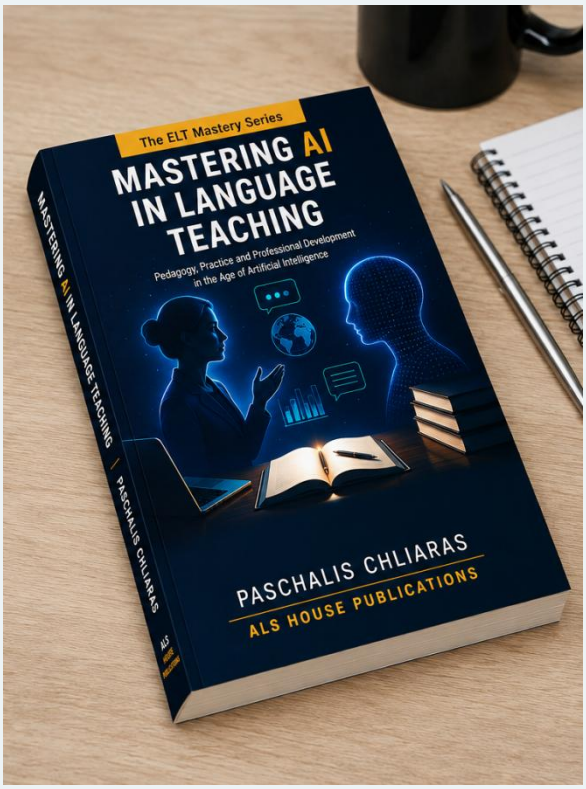
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