Conference

“Bridging the Gap between Theory and Practice”
February 26 – 28, 2009

BOOK OF ABSTRACTS

plenary lectures

papers (presentations and posters)
PLENARY LECTURES

The Dialectics of Theory and Practice in Teacher Knowledge Development

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Studies of expertise have argued that the knowledge of experts as intuitive and tacit and that it is characterized by “knowing how” rather than “knowing that”. Expert knowledge, they maintain, is embedded in experts’ action and such knowledge defies explanation. Similarly, studies of teacher knowledge have argued that teachers hold a special form of knowledge that is embedded in their everyday practice. This form of knowledge is highly personal and tacit: It is often difficult for teachers to articulate it. This view of teacher knowledge has been criticized by Shulman (1986) as presenting a truncated conceptualization of teacher knowledge. Shulman has argued that any portrait of teacher knowledge should also include teacher’s theoretical knowledge of the subject matter that informs and is informed by their teaching. This presentation argues for a dialectical relationship between theory and practice, supported by findings of case studies of ESL teachers.

Closing the gap, changing the subject

Henry G. Widdowson
University of Vienna

Teachers teach subjects. English is a subject, like history or physics. So how is this subject to be defined? What aspects of the language should be focused on, and what kind of classroom activity is most appropriate for the activation of learning? Over the years, different answers to these questions have been proposed and promoted and the subject thereby redefined. The rationale behind these different proposals for changing the subject is not always clear, and when clear not always convincing. There is therefore a need for teachers to resist being too readily persuaded by these proposals, and instead to submit them to critical appraisal so to establish their validity in principle and their relevance in practice. In this way, they would not so much be bridging the gap between theory and practice as closing it by taking their own theoretical perspective on the subject they teach.
Teaching Grammar: research, theory and practice.
Penny Ur
University of Haifa

Broadly speaking, research supports the hypothesis that the most effective way to get students to master accurate usages in an additional language learnt within a formal course of study is to combine explicit teaching of the grammar with meaning-oriented and communicative tasks. But there is some controversy over how to do this. Three main models have been suggested in recent years.

1. Consciousness-raising. Students are made aware of grammatical forms and meanings; but the course is based predominantly on communicative tasks. There is no focused grammar practice.

2. Form-focus. We relate reactively to grammatical issues as they arise in the course of communicative tasks: by correcting mistakes, for example, or by drawing learners’ attention to potentially problematical points.

3. Skill-mastery. We teach the rules systematically, deductively or inductively, and then practise them in increasingly meaningful and communicative tasks so as to facilitate the automatisation of rule-application.

In this talk I shall discuss these approaches and the research and thinking that underlies each, and then propose an integrated model of my own.
Moments of practice
Joachim Appel
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It has long been recognized that the relationship between theory and practice is more complex than that of an arrow leading from academic knowledge to what teachers do. Teaching practice and the knowledge connected with it has received considerable research attention since the 1990ies (e.g. Woods 1996, Appel 2000, Tsui 2003). A concurrent strand of research has investigated the interational architecture of the language classroom (Seedhouse 2004). What is still lacking is (i) an integration of both sets of data and (ii) a reconsideration of academic knowledge in the lights of insights into teaching practice. The following contribution uses a model suggested in anthropology by Hutchins (1995) to show how different kinds of knowledge in language teaching come together in so-called moments of practice. Moments of practice are intersections of three trajectories:
(a) the conduct of practice, i.e. sequences of interaction,
(b) the development of the practitioner, i.e. teachers’ cognitions and knowledge
(c) the development of practice, i.e. the history and development of the academic discipline related to language teaching and the shared assumptions of the professional community.
The talk will discuss this model using data from different teaching contexts.

Has English gone out of fashion? Teaching English for the Fashion Industry
Lovorka Autischer
University of Vienna

English for Specific Purposes (ESP) is a booming business with a market flooded with specialised courses and course books for all kinds of professions and occupations. Even so, ESP area is still largely dominated by English for Business or English for Tourism, leaving less profitable fields such as English for Fashion
neglected and rather unexplored. This is certainly the case in Austria where at the same time there is a sizeable number of higher secondary schools and colleges dedicated to education professionals for the fashion industry. In an attempt to explore those uncharted waters, the present study undertakes a thorough needs analysis. Evidence for this purpose was obtained by analysing course books, studying A-level examinations, semi-guided interviews with fashion students and subject teachers as well as an online questionnaire completed by professionals working in fashion. First results of the needs analysis show that English courses offered at Higher Vocational Schools for Fashion in Austria desperately need an update in terms of topics, tasks and genres actually required by the fashion industry. The presentation will focus on the array of genres that are relevant in different sections of the industry.

**An Alternative Approach to Reading Comprehension: The Case of Critical Pedagogy**

**Babak Dadvand & Fouad Behzadpour**
Tarbiat Modares University, Tehran

This paper aims to investigate the effect of using an Alternative Approach to teaching reading comprehension on improving the Iranian adult learners' reading skills at upper intermediate level. The approach under study here is an instance of Critical Pedagogy (CP), defined as an ideological stance on education informed by Critical Social Theory aimed at transforming the nature of education and eventually society at large (Canagarajah, 2005). To examine the efficacy of this approach, two types of content (conventional mainstream content vs. teacher-prepared, contextually-relevant content informed by the CP principles) paralleled on their respective length and difficulty level were given to an intact university reading comprehension class of 30 female students in alternate sessions in a time series design. The effect of each approach was then examined by cross-comparing the achievement scores for each content type. Semi-structured interviews were also conducted with ten students to spotlight their attitudes on each approach. Overall, the results gave evidence to the learning and affective advantages of adopting a CP oriented approach in facilitating not only the participants’ short-term recall but also their long-term retention of the materials covered (vocabulary and content). In addition, the semi-structured interviews indicated highly positive attitude of the students towards the critical content in terms of its relevance and immediate utility.
Peer feedback in blended learning
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Sociocultural approaches to language learning assume that effective learning will take place in peer situations where learners with roughly the same levels of competence give each other feedback. For writing classes, Arndt (1993: 1) sees feedback as a “central and critical contribution to the evolution of a piece of writing”. In particular, the relative anonymity of an online learning platform might lead students to make more balanced and critical comments on each others’ texts. To explore these issues further, this talk will look at the feedback forums of four consecutive blended learning EFL writing courses to find out whether giving e-feedback might be a particularly effective way of producing learning through negotiation of meaning. It will investigate and attempt to quantify whether the feedback given contributes to in-depth revisions of a text (introductions to academic articles). For doing so, the feedback comments of students in the four forums will be classified as to whether they are (merely) supportive/encouraging, critical or corrective, whether they concern content, language or organisation of text and whether they attempt to provide in-depth comments. We will also analyse to which extent peer feedback is taken up in the revised versions of the texts and look at student evaluations of the feedback receive to see how students value the comments they get.

Languages and education: constructing and sharing information by means of a Professional Development Community
Manuel Bernardo Canha
University of Aveiro, Portugal

Recognizing the importance of collaborative research and practice amongst those who work on language education—teachers, teacher educators, and researchers—there was implemented a project – Languages and education: constructing and sharing information (2008-2011)- aiming at the creation of a Professional Development Community. In the first phase of the project we intended to outline the profiles of the target public regarding their personal research and professional development projects, by means of a questionnaire to the language teachers of the region (n= 422) and interviews to the researchers of the project (n= 19). The subsequent step of the research project was to constitute a Professional Development Community as a case study, which is now developing
its activity. In this paper we will present (i) the project; (ii) the data collection instruments and (iii) the results concerning the data obtained in this characterization phase, as far as the subjects’ professional purposes and motivations are concerned, as well as their willingness to engage in collaborative education/research projects and their perceptions regarding professional development, research, linguistic education and collaborative work. We believe this to be a particularly powerful operational context to encourage the construction of consistent knowledge and practice within Language Education.

Investigating Gaps and Transfers in Initial EFL Teacher Education for Primary Schools

Michèle Catroux and Marie-Christine Deyrich
IUFM d’Aquitaine – Université Bordeaux, France

Since 1992, when IUFMs (University Colleges of Education) were launched in France, stress has been laid on the necessity to link theory and practice in teacher training. However, the impact of theoretical reflection on professional development still needs closer investigation, in order to adapt courses and task design to actual needs. Such is the case when dealing with EFL, a subject generally taught by non-specialists of English in French primary schools. This paper will present an ongoing research aimed at clarifying the didactic processing of knowledge and skills in teacher training: gaps and transfers between theory and practice are thus the object of study, from the introduction of research hypotheses and conclusions to the development of teaching materials. After a brief presentation of the issues at stake in the context, theoretical implication will be explored in an integrative approach of children’s literature based on experimental data. Relevance to the students’ cognitive structure (young learners) is intended as well as support to enhance creativity and provide teachers with the competence and confidence to become reflective practitioners. The process of didactic transposition will be further debated in video extracts where trainee teachers are discussing ways of incorporating research conclusions into their teaching.
Social Construction of Knowledge via Web-based Discussion in Graduate TEFL Program

Min-Hsun Chiang
Tunghai University, Taiwan

With the rise of instructional technology, teacher educators in various fields began to research the potentials of infusing Web-based technology to facilitate the social construction of knowledge. This research is anchored in a constructivist stance to evaluate a year-long process of integrating Web-based technology to fulfill constructivist curricular goals. A case study was conducted with 10 postgraduate students enrolled in teaching English as foreign language (TEFL) graduate program to explore the potential relationship between course participants’ web browsing frequency and patterns and their knowledge construction process. Following three research questions guided this study:

1. How do the participants interact with each other via Web-based group discussion in terms of frequency and duration of web-browsing sessions?
2. How do the interaction patterns among the participants reveal their personal construction of meaning?
3. What are the student teachers’ attitudes toward the Moodle-infused course model?

The preliminary findings suggest that Moodle-mediated instruction and discussion can be used to facilitate the participants’ involvement in knowledge construction and personal reflection (Oliver & McLoughlin, 2000). New technologies open up exciting possibilities for those involved in the design and delivery of teacher education resources. Nevertheless, this study suggests the need to approach these possibilities cautiously, in particular, to ensure that use of these technologies is informed by sound pedagogical principles and with structured support and guidance in order to optimize learner engagement.

Using Dialogue Journals in an Interdisciplinary University Course

Rita Collins & Nada Vojtková
Masaryk University, Brno

Two teachers who taught the same cohort of students different subjects began to integrate materials and assessments for their courses in the 2006/2007 academic year. This school year the teachers integrated the courses, English
(Practical Language) and Methodology, more completely by team-teaching the courses. Both teachers are together in the classroom for a three-hour block each week and the subjects are blended. Various strategies are used including learning centers, student micro-teaching and dialogue journals. Dialogue journals have been used in various disciplines especially in the US for the last four decades. Using journals in this interdisciplinary course proved useful for obtaining feedback from students, giving students and teachers an opportunity to reflect on activities, providing an opportunity to further develop ideas discussed in class, and modeling journals as an effective teaching tool.

**Does graduate teacher education make a difference? A Knowledge Base Approach**

**Ramin Akbari & Babak Dadvand**

Tarbiat Modares University, Tehran

With a constructivist/cognitive orientation to pedagogical knowledge construction and in order to see the impact of graduate teacher education on teachers' cognition, the present study investigated the differences in Pedagogical Thought (PT) structure of teachers with a Bachelors degree in English with those of their counterparts with a Master’s degree in TESOL. For this purpose, eight English teachers with the same teaching experiences (between two to three years of pedagogical practice) and similar teaching contexts (the same institute, the same course book and the same level of learners) were selected and a complete teaching session of each of them was video-taped. Then, their produced PTs were probed using Stimulated Recall Technique in follow-up interview sessions. The results indicated that, on the whole, MA teachers produced far more PTs compared to the BAs; the average pedagogical thought units - independent modules each yielding a distinct pedagogical concern - for MA teachers was 5.18 per minute, while BA teachers produced 2.58 of such units per minute. In terms of the produced PT categories, an umbrella term for the PT units with similar pedagogical purpose, the same families were observed for both groups; yet with a slight difference in their ranking and significant differences in their frequency. On the whole, the results obtained from this study indicated systematic changes emerging in teachers’ cognition as a result of their graduate training.
EFL teaching and the notion of multicompetence

Zsuzsanna Degi
University of Szeged, Hungary

Multicompetence is a technique, an ability to use several languages, an ability that becomes more complex as the input is more complex (Hall et al. 2006: 230). The concept is useful for describing the linguistic processes and the linguistic behaviour of learners who possess two or more languages. Concentrating on the behaviour of multilingual individuals we can say that they have a special ability as to how to deal with languages in certain situations and what language to use in what circumstances. Bilingual, trilingual and even quadrilingual code switching is fascinating as a phenomenon, but it is basically the same technique, linked to the learners’ unique multicompetence (Edwards and Dewaele 2007: 235). The aim of this paper is to explore the notion of multicompetence focusing on language use in minority school settings from Transylvania. As multicompetence has been treated as a theoretical concept so far, the goal is to show and describe its ways of manifestation in foreign language (FL) classrooms, thus reflecting upon how multilingualism is incorporated in the educational context under investigation. The survey includes the investigation of 2 primary and 3 secondary schools focusing on the language use and code choice of students and teachers during EFL classrooms. The research is based on observations of classroom interaction, though a questionnaire distributed among the EFL teachers and semi-structured interviews with students allows for a more in-depth view on the situation under study.

Structuring Cultural Learning Processes

Werner Delanoy
Universität Klagenfurt

From my hermeneutic perspective, the central objective of cultural learning in EFL is to develop a foundation for cultural dialogue. My concept of dialogue is based on the assumption that all forms of human understanding are limited, yet, that limitations can be partly overcome through confrontation with other viewpoints. This notion of dialogue also rests on the belief that positive acceptance of one’s limitations and constructive engagement with the other can be learned. Such learning, however, presupposes a careful structuring of learning processes to gradually build up dialogic competence without placing excessive affective, cognitive and linguistic demands on the students. The aim of this paper is to provide a provisional frame for such a pedagogy. First my concept of
dialogic communicative competence will be discussed. Secondly, a concrete teaching unit will be introduced to link my suggestions to concrete classroom practice. Finally, attention is drawn to three models for structuring cultural-learning processes. While the first model is general in approach the other two serve more specific objectives. While one is focussed on the affective dimension of cultural learning, the other one is concerned with cognitive complexity.

**CLIL and Religious Education**

Annette Deschner  
University of Education, Karlsruhe

With introducing CLIL in Religious Education another subject could be added to the “CLIL or bilingual canon” of subjects. The aim of this paper is to show the asset of CLIL to Religious Education. Transforming a biblical text into another language and culture adds another interpretation to it and thus meets the inherent openness of biblical texts. In classes with more and more children with migrant background CLIL not only offers the opportunity to have a kind of same language level for migrant children, but also to explore the richness of religious (in Germany most of the time Christian) variety and traditions from Africa, Asia and Eastern Europe joining in a heterogeneous class. Religious Education, however, not only deals with texts but also with rituals and art, which opens up a wide range for CLIL activities. This then leads us to the question in what way intercultural learning in the CLIL classroom can contribute to an inter-religious dialogue. A further question is how CLIL can be established in the different approaches to Religious Education in Europe.

**EPOSTL: a tool for supporting reflexion in pre-service teacher education**

Gabriele Dirnberger & Daniela Weitensfelder  
University of Vienna

Our poster offers insight into the use of the *EPOSTL* (*European Portfolio for Student Teachers of Languages*) as a tool for supporting and monitoring student teachers’ reflexion on their initial teaching experience and professional progress. Since 2007 we have been using the *EPOSTL* in a pre-service teacher education course accompanying a series of observation and teaching tasks student teachers carry out in various school settings. With the help of the *EPOSTL* our students self-assess and document their starting points and subsequent development during their practice phase in schools. Based on interviews and
feedback from our student teachers we will present our work and discuss the use of the EPOSTL for structuring observation of classroom practice and for initiating reflexion on different aspects of teaching.

**Authorial stance in non-native writers’ diploma theses**

**Olga Dontcheva-Navratilova**
Masaryk University, Brno, Czech Republic

In the last two decades, authorial stance, or the expression of attitudes, judgements and assessment of the writer which opens up a dialogic space for the negotiation of meaning with potential readers, has become a widely debated issue both in the works of discourse analysts scrutinising different genres of academic discourse and in more pedagogically oriented research dealing with assessing students’ performance and designing courses aimed at developing students’ communicative competence in an academic setting. This paper investigates the expression of authorial stance in non-native writers’ academic English on the basis of an analysis of the choice of self-reference items in unpublished graduate theses of future teachers of English. While comparing the choices of novice writers to the standard in published research articles, the study explores tendencies in the use of self-reference devices in diploma theses in the fields of methodology, literature and cultural studies. The results of the analysis are used for drawing some pedagogical implications concerning the training of future teachers of English.

**Theory and Practice in Basic Teacher Training: The Role of Observation**

**Martina Elicker**
Institut für Anglistik, Karl-Franzens-Universität Graz

**Ulla Fürstenberg**
Internationales Sprachzentrum an der Universität Graz

In an ongoing collaboration between the English Department of Graz University and the ISZ (International Language Centre), an adult education institution affiliated with the university, students of English and American Studies without teaching experience are given the opportunity of seeing adult education in action, helping them develop an awareness of popular teaching methods, challenging teaching situations and common student errors.
The students take part in a 30-hour course in “Teaching English in Adult Education” as a part of their “Applied Language Studies” module. We have found observation to be an efficient way of introducing them to the field of English language teaching in adult education within the limited time-frame of the course, especially in connection with a research task that allows students to draw on their knowledge in linguistics. In our presentation, we will outline the format of the collaboration, present examples of the students’ work, and summarise the students’ research and their feedback on our project. We feel that a collaborative effort like ours adds a more practical aspect to the students’ training and encourages them to apply their theoretical knowledge to a new area.

Teaching Legal English

Matt Firth
University of St Gallen, Switzerland & Hochschule Vaduz, Liechtenstein

The demand for teachers of Legal English has never been higher. Universities generally offer courses in Legal English to their law students, often leading to an internationally recognised exam such as the Cambridge International Legal English Certificate (ILEC). Few employers of legal practitioners would consider an application by someone unable to function in English, and lawyers are under increasing pressure to ensure they are able to communicate effectively in English in legal contexts. This increase in demand provides many opportunities for trainers prepared to rise to the particular challenges posed by teaching Legal English, but what exactly are those challenges? What qualities and qualifications does the ideal teacher of Legal English need? What is the role of the teacher in the legal English classroom? This talk will examine our learners’ Legal English needs and how we can meet them by exploiting the information gap between teacher as language expert and learner as legal expert to provide the best possible language training.

Literature and Linguistics in Foreign Language Teaching

Bettina Fischer-Starcke
Vienna University of Economics and Business Administration

Advanced foreign language teaching often analyses literary works in the target language for their literary meanings. This (1) familiarizes pupils with literary texts in general, and with literary interpretations of a particular text, and (2)
furthers knowledge on the linguistic organisation of the target language. This paper shows that achieving and communicating both goals can be realised by using corpus linguistic techniques for classroom activities by demonstrating an analysis of a wordlist and a list of keywords of Austen’s novel Northanger Abbey. The analysis demonstrated facilitates knowledge on the specific text, e.g. on its dominant topics, on the target language, e.g. on the organisation of lexis and grammar, and on linguistic basics, e.g. the distinction between lexical and grammatical words. This furthers the learners’ understanding of the language as such and supports their reception and production of the language. Also, based on their awareness of general language patterns, specific patterns in a text can be identified and analysed for their functions, i.e. their literary meaning. The analysis therefore (1) makes learners aware of linguistic patterns, and (2) provides a literary interpretation of a text. Moreover, it furthers learners’ technical competences by working with specialised software, and motivates them through independent exploratory work.

Living the change of paradigm: Portfolios as a means of motivation and self-guided learning
Inga Friedl
Praxis-HS der PH NÖ

The benefits of portfolio work are undisputed: this method and tool allows for learning factual, social, personal and methodological competences. By taking over the responsibility for the process of their personal development, pupils experience themselves as learning and growing individuals with all their strengths and weaknesses. Although they have to meet requirements and assessment criteria, they are free to enjoy an abundance of space for creativity. During the last three years, I intensively tried to implement this method into my English classes. Step by step the pupils of a year 6 EFL English class grew into a portfolio project which allowed them not only to work on paper based portfolios but also to try out working on electronic ones. Throughout three school years, the pupils got involved in a project which made learning relevant for their needs and lives. The growing awareness of strengths and weaknesses allowed for purposeful and well-directed learning and so the pupils acquired multiple competences and enjoyed the learning process. Close observation of classroom development and the evaluation of questionnaires and comments display the great amount of motivation and underline the benefits. Examples of portfolio works illustrate the satisfaction experienced by the pupils involved.
Phonics in the German Primary EFL Class

Stefanie Frisch
Bergische University of Wuppertal

In already three German federal states a foreign language is introduced as early as year one rather than, as previously, in year three. This momentous political innovation urgently requires the support of further research and development. In particular, the role of script needs to be reconceptualized into a four-year programme. Up to now, empirical studies investigating reading-related issues in the primary EFL class have been rare (Diehr/Rymarczyk 2008, Duscha 2007, Mertens 2003, Reichart-Wallrabenstein 2004, Rymarczyk 2008, Wunsch 2006). A questionnaire study conducted in 2008 revealed that English script is most commonly introduced in the primary EFL class according to the whole word method. Cameron assumes that learners are only able to memorize about 50 words in total, after which they need support to learn to segment and synthesise words (2001, 148). This talk outlines a research project currently being conducted in North Rhine-Westphalia. The project scrutinises the effect of a phonics-based approach on the phonological recoding ability and reading comprehension skills of second graders (aged 7), and aims to develop, test and evaluate a methodology for teaching reading in the primary ELT class based on principles employed in both German elementary reading instruction programmes and English elementary reading schemes.

Theory - no thanks?

Thomas Fritz
Die Wiener Volkshochschulen
Kompetenzzentrum Migration

The main role for adult education based teacher education is to prepare teachers for their classroom work on a very practical level. Does this orientation rule out theory, as we might expect from the strong emphasis on practice, or does it imply a different – implicit – approach to theory? The syllabus for CELTA, the most widely offered education scheme for ELT teachers worldwide, specifically stresses the concept of awareness of teachers in relation to several topics such as language and learning; another framework for teacher education in adult education (EUROLTA) specifies that “trainees should not only be familiar with theories, but be encouraged to compare and evaluated them critically”. In teacher education courses offered by the Wiener Volkshochschulen linguistic
theory (amongst other theoretical aspects relevant for teaching) is offered in one specific module. The approach taken involves a mixture of explicit theory work and experience based reflection. How do teachers react to theory in an inset course? How do they process theoretical input and how do they combine this input with their (future) classroom experience? A study carried out in one of the current courses as well as an analysis of reflective diaries shall provide feedback from teachers.

Teaching of English Language at a Czech University

Blanka Frydrychová Klímová & Jaroslav Kacetl
Department of Applied Linguistics, Faculty of Informatics and Management
University of Hradec Králové

Which method(s) should I use today? This is the question which any teacher or a language practitioner asks herself/himself when entering a language classroom. How will I increase my students’ proficiency, and moreover, how will I keep them motivated for the whole lesson? On the basis of our research, we will attempt to provide answers to the questions mentioned above. The talk will discuss both theoretical and practical issues behind the research on motivation. The research mainly focuses on the aspects which make university learners study (spoken formal) English. The theoretical part will describe the completion of a motivational questionnaire; its layout, structure and individual items. Furthermore, Dörnyei’s theory about Ideal and Ought-to-be selves will be outlined in order to understand the questionnaire. A few practical pieces of advice will be mentioned, such as how to order the items in the questionnaire or how to administer it. Finally, a sample questionnaire will be introduced together with its data based on classroom research in the form of a course evaluation filled in by the first-year university students at the beginning of English courses. The results of the questionnaire will also supplement and exemplify our own teaching experience and observation.

Using texts in modular Clil: why "authentic" is a thorny issue.

Erwin Gierlinger
University College of Education Upper-Austria

In this talk I will address the problematic role of using authentic texts in Clil. I will point out that the prevailing theoretical belief of using authentic subject-specific texts in Clil leads to an unsatisfying teaching situation. My own research
in beginners' CLIL shows that most teachers firmly lodge themselves in two methodological camps. The "simplify or die" adherents will argue that authentic texts put too much of a learning burden on children and therefore have to be rewritten in easier, more simple English, or texts will be used that are far below their age level (for example, primary texts for secondary children). The "authentic is the name of the game" followers claim that authenticity with some teacher modification and a good dictionary will take care of itself. I will briefly discuss the concept of authenticity and the obvious pitfalls of both approaches. Furthermore, I will argue that a reconsideration of texts within the notion of "CALM – CLIL appropriate linguistic measures" will be more helpful for learners and teachers. Finally, I will show ways of putting this principle into practice.

**Content Focussed Coaching in initial EFL teacher education**

Ralf Gießler  
Bergische Universität Wuppertal

Content Focussed Coaching (TM) is a professional development model designed to promote student learning and achievement by having a coach and a teacher work jointly in specific settings, guided by conceptual tools. It zeroes in on the daily tasks of planning, teaching, and reflecting on lessons by suggesting a framework and tools for addressing standards, curriculum, principles of learning, and lesson design and assessment. Developed by the Swiss educational researcher Fritz C. Staub as a framework for transforming Maths lesson, the general procedures and assumption of CFC still seem transferable to EFL initial teacher training. In a course called "Planning and Analysing Classroom Processes" students are asked to report groupwise on their planning a lesson. They also state the needs for support and for straightening out their objectives for the lesson in question. As an attempt was made to try out CFC during sessions, the following objectives gave direction to the experiment:

- providing students with conceptual tools for planning when they need them
- reducing the over-complexity of the planning process for the beginning teacher by providing ELT specific conceptual tools
- stimulating collaborative planning activities during course work as a practical realisation of a reflective model of teacher training
Bringing the Business World into the Classroom

Margaret Gomes & Timothy Oswald
Aveiro University, Portugal

The gap between higher education and the workplace seems to be one which is difficult to bridge within the limitations of a traditional classroom. However, in the light of first and second cycle Bologna degree courses and the need for more autonomous learners equipped with the competences necessary for lifelong learning, it is more important than ever to try and bridge this gap. This paper outlines a methodological approach which aims to bring the needs of the business world into the classroom. Learners completing their degree in Languages and Business Management, students were asked to approach companies which did not have a company website with a view to creating one which took into account the company’s history, product and target market. The result was a semester long process which involved students approaching, interviewing and researching the company in order to create a website to satisfy the company’s needs and customers. The process allowed learners to develop both the interpersonal skills needed to deal with people working in the area of business as well as the competences required to create a product which is fit for purpose.

Language Learning Adviser – an Additional Qualification for Student Teachers of Languages?

Tanja Greil
Universität Salzburg

Developing a concept for an advisory service for language learners was a main focus of a didactics seminar for student teachers of English in the winter term 2008/09. The advisory service was offered to a group of first-year-students of English at the University of Salzburg who were interested in finding out about their language learning processes and discovering new ways of self-directed learning. The student teachers of English slipped into the role of the language learning advisers. Their tasks involved planning, executing, documenting and reflecting on the advisory sessions. The presentation will provide an outline of the approach taken in guiding student teachers through the advisory process, supplemented by examples of documents from the student teachers' working portfolios. Conclusions on the usefulness of the advisory service for both the language learners and the student teachers will be drawn from their feedback.
Comfort Grammar

Anthony Hall
Institut für Anglistik und Amerikanistik, Alpen Adria Universität Klagenfurt

In my work with ESP students and companies I have been developing a methodology for sharing responsibility between the learners and the teacher for personal talk to occur, in a reasonably natural fashion, within the artificial setting of the learning environment. For this to happen, it is imperative that the teacher's response to a student’s language offering build mainly on the content of the student’s statement, giving them the confidence of “being understood”. The handling of grammatical errors is thus relegated within the discourse to second place, and needs to be dealt with either briskly or in a separate time-out. This requires a different approach to explaining grammar which I tentatively describe as Comfort Grammar. The idea is that learners should gain reassurance from the grammatical explanation that a) they are not the only ones to find grammar intimidating b) that “stripped-down” explanations satisfactorily cover the majority of learner usage, that c) structural explanation can work in a short time with few technical terms, and d) that there is not always an easy answer to their questions. The paper will present and discuss a limited set of explanations which have proved productive with previous learners in a number of settings.

Modeling Action Research in a Teacher-training Program

Světlana Hanušová & Rita Collins
Masaryk University, Brno

Action research is recognized as a valuable method for educators to use for investigating and improving teaching practices. Two university instructors in a teacher-training programme applied various action research projects within their classes to involve students in an examination of practices and to model the value of reflecting and investigating ways to enhance learning. This paper describes the results from two courses where the teacher-trainers used action research in a transparent manner so that the students were active participants.
Bridging the gap – How to develop assessment literacy within the FL classroom

Claudia Harsch
University of Warwick

Konrad Schröder
University of Augsburg

FL assessment in German schools has traditionally been based on informal teacher assessment without empirical backing-up. With the advent of the Common European Framework of Reference (CEF), PISA and DESI, the concepts of empirically based evaluation, competence models and criterion-oriented assessment became more widely recognized. In the meantime, institutions (e.g. IQB Berlin) both at federal and individual state level are developing tools for external assessment as well as for centralized examinations. However, in a system with limited in-service retraining facilities, teachers are not prepared to face the new demands, the more so since both the existing school exams and teaching materials have only started to react to the new trend. How can the gap between scientific expertise in the field of language assessment and the testing needs of the FL classroom be bridged? We would like to show how assessment literacy can be developed within the teaching community in order to benefit from external assessment, to revise existing practices in the FL classroom, and to develop supporting testing materials that reflect good practice in language assessment.

Are careful/expeditious reading skills learnt in parallel? Eco-friendly reading practice at 800 wpm

Helen Heaney
University of Klagenfurt

Expeditious reading strategies (skimming, scanning) are important in real life and rapid reading exercises are included in most English language course books and specialist reading handbooks. When it comes to profiling students' reading skills in examinations, however, expeditious reading is either tested in non-controlled circumstances (pertaining to timing) or not at all. Depending on whether careful and expeditious reading items represent different processing skills or not, failing to test expeditious reading is either bad practice or inefficient. If they are different, expeditious strategies should be included to obtain a better candidate profile; if, however, the correlation between careful and expeditious reading is high, tests could become shorter by having controlled timing for individual items. My expeditious reading test encourages candidates to
make use of a specific strategy while reading strictly timed one-page texts in a PowerPoint® presentation and, as an added bonus, is environmentally friendly as it saves considerably on photocopying. While the jury is still out on the dimensionality of the entire reading test (covering careful and expeditious reading skills), I will present feedback from native readers and students who have tried it out, giving an indication of its surface acceptability (i.e. face validity).

Evidence for Higher Learning in Problem-Based Learning
Verena Hotter & Alexander Biewald
FHS KufsteinTirol

Communicative pedagogic tasks designed to simulate situations in the real business world are a common approach that English teachers call on for the purpose of inciting their students to engage in meaningful communication and to acquire a certain level of occupational preparedness. However, although these conveniently-packaged activities allow students to simultaneously practice linguistic, cultural and social skills (according to the CEF) in combination with professional content, we have developed the feeling — manifested, e.g., in the rolling eyes of the students and muttered comments like "Not another role play!" — that a deeper essential core or purpose, other than learning for learning's sake, is missing. In attempting to counteract this deficiency, we have had some positive experiences with problem-based learning (PBL) because it seems that when students recognize define on their own problems, they begin to cultivate genuine passion and flow for doing the tasks that are necessary to learn about and work on their problem. In our presentation we would like to offer some insight into a couple experiences and through them demonstrate how "the problem" serves to give students a sharper starting point for the kind of higher learning we theoretically always seem to be looking for.

Blending Theory and Practice:
In-Service Teacher Education by Means of Innovative Projects
Sandra Hutterli & Michael Prusse
Zurich University of Teacher Education

The teachers of foreign languages in state schools in the Canton of Zurich, Switzerland, are confronted with a number of challenges in the present climate of change and innovation that results from new developments on a European level (CEFR, ELP), on a national level (introduction of standards), and on the local
level (teaching English at primary level). In this changing environment a
traditional transfer of knowledge is no longer sufficient to bridge the gap between
theory and practice. There is a need for new forms of teacher training which will
guide teachers towards innovation and simultaneously enable them to develop a
culture of cooperative network learning in their own schools. Thereby teachers
will blend theory and practice. Our empirical case study provides a new design
for change that has already been put into practice. It is based on three key
factors that are directly linked to each other: theoretical input, biographical
learning and implementation by means of projects. It is assumed that change
cannot be realised by an individual but by individuals with process competences
(i.e. the competence to adapt information and the taking of decisions as well as
each step of the process to local school conditions and the abilities of the
teaching staff, cf. Doppler/Lauterburg 2005).

How learner corpora can give insights into universal/L1-specific features
of learner language and why this is useful

Susanne Kaemmerer & Sven Saage
Justus Liebig University, Giessen

The use of corpus-based observations of the language of native speakers has had
a great impact on the compilation of authentic teaching/learning material and
reference works. Since this method was extended to the investigation of learner
language (LL), it has helped uncover patterns in LL with a particular L1-
background. Recent developments (e.g. LINDSEI) will enable researchers not
only to investigate language use by comparing native speaker corpora with one
learner corpus, but to compare the performance of one LL with other LLs by
means of which it is possible to identify universals and L1-specific features.
Investigation of this kind provides helpful insights into what aspects of a foreign
language have to be foregrounded in teaching. It helps create effective teaching
material especially designed for specific learner groups. On the basis of two
subcorpora (German/French) of the LINDSEI corpus it will be exemplified to what
extent a) learners make interference mistakes due to a non-existent
differentiation on the surface structure in their L1 (e.g. adjective/adverb
distinction in German), and b) language production results in positive transfer
due to a clear-cut differentiation on the surface structure for a specific L2-
phenomenon (e.g. adjective/adverb distinction in French).

1 Louvain International Corpus of Spoken English Interlanguage
Native speakers ideal communicators?: Deconstruction of traditional EFL discourse in Japan

Takanori Kawamata
Meisei University

The purpose of EFL in Japan tends to lean towards passing examinations rather than practical usage of English. Many learners believe their English needs to acquire perfect grammatical structure or accurate lexis. From the point of view of this Japanese mindset, native speakers are ideal communicators and therefore English has been taught with native-centered values at the heart of teaching (Honna & Takeshita, 1990). However, some past research has challenged this notion of non-native speakers as problematic and deficient communicators (Block, 1996; Firth & Wagner, 1997). This presentation illustrates a deconstruction of the discourse of native speakers as ideal communicators using an ethnographic approach to examine a multicultural worksite. The Meisei Summer School Project (MSSP) offers free English classes to children in Tokyo. MSSP accepts non-native English speakers as international volunteers who are interested in teaching English. The main participants are Meisei University students with aspirations to be English teachers, or with interests in education. Based on the notion of communities of practice (Wenger, 2002), MSSP is designed as a learning community through social interaction between international volunteers and Meisei students. The presenter adopts the notion of Koester’s (2004) relational sequences to assess importance of discourse competence rather than grammatical competence in an international working community.

Globalization and Foreign Language Policy in Turkey: Challenges and Dilemmas

Yasemin Kirkgoz
Cukurova University, Turkey

This paper gives an overview of the developments of Turkey’s foreign language policy in response to the global influence of English at all levels of Turkish education from the macro policy changes with micro level implementations. Macro policy decisions are determined through the analysis of official policy documents and curriculum documents, and micro level implementations are investigated in connection with survey findings to find out how well language policy objectives set for the teaching of English at the macro-level are projected
into practice at micro teaching level. An overview of policies and the English language provision in Turkey is investigated in there periods, covering the introduction of English in Turkish education, a major ELT curriculum reform, and the recent policy reforms that attempt to standardize the ELT in line with the norms of the European Union. The findings indicate that although the English language, as the lingua franca, occupies a prominent role in Turkish education system, the spread of English has created serious challenges in-practice in Turkey’s foreign language policy leading to lack of congruence between the macro policy decisions and its micro level implementation. The paper provides implications for bridging the gap between language policy and the instructional practice.

**Implementing the EPOSTL (European Portfolio for Student Teachers of Languages) in pre-service teacher education**

**Barbara Mehlmauer-Larcher**
University of Vienna

The EPOSTL is an innovative instrument for reflection and self-assessment intended primarily for use in pre-service teacher education with the aim of helping student teachers to reflect critically on their didactic knowledge and skills. As a so called process portfolio the EPOSTL contains in one of its main sections a battery of ‘can-do’ descriptors which should help student teachers chart their progress and plan their further learning. The department of English at the University of Vienna is amongst the first institutions to integrate the EPOSTL into its pre-service teacher education programme to assist student teachers with the development of a critical reflection and self-assessment capacity. The paper will explore the potentials and possible limitations of the EPOSTL in terms of promoting and structuring reflection in pre-service teacher education at an early stage.

**Approaching Authentic Texts for Use in the ESP Classroom**

**Amy Krois-Lindner**
University of Vienna

This talk explains how teachers can approach authentic texts for use in the ESP classroom. It will feature examples of material from the field of Legal English, an area of ESP teaching which has undergone dramatic transformation and growth in the past few years, bringing important lessons and interesting opportunities for ESP teachers. The presentation aims to provide insight into ways in which
English teachers can deal successfully with the challenges of teaching in a highly specialized professional domain, while making use of authentic texts for authentic classroom tasks. Primarily, it will introduce a practical approach to ESP materials development, one which combines the insights and methods of the lexical approach, the functional approach, and genre analysis.

**Intercultural awareness in EFL classrooms:**
**how to didacticise cultural scripts?**

**Svetlana Kurtes**
University of Cambridge, UK

Language teaching methodologies are increasingly acknowledging the fact that language learners, particularly those at more advanced stages of language proficiency, when attempting to decode the message and get its proper contextual meaning, need to develop the right level of sophistication not only in their linguistic competences, but also in the pragmatic and cultural competences. Such competences should sensitise the learners to the discoursal and pragmatic layers of meaning, which can be deeply culture specific. The paper will discuss how the basic principles of the Theory of Cultural Scripts can be introduced into the EFL classroom in order to promote the students’ cultural fluency. The main construct of the theory refers to “a technique for articulating cultural norms, values and practices [...]” (Goddard and Wierzbicka 2007: 105) changing constantly, so “in every period there are certain shared understandings and shared cultural norms that find their expression in a community’s ways of speaking” (Wierzbicka 2006: 9). It will be argued that the theory of cultural scripts should find its practical didactic application, helping the learners not only to improve their intercultural awareness, but also gradually to develop relevant metacognitive strategies that will in turn ensure more successful and more autonomous language learning and learning in general.

**Up to your ears – an innovative approach to the teaching of pronunciation**

**Isabel Landsiedler, Ingrid Pfandl-Buchegger, Eva Maria Eberl**
Department of English Studies, University of Graz

In the joint inter-departmental project FauvoT, the University of Graz, Austria, is testing an innovative approach to language teaching that focuses on the influence of concentrated listening as a means to accelerating language learning.
Based on the principles of the audio-phonology theory of Alfred Tomatis, electronically modified sound materials are used to train the perceptual capacity of the ear. Tomatis claims that languages differ in the range of frequencies they predominantly use which leads to selective hearing from an early age onwards. This also impairs the auditory perception of a foreign language. Adult learners in particular tend to be restricted by the dominant sound patterns of their mother-tongues that act as acoustic filters. Listening to electronically modified language tapes is believed to improve learners’ auditory differentiation and also to have positive effects on oral production and general comprehension of the target language. This paper presents results and experiences from the first two years of using pre-filtered language material in pronunciation teaching.

**Input and Implementation: Reflective Approach in Pre-service Teacher Education**

**Katalin Láng**  
Pázmány Péter Catholic University Vitéz János Faculty, Esztergom, Hungary

Richards (1990) suggests that despite the fact that teaching can be broken down into discrete and trainable skills (reflecting the micro perspective of teaching and emphasizing the training view of teacher education), more importantly, activities that generate thinking processes are needed (representing the macro perspective of teaching and emphasizing the education view of teacher training) (see also Freeman, 1990). Thus it is an essential part of pre-service education to encourage student teachers to reflect on their own professional practice and to make explicit the assumptions that underlie their decision-making and actions in the classroom. The research I conducted during the spring semester 2005/2006 at the Teachers’ Training College, Esztergom, is part of the TEMOLAYOLE Project ("Developing Teachers of Modern Languages to Young Learners") which is one of the medium-programme of activities 2004-2007, organized by the European Centre for Modern Languages in Graz, Austria. Our main objective was to examine the effect of input on trainees’ implementation in a simulated peer-teaching activity. In my presentation I would like to give an overview of the theory of reflective approach in pre-service teacher education and illustrate it with a report of this international project.
A cooperative learning approach to using literature with EFL students of non-English major

Wan-lun Lee
Centre for Applied Linguistics, University of Warwick

The value of using literature in the language classroom has attracted a renewed interest and attention in the ELT community in the last few decades. Major justifications for using literature with language learners include valuable authentic and motivating material, language and cultural enrichment, as well as personal growth and involvement. However, in Taiwanese higher education, literature is often kept off the majority of university English courses and reserved only for advanced literary courses for English majors. Non-English majors are seldom provided with opportunities to learn the target language through literary texts because literature is often considered too difficult or impractical for them. To help these EFL students tap the power and potential of literature in English language learning, this study brings together literature and cooperative pedagogy to design a literature-based cooperative language learning project, in which students work in cooperative groups, inside or outside the classroom, to complete a variety of cooperative language learning tasks appropriate to each stage of the reading of a literary work of fiction. This project was applied to my one-year actual teaching of three groups of non-English majors to explore the effects of such integration holistically in terms of student experiences and perceptions, motivation, learning processes and outcomes.

Foreign Language Acquisition and Advanced Age
Age-related aspects and learning results of different adult age groups of autodidactic foreign language learners. - An empirical investigation.

Helga Linhart
University of Vienna

Throughout the past centuries theory formation on foreign language acquisition has primarily focused on young language learners. However, current demographic tendencies and developments along with the concept of “lifelong learning” strongly suggest an expansion of the age spectre towards a more balanced theoretical approach to and holistic look at the design and modelling of foreign language learning concepts. The present project addresses this issue by focusing on the question whether and to what extent foreign language learning aptitude is subject to age-related variance. It is to be investigated whether the data analysis will allow us to deduce substantive evidence of a declining
capability as regards retentiveness, cognitive abilities as well as brain capacity and plasticity beyond the age of 45 as opposed to younger adult learners. Apart from the age of acquisition other learning parameters such as an elevated rate of interest, motivation, commitment, diligence, time-management skills and maturity-related aspects will flow into this investigation. Moreover age-extrinsic factors such as previous language learning experience, level of education and the influence of engagement in mental activities prior to the study period will be included. 30 test persons aged 20 to 69 – split up in three age groups – participated in this empirical study. After a three-months self-study phase they were put to an oral test. In order to allow for a homogeneous point of departure as regards previous foreign language-related links, Chinese Mandarin was chosen as target language of the project. None of the participants could refer back to previous comprehensive knowledge in the Sino-Tibetan family of languages. First results in terms of overall performance suggest a narrow-margin lead of age group 3 (46+) over group 2 (33-45) and group 1 (20-32) (in the quoted order). Preliminary results indicate a percentage sequence of 83 over 81 over 67. These data were determined by extrapolation of the results of the 5 best-performers of each age-group. On the one hand the interpretation of the final results of the present study is meant to contribute to and extend the scientific debate on the “critical period hypothesis” and the “optimal age discussion”. On the other hand the compilation of findings and conclusions may lead up to interesting implications as regards future age-related educational questions and theories. As such the project is also to be regarded as strategic orientation guide for the concept of lifelong learning.

Designing EFL material collectively: an ESP approach based on genre

Rubens Fernando de Souza Lopes
Pontifícia Universidade Católica de São Paulo

This paper aims to present partial results of a Master’s dissertation being carried out in Brazil. Working with a group of underprivileged adolescents at an Educational NGO (Non-Governmental Organization) an English teacher realizes that most of his students, about to conclude the EFL program, were not prepared to face the job market challenges and nor were they skilled for the Entrance Examinations at Universities. In order to tackle this problem the teacher, along with his students, engages in a collective material designing process. Although the main concern in the research is the constitution of the teacher, this presentation will focus on the way this collective process took place and demonstrate to what extent the use of genre contributed to the designing of ESP material for the teaching-learning of reading skill. It is a research-action
investigation that finds theoretical directions in ESP authors, such as Hutchinson & Waters (1987) and Dudley Evans & St. Johns (2001); and requires support found in Bakhtin’s (1953/1997), Vygotsky’s (1934/1993) and Dolz & Schneuwly’s (2004) theories.

A Meta-Analysis of ESL Teacher Trainer-Student Teacher Post-Observation Discussions.

Bede McCormack
Hunter College, City University of New York

This talk reports on the results of a study into the language used in post-observation discussions between ESL teacher trainers and their student teachers. These discussions can be complex and include several levels of language: the meta-language of grammar, pronunciation, and error correction, etc, and the type of language common to post-observation discussions in general: lesson planning, classroom management, giving instructions, student groupings, etc. And overriding these language foci is the language of the discourse itself, guiding the strategies used to express the meanings we want to get across in the most effective and hopefully supportive way possible. By coding and analyzing post observation data within a conversation analysis framework, language features are identified that can potentially create the open and safe space that can enhance the efficacy of that discussion on the student teacher’s classroom practice and ultimately, on the progress of the learners in the classroom. These include developing trust and respect through voice tone and word choice, and how “issues” such as instructions or error correction are raised. By identifying and sharing these features with the teacher education community, I hope to further the discussion on how to more effectively conduct the ESL student teacher observation process.

Understanding the nature and role of self-concept in EFL learning

Sarah Mercer
University of Graz

The psychology surrounding the language learning experience is often considered to be special compared to the learning of other subjects, particularly in respect to the self (see, e.g., Allwright & Bailey, 1991. Cohen & Norst, 1989. Dörnyei, 2005. Williams & Burden, 1997). Indeed, Horwitz et al. (1986: 128) conclude that “probably no other field of study implicates self-concept and self-expression to
the degree that language study does”. It is thus perhaps somewhat surprising to find so little theoretical and practical work focussing specifically on the EFL self-concept. This presentation aims at helping to fill this gap by describing qualitative research carried out as part of a PhD study into the EFL self-concept. It will present some of the findings from the grounded theory analysis of case study and narrative data generated with tertiary level students of English in Austria. Accepting the central role played in successful learning of domain-specific self-concepts (see, e.g., Marsh, 1992. Marsh et al, 1988. Muijs, 1997. Pajares & Miller, 1994.), the presentation will discuss the theoretical nature and role of the construct in the EFL context. It will conclude with a discussion of the possible practical implications of these findings for language teachers at all levels.

**Signposts or weathercocks? The role of theorists in pedagogical grammar.**

**David Newby**

Institut für Anglistik, Universität Graz

Despite a plethora of new insights and research into how a foreign language can be described and learned, in many European countries current grammar pedagogy is often perceived by teachers as ineffective in terms of long-term learning or incompatible with modern ways of teaching. In my talk I shall consider areas of theory where applied linguists and methodologists have, in my view, failed to provide a basis for the learning and teaching of grammar, on the one hand, by paying too little attention to descriptions of language as a system of use and, on the other, by allowing theories of first-language acquisition to misrepresent important aspects of foreign language learning. I shall further suggest how a ‘communicative, cognitive’ approach to language description and language learning can help to bridge the gulf between theory and practice and lay the basis for more effective pedagogy.

**Exploring Self-Indentity in Language Learning**

**Trang NGUYEN**

Toyo Gakuen University, Chiba, Japan

Conceptualised within the post-structuralist framework whereby ‘identity/identities’ are viewed as fluid, multiple, dynamic and changing phenomena, this presentation seeks to promote and encourage discussion around the notion of Self-identity amongst students learning English as a foreign language. The display will showcase works of students of two universities in Japan as they
explore their evolving social, cultural and personal identities in the pursuit of English language learning. The presentation will provide ideas and suggestions to teachers on how to foster the exploration of the notion and experience of Self-identity amongst their students.

TEACHING A FOREIGN LANGUAGE CONVERSATION SKILLS

Dorota Anna Nowacka
Adam Mickiewicz University, Poznan, Poland

The effective use of communication strategies helps language learners overcome the gap between formal and informal learning situations. Faerch and Kasper state that "... by learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communicative situations" (1983:53). Taking into account what has been achieved so far on the issue of communication strategies, this paper attempts to investigate the notion of communication strategies employed by Polish advanced learners of English when they encounter lexical problems. The theoretical framework that has been built for many years has been applied to a practical analysis of students’ classroom performance. Nevertheless, despite a considerable number of definitions and classifications of communication strategies, too little emphasis has been laid on learners’ and teachers’ interactive skills. It has been observed that the teacher’s interactive skills, i.e. his/her emotional maturity, empathy and perceptiveness, sensitivity to the feelings of learners enable the teacher to establish rapport with the learners and facilitate the process of classroom interaction. That is why, the presentation will also explore the notion of oral interaction modification and some ways of adapting teaching behaviors so that they stimulate conversational interaction among foreign language learners. As it has been commonly accepted by researchers, the ability to speak in a foreign language can only be developed when foreign language learners actively engage in communication. For example Richards (1990: 76-77) claims that conversational competence should be described as “the product of engaging learners in conversational interaction”. Thus, it may be assumed that foreign language learners will develop communicative competence by simply doing it, i.e. by engaging in conversations in the foreign language. However, taking into consideration the foreign language classroom and its limitations (e.g. limited context, limited exposure to the foreign language), some teacher intervention seems inevitable. In the present paper, an attempt is made to shed some light on the problem of teaching a foreign language for communicative purposes, and relate the concept of communication strategies
and interactive skills to the context-reduced situation, namely the foreign language classroom.

**Linking theory and practice in pre-service teacher training in France: ECTS and Masters Degrees to the rescue?**

Myriam Pereiro  
Nancy University

Research on reflexive practice (Perrenoud, 2004) points out that, unlike engineers or medical practitioners who have to be trained to use their theoretical knowledge in practical ways, pre-service and in-service teachers are unwilling to be drawn from practice to theoretical foundations. This paper will present an ongoing action research with pre-service teachers in a French teacher training college. Now in its second year, our research has revealed young teachers’ interest in action research but has also brought to light their little use of research literature in language teaching. This may change now that teacher training colleges in France have been made to integrate a university. From next year, teacher training will become the sole responsibility of universities. This change, like all changes in France, is provoking uproar, but we argue that as long as university teacher/researchers and school teachers are allowed to work alongside, it may be our best opportunity to bridge the gap between theory and practice.

**Enhancing student’s language proficiency through process orientated portfolio work in EFL and CLIL**

Eva Poisel  
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Teacher Training College Vienna

John Feltham  
GRG 23 VBS Draschestraße

Individualisation and differentiation as well as CLIL (content and language integrated learning) have become basic objectives in the modern EFL classroom. One method of uniting these requirements is process orientated, cross curricular portfolio work. It has proven successful in teaching diverse students, encouraging them to work actively and independently. Students are asked to work on a certain topic set within the context of several subjects, either
individually or in groups. They are given clear instructions with regard to the outcome and stringent deadlines by the teacher. Now they start with their research, collect and process the information they have found and improve their products on the ground of the teacher’s quality feedback and peer support. They amend their work as long as they feel apt to. The complete work process is accompanied by peer tutoring, enhancing the student’s cognitive and interpersonal skills and by formative assessment by the teacher, facilitating the students to cope with their work. This method has shown to result in significant gains in achievement for all students, especially in heterogeneous groups. This observation is based on extensive experience by the authors in having applied this teaching method in the CLIL as well as in the EFL classroom for ten years.

**Issues in the professional development of ESP teachers in Romanian higher education**

*Anisoara Pop*

“Dimitrie Cantemir” University, Targu-Mures, Romania

Education of the ESP teacher starts when the initial teacher’s education finishes. It involves regular, noncompulsory, institutionalized or autonomous, but customarily time-consuming, ongoing efforts. Besides facing, among others, issues of mixed level and ability groups, course-book design and materials development, evaluation and testing, scientific research and professional translations, the experienced ESP teacher’s education involves a substantial investment in additional preparation time in order to: a) acquire a certain amount of subject-content knowledge in the students’ academic field in order to ensure their functional and field-specific competence in English and avoid losing face in front of specialists; b) use the new media for e-learning, peer-networking, and course management programmes that ensure: international networking, flexible and modular delivery as well as learner autonomy in conditions of higher education massification and students’ outside commitments. Based on personal reflections and ESP teachers’ needs analysis, the paper will point out several issues encountered by Romanian ESP teachers in higher education in their endeavour to keep abreast developments and enhance the quality of their teaching.
Pragmatic awareness and its role in teacher education

Renata Povolná
Masaryk University, Brno, Czech Republic

While viewing pragmatics as ‘meaning in interaction’, the author argues why it is important to include the study of this relatively new branch of linguistics in university curricula, particularly in education programmes for future teachers. She emphasizes the necessity to expose students to authentic examples of spoken English, make them simulate real-life dialogues and discuss the similarities and differences between their mother tongue and the target language. This approach enhances students’ knowledge of structural and strategic organization of spoken interaction and their awareness of how the target language is typically used to achieve successful communication. The paper includes results of an investigation into how students themselves make use of their knowledge of pragmatics in their own teaching.

Learner-generated Materials for More Learner-centred EFL Classrooms

Issra Pramoolsook
Suranaree University of Technology, Thailand

Thailand’s current National Education Reform Act necessitates various reform issues to be implemented, one of which is a shift to the learner-centred approach. This has an impact on all levels of education and on all kinds of classroom, including English language classrooms. It is found that allowing students to look for and bring English language learning materials suitable for themselves to the classroom is a way to promote learner-centredness. This presentation will introduce the idea of learner-generated materials (LGMs) to an EFL reading classroom. In the first half of the presentation, both theoretical and practical issues of LGMs including characteristics and advantages of LGMs will be discussed. In the second half, an example of introducing actual LGMs in a reading class at a university in Thailand will be shared, providing the step-by-step process for the introduction and the sample LGMs brought in by the students. The presentation will end with some feedbacks from the students about their experience with LGMs as well as the challenges in using LGMs in other contexts.
Cross-currucular Language Teaching in Primary School - Basics and Examples from the Classroom

Anton Prochazka
Pädagogische Hochschule Wien

Lois Rhomberg-Harrison
Vienna Bilingual School 22

According to experts (Brewster, Freudenstein, Wode, Peltzer-Karpf, etc) best results from foreign language learning can be expected if it is linked to school subjects and topics. It is the quality and intensity of input in addition to embedding the new language into a meaningful context (e.g. via Content and Language Integrated Learning”) which makes learning a foreign language most effective. Cross-curricular teaching is much more than CLIL as it offers greater opportunities to learn and recycle the foreign language thereby providing additional learning hooks for the child. In this presentation we will show how very young children - from grade 1 of primary school onwards - acquire contents of various subjects and learn a foreign language simultaneously, through a cross-curricular approach: a maximum impact on curricular learning with minimum requirements in the new language.

“no real progress concerning grammar” – Using learner corpora as a resource to inform tertiary language teaching

Tom Rankin
Vienna University of Economics & University of Vienna

Barbara Schiftner
University of Vienna

This presentation will exemplify the use of a corpus of learner language in the teaching of advanced writing skills. It is observed that the prepositions “concerning” and “regarding”, as well as other related complex prepositions (as regards, with regard to, etc) are often misused by German-speaking writers of EAP. They seem to be used in a non-target fashion as a way of structuring information. Data from DELT, the Database of English Learner Texts compiled at the Department of English, University of Vienna, is used for an analysis suggesting that this might be due to L1 influence or a more general issue with structuring written texts. In a second step, the data is used to design in-class tasks. These tasks will be piloted in a language course for students of English in
the first semester of their studies. The piloting will be discussed in the presentation, illustrating how the learner corpus data and native English corpus evidence can be exploited in class to aid students to discover how this difficult class of prepositions is used in native English. The aim is thus to encourage a critical reflection of the students’ own written production.

To –ing or not to –ing

Karl Heinz Ribisch
University of Vienna

‘Simple form’ or ‘progressive form’: not always an easy decision for the non-native speaker of English and a big challenge to the teacher with regard to explaining, teaching, testing and assessing. Based on some research I carried out into native-speaker usage and into the attitudes of Austrian teachers concerning correctness and acceptability, we shall in this presentation explore the reasons the speaker may have for using either form, i.e. how form and meaning correlate. This will then lead us to the question of how a better understanding of this particular area of aspect may change the ways in which practising teachers deal with this complex issue.

Putting the student centre stage: an action based, student centred syllabus

Kate Riley
Università degli Studi di Trento, Italy

This paper illustrates the importance of action based (van Lier 2007), holistic (Finkbeiner 2000) approaches to learning, focusing on skills, competences and overall student development (Finkbeiner and Koplin 2000) and not merely on linguistic output. By giving students control over the content of lessons (Biesta, 2006) and also the content of the out-of-class reading, listening and even writing tasks, there is heightened student motivation (Ushioda 2008) and increased involvement in their own learning processes (Tudor, 1993) and individual development. This results in a more responsible, independent approach to language learning and ultimately to better outcomes than the instructed, focus-on-form language courses and tests still prevalent in the Italian Higher Education system. In the Advanced English language course illustrated, the teacher literally takes a back seat during lessons – making a contribution only when required to
help with language. This approach enables them to engage in what Larsen Freeman (2003) calls ‘grammaring’ and Swain (2005 in van Lier 2007) ‘languaging’: acquisition takes place when learners are provided with opportunities to use language in contexts which are meaningful to them. Moreover, student-driven activities guarantee the ‘process-oriented participation’ (Sfard 1998) essential for acquisition and given the nature of the tasks, students are agents of their own actions and therefore given the social space to develop their own identities, not simply their ‘learner identity’ (e.g. Swain, M., & Deters, P. (2007).

Bridging the gap: teacher education bottom up

Christian M. Schulze
Department für Anglistik und Amerikanistik der Ludwig-Maximilians-Universität München

This presentation introduces specific features of the Bavarian system of teacher education, which is split up into a university degree and followed by a two year course at school. The drawbacks of this system are closely investigated as seen from the perspective of a trainee teacher. The practical needs of trainee teachers with regard to methodological knowledge are examined in order to find out why theory and practice in this system do not necessarily complement each other effectively. The presentation of a short survey carried out among trainee teachers of English will provide insight into which skills they think they lack to improve their teaching. An attempt to implement these needs into teacher training will reveal possibilities of improving the system on a structural level. Also, structural aspects that prevent a necessary change to bridge the gap between theory and practice are analysed. The discussion will hopefully lead to a comparison with other structurally different systems of teacher education and reveal their advantages and disadvantages. As well, improvements to the Bavarian system are reflected.

Comparing lexical learning in CLIL and traditional classrooms

Eva Maria Seregely
University of Vienna

Content and Language Integrated Learning (CLIL), an educational context in which a foreign language is used completely or partially as the medium of instruction in the teaching of subjects, such as History and Biology, has enjoyed
increasing popularity in Austria in the last 10-15 years. The main aim of the method is to enhance students’ linguistic skills due to a higher amount of target language exposure. Based on a Swedish study conducted in the years 1999-2004, the present thesis investigates whether CLIL learners have a larger and more complex English vocabulary than students taught in the traditional way. For this purpose, 33 students (21 CLIL, 12 traditional) of a Viennese grammar school have been involved in an empirical study, comprising a battery of five different lexical tests. In addition, questionnaires concerning personal background have been distributed among all students and the teachers of the CLIL group. The results show that the CLIL students clearly outperform their traditional peers, yet the degree of superiority depends on the respective test type used. Furthermore, there is a stronger tendency among CLIL learners to use English for various activities – above all, spoken and written correspondence – outside school. Besides, CLIL students are more likely to come from well-educated family backgrounds, and rate their own linguistic competence considerably higher than traditional students do. Overall, the CLIL group’s lexical supremacy cannot only be traced to the method alone. Rather, CLIL is closely linked to a variety of other factors, which, in sum, have lead to outstanding scores.

Bridging the Gap between Primary and Secondary Foreign Language Teaching

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The relatively recent introduction of foreign language teaching in primary schools in many European countries has brought with it changes and difficulties to be solved for both teachers and learners of languages at the secondary level. The different styles of teaching – a communicative, content-based and multi-sensory approach in primary compared to more rule-oriented learning with written language prevailing at the secondary level – creates a gap between the two levels that must be bridged. Where primary teachers are still coming to grips with teaching a foreign language, teachers of the first class of secondary school

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now have to adapt their teaching to take primary acquisitions into account, whilst coping, very often, with mixed-level classes due to disparate experiences of foreign language learning. This paper will present the work, in progress, of a Comenius multilateral project of 7 European partners, a project addressing the teaching of English, German and French as foreign languages in these countries. Through the exchange of experiences and the gathering of models of practice in the field of transition, we are developing “bridging tasks” and strategies to help facilitate the transition between primary and secondary education as well as creating an interactive website of materials for teachers and teacher trainers on the subject.

**Educating WHOM? Crossing thresholds between principle and practice.**

**Andrew Milne-Skinner**  
University of Innsbruck

Do (and can) teacher educators 'practise what they preach'? This project involved a teacher educator from university going into a dozen schools to hold a 90-minute lesson on Willy Russell's play 'Educating Rita'. The original aim here was to market a performance of the play by Vienna's International Theatre. The project then developed into exploring (a) the methodological interface between principle and practice, and (b) the relationship between learner self-motivation and audience self-discipline.

**English Experience: Merging Language Acquisition and Experiential Education - A Task-Based Learning Approach**

**Nathan Spees**  
OEAV

The English Experience - School "Projekttag" and Summer Camp - is a program within the Österreichischer Alpenverein’s SPOT Experience youth training department. It merges language learning with outdoor education and incorporates themes such as team dynamics, leadership, nature exploration, and adventure. We will explore the background theory/methodology/goals of the program and the results and feedback from our experiences. If time/space permits, we will demonstrate an activity and techniques for implementing this type of teaching.
Issues in EFL teaching in Japanese elementary school

Aya Sugiyama
Meisei University

In 2002, The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) announced its policy to start EFL teaching in elementary school. At present, EFL is taught as one part of an emphasis on international understanding in a course called Comprehensive Study. However, from 2011 EFL will be launched as a formal academic subject. MEXT decided to have regular Japanese classroom teachers teach this subject. However, since they have not been trained in English, they tend to teach English just for fun, singing English songs or playing language games. On the contrary, in junior high school, EFL is taught with a focus on grammar. Some researchers point out a lack of consistency between elementary school EFL teaching and that of junior high school. In the Meisei Summer School Project, student-teachers used a language awareness approach to address this inconsistency problem. This study attempts to assess the effectiveness of language awareness activities. A qualitative and formative assessment was carried out among the 132 elementary school students participating in the project. The result shows increased interests in reading and syntax among children. The presenter will discuss some implications of the findings for English teaching in Japanese elementary schools.

Teaching Grammar through Songs: Theoretical Claims and Practical Implications

Theresa Summer
Julius-Maximilians-Universität Würzburg

Have you ever had a song stuck in your head? The DIN-effect is a common phenomenon known to us all as we are exposed to the sound of the English language in songs on a daily basis. This effect has long been recognised in the ELT profession: Songs are said to be learner-centred and enhance second language acquisition through melodic and rhythmic elements. Furthermore, affective teaching goals are fulfilled and motivational needs are satisfied. As such, linguists and pedagogues have attempted to outsource songs’ potentials for the EFL-classroom. Despite its potentials however, songs are frequently banished to the end of an EFL-textbook or lesson as an optional activity” to add “fun” to the learning process. Crucially however, songs in the EFL-classroom can be considered a most useful methodological option for grammar instruction, a field of English language teaching still despised by many learners today. As a
source of authentic textual data, pop songs present authentic language in real-life contexts which lends itself well to teaching grammar. As such, after discussing theoretical claims, practical examples will be presented on how grammatical structures can be taught through songs. The goal of this talk thus is to present ideas and assess these critically.

A sociocultural approach to pre-service teacher development in Japan

Hiromasa Tanaka
Meisei University

Ethel Ogane
Tamagawa University

English education in Japan produces disappointing results because the language is most often seen and taught merely as a set of rules, a static body of knowledge, used for mental training and discipline and rarely for communicative purposes. In addition, whether or not universities are providing pre-service teachers with adequate training and education is a persistent question. This presentation describes a summer school project and a sociocultural approach to teacher development. The project, which is mainly administered by students, primarily aims to develop teachers of English, but also attracts students who seek holistic personal development, and also supports the promotion of peace advocacy among young people. In the project, Japanese university students work with international volunteers from Asia, Europe and America, and teach English as a foreign language to local children. Adopting the notion of "communities of practice" as an analytic framework, the presenters illustrate the participants' co-construction of subjectivities as teachers and users of English for meaningful purposes. In the process of getting their work in the project done, participants develop confidence in using English, linguistic competence, and agency which helps to move them away from the conventional static image of English language teaching to teaching English for communication.
Hong Kong secondary school English teachers’ perception of the values of mentoring of preservice teachers

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Many studies on pre-service teacher education suggest that mentoring of student teachers during their teaching practice benefits not only the protégés but also the mentors, as perceived by the mentors and mentees. In terms of its value to other teachers (not directly involved in mentoring), Lopez-Real and Kwan (2005), for example, conclude in their study on professional development of mentors in Hong Kong that mentoring can act as a catalyst for further mentoring and sharing between teachers themselves. My study set out with the aim of studying the perceptions of Hong Kong secondary school English teachers of the values of mentoring. Using questionnaire surveys and some follow-up email interviews, I investigated their perceived values and benefits of mentoring on mentors, mentees and other teachers of the school. Results showed that while mentoring was generally perceived as worthwhile, and beneficial to/by both mentors and mentees, its impacts on other teachers were not apparent. Issues and difficulties related to communicating the benefits of mentoring to other teachers were examined. Finally, implications on mentoring in Initial Teaching Training as well as peer mentoring in the Hong Kong English secondary teaching context were discussed.

The Use of Context and Foreign Language Acquisition Outcomes

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Many researchers have explored the importance of context in language acquisition. Most empirical studies have set out to compare language gains in the study abroad or intensive domestic immersion contexts and the at home (AH) contexts. The AH learning contexts usually refer to the foreign language (FL) learning in a formal language classroom setting in an institutional context. However, in the era of globalization, the concept of AH context has widened to include the out-of-school context of acquiring a FL as well. The aims of this paper are to analyse main features of the AH context in Croatia, explore learners’
exposure to and use of the out-of-school context, and describe the relationship between the context and learners’ level of communicative competence. A specially designed questionnaire and a battery of instruments (communicative tests of four language skills) were used. Positive correlations were found between the use of out-of-school context and levels of communicative competence in all language skills but writing, and between all language skills and learners’ self-perceived exposure to out-of-school context, with high levels of communicative competence associated with high levels of the use of out-of-school context. These results are discussed and their implications for EFL teaching and learning considered.

**NESTs vs. Non-NESTs: Rethinking English Language Teacher Identities**

*Irena Vodopija-Krstanović*

University of Rijeka, Croatia

This paper is based on a qualitative study which uses ethnography as a research strategy to explore the notion of the native-speaker and how the distinction native English speaker teacher (NEST)/ non-native English speaker teacher (non-NEST) is conceptualized through the eyes of the research subjects, the teachers and learners in a Croatian English Studies Department. Through the voices of the participants in the study, I will show different perspectives and understandings of the concepts and try to debunk the essentialist categorization which has dominated the field. It has been suggested that the negatively reduced image of the foreign “other” of non-native speakers divides the TESOL world. However, in recent years this image has been challenged in much debate about the notion “native-speakerism” and, by implication, the distinction NEST/non-NEST. In a world of shrunken spaces and increasingly multilingual/multicultural societies, the native/non-native dichotomy has become obsolete. It will be argued that we need to employ multiple frames of reference and accept that English teacher identities are not based primarily on “one culture”. Categorizing teachers exclusively as NESTs/non-NESTs does not make allowances for the multiple identities, allegiances and the integration of multiple worldviews of ELT professionals.
**Content and Language Integrated Learning: the Use of English in the Mathematical Classroom**

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The use of English as a medium of instruction (internationally known as CLIL) has become a popular approach to extend the practice of language teaching to subject areas other than EFL classes. Although mathematics has great potential, it has often been overlooked in this respect. On the basis of a qualitative study, this paper will provide an insight into CLIL practices of experienced mathematics teachers. I will discuss major findings that have emerged from this research, particularly concerning the impact of CLIL on the linguistic demands of teachers and students and its effects on students’ motivation and mathematical competence. I aim to clarify common misconceptions in order to show that a fruitful implementation of bilingual education is also possible in a mathematical setting. Finally, I will briefly address my ongoing research project that is concerned with the combination of different learning theories and, in the process, investigates the implementation of CLIL at the Vienna University of Economics and Business Administration.

**Student Perspectives in the Japanese University Classroom**

**Christopher Wyle**
English Language Institute, Kanda University of International Studies, Chiba Japan

This presentation will examine the importance of using student feedback to assess our classes. We will look at methods available for collecting and analyzing student feedback. This feedback consists of focus groups, papers and online surveys and the presenter will look at the process, conducted over two years with 1st year university students at Kanda University of International Studies in Japan. In addition, we will look at the biases that come up in conducting feedback as well as some of the successes and problems of using student feedback to modify our classes and curricula. We will also look at some of the cultural aspects in collecting feedback from a Japanese student body as compared with more heterogenous classroom environments.
"Insights of an on-line teacher education course"

George S. Ypsilandis
Aristotle University of Thessaloniki

On line teacher training courses have now become a trendy distance learning mechanism of delivering life-long education to language teachers. The Internet commodity has offered an added value to these courses as it now offers the possibility (a) for more elaborated instant feedback (using various means), (b) increased (synchronous - delayed - asynchronous) interactivity between learners and learners and mentors, (c) for creating Communities of Practice (CoPs) among participants.

This paper offers insights from the design and implementation of a distance language teacher education course. Data collected during the course related to content of questions asked (administration, technical and material), participation to fora and CoPs, method employed to receive feedback, etc. A questionnaire administered after the course registered preferences on a number of dependent variables related to content structure and development, adequacy of feedback, value of collaborative learning, method and time of study, usefulness of material to their profession, etc. Correlations pursued between dependent (above) and independent variables (age, student educational background, job experience, experience in distance learning) revealed that younger participants studied material from screen, while older participants are readier to participate in fora and CoPs. Significant correlations were also found between students preferred mode of unit structure and best structure for learning. Finally, participants showed preference to refer to their mentors when in trouble rather than approaching a colleague first.

Working with Moodle in the EFL classroom

Sybille Zederbauer
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Although e-learning is becoming more and more important in Austrian schools, many teachers have not been trained to use computers or the Internet in their teaching and are thus lacking ideas on how to integrate e-learning successfully in
order to take advantage of its potentials for facilitating individualized, self-directed and autonomous learning while at the same time opening the classroom to the world. Moodle can serve as a starting point for such an endeavour, but technology itself is not a miracle cure. What is needed is a model for integrating e-learning systematically in the EFL classroom. Such a model can be developed by drawing on insights gained in e-learning in general and applying them to the specific needs of foreign language learners and teachers. I will present a model that combines blended learning experiences (i.e. face-to-face and online activities) with opportunities for self-paced and self-directed learning, collaboration and communication as well as multiple ways of assessment. This model has already been applied to a concrete topic, namely immigration, identity and culture, to develop a 4-week Moodle course for B2 learners of English. This course will serve as a practical example to illustrate my model for developing both attractive and theoretically well-founded e-learning offers.
PUBLISHERS’ PRESENTATIONS

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