

# Language Learning and Teaching Conference: Developing Speaking Skills



September 15, 2017  
University of Leeds  
Programme

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## PROGRAMME

9:15 – 9:45	Arrival, registration and coffee
9:45 – 10.00	Welcome: Introduction by Professor Matthew Treherne and the conference organisers
10:00 – 10:45	Dr. Fumiyo Nakatsuhara, Reader in Language Assessment, at CRELLA (Centre for Research in English Language Learning and Assessment) at The University of Bedfordshire Title: Learning-oriented feedback for the development and assessment of interactional competence
10:45 – 12:25	Parallel Session 1
	Lunch
12:30 – 13.15	Poster presentations and book exhibitors
13: 15 – 14: 55	Parallel Session 2
14: 55 – 15: 15	Coffee break
15: 15 – 16:15	Parallel Session 3
16: 15 – 17:00	Dr. Tita Beaven, Senior Lecturer in Spanish, Open University Title: Speaking anxiety, motivation and grit: reflections on informal, online language teaching and learning
17:00-17:15	Final remarks
17:30-19:00	Launch of the Centre for Excellence in Language Teaching at Woodhouse Suite in University House

## Language Learning and Teaching Conference: Developing Speaking Skills

15 September 2017

University of Leeds

**PARALLEL SESSIONS:** 20 mins presentations + 10 mins Questions

<b>10.45-11.15</b>	<p style="text-align: center;"><b>THEME: PRONUNCIATION</b></p> <p style="text-align: center;"><b>Chair: Alex Ding</b></p> <p>Early career ESOL teachers' practical knowledge of teaching speaking skills.</p> <p><i>Dr Simon Webster</i> <i>University of Leeds</i></p>	<p style="text-align: center;"><b>THEME: COGNITIVISM ON SPEAKING SKILLS</b></p> <p style="text-align: center;"><b>Chair: Simon Green</b></p> <p>Oracy in higher education: Implicit and explicit demands on students in curriculum, pedagogy and assessment.</p> <p><i>Dr Marion Heron</i> <i>University of Surrey</i></p>	<p style="text-align: center;"><b>THEME: PRAGMATICS AND INTERACTION</b></p> <p style="text-align: center;"><b>Chair: Hanem El-Farahaty</b></p> <p>The development of pragmatic competence through comic books in Portuguese as a foreign language.</p> <p><i>Salomé Girard, Ângela Carvalho, Isabel Duarte</i> <i>Universidade do Porto, Portugal</i></p>	<p style="text-align: center;"><b>THEME: PRONUNCIATION</b></p> <p style="text-align: center;"><b>Chair: Christopher Lacey</b></p> <p>Self-guided teacher training for integrating pronunciation into ELT lessons.</p> <p><i>Laura Patsko</i> <i>Cambridge University Press</i></p>
<b>11.20-11.50</b>	<p>Rediscovering forgotten concepts that help us teach pronunciation skills in the language classroom.</p> <p><i>Diego Soto Hernando</i> <i>University of Exeter</i></p>	<p>Twitter and Storify: Experimenting with students' metacognitive skills to improve speaking accuracy in able linguists.</p> <p><i>Alessia Plutino</i> <i>University of Southampton</i></p>	<p>Language learners' pragmatic competence and strategies in communicating in an online intercultural encounter: The case of two pairs of Algerian and British speakers using English and French.</p> <p><i>Amira Benabdelkader</i> <i>University of Southampton</i></p>	<p>Pronunciation of suprasegments: nucleus placement in utterances containing given information.</p> <p><i>Daniela Andrea Ubilla Bravo</i> <i>Universidad de Chile, Chile</i></p>
<b>11.55-12.25</b>	<p>Pronunciation teaching and learning in global communities.</p> <p><i>Cheryl Greenlay</i> <i>University of Leeds</i></p>	<p>Assessing speaking on campus and in school. Results from research conducted at the teacher training programme for secondary school at Stockholm University.</p> <p><i>Birgitta Fröjdendahl</i> <i>Stockholm University Sweden</i></p>	<p>Developing spontaneity in L2 with theatre Improvisation activities.</p> <p><i>Inés Alonso-García</i> <i>Dr. Roser Martínez-Sánchez</i> <i>Helen Mayer</i> <i>London School of Economics</i></p>	<p>Students' motivation with practice implementation.</p> <p><i>Dr Paloma Úbeda Mansilla</i> <i>Universidad Politécnica de Madrid, Spain</i></p>
<b>13.15-13.45</b>	<p style="text-align: center;"><b>THEME: PRAGMATICS AND INTERACTION</b></p> <p style="text-align: center;"><b>Chair: Karima Gaci</b></p> <p>Teaching conversational disjunctive discourse markers in Spanish as a second language.</p> <p><i>Dr María del Carmen Martínez Carrillo</i> <i>Finnish National Board of Education, Finland</i></p>	<p style="text-align: center;"><b>THEME: MOTIVATION</b></p> <p style="text-align: center;"><b>Chair: James Wilson</b></p> <p>Incorporating interculturality and task-based learning to modules to increase meaningful opportunities for speaking at B2-C1 levels.</p> <p><i>Anna Johnston</i> <i>Durham University</i></p>	<p style="text-align: center;"><b>THEME: PRONUNCIATION</b></p> <p style="text-align: center;"><b>Chair: Claire Wright</b></p> <p>The effects of pronunciation teaching on WTC in and outside the FL classroom.</p> <p><i>Dr Małgorzata Baran-Lucarz</i> <i>University of Wrocław, Poland</i></p>	<p style="text-align: center;"><b>THEME: LEARNING OUTSIDE THE CLASSROOM</b></p> <p style="text-align: center;"><b>Chair: Christopher Lacey</b></p> <p>Using Skype to enhance language, intercultural and employability skills.</p> <p><i>Sherrell Kelly and Dr Sandra Salin</i> <i>Newcastle University</i></p>
<b>13.50-14.20</b>	<p>Turn-taking in classroom talk: An analysis of turn-taking initiators used by learners of Spanish as a foreign language.</p> <p><i>Laura Acosta Ortega</i> <i>Universidad Pompeu Fabra, Spain</i></p>	<p>Heard and not (only) seen: Developing student oral participation.</p> <p><i>Gary Hernandez</i> <i>University of Leeds</i></p>	<p>The use of songs to teach pronunciation: Gilberto Gil's <i>Drão</i> and the nasal diphthong <i>ão</i> in Portuguese.</p> <p><i>Gabriela Ribeiro</i> <i>University of Glasgow</i> <i>Jose Peixoto Coelho de Souza</i> <i>University of Manchester</i></p>	<p>Videos created by students: Rationale and assessment.</p> <p><i>Diana Conheeny and Maria Schedule</i> <i>Sheffield Hallam University</i></p>
<b>14.25-14.55</b>	<p>Analysing student presentations using Functional Pragmatic Discourse Analysis.</p> <p><i>Julia Feike</i> <i>University of Edinburgh</i></p>	<p>Be your own language coach; self-mentoring to increase student reflection and motivation.</p> <p><i>Alison Hayes</i> <i>York St John University</i></p>	<p>German melophonics (Melofonetik) - Conveying the art of sung German.</p> <p><i>Dr Daniela Fountain</i> <i>University of Hull</i></p>	<p><i>Ready, steady, speak! Learning French with the DRAMAFLE project.</i></p> <p><i>Emilie Poletto</i> <i>University of Bristol</i></p>

15.15-15.45	<p><b>THEME: TECHNOLOGY TO ENHANCE LANGUAGE LEARNING</b> Chair: James Wilson</p> <p>Written online chat and the development of oral fluency and grammatical accuracy.</p> <p><i>Isabel Molina-Vidal</i> <i>University of Leeds</i></p>	<p><b>THEME: LEARNING OUTSIDE THE CLASSROOM</b> Chair: Alex Ding</p> <p>Peer-learning and the development of speaking skills in language cafes.</p> <p><i>Nuria Polo-Pérez</i> <i>Durham University</i></p>	<p><b>THEME: ASSESSMENT</b> Chair: Simon Webster</p> <p>Using a linguistic ethnographic framework to analyse speaking assessment.</p> <p><i>Georgina Lloyd</i> <i>St Andrews University</i></p>	<p><b>THEME: TASK BASED TEACHING AND LEARNING</b> Chair: Karima Gaci</p> <p>Developing a task-based speaking test for elementary school: Process and teaching implications.</p> <p><i>Dr Lambrini Loumbourdi</i> <i>Universität Giessen, Germany</i></p>
15.45-16.15	<p>Squaring the circle: Developing accuracy and fluency through recorded speaking tasks.</p> <p><i>Thomas Jochum-Critchley</i> <i>University of York</i></p>	<p>Enhancing speaking skills through creative podcasts.</p> <p><i>Anne Markovic and Judith Eberharter</i> <i>University of Leeds</i></p>	<p>Can video presentations do the assessment of oral skills justice?</p> <p><i>Sonja Altmüller, Mandy Poetzsch, Engracia Speight</i> <i>University of Sheffield</i></p>	

## ABSTRACTS

The abstracts are listed according to the order of the parallel sessions' programme, pp. 4-5

### Parallel Session 1 10.45- 12.25

#### Session: Pronunciation

**Title: Early Career ESOL Teachers' Practical Knowledge of Teaching Speaking Skills**

Dr Simon Webster  
University of Leeds

This paper presents the findings of qualitative multiple-case study longitudinal research investigating early career ESOL teachers' practical knowledge of teaching speaking. This practical knowledge can be defined as 'the knowledge that is directly related to action...that is readily accessible and applicable to coping with real-life situations, and is largely derived from teachers' own classroom experience (Calderhead, 1988: 54).

Although there has been increased recognition of the value of practical knowledge research in recent years (Meijer et al., 2001; Chapman, 2004), such research remains extremely limited (Borg 2006) and the practical knowledge of teachers in an ESOL context and in the curricular domain of teaching speaking skills are previously unexplored areas of research.

A significant degree of commonality was identified amongst the teachers' practical knowledge and this paper identifies the institutional and sectorial socialisation which appeared to contribute to the 'atheoretical' (Borg & Burns, 2008) nature of this phenomenon. Substantial individual differences were also identifiable, however, both in teachers' practices and the beliefs underlying these practices with a strong degree of agency evident in teachers' practices (see also Baynham, 2006).

The research has implications for the teaching of speaking skills in a wide variety of contexts since it not only identifies teachers' beliefs about the teaching of speaking and the implications for those teachers' practices but it also highlights the need for constructivist approaches (Dangel & Guyton, 2004) to INSET and to the design of CPD opportunities related to the teaching of speaking.

**Title: Rediscovering Forgotten Concepts that Help us Teach Pronunciation Skills in the Language Classroom**

Diego Soto Hernando  
University of Exeter

Abstract: Pronunciation usually ends up being a marginalized component of the syllabus, across all foreign languages. This paper will present a number of proposals, based on co-articulation, to insert the teaching of pronunciation skills in the language class in a more natural and interactive manner: We will provide some advice on how to teach pronunciation more effectively, while developing a sense to improve the materials that are available to teach pronunciation in the language classroom. We will finish by sharing some online resources that are available online for students to work autonomously with their pronunciation skills.

**Title: Pronunciation teaching and learning in global communities**

Cheryl Greenlay  
University of Leeds

The development of communicative skills is closely related to that of learner identity. Whilst many international students succeed in communicating with a functional level of intelligibility, perceptions of their comprehensibility have been shown to vary within academic communities. Problems encountering communication difficulties could place some students in a position that hinders their ability to fully engage in their educational experience and may have a direct impact on their success as language users and hence their academic and professional development. This talk aims to highlight current issues surrounding the teaching and learning of pronunciation, taking the perspective of English as a lingua franca (ELF), not as a foreign language (EFL). Based on a brief review of the literature and making reference to relevant research, it will propose a refocus of classroom pronunciation practice and conclude with a rationale for the separation of receptive and productive skills with some suggestions for future research.

## **Session: Cognitivism on speaking skills**

### **Title: Oracy in higher education: Implicit and explicit demands on students in curriculum, pedagogy and assessment**

Dr Marion Heron  
University of Surrey

Student talk in higher education as part of oracy skills is often neglected in favour of a focus on literacy skills. Nevertheless, student talk is a fundamental feature of all learning events in higher education. Oracy is defined as speaking and listening skills (Wilkinson, 1970) for effective communication and interaction. Oracy can be viewed as a process, that is as a medium for learning, or as a product, that is a subject in its own right. While oracy has become an integral part of learning and teaching in schools (Mercer, Warwick & Ahmed, 2016), it is often neglected in higher education contexts (Doherty, Kettle & Caukill, 2011). This presentation will exemplify the oracy demands of students in curriculum, pedagogy and assessment through an analysis of two modules in a first year undergraduate degree course. The analysis will focus on both explicit demands, i.e. oracy skills which are explicitly stated in the curriculum or teaching and learning approach, and implicit demands, which often involve oracy as process. Teaching in higher education is becoming more interactive, the role of talk in learning is more commonly recognised (Michaels, O'Connor & Resnick, 2008), and the importance of effective oracy skills as a graduate attribute is now widely acknowledged (Doherty et al, 2011) therefore it is crucial that we open up discussions on oracy in higher education.

### **Twitter and Storify: experimenting with students' metacognitive skills to improve speaking accuracy in able linguists.**

Alessia Plutino  
University of Southampton

The teaching of speaking skills has always been a problematic area, especially when dealing with fluency and accuracy. As practitioners seem not to be able to agree about what successful speaking is, two views have emerged about the possible approaches to be taken: the *fluency-oriented approach* and the *accuracy-oriented approach*. However, good practice shows that these two aspects are so intricately related that the best approach to follow would be to integrate both.

This paper will report on the preliminary outcomes of a small case project designed to experiment an innovative way to integrate accuracy and fluency university level.

The ultimate aim was to facilitate the development of reflective strategies to help students improve the accuracy and content of their foreign language production.

The author will demonstrate the implementation of a written assessed task involving Twitter and Storify. The task has been designed to improve accuracy skills awareness in order to boost learners' confidence in their metacognitive skills and improve their performance during speaking tasks (role plays).

The theoretical framework draws from Kolb's (1984) experiential learning principles integrated with a social constructivist approach where teachers' role is to facilitate learning processes rather than managing them.

The paper will conclude by reporting provisional data results on learners' attitude, motivation before and after completing the assessed task, as well as their and achievements in order to provide the basis for future development.

### **Title: Assessing speaking on campus and in school. Results from research conducted at the teacher training programme for secondary school at Stockholm University**

Birgitta Fröjdendahl  
University of Stockholm

During the fifth term of teacher training for secondary school, assessing speaking is the focus of a course at the Department of Language Education, Stockholm University. The student teachers were asked to reply to fifty-nine questions about formative and summative assessment. The replies were then analysed from the perspective of assessment literacy and cognitivism immediately prior to the course and how it had increased over time. As this is a sandwich course involving eight seminars on campus and four weeks of practicum in school, both theoretical and empirical concerns were considered and compared. In addition, results from the student teachers' interviews with fifty-five language teachers (that is to say, interviews with three teachers for each student) will be presented.

The results show that student teachers increased their level of assessment literacy both from attending the campus course and practicum, which is hardly surprising, but it is also evident that the student teachers gained crucial insights into the disparity in assessment literacy that language teachers can have about assessing speaking.

This research is work-in-progress and will be continued in August/September 2017, but the results that can be presented during the EALTA conference 2017 will mainly focus on the results from the first stage. References that will be included in my presentations are, for example, research conducted by Wiliam (2011); Vogt and Tsagari (2014); Kunnan, ed. (2014) DeLuca, LaPointe-McEwan and Luhanga (2015 and 2016) as well as reports from the Swedish National Agency for Education, the European Council and OECD.

## Session: Pragmatics and interaction

### **Title: The development of pragmatic competence through comic books in Portuguese as a Foreign Language**

Salomé Girard, Ângela Carvalho, Isabel Duarte  
Universidade do Porto

This paper seeks to demonstrate the potentialities of comic books for the development of communicative competence in Portuguese as a Foreign Language.

This paper seeks to demonstrate the potentialities of comic books for the development of communicative competence in Portuguese as a Foreign Language in formal context of learning, mostly regarding the pragmatic competence.

Communicating is much more than using a language as a system and much more than a competence: it is a language in use, that is to say performance (Council of Europe, 2001). The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (ibidem)* argues that communicative competence evolves three types of competences: linguistic, sociolinguistic and pragmatic. Accepting the inclusion of these last two competences is accepting that we should lead foreign language students into the learning of “sociocultural conditions of language use [and] [...] functional use of linguistic resources (production of language functions, speech acts) [...] [; which] also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody.” (*ibidem*, p. 13).

In this context, we believe that comic books can be an excellent tool to promote the development of pragmatic by showing scripts of interactional exchanges and non-verbal language in a particular use. These aspects reinforce the idea that communication is a cultural act. The relationship between images and narratives in comic books can make learning easier for students, this can turn this tool into a motivating one.

Finally, we present some pedagogical proposals that were conceived to increase the intercultural communicative competence in Portuguese as a Foreign Language, mainly regarding pragmatic in oral interactions.

### **Title: Language Learners’ Pragmatic Competence and Strategies in Communicating in an online Intercultural Encounter: The Case of Two Pairs of Algerian and British Speakers using English and French**

Amira Benabdelkader  
University of Southampton

Cultural and linguistic backgrounds play a crucial role in shaping our languages. Pragmatic knowledge and competence, on the one hand, vary from one language to another. On the other hand, there are certain universal pragmatic cues. Communicating successfully with speakers from different cultures and linguistic backgrounds might not only call upon universal clues, but also make the ambiguities understood to the other.

Therefore, in this paper, I will investigate the language learners’ speaking skills and strategies employed in online intercultural interactions. The focus will be on the communicators speaking skills, namely on their understanding of the pragmatic meaning and illocutionary acts, and the strategies they use in overcoming misunderstandings. This study is part of an experimental PhD research that consists of online language tandem using their second and/or foreign language with the L1/L2 language speakers. The participants of this study are Algerian (L2: French, FL: English), and British (L1: English, L2/FL: French) who communicate using Skype, and whose conversations are recorded for further research and analyses.

This paper will provide a qualitative analysis of a French and English conversation of each of the two pairs of Algerian and British speakers. A preliminary analysis of the results reveal that, in such intercultural setting, many instances of misunderstanding have occurred especially while misinterpreting the pragmatic meaning. For this, the speakers use different strategies such as repetition, self-repair, interactive repair...etc.

In conclusion, the results emphasise the need for language learners to develop their pragmatic knowledge in the target language to hinder miscommunication in intercultural encounters.

### **Title: Developing Spontaneity in L2 with Theatre Improvisation Activities**

Inés Alonso-García, Dr. Roser Martínez-Sánchez and Helen Mayer  
London School of Economics

When learning a foreign language, arguably one of the most desirable yet difficult skills to master is spontaneity. It takes time for a learner to develop the flexibility and self-confidence to access knowledge of the language and translate it into actual unplanned communication quickly and intuitively. This unplanned discourse is, in general, not a priority in the curriculum, but a skill left to the learners’ own initiative.

At the LSE Language Centre we have been using theatre improvisation (improv) activities to enhance learners’ speaking skills. This tool has been equally useful to foster spontaneity, both in English and MFL in different levels and course settings. These activities can also improve the competencies required in effective academic communication.

The use of drama activities has proven to be an extremely successful tool for developing learners’ speaking skills. This presentation will explain the contexts in which improv has been used at LSE for the last four years, based on the feedback provided by learners, tutors and improv facilitators.

Improv has been mainly used in two settings:

- The “English through improv” programme as a tool to help international students integrate better in their university life linguistically, academically and socially.
- In 2016/17 the LC piloted a new course in which beginners Spanish was taught for two hours in a traditional classroom setting, followed by one hour of improv activities. There are plenty of studies, including those of Colin Christie and Gianfranco Conti, which mention the importance of fostering the very first stages of language learning.



## **Session: Pronunciation**

### **Title: Self-guided teacher training for integrating pronunciation into ELT lessons**

Laura Patsko  
Cambridge University Press

The effects of pronunciation instruction in controlled classroom contexts can lead to improvement in spontaneous speaking contexts (Saito, 2012); and it has long been argued that pronunciation can and should be integrated with other skills (e.g. Murphy, 1991; Levis & Grant, 2003). Unfortunately, teachers worldwide tend to lack confidence and training in teaching pronunciation (Henderson et al, 2015), let alone integrating it with other areas of teaching; and published course materials often provide little extra support for developing teachers' skills in this area, despite the opportunity to do so in the accompanying teacher's books (Watts & Huensch, 2013; Levis & Sosaat, 2016).

This paper presents the results of a research project which aimed to integrate self-led training in phonology into teachers' everyday (unguided) use of materials. Fifteen teachers in Brazil were given seven "low prep" or "no prep" pronunciation activities to try over a 4-month period and asked to reflect on their impact on their practices. Some teachers received the activities in a printed booklet; others received them via a YouTube playlist of instructional videos. This paper will comment on how teachers' confidence changed over this time period, and whether the medium in which the teacher support materials were delivered appeared to make a difference.

### **Title: Pronunciation of suprasegments**

Daniela Andrea Ubilla Bravo  
Universidad de Chile

The aim of this research was to study the type of nuclear placement errors produced by Chilean speakers in oral contexts of old information and give evidence of which situations were the most problematic for them.

A general prosodic rule in English is that speakers tend to accent the last content word when there is new information in the context. Nevertheless, when there is an element that has formerly been referred to, this becomes old/given information. In English, given information tends to be deaccented, placing the nuclear accent (the focus of the utterance) on the "newest" last content word. On the contrary, Spanish speakers tend to accent the last word of the utterance, even when there is old information. For this study, 21 students were selected from a BA English Linguistics and Literature Programme and from an English Language Teaching Programme to read dialogues in which there were 4 categories of given information: repetition of lexical item, synonymy, implied information and contrast.

According to the results, speakers at all levels continue re-accenting given information in all the categories, showing a slight improvement when they have been taught prosody at university.

This research intends to contribute to the current literature on second language teaching, specifically in the area of prosody. In Chile, there are fewer studies in prosody than in segments and, consequently, there are no studies that have provided information of the current situation of Linguistics and Pedagogy Programmes' students assessing their prosodic level.

### **Title: Students' motivation with practice implementation**

Dr Paloma Úbeda Mansilla  
Universidad Politécnica de Madrid

As teachers, preparing Spanish students' oral competence for a future professional environment is not an easy task when specific vocabulary issues arise. This paper will present an example of how to develop a phonics lesson based on ESP vocabulary in the field of architecture, developed with a group of students in The Technical University of X. The aim was to prove how Spanish students could learn difficult sounds and ESP vocabulary whilst at the same time being able to enjoy a successful class activity, even with a large group of students. The task was undertaken as a part of a compulsory English course, and the ESL mix group level of the language students was B2 CEFR and above. The triangulation of gamification, specific vocabulary and classic phonetics for Spanish students at University can work. The results will motivate teachers to implement this kind of experience in other specific fields, as well as to create activities focusing on phonetics from another methodological scope.

**Parallel Session 2**  
**13.15- 14.55**

**Session: Pragmatics and interaction**

**Title: Teaching Conversational Disjunctive Discourse Markers in Spanish as a Second Language**

Dr. María del Carmen Martínez Carrillo  
Finnish National Board of Education

In daily conversation, disjunctive topic change represents an interactive practice that introduces a sequential topical referent without direct semantic relation to the previous one in the topical core of the conversation. As a preferred practice, it also supports topical continuity of conversation, for instance in the context of topic exhaustion, when interlocutors are unable to further advance the current sequential referent by applying a topic shading.

Regarding second language use, disjunctive topic change acquisition displays a high level of interactive, structural and linguistic complexity in all levels of competence. Learners must be able to maintain the preference for coherence and topical linearity that prevails in the core of conversation while introducing a new sequential topic, which is not semantically related to the previous one, but connected to it structurally through a discourse marker.

In this paper, we describe the use of conversational disjunctive discourse markers (CDDM) in a group of 16 intermediate-level X university students of Spanish as a Second Language (SSL) and compare their communicative competence with that observed in a control group of 16 native speakers of Spanish. Using a multidisciplinary approach that combines the theoretical and methodological principles of Conversation Analysis, Sociopragmatics and Sociolinguistic, we explain the particularities of the interlinguistic conversational performance of the non-native speakers and, taking such data into account, we define how to include teaching and assessment of CDDM at the intermediate level of the SSL university curriculum.

**Title: Turn-taking in classroom talk: an analysis of turn-taking initiators used by learners of Spanish as a foreign language**

Laura Acosta Ortega  
Universidad Pompeu Fabra

The current study aims to offer a view of how learners of Spanish as a foreign language (SFL) manage oral interaction in language classrooms. Our study is based on the concept of interactional competence (from now on, IC), which Young defines as “a relationship between participants' employment of linguistic and interactional resources and the context in which they are employed” (Young, 2008, p. 101). According to Walsh (2011), IC includes interactional and linguistic resources, but the focus is on the way interaction is guided. Thus, IC analyses how speakers manage turns-at-talk, overlaps, acknowledgment tokens, pauses, repair and other resources, to accomplish mutual understanding and co-construction of meaning. Based on qualitative analysis of 36 interactions that represent a corpus of more than four hours, we aim to assess the IC of SFL learners. The interactions were collected in different tasks in classroom. Participants are multicultural students in a study abroad program at the University, currently at a B2 level. This study specifically assesses how turn-taking is managed in oral interactions, and how learners of SFL initiate their turns. The findings in this study contribute to a more comprehensive understanding of interactional competence of learners of SFL and the interactional skills they use during tasks to co-construct meaning.

This study takes place within the framework of the research project ECODAL (Evaluation of the discursive skills of adult multilingual learners: Detection of training requirements and guidelines for self-learning; ref. EDU2016-75874-P (AEI/FEDER, UE).

**Title: Student Presentations as Action Pattern: Using Functional Pragmatic Discourse Analysis in Researching Steps of Action in Introductions of Authentic Student Presentations**

Name: Julia Feike  
University of Edinburgh

Student presentations are a significant aspect of learning and teaching in HE and MFL: they are supposed to improve students' professional public speaking skills and they are also used as a frequent means of evaluating both the students' knowledge of a certain topic as well as their oral language skills in a modern foreign language. At the same time, students face a variety of challenges, such as the required expertise on the subject, good timing, concise language, multiple addressing (peers and tutor), and possible differences in the discourse communities of L1 and L2 in this highly normed action pattern.

Despite the relevance and complexity of student presentations in HE and MFL, only very little empirical research has been conducted in this area of spoken academic language. Situated in the field of Applied Linguistics for German as a Foreign Language, this paper therefore explores the action steps taken by native speakers of German when giving a presentation in the context of university seminars in their L1. It closely examines the introductions of authentic student communications using the approach of Functional Pragmatic Discourse Analysis (Ehlich/ Rehbein 1986) to identify constitutive elements of introductions and to reconstruct the action pattern student presentation. The data used is provided by the GeWiss research project (Leipzig University, in partnership with Aston University and Wroclaw University) which offers a multilingual corpus of recordings and transcriptions of student presentations.

## Session: Motivation

### **Title: Incorporating interculturality and task-based learning to modules to increase meaningful opportunities for speaking at B2-C1 levels**

Anna Johnston  
University of Durham

I propose to operate a paradigm shift in our approach to teaching and learning languages and to transition from solely language-based modules to modules integrating the teaching of language and intercultural competence. Rather than presenting learners with speaking activities “for the sake of speaking”, learners will be expected to complete mini-projects aiming to explore interculturality in the target language. This approach is student-led and research-based.

The outcomes of such a transition are thus to:

- Improve learners’ communication skills
- Increase learners’ intercultural awareness
- Develop teaching and learning strategies for students to explore different narratives and subjectivities of world views in intercultural contexts.
- Develop a novel assessment approach combining inquiry-based learning and research-informed teaching.

More concretely speaking the transition involves the creation of an introductory online course to present learners with the key concepts of interculturality within the field of languages, which will then act as a stepping stone for students to engage in a variety of group projects spanning over several weeks or months. These will culminate in students leading their own seminars in the TL and presenting their research on interculturality within the university’s existing Global Citizenship Forum. Such opportunities for communication which will amongst others take the form of group debates, presentations, short video clips and quizzes present the benefit of being more authentic, comprehensive and relevant to current topical issues and involve ample opportunity for researching, presenting and debating the latter in the TL.

This supports current university strategies for research-led learning and internationalisation.

### **Title: Heard and not (only) seen: developing student oral participation**

Gary Hernandez  
University of Leeds

Trying to facilitate and encourage students to invest in oral participation exercises which require them to speak (up) on an academic subject/topic/text confidently in a classroom setting can be challenging. Indeed, anecdotal evidence from lecturers at many departments points to the desire for international students to speak more in seminar settings and speak without fear of being ‘wrong’. In an EAP pre-session context if a course can meet the challenge of increasing student investment then the prospects of international students transitioning to their departments as competent academic participants should increase. One of the ongoing tensions amongst the English for Academic Purposes (EAP) community with regard to content-based pre-session programmes is the extent to which content should be ‘taught’ by EAP practitioners. Drawing on research (Norton and Gao, 2008) which examines international student motivation and empowerment in classroom speaking contexts, this presentation argues that EAP practitioners should be ‘dealing with’ content (if not ‘teaching it’) especially if they are not ‘experts’ in the field. The argument continues that not being an expert actually encourages confidence amongst students to speak about their related academic topic as there is not the ‘asymmetry’ that might be present in destination departments. The corollary of this increase in confidence and practice in speaking may be wide-ranging and profound as it may help in developing academic identity. The presentation further asserts that speaking skills should read communicative competency and that in an EAP pre-session context this includes the ability to take risks and confidence in having thoughts challenged and debated.

### **Title: Be your own language coach: self-mentoring to increase student reflection and motivation** Alison Hayes

York St John University

Building on Marsha Carr’s Self-Mentoring for leadership idea, (2015) as well as drawing on themes of independent and enquiry-based learning, I have created an innovative process whereby students can become their own language coach through reflecting on their skills, their support networks, their progress and achievements.

Carr’s Self-Mentoring is a four-step process, involving self-awareness, (where one thinks about skills and knowledge already possessed and how to develop these further) self-development, (forming a plan, thinking about time-management, strengths and weaknesses) self-reflection, (reflecting on what is and is not working and what can be done about this) and self-monitoring (checking progress and evaluating skills.) It is easily adaptable to language learning and to other disciplines as well.

I have integrated my adaptation of this model into the courses I teach, including generating discussion for the mid-module evaluation, together with an enquiry-based learning approach to class activities. The idea is to create a reflective, listening, supportive environment that will give students increased confidence in their participation and equip them with the tools they need to become a reflective practitioner in all areas of their life as well as, hopefully, a more efficient independent learner and to improve their performance on a practical level in the module concerned.

In my presentation I will demonstrate the electronic materials I use to guide students through the reflection process, and as an early-career researcher I will welcome feedback from colleagues on whether they have tried anything similar themselves or if they have any advice.

## Session: Pronunciation

### **Title: The effects of pronunciation teaching on WTC in and outside the FL classroom**

Dr Malgorzata Baran-Lucarz  
University of Wrocław

The main aim of the presentation is to report the results of a longitudinal study conducted among Polish pre-intermediate high school learners of English. The objective of the experiment, involving an experimental (N=13) and control group (N=13), was to examine the outcomes of raising phonetic and phonological competence of the students and improving their pronunciation, by having integrated explicit pronunciation instruction and pronunciation practice with the teaching/learning of other FL aspects and skills.

Among several dependent variables was willingness to communicate (WTC) in and outside the FL classroom. The construct was measured with the use of an 18-item self-report questionnaire, based on a 6-point Likert scale (Cronbach alpha = .94), inquiring about the respondents' eagerness to (1) speak during particular FL class activities and to (2) participate in real-life situations requiring talking to other non-native speakers or native speakers of the target language. The independent variables, i.e. the pronunciation level, self-assessment of pronunciation, and phonetic competence, were measured before and after the treatment with oral and written tests, respectively.

After the 10-month (one school year) treatment, the experimental group, representing a higher level of phonetic competence and pronunciation self-assessment than that of the control group, revealed a bigger increase of level of WTC outside the classroom ( $t=2,734$ ;  $p=.012$ ). However, no statistically significant differences were found when the changes of the level of WTC in the FL classroom are concerned. The quantitative data were further supported in semi-structured interviews conducted with all the participants.

### **Title: The use of songs to teach pronunciation: Gilberto Gil's *Drão* and the nasal diphthong *ão* in Portuguese.**

Gabriela Ribeiro and Jose Peixoto Coelho de Souza  
University of Glasgow and University of Manchester

The aim of this paper is to discuss how songs can be used as a means to raise awareness of and to teach the pronunciation of particular phonemes in the target language. It starts by presenting some of the benefits of using songs in language teaching as a way to promote learners' motivation and recall of information. It then discusses some of the phonetic and phonological aspects of the typical Portuguese diphthong *ão* [ẽũ], as well as its perception, acquisition and reproduction by learners. In the final part of this paper, we discuss the teaching material we have designed based on the song *Drão*, by Gilberto Gil. We analyse each step in detail, from the initial exercise for the recognition of the *ão* sound, moving to the work with the actual song, and the final exercise for learners' production of the sound.

### **Title: German Melophonetics (Melofonetik) – Conveying the art of sung German**

Dr Daniela Fountain  
University of Hull

German is a difficult language to sing – at least this is how it seems to be perceived by many. Despite David Adams's (2001, pp. 83-143) reference guide on German diction, the myths persist and many students appear to have issues with singing in German. This paper presents a critical reflection on my own research, development of materials, workshops and practices of student support for German in order to create the backdrop for future possible research and teaching application in this area, together with a network of professional support that will help dispel the myths and make students more confident when using German in their singing careers. Despite having been developed independently out of students' needs at the University of X this package coincides with the idea of melophonetics as has been coined and promoted by Prof. Matteo dalle Fratte who recently developed a whole field of research and student support on the matter for the Italian language. This paper will draw on his programme and further its application with my own materials to the German language in art song, including examples from sessions with students at the University of X. Visualisation and physiology of the formation of vowels and consonants forms a key part as well as the dialogue and support of a native speaker in order to develop an efficient and relevant language support for singers.

## Session: Learning outside the classroom

### **Title: Using Skype to enhance language, intercultural and employability skills**

Sherrel Kelly and Dr Sandra Salin  
University of Newcastle

Abstract: This paper will present three Skype exchange projects currently available to language students at Newcastle University. One presenter will present two online tandem exchange projects that have been developed in the past three years by Newcastle University Language Resource Centre in collaboration with staff at the Université de Reims (France) & Universidad de Salamanca (Spain) for students of English, French & Spanish.

Second presenter will present the third project that is currently being developed with Brussels École d'Enseignement Supérieur Économique et Technique. The project involves a series of semi-guided tasks and activities that have been developed collaboratively between staff and students. The aim is for students to complete set tasks with their partners in order to better prepare for their year abroad and to enhance their intercultural awareness and employability skills.

These three cases will give the presenters the opportunity to discuss some of the advantages of collaborative online tandem exchange schemes, such as the chance for students to explore language usage and culture with native speakers of the same age group; promoting independent, autonomous learning outside of the classroom; and the benefits of using technology to facilitate language learning. This paper will also address some of the challenges such projects can bring including technical difficulties, time commitment and student self-regulation, in the hope that these challenges and their solutions might be further discussed with attendees after the presentation.

### **Title: Videos created by students: rationale and assessment**

Diana Conheaney and Maria Schedule  
Sheffield Hallam University

We will show how student-created videos can be effectively used as an assessment tool to develop confidence and proficiency in oral and written skills, enhancing personal and professional skills, together with intercultural awareness. We will explain how we incorporated these skills into the task preparation, discuss the challenges faced and how feedback from the students highlighted the benefits.

Current technology allows anyone to be a film-maker. With respect to Krathwohl's expansion of Bloom's Taxonomy (2002) this can be a highly creative activity for students to undertake which also involves processes of generating ideas (in creating the storyboard), planning and coordinating the team activity and actual production.

Development of a film presentation offers a motivating alternative to conventional presentation activities. The students were tasked with creating videos in small groups which would introduce the city and the university to future international students. They were assessed on the video content, team work, oral competence and the success of the individual progress diaries and individual reflective writing which were submitted with the videos. In addition, the process aimed to stimulate interest in the host city, encouraging the students to explore the university further and engage with native speaker residents, all of which pose a challenge to many of our students.

Our students are undergraduates of Business at a UK university. They have an IELTS score of 6.0 so benefit from the targeted support provided by this module which develops academic and career-orientated competencies.

This case study will outline the context and rationale for the use of video, followed by an explanation of how we supported the students throughout the process.

### **Title: Ready, steady, speak! Learning French with the DRAMAFLE project**

Emilie Poletto  
University of Bristol

The DRAMAFLE project (<http://www.dramafle.com>) started with Adrien Payet in 2010 who gathered a team of French teachers and drama professionals to conduct a study (2011) of the use of video simulation in teaching French as a foreign language. The project went live four years later and is available throughout the world.

I have been using this project at the University of Bristol since October 2014 with both Ab-Initio and Post A'Level students who have chosen French as their open unit on the applied foreign languages (AFL) programme.

Through the use of skype, students get to practice their French with a cyber actor and perform a non scripted task as a result of listening, reading and writing tasks (available from the platform and completed in class) all aimed at preparing them for this exchange.

The objective of this presentation is to give an overview of how the project has benefitted our students at the University of Bristol, reflecting on its use, whether in class and/or outside of class to motivate students, boost their confidence and improve their speaking skills.

I will be using extracts from the skype exchanges as well as extracts from a filmed focus group to best demonstrate the project.

**Parallel Session 3**  
**15.15- 16.15**

**Session: Technology to enhance language learning**

**Title: Written Online Chat and the Development of Oral Fluency and Grammatical Accuracy**

Isabel Molina-Vidal  
University of Leeds

The aim of this paper is to present a study that has been carried out in order to determine the impact of using online written chat in oral fluency and grammatical accuracy in advanced learners of Spanish as a foreign language. Based on complexity theory and taking into account cognitive, neurological and psychological approaches to language learning and acquisition, the study explores two main questions: On the one hand, whether the use of written online chat improves oral fluency and accuracy and, on the other hand, whether online written chat favored noticing, collaboration and scaffolding according to a constructivist conception of learning. In order to do address the first question, students participated in a written online chat prior to assessed face-to-face (FTF) debates. Participation in written chats was organized in alternate weeks so that marks obtained by individual students for oral fluency and accuracy in FTF after prior rehearsal in written chat and without prior rehearsal could be compared. The second research question has been explored through analysis of the transcripts of the online written chats. The study found that marks obtained for oral fluency and grammatical accuracy were slightly higher in those weeks in which students had taken part in online written chats before the FTF debate. As far as the analysis of chat conversations is concerned, the study shows different instances of collaboration and noticing of complex structures in the transcripts of the chats.

**Title: Squaring the circle: Developing accuracy and fluency through recorded speaking tasks**

Thomas Jochum-Critchley  
University of York

Accuracy and fluency, together with complexity, are commonly regarded as key indicators for language competence in SLA. Although there is considerable controversy about the extent to which these categories are independent from each other need to be researcher as intrinsically linked, a consensus seems to be that there is generally a trade-off between accuracy and fluency. This trade-off resonates with the experiences of teaching practitioners: language teaching materials often focus on one of the two categories, particularly when dealing with speaking tasks, but also the learners themselves seem to attend either to accuracy or fluency.

In my presentation, I want to explore speaking tasks which are based on authentic input and authentic and meaningful output yet also encouraging students to attend to accuracy. Drawing upon my experience of using recorded interview tasks in German Grammar class at the University of York, I will suggest that video recordings under time pressure can contribute to the development of accuracy and fluency in an innovative and engaging way. Addressing four, if not all believe that these tasks will effectively promote accuracy and fluency. In addition, using audio/video recordings enable students to benefit from the affordances of the medium video which fosters self-awareness, introspection and reflection.

**Session: Learning outside the classroom**

**Title: Peer-learning and the development of speaking skills in language cafés**

Nuria Polo-Pérez  
University of Durham

A language café is an event which provides a non-formal space for individuals to practise their foreign language speaking skills by interacting with others. The space itself is usually constructed within a place with a different primary function, ranging from cafés, bars and pubs, to cinemas, libraries or community centres. These events have become very popular nowadays and a lot of language departments in HE, among others, offer them as out-of-class informal activities to promote autonomous peer-learning and the development of the speaking skills of their students. Language cafés are like 'communities of practice' (Lave & Wenger, 1991) in that they emerge when individuals come together and share certain knowledge or passion, or practise certain common skills. The concept of 'community of practice' is based on the theory of situated learning, or "learning as a dimension of social practice" (Lave & Wenger, 1991, p. 47), which is related to the main theory of second language development underpinning this study, namely the Sociocultural Theory (Vygotsky, 1978; Lantolf, 2000). The aim of this paper is to explore the language learning affordances that emerge in language cafés and how these learning environments are co-constructed and developed by their participants in the absence of the predetermined roles that teachers and learners usually have in conventional contexts of formal instruction. It reflects as well upon the concept of language (Phipps & González, 2004), and upon the multiple identities of teachers-as-learners and how these identities may play a productive role in our teaching practice.

**Title: Enhancing speaking skills through creating podcasts**

Anne Markovic, Judith Eberharter  
University of Leeds

Creating their own podcasts is a creative and effective way for students to develop their speaking skills. We successfully use podcasts as a form of assessment in our language modules. As a first step, students analyse authentic podcasts from different genres, including music and literature reviews, news, cooking shows etc., for their grammar, vocabulary, register, style and pronunciation. Based on the results of their analysis they create their own podcasts and in doing so develop their speaking skills. The main learning outcomes of this process are the use of the appropriate register and style (including grammar structures and vocabulary) for different types of podcasts, as well as fluency, intonation and pronunciation. Furthermore, the process of creating a podcast is important for students' development as independent learners as it allows them to listen to their own texts and then re-record and edit them to achieve the best result. As a result, they become more aware of the strengths and weaknesses of their oral text production and are able to improve their speaking skills throughout the process. This process also improves their technological knowledge through the recording and editing of audio material. Overall, the feedback for this task has been very positive and students have mentioned that they find the process of creating their own podcast very motivating. As they can choose from a variety of genres, students can be creative in their work, which was visible in a large number of podcasts. Students slipped into different roles, integrated sounds and music into their podcasts and showed a reflexive and creative use of language.

**Session: Assessment****Title: Using a linguistic ethnographic framework to analyse speaking assessments.**

Georgina Lloyd  
St Andrews University

Discourse analysis is paramount to the pedagogies of English for Specific Purposes (ESP). How this discourse analysis is conducted is an area of contention leading some to ask how we can coordinate emic and etic perspectives (Coffin and Donahue, 2012). One framework which aims to bridge these two perspectives is linguistic ethnography (Creese, 2008; Roberts, Atkins and Hawthorne, 2014). 'Linguistic ethnography argues that ethnography can benefit from the analytical frameworks provided by linguistics, while linguistics can benefit from the processes of reflexive sensitivity required in ethnography' (Creese, 2008: 232). This paper demonstrates how a linguistic ethnographic framework can be used to scrutinise speaking assessments within language learning pedagogies. It outlines the approach used in the speaker's Master's dissertation and demonstrates how this draws on conversation analysis and other discourse analyses, as well as ethnography to provide an innovative and effective framework for unpacking the practice of assessing speaking. By revealing some of the results and impact the speaker argues that to effectively critique any speaking assessment, the social context in which the language is managed needs to be understood. This paper focuses on an oral assessment taken by students of The International Foundation for Medicine (IFM) programme, an English for Specific (Academic) Purposes course that seeks to prepare international students for the study of medicine at a UK university. The Role-play Assessment (RPA) is used on the course to assess students' (clinical) communication skills. A sample of twelve video recordings were transcribed and subjected to broad-based and micro-level linguistic analyses. Ethnographic data was also collected from the key three stakeholders in the exam: the students, the simulated patients and the assessors.

**Title: Can Video presentations do the assessment of Oral Skills justice?**

Sonja Altmüller, Mandy Poetzsch, Engracia Speight  
University of Sheffield

Like most British language centres, the Modern Languages Teaching Centre (MLTC) at the University of Sheffield has seen a sharp increase in student numbers over the years with up to 1600 student registrations per year. These increased student numbers have posed new challenges – one of them the question of how to assess oral skills for large groups of students without sacrificing teaching time? The MLTC has met this challenge by introducing video presentations for the levels B1 to C1 of the CEFR. While - from the teacher's perspective - the video presentations are primarily a means to assess students' language performance, for the students they offer opportunities to develop their presentation skills as well as their media competence.

However, this form of assessment raises various concerns from digital know-how requirements to questions of natural speech production and the inability to reliably assess any spoken interaction outlined in the CEFR.

In the German Section we have therefore decided to further develop a clear progression of tasks for this form of oral assessment instead of trying to rectify its limitations: Students of each level are also confronted with a different form of presentation requiring a different use of language in line with the presentation demands.

This talk aims to explain the rationale behind this approach further.

## **Session: Task Based Teaching and Learning**

### **Title: Developing a Task-based Speaking Test for elementary school: process and teaching implications**

Dr. Lambrini Loumbourdi  
Universität Giessen

In the German elementary school the teaching of English starts on the 3rd grade and takes place for two years. In the last decade the educational discourse has been focusing on implementing changes, as students graduating elementary school continued with very low language skills. In 2010 in Frankfurt the PEAK 1 project (Projekt Englisch ab Klasse 1) piloted the teaching of English in elementary schools from the first grade using tasks. Task-based language teaching has been gaining a lot of supporters in Germany in the last decade and has largely been implemented in secondary schools, however, there was no official effort for its introduction in primary schools. Thus, the project had two purposes: to support the introduction of English from the first grade and introduce and establish the use of tasks.

After five years, as the end of the project was approaching, it was decided to test the students for a second time in order to assess their language skills and the effectiveness of using tasks. The test created had four components: Reading, Writing, Listening and Speaking. In this paper I would like to discuss the process of creating the Speaking test along with its task components, the philosophy behind the choices made, the piloting, the administration itself and some first results. Finally, I would like to present the implications that the results could have for teaching and learning and the use of tasks in the school context from the first grade.



## POSTER

**Title: Developing students' speaking skill through blended learning**

Daniela Burroni Donahue  
Leeds Beckett University

Themes: Technology to enhance language learning and Learning outside the classroom

Blended learning is an approach to learning and teaching which combines learning undertaken in face-to-face sessions with learning opportunities created online. In the field of modern languages we are all experimenting with modules that utilize both environments and attempting to find the right balance between the two. Although there is not yet enough data to assess that the blended learning approach is better than more traditional classroom language approaches, we can already measure some of the positive outcomes. Evaluation questionnaires from the Italian modules I teach show, for example, that the use of blended learning has improved students satisfaction and engagement and has provided a means to encourage and motivate students to continue to study the language.

Blended learning can support all four skills allowing the inclusions of stimulating materials for the study of languages: images, listening tests, reading tests, video, audio files, and all kind of interactive exercises. In this paper I will present some examples of using blended learning to enhance students' speaking skills and learner autonomy.

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